

## MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 1:00 p.m. on February 24, 1995 in Room 123-S of the Capitol.

All members were present.

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

Conferees appearing before the committee: Dr. Rosemary Kirby, AVTS  
Jim Swartzenberger, Wichita/Sedg. Co. Partnership for Growth  
Ferman Marsh, Department of Education  
Diane Gjerstad, Wichita Public Schools, USD 259  
Eric Sexton, Wichita State University  
Keith Stover, Director Flint Hills Technical School  
Dr. Harry Stephens, Emporia State University  
Roger Craft, President of Vektek, Inc.  
Kent Heerman, Executive Director, RDA  
Dr. Rodney Cox, President, Butler County Comm. College  
Donna Newkirk, Pres., Emporia Area Chamber of Commerce

Others attending: See attached list

**SB 5 - Community colleges, subjects and courses taught in counties where state educational institutions are located**

Chairman Kerr stated this bill was requested by Fort Hays University and Wichita State University to extend the sunset on the ability to have exemptions for out-district tuition to the entire county except McConnell Air Force Base. He suggested that the Committee not extend the territory, and not do away with out-district tuition with no plan to replace the revenue; but to make a simple extension of the sunset for one year. In addition, he asked for a report to be presented during the 1996 session that would show the costs and savings of the proposed changes. Senator Emert made a motion to approve the bill as amended, with a report to be made to the Committee by January 15, 1996. Senator Langworthy seconded the motion, and the motion carried.

**SB 257 - Wichita technical college, establishment and official designation**

Dr. Rosemary Kirby, Wichita Area Vocational Technical School, testified in support of the bill. In accordance with **SB 586**, she presented their technical college application to the Committee, and explained their Economic Development Educational Input Model. (See Attachment 1 & 2)

Jim Schwarzenberger, Wichita/Sedgwick Co. Partnership for Growth, Inc., testified in support of the bill. (See Attachment 3)

Diane Gjerstad, Wichita Public Schools, testified in support of the bill. The Board of Education of Wichita Public Schools has approved a proclamation supporting Wichita Area Vocational Technical School becoming a technical college and to be allowed to award the associate of applied science degree. The Board supports this action as an appropriate step in career preparation for our students and for our community's work force needs. (See Attachment 4)

Ferman Marsh, Kansas State Board of Education, explained the application form needed to become a technical college; and confirmed it had been completed by Wichita AVTS. (See Attachment 5)

Dr. Rodney Cox, Butler County Community College, testified against the bill. The college trustees are very concerned about creating more colleges in a state where there has been criticism for Kansas already having too many colleges and duplication of effort. Many of our community colleges, which are located near, and will compete for the same students as the technical colleges, are experiencing declines in enrollment. The system should be streamlined to create a simpler, more cost efficient and more equitable funding system. (See Attachment 6)

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION Room 123-S-Statehouse, at 1:00 p.m. on February 24, 1995.

**SB 258 - Flint Hills technical college, establishment and official designation**

Keith Stover, Flint Hills Area Vocational Technical School, testified in support of the bill. He presented their technical college application to the Committee in accordance with **SB 586**, and described the benefits to business and community that the change to a college would create. (See Attachment 7 & 8)

Ferman Marsh, Kansas State Board of Education, confirmed that Flint Hills AVTS had completed the application required to become a technical college. (See Attachment 5)

Kent Heermann, Executive Director, Regional Development Association, testified in support of the bill. The Flint Hills Technical School was one of the first technical schools in the state, and the evolution from technical school to technical college will strengthen our regions competitiveness. (See Attachment 9)

Donna Newkirk, President, Emporia Area Chamber of Commerce, testified in support of the bill. The Emporia Area Chamber of Commerce supports the conversion of Flint Hills Technical School to Flint Hills Technical College under the standards set out in **SB 586**. This will allow for the granting and transfer of credit between all three sectors of post secondary education, and will be in the best interest of our businesses. (See Attachment 10)

Harry Stephens, Emporia State University, testified in support of the bill. Emporia State University no longer offers associate degree level programming and has encouraged Flint Hills Technical School to fill this void. We have enjoyed our relationship with Flint Hills AVTS, and plan to continue our collaboration efforts. (See Attachment 11)

Dr. Rodney Cox, Butler County Community College, testified against the bill. See Previous Testimony under **SB 257**. (See Attachment 6)

David LePue, Kansas Council on Vocational Education, testified in support of both **SB 257** and **SB 258**. The educational system must move to a strategy of providing academic and technical courses for all students that prepares them for employment and future education. Creating more opportunities to earn an associate degree will not revolutionize the system; however, this will help the people and the economy in our state. (See Attachment 12)

A motion was made by Senator Lawrence to recommend **SB 257** favorably for passage. The motion was seconded by Senator Emert, and the motion carried.

A motion was made by Senator Jones to recommend **SB 258** favorably for passage. The motion was seconded by Senator Lawrence, and the motion carried.

**SB 240 - Financing of school districts, property tax replaced with state sales tax**

Senator Wisdom presented a plan to phase in a sales tax and phase out property tax over the next five years to finance education. (See Attachment 13)

A motion was made by Senator Corbin to amend **SB 240** to add Senator Wisdom's plan to phase in sales tax and phase out property tax. Senator Lawrence seconded the motion. A substitute motion was made by Senator Walker to so amend **SB 240** and to recommend it favorably for passage. The motion was seconded by Senator Jones, and the motion passed - 5 to 4.

The meeting was adjourned at 2:30 p.m.

The next meeting is scheduled for March 6, 1995.

# SENATE EDUCATION COMMITTEE COMMITTEE GUEST LIST

DATE: 2-24-95

NAME	REPRESENTING
Rosemary A. Kirby	WAVTS - <del>Wichita</del>
Larry Schaefer	WAVTS
Tim Schwarzenberger	Wichita Area Chamber of Commerce
Keith Stovall	Flint Hills Tech.
Vent Heermann	Regional Development Assoc of KS <span style="float: right;">Outreach</span>
ALAN COBB	KAAVTS
HELSBY Smith	KACCC
J Marsh	ST. B D ED
Jacque Dokes	SQF
Bill Bay	Manhattan Area Technical Center
Gene Senter	WSU
Diane Gjerstad	USD 259
H. T. Stanger	Autism - Sen. J. Moran
TED AYRES	REGENTS STAFF
Rodney Cox	Butler County Community College
Merle Price	KACCC
Jeff Church	Butler County Community College
Nancy Stephens	ESU
David Ammerlaan	Diddleweb Press

# SENATE EDUCATION COMMITTEE COMMITTEE GUEST LIST

DATE: 2-24

NAME	REPRESENTING
Bill Beardon	St. Rep.
Karen Lowery	KNEB
Lou Baker	Raytheon Aircraft Co.
Mark Tallman	KSTP
Kathy Sexton	Div. of Budget
Susan Chase	KNEA



*TRANSFORMATION*

*OF THE*

*WICHITA AREA VOCATIONAL TECHNICAL SCHOOL*

*INTO A*

*TECHNICAL COLLEGE*

*IN*

*ACCORDANCE WITH*

*SB 586*

*January, 1995*

*Senate Education*  
*2-24-95*  
*Attachment 1*

# PROCLAMATION

OF

## *BOARD OF EDUCATION WICHITA PUBLIC SCHOOLS*

Whereas, the preparation of individuals for gainful employment has historically been reflected in the mission of the Wichita Area Vocational Technical School, and

Whereas, career requirements have changed as have technology and expectations in the workplace, and

Whereas, the need for a technical college in Sedgwick County is substantiated by a business and industry survey conducted by the WI/SE Task Force on Training Wichita's Work Force, and supported by labor market statistics, student surveys, census data, Wichita Area Vocational Technical School job placement rates and program advisory committee minutes, and

Whereas, the authority of Senate Bill 586 allows the Wichita Area Vocational Technical School to become a degree granting technical college,

Whereas, it is now time to take the next logical step in the evolution of career preparation and make the transition from Wichita Area Vocational Technical School to a technical college;

Now, Therefore, Be It Resolved, that the Wichita Board of Education of the Wichita Public Schools, do hereby support and proclaim that the Wichita Area Vocational Technical School become a technical college and be allowed to award the Associate of Applied Science Degree.

1-23-95

Date

Carol Ruxer

Wichita Board of Education President

*Wichita Area Vocational Technical School*  
*Wichita Public Schools, Unified School District #259*

# TECHNICAL COLLEGE APPLICATION Wichita Area Vocational Technical School

## Directions:

1. Submit an original and two copies of this form to the Kansas State Board of Education. Include two copies of all supporting documentation.
2. Attach documentation that the AVTS/AVS governing body has passed a resolution proposing the establishment of a technical college.
3. Return to: Commissioner of Education  
Kansas State Board of Education  
120 S.E. Tenth Avenue  
Topeka, KS 66612-1182

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## DEFINITION

Senate Bill 586, passed during the 1994 session of the Kansas State Legislature, amended K.S.A. 72-4412 to provide for the establishment of technical colleges. A "technical college" is defined as an educational institution that formerly was an area vocational or area vocational-technical school, and that, in accord with the provisions of this bill, has been designated a technical college.

---

## AVTS/AVS VERIFICATION

I verify that the information provided in the Technical College Application is correct. My signature further signifies the intent of the applicant to pursue designation as a technical college under K.S.A. 72-4412 as amended.

*Laura A. Kirby*  
Signature of AVTS/AVS Director

1-23-95  
Date

316-833-4910  
Telephone Number

*Carol Rupe*  
Signature of AVTS/AVS Board Chair

1-23-95  
Date

316 636-5436  
Telephone Number

### STATE BOARD OF EDUCATION USE ONLY

#### APPLICATION APPROVAL STATUS:

Recommended for establishment as a technical college

Not recommended for establishment as a technical college

\_\_\_\_\_  
Signature of Commissioner of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of State Board Chair

\_\_\_\_\_  
Date

## *PREFACE*

A window of opportunity for area vocational technical schools in Kansas to become technical colleges was created by the passage of SB 586 in 1994. Many other states have already taken this initiative and converted area schools into technical colleges.

In accordance with this legislation, the Kansas State Board of Education created a "Technical College Application" that contains five criteria. Each criteria contains numerous questions to which applicants must respond.

The enclosed application of the Wichita Area Vocational Technical School, which has been divided into five sections, is structured around the five criteria set forth by the Kansas State Board of Education. Each section contains a brief narrative response to the application questions followed by supportive documentation (i.e., tables, figures, attachments). The items of supportive documentation, which add considerable length to the application, have been referenced in the narrative.

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TRANSFORMATION  
OF THE  
WICHITA AREA VOCATIONAL TECHNICAL SCHOOL  
INTO A  
TECHNICAL COLLEGE  
IN  
ACCORDANCE WITH  
SB 586

*Executive Summary*

The preparation of individuals for gainful employment has historically been reflected in the mission of the Wichita Public Schools. Prior to the turn of the century, in the 1880s, the term "manual training" was used to denote career preparation. In the 1920s the term became "industrial education" and later assumed the title "vocational education" in the mid-60s.

Possibly each of these educational titles correctly depicted the career requirements of the day. However, just as the titles have changed so has technology and expectations in the workplace. It is now time to take the next logical step in the evolution of career preparation and transition of the Wichita Area Vocational Technical School into a technical college.

The need for a technical college in Sedgwick County is substantiated by a business and industry survey conducted by the Wichita/Sedgwick (WI/SE) Task Force on Training Wichita's Work Force. Labor market statistics, student surveys, census data, Wichita Area Vocational Technical School job placement rates and program advisory committee minutes support the need.

Perhaps an editorial in the Wichita Eagle, dated March 17, 1994, said it best:

*"If members of the House Education Committee really want to do something for young Kansans who want to compete in the global economy, they'll endorse a bill to allow the state's vocational-technical schools to grant two-year college degrees. This is a privilege that the vo-techs deserve.*

*They're terrific at training young people--and other workers in need of retraining--for high-paying, high-skilled manufacturing jobs. But because they lack the power to grant two-year technological degrees, the vo-techs lack the prestige and visibility enjoyed by the other two legs of the state's higher-ed triad--the six state universities and the 19 community colleges."*

Senate Bill 586, which permits area vocational technical schools to become technical colleges, was signed into law by former Governor Finney in April of 1994. The legislation identifies three procedural steps in the conversion process:

1. Wichita Board of Education resolution (i.e., proclamation) to establish a technical college
2. Kansas State Board of Education approval of the technical college application (in consultation with the Board of Regents)



### 3. State legislation authorizing conversion of Wichita Area Vocational Technical School

The primary service area for the technical college will be Sedgwick County. This geographical designation is supported by a zip code analysis which revealed that 87.5 percent of Wichita Area Vocational Technical School postsecondary students reside in Sedgwick County.

Students attending the technical college will be able to opt between two types of technical programs: certificate or associate degree. A comparison of Kansas State Board of Education approved vocational programs showed that a majority of the proposed 40 associate degree programs are not offered by any of the four community colleges within a 100 mile radius of Wichita. Of the remaining 28 percent, none of the programs are offered in Sedgwick County.

If approved, the Wichita Area Vocational Technical School would become a technical college in FY '96. As such, many things would remain the same:

1. Mission (Education for Employability)
2. Board of Control (Wichita Board of Education)
3. Facilities (Six Postsecondary Campuses)
4. Certificate Programs (Secondary, Postsecondary, Customized Training)
5. Funding (State Postsecondary Aid and Capital Outlay)
6. Tuition (Postsecondary Students)

However, several other things would change dramatically with the implementation of a technical college:

1. Academic Partnerships (Wichita State University and Others)
2. Associate of Applied Science Programs (Technical College)
3. Associate of Applied Science Degree (Technical College)
4. College Credit (Technical College)

Benefits of the conversion are not restricted to postsecondary students as the technical college will enhance, rather than diminish, services to high school students by:

1. Expanding Tech Prep
2. Implementing Youth Apprenticeships
3. Articulating secondary and postsecondary courses
4. Authenticating applied academic courses
5. Facilitating federal School-to-Work Opportunities Act initiatives
6. Enhancing the technical career image and motivating students to excel

The bottom line for the transformation of the Wichita Area Vocational Technical School into a technical college is economic development. Translated into business terms, this means productivity and global competitiveness. Translated into personal terms, this means lifestyles and standard of living.

## **CRITERIA I**

**What is the present and projected need in the area of the proposed technical college for expansion or alterations of the existing postsecondary educational services?**

### **A. The specific delineation of the proposed geographic area to be served.**

Sedgwick County, home of the Wichita Area Vocational Technical School since 1965, is the specific geographic area designated for the proposed technical college. This county is the primary service delivery area for the Wichita Area Vocational Technical School. As shown on Table I, 87.5 percent of the postsecondary students enrolled in the Wichita Area Vocational Technical School for the 1993-94 school year were residents of Sedgwick County. Additional postsecondary institutions within the county include: Wichita State University, Friends University, and Kansas Newman College.

The twenty cities located in Sedgwick County, illustrated in Figure 1, include: Andale, Bel Aire, Bentley, Cheney, Clearwater, Colwich, Derby, Eastborough, Garden Plain, Goddard, Haysville, Kechi, Maize, Mount Hope, Mulvane, Park City, Sedgwick, Valley Center, Viola, and Wichita. Wichita, with a population of 311,746 is the state's largest city.

Sedgwick County is the hub of the Wichita Metropolitan Statistical Area which includes Butler, Harvey and Sedgwick Counties. Eighty-three percent of the population of the Wichita Metropolitan Statistical Area resides in Sedgwick County.

### **B. Population surveys of the proposed service area, labor market surveys, surveys of secondary students.**

#### Population

With a population of 416,690, Sedgwick County is the population center and the industrial heart of the state. Between 1990 and 1992, Sedgwick County realized a net in-migration of 1,026 people and a total population gain of 3.2 percent (higher than the national growth rate during that same period of 2.6 percent). Population and employment projections for the county reflect a continued increase through the year 2010, as depicted in Figure 2.

Table II provides basic demographic information for Sedgwick County as collected from the 1990 Census. Even though unemployment rates periodically fluctuate, information from the 1990 Census reflects that 94.6 percent of the civilian labor force is employed which indicates that jobs are available within Sedgwick County. Additionally, the Census data indicates that 82.4 percent of Sedgwick County residents over the age of 25 attained a high school diploma or higher. However, 60.2 percent of these high school graduates did not complete a bachelor's degree. Figure 3 compares educational attainment (high school graduates through bachelor's degree) for Sedgwick county residents, age 25 and over, to the national average. A higher percentage of Sedgwick County residents attain a high school diploma, receive some college, or attain a bachelor's degree compared to the national average. However, a smaller percentage of the county's residents attain an associate degree when compared to the nation.

The vast majority of the labor pool for Sedgwick County employers comes from within the county. According to the 1990 Census, 97 percent of the people employed in Sedgwick County in 1990 also lived in Sedgwick County. A survey of manufacturing employees in 1992 found that 88.7 percent of the people taking new manufacturing jobs with Sedgwick County employers during the prior four year period lived within Sedgwick County.

School children in Sedgwick County will provide a significant portion of the new entrants to the state's workforce in the future. Sixteen percent of the state's K-12 school children are enrolled in Sedgwick County schools. Twelve percent of the state's school children are enrolled in one school district, Wichita.

### Labor Market

Eighteen percent of the jobs in the entire state are in Sedgwick County, and the two largest employment sectors are manufacturing and health care. When comparing cities with populations of 200,000 or more, Wichita has the third largest percentage of civilians employed in manufacturing in the nation as shown on Table III. The county is home to 32 percent of the manufacturing jobs of the entire state.

Figure 4 shows the source of the county's earnings and employment by industry, compared to the nation. Even though one-fifth of the county's jobs are from the manufacturing sector, nearly one-third of the county's earnings are accounted for by the manufacturing industry indicating that the manufacturing jobs in this area tend to be high-skilled and high-wage jobs. The average annual earnings per manufacturing job in Sedgwick County is \$37,600 compared to \$34,600 for the nation as a whole. A feature article in the December 23, 1994, issue of the Wichita Business Journal cited an average hourly manufacturing production wage of \$14.28. Nationally, manufacturing accounts for only 13.4 percent of the jobs and 18.7 percent of earnings.

Although the county has a strong and globally competitive manufacturing base, the overall economy is fairly well diversified. Table IV identifies the top 15 private industries within the Metropolitan Statistical Area, and a number of the programs provided by the Wichita Area Vocational Technical School focus on the top four industries.

Table V illustrates the number of persons employed in specific occupational areas (1990 Census) and the number and percentage of FY '93 Wichita Area Vocational Technical School graduates employed in those occupational areas. Eleven of these occupational areas have been identified as jobs expected to be in greatest demand through 1997 by the Council on Work Force Needs, an initiative of the Wichita/Sedgwick (WI/SE) Partnership for Growth, and correspond directly to programs provided through the Wichita Area Vocational Technical School.

### Secondary Students

Although the Wichita Public Schools annually conducts a senior survey to determine the intentions of graduating seniors, follow-up data was not collected on graduates from 1977 to 1991. However, beginning in December 1992 the Wichita Public Schools again resumed the collection of follow-up data. Now annually, during the months of December and January, a follow-up survey of the previous school year's graduates is completed. The purpose of this survey is to determine the number of graduates continuing their education, the general type of education being pursued, the employment status of the graduate and the level of satisfaction with their high school education.

Table VI represents the data collected for the 1992 and 1993 graduating classes. The most recent of these surveys shows a total of 1,021, or 63.8 percent, of the students reporting attendance at a college or university including both four-year (49.1%) and two-year (14.7%) institutions. Attendance at vocational/technical schools was reported by 3.5 percent of the students and attendance at trade/proprietary schools by 1.1 percent of the students. Attendance at two-year institutions was up from the 1992 survey as was attendance at vocational/technical programs. Attendance at four-year institutions decreased from the previous year.

A total of 416 (25.9%) of the 1993 graduates contacted were employed full time and 490 (30.6%) of these graduates were employed part time. A few of the questions regarding employment were modified in the latest survey in an effort to gather more specific information. In general, however, it appears that full-time employment increased while part-time employment and the number of graduates unemployed decreased.

This data emphasizes the fact that a large number of the graduates from the Wichita Public Schools are seeking both further education and employment opportunities. Unfortunately, the number of high school graduates directly entering the Wichita Area Vocational Technical School after graduation is not great. The 1992-93 adult enrollment information indicates 90 high school graduates enrolling in Wichita Area Vocational Technical School postsecondary programs. The 1993-94 enrollment identifies only 66 high school graduates enrolling in Wichita Area Vocational Technical School postsecondary programs.

The proposed transition of the Wichita Area Vocational Technical School to a technical college may provide just the connection between school and work these students are seeking. The technical college designation would allow for both certificate as well as associate degree programs to be offered locally within the boundaries of Sedgwick County.

**C. A mission statement for the proposed technical college which addresses the identified needs of the service area and targeted populations.**

The mission statement for the technical college incorporates the beliefs upon which the educational institution will be founded and provides direction for strategic planning and operations.

**Belief Statements**

The technical college in Sedgwick County will be founded on the following belief statements:

1. Education is the foundation for economic development, global competitiveness, and the standard of living for Kansans.
2. Technical careers, requiring more than a high school education but not a baccalaureate degree, provide the most employment opportunities.
3. Global competition mandates that Sedgwick County and Kansas choose between high-skills/high-wages and low-skills/low wages.
4. Education in Kansas must be seamless and lifelong.
5. Education must be relevant to the needs of individuals, businesses and industries.
6. Academic and technical education courses must be integrated into a logical and sequential program of studies.
7. Academics should be taught in the contextual framework of technical careers.
8. Work place skills (i.e., SCANS, ACT Work Keys), that transcend career majors, must be infused throughout the curricula.
9. Secondary and postsecondary education must be articulated to avoid duplication and provide value-added learning opportunities.
10. Technical preparation needs of secondary students must continue to be served.
11. Customized training, tailored to the unique needs of business and industry, must be delivered promptly and efficiently.
12. Work-based learning--through employment, apprenticeships and internships--must be maximized to complement school-based learning experiences.

13. Student services (counseling, career assessment, financial aid, job placement, labor market information, etc.) must be available to help students select career majors, succeed in school, and transition to chosen careers or further education.
14. Instructional equipment must be technologically current and similar to that used in business and industry to facilitate the transferability of skills.
15. Technical instructors must be occupationally competent and skilled in the art of teaching.
16. Self-esteem of students, preparing for technical careers, must be enhanced.
17. Continuous quality improvement should exist throughout the organization.
18. Technical colleges should be the "standard for excellence" in the preparation for technical careers.
19. Graduates must be prepared for further education and/or high-skilled employment.
20. Transferability of courses and credit must be maximized between educational institutions.
21. Technical colleges should be able to award college credit and offer an Associate of Applied Science degree.
22. Wichita Area Vocational Technical School should become a technical college in FY'96.

#### Mission Statement

The mission of the technical college is to develop a quality work force through "education for employability."



TABLE I

WICHITA AREA VOCATIONAL TECHNICAL SCHOOL  
POSTSECONDARY STUDENTS (FY '94)

<u>County of Residence</u>	<u>Number of Students</u>	<u>Percent of Students</u>
Butler	206	3.6
Cowley	61	1.1
Harvey	98	1.7
Kingman	27	.5
Reno	49	.8
Sedgwick	5,064	87.5
Sumner	158	2.7
Other	121	2.1
<b>Total</b>	<b>5,784</b>	<b>100</b>

FIGURE 1

Cities in Sedgwick County, Kansas

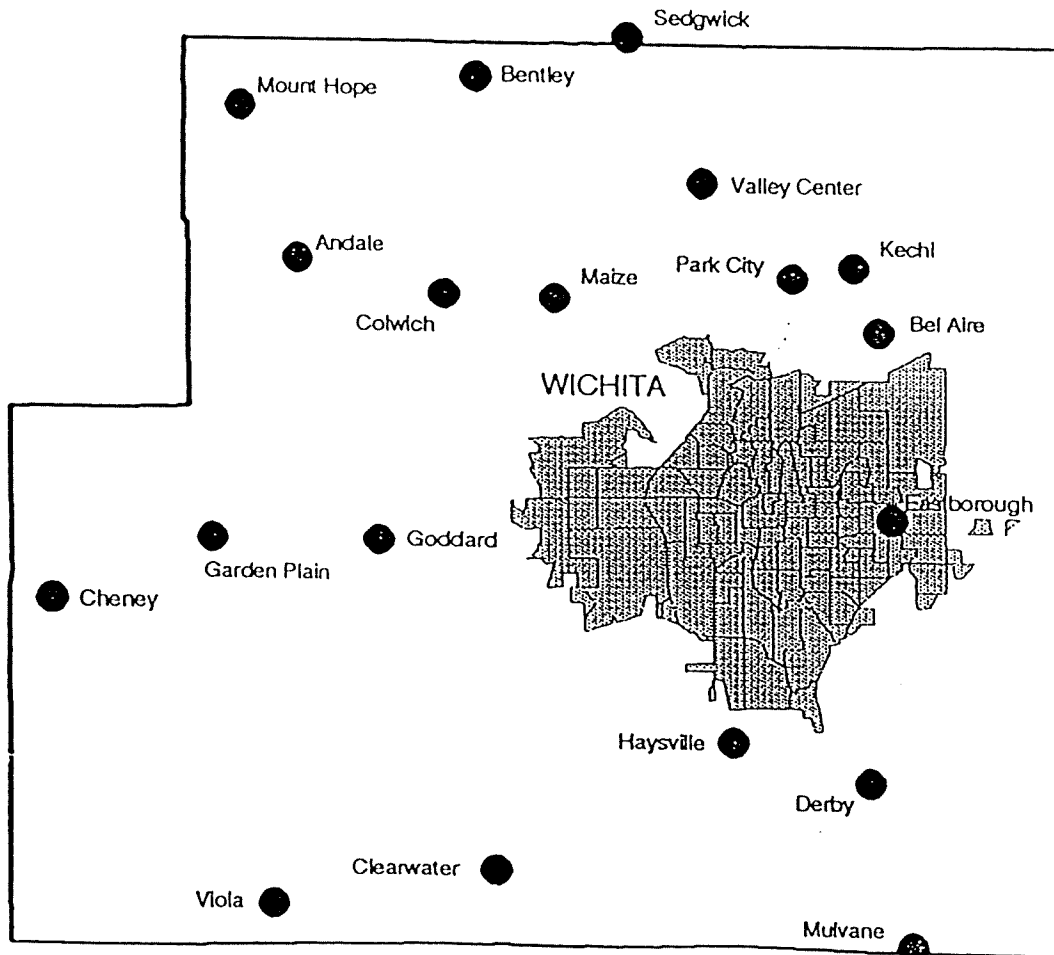
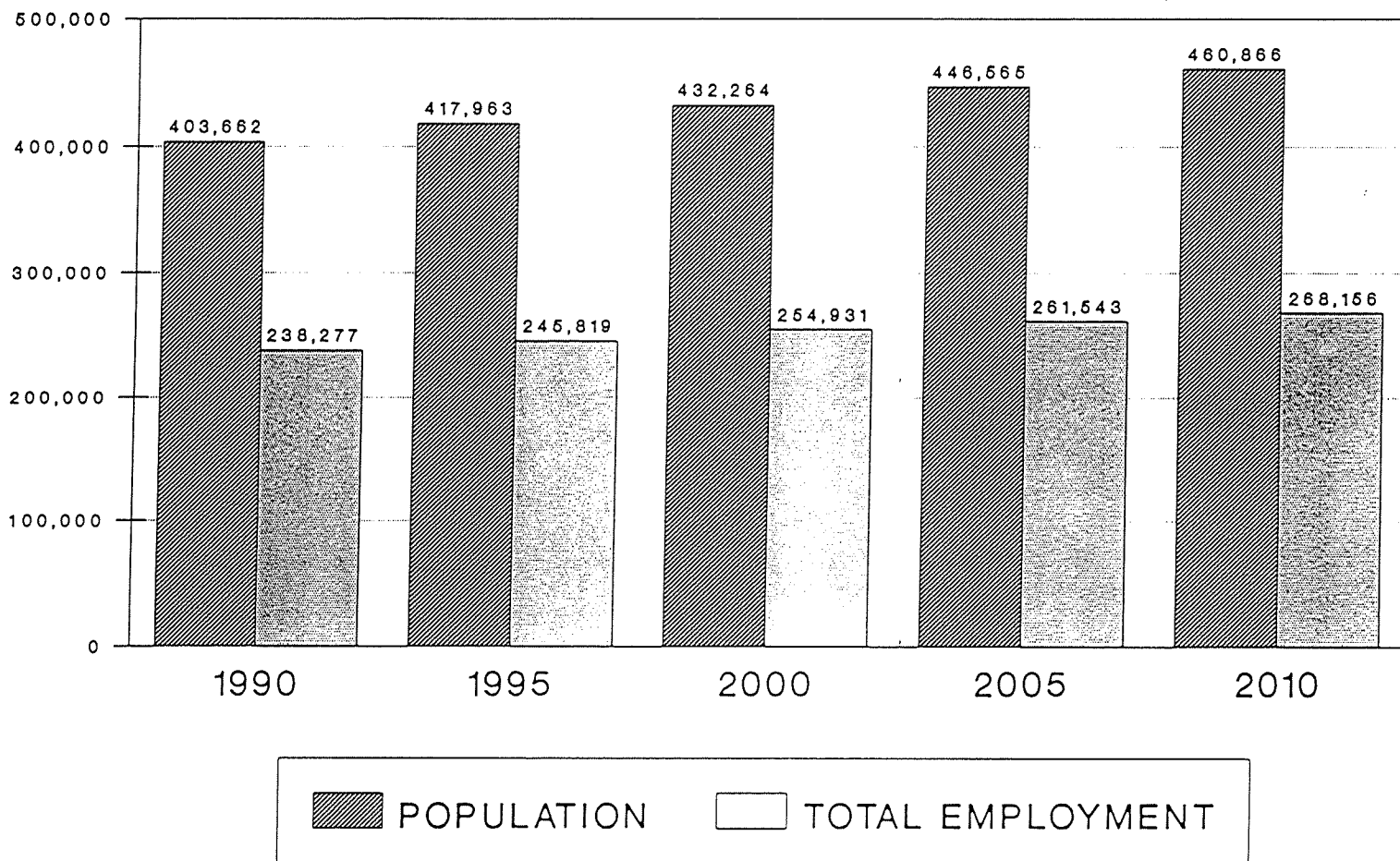


FIGURE 2

# SEDGWICK COUNTY POPULATION AND EMPLOYMENT PROJECTION / 1990 - 2010



Source: The Wichita/Sedgwick County  
Comprehensive Plan-1992

TABLE II

1990 CENSUS and 1992 CENSUS UPDATE  
INFORMATION

General Characteristics

	<u>1990</u>	<u>1992</u>
Population	403,662	416,690
Male	197,617	
Female	206,045	
Households	156,571	
Persons per Household	2.54	
Median Household Income	30,216	
Median Family Income	36,194	
Median Age	31.8	

Race

	<u>1990</u>	<u>% of Population</u>
White	345,176	85.5
Black	36,061	8.9
American Indian, Eskimo, Aleut	4,556	1.1
Asian, Pacific Islander	8,728	2.2
Other Race	9,144	2.3
Hispanic Origin*	17,435	4.3

\* This category is not exclusive, but a subset of other categories.

Cities in Sedgwick County

	<u>Population 1990</u>	<u>1992</u>
Andale	566	632
Bel Aire	3,695	4,012
Bentley	360	381
Cheney	1,560	1,719
Clearwater	1,875	1,983
Colwich	1,091	1,173
Derby	14,699	15,685
Eastborough	896	900
Garden Plain	731	823
Goddard	1,804	1,890
Haysville	8,364	8,241
Kechi	517	656
Maize	1,520	1,627
Mount Hope	805	926
Mulvane*	4,674	4,831
Park City	5,050	5,281
Sedgwick*	1,438	1,555
Valley Center	3,624	3,778
Viola	185	200
Wichita	304,011	311,476

\* These cities are not contained entirely within Sedgwick County. Population figures represent the entire city.

Age

	<u>1990</u>	<u>% of Population</u>
Under 5 years	34,422	8.5
5 to 17 years	77,537	19.2
18 to 20 years	16,031	4.0
21 to 24 years	23,446	5.8
25 to 44 years	135,896	33.7
45 to 54 years	37,289	9.2
55 to 59 years	16,914	4.2
60 to 64 years	16,141	4.0
65 to 74 years	27,305	6.8
75 to 84 years	14,092	3.5
85 years and over	4,589	1.1

Under 18 years	111,959	27.7
65 years and over	45,986	11.4

Labor Force Status

	<u>1990</u>	<u>%</u>
Persons 16 years and over	301,722	
In Labor Force	212,705	70.5
Civilian Labor Force	209,458	
Employed	198,134	94.6
Unemployed	11,324	5.4
Armed Forces	3,247	
Not in Labor Force	89,017	29.5

Household Income

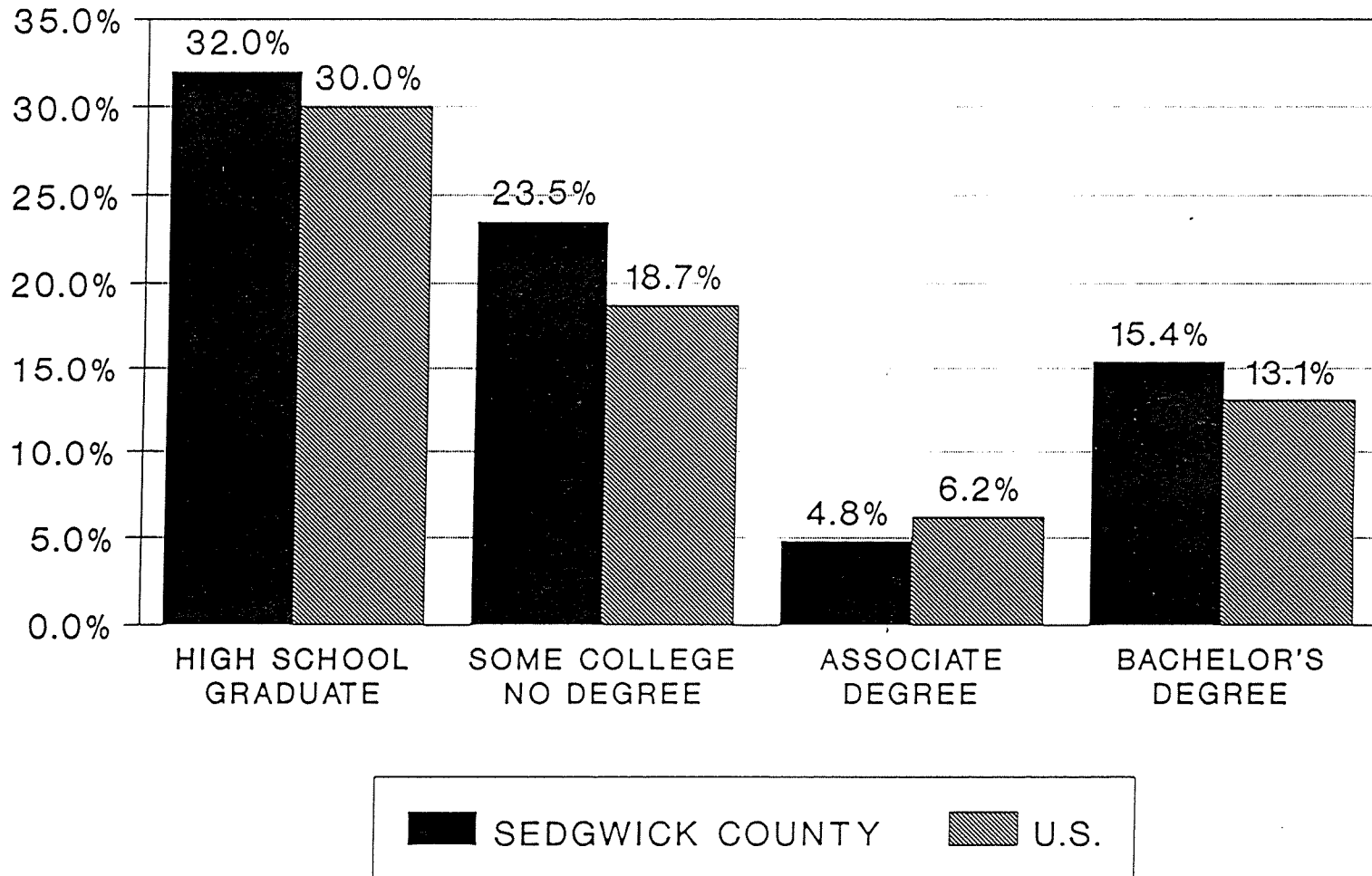
	<u>1990</u>	<u>% of Households</u>
Less than \$5,000	8,707	5.5
\$5,000 to \$9,999	12,678	8.1
\$10,000 to \$14,999	13,573	8.6
\$15,000 to \$24,999	29,044	18.5
\$25,000 to \$34,999	27,631	17.6
\$35,000 to \$49,999	30,544	19.5
\$50,000 to \$74,999	23,788	15.1
\$75,000 to \$99,999	6,232	4.0
\$100,000 to \$149,999	2,877	1.8
\$150,000 or more	1,949	1.2

Educational Attainment

	<u>1990</u>	<u>%</u>
Persons 25 years and over	252,868	
Less than 9th grade	14,091	5.6
9th to 12th grade, no diploma	30,325	12.0
High School Graduate	80,908	32.0
Some college, no degree	59,347	23.5
Associate Degree	12,078	4.8
Bachelor's Degree	38,969	15.4
Graduate or Professional Degree	17,150	6.8
Percent high school graduate or higher		82.4
Percent bachelor's degree or higher		22.2

FIGURE 3

# EDUCATIONAL ATTAINMENT PERSONS AGE 25 AND OVER / 1990 CENSUS



Source: 1990 Census

TABLE III

**CITIES OF 200,000 OR MORE POPULATION RANKED BY  
PERCENT OF CIVILIAN EMPLOYMENT IN MANUFACTURING  
[1990 Census]**

City	Percent	Rank	City	Percent	Rank
San Jose, CA	31.3	1	Mobile, AL	12.8	39
Santa Ana, CA	29.9	2	Nashville-Davidson, TN	12.6	41
➔ Wichita, KS	25.4	3	Memphis, TN	12.5	42
Rochester, NY	24.8	4	Birmingham, AL	12.4	43
Anaheim, CA	24.3	5	Lexington-Fayette, KY	12.4	43
Cleveland, OH	23.1	6	Baltimore, MD	12.3	45
Milwaukee, WI	22.2	7	Raleigh, NC	12.3	45
Fort Worth, TX	21.5	8	Stockton, CA	12.3	45
Akron, OH	20.7	9	Richmond, VA	12.2	48
Newark, NJ	20.6	10	Oklahoma City, OK	12.0	49
Detroit, MI	20.5	11	Omaha, NE	11.8	50
Long Beach, CA	20.4	12	Houston, TX	11.7	51
Toledo, OH	19.6	13	Columbus, OH	11.6	52
Arlington, TX	18.9	14	New York, NY	11.4	53
Chicago, IL	18.7	15	Austin, TX	11.2	54
Mesa, AZ	18.5	16	Oakland, CA	10.6	55
Los Angeles, CA	18.4	17	Norfolk, VA	10.3	56
St. Paul, MN	17.2	18	Denver, CO	10.0	57
El Paso, TX	16.7	19	Boston, MA	9.9	58
Riverside, CA	16.7	19	Tampa, FL	9.9	58
Louisville, KY	16.3	21	Baton Rouge, LA	9.9	58
Buffalo, NY	16.2	22	Aurora, CO	9.6	61
Indianapolis, IN	15.9	23	Tucson, AZ	9.5	62
Colorado Springs, CO	15.9	23	Jacksonville, FL	9.4	63
Jersey City, NJ	15.6	25	Albuquerque, NM	9.4	63
Cincinnati, OH	15.4	26	Atlanta, GA	9.4	63
Portland, OR	15.1	27	Corpus Christi, TX	9.4	63
St. Louis, MO	15.1	27	San Francisco, CA	9.2	67
Miami, FL	14.4	29	Fresno, CA	9.2	67
Charlotte, NC	14.3	30	San Antonio, TX	9.0	69
Phoenix, AZ	14.2	31	Virginia Beach, VA	8.5	70
Tulsa, OK	14.2	31	Pittsburgh, PA	8.5	70
Dallas, TX	14.1	33	Sacramento, CA	7.7	72
Minneapolis, MN	14.1	33	New Orleans, LA	6.8	73
San Diego, CA	13.9	35	Honolulu CDP, HI	5.7	74
Kansas City, MO	13.7	36	Washington, DC	4.3	75
Philadelphia, PA	13.6	37	Las Vegas, NV	4.3	75
Seattle, WA	13.3	38	Anchorage, AK	3.6	77
St. Petersburg, FL	12.8	39			

**Note:**

When cities share the same rank, the next lower rank is omitted.

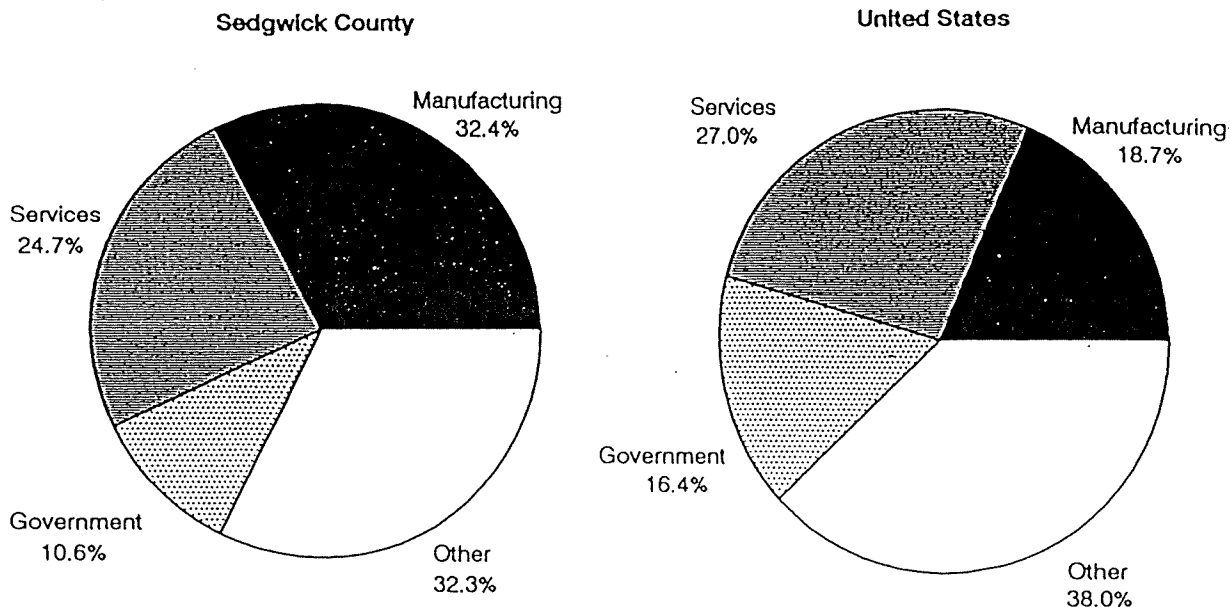
CDP = Census Designated Place.



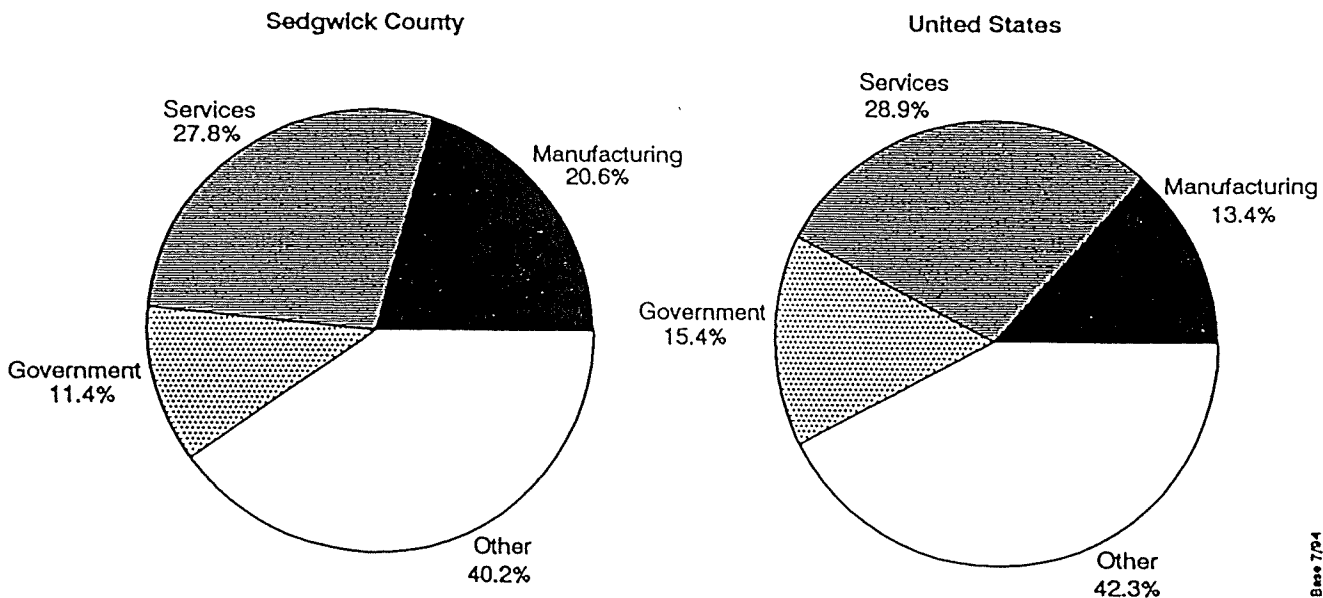
FIGURE 4

# SEDGWICK COUNTY COMPARED TO THE NATION

## SOURCE OF 1992 EARNINGS BY INDUSTRY TYPE



## SOURCE OF 1992 EMPLOYMENT BY INDUSTRY TYPE



Source: Bureau of Economic Analysis, Personal Income and Employment data

CEDBR Data Base 7/94

TABLE IV

**WICHITA MSA -- TOP 15 PRIVATE INDUSTRIES**  
(Based on average 1993 two-digit SIC code employment)

	<u>SIC CODE</u>	<u>ESTIMATED EMPLOYMENT</u>
1. Manufacturing-Transportation Equipment (Aircraft)	37	34,294
2. Services-Health Services	80	24,074
3. Retail Trade-Eating and Drinking Establishments	58	16,893
4. Services-Business Services	73	12,372
5. Wholesale Trade-Durable Goods	50	9,262
6. Construction-Special Trade Contractors	17	7,050
7. Retail Trade-Food Stores	54	6,129
8. Manufacturing-Industrial & Commercial Machinery & Computer Equipment	35	5,620
9. Retail Trade-General Merchandise Stores	53	5,528
10. Retail Trade-Miscellaneous	59	5,313
11. Services-Engineering, Accounting, Research, Management	87	4,654
12. Retail Trade-Auto Dealers/Service Stations	55	4,649
13. Services-Social Services	83	4,221
14. Whole Sale Trade-Nondurable Goods	51	4,041
15. FIRE-Depository Institutions (Banks)	60	3,787

Source: "Covered Employment & Wages in Kansas"; Labor Market Information Services, KS Dept. of Human Resources 7/94

TABLE V

**EMPLOYMENT AND JOB PLACEMENT  
BY SELECTED OCCUPATIONS**

PROGRAMS/OCCUPATIONAL AREAS	MSA - 1990 CENSUS INFO.	1992-93 WAVTS FOLLOW-UP	
	No. of Persons Employed	No. of Grads Placed	% of Grads Placed
<b>Administrative Support Occupations, Including Clerical</b>			
*Secretarial (including speciality areas & stenographers)	8,290	85	89.5
*General Office (including typists, clerks, receptionists, & other admin. support occupations)	9,466	168	79.6
Accounting Clerks (including bookkeeper, audit, (billing, payroll, etc.)	5,114	55	85.7
<b>Sales Occupations</b>			
*Fashion & Interior Merchandising (including apparel, furniture & home furnishings sales workers)	1,220	28	84.8
<b>Technicians &amp; Related Support Occupations</b>			
*Licensed practical nurses	852	69	94.5
Clinical laboratory technologists & technicians (including medical lab technicians)	910	41	91.1
Drafting occupations	887	17	77.3
Computer Programmers	1,159	18	85.7
Electrical & electronic technicians	1,023	11	91.7
Production Artist	N/A	28	96.7
Mental Health Technician	N/A	14	100
Surgical Technician	N/A	13	100
*Pharmacy Technician	N/A	9	90.0
*Medical Assistant	N/A	12	85.7
<b>Service Occupations, Except Protective &amp; Household</b>			
Food Service Mid-Management (including supervisors, food preparation & service occupations, cooks, and kitchen workers)	6,267	14	93.3
Child Care Occupations (including family child care providers, early childhood teacher's assistants, & child care workers)	3,099	39	90.7
Dental Assistants	326	11	100.0
Nursing aides, orderlies & attendants (including geriatric aides)	3,163	143	88.8

(TABLE V Continued)

PROGRAMS/OCCUPATIONAL AREAS	MSA - 1990 CENSUS INFO.	1992-93 WAVTS FOLLOW-UP	
	No. of Persons Employed	No. of Grads Placed	% of Grads Placed
<b>Farming, Forestry &amp; Fishing Operations</b>			
Horticulture (including managers horticulture speciality farms, nursery workers, groundskeepers & gardeners except farm)	1,283.00	9	90.0
<b>Precision Production, Craft &amp; Repair Occupations</b>			
Automobile mechanics, except apprentices	1,788	15	88.2
Small engine repairers	113	7	100.0
Automobile body & related repairers	340	5	100.0
*Aircraft engine mechanics	1,334	45	93.8
*Aircraft mechanics, except engine	750	51	96.2
Heating, air conditioning & refrigeration mechanics	321	22	77.8
*Carpenters, except apprentices	1,944	5	83.3
Cabinet makers, bench carpenters, & precision woodworkers)	.85	6	75.0
*Electrical Trades (includes electrical power installers and repairers)	180	7	100.0
<b>Machine Operators, Assemblers &amp; Inspectors</b>			
*Machine Shop (including lathe, turning, milling, planing, drilling, boring, grinding, etc., machine operators)	740	25	96.2
*C.I.M. Technology (including tool programmers & numerical control machine operators)	113	11	91.7
Printing (including press operators, folding machine operators, etc.)	843	16	100.0
*Welding (including cutters, solderers, brazers, etc.)	1,765.00	21	77.8
<b>Transportation &amp; Material Moving Occupations</b>			
Truck Drivers	4,558	181	78.7

\*Jobs expected to be in greatest demand through 1997 as identified by the Council on Workforce Needs (an initiative of the WI/SE Partnership for Growth). The Council's job projections address the following , six areas only: Construction, Finance, Health, Manufacturing, Retain, and Telecommunications.

TABLE VI

**WICHITA PUBLIC SCHOOLS GRADUATE FOLLOW-UP SURVEY RESULTS  
FOR THE GRADUATING CLASSES OF 1992 AND 1993**

	Class of 1993 Total Responses		Class of 1992 Total Responses	
	#	%	#	%
Total Responding	1602	100	1468	100
<b>PURSUING FURTHER EDUCATION</b>				
Full Time (12 + hours)	959	59.9	876	59.6
Part Time (1-11hrs)	108	6.7	104	7.0
Not Pursuing Education/No Response	535	33.4		
<b>4 Yr. Institution</b>				
2 Yr. Institution	235	14.7	179	12.1
Voc/Tech School	56	3.5	33	2.2
Trade Proprietary School	17	1.1	26	1.7
Not Pursuing Ed/No Response	508	31.7		
<b>In-State</b>				
Out-of-State	125	7.8	106	7.2
Not Pursuing Ed/No Response	553	34.5		
<b>Public Institution</b>				
Private Institution	144	9.0	149	10.1
Not Pursuing Ed/No Response	538	33.6		
<b>Wichita State University</b>				
Kansas State University	116	7.2	114	7.7
University of Kansas	81	5.1	64	4.3
Other			308	25.8
No Response	1017	63.5		
<b>EMPLOYMENT</b>				
Full time (35+ hrs/week)	326	20.3	244	16.6
Full Time, Pursuing further Education	90	5.6	106	7.2
Part Time or Not Employed	1186	74		
<b>Part Time (up to 34 hrs/week)</b>				
Part Time, Seeking Full Time	18	1.1	21	1.4
Part Time, Pursuing further Education	389	24.3	497	33.8
Full Time or Not Employed	1112	69.4		
<b>Entered Armed Forces</b>				
Other	21	1.3		
No Response	1524	95.1		
<b>Unemployed</b>				
Seeking Employment	70	4.4	157	10.6
Not Seeking Employment	241	15.0		
Other	58	3.6		
No Response	1233	77.0		

## CRITERIA II

What types of postsecondary institutions presently operate in the geographic area defined as CRITERIA I?

As explained, the primary service or geographic area for the technical college will be Sedgwick County. The county is currently the home county for four postsecondary educational institutions, the first of which will be transformed into a technical college. The first two educational institutions, listed below, are public and the latter two private:

1. Wichita Area Vocational Technical School
2. Wichita State University
3. Friends University
4. Kansas Newman College

There are no community colleges in Sedgwick County. However, the home counties of four community colleges surround Sedgwick County. These public community colleges presently offer a limited number of extension courses in Sedgwick County which are non duplicative of the academic or technical offerings of Wichita State University or Wichita Area Vocational Technical School. These community colleges include:

1. Butler County Community College
2. Cowley County Community College/Area Vocational Technical School
3. Hutchinson Community College/Area Vocational Technical School
4. Pratt Community College/Area Vocational Technical School

**A. The present and future potential for interaction with the above identified institutions? Include any and all articulation agreements with existing institutions.**

Years before the creation of Tech Prep, the Wichita Area Vocational Technical School recognized the merits and established articulation agreements with other postsecondary educational institutions. A program-by-program listing of these articulation agreements is shown in Table VII. A secondary/postsecondary Tech Prep articulation agreement and a copy of a notice provided for postsecondary students outlining the requirements addressed in articulation agreements with Wichita State University and Cowley County Community College, have been included as Attachments A and B. Other articulation agreements are available upon request.

Unquestionably, the career development logic is sound and articulation agreements represent a significant step in the right direction. Yet, this is at best only an intermediate and temporary plateau in the evolution of a seamless lifelong educational system for the citizens of Kansas.

The number of Wichita Area Vocational Technical School students and graduates taking advantage of articulation arrangements is nearly impossible to calculate because the educational pursuits of graduates, even with follow-up survey data, are sometimes unknown. Nevertheless,

the enrollment of Wichita Area Vocational Technical School postsecondary students and program graduates in courses made possible through articulation agreements is limited. There are numerous reasons for this, some of which are very valid:

1. Occupationally-oriented educational objectives of students.
2. Financial constraints necessitating immediate employment.
3. Misconceptions of articulation agreements.
4. Personal self-esteem (i.e., ability to pursue further education).
5. Failure to connect short-term and long-term career and educational goals.
6. Attendance at colleges and universities where articulation agreements do not exist.

For the above student reasons, the Wichita Area Vocational Technical School must be transformed into a technical college with the authority to award college credit and offer an Associate of Applied Science degree. Perhaps an editorial in the Wichita Eagle, dated March 17, 1994, said it best:

*"If members of the House Education Committee really want to do something for young Kansans who want to compete in the global economy, they'll endorse a bill to allow the state's vocational-technical schools to grant two-year college degrees. This is a privilege that the vo-techs deserve.*

*They're terrific at training young people--and other workers in need of retraining--for high-paying, high-skill manufacturing jobs. But because they lack the power to grant two-year technological (associate) degrees, the vo-techs lack the prestige and visibility enjoyed by the other two legs of the state's higher-ed triad--the six state universities and the 19 community colleges."*

Senate Bill 586, which permits area vocational technical schools to become technical colleges, was signed into law by former Governor Finney in April of 1994. However, the "prestige" and "visibility" problems alluded to in the newspaper article will not be resolved with articulation agreements.

**B. The present and potential capacity for providing the services of a technical college through collaboration, cooperation or merger with existing postsecondary institutions.**

There is a very fine line between articulation and collaboration among educational institutions as the latter is often the formalization of the former. Nevertheless, the previously listed articulation agreements as well as the mission of the proposed technical college demonstrate the institution's intent to collaborate and cooperate with other postsecondary educational institutions to improve the educational delivery system in Kansas for the benefit of the citizenry.

Perhaps the most notable example of plans to team up--collaborate and cooperate--with other postsecondary educational institutions is the Associate of Applied Science degree.

Wichita State University will do what it does best, and that is the delivery of academic courses. These courses, for student convenience and accessibility, will be offered on the campuses of the technical college. Likewise, the technical college (formerly Wichita Area Vocational Technical School) will do what it does best, and that is the delivery of technical courses.

This associate degree partnership, which eliminates the question of duplication of offerings, necessitates a great deal of coordination and trust between the two educational institutions. It also demonstrates how the strengths of Wichita State University and the technical college can be combined to best fit the needs to today's postsecondary students.

Another noteworthy example of collaboration is the Southcentral Kansas Educational Consortium comprised of:

1. Wichita Area Vocational Technical School
2. Wichita State University
3. Butler County Community College
4. Cowley County Community College/Area Vocational Technical School
5. Hutchinson Community College/Area Vocational Technical School
6. Pratt Community College/Area Vocational Technical School

This consortium, through the Training and Development Referral Center, has become a clearinghouse of customized training information and services for the businesses and industries in Southcentral Kansas. The technical college will replace Wichita Area Vocational Technical School in the consortium.

While collaboration and cooperation are essential, a merger with another postsecondary educational institution is not feasible. Reasons for this include, but are not limited to, the following differences between community colleges and the proposed technical college:

1. Differing institutional missions and priorities.
2. Differing business and industry needs from county-to-county.
3. Differing boards of control.
4. Differing counties, funding and community pride.
5. Differing student populations and educational objectives.
6. Differing student accessible and convenience requirements.

**C. The capacity of each of the above identified institutions to provide the service your institution proposes to offer as a technical college?**

The capacity of existing educational institutions to offer the proposed services of the technical college must be answered from two perspectives: academic and technical.

The question of academic delivery capacities, as well as the duplication of services, is practically null and void. First, the proposed technical college will not conduct core general education or academic courses. Second, the capabilities exist for the delivery of these courses by Wichita State University as well as other colleges and universities in Sedgwick County.



Students attending the technical college will be able to opt between two types of technical programs: certificate or associate degree. The colleges and universities housed in Sedgwick County do not offer technical programs that duplicate the offerings of the proposed technical college.

The Kansas State Board of Education, via the "VE-2 Program Application Form," must approve all vocational programs conducted by area vocational technical schools and community colleges. As shown in Table VIII, a comparison of program approvals indicated that the majority, or 58 percent, of the proposed 40 associate degree programs of the technical college are not offered by any of the four community colleges located within a 100 mile radius of Wichita. Of the remainder, none of the technical programs are being delivered by community colleges in the primary service delivery area for the technical college which has been identified as Sedgwick County.

Furthermore, the Kansas State Board of Education is not being asked to approve any new postsecondary programs for the technical college. Each and every technical program to be administered by the technical college is currently an approved vocational program being administered by the Wichita Area Vocational Technical School. The origins of many of these adult technical programs precede the establishment of the Wichita Area Vocational Technical School in 1965.

**D. Provide responses of the above identified institutions to your application to become a technical college.**

Responses to the application for the Wichita Area Vocational Technical School to become a technical college were sought from the three colleges and universities in Sedgwick County which is the identified primary service delivery area. Letters of support for the technical college, from these four-year educational institutions, are contained in Attachments C through E.

Additionally, responses to the application were sought from four community colleges located outside the primary service delivery area identified for the technical college but within a 100 mile proximity of Wichita. Replies from these two-year educational institutions are contained in Attachments F through I.

Recognizing the need for a technical college, the Wichita Area Chamber of Commerce, Sedgwick County Commissioners, Wichita Area Vocational Technical School's General Advisory Committee, as well as numerous businesses and industries voiced their support for transforming the Wichita Area Vocational Technical School into a technical college. Letters of support from these organizations, businesses and industries are contained in Attachments J through U.

TABLE VII

ARTICULATION AGREEMENTS  
WITH WICHITA AREA VOCATIONAL TECHNICAL SCHOOL

CIP #	Program Titles	Out of County				Sedgwick County		
		BCCC	CCCC	HCC	PCC	WSU	Friends	Newman
1.0601	Horticulture	X	X			X		
15.0303	Electronics Engineering Technology	X	X			X		X
15.0603	Manuf. Engineering Technology	X	X			X		
20.0202	Child Care Aid/Nanny	X	X			X		
20.0303	Fashion/Interior Merchandising	X	X			X		
20.0404	Dietary Manager	X	X			X		
20.0409	Food Service Commercial Cooking	X	X			X		
20.0409	Food Service Mid-Management	X	X			X		
46.0201	Building Construction	X	X			X		
47.0101	Electronic/Electricity	X	X			X		
47.0201	AC & Refrigeration	X	X			X		
47.0603	Auto Body	X	X			X		
47.0604	Automotive Technology	X	X			X		
47.0607	Aircraft Airframe Tech.	X	X			X		
47.0608	Aircraft Powerplant Tech.	X	X			X		
47.0699	Small Engine Technician	X	X			X		
48.0101	Drafting	X	X			X		
48.0201	Printing Technology	X	X			X		
48.0501	Machinist/Machine Technologist	X	X			X		
48.0507	C.I.M. (Computer Integrated Manuf.)	X	X			X		
48.0508	Welding Technology	X	X			X		
48.0703	Millwork/Cabinet	X	X			X		
49.0205	Driver Training	X	X			X		
50.0402	Computer Graphic Arts	X	X			X		
51.0601	Dental Assisting	X	X	X		X	X	
51.0708	Medical Transcription	X	X			X		
51.0801	Medical Assisting	X	X			X		
51.0802	Medical Lab Technician	X	X	X		X	X	
51.0805	Pharmacy Technician	X	X			X		
51.0909	Surgical Technology	X	X			X		
51.1502	Mental Health Technician	X	X			X		
51.1613	Practical Nursing (LPN)	X	X			X		
51.2601	Geriatric Assisting	X	X			X		
52.0205	Industrial Trade	X	X			X		
52.0302	Accounting Technician	X	X			X		
52.0401	Admin. Asst. Secretarial Sci., Gen.	X	X			X		
52.0403	Legal Secretary	X	X			X		
52.0404	Medical Secretary	X	X			X		
52.0408	General Office Clerical	X	X			X		
52.1202	Bus. Comp. Prog./Programmer	X	X			X		

**Ledger for Articulation Agreements**

X = Active Articulation Agreements

**Educational Institutions**

BCCC = Butler County Community College

CCCC = Cowley County Community College

Friends = Friends University

HCC = Hutchinson Community College

PCC = Pratt Community College

WSU = Wichita State University

Newman = Kansas Newman College

**Tech Prep Articulation Agreement**  
**between**  
**Wichita Public Schools**  
**and**  
**Cowley County Community College**

We, the undersigned, agree to participate in developing and implementing a 4 + 2 secondary/postsecondary Tech Prep program. This program will align four years of academic/vocational classes in high school with two years of academic/vocational classes after high school leading to a two year certificate or an associate degree. This agreement is for an indefinite period of time, however, an annual review will be conducted to assess the current status of the agreement. This agreement may be terminated at anytime upon the mutual consensus of both the secondary and postsecondary institutions.

**The Wichita Public Schools agree to:**

1. Establish and utilize Tech-Prep advisory committees including representatives from Business and Industry to oversee the development, implementation, and operation of the curriculum clusters and individual programs.
2. Provide postsecondary institutions with course outcomes, performance objectives, and other materials needed to articulate (i.e., sequence, advanced placement/value added) classes administered by the Wichita Public Schools.
3. Publicize and promote the Tech-Prep program to students, parents, and the community.
4. Print and distribute materials illustrating and describing the articulation of secondary and postsecondary academic and vocational classes leading to marketable occupational skills and a two-year certificate or an associate degree.
5. Inservicing of staff with the Tech-Prep program, and integration of curriculum (math, communication, science, technical education, and technology education).
6. Develop a "Career Planner" with a six-year sequence of courses based on valid personal, educational and occupational information for high-demand jobs in South Central Kansas.

7. Provide students with career guidance, vocational assessment, occupational information, and transitional assistance, incorporating the needs of the special populations.
8. Infuse work-base learning opportunities into the Tech Prep model.
9. Annually evaluate the effectiveness of the Tech-Prep program.

**Cowley County Community College agrees to:**

1. Appoint a representative to Tech-Prep committees (Leadership, Administrative, Curriculum, and the Evaluation).
2. Appoint a representative to meet with the curriculum committees, sequencing courses administered by the Wichita Public Schools with those offered by Cowley County Community College.
3. Allow, where appropriate, advance placement in postsecondary courses, in order for students to achieve the value added Tech Prep option.
4. Familiarize instructors and advisors with the Tech-Prep program.
5. Complete the "Career Planner" started by students in high school.
6. Assure guidance and job placement assistance for Tech-Prep students and graduates.
7. Compile program completion and other relevant information concerning Tech-Prep and provide to students.
8. Work with the Wichita Public Schools annually to evaluate for continuous quality improvement and share the effectiveness of the Tech-Prep program.

Wichita Public Schools

Cowley County Community College

Name: Larry R. Vaughn

Name: Patrick J. McAtee

Title: Superintendent

Title: President

Signature: *Larry R. Vaughn*

Signature: *Patrick J. McAtee*

Date: 1-11-95

Date: 12-20-94

# COPY

DATE: August 1, 1993  
TO: Recent WAVTS Graduates  
FROM: Craig Gerdes  
SUBJECT: A Two-Year College Degree from  
WAVTS, WSU, and CCCC

Most of you are aware that a completed WAVTS program certificate will satisfy up to 30 credit hours towards an associate degree. For the past several years, Butler County Community College has offered the remaining "core" courses in this building, which made it convenient for our students.



Beginning this fall, Wichita State University will join with Cowley County Community College to offer the required college courses at Central Vocational Building. Cowley County Community College will offer the degree. This new arrangement means both WSU and CCCC will be offering evening courses at CVB, and a combination of those courses may be used to meet the degree requirements.

WAVTS Program Certificate. . . . .	30 Credit Hours
(May be less depending on the length of program.)	
WSU. . . . .	23 Credit Hours
CCCC. . . . .	<u>9</u> Credit Hours
Associate of Applied Science Degree. . . . .	.62 Credit Hours

(Please refer to the attached sheet for specific courses.)

Pre-enrollment for WAVTS graduates will begin soon with the following conditions:

1. A prospective student must have graduated with a certificate from a WAVTS program with a minimum of 900 clock hours.
2. A prospective student must enroll at CVB.

WSU will have an advisor available in Room 208 who can discuss a degree program with you and answer many of your questions concerning cost, schedules, records, financial aid, etc. You may talk to the advisor or make an appointment to see him by calling 833-4390.

**Requirements for the Associate of Applied Science Degree  
for  
WAVTS Certificate Program Graduates**

**COPY  
COPY**

**General Requirements:**

62 Total Credit Hours  
Minimum Grade Point Average 2.00 Overall

	<u>Credit Hours</u>
Hours included in WAVTS Program (Minimum 900 clock hours)	30
Additional hours needed to total 30 WAVTS hours	-
Credit hours from Cowley County Community College (4 digit course numbers)	9
Credit hours from WSU or prior college work (3 digit course numbers)	23
<b>Total hours required for Associate Degree</b>	<b>62</b>

**General Education**

<b>I. Communications - 9 hours</b>		
English 101-College English I	(3)**	_____
English 102-College English II	(3)**	_____
Communication 111-Public Speaking	(3)**	_____
Communication 112-Interpers. Commun.	(3)*	_____
Communication 2726-Human Relations-People at Work	(3)*	_____
<b>II. Social/Behavioral Sciences - 6 hours</b>		
Min. St. 100Q-Intro to Minority Studies	(3)	_____
Psych. 111Q-General Psychology	(3)	_____
Soc. 100G-Soc. & Everyday Life	(3)	_____
Soc. 111Q-Intro to Sociology	(3)	_____
Psych. 6780-Group Dynamics	(3)	_____
Psych. 6782-Teamwork	(3)	_____
<b>III. Humanities-3 hours</b>		
English 230G-Exploring Literature	(3)	_____
Phil 6447-Intro to Philosophy	(3)	_____
Rel. 6432-Survey of New Testament	(3)	_____
Hum.-Intro to Humanities	(3)	_____
<b>IV. Mathematics and Natural Science - 6 hours</b>		
Math 111-College Algebra	(3)**	_____
Stat. 170Q-Statistics Appreciation	(3)*	_____
Chem. 103Q-Gen. Chem (for non-majors)	(5)	_____
C.S. 105-Intro to Comp & their Appl.	(3)	_____
<b>V. Electives-8/9 hours</b>		
Choose from list above or other college accredited institutions.		
_____		
_____		
_____		

\*Transfers as a general elective, does not fulfill graduation requirement at WSU.  
\*\*Should be taken by those wishing to work for a Bachelor's Degree.  
@May be applied to Bachelor's Degree at WSU.

TABLE VIII

COMPARISON OF KANSAS STATE BOARD OF EDUCATION  
VE-2 APPROVED VOCATIONAL PROGRAMS

CIP #	KSBE Approved Vocational Programs	SG Co.	Out of County			
		WAVTS	BCCC	CCCC	HCC	PCC
1.0104	Farm & Ranch Mgmt.		A	A	A	A
1.0204	Diesel Ag. Related Mech.				A	A
1.0302	Livestock Mgmt. & Merchandising		A			
1.0501	Ag. Business/Supplies Service					A
1.0601	Horticulture	A				
8.0401	Money & Banking				A	
8.0705	Mid-Management/Distributive Ed.		A	A	A	A
8.0901	Hospitality & Recreational Marketing		A			
11.0301	Data Processing Tech./Technician			A	A	
12.0403	Cosmetology			A		
15.0303	Electronics Engineering Technology	A				
15.0603	Manuf. Engineering Technology	A			A	
15.0699	Industrial Prod. Tech.					A
15.0702	Quality Process Improvement			C		
20.0203	Child Care Aid/Nanny	A	A	A	A	A
20.0303	Fashion /Interior Merchandising	A				
20.0404	Dietary Manager	A				
20.0409	Food Service Commercial Cooking	A				
20.0409	Food Service Mid-Management	A				
22.0103	Legal Assistant				A	
41.0204	Nondestructive Testing			A		
43.0107	Police Science		C	A	A	
43.0201	Fire Control Technology		A		C	
46.0201	Building Technologies	A	A	A	A	
46.0301	Elect. Power Distribution					A
47.0101	Electronic/Electricity	A	C	A	A	
47.0201	AC & Refrigeration	A				
47.0603	Auto Body	A	C		A	
47.0604	Automotive Technology	A	C	A	A	A
47.0607	Aircraft Airframe Tech.	A		A		A
47.0608	Aircraft Powerplant Tech.	A		A		A
47.0699	Small Engine Technician	A				
48.0101	Drafting	A	C	A	A	
48.0201	Printing Technology	A			A	
48.0501	Machinist/Machine Technologist	A	A		A	
48.0503	Machine & Tool Tech.			A		
48.0507	C.I.M. (Computer Integrated Manuf.)	A				
48.0508	Welding Technology	A	C	A	A	
48.0703	Millwork/Cabinet	A				
49.0205	Driver Training	A				
50.0402	Computer Graphic Arts	A		C		
51.0601	Dental Assisting	A				
51.0708	Medical Transcription	A				
51.0801	Medical Assisting	A				
51.0802	Medical Lab Technician	A				

COMPARISON OF KANSAS STATE BOARD OF EDUCATION  
VE-2 APPROVED VOCATIONAL PROGRAMS

CIP #	KSBE Approved Vocational Programs	SG Co.	Out of County			
		WAVTS	BCCC	CCCC	HCC	PCC
51.0805	Pharmacy Technician	A				
51.0904	EMICT		A	A	A	A
51.0907	Radiology Technology				A	
51.0909	Surgical Technology	A				
51.1502	Mental Health Technician	A				
51.1601	PN/AD Nursing		A		A	
51.1613	Practical Nursing (LPN)	A	A		A	A
51.2601	Geriatric Assisting/Medication Aide	A	A	A	A	A
52.0205	Industrial Trade/Interpreter Training			A		
52.0302	Accounting Technician	A				
52.0401	Admin. Asst. Secretarial Sci., Gen.	A	A	A	A	A
52.0403	Legal Secretary	A				
52.0404	Medical Secretary	A				
52.0408	General Office Clerical	A				
52.1202	Bus. Comp. Prog./Programmer	A				
52.1205	Business Comp. Facilities Operator		A	A		
57.0707	Medical Records				A	

**KSBE Vocational Program Approval Status**

A = Approved

C = Conditionally Approved

**Educational Institutions:**

WAVTS = Wichita Area Vocational Technical School

BCCC = Butler County Community College

CCCC = Cowley County Community College

HCC = Hutchinson Community College

PCC= Pratt Community College





## WICHITA STATE UNIVERSITY

*Office of the President*

January 18, 1995

Ms. Carol Rupe, President  
Wichita Board of Education, USD 259  
1137 Linden Circle  
Wichita, KS 67206-4070

Dear Carol:

Since arriving in Wichita, I have followed with interest the activities of the Wichita Area Vocational School and especially the cooperative relationships that have been developed with Wichita State University. Additionally, I have followed the development and passage of legislation; specifically SB 586, which permits area vocational schools to become technical colleges.

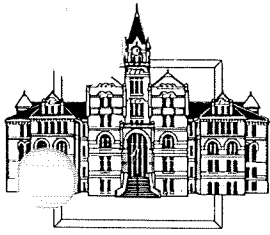
As you may know, I was, for a number of years, a member of both the Arizona State Board of Education and the Arizona State Board of Vocational and Technological Education, serving as president of both boards in 1992-93. In addition, the Arizona Center for Vocational Education was located on my prior campus, Northern Arizona University. I cite these facts to reinforce my own interest in vocational and technological education.

During the past week, I have had an opportunity to visit with Rosemary Kirby regarding the technical college agenda item for the January 23 BOE meeting. Based on that meeting, as well as on prior information, I am pleased to submit this letter in support of the proposal to permit the Wichita Area Vocational School to become a technical college.

Assuming that the BOE supports this request, I offer my continuing support through the balance of the process as delineated in SB 586. In addition, we at WSU look forward to continuing cooperative endeavors on behalf of the residents of Wichita and Sedgwick County.

Sincerely yours,

Eugene M. Hughes  
President



# FRIENDS UNIVERSITY

January 20, 1995

Carol Rupe  
President  
Wichita Board of Education  
201 N. Water  
Wichita, KS 67202

Dear Carol:

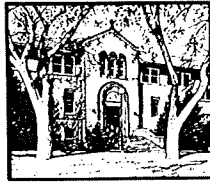
I am writing in support of the Wichita Area Vocational Technical School to become a technical college and be allowed to award the Associate of Applied Science Degree.

Friends University has had the benefit of working closely with the Wichita Area Vocational Technical School in a number of cooperative programs. The current partnership is with the Wichita/Sedgwick County Employment and Training Board. The scope of course offerings, number of students served, quality of instruction and competency based outcomes exceeds the minimum requirements needed for this additional designation. The leadership of Dr. Rosemary Kirby has also put the WAVTC in a leadership position in Kansas. Wichita Area Vocational Technical School more than meets the requirements set forth in Senate Bill 586.

I give my complete support to the change of Wichita Area Vocational Technical School to a Technical College designation.

Sincerely,

Dr. Biff Green  
President



**N E W M A N**  
KANSAS NEWMAN COLLEGE  
OFFICE OF THE PRESIDENT

January 18, 1995

Dr. Rosemary Kirby  
Wichita Public Schools  
Division of Vocational and Continuing Education  
201 N. Water  
Wichita, Kansas 67202

Dear Dr. Kirby:

My congratulations to you on your many efforts toward the realization of the Wichita Area Vocational Technical College! I am pleased to support this endeavor and commend you and your colleagues on your vision and dedication in responding to the needs of the Wichita community.

Kansas Newman College looks forward to working with you in our common mission to provide educational opportunities for our constituents. To that end, Dr. Drew Bogner, Vice President for Academic Affairs, and Ms. Linda Lombard, Executive Director of Community Education, will be contacting you concerning a follow-up meeting to further address our cooperative efforts in this regard.

The proposed establishment of the Wichita Area Vocational Technical College represents a very positive initiative in our mutual commitment to the education and career training of students within the region. Kansas Newman College is pleased to endorse the endeavor and to pledge our continued support of the transitional efforts.

Sincerely,

A handwritten signature in cursive script that reads "Sister Tarcisia Roths".

Sister Tarcisia Roths  
President

STR/gt

*Butler*

COUNTY

COMMUNITY

COLLEGE

OFFICE OF THE PRESIDENT

January 18, 1995

Dr. Rosemary Kirby  
Division of Vocational and Continuing Education  
201 N. Water  
Wichita, Kansas 67202

Dear Dr. Kirby:

The Butler County Community College Board of Trustees met January 18, 1995 and as part of their agenda took action on your request for a response to the application for approval of the Wichita Area Vocational/Technical School to become a technical college. Since you were in attendance, you know that the Board directed me to inform you that Butler County Community College does not support the application.

The BCCC Board believes the state does not need more colleges. Instead BCCC for 15 years has worked with technical schools in providing the opportunity for technical school students to receive Associate in Applied Science (AAS) degrees. These programs have included a long relationship with your institution that was very successful until BCCC was replaced by Wichita State University and Cowley County Community College. Presently BCCC has a similar program with the Flint Hills Area Vocational/Technical School which includes Emporia State University. With all of these programs, there have been special circumstances with students bringing applicable credit from other institutions. In these cases special waivers and cooperation between the schools have been worked out in the best interest of the student.

The BCCC Board agrees with the Kansas State Board of Education's Kansas Training and Retraining Plan which lists as a "Potential Strategy" that "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." The Wichita Area Vocational/Technical School is surrounded by four community colleges, two private colleges, and a Regent's University. At least three of these institutions have been involved in providing degrees to the area vocational school graduates and all of the community colleges will accept the education delivered by the area school toward an associate degree. In this new era of cooperation among the elements of postsecondary education and the ability to reach out with media and centers to those who are geographically limited, the BCCC Board believes that, short of merger, a better and less expensive alternative is to build on the already in-place cooperative efforts rather than creating more colleges.

The BCCC Board did make it clear that this decision will not affect articulation agreement and programs in place. The Board also directed the BCCC Administration to seek out more ways to increase its services to the area vocational schools and the students and businesses in the area.

Sincerely,

*Rodney V. Cox, Jr.*  
Rodney V. Cox, Jr.  
President

cc: Steve Abrams, Kansas State Board of Education



*Cowley*  
*Committed to Teaching Excellence*  


---

*Office of the President*

January 17, 1995

Dr. Rosemary A. Kirby, Director  
 Wichita Area Vocational Technical School  
 201 North Water  
 Wichita, Kansas 67202

Dear Rosemary:

At its Board Meeting on January 16, 1995, the Cowley County Community College Board of Trustees voted to support your application to become a Technical College.

Cowley County Community College looks forward to continuing its long term partnership with you in serving the citizens of South Central Kansas.

If we can assist you as you make this transition from an Area Vocational School to a Technical College, please do not hesitate to contact us.

Sincerely,

Patrick J. McAtee, Ph.D.  
 President

PJM:lp



OFFICE OF THE PRESIDENT

January 30, 1995

Dr. Rosemary A. Kirby  
Division of Vocational and  
Continuing Education  
Wichita Area Vocational School  
201 North Water  
Wichita, Kansas 67202

Dear Dr. Kirby:

Thank you for coming to campus to discuss the Wichita Area Vocational School's application to become a Technical College. I understand that your desire is to continue your current role as a provider of secondary and post secondary vocational education in Sedgwick County with partnerships between WAVTS and WSU and Community Colleges for the academic course work.

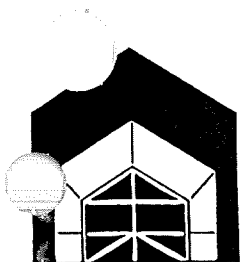
It is also my understanding that you do not see WAVTS as serving student populations outside of Sedgwick County. While there are numerous program duplications between Hutchinson Community College/Area Vocational School and Wichita Area Vocational School, limiting WAVTS to serving Sedgwick County eradicates some potential overlap of programs.

All of us involved in education are going to have to make the most efficient use of finite resources while providing education and training that is needed to catapult the work force into the twenty-first century. I look forward to working with you cooperatively in this endeavor. Although the Hutchinson Community College/Area Vocational School Board of Trustees has not met to consider your application, I support your application to be a Technical College, especially if it involves Hutchinson Community College/Area Vocational School as a partner in your efforts.

Sincerely,

Edward E. Berger  
President

/amt



**Pratt**

Community College/  
Area Vocational School

Highway 61  
Pratt, KS  
67124-9700

(316) 672-5641  
1-800-794-3091

January 17, 1995

Dr. Rosemary Kirby  
Wichita Public Schools  
Division of Vocational and Continuing Education  
Division Office  
201 N. Water  
Wichita, KS 67202

Dear Dr. Kirby:

This letter is in response to your announcement that the Wichita Area Vocational-Technical School (WAVTS) intends to seek technical college status. Pratt Community College and Area Vocational School and WAVTS share the same mission of serving students, our communities and the State of Kansas. However and whenever we can accomplish that mission more efficiently and more effectively, we should be mutually supportive of those actions. Based on this philosophy, we support your request for technical college status and offer our cooperation. Pratt Community College and Area Vocational School does not view itself in competition with WAVTS for Sedgwick County students even though many of those students are enrolled here. WAVTS has already established itself as a viable institution. Given the increased emphasis on college level technical education, the recognizable need for business/industry training and retraining, and the large industrial base that exists in Sedgwick County, I believe a ready made market already exists for what WAVTS offers. You have no choice other than to respond to those needs if Wichita and Sedgwick County are to prosper economically. We recognize that and offer our support and cooperation.

Sincerely,

  
William A. Wojciechowski, Ed.D.  
President

## THE CHAMBER



January 11, 1995

Rosemary Kirby  
 Director  
 Division of Vocational and Continuing Education  
 Wichita Public Schools  
 201 N. Water  
 Wichita, KS 67202-1292

Dear Rosemary:

The Wichita Area Chamber of Commerce continues to support state legislation which would allow the Wichita Area Vocational Technical School and similar institutions across the state, with proper oversight, to have two-year degree granting authority.

We believe this flexibility would allow the Wichita Area Vocational Technical School to more readily continue its work to enhance programming and respond to changing labor market conditions. The future economic development of Wichita, Sedgwick County and the surrounding area is inextricably tied to our capacity to educate and train our citizenry. All of our research points to the need to give special focus to skills taught by vocational technical schools working closely with other post secondary institutions.

The establishment of a technical college in Wichita/Sedgwick County would bring attention to the importance of technical training and help us all in our work to attract students to very viable technical career options. Our business members increasingly indicate that their future is in real jeopardy if their technical skills concerns are not addressed. Currently, this is particularly evident with our many small manufacturers.

We applaud your efforts to brighten the future prospects of our community and area through quality education and training, and pledge the continued support of the Chamber in pursuit of a two-year technical college in Wichita/Sedgwick County.

Sincerely,

F. Tim Witsman  
 President



SEDGWICK COUNTY, KANSAS

**BOARD OF COUNTY COMMISSIONERS**



MARK F. SCHROEDER  
CHAIRMAN  
FIFTH DISTRICT

BETSY GWIN  
COMMISSIONER  
FIRST DISTRICT

TOM WINTERS  
CHAIRMAN PRO TEM  
THIRD DISTRICT

BILL HANCOCK  
COMMISSIONER  
SECOND DISTRICT

MELODY C. MILLER  
COMMISSIONER  
FOURTH DISTRICT

COUNTY COURTHOUSE • SUITE 320 • 525 NORTH MAIN • WICHITA, KANSAS 67203-3759 • TELEPHONE (316) 383-7411 • FAX (316) 383-7509

January 18, 1995

Dr. Rosemary Kirby  
Wichita Area Vocational  
Technical Training School  
201 North Water  
Wichita, KS 67202

Dear Dr. Kirby:

This is a letter of endorsement from Sedgwick County in Support of your efforts to work towards legislative approval for the conversion to a technical college.


It is the responsibility of educators, community leaders and concerned citizens to assure that all interested individuals who choose to pursue a two-year degree in Applied Science will have the technical tools necessary that will enable them to compete in a market place that is high tech and skill driven.

In our opinion, a technical college will enable companies in Kansas to have a better pool of highly qualified and well trained employees to select from which we believe will make our state more competitive in the world market.


If we take the extra effort to train individuals in Kansas that are interested in a technical college degree, perhaps they will keep those skills in the sunflower state!

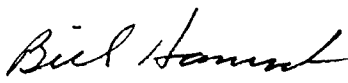
We encourage your efforts and please feel free to call upon the Board of Sedgwick County Commissioners if we can be of help in the future.


Sincerely,

  
MARK F. SCHROEDER  
CHAIRMAN

  
TOM WINTERS  
CHAIRMAN PRO TEM

  
BETSY GWIN  
COMMISSIONER  
First District

  
BILL HANCOCK  
COMMISSIONER  
Second District

  
MELODY C. MILLER  
COMMISSIONER  
Fourth District

General Advisory Committee  
Division of Vocational & Continuing Education  
4802 Portwest  
P.O. Box 4067  
Wichita, Kansas 67204  
(316) 833-9093

January 18, 1995

Carol Rupe, President  
Wichita Board of Education  
Unified School District #259  
210 North Water  
Wichita, Kansas 67202

Dear Ms. Rupe:

We, the members of the General Advisory Committee for the Division of Vocational & Continuing Education, are aware that a wide variety of complex issues come before the Board of Education and that many of these issues are accompanied by requests for the expenditure of great sums of money. The request to support the establishment of a technical college in Wichita would seem to be good news in that regard. A technical college would provide a much needed opportunity within the educational system for the citizens of Wichita and Sedgwick County.

The concept of a two-year associate degree encompassing both the technical and academic curricula means different things to those in our community:

- To the student approaching graduation from high school, it provides a meaningful continuation of education in his or her chosen career area. This education may serve as the path to a future job or a step towards an associate or baccalaureate degree.
- To a person already in the workforce, it provides meaningful continuation of education in a chosen career area or a new area of interest.
- To our educators at both Wichita Area Vocational Technical School and Wichita State University, it means the combining of technical and academic curricula already in existence to enhance the technical preparation of a broader cross section of the citizens.
- To taxpayers, it means a vital use of existing educational resources, increasing the productivity of the system, and building increased value into our ever more competitive world.

Carol Rupe  
January 18, 1995

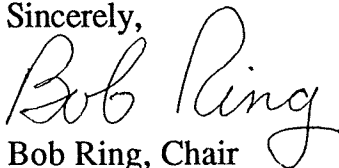
Page 2

- To you as the trustees of our educational system, it is reaping the benefits of the continuous improvement programs you have infused into the educational system.

The essential attraction of the technical college program and degree granting authority is the convenient and readily available avenue it provides for people in this community to improve themselves for their benefit and the benefit of the community. And, all of this occurs in a manner which synergizes the resources already in place and builds the capabilities and self-esteem of individuals who might otherwise not have the opportunity.

Your consideration and support of this initiative to transition the Wichita Area Vocational Technical School into a technical college will be respectfully appreciated.

Sincerely,



Bob Ring, Chair  
General Advisory Committee  
Division of Vocational & Continuing Education

cc: Dr. Larry Vaughn  
Dr. Rosemary A. Kirby  
Dr. Larry Schrader

Attachment: General Advisory Committee Roster

*General Advisory Committee  
for  
Vocational and Continuing Education*

*Mr. J. Daniel Becker*  
Member, Exp. 6/30/97  
526-4400  
FAX # 526-5927

Director, Fuselage Responsibility Ctr  
Boeing Commercial Airplane Group  
Wichita Division  
P.O. Box 7730, MS K33-51  
Wichita, KS 67277-7730

*Mr. Dick Chance*  
Member, Exp. 6/30/97  
942-7411  
FAX # 945-3498

President  
Chance Industries, Inc.  
4219 Irving  
Wichita, KS 67209

*Dr. Peggy Gardner*  
Member, Exp. 6/30/95  
268-5196  
FAX # 291-7325

Director of Education  
St. Francis Regional Medical Center  
512 East 9th Street  
Wichita, KS 67214

*Ms. Diane Gjerstad*  
Member, Exp. 6/30/97  
833-4135  
FAX # 833-4095

Intergovernmental Affairs  
USD 259 Wichita Public Schools  
201 N. Water  
Wichita, KS 67202

*Mr. Kerry Gray*  
Member, Exp. 6/30/96  
683-4691  
FAX # 683-1990

President  
Associated Advertising Agency  
4601 East Douglas  
Wichita, KS 67218

*Ms. Susan Howell*  
Vice-Chair, Exp. 6/30/95  
268-6335  
FAX # 268-6627

Director of Information Systems  
The Wichita Eagle  
825 E. Douglas  
P.O. Box 820  
Wichita, KS 67201-0820

*Mr. Ed Miller*  
Member, Exp. 6/30/96  
946-2325  
FAX # 946-2220

Vice President of Human Resources  
Learjet Inc.  
P.O. Box 7707  
Wichita, KS 67277

*Mr. Otis Milton*  
Member, Exp. 6/30/96  
262-2463  
FAX # 262-8841

President  
Urban League of Wichita  
1405 North Minneapolis  
Wichita, KS 67214

*Dr. Bobby Patton*  
Member, Exp. 6/30/97  
689-3010  
FAX # 689-3227

Vice President for Academic Affairs  
Wichita State University  
1845 Fairmount  
Wichita, KS 67260-0013

*Senator Pat Ranson*  
Member, Exp. 6/30/96  
838-3066  
FAX # 838-3909

Kansas State Senator  
3031 W. Benjamin Ct.  
Wichita, KS 67204

*Mr. Bob Ring*  
Chair, Exp. 6/30/96  
838-3401  
FAX # 838-3401 notify first

Business Consultant  
P.O. Box 4067  
4802 Portwest  
Wichita, KS 67204

*Mr. Jim Schwarzenberger*  
Member, Exp. 6/30/97  
268-1134  
FAX # 265-7502

Vice President, Human Resources  
WI/SE Partnership for Growth  
350 West Douglas  
Wichita, KS 67202

*Ms. Kim Walker*  
Member, Exp. 6/30/97  
636-8281  
FAX # 636-8276

Manager, Human Resources  
AT&T  
3718 N. Rock Road  
Wichita, KS 67226-1397

*Mr. Tom Winters*  
Member, Exp. 6/30/97  
383-7411  
FAX # 383-7509

Commissioner, 3rd District  
Sedgwick County Bd. of Commissioners  
Sedgwick County Courthouse, Rm 320  
525 N. Main Street  
Wichita, KS 67203

*Ms. Marge Zakoura-Vaughan*  
Member, Exp. 6/30/95  
684-1430  
FAX # NONE

Executive Director  
Colvin Senior Center, Inc.  
2820 South Roosevelt  
Wichita, KS 67210

## STAFF

*Dr. Rosemary Kirby*  
833-4910  
FAX # 833-4934

Director, Div. of Vocational  
& Continuing Education  
Wichita Public Schools  
201 N. Water  
Wichita, KS 67202

*Dr. Larry Schrader*  
833-4917  
FAX # 833-4934

Director of Programs Operations  
Div. of Vocational & Continuing Education  
Wichita Public Schools  
201 N. Water  
Wichita, KS 67202

*Ms. Crissie Moffet*  
833-4910  
FAX # 833-4934

Secretary to Division Director  
Div. of Vocational & Continuing Education  
Wichita Public Schools  
201 N. Water  
Wichita, KS 67202

Chance Industries, Inc.



January 13, 1995

Dr. Rosemary Kirby  
WICHITA AREA VOCATIONAL TECHNICAL TRAINING SCHOOL  
201 North Water  
Wichita, KS 67202

Dear Doctor Kirby:

As a member of your General Advisory Committee, I am expressing my endorsement of your plans to seek legislative approval for the conversion to a technical college. It is my belief that new jobs created in the future will require not only technical training but also academic education and teambuilding skills. An area technical college will provide opportunity for high school graduates to continue their education and become more valuable and productive employees.

If Kansas is going to continue to be competitive in the world market, our companies must have an available supply of well-trained and productive employees. I believe a technical college is the best way to accomplish this. Again, you have my wholehearted endorsement of this concept, and I look forward to working with you to ensure that it meets the needs of community manufacturers.

Sincerely,

A handwritten signature in cursive script that reads "Richard G. Chance". The signature is fluid and matches the printed name below it.

Richard G. Chance  
President & CEO

RGC:drh

C: Bob Ring, GAC Chairman



**Bob Ring**

4802 Portwest  
P.O. Box 4067  
Wichita, KS 67204  
(316) 838-3401

January 16, 1995

DR. ROSEMARY KIRBY  
DIVISION DIRECTOR  
WICHITA AREA VOCATIONAL TECHNICAL SCHOOL  
201 N. WATER  
WICHITA, KS. 67202

Dear Dr. Kirby,

Over a long period of time in my association with the Coleman Company and ultimately as President and Chief Operating of that company I came to understand the vital need of our business for well educated people. Since leaving Coleman and now operating as a consultant to over a half dozen other companies my understanding has been reinforced several fold.

Coleman, because of it's size, was able in many instances to provide special training for it's people. But, even a company the size of Coleman prefers to hire people with skills in place and be able to focus on teaching them the culture and business practice as the prelude to productivity.

Other, smaller companies of my experience are in no position to do more than the latter and thus must rely on the market to provide people with the necessary education and skills.

For these reasons I believe the Technical College concept is a major step in providing our community with well trained citizens ready to meet the demands of employers in all segments of our economy. The convenience and motivational impact of being able to earn a two year degree here in Wichita in conjunction with your operation and Wichita State University has long been needed.

Congratulations to you, your staff and your associates at Wichita State University for the initiative, intensity and effort in pursuing the establishment of the Technical College. Please let me know what I can do to help further the cause.

Best Regards  
Bob Ring

SISTER M. SYLVIA EGAN, SSM  
President & Chief Executive Officer

ST. FRANCIS REGIONAL MEDICAL CENTER

---

January 18, 1995

Dr. Rosemary Kirby  
Wichita Area Vocational Technical School  
201 North Water  
Wichita KS 67202


Dear Dr. Kirby,

Please consider this letter as an endorsement of the Wichita Area Vocational Technical School's proposal to the Legislature and affiliated academic entities to seek approval for Technical College status.

The enabling legislation passed last year was a positive step toward the development of a two-year Technical College for Sedgwick County. You are to be commended for your continued efforts to integrate programs with Wichita State University and nearby community colleges to further the state-wide goal of an effective higher education system.

WAVTS has long been supportive of the training needs for health care providers in this community. It is our belief that expanded college credit options at the associate degree level within Sedgwick County will help meet the needs of our businesses and industries which face an increasingly technical and competitive environment. More importantly, the addition of a Technical College will help many individuals within our community achieve their career goals within a convenient and cost-effective training environment.

Sincerely,

  
Sister M. Sylvia Egan, SSM  
President and Chief Executive Officer  
St. Francis Regional Medical Center





January 18, 1995

Dr. Rosemary Kirby  
Wichita Area Vocational Technical School  
201 North Water  
Wichita KS 67202

Dear Dr. Kirby,

As a long-time member of your General Advisory Committee as well as a member of several healthcare-related program committees, I strongly support your proposal to the State Legislature and affiliated academic and accrediting entities to achieve technical college status.

The lack of convenient, cost-effective college-level programs at the associate degree level within Sedgwick County has long been problematic. In order to serve an increasingly older workforce which faces significant demands for technical training in order to secure and maintain employment, it is imperative that college-level, technical training be readily accessible and economical. A local Technical College is a positive response to that need.

As Kansas competes within a global marketplace, the future of this state will be linked specifically to the quality and scope of education that it offers its citizens, especially its youth. Technical training that is comparable to training offered within community colleges, four-year colleges, and universities should be acknowledged in a comparable fashion. Other industrialized nations hold the highly technical worker in esteem; the associated training for technical work is equally recognized.

Granting Technical College status to the Wichita Area Vocational Technical School will be a positive step toward meeting the needs of this community and our state.

Sincerely,

A handwritten signature in black ink, appearing to read "Peggy C. Gardner".

Peggy C. Gardner, Ph.D.  
Director  
Medical Education  
St. Francis Regional Medical Center



Associated Advertising Agency, Inc.

January 19, 1995

Dr. Rosemary Kirby  
Wichita Area Vocational Technical  
Training School  
201 North Water  
Wichita, KS 67202

Dear Doctor Kirby:

I am writing this letter as my endorsement of the proposal to convert the Wichita Area Vocational Technical Training School to a technical college.

Over the years I have worked on a number of economic development projects and currently serve as a member of the board of directors of the Wichita Chamber. This experience has shown me, time and time again, that the future of Wichita, and Kansas, lies in a technically trained workforce. There are reams and reams of studies that support this conclusion.

Another critical area involves the employability of high school graduates. The technical college allows them to continue their education with the goal of gainful employment immediately upon graduation.

I look forward to working with you on this most worthwhile cause.

Sincerely,

Kerry E. Gray  
President

KEG/av

CC: Bob Ring, GAC Chairman

# The Wichita Eagle

SUSAN HOWELL, Director of Technology

January 19, 1995

Dr. Rosemary Kirby  
Wichita Area Vocational Technical School  
201 North Water  
Wichita, KS 67202

Dear Dr. Kirby,

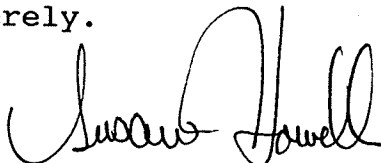
This is to endorse your request to the legislature that the Wichita Area Vocational Technical school (WAVTS) become a technical college. I am convinced that such a change will benefit our community in many, major ways. My endorsement is based on my business experiences with technology and is in no way connected with my company's news and editorial areas with which I have little contact except for their technical needs.

Wichita is a strong manufacturing community and the skills and knowledge students get from training at WAVTS deserve recognition in a form similar to the degrees granted by the universities and community colleges. This will help students make better initial decisions about which careers to pursue by giving credibility to the technical area. At the same time businesses can more easily judge the qualifications of these students when comparing candidates for job openings.

In addition to strengthening our manufacturing community, these technical skills are needed more and more to help maintain a good quality of life in our community.

Thank you for the hard work you and your staff have done toward getting a technical college for our community. I am looking forward to working with you to make this everything we envision it can be.

Sincerely,



46

[REDACTED]

825 E. Douglas

P.O. Box 820

Wichita, Kansas

67201-0820

(316) 268-6335

FAX (316) 268-6627

W. Daniel Heidt  
Vice President  
General Manager

Boeing Commercial Airplane Group  
Wichita Division  
P.O. Box 7730, MS K15-30  
Wichita, KS 67277-7730

Attachment S

January 20, 1995

**BOEING**

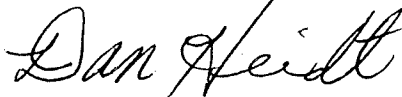
Rosemary Kirby, Director  
Vocational Continuing Education Division  
Wichita Public Schools  
201 N. Water  
Wichita, Kansas 67202

Dear Rosemary:

As you know, The Boeing Company continues to actively support all levels of education on a local, state and national level. A highly skilled and motivated workforce is the cornerstone for any business to remain competitive in our global market. We rely on our educational systems to prepare the students for a productive life in the workforce.

Vocational and technical schools can and should play an important part of this activity. To that end, we wholeheartedly endorse your efforts to provide Sedgwick County students the option of a technical college. An Associate of Applied Science degree offered from Wichita Area Vocational and Technical School is a positive step toward preparing our workforce of the future.

Sincerely,





Edward R. Miller  
Vice President  
Human Resources

January 20, 1995

Ms. Carol Rupe, President  
Wichita Board of Education  
201 N. Water  
Wichita, KS 67202-1292

Dear Carol:

I am writing to you in support of the Vocational Technical School's request to become a technical college. On behalf of Learjet, I want to offer our support for this technical college. We believe the partnership of the Wichita Area Vocational Technical School with Wichita State University provides a unique opportunity for technical students to obtain general education through course work at Wichita State University. The combination of courses of these two institutions provides a better qualified employee here at Learjet.

In addition, one of the major issues facing technical schools is the desire of many parents for students to pursue a college degree. Blending a technical education with degree credit, culminating in a two-year degree program, provides an educational opportunity that can only be enhanced.

Learjet would strongly urge the Board of Education to support this program and provide its full and complete endorsement. We believe education opportunities will allow Wichitans to become competitive at a world class level whether the degrees are obtained from a traditional four-year granting institution or by combining in this unique opportunity to provide a technical degree. Please support this program when it comes before you for a vote.

A handwritten signature in cursive script, appearing to read "E. Miller".



WICHITA STATE UNIVERSITY

*Office of the Vice President for Academic Affairs*

January 20, 1995

Dr. Rosemary Kirby  
Director  
Division of Vocational and Continuing Education  
Wichita Public Schools  
428 South Broadway  
Wichita, KS 67202

Dear Dr. Kirby:

As the Vice President for Academic Affairs at Wichita State University I have been pleased to serve on the Division of Vocational and Continuing Education General Advisory Committee at a time when the opportunity to permit the Wichita Area Vocational School to become a technical college has become possible.

Considering the results of business and industry surveys, studies of labor market statistics, student surveys, census data, WAVTS job placement rates and the cooperative efforts already established between WAVTS and Wichita State University, I believe it is apparent that a technical school would serve a tremendous need in this area. The establishment of a technical school would expand the opportunities for the residents of Wichita and Sedgwick County to prepare themselves to enter the work force.

I am in full support of the transition of the Wichita Area Vocational Technical School into a technical college and anticipate that Wichita State University will continue in its cooperative efforts to serve Wichita and Sedgwick County.

Sincerely,

Bobby R. Patton  
Vice President for Academic Affairs



Microelectronic Products Division



**AT&T**  
Global Information  
Solutions

ISO 9001 Registered  
3718 N. Rock Road  
Wichita, Kansas 67226-1397  
Telephone 316 636-8000

January 31, 1995

Dr. Rosemary Kirby  
Wichita Area Vocational Technical Training School  
201 North Water  
Wichita, KS 67202

Dear Dr. Kirby,

As a member of the General Advisory Committee, I'd like to express my endorsement for the transformation of the WAVTS to a technical college. An area technical college will provide resources and opportunity for our students to become more prepared for the workplace.

Our Division of the AT&T Global Information Solutions Company continues to recognize the need for advanced levels of academic training/education. The technical college will provide a much needed stepping stone toward increased technical and academic education by providing high school graduates the opportunity to continue their education. This becomes imperative as we have fewer and fewer job levels available for those with high school education only. Thank you for your efforts to seek legislative approval of this transformation, and I intend to assist through my participation with the General Advisory Committee.

Sincerely,

Kim Walker  
Manager, Human Resources



## **CRITERIA III**

**What is the potential enrollment in the programs to be offered and maintained by the proposed technical college?**

Enrollment projections for the proposed technical college in Wichita must be addressed from two differing perspectives: academic and technical.

The academic offerings, which include the general education core, will be delivered by existing educational institutions, particularly Wichita State University. It is anticipated that these academic offerings will be initially limited, but increase over the years to complement the technical programs.

The technical offerings of the technical college will evolve around the existing vocational programs approved for the Wichita Area Vocational Technical School by the Kansas State Board of Education. Twenty-five technical programs, each comprised of a series of courses, have been approved for secondary students. Forty technical programs have been approved for postsecondary students.

Annually, the Kansas State Board of Education audits the number of hours of instruction delivered by the Wichita Area Vocational Technical School. As depicted in Table IX, fluctuations in the actual number of secondary and postsecondary hours delivered in FY '92, '93 and '94 were slight. Estimated hours of instruction for FY '95 are identical to FY '94. Thus, the last four years provide a relatively reliable foundation upon which to project the technical hours of instruction to be delivered by the technical college.

Based upon an analysis of program advisory committee minutes and student surveys, it was concluded that the perceived image of non-collegiate educational endeavors and careers is the number one hindrance to student enrollment. This persists irrespective of labor market realities or the quality of vocational/technical programs. The establishment of a technical college will enhance the image of technical education and careers.

Based upon labor market projections and image enhancement of technical careers, an annual increase of 5 percent in vocational/technical postsecondary students and clock hours of instruction is anticipated over the next three years. This will increase the postsecondary hours from 1,210,049 to 1,270,551 in FY '96; 1,333,078 in FY '97; and 1,400,781 in FY '98. The number of postsecondary students will increase from 8,330 to 8,745 in FY '96; 9,180 in FY '97; and 9,638 in FY '98. The number of secondary students and clock hours of instruction delivered through FY '98 is anticipated to remain stable at approximately 4,739 and 1,033,058, respectively.

The total technical clock hours of instruction and number of students projected for the technical college is also shown in Tables IX and X. The total FY '94 instructional hours of 2,243,107 is anticipated to increase to 2,433,839 in FY '98 and the number of students from 13,069 to 14,377 during the same time period.

### **A. Planned curriculum for the technical college, including infusion of applied academics and a general education core.**

The program of studies, or the curriculum for each technical program, operationalizes the mission of the technical college. Furthermore, each program of studies must:

1. Encompass the concept of career development as a longitudinal process.
2. Contain a coherent, progressive and integrated sequence of applied academic, general education and technical courses related to the student's career major.



3. Include the Secretary's Commission on Achieving Necessary Skills (SCANS) workplace competencies that transcend all career majors.
4. Integrate work-based (internships, apprenticeships, cooperative education) and school-based learning experiences.
5. Articulate secondary and postsecondary education through analysis of curriculum, advanced placement and value-added courses.
6. Incorporate the identified and validated needs of business and industry.
7. Contain an Occupational Profile (skills certificate) that will be expanded to include academic as well as SCANS and technical skills.
8. Conclude in a certificate or associate degree that prepares graduates for further education and/or high skilled employment.
9. Surpass criteria as set forth in the Kansas State Board of Education's Systems of Measures and Standards of Performance.

A list of vocational programs approved by the Kansas State Board of Education is shown in Table XI. These approved programs range from 144 to 2,200 clock hours, with most being either 900 or 1,080 clock hours in length.

The division of academic and technical courses, that will make up the technical college program of studies for each approved program, will vary depending upon two factors. First, certificate programs which are typically one year or less in length will contain fewer academic courses and college credit hours than associate degree programs. Second, longer certificate and associate degree programs will contain more academic courses and college credit hours.

The existing associate degree arrangement between the Wichita Area Vocational Technical School, Cowley County Community College, and Wichita State University allocates college credit hours as follows:

30 Credit Hours	Wichita Area Vocational Technical School (Technical Courses/900 to 1,080 Clock Hours)
23 Credit Hours	Wichita State University (Academic Courses)
<u>9</u> Credit Hours	Cowley County Community College (Academic Courses)
<u>62</u> Credit Hours	Associate of Applied Science degree

It is anticipated that a similar associate degree technical credit hour versus academic credit hour arrangement will exist for most programs once the Wichita Area Vocational Technical School becomes a technical college. The exact division of college credit hours must be approved for each program by the Kansas State Board of Education.

**B. Explain, in detail, how the needs of secondary students would be addressed by the technical college?**

The transformation of Wichita Area Vocational Technical School into a technical college will enhance, rather than diminish, the services to secondary students in this community. This was implied, but not specifically stated, in the listing of approved vocational programs in Table XI, the hours of instruction in Table IX, and the number of students in Table X.

The technical college will provide a critical, yet missing, linkage between secondary and postsecondary programs that will provide the basis for:

1. Expansion of Tech Prep opportunities for students.
2. Implementation of ACE (Apprenticeship Cooperative Education) 2+2 programs.
3. Development of the school-based learning, work-based learning, and the connecting activities mandated in the federal School-to-Work Opportunities Act.
4. Articulation of secondary and postsecondary courses, advanced student placement and value-added postsecondary courses.
5. Increased motivation to learn through enhancing the image of technical education and careers.
6. Authenticating and expanding secondary applied academic courses.

**C. Provide evidence of present and proposed requirements for credentialing of faculty and staff.**

All certified staff (instructors, counselors, administrators) of the Wichita Area Vocational Technical School presently meet the appropriate vocational certification requirements as set forth in the "Certification and Teacher Education Regulations" handbook issued by the Kansas State Board of Education.

Faculty certification standards for institutions of higher education, such as the technical college, are described in "A Handbook of Accreditation" published by the North Central Association of Colleges and Schools for 1994-95. General Institutional Requirement #9 describes the threshold educational requirements for an institution's faculty:

*"It (technical college) employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution." (Page 17)*

Typically, this means that:

*"In an institution whose highest degree programs are significantly or predominately at the associate's level, most (i.e., at least two-thirds to three-quarters) of the faculty have earned from accredited institutions bachelor's or graduate degrees." (Page 17)*

In addition to the related technically oriented work experience, most certified staff also exceed the minimum educational requirements as set forth by both the Kansas State Board of Education and North Central Association. The number and percent of the existing certified staff who have earned associate, bachelors, masters and doctoral degree is shown in Figure 5.

General Institutional Requirement #9 does possess some latitude for the few technical instructors who hold less than a baccalaureate degree:

*"Faculty who now hold less than baccalaureate degrees possess special training, experience, creative production, or other accomplishments or distinctions that qualify them for their specific assignments, and, over the next three to five years, the institution will replace these faculty or upgrade their academic credentials." (Page 18)*

TABLE IX

HOURS OF INSTRUCTION IN KANSAS STATE BOARD OF EDUCATION APPROVED VOCATIONAL PROGRAMS

Hours of Instruction	Projected Hours			Estimated Hours	Actual Hours		
	FY '98	FY '97	FY '96	FY '95	FY '94	FY '93	FY '92
Postsecondary Hours	*1,400,781	*1,334,078	*1,270,551	1,210,049	1,210,049	1,165,240	1,212,503
Secondary Hours	**1,033,058	**1,033,058	**1,033,058	1,033,058	1,033,058	1,082,733	1,003,703
TOTAL HOURS	2,433,839	2,367,136	2,303,609	2,243,107	2,243,107	2,247,973	2,216,206

\* Annual 5% Increase in Technical Hours

\*\* Stable Technical Hours

TABLE X

STUDENT ENROLLMENT IN KANSAS STATE BOARD OF EDUCATION APPROVED VOCATIONAL PROGRAMS

Number of Students	Projected Enrollment			Estimated Enrollment	Actual Enrollment		
	FY '98	FY '97	FY '96	FY '95	FY '94	FY '93	FY '92
Postsecondary Students	* 9,638	*9,180	*8,745	8,330	8,330	8,383	8,190
Secondary Students	**4,739	**4,739	**4,739	4,739	4,739	4,675	4,023
TOTAL STUDENTS	14,377	13,919	13,484	13,069	13,069	13,058	12,213

\* Annual 5% Enrollment Increase

\*\* Stable Enrollment

TABLE XI

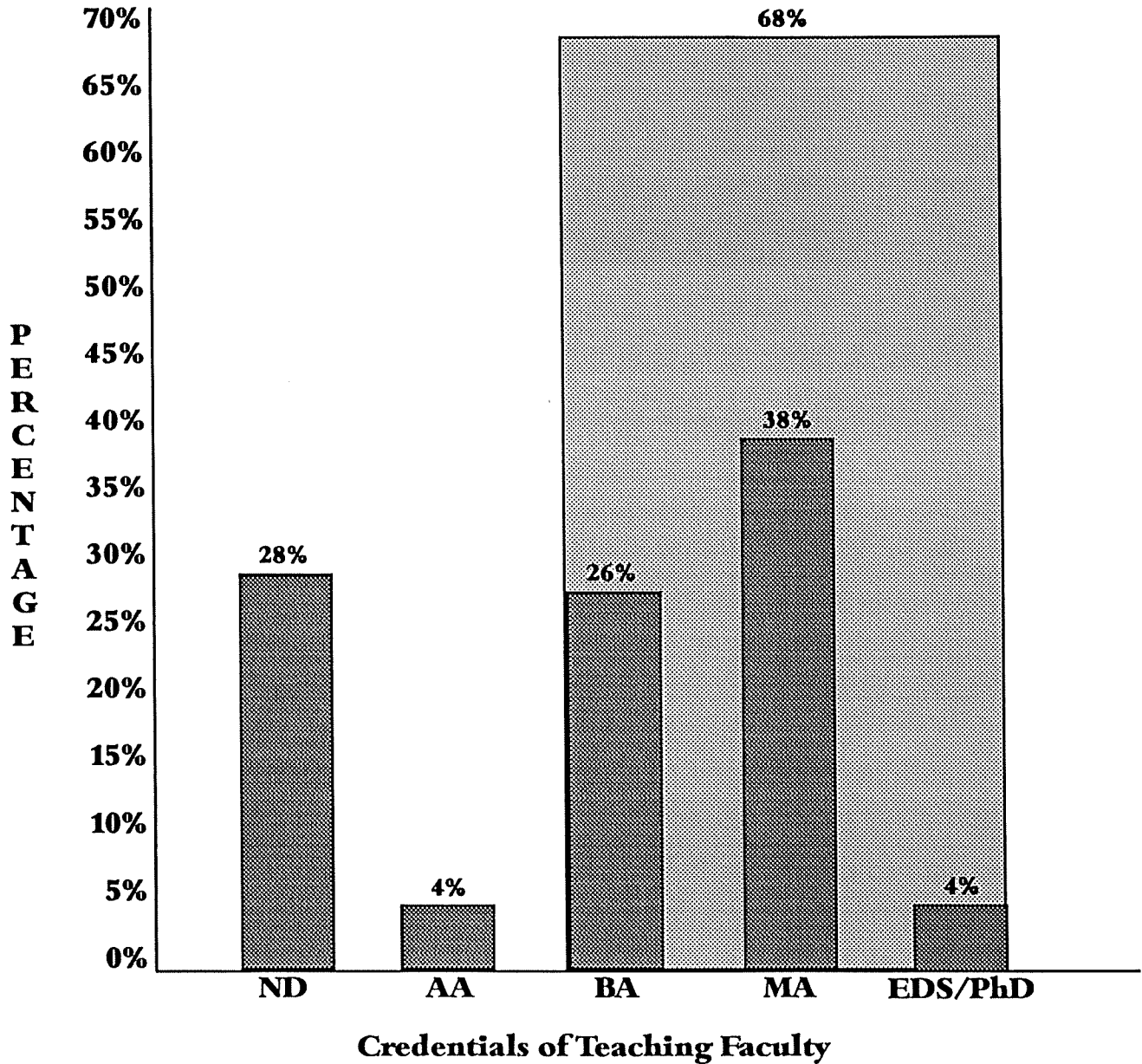
VE-2 APPROVED VOCATIONAL PROGRAMS  
Wichita Area Vocational Technical School  
Wichita Public Schools

KSBE Approved Vocational Programs	CIP Code	Grade Level	
		Secondary	Postsecondary
AC & Refrigeration	47.0201	A	A
Aircraft Sheet Metal	47.0607		A
Auto Body Technician	47.0603	A	A
Automotive Technician	47.0604	A	A
Carpentry	46.0201	A	A
C.I.M. (Computer Integrated Manufacturing)	48.0507	A	A
Drafting Technician	48.0101	A	A
Electrical Trades	47.0101	A	A
Printing Technology	48.0201	A	A
Machine Technology	48.0501	A	A
Millwork/Cabinet	48.0703	A	A
Small Engine Technician	47.0699	A	A
Welding Technology	48.0508	A	A
Horticulture	01.0601	A	A
Aircraft Instrument Maintenance	47.0608		A
Aviation Maintenance Technician	47.0608	A	A
Driver Training	49.0205		A
Electronics Engineering Technology	15.0303		A
Manufacturing Engineering Technology	15.0603		A
Dental Assisting	51.0601		A
Geriatric Assisting	51.2601		A
Medical Assisting	51.0801		A
Mental Health Technician	51.1502		A
Medical Lab Technician	51.0802		A
Pharmacy Technician	51.0805		A
Practical Nursing (LPN)	51.1613		A
Surgical Technology	51.0909		A
Health Occupations	51.9999	C	
Cooperative Occupational Training	47.9999	A	
Business and Office Education	52.0401	A	
Accounting Technician	52.0302	A	
Business Computer Programming/Programmer	52.1202	A	
Marketing Ed	08.0705	A	
Consumer Homemaking	20.0101	A	
Childcare/Guidance	20.0201	A	
Clothing/Fashion Merchandising	20.0301	A	
Food Service	20.0401	A	
Occup. Home Economics HERO	20.9999	A	
Child Care Aid/Nanny	20.0202		A
Dietary Manager	20.0404		A
Food Service Commercial Cooking	20.0409		A
Food Service Mid-Management	20.0409		A
Fashion/Interior Merchandising	20.0303		A
Accounting Technician	52.0302		A
Business Computer Programming/Programmer	52.1202		A
General Office Clerical	52.0408		A
Legal Secretary	52.0403		A
Medical Secretary	52.0404		A
Medical Transcription	51.0708		A
Graphic Design, Commercial Art & Illustration	50.0402		A
Business & Office Education (Secretarial)	52.0401		A

Program Approval Status: A=Approved, C=Conditionally Approved

**FIGURE 5**

**CREDENTIALS OF TEACHING FACULTY  
TECHNICAL COLLEGE**



ND = Non-Degree  
AA = Two Year Degree  
BA = Bachelors Degree  
MA = Master Degree  
EDS/PhD = Specialist/Doctorate

## CRITERIA IV

What higher education accreditation is your institution pursuing? Address the following in your response:

- A. **Provide documentation that your proposed institution will be eligible for accreditation as a degree granting institution of higher education by the North Central Association of Colleges and Schools (NCA). Include accreditation standards required by NCA, and evidence that the proposed college will be able to meet the standards.**

An institution affiliated with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools must meet these **General Institutional Requirements**.

### MISSION

- |  |   |
|--|---|
| 1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education. | The technical college mission will prepare and support a quality work force with the knowledge and experiences necessary for life-long learning and economic development and to confer associate degrees, diplomas and certificates which reflect the acquisition of knowledge and skills for technical employment. |
| 2. It is a degree granting institution.  | Under the authority of Senate Bill 586, Wichita Area Vocational Technical School will become a degree granting technical college. This will be accomplished by the Kansas State Board of Education, Kansas Board of Regents and the Kansas Legislature, reviewing and approving the technical college application.  |

### AUTHORIZATION

- |   |   |
|---|---|
| 3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education whenever it conducts its activities. | Legal authorization is derived from Senate Bill 586 by authority of the Kansas State Board of Education and the Kansas Legislature. |
|---|---|

4. It has legal documents to confirm its status; not-for-profit, for-profit, or public.

Under the authority of Senate Bill 586, a technical college is defined as: "... *an educational institution that formerly was an area vocational school or an area vocational technical school and that has been converted to, established as, and officially designated a technical college under authority of this act.*" Appropriate documents for public status will be filed with the Internal Revenue Service once the status is confirmed. The Institution is presently operated under the Wichita Public School District tax exemption certificate with the Internal Revenue Service.

## GOVERNANCE

5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

Under the authority of K.S.A. 72-4412, the governing body of any technical college may be its present board. It is the intent of technical college to operate under the authority of the Wichita Public Schools, Unified School District #259, Board of Education.

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

The Board is composed entirely of public members serving four-year terms. Elections are conducted on odd-numbered years with only a portion of the Board elected in any one election.

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

The executive officer is designated by the Board and coordinates the administration of the institution. The present administration is on a one-year contract.

8. Its governing board authorizes the institution's affiliation with the Commission.

The Board will take action to enter into affiliation with the Commission, once the legislature confirms the "technical college" designation.

## FACULTY

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

The highest degree offered by the institution will be the Associate of Applied Science. The majority of the teaching faculty, 68 percent hold the Bachelor of Science or higher degree; 42 percent hold a Master of Science or higher degree. Others are pursuing a Bachelor of Science and there are faculty who are involved in vocational

9. Continued from previous page . . . professional growth activities. All faculty have met Kansas State Board of Education work experience requirements.
10. A sufficient number of the faculty are full-time employees of the institution. Of the fourteen career clusters of instruction, all meet the requirement of at least one full-time faculty member.
11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs. Wichita Area Vocational Technical School is a continuous quality improvement organization. All of the institution's educational programs are competency based and designed by the instructional staff. A profile is designed for each program and approved by the program's advisory committee composed of practioneers from the related fields.

## EDUCATIONAL PROGRAM

12. It confers degrees. The "technical college" designation provides for the conferring of Associate of Applied Science degrees through joint agreements with four-year colleges, universities and community colleges. We have been involved in the delivery of the Associate of Applied Science degree for over a decade.
13. It has degree programs in operation, with students enrolled in them. Students are actively enrolled in the Associate of Applied Science degree programs.
14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level. The Associate of Applied Science degree programs are appropriate to the mission and are common to both community colleges and four-year colleges and universities.
15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs. The Associate of Applied Science degree programs carry current titles and present the emerging technologies required in business and industry today. Current program titles are: Aviation, Business Office, Data Processing and Accounting, Child Care, Construction, Electronics, Fashion, Food Service, Graphic Communications, Health, Horticulture, Manufacturing, Mechanics, Truck Driving.



16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

The Associate of Applied Science degree program will evolve from the fourteen (14) clusters listed and the articulation agreements for the integration of academic studies will continue with the four-year colleges, universities and community colleges within our area (see Criteria - 2A).

17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

The Wichita Area Vocational Technical School admission standards meet the ability to benefit requirements in K.S.A. 72-4418 and all of the federal financial aid assurances. Admission to Wichita Area Vocational Technical School is open to all who are at least sixteen years of age and a junior in high school. Entrance requirements are based on aptitude, interest and ability to benefit from the instruction offered in the course, regardless of previous education.

Early applications are recommended for students who want to be certain of being admitted to the classes of their choices.

## FINANCES

18. It provides its students access to those learning resources and support services requisite for its degree programs.

The institution has the requisite learning resources necessary for effective teaching and learning. The decentralized library is being supported by an interaction system through the Wichita State University and public libraries.

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

The institution has an annual audit by Allen, Gibbs and Houlik.

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

Financial records show a significant commitment to the financing of emerging technologies and support for business and industry training. Fiscal year '94 expenditures include: 85.1 percent for staff salaries and fringe benefits; 3.8 percent for operation and maintenance; 4.5 percent for supplies and travel; 3.2 percent for new equipment; and 3.4 percent for miscellaneous expense.

21. Its financial practices, records and reports demonstrate fiscal viability.

All financial systems reflect accepted accounting principles. Proprietorship reflects a \$700,000 growth in the last fiscal year.

## PUBLIC INFORMATION

22. Its catalog or other official documents includes its mission statement along with accurate descriptions of:
- its educational programs and degree requirements;
  - its learning resources;
  - its admissions policies and practices;
  - its academic and non-academic policies and procedures directly affecting students;
  - its charges and refund policies; and
  - the academic credentials of its faculty and administrators.
23. It accurately discloses its standing with accrediting/approved bodies with which it is affiliated.
24. It makes available upon request information that accurately describes its financial condition.
- Under federal financial aid rules, the institution's publications provide dependable consumer information.
- Wichita Area Vocational Technical School discloses its accredited/approved status with the North Central Association of Colleges and Schools, Kansas State Board of Education, Commission on Dental Accreditation of the American Dental Association, Committee on Allied Health Education & Accreditation of the American Medical Association, Committee on Allied Health Education of American Medical Association & Association of Surgical Technologists, Federal Aviation Administration, Kansas Culinary Association, Kansas State Board of Nursing, Kansas State Department of Health & Environment and National League of Nursing.
- Financial reports are available upon request and will be published annually.

**B. Provide documentation that your institution is pursuing articulation agreements to provide baccalaureate degree opportunities for graduates.**

The technical college will continue to pursue articulation agreements with postsecondary institutions in order for graduates to continue their education and obtain a baccalaureate degree.

With the development of the Tech Prep program, the postsecondary institutions have worked cooperatively to bridge the gap between technical programs and baccalaureate degree opportunities. Representatives from the community colleges, as well as the four-year institutions, have been involved since the initial gathering. Articulation agreements have been signed by all parties involved stating the fact that they are willing to work towards a common goal for all students. An example of this agreement is shown as Attachment V.

The articulation agreements with Wichita State University, initiated by the Wichita Area Vocational Technical School, will be assumed by the technical college. A key element is the response to the work force development needs in this area which can be met through collaboration between Wichita State University and the technical college in offering two-year, occupationally related degree programs. The initially targeted track will be electronic technology, with expansion to health occupations, business and other technical areas to follow, based on local needs assessments. An articulated Associate of Applied Science degree would also provide a smooth transitional pathway for the Associate of Applied Science graduates desiring to continue their studies toward a baccalaureate degree.

Still another example of cooperation is the plan to link the two-year associate degree in Electrical Engineering Technology with the four-year Electrical Engineering Technology baccalaureate degree at Pittsburg State University, as well as the two-year associate degree in Manufacturing Engineering Technology with the four-year Manufacturing Engineering Technology baccalaureate degree at Pittsburg State University. Because Wichita State University does not offer these degrees, Pittsburg State University will deliver junior and senior level courses on the campuses of the technical college.

Additional students will have the opportunity for involvement in various apprenticeship programs through the technical college. Twelve of these programs are currently being offered through the Wichita Area Vocational Technical School. Once a student completes the four-year apprenticeship program, and obtains an associate degree, the option to pursue a baccalaureate degree will exist.

The health occupations programs currently have an articulation agreement with Friends University. This agreement allows students to receive credit for course work completed through Wichita Area Vocational Technical School. Students may apply these hours towards a 1+1 associate degree or a 1+3 baccalaureate degree. Once the technical college status is approved, the health occupations will conduct a feasibility study for the Associate Degree in Nursing program which would be incorporated into a 2+2 articulation with Wichita State University for a Bachelor of Science in Nursing degree.

# ATTACHMENT V

## Tech Prep Articulation Agreement

between

Wichita Public Schools

and

Wichita State University

We, the undersigned, agree to participate in developing and implementing a 4 + 2 secondary/postsecondary Tech Prep program. This program will align four years of academic/vocational classes in high school with two years of academic/vocational classes after high school leading to a two year certificate or an associate degree. This agreement is for an indefinite period of time, however, an annual review will be conducted to assess the current status of the agreement. This agreement may be terminated at anytime upon the mutual consensus of both the secondary and postsecondary institutions.

The Wichita Public Schools agree to:

1. Establish and utilize Tech-Prep advisory committees including representatives from Business and Industry to oversee the development, implementation, and operation of the curriculum clusters and individual programs.
2. Provide postsecondary institutions with course outcomes, performance objectives, and other materials needed to articulate (i.e., sequence, advanced placement/value added) classes administered by the Wichita Public Schools.
3. Publicize and promote the Tech-Prep program to students, parents, and the community.
4. Print and distribute materials illustrating and describing the articulation of secondary and postsecondary academic and vocational classes leading to marketable occupational skills and a two-year certificate or an associate degree.
5. Inservicing of staff with the Tech-Prep program, and integration of curriculum (math, communication, science, technical education, and technology education).
6. Develop a "Career Planner" with a six-year sequence of courses based on valid personal, educational and occupational information for high-demand jobs in South Central Kansas.

## ATTACHMENT V - Page 2

7. Provide students with career guidance, vocational assessment, occupational information, and transitional assistance, incorporating the needs of the special populations.
8. Infuse work-base learning opportunities into the Tech Prep model.
9. Annually evaluate the effectiveness of the Tech-Prep program.

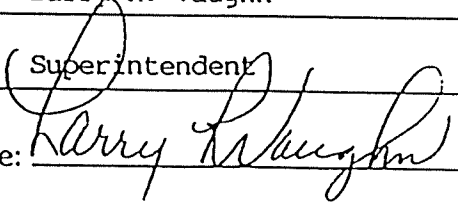
### Wichita State University agrees to:

1. Appoint a representative to Tech-Prep committees (Leadership, Administrative, Curriculum, and the Evaluation).
2. Appoint a representative to meet with the curriculum committees, sequencing courses administered by the Wichita Public Schools with those offered by Wichita State University.
3. Allow, where appropriate, advance placement in postsecondary courses, in order for students to achieve the value added Tech Prep option.
4. Familiarize instructors and advisors with the Tech-Prep program.
5. Complete the "Career Planner" started by students in high school.
6. Assure guidance and job placement assistance for Tech-Prep students and graduates.
7. Compile program completion and other relevant information concerning Tech-Prep and provide to students.
8. Work with the Wichita Public Schools annually to evaluate for continuous quality improvement and share the effectiveness of the Tech-Prep program.

### Wichita Public Schools

Name: Larry R. Vaughn

Title: (Superintendent)


Signature: 

Date: 1-11-95

### Wichita State University

Name: Bobby R. Patton

Title: Vice President for Academic Affairs

Signature: 

Date: 1-10-95

## CRITERIA V

**What is the operational and financial structure of the proposed technical college?**

### **A. The organization of the board of control for the proposed technical college?**

The seven member elected Board of Education of the Wichita Public Schools will be the board of control for the technical college.

In addition to the Board of Education, the technical college will continue the tradition established by Wichita Area Vocational Technical School in utilizing advisory committees to help the institution meet its mission of "education for employability." These 42 advisory committees, as listed on Attachment W, are primarily composed of community, business and industry leaders:

- 1 General Advisory Committee for the Division of Vocational & Continuing Education:  
Function: Advise and counsel as to the total operations and strategical planning for the Wichita Area Vocational Technical School.
- 1 Customized Training Advisory Committee:  
Function: Advise and counsel as to the customized training programs uniquely tailored for business and industry.
- 40 Program Advisory Committees:  
Function: Advise and counsel as to a specific technical program and/or cluster of occupations.

In 1992 the General Advisory Committee was nominated and received national acclaim as an outstanding business/education partnership. Also in 1992, the Kansas Council on Vocational Education recognized and honored the Computer Integrated Manufacturing Advisory Committee as the outstanding vocational/ technical program advisory committee in Kansas. In 1993, the same award was bestowed on the Pharmacy Technician Program Advisory Committee.

### **B. The administrative structure of the proposed technical college.**

The proposed administrative structure for the technical college is depicted in Figure 6. These ten administrators, who will become the technical college administrators, are currently responsible for the operation of six postsecondary vocational/technical campuses, secondary and postsecondary vocational/technical curriculum, and the delivery of vocational/technical training to over 13,000 students who annually enroll in the Wichita Area Vocational Technical School. Yet more important, each individual possesses a wealth of experience in the delivery of postsecondary education and customized training for business and industry.

Furthermore, each of the administrators meets and exceeds the certification requirements as set forth by the Kansas State Board of Education for vocational administrators and supervisors. These requirements include occupationally relevant work experience outside the field of education, accredited teaching experience, and professional preparation. All members of the administrative team hold at least a master's degree, with three possessing a doctorate.

C. The facilities to be operated by the technical college (provide legal descriptions). This includes all capital inventory.

The physical facilities of the proposed technical college will consist of the six postsecondary campuses that currently make up the Wichita Area Vocational Technical School. Although these facilities are dispersed throughout the City of Wichita, all are encompassed within the boundaries of the Wichita Public Schools, Unified School District #259. These facilities will be used for daytime and evening classes offered in the spring, winter, fall and summer. Following are campus-by-campus descriptions with legal descriptions shown in *italic type*.

Aviation Education Center (2021 South Eisenhower)

This campus, located at Wichita Mid-Continent Airport, consists of one main building, one aircraft hanger, two small auxiliary structures and off-street paved parking.

The main building, completed in 1978, was designed specifically for aviation education. It contains 28,052 square feet of space on one level and houses a site administrative area, classrooms, laboratories, hanger and parking ramp for aircraft required in the Aviation Maintenance Technical (Airframe & Powerplant Mechanic), Instrument Technician and pilot ground school programs. This air conditioned building, constructed of steel and masonry, was designed for ease of future expansion. The energy sources are natural gas and electricity.

The hanger, constructed in 1988, contains an additional 9,000 square feet with two enclosed battery storage rooms. Off-street parking lots are paved. The energy source is natural gas.

<u>Key Number</u>	<u>Legal Description</u>
D-00105-00UP	<i>W 100 SE 1/4 Sec 34-27-1W</i>
D-16351	<i>Lot 16 Block 20 4th Add. to Southwest Village</i>
D-16352	<i>Lot 17 Block 20 4th Add. to Southwest Village</i>
D-16353	<i>Lot 18 Block 20 4th Add. to Southwest Village</i>
D-16354	<i>Lot 19 Block 20 4th Add. to Southwest Village</i>
D-16355	<i>Lot 20 Block 20 4th Add. to Southwest Village</i>
D-16356	<i>Lot 21 Block 20 4th Add. to Southwest Village</i>
D-16357	<i>Lot 22 Block 20 4th Add. to Southwest Village</i>
D-16358	<i>Lot 23 Block 20 4th Add. to Southwest Village</i>
D-16359	<i>Lot 24 Block 20 4th Add. to Southwest Village</i>
D-16369	<i>Lot 25 Block 20 4th Add. to Southwest Village</i>
D-16361	<i>Lot 26 Block 20 4th Add. to Southwest Village</i>

Central Vocational Building (324 North Emporia)

The Central Vocational Building campus consists of a single brick building with three full stories and a partial fourth floor, a small one-story attached stucco structure and off-street paved parking lots. The building, which contains 90,244 square feet of space, was built in 1911 as the "new Wichita High School." It is located immediately northeast of the downtown core area.

The main building has received extensive remodeling during the past several years, including air conditioning and a passenger elevator. The energy sources are electricity and natural gas. Business (Accounting Clerk, Business Data Processing, General Office, Legal Secretary, Medical Secretary, Medical Transcriptionist, Secretary, Production Artist, Fashion Merchandising), food service (Dietary Manager, Mid-Management & Commercial Cooking) and

health occupations (Dental Assisting, Geriatric Aide, Medical Assisting, Medical Lab Technician, Mental Health Technician, Pharmacy Technician, Practical Nursing, Surgical Technology) programs as well as the Vocational Assessment Center are housed in this building.

Key Number

B-00117

Legal Description

Lots 51-53-55-57-59-61-61-65

Building Emporia Ave. J. R. Mead's Ave.

Transportation Education Center (4141 North Seneca)

Opened in 1980, the campus was designed as a truck driving training facility with plans for expansion to encompass heavy construction occupations. The 30 acre campus has an asphalt covered driving range and skid pan.

A single air conditioned building, constructed of steel and brick, contains the site administrative offices, classrooms, driving simulator lab and truck garage. The energy source is electricity. Off-street parking lots are gravel.

Key Number

A-16398

Legal Description

Lot 1 Block A USD#259 Add.

Dunbar Adult Center (923 Cleveland)

The Dunbar Adult Center campus includes one main brick building, one small brick building, and one portable classroom. The main building of 23,868 square feet, most of which is air conditioned, was constructed in 1951 as an elementary school and converted to adult programs in 1970. It houses Child Care, ABE (Adult Based Education), ESL (English as a Secondary Language), GED (General Education Development) programs and the GED Testing Center.

The small brick building is used for Upholstery classes and the portable classroom for ABE/GED classes. The energy sources are electricity and natural gas. Off-street parking lots are gravel.

Key Number

B-03087-0001

Legal Description

Lots 13-15-17-19-21-23 Hammonds Add.

Schweiter Technical School (1400 George Washington Drive)

The Schweiter Technical School campus includes a main brick building, four portable classrooms, one mobile, a combination greenhouse-classroom-storage building, and garden areas. There are 23,291 square feet of enclosed space on the three acre campus.

The main building was constructed in late 1940s as an elementary school and converted to adult usage in the mid-60s. This building houses the site administrative offices as well as the Electrical Engineering Technology and Manufacturing Engineering Technology classrooms and laboratories. The greenhouse and the Horticulture program were added to the campus in 1970. Energy sources are natural gas and electricity. Off-street parking lots are both paved and gravel.

Key Number

TC-17252

Legal Description

Lot 1 to 7 Inclusive West Half

Lot 8 Block W Schweiter 10th Add.



Vocational Technical Center (301 South Grove)

The Vocational Technical Center is adjacent to Wichita High School East. The campus consists of four main buildings and two small buildings that total approximately 141,417 square feet of floor space. All buildings are one-story construction, one major and one small building is air conditioned.

Construction (Air Conditioning & Refrigeration, Carpentry, Electrical Trades, Wood Technology), manufacturing (Aircraft Sheetmetal, Computer Aided Drafting, Computer Integrated Manufacturing, Machine Shop, Offset Printing, Welding) and transportation (Auto Body Technician, Auto Technician, Motorcycle & Small Engine Repair), programs are delivered on this campus.

<u>Key Number</u>	<u>Legal Description (East High &amp; VTC)</u>
C-11154	Beg 80 Ft S & 34.75 Ft W NE Cor SW 1/4 W 1163.45 Ft S 610.5 Ft W 47.6 Ft to Canal S 1929.67 Ft E 1217.5 Ft No to Beg - Exc S 12 Ft for St Sec 22-27-1E
C-09386	Lots 10-11-12-13-14-15-16-17 Block 4 Roosevelt Field 2nd. Add.
C-22183-0002	Beg 360 Ft N & 74.64 Ft E SW Cor NE 1/4 NW Alg E Li Canal Row 307.9 Ft to W Li NE 1/4 N 165 Ft Nely 90 Ft NE 79.92 Ft Ely 165.05 Ft to Cen Li Chishom Crk Sely & Sly Alg Gen Li Crk to PT 360 Ft N of S Li W to Beg Exc CC A-1832

In Table XII, the building and contents replacement costs and actual cash values are shown for the six postsecondary campuses of the proposed technical college. The replacement cost columns are used to determine insurance values of the buildings and contents. The actual cost columns reflect depreciation.

**D. Ownership of personal and real property.**

The Wichita Area Vocational Technical School equipment inventory is maintained campus-by-campus. This computerized document, which is approximately three inches thick, is available upon request. This document contains a listing of equipment by item, model number, brand, purchase date, value and department.

**E. The financial resources available for maintenance and upgrade of the facilities. This includes all capital inventory.**

Federal, state and local financial resources are available for the maintenance and upgrade of the facilities.

The Capital Outlay Fund of Unified School District #259 provides for the major facility projects on all Wichita Area Vocational Technical School campuses. In FY '95, the direct allocation for Wichita Area Vocational Technical School was \$100,500. In addition, Wichita Area Vocational Technical School is included in the mill levy of the Wichita Public Schools for the construction, reconstruction, repair, remodeling, furnishing and equipping of buildings.

Wichita Area Vocational Technical School annually budgets at least \$200,000 for unique facility projects, emergencies, etc. In FY '95, this amount was \$300,000 due to the completion of parking lots that were started in FY '94.

Funds for utilities, contracted repair, repair parts and replacement costs are included in the Wichita Area Vocational Technical School budget. In FY '95, this amount was \$497,850.

Funds for replacement or upgrade of equipment are solicited from various sources: state capital outlay, Carl Perkins, donations, grants (KTEC, KIT, KIR) and Unified School District #259 grants. In FY '95, this amount was \$628,850.

Since the funding sources for vocational/technical education will not change, and board of control for the Technical College will be the Wichita Board of Education, it is anticipated the these same funding categories and sources of will exist in the future.

**F. The revenue sources available for operational expenses.**

The Wichita Area Vocational Technical School's Balance Sheet, for the period ending June 1995 is contained in Table XIII. It shows that the school has sufficient resources available to meet operating expenses.

# ATTACHMENT W

## WICHITA AREA VOCATIONAL TECHNICAL SCHOOL ADVISORY COMMITTEES 94-95

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### *General Advisory Committee Division of Vocational and Continuing Education*

#### Aircraft

Aircraft Instrument Maintenance  
Aircraft Sheetmetal  
Aviation Maintenance Technician

#### Business/Computer

Accounting Clerk  
Business Data Processing/Computer Programming  
General Office  
Legal Secretary  
Medical Transcriptionist  
Medical Secretary  
Secretary

#### Customized Training Customized Training

#### Food Service/Management

Dietary Manager  
Food Service

#### Health Occupations

Dental Assistant  
Geriatric Aide  
Medical Laboratory Technician/Phlebotomist  
Medical Assistant  
Mental Health Technician  
Pharmacy Technician  
Practical Nurse  
Surgical Technologist

## *ATTACHMENT W - Second Page*

### *Home Economics*

Child Development Professional  
Fashion/Interior Merchandising

### *Horticulture*

Horticulture

### *Manufacturing/Engineering*

Engineering Technology  
Manufacturing Engineering Technology

### *Production Printing*

Offset Printing  
Production Artist  
Screen Print

### *Trade and Industry*

Air Conditioning/Refrigeration  
Auto Collision Repair  
Automotive Technician  
Carpentry  
Computer Integrated Manufacturing Technology  
Computer Aided Drafting Technology  
Electrical Trades  
Machine Shop Technology  
Lawn & Garden Equip. Repair, Motorcycle & Marine Engine Repair Technology  
Welding  
Wood Technology

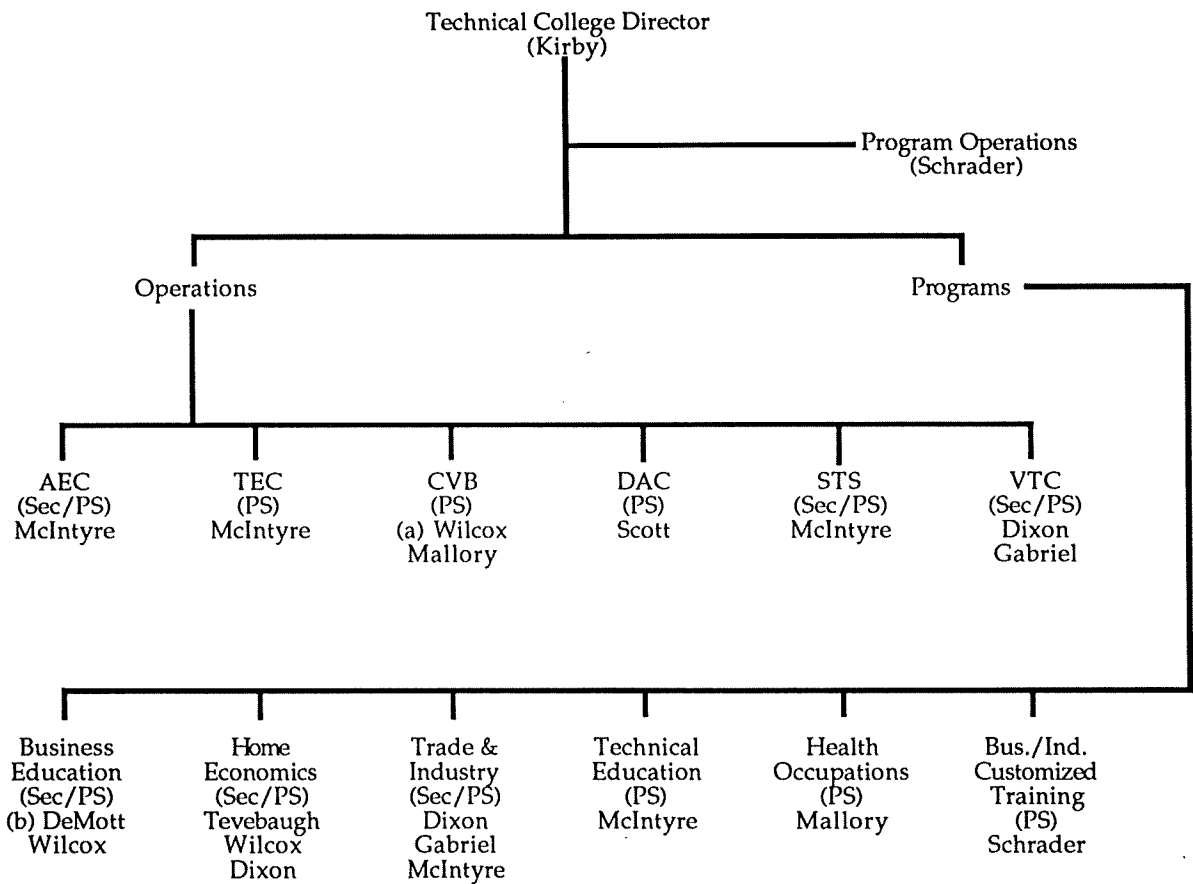
### *Transportation*

Truck Driving

*The Wichita Area Vocational Technical School  
has a total of 42 advisory committees  
which are comprised of leading  
business, community and educational representatives.*

FIGURE 6

TECHNICAL COLLEGE  
ORGANIZATIONAL CHART  
1/23/95



- (a) Position includes Student Accounting
- (b) Half-time position, other half Computer Studies

KEY	
Sec	= Secondary
PS	= Postsecondary
Sec/PS	= Secondary/Postsecondary
AEC	= Aviation Education Center
TEC	= Transportation Education Center
CVB	= Central Vocational Building
DAC	= Dunbar Adult Center
STS	= Schweiter Technical School
VTC	= Vocational Technical School

**TABLE XII**  
**1993 - 94 STATEMENT OF VALUES**

WAVTS Postsecondary Campuses	Building Replacement Cost	Depreciation %	Building Actual Cash Value	Personal Property Replacement Cost	Personal Property Actual Cash Value
209 VTC - Bldg A	735,868	24%	559,260	0	0
210 VTC - Bldg B	2,687,461	40%	1,612,477	2,443,986	1,832,990
211 VTC - Bldg C	1,297,308	40%	778,385	0	0
212 VTC - Bldg D	2,120,267	24%	1,611,403	0	0
213 DAC - New Bldg	853,954	40%	512,372	211,886	158,915
214 DAC - Old Bldg	196,311	40%	117,787	0	0
215 AEC	1,264,154	40%	758,492	366,409	274,807
216 CVB	5,905,920	40%	3,543,552	1,590,277	1,192,708
217 STS	539,705	40%	323,823	881,938	661,454
218 STS Greenhouse	0	19%	0	0	0
219 TEC	449,765	12%	395,793	483,766	362,825
<b>TOTAL</b>	<b>16,050,713</b>		<b>10,213,344</b>	<b>5,978,262</b>	<b>4,483,699</b>

**Legend:** AEC = Aviation Education Center      STS = Schweiter Technical School  
 CVB = Central Vocational Building      TEC = Transportation Education Center  
 DAC = Dunbar Adult Center      VTC = Vocational Technical Center

## TABLE XIII

UNIFIED SCHOOL DISTRICT #259  
WICHITA AREA VOCATIONAL TECHNICAL SCHOOL  
201 N. Water  
Wichita, Kansas 67202

Wichita Area Vocational Technical School  
January 10, 1995  
Balance Sheet

### ASSETS

General Fixed Assets:

Land	472,113	
Buildings	10,213,344	
Equipment	<u>6,202,743</u>	
Total General Fixed Assets		16,988,200

Budgeting Accounts:

Anticipated Revenue from State	10,816,575	
Anticipated Tuition	1,291,950	
Anticipated Misc.	40,000	
Cash Balance 6/30/94	<u>136,930</u>	
Total Budgeting Accounts		12,285,455

Total Assets: 29,273,655

### LIABILITIES

Budgeting Accounts:

Wichita AVTS Budget 1994-95	<u>12,285,455</u>	
Total Budgeting Accounts		12,285,455

Total Liabilities 12,285,455

### PROPRIETORSHIP

U.S.D. 259 AND WICHITA AVTS 16,988,200

Total Liabilities and Proprietorship 29,273,655

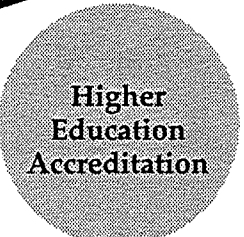
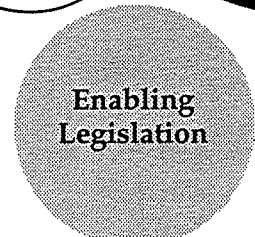
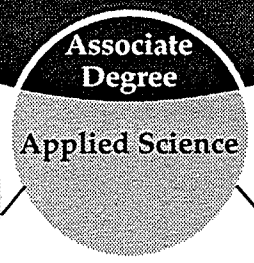
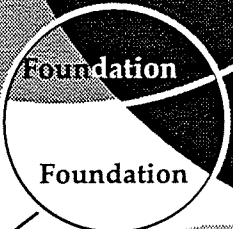
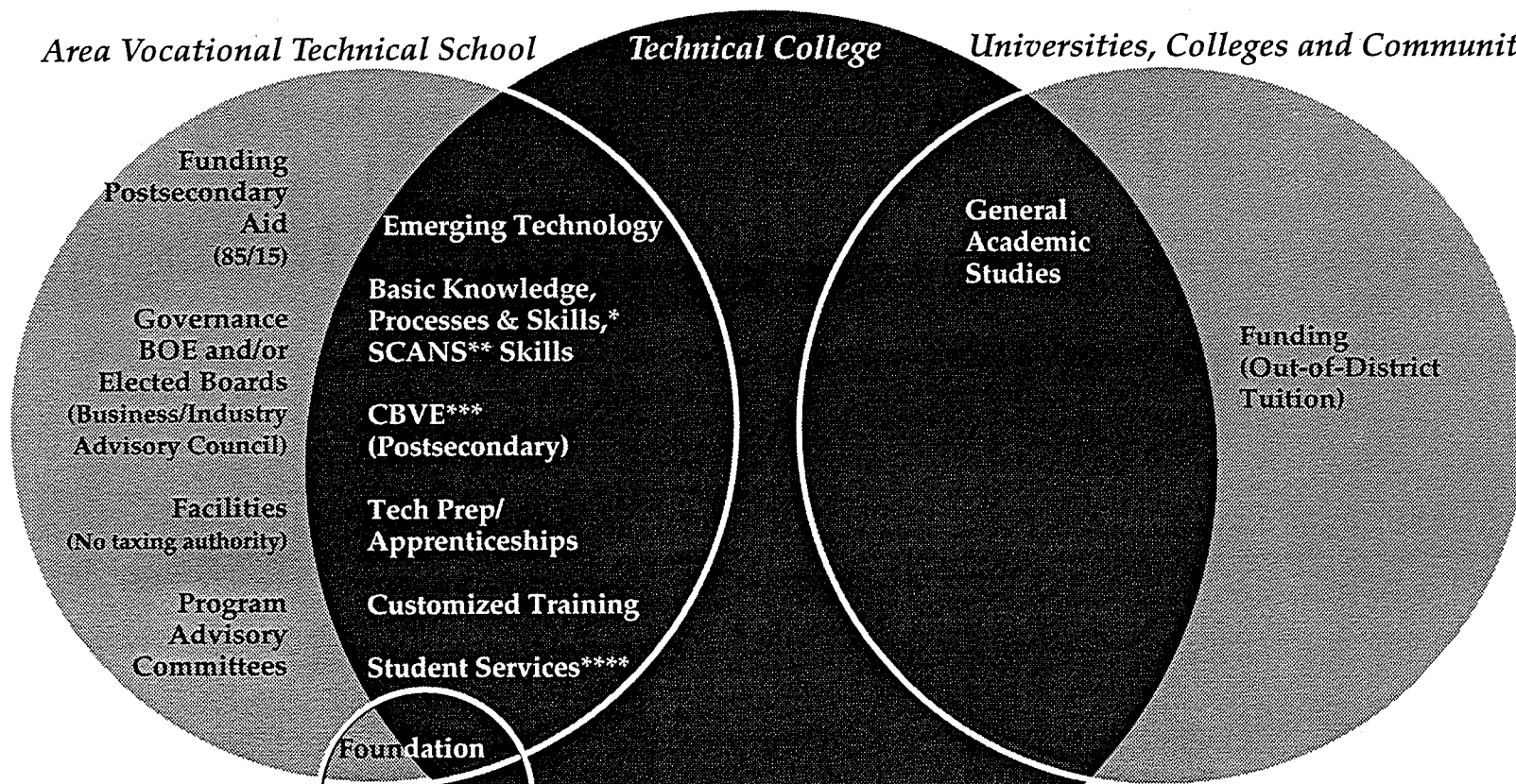
# ECONOMIC DEVELOPMENT EDUCATIONAL INPUT MODEL

— Educational Partnership —

*Area Vocational Technical School*

*Technical College*

*Universities, Colleges and Community Colleges*



*New Components*

\*Adapted from Carnevale, Gainer & Meltzer, *Workplace Basics: The Skills Employers Want*.  
 \*\*Secretary's Commission on Achieving Necessary Skills  
 \*\*\*Competency Based Vocational Education  
 \*\*\*\*Counseling, Vocational Assessment, Financial Aid, Job Placement

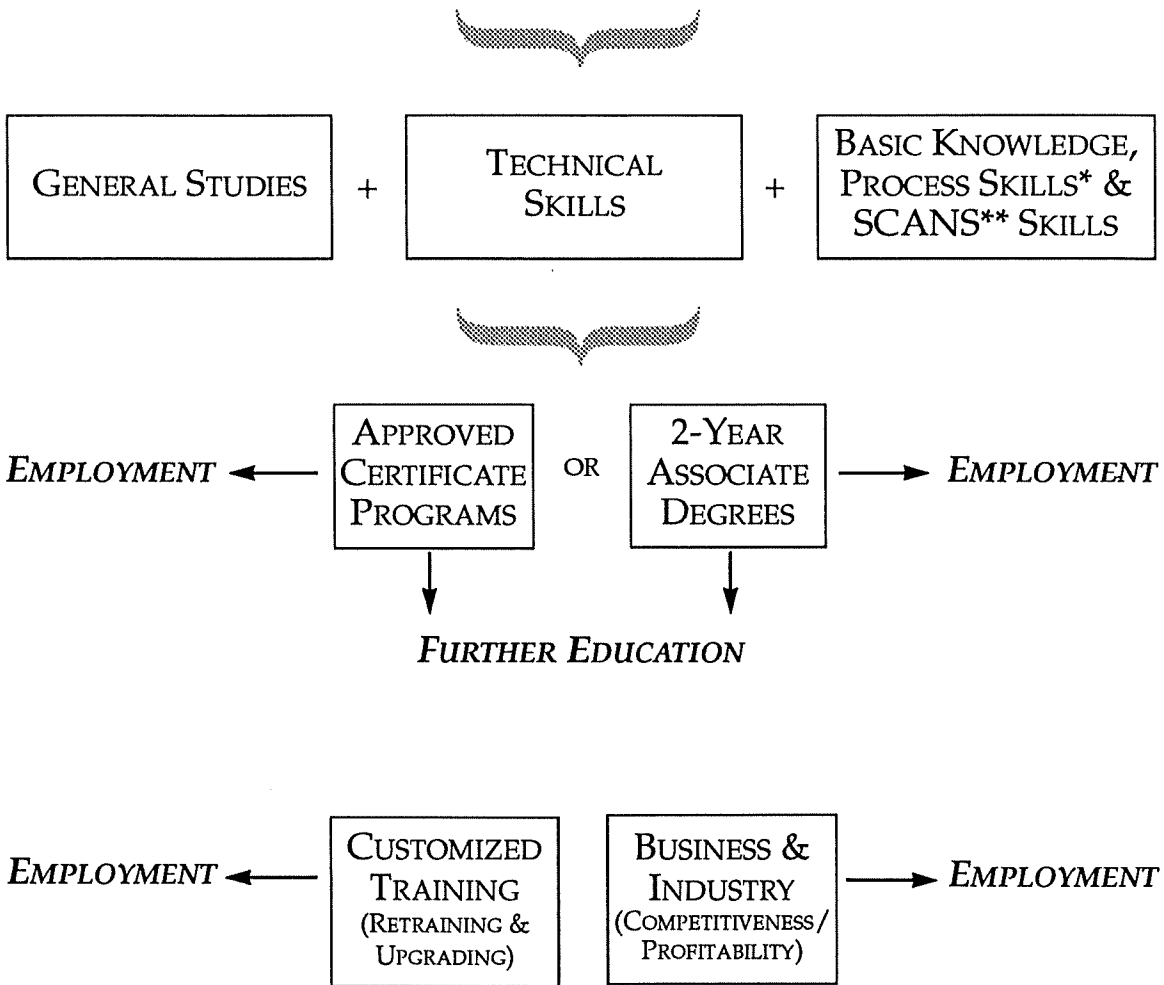
— Continuous Quality Improvement —

Senate Education 2-24-95 Attachment 2



# ECONOMIC DEVELOPMENT EDUCATIONAL OUTPUT MODEL

TECHNICAL COLLEGE



MISSION:  
EDUCATION FOR EMPLOYMENT

\*ADAPTED FROM CARNEVALE, GAINER & MELTZER, *WORKPLACE BASICS: THE SKILLS EMPLOYERS WANT*.

\*\*US DEPARTMENT OF LABOR SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS

10/14/93

# TESTIMONY IN SUPPORT OF SENATE BILL 257

FEBRUARY 24, 1995

Submitted by: Jim Schwarzenberger, Vice President, Human Resources  
Wichita/Sedgwick Co. Partnership for Growth, Inc.

## **Key Rationale for Sedgwick County Technical College:**

### **The Sedgwick County Labor Market - Key Issues:**

- 31% of all Kansas manufacturing earnings comes from Sedgwick Co.
- 38% of all Kansas manufacturing jobs are in Sedgwick Co.
- 27% of all Kansas health care services earnings are from Sedgwick Co.

### **Skill Needs**

- Six Council of Work Force Needs Reports (1989-1995) show consistent need for technical skills
- 1993 Technical College Survey
  - 79.2% support establishment of technical college
  - 18% responded negative\*
  - \*about half of these assumed taxes would be increased and/or a totally new institution would be created.
- General Advisory Committee in place to monitor "education for employment" objectives
- Employer Advisory Committees in 42 program disciplines
- SCANS proficiency requirements

### **Image**

- Enhances credibility of technical careers and encourages entry by Sedgwick County residents
- Enhances Sedgwick County's and South Central Kansas' economic development "package"
- Increases community's expectations of the institution

### **Work Force Development**

- Addresses "college-bound", "non college-bound" stigma which discourages pursuit of many technical careers
- Enhances marketability of residents
- 97% of those who work in Sedgwick County, live in Sedgwick county (flexible, close at hand training)

*Senate Education  
2-24-95  
Attachment 3*



Larry R. Vaughn  
Superintendent

## SENATE EDUCATION COMMITTEE

Senator Dave Kerr, Chairman

Testimony on S.B. 586  
Submitted by: Diane Gjerstad

February 24, 1995

Mr. Chairman, members of the committee:

The Board of Education of Wichita Public Schools has approved a proclamation supporting Wichita Area Vocational Technical School becoming a technical college and be allowed to award the associate of applied science degree. The Board supports this action as an appropriate step in career preparation for our students and for our community's workforce needs.

The Board recognizes that there is a direct link between training, productivity, high performance work organizations and our state's economic strength. The career opportunities provided by W-AVTS are enhanced with a liberal arts component. That's good for *all* our customers: the students and eventual employers. The award of a degree is appropriate for the course work.

On a personal note I was an original member of the W-AVTS Advisory Committee when it was reconstituted by a former superintendent. The committee has worked tirelessly to change the image of voc-tech in our community. Fostered the implementation of market-driven programs such as the surgical prep. The committee has been a conduit for business to communicate their needs in a rapidly changing environment. Under the leadership of Dr. Kirby, and with the support of the Board, W-AVTS has responded.

The offering of the A.A.S. degree would enhance our program and give our graduates a market edge. Just as I had an edge when I graduated with an A.A.S. in Feed and Fertilizer Marketing Technology from a technical college in Emmetsburg, Iowa.

Thank you for your consideration. The Board of Education for the Wichita Public Schools would urge your favorable support of this bill.

Senate Education  
2-24-95  
Attachment 4

# *Kansas State Board of Education*

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

TO: Senate Education Committee Members

FROM: Ferman Marsh, Assistant Commissioner  
Lifelong Learning Division

SUBJECT: Report on the Status of the Technical College Applications of Wichita AVTS  
and Flint Hills AVTS

DATE: February 24, 1995

The State Board of Education, during its February 15 regular meeting, received applications from the Flint Hills and Wichita Area Vocational-Technical Schools requesting designation as technical colleges. The Board took action to receive the applications and forward them to the Board of Regents for consultation and advice.

Senate Bill 586, passed during the 1994 session of the Kansas State Legislature, amended K.S.A. 72-4412 to provide for the establishment of technical colleges. New Section 2(d) of the statute requires that, "In evaluating whether the educational interests of the state would be better served by a merger between the area vocational school or area vocational-technical and a state educational institution, the state board of education shall consult with and consider the advice of the state board of regents."

I have attached the application form developed by the Board of Education in response to Senate Bill 586, which Flint Hills and Wichita Area-Vocational Technical Schools have completed. The letter to Dr. Steve Jordan which accompanied the applications when they were forwarded to the Board of Regents is also attached.

I will be available to answer questions or concerns you may have in regard to this matter.

Ferman P. Marsh  
Assistant Commissioner  
Lifelong Learning Division  
(913) 296-3047

Senate Education  
2-24-95  
Attachment 5

# TECHNICAL COLLEGE APPLICATION

## Directions

1. Submit an original and two copies of this form to the Kansas State Board of Education. Include two copies of all supporting documentation.
2. Attach documentation that the AVTS/AVS governing body has passed a resolution proposing the establishment of a technical college.
3. Return to: Commissioner of Education  
Kansas State Board of Education  
120 S.E. Tenth Avenue  
Topeka, Kansas 66612-1182

---

## DEFINITION

Senate Bill 586, passed during the 1994 session of the Kansas State Legislature, amended K.S.A. 72-4412 to provide for the establishment of technical colleges. A "technical college" is defined as an educational institution that formerly was an area vocational or area vocational-technical school, and that, in accord with the provisions of this bill, has been designated a technical college.

---

## AVTS/AVS VERIFICATION

I verify that the information provided in the Technical College Application is correct. My Signature further signifies the intent of the applicant to pursue designation as a technical college under K.S.A. 72-4412 as amended.

\_\_\_\_\_  
Signature of AVTS/AVS Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Signature of AVTS/AVS Board Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Telephone Number

### STATE BOARD OF EDUCATION USE ONLY

#### APPLICATION APPROVAL STATUS

\_\_\_\_\_ Recommended for establishment as a technical college

\_\_\_\_\_ Not recommended for establishment as a technical college

\_\_\_\_\_  
Signature of Commissioner of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of State Board Chair

\_\_\_\_\_  
Date



### CRITERIA I

What is the present and projected need in the area of the proposed technical college for expansion or alterations of the existing postsecondary educational services? Address the following in your application:

- A. The specific delineation of the proposed geographic area to be served.
- B. Population surveys of the proposed service area, labor market surveys, surveys of secondary students.
- C. A mission statement for the proposed technical college which addresses the identified needs of the service area and targeted populations.

### CRITERIA II

What types of postsecondary institutions presently operate in the geographic area defined in CRITERIA I? What are the capacities of these institutions to provide technical and academic services? Address the following in your response:

- A. The present and future potential for interaction with the above identified institutions. Include any and all articulation agreements with existing institutions.
- B. The present and potential capacity for providing the services of a technical college through collaboration, cooperation or merger with existing postsecondary institutions.
- C. The capacity of each of the above identified institutions to provide the service your institution proposes to offer as a technical college.
- D. Provide responses of the above identified institutions to your application to become a technical college. NOTE: A copy of each institution's response to this application must be attached.

### CRITERIA III

What is the potential enrollment in the programs to be offered and maintained by the proposed technical college? Address the following in your response:

- A. Planned curriculum for the technical college, including infusion of applied courses and a general education core. Attach an approved VE-2 Program Application for each proposed technical college program.
- B. Explain, in detail, how the needs of secondary students would be addressed by the technical college.
- C. Provide evidence of present and proposed requirements for credentialing of faculty and staff.

**CRITERIA IV**

What higher education accreditation is your institution pursuing?  
Address the following in your response:

- A. Provide documentation that your proposed institution will be eligible for accreditation as a degree granting institution of higher education by the North Central Association of Colleges and Schools. Include accreditation standards required by NCA, and evidence that the proposed college will be able to meet the standards.
- B. Provide documentation that your institution is pursuing articulation agreements to provide baccalaureate degree opportunities for graduates.

**CRITERIA V**

What is the operational and financial structure of the proposed technical college? Address the following in your response:

- A. The organization of the board of control for the proposed technical college?
- B. The administrative structure for the proposed technical college?
- C. The facilities to be operated by the technical college (provide legal descriptions). This includes all capital inventory.
- D. Ownership of personal and real property.
- E. The financial resources available for maintenance and upgrade of the facilities. This includes all capital inventory.
- F. The revenue sources available for operational expenses.

NOTE: The Kansas State Board of Education may require additional information and documentation as a part of the application approval process.

# *Kansas State Board of Education*

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

February 16, 1995

Dr. Steve Jordan, Executive Director  
Kansas Board of Regents  
700 SW Harrison  
Suite 1410  
Topeka, Kansas 66603-3760

Dear Dr. Jordan:

The State Board of Education, during its February 15 regular meeting, received applications from the Flint Hills and Wichita Area Vocational-Technical Schools requesting designation as technical colleges. As a part of the application process, we are forwarding those applications to your office for consideration by the State Board of Regents.

Senate Bill 586, passed during the 1994 session of the Kansas State Legislature, amended K.S.A. 72-4412 to provide for the establishment of technical colleges. New Section 2(d) of the statute requires that, "In evaluating whether the educational interests of the state would be better served by a merger between the area vocation school or area vocational-technical and a state educational institution, the state board of education shall consult with and consider the advice of the state board of regents."

Criteria II of the application, as approved by the State Board of Education, requires that an applicant institution address the question of merger and provide responses from other institutions of higher education within its service area. The presidents of Wichita State University and Emporia State University have both submitted positive letters of response, which are included in the application material.

We are looking forward to receiving the Board of Regents' response to these applications. My staff and I are available to provide any help or additional information you may request.

Sincerely,

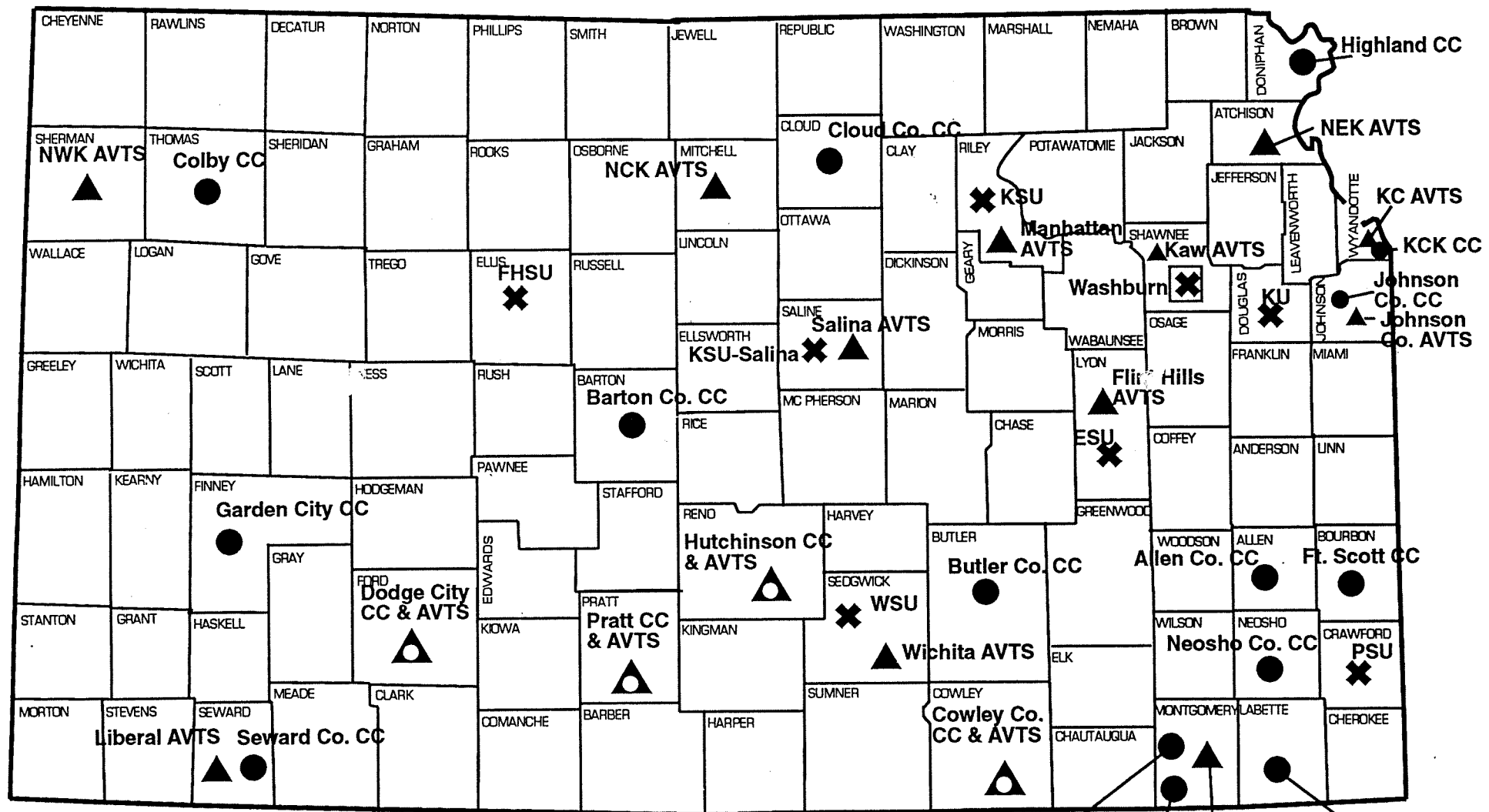


Lee Droegemueller  
Commissioner of Education

Enclosures

Lee Droegemueller  
Commissioner  
(913) 296-3201





- Community College
- ▲ Community College/ AVTS
- ▲ AVTS
- ✘ Regents U.
- ✘ Washburn

Independence CC  
 Coffeyville CC  
 SEK AVTS  
 Labette CC

# Butler

COUNTY

COMMUNITY

COLLEGE

OFFICE OF THE PRESIDENT

## TESTIMONY ON SENATE BILLS NO. 257 AND 258

Dr. Rodney V. Cox, Jr.  
President

Mr. Chairman, members of the Committee, I am Rodney Cox, president of Butler County Community College and representing the position of the Butler Board of Trustees on Senate Bills 257 and 258. The college trustees are very concerned about creating more colleges in a state where all of us have been criticized for duplication and having too many colleges already.

Each of you received a letter from Mr. Chris Addington a member of the Butler Board of Trustees. In this letter Mr. Addington pointed out that he felt, "The establishment of the Vo-Tech as a Technical College appears highly duplicative and further complicates the sorting out of the effective delivery of postsecondary education in the State of Kansas."

Mr. Addington goes on to point out two very real problems the establishment of Technical Colleges brings with it:

1. Technical Colleges place Unified School Districts (USDs), whose primary charter is to direct the efforts of educating the student population in grades K-12, in the position of having to manage the affairs of both K-12 and a degree granting college. Gaining accreditation, providing facilities for academic general education, and a whole lot of additional responsibilities and requirements will be added to the budgets and duties of an already overburdened system.
2. Does it really make sense to create two Technical Colleges when less than four miles away there is another postsecondary institution? No area-vocational technical school is located more than thirty miles from another postsecondary degree-granting institution. The state already mandates that vocational-technical school credit will be accepted toward community college Associate of Applied Science degrees and at the two schools covered by this legislation there is a long history of community colleges along with the neighboring Regents University providing the general education requirements and either the college or university awarding the Associate Degree to program completers.

A third issue that is not covered in Mr. Addington's letter is funding disparities. Technical Colleges will receive 85% of their postsecondary funding from the state. Community colleges receive less than 28% of their funding from the state while over 45% of the community

Senate Education  
2-24-95  
Attachment (c)

college students come from out of the colleges' home counties. Many of our community colleges which are located near and will compete for the same students as the technical colleges are experiencing declines in enrollment. Doesn't it make sense to do everything to streamline the system and create a simpler, more cost efficient and more equitable funding system?

Historically, around the country technical colleges have eventually grown into either comprehensive community colleges or technical colleges with almost the same services as a community college. I think all of us can agree that Kansas does not need more community colleges so why start the process?

Mr. Addington proposes two questions, "What is best for students?" and "What is the most effective way to meet the students' needs?"

There are two answers to these questions. First, he proposes "teaming", a process much like is already happening at both of the schools before you today. Teaming is bringing together the local postsecondary institutions to offer the general education requirements and offer the appropriate degree. I would add a second proposal, merge schools rather than create more of them. Merging of area vocational-technical schools is already happening in Johnson County, Reno County and Ford County. We already have very successful merged institutions in Cowley and Pratt Counties and we even have a technical school in Saline County merged with a Regents institution.

The only reason the two schools before you today are not following the lead of the successful mergers is the different funding systems, one of which entails the payment of out-district tuition. Once again the county line stands as a barrier to efficiently meeting the needs of major portions of our state. Rather than creating a new group of colleges wouldn't it be better to solve the real issues, funding and turf?

Interestingly before the concept of technical colleges took hold, the Wichita Unified School District was approached to seek out some kind of merger into an Arkansas Community and Technical College or South Central Kansas Community College and Area Vocational Technical School. The then superintendent agreed to start looking in to it. Unfortunately turf battles between other educational institutions interfered. With new players in most of the key positions, is it time to resurrect the idea?

In any case Mr. Addington in his letter summed up the issue very well when he said:

"To establish a technical college so that the technical school can say we have 'our own' degree does little to solve the dilemma of how best to provide postsecondary education in a cost effective manner to the people of Kansas. The rhetorical question to be asked is 'Does this move us closer to or farther from a comprehensive solution?' I believe it moves us farther from a solution. We do not need more colleges. We need to more effectively use the ones we already have. The implications should be carefully considered before diving head first into this new arrangement."

## FLINT HILLS TECHNICAL COLLEGE APPLICATION

### EXECUTIVE SUMMARY

Senate Bill 586, passed in the 1994 Legislature, paved the way for the conversion of technical schools to technical colleges in Kansas. This law puts the technical schools on a level playing field with their peer institutions by allowing the schools to grant credit to their students taking technical education classes. The law also provides for the signing of the degree once the student completes the two-year associate of applied science process.

On October 11, 1963, the Emporia City Schools made application to the Kansas State Board for Vocational Education to become the first area vocational-technical school in Kansas. As early as 1972, the Master Planning Commission for the State of Kansas recommended that Flint Hills Area Vocational-Technical School be one of ten community colleges and area vocational-technical schools to undergo expansion to offer a comprehensive range of occupational and academic programs. The 1985 decision to close the technology education department on the Emporia State University campus, along with the Board of Regents decision to remove all associate degree instruction, has increased the pressure on Flint Hills Technical School to expand in these areas. Then in 1987, the "Vocational-Technical Education and Kansas Economic Development" report recommended that five AVTS's, including Flint Hills, be converted to technical colleges.

In 1989, Flint Hills Technical School, Emporia State University and Butler County Community College signed a joint agreement for the delivery of two-year associate of applied science degrees. Flint Hills provides 75% of the instruction (1665 clock hours/45 credit hours), while Emporia State University and Butler County Community College deliver the general education classes making up the remaining 25% (18 - 19 credit hours) of the two-year associate of applied science degree. Our 1665 clock hour technical education component in the 63 credit hour, two-year AAS degree puts us in a league of our own when it comes to delivery of technical programming. The fact that Flint Hills Technical School provides 75% of the instruction is one significant reason for the school to have the ability to sign the associate of applied science degree.

Since Emporia State University's 1985 decision to remove their technology education department, significant cooperation has developed between Emporia State University and Flint Hills Technical School. This collaboration process expanded with the 1989 joint agreement between these institutions. The present joint agreements offer a viable associate degree option for some students. However, they do not provide the opportunity for technical students to receive credit for their individual classes; rather, they only allow credit accrual upon completion of the

**Flint Hills Technical School  
Executive Summary**

two-year associate degree. Problems also occur when students have previously completed their general education requirements at an institution other than the degree granting community college. These students must then take an additional nine to twelve credit hours at the community college, so the community college will sign the degree.

The "technical college" designation will solve these student issues by allowing the technical college to grant credit throughout the education process and to grant the associate of applied science degree.

In order to fulfill *our vision of empowering our graduates to compete successfully in the high-tech global workplace*, the Institution works diligently to foster and maintain partnerships in the area. For example, the economic development initiatives involve close collaboration with business and industry for the primary purpose of meeting technical manpower needs. This collaboration is supported by a 501(c)(3) foundation, designed to meet the financial needs of the student in training.

Furthermore, the College seeks to advance its North Central Accreditation to higher education standards to improve matriculation to the regents universities. Through these efforts -- partnerships with business and industry, and constantly seeking improvement in technical instruction delivery -- the Institution provides its students with the best possible education for their future employment opportunities.

The ideal technical college delivery model for east-central Kansans would draw on the strengths of Emporia's two postsecondary institutions. Emporia State University has a liberal arts mission with its strengths founded in education, business, library and information management, and the liberal arts and sciences. Emporia State University brings all of these general educational strengths to the partnership. Flint Hills Technical School has a technical training mission founded on responsiveness to business and industry training needs. In addition, Flint Hills Technical School has been very successful in acquiring funding for new and emerging technology. The combination of general education theory and technical education practice form the basis for the new technical college model.

Under the Technical College designation, no change in financial structure will be required. Therefore, there will be no increased pressure exerted on state general fund sources or student tuition. Flint Hills Technical School will deliver all technical education in Emporia and collaborate with Emporia State University, Butler County Community College and Allen County Community College for general education instruction. A number of benefits are derived from the technical college model:

**Benefits to the consumer:**

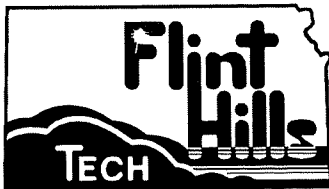
- **Strong, competitive image (for students and their parents)**
- **Single focus institution (technical education only)**
- **Sensible approach to technical skills *with* credit (upward mobility)**
- **Flexible access to technical classes (class-by-class delivery)**
- **Part of the seamless education system (ability to grant and transfer credit)**

**Benefits to the business/employer:**

- **More highly skilled technical employee *with* an associate degree**
- **High quality, low cost employee training/retraining with college credit available**
- **Increased opportunities for lifelong learning**
- ***Tech Prep 2 + 2* trained employees**

**Benefits to the community:**

- **Expanded economic development potential**
- **Increased potential of technically trained citizens**
- **Recognition as a "seamless education community"**



# FLINT HILLS TECHNICAL SCHOOL

3301 West 18th Avenue ■ Emporia, KS 66801 ■ 316-341-2300

Founded: October 1963

**Mission:** Our mission is to prepare a quality work force with the knowledge and experiences necessary for life-long personal growth and economic development.

**Vision:** Our vision is to empower our graduates to compete successfully in the high-tech global workplace.

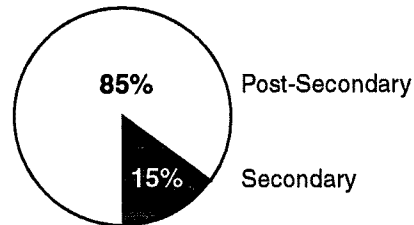
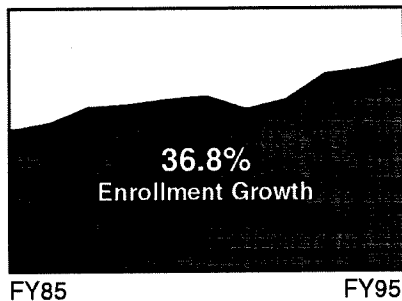
**TQM Organization**—Quality Leadership Council and six Continuous Quality Improvement Teams:

- Business & Industry Partnerships
- Student/Customer Services
- Effective Instruction
- Curriculum Standards
- Image & Marketing
- Fiscal and Facilities

**14 Major Areas of Associate Degree and Diploma Instruction:**

- Automotive Technology
- Commercial Graphics/Art
- Computer Information Systems
- Construction Technology
- Dental Assisting
- Drafting/Civil Technology
- Electronics Technology
- Graphic Arts Technology
- Hospitality/Culinary Arts
- Industrial Maintenance
- Manufacturing Technology
- Office Technology
- Paramedic
- Practical Nursing

**Enrollment:**



**Business/Industry Instruction:**

- Bank IV
- Professional Printing of Kansas
- Wolf Creek Nuclear Generating Station
- Emporia State University
- Lawrence Photo-Graphic
- Detroit Diesel
- Didde Web Press
- Modine Manufacturing
- Vek-Tek

**Emerging Technology:** \$1.2 million in S.B. 33 and S.B. 127 funding over the past three years

- Electronic Laser and Fiber Optics
- Computerized Automotive Diagnostics
- IFR—Automated Test Engineering
- Programmable Logic
- Electronic Imaging
- CD-ROM Library
- Ethernet Networking
- 4-Color Scanning
- CNC Manufacturing

**Tech Prep:** 2+2+2 agreements with area high schools and Emporia State University

**Technical College:** Candidacy during the 1995 Legislative Session

**Construction:** \$300,000 for construction of Distance Learning Center for education and business

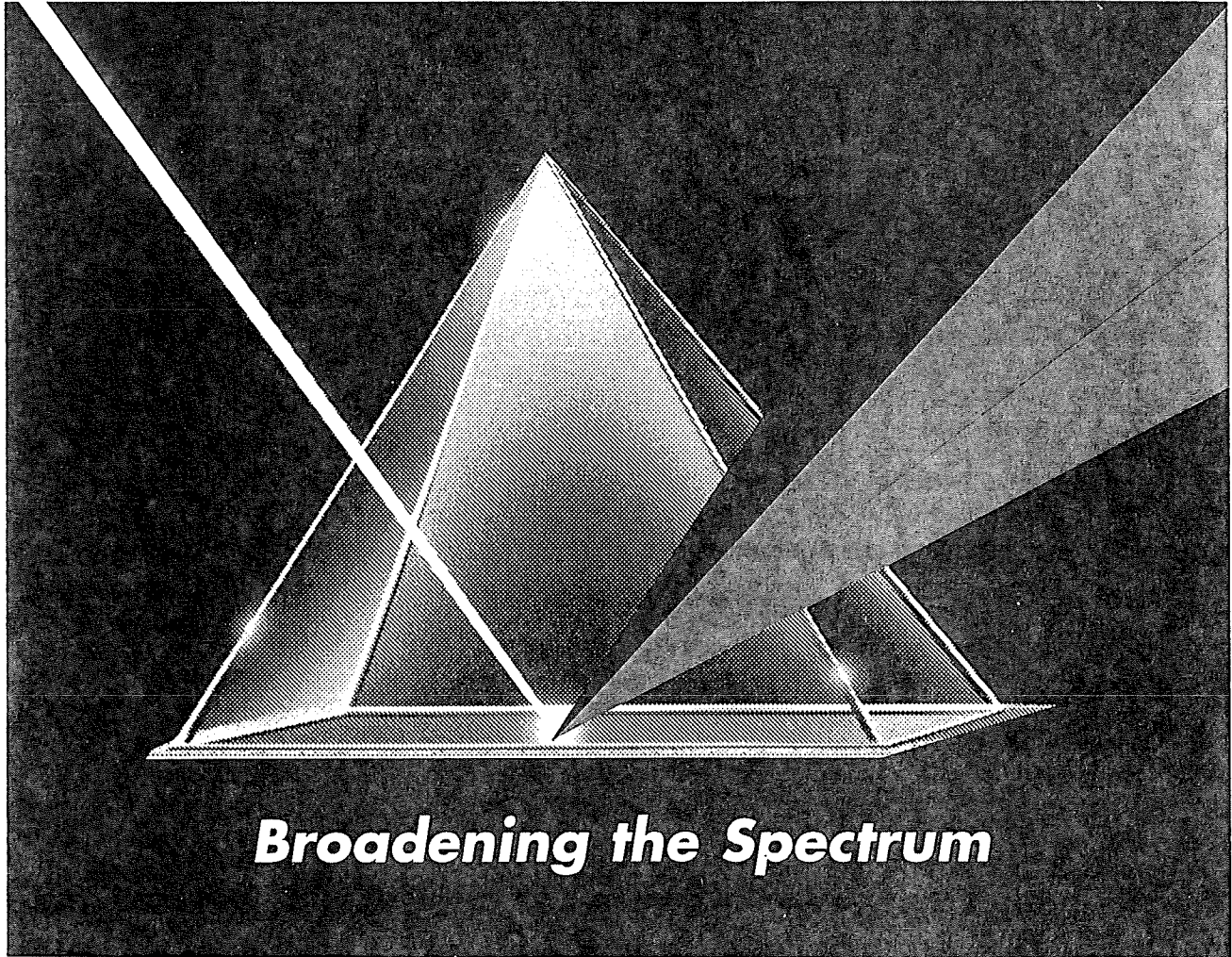
**Foundation:** \$600,000+ in 501(c)(3) Corporation

**Academic Education Linkages:** Emporia State University, Butler County Community College and Allen County Community College

*Senate Education  
2-24-95  
Attachment 7-4*



# Kansas State Board of Education



*Broadening the Spectrum*

## Application for Flint Hills Technical College

Senate Education  
2-24-95  
Attachment 8



**KANSAS STATE BOARD OF EDUCATION**  
**TECHNICAL COLLEGE APPLICATION**

Directions

1. Submit an original and two copies of this form to the Kansas State Board of Education. Include two copies of all supporting documentation.
2. Attach documentation that the ACTS/AVS governing body has passed a resolution proposing the establishment of a technical college.
3. Return to:           Commissioner of Education  
                              Kansas State Board of Education  
                              120 S.E. Tenth Avenue  
                              Topeka, KS 66612-1182

Definition

Senate Bill 586, passed during the 1994 session of the Kansas State Legislature, amended K.S.A. 72-4412 to provide for the establishment of technical colleges. A "technical college" is defined as an educational institution that formerly was an area vocational or area vocational-technical school, and that, in accord with the provisions of this bill, has been designated a technical college.

AVTS/AVS VERIFICATION

I verify that the information provided in the Technical College Application is correct. My signature further signifies the intent of the applicant to pursue designation as a technical college under K.S.A. 72-4412 as amended.

*Keith M. Stover*                      1-24-95                      (316) 341-2300  
Signature of AVTS/AVS Director      Date                                      Telephone Number

*James L. Bennett*                      1-24-95                      (316) 342-2525  
Signature of AVTS/AS Board Chair      Date                                      Telephone Number

State Board of Education Use Only

APPLICATION APPROVAL STATUS

\_\_\_\_\_ Recommended for establishment as a technical college

\_\_\_\_\_ Not recommended for establishment as a technical college

\_\_\_\_\_  
Signature of Commissioner of Education                      Date

\_\_\_\_\_  
Signature of State Board Chair                                      Date

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**RESOLUTION FOR CONVERSION  
TO TECHNICAL COLLEGE**

**WHEREAS**, training skilled workers and providing continuing education in technical fields is one way Kansas will contribute to the United States's position in the global economy; and

**WHEREAS**, the Flint Hills Technical School endeavors to empower the workers of today with technical skills and continue that educational support through the students' lifetime, thus enabling them to be the workers of the future that our country requires; and

**WHEREAS**, K.S.A. 72-4412 authorizes the establishment of Kansas technical colleges; and

**WHEREAS**, the Emporia Board of Education has determined to exercise the authority vested in it by said law:

**NOW THEREFORE,**

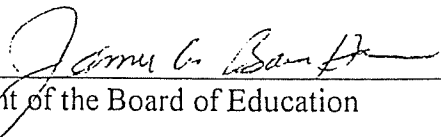
**RESOLUTION**

**Be It Resolved That:**

The Board of Control of Flint Hills Technical School recommends to the Kansas State Board of Education, the conversion of Flint Hills Technical School to Flint Hills Technical College, under the standards established by the Kansas State Board of Education and K.S.A. 72-4412.

**CERTIFICATE**

**THIS IS TO CERTIFY** that the above resolution was duly adopted by the Emporia Board of Education, Lyon County, Kansas, on the 24<sup>th</sup> day of January, 1995.

  
\_\_\_\_\_  
President of the Board of Education

*Upon the education of the  
people of this country the fate  
of this country depends.*

*Benjamin Disraeli*

## CRITERIA I

**What is the present and projected need in the area of the proposed technical college for expansion or alterations of the existing postsecondary educational services? Address the following in your application:**

The passage of NAFTA (North American Free Trade Agreement) and GATT (General Agreement on Tariffs and Trade) sent a clear message to the rest of the world: the United States of America intends to continue its role as an economic leader into the 21st century. As competitors in the global marketplace, American companies have an increased demand for highly skilled workers, workers who can use technology and information equally well. As President Clinton said:

*One legitimate point that the opponents of NAFTA made is that we will do even better in the global economy if we have a training system and a retraining system and a job placement system for our workers worthy of the challenges they face. We simply must guarantee our workers the training and education they need to compete in the global marketplace. (Remarks after the House passed NAFTA, November 17, 1993, The White House)*

Congress reacted to President Clinton's remarks and the realities of today's job market by developing the School-To-Work Opportunities Act. As stated in the American Vocational Association's Overview of the act:

*In 1950, skilled workers were needed for only about 20% of all jobs. By 1991, that percentage had more than doubled to 45%. By the year 2000, 65% of all jobs will require skilled workers, according to Department of Labor projections. In terms of education, that means that the majority of workers will need more than a high school diploma, but less than a four-year degree. (The School-To-Work Opportunities Act Overview, American Vocational Association, 1994)*

Training skilled workers and providing continuing education in technical fields is one way Kansas will contribute to the U.S.'s position in the global economy. Specifically, the Flint Hills Technical College in Emporia, Kansas, will endeavor to empower the workers of today with technical skills and continue that educational support through the students' lifetime, thus enabling them to be the workers of the future that our country requires.

**A. The specific delineation of the proposed geographic area to be served.**

On October 11, 1963, the Emporia City Schools made application to the Kansas State Board for Vocational Education to become the first area vocational-technical school in Kansas. The application outlined all of Chase, Coffey, Lyon and Morris counties, the south-half of Osage and Wabaunsee counties and the north-half of Greenwood county as the geographic area to be served. By the very nature of the programming delivered, that original service area expanded to east-central Kansas. The graphic arts and electronics programs were the first to place significant numbers of their graduates across east-central Kansas. Once the placement process developed, new community ties were expanded and the service area enlarged. As an example, representatives of the graphic arts craftsmen clubs from across east-central Kansas meet at least twice per year for seminars at Flint Hills Technical School.

Over the last two and one-half year period, our student body has come from 114 cities in 46 counties in Kansas, and two cities in Missouri. A total of the frequency which students cited these cities as their hometown was compiled for the two and one-half year period. Emporia was cited as the city of residence for a total of 2,068, or 65%. Another 28% comprised: Americus (113), Council Grove (70), Madison (67), Olpe (64), Strong City (50), Cottonwood Falls (48), Lebo (47), Hartford (47), Burlington (43), Osage City (42), Topeka (37), Neosho Rapids (36), Waverly (28), Ottawa (27), Lyndon (27), Reading (23), Allen (21), Hamilton (17), Eureka (16), Wichita (15), Admire (15), Melvern (13), Williamsburg (12) and Gridley (12). Figure 1 illustrates total frequency; a map of Kansas showing total frequency by county is in Appendix A.

Since the 1989 approval of our joint agreement with Emporia State University and Butler County Community College for the delivery of two-year associate of applied science degrees, new community college outreach centers have been established in east-central Kansas. These centers have made community college general education classes readily available through dual credit options to area high school students. This enables them to prepare for two-year associate degree programming while providing a real incentive for young Kansans to enter the lifelong learning continuum at Flint Hills Technical School and possibly matriculating on to Emporia State University. All instruction delivered by Flint Hills Technical School is delivered in Emporia and all general education classes are provided by the community colleges or Emporia State University.

# Students' Cities

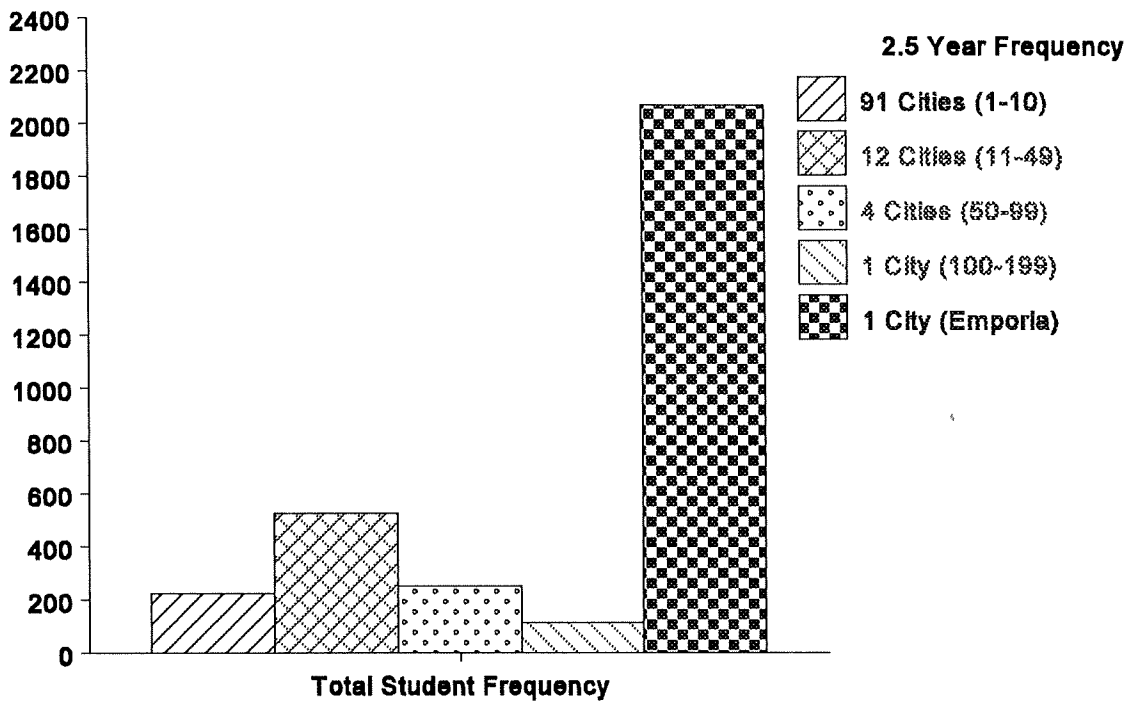


Figure 1

As early as 1972, the Master Planning Commission for the State of Kansas recommended that Flint Hills Area Vocational-Technical School be one of ten community colleges and area vocational-technical schools to undergo expansion to offer a comprehensive range of occupational and academic programs.



The 1985 decision to close the technology education department on the Emporia State University campus and the Board of Regents decision to remove all associate degree instruction, have increased the pressure on Flint Hills Technical School to expand in these areas. Then in 1987, the "Vocational-Technical Education and Kansas Economic Development" report recommended that five AVTS's, including Flint Hills, be converted to technical colleges.

Our 1665 clock hour technical education component in the 63-credit hour, two-year associate of applied science degree puts us in a league of our own when it comes to delivery of technical programming. By setting higher standards for total hours of technical instruction, our students are able to obtain an in-depth understanding of their chosen field. To use our graphic arts program as an example, no other institution in east-central Kansas offers electronic imaging, color scanning, four-color web offset printing and the latest in screen printing. We feel we are unique to the whole state in this type of instruction; therefore, it is difficult for us to delineate a specific geographic area to be served.

**B. Population surveys of the proposed service area, labor market surveys, surveys of secondary students.**

In August 1994, the Regional Development Association of East-Central Kansas prepared *The Labor Availability Study for the Emporia Labor Market*. This study defined the geographic labor market as Butler, Chase, Coffey, Douglas, Franklin, Geary, Greenwood, Lyon, Marion, Morris, Osage, Riley, Sedgwick, Shawnee and Wabaunsee counties. All of the county seats are within 85 miles of Emporia, or an estimated driving time of one hour and twenty minutes. This labor market was nearly the same as reported by the Roe R. Cross Institute for Business and Economic Development at Emporia State University. In that study, Sedgwick County was not seen as a contributing county in the labor force territory. Therefore, it was eliminated from the statistics compiled for this application.

In 1960, the population of the Emporia area labor market was 406,216. In 1990, the area had realized an increase of 20% for a total population of 507,881. According to population projections made by the University of Kansas in the *Kansas Statistical Abstracts for 1992-93*, the projected population for the Emporia labor market in 1995 is 527,848. An overall growth rate of 11% over the next 35 years is anticipated for the region, resulting in a projected population of 572,340.

Emporia enjoys an advantageous geographical position in east-central Kansas. It is directly accessible by the Kansas turnpike, US Interstate 35, US Highway 99, and US Highway 50. It is also in the center of a 100-mile radius that includes 80% of the state's population. Because of these factors, the Flint Hills Technical School has not one, but several potential service areas. (See Appendix B for a map of the Regional Development Association service area.). Although the majority of Emporia's labor force commutes less than 50 miles, the actual labor territory has grown over the years, from a radius of 50 to nearly 80 miles, according to the Roe R. Cross Institute for Business and Economic Development at Emporia State University. (See Appendix C.)

EMPORIA LABOR MARKET POPULATION

COUNTY	1960	1990	1995	2030
Butler	38,395	50,580	53,768	66,991
Chase	3,921	3,021	2,876	1,807
Coffey	8,403	8,404	8,105	7,013
Douglas	43,720	81,798	88,786	104,199
Franklin	19,548	21,994	22,351	23,084
Geary	28,779	30,453	32,014	40,322
Greenwood	11,253	7,847	7,611	5,669
Lyon	26,928	34,732	35,115	38,255
Marion	15,143	12,888	12,726	10,660
Morris	7,392	6,198	6,199	5,830
Osage	12,886	15,248	15,386	14,476
Riley	41,914	67,139	68,578	81,265
Shawnee	141,286	160,976	167,777	166,809
Wabaunsee	6,648	6,603	6,536	5,960
<b>TOTAL</b>	<b>406,216</b>	<b>507,881</b>	<b>527,828</b>	<b>572,340</b>

Population of Kansas Counties and Population Projections of Kansas Counties, Kansas Statistical Abstract.

Recently, a survey for 1,000 aircraft assembly jobs was conducted in the Emporia area. A total of 1,142 people responded to the survey, which was published in eleven local and area newspapers. One thousand twenty-one of the respondents lived within 30 miles of Emporia; only 5%, or 52, lived 50 miles or more from Emporia. This is substantiated by the survey conducted in 1992 by the Roe R. Cross Institute for Business and Economic Development at Emporia State University. The average commuting distance for manufacturing employees was reported at 52.2 miles and commuting in general averaged 32.8 miles.

In 1990, an estimated 37,303 children aged five or under were reported as residing within the labor market area. By the year 2010, these children will be between fifteen and twenty years of age, or in or near the secondary age level. Lyon County's share of this population was 2,667, or 7% of this group.

In April of 1992, the Flint Hills Technical School administration distributed 805 surveys to sophomores from sixteen of the area high schools who actively participate

with the institution. The surveys were designed to measure students' level of interest in the fourteen current and twelve potential programs at the Technical School in order to project program needs for the next five years.

The eight programs (seven current and one proposed) that offered associate degrees received a high level of interest. Responses were 176 for the seven current and 59 for the one proposed (associate of nursing) for a total of 235. Overall, the highest response rate on new programs totaled 208 votes for commercial art with emergency medical technician and paramedic receiving 118 and 102 votes, respectively. The commercial art and paramedic programs were initiated in the fall of 1993 replacing the former marketing and welding programs. The emergency medical technician curriculum was added as a class under the paramedic program.

Trends in the economy and the workplace are followed closely by the staff and business advisory committees of the Technical School. These trends, along with information gathered from surveys and the Department of Human Resources Labor Information, are used to project future program needs.

Programs under consideration at Flint Hills Technical School include:

- Medical Technology
- Engineering Technology
- Optometrist Aide
- Physical Therapy Assistant
- Dietary Aide
- EEG Technologist

Current programs are reviewed on an annual basis for placement wage rates and skill requirements.

Flint Hills students are very effective in the work force; 85% to 90% of the students completing programs are employed in their field of study. Employers who hire Flint Hills students also express a high degree of satisfaction with the skills these students bring to the workplace.

**C. A mission statement for the proposed technical college which addresses the identified needs of the service area and targeted populations.**

The Flint Hills Technical College will have essentially two clients: the students and their employers. Therefore, the mission of the Flint Hills Technical College has been developed to meet the needs of both when it states:

*Our mission is to prepare and support a quality work force with the knowledge and experiences necessary for lifelong personal growth and economic development and to confer associate degrees, diplomas and certificates which reflect the acquisition of knowledge and skills for technical employment.*

The Flint Hills Technical College is dedicated to continuous quality improvement in the development and delivery of emerging technological instruction. In order to fulfill *our vision of empowering our graduates to compete successfully in the high-tech global workplace*, the Institution works diligently to foster and maintain partnerships in the area. For example, the economic development initiatives involve close collaboration with business and industry for the primary purpose of meeting technical manpower needs. Our success in this area is evidenced in part through the letters of support found in Appendix D of this document.

Furthermore, the College seeks to advance its North Central Accreditation to higher education standards to improve matriculation to the regents universities. Through these efforts -- partnerships with business and industry, and constantly seeking improvement in technical instruction delivery -- the Institution provides its students with the best possible education for their future employment opportunities.

*The antithesis between a technical and a liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical.*

*Alfred North Whitehead*

## **CRITERIA II**

**What types of postsecondary institutions presently operate in the geographic area defined in CRITERIA I? What are the capacities of these institutions to provide technical and academic services? Address the following in your response:**

The only postsecondary institution in the School's service area is Emporia State University. In its secondary area are Allen County Community College and Butler County Community College. As mentioned previously, Emporia State University removed its technology education department in 1985. Also, through its compliance with the Board of Regents decision, it no longer offers any associate degree programs. Additionally, Allen County Community College and Butler County Community College provide no technical education courses, except in the disciplines of business and health, in their outreach centers. This is due to the difficulty in transporting technical education hardware.

**A. The present and future potential for interaction with the above identified institutions. Include any and all articulation agreements with existing institutions.**

Flint Hills Technical School was the first Area Vocational-Technical School in Kansas to formally adopt an articulation agreement which includes a Regents University. This 1989 agreement includes Emporia State University and Butler County Community College. (See Appendix E.) Flint Hills provides 75% of the instruction (1665 clock hours/45 credit hours), while Emporia State University and Butler County Community College deliver the general education classes making up the remaining 25% (18 - 19 credit hours) of the two-year associate of applied science degree. Butler County offers their classes at the Flint Hills Technical School and at outreach sites in their service delivery area. The Emporia State University classes are offered on campus to encourage students to continue in their lifelong learning process. The fact that Flint Hills Technical School provides 75% of the instruction is one significant reason for the school to have the ability to sign the associate of applied science degree.

Our latest articulation agreement is being formalized between Allen County Community College, Emporia State University and Flint Hills Technical School. (See Appendix F.) This joint agreement has the same foundation as our first agreement, except that Allen County classes are offered only at their outreach centers. In both agreements, the general education requirements in English composition, speech, mathematics, natural sciences, social and behavioral sciences, and arts and humanities, are delivered by the community college or the university. Flint Hills Technical School will continue to collaborate with these three general education providers for all academic course work.

Flint Hills Technical School has provided classes to Emporia State University students since 1975. Recent examples include: Introduction to Electronic Publishing, QuarkXpress, Adobe Illustrator, Adobe Photoshop and Printing Production Techniques. The two Emporia institutions plan to expand their collaboration efforts, improving the opportunities for both student bodies. These efforts may include a lab school for teacher education and counseling majors learning about *Tech Prep* and other transition from school-to-work activities. Another option involves counseling potential Emporia State University "stopouts" into the technical college, giving them a sound education alternative and keeping them in the lifelong learning continuum. Flint Hills Technical School students have been eligible to room on the Emporia State University campus, use the university library, and buy activity passes. These activities provide incentives for Flint Hills Technical School students to continue their education.

The Flint Hills Technical School has a decentralized library and Resource Center that provide "just in time" service to the students and faculty. In addition to the Resource Center, the School is currently served by two libraries: the Emporia Public Library and the William Allen White Library on the Emporia State University campus. Together, these libraries are able to provide students with a broad range of materials -- books, periodicals and non-print -- through in-house collections or interlibrary loan (ILL). Additional resources available to students are the Internet and the Information Network of Kansas (INK).

The Internet is where the term "global village" is lived out. This is where the world exchanges ideas, information, and knowledge. Much of today's information is in a digital format that has allowed corporations, institutions, universities, museums and individuals to provide a vast array of information on-line. Whether it is the NASA home page on the World Wide Web or a gopher site at the Fayetteville, North Carolina Technical College, the Internet provides opportunity for students to continually broaden their educational experiences and become users of the global information network. Although library holdings are also available through the Internet, it could be argued that collectively the Internet's resources form a "library without walls." This library can be visited through the use of a modem and personal computer 24 hours a day, seven days a week.

The Flint Hills Technical School is currently connected to the Internet through the computer services of Emporia State University. Through the Emporia State University account, students and faculty can access the University's on-line library catalog and access any number of on-line resources.

The Information Network of Kansas, or INK, provides subscribers with access to a variety of Kansas-specific data. Bills before the Legislature are on-line, as are Kansas Business and Commerce Information, State of Kansas Agency Services (Kansas Department of Revenue, Department of Transportation, Secretary of State and Department of Human Resources) and the Library Information Network of Kansas that provides access to the Kansas Library Catalog, the Kansas Department of Human

Resources' ALEX program and the Internet. Students have free access to INK through the Emporia Public Library.

**B. The present and potential capacity for providing the services of a technical college through collaboration, cooperation or merger with existing postsecondary institutions.**

The ideal technical college delivery model for east-central Kansans would draw on the strengths of Emporia's two postsecondary institutions. Emporia State University has a liberal arts mission with its strengths founded in education, business, library and information management, and the liberal arts and sciences. Emporia State University brings all of these general educational strengths to the partnership. Flint Hills Technical School has a technical training mission founded on responsiveness to business and industry training needs. In addition, Flint Hills Technical School has been very successful in acquiring funding for new and emerging technology. The combination of general education theory and technical education practice form the basis for the new technical college model.

Since Emporia State University's 1985 decision to remove their technology education department, significant cooperation has developed between Emporia State University and Flint Hills Technical School. This collaboration process expanded with the 1989 joint agreement between these institutions. The present joint agreements offer a viable associate degree option for some students. However, they do not provide the opportunity for technical students to receive credit for their individual classes; rather, they only allow credit accrual upon completion of the two-year associate degree. Problems also occur when students have previously completed their general education requirements at an institution other than the degree granting community college. These students must then take an additional nine to twelve credit hours at the community college, so the community college will sign the degree.

The "technical college" designation will solve these student issues by allowing the technical college to grant credit throughout the education process and to grant the associate of applied science degree.

**C. The capacity of each of the above identified institutions to provide the service your institution proposes to offer as a technical college.**

Emporia State University offers office technology and computer courses in their business department. These courses are complementary to those offered by Flint Hills Technical School.

Neither Allen County Community College nor Butler County Community College delivers technical college courses in their outreach centers, with the exception of business and health classes. Because technical education hardware is difficult to transport, Flint Hills Technical School is the only postsecondary institution delivering this applied discipline in east-central Kansas.



- D. Provide responses of the above identified institutions to your application to become a technical college. NOTE: A copy of each institution's response to this application must be attached.**

A letter of support from Dr. Robert Glennen, President of Emporia State University, is found in Appendix G.

*Education today, more than ever before, must see clearly the dual objectives: education for living and educating for making a living.*

*James Mason Wood*

### **CRITERIA III**

**What is the potential enrollment in the programs to be offered and maintained by the proposed technical college? Address the following in your response:**

The Flint Hills Technical School has experienced a 36.8% growth in enrollment since 1985. The change in image created by the technical college standards will continue this growth as students and parents recognize the global emphasis on the high-tech workplace requirements.

- A. Planned curriculum for the technical college, including infusion of applied courses and a general education core. Attach an approved VE-2 Program Application for each proposed technical college program.**

VE-2 Program Descriptions for the following associate of applied science degree programs are in Appendix H:

Automotive Technology, Commercial Art, Computer Information Systems, Drafting and Civil Technology, Electronics Technology, Graphic Arts Technology, Industrial Maintenance, Manufacturing Technology and Office Technology.

Flint Hills Technical College will continue to offer one-year diploma programs in Automotive Technology, Commercial Art, Computer Information Systems, Construction Technology, Dental Assisting, Drafting and Civil Technology, Electronic Technology, Graphic Arts Technology, Hospitality and Culinary Arts, Industrial Maintenance, Manufacturing Technology, Mobile Intensive Care Technician, Office Technology and Practical Nursing.

- B. Explain in detail how the needs of secondary students would be addressed by the technical college.**

Flint Hills Technical College will continue to deliver technical education to secondary students according to K.S.A. 72-4421. The fourteen area school districts that send secondary students through "participating agreement" include: USD #243 Lebo-Waverly, USD #244 Burlington, USD #251 North Lyon County, USD #252 South Lyon County, USD #253 Emporia, USD #284 Chase County, USD #330 Wabaunsee East, USD #386 Madison, USD #390 Hamilton, USD #417 Council Grove, USD #420 Osage City, USD #421 Lyndon, USD #454 Burlingame and USD #456 Marais Des Cygnes Valley.

Further, the 1993 Kansas Legislature passed K.S.A. 72-11a01 as an incentive for

pupils enrolled in grades eleven and twelve to attend postsecondary institutions. Secondary students receive approximately 15% of the total instruction delivered by Flint Hills Technical School.

The School was one of the first postsecondary institutions in Kansas to initiate the *Tech Prep* program for secondary students. Now in its fourth year, ten formal articulation agreements have been signed with area high schools and six others will be completed by the end of this school year. We are diligently working with the area school districts to make the necessary curriculum changes in grades nine through twelve to build the foundation for technical careers. To further develop an effective *Tech Prep* program, the Institution must be able to offer credit and award the two-year associate of applied science degree.

**C. Provide evidence of present and proposed requirements for credentialing of faculty and staff.**

Seventy-eight percent of the Flint Hills Technical School teaching faculty holds a bachelor of science or higher degree. Half hold a master of science or higher degree. All others are pursuing bachelor of science degrees and all faculty have met present Kansas State Board of Education work experience requirements. The Flint Hills Technical College will meet the North Central higher education requirements for the credentialing of staff. They read: "*An institution must document that its faculty 'has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.'*" This means two-thirds to three-quarters of the faculty must have earned bachelors or graduate degrees from accredited institutions to instruct at the associate degree level.

*Education is not the filling of a  
pail, but the lighting of a fire.*

*William Butler Yeats*

## **CRITERIA IV**

What higher education accreditation is your institution pursuing? Address the following in your response:

- A. Provide documentation that your proposed institution will be eligible for accreditation as a degree granting institution of higher education by the North Central Association of Colleges and Schools. Include accreditation standards required by NCA, and evidence that the proposed college will be able to meet the standards.**

Flint Hills Technical School became accredited by the North Central Association of Colleges and Schools under the Standards for Vocational and Adult Schools in 1989. Since that time, the leadership of Flint Hills Technical School has visited higher education accredited institutions in six states and has attended NCA higher education workshops in Kansas City and Wichita. In addition, the staff has reviewed and responded to current NCA materials in the following GIR's.

Flint Hills Technical College will pursue candidacy under the Standards for Institutions of Higher Education upon the Legislature's passage of this Application. An institution affiliated with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools must meet these **General Institutional Requirements**.

### **MISSION**

- |  |  |
|--|--|
| 1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education. | The Flint Hills Technical College mission is to prepare and support a quality work force with the knowledge and experiences necessary for lifelong personal growth and economic development and to confer associate degrees, diplomas, and certificates that reflect the acquisition of knowledge and skills for technical employment. |
| 2. It is a degree granting institution.  | Under the authority of Senate Bill 586, Flint Hills Technical School will become a degree granting technical college. This will be accomplished by the Kansas State Board of Education and the Kansas Legislature, both approving the technical college application.   |

## AUTHORIZATION

3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education whenever it conducts its activities.

Legal authorization to grant degrees is derived from Senate Bill 586 by authority of the Kansas State Board of Education and the Kansas Legislature.

4. It has legal documents to confirm its status; not-for-profit, for-profit, or public.

Under the authority of Senate Bill 586, a technical college is defined as: "*...an educational institution that formerly was an area vocational school or an area vocational-technical school and that has been converted to, established as, and officially designated a technical college under authority of this act.*" Appropriate documents for public status will be filed with the Internal Revenue Service once the status is confirmed. The Institution is presently operated under the Emporia School District tax exemption certificate with the Internal Revenue Service.

## GOVERNANCE

5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

Under the authority of K.S.A. 72-4412, the governing body of any technical college may be its present board. It is the intent of Flint Hills Technical College to operate under the authority of the Emporia School District Board of Education.

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

The Board is composed entirely of public members serving four-year terms. Elections are conducted on odd-numbered years with only a portion of the Board elected in any one election.

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

The executive officer is designated by the Board and coordinates the administration of the Institution. The present administration is on two-year contracts.

8. Its governing board authorizes the institution's affiliation with the Commission.

The Board will take action to enter into affiliation with the Commission, once the Legislature confirms the "technical college" designation.

## FACULTY

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

The highest degree offered by the Institution will be the associate's level. The majority of the teaching faculty (78%) holds the bachelor of science or higher degree. Half (50%) hold a master of science or higher degree. All others are pursuing bachelor of science degrees and all faculty have met Kansas State Board of Education work experience requirements.

10. A sufficient number of the faculty are full-time employees of the institution.

Of the fourteen major areas of instruction, all meet the requirement of at least one full-time faculty member.



11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.

Flint Hills Technical School is a TQM organization with a Quality Leadership Council and six Continuous Quality Improvement Teams. These teams are cross-functional and cover all aspects of the Institution. The teams represent Business/Industry Partnerships, Student/Customer Services, Effective Instruction, Curriculum Standards, Image and Marketing and Fiscal and Facilities.

### **EDUCATIONAL PROGRAM**

12. It confers degrees.

The "technical college" designation provides for the conferring of associate of applied science degrees. Through joint agreement with Emporia State University and Butler County Community College, we have been involved in the delivery of associate of applied science degrees since 1989.

13. It has degree programs in operation, with students enrolled in them.

Students are actively enrolled in the associate of applied science degree programs.

14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

The associate of applied science degree programs are appropriate to the mission and are common to both community colleges and four-year colleges and universities.

15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

The associate of applied science degree programs carry current titles and represent the emerging technologies required in business and industry today. Current program titles are: Automotive Technology, Commercial Art, Computer Information Systems, Electronics Technology, Graphic Arts Technology, Hospitality and Culinary Arts, Industrial Maintenance, Manufacturing Technology and Office Technology. Examples of these programs are found in Appendix H.

16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

All associate of applied science degree programs include a core of eighteen to nineteen general education requirements that provide three credits in English composition, three credits in mathematics, four credits in natural sciences, three credits in speech, three credits in a social or behavioral science and three credits in the arts or humanities.

17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

Flint Hills Technical School admission standards meet the ability to benefit requirements in K.S.A. 72-4418 and all of the federal financial aid assurances. Admission to Flint Hills Technical School is open to all who are at least sixteen years of age and a junior in high school. Entrance requirements are based on aptitude, interest, and ability to benefit by the instruction offered in the course, regardless of previous education.

Early applications are recommended for students who want to be certain of being admitted to the classes of their choice.

## FINANCES

18. It provides its students access to those learning resources and support services requisite for its degree programs.
- The Institution has the requisite learning resources necessary for effective teaching and learning. The decentralized library is being supported by an interactive system through the Emporia State University and public libraries.
19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.
- The instruction has an annual audit by Agler & Gaeddert Chartered.
20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.
- Financial records show a significant commitment to the financing of emerging technologies and support for business and industry training. FY 94 expenditures include: 48% for staff salaries and fringe benefits, 18.9% for operation and maintenance, 16.6% for supplies and travel, 8.4% for new equipment and 8.2% for miscellaneous expense.
21. Its financial practices, records, and reports demonstrate fiscal viability.
- The financial soundness of the Institution has improved significantly over the last six-year period. The unencumbered cash balance of the Institution has grown from \$160,000 to \$990,000 over that period of time. Also, the Institution is carrying a no-debt load.

## PUBLIC INFORMATION

22. Its catalog or other official documents include its mission statement along with accurate descriptions of .

Under federal financial aid rules, the Institution's publications provide dependable consumer information.

- its educational programs and degree requirements;
- its learning resources;
- its admissions policies and practices;
- its academic and non-academic policies and procedures directly affecting students;
- its charges and refund policies; and
- the academic credentials of its faculty and administrators.

- |     |  |   |
|-----|--|---|
| 23. | It accurately discloses its standing with accrediting bodies with which it is affiliated.      | Flint Hills Technical School discloses its accredited status with the North Central Association of Colleges and Schools, the Kansas State Board of Education, American Association of General Contractors, Kansas State Board of Nursing and American Dental Association. |
| 24. | It makes available upon request information that accurately describes its financial condition. | Financial reports are available upon request and will be published annually.  |

**B. Provide documentation that your institution is pursuing articulation agreements to provide baccalaureate degree opportunities for graduates.**

Emporia State University and Flint Hills Technical School are in the process of developing articulation agreements based on K.S.A. 72-4454 (Senate Bill 34) passed during the 1991 Legislative session. The Kansas State Board of Regents and the Kansas State Board of Education declared the following joint policy relative to articulation of students in technical programs:

*"It is agreed that any area vocational school, area vocational-technical school or community college which believes that it has a technical program course which is substantially equivalent to a course offered at a Regent's University shall contact the chief academic officer at the Regent's University to request a review of the course and a written determination of whether the course is substantially equivalent to a university course."*

*We must educate people today  
for a future in which the  
choices to be faced cannot be  
anticipated by even the wisest  
now among us.*

*John Fitzgerald Kennedy*

## **CRITERIA V**

**What is the operational and financial structure of the proposed technical college? Address the following in your response:**

**A. The organization of the board of control for the proposed technical college?**

The proposed Flint Hills Technical College will be governed by the present board of control, the Emporia Board of Education.

**B. The administration structure for the proposed technical college?**

The administration structure will include a president, dean of instruction, teaching department chairs, and instructional and counseling staff.

**C. The facilities to be operated by the technical college (provide legal descriptions). This includes all capital inventory.**

The facilities to be operated by the technical college include approximately 70,000 square feet of instructional classrooms and laboratories along with a 2,500 square foot storage building. The Institution is located on 24 acres in Industrial Park No. 1 in the city limits of Emporia. The legal description is: All that part of the Northwest Quarter (NW¼) of Section Eight (8), Township Nineteen (19) South, Range Eleven (11) East lying generally to the North and East of the Right-of-Way for Highway US 50 By-Pass (also known as Highway Interstate-35), except that part taken for road purposes. The capital inventory, including instructional equipment has an estimated value of eight million dollars.

**D. Ownership of personal and real property.**

The board of control will retain ownership of the property.

**E. The revenue sources available for operational expenses.**

The unencumbered cash balance, along with the State Capital Outlay allocation, will be used for capital improvements for the Institution. The revenue sources for operational expenses include postsecondary tuition, State Postsecondary Aid, secondary tuition and fees. The unencumbered cash balance of the Institution has grown from \$160,000 to \$990,000 over the last six-year period. Under the Technical College designation, no change in financial structure will be required. Therefore, there will be no increased pressure exerted on State General Fund sources or student tuition.

*The status quo is not a choice.  
We cannot remain a high-wage,  
low-skill, nation. Either  
America will do whatever is  
necessary to create high  
performance work organizations  
and the high skill levels needed to  
sustain them, or the country will  
continue to slide toward low  
skills and the low pay that goes  
with them. The choice is ours to  
make.*

*America's Choice: High Skills or Low Wages!  
The Report of The Commission on the Skills of the American  
Workforce*

*June 1990*



## ACKNOWLEDGEMENTS

We wish to thank the following individuals for their contribution in the development of this Application:

Susan G. Fowler, MLS  
Information Consultant  
P. O. Box 814  
Emporia, KS 66801  
(316) 342-4535

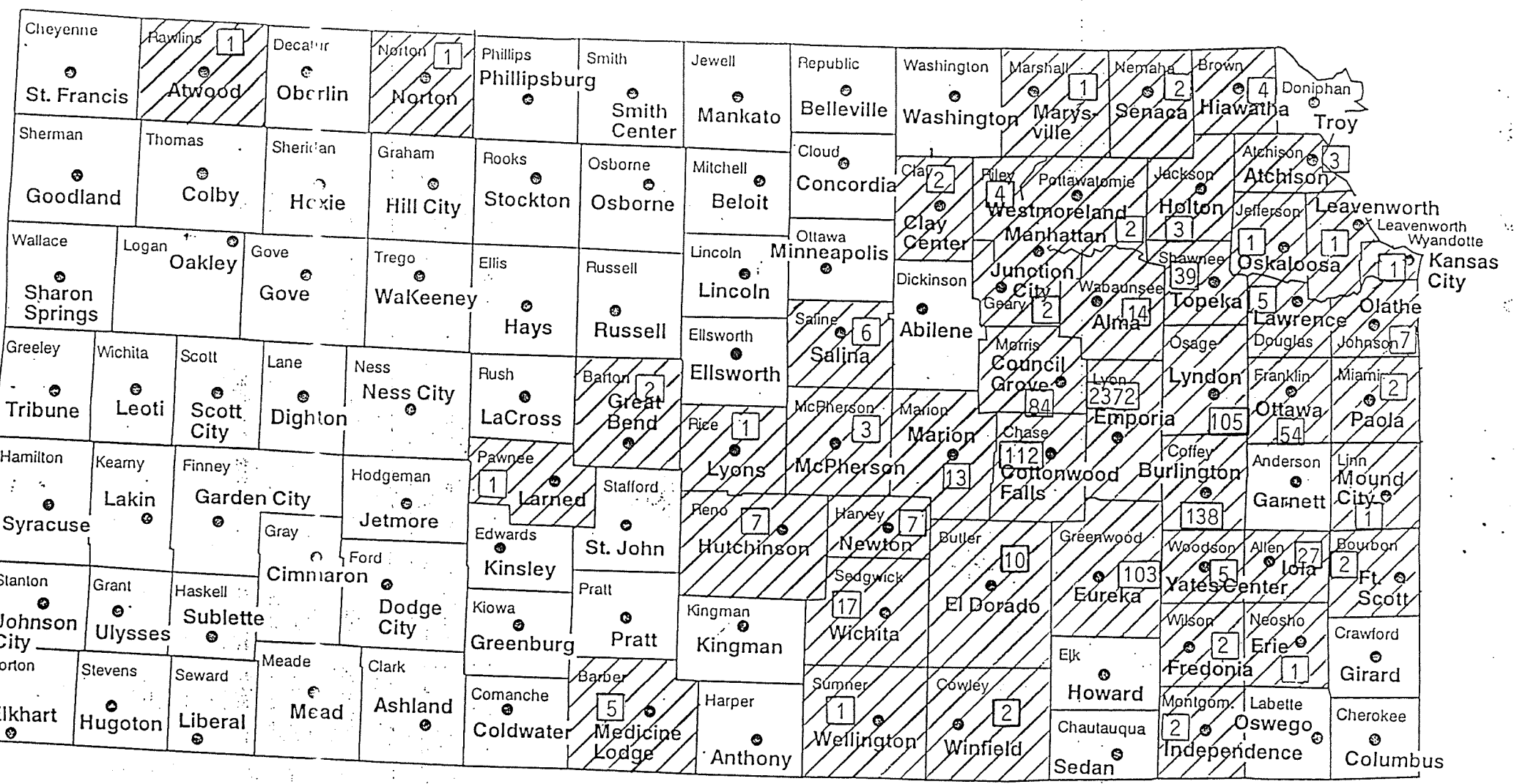
Kent Heermann, Executive Director  
Regional Development Director  
427 Commercial Street  
Emporia, KS 66801  
(316) 342-1600

Dr. David Payne  
Vice-President for Academic Affairs  
Emporia State University  
1200 Commercial Street  
Emporia, KS 66801  
(316) 343-1200

Dr. Edward L. McGlone, Dean  
Continuing Education  
Emporia State University  
1200 Commercial Street  
Emporia, KS 66801  
(316) 341-5385

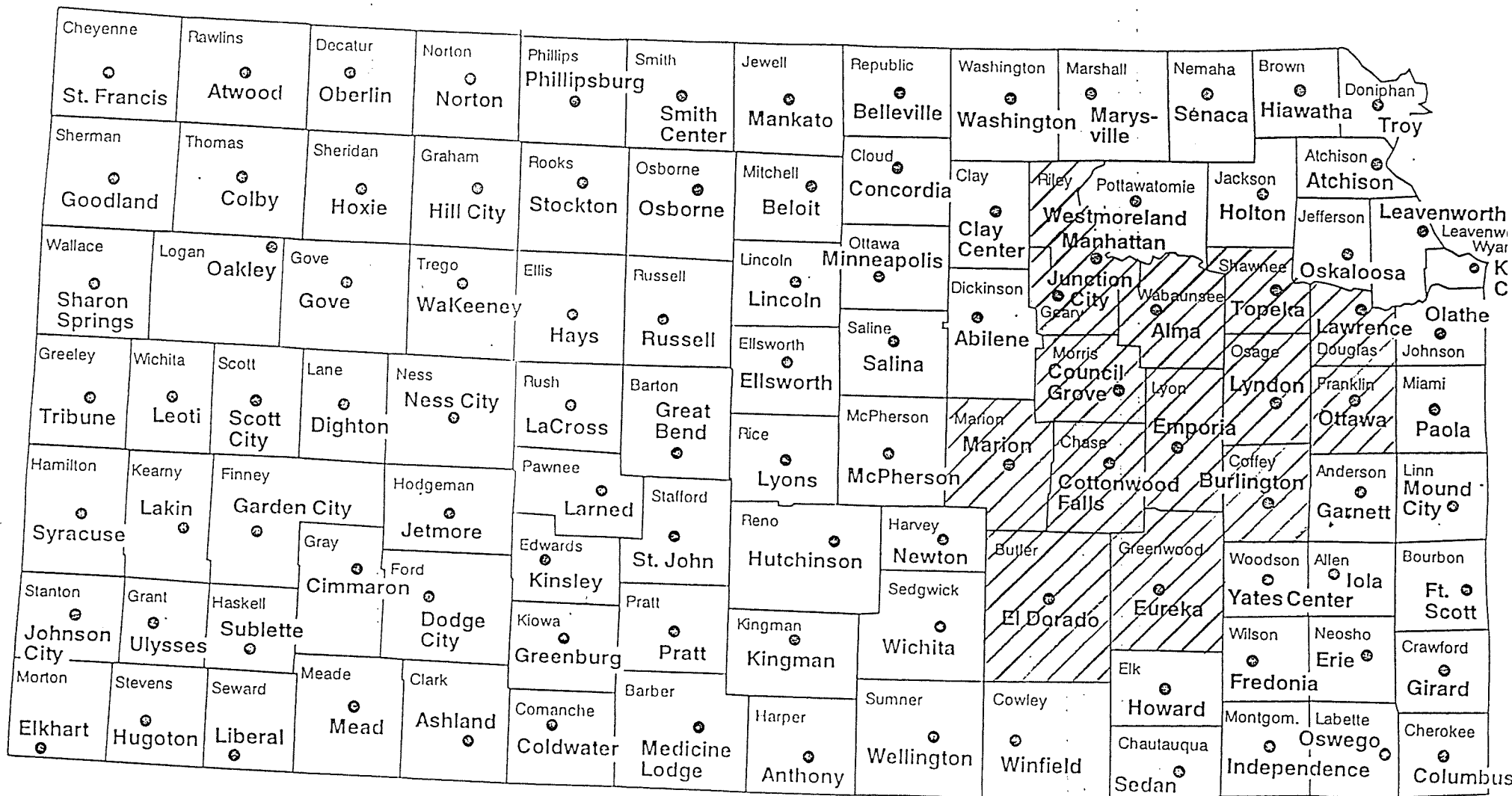
# APPENDIX A

APPENDIX A  
STUDENT FREQUENCY BY COUNTY



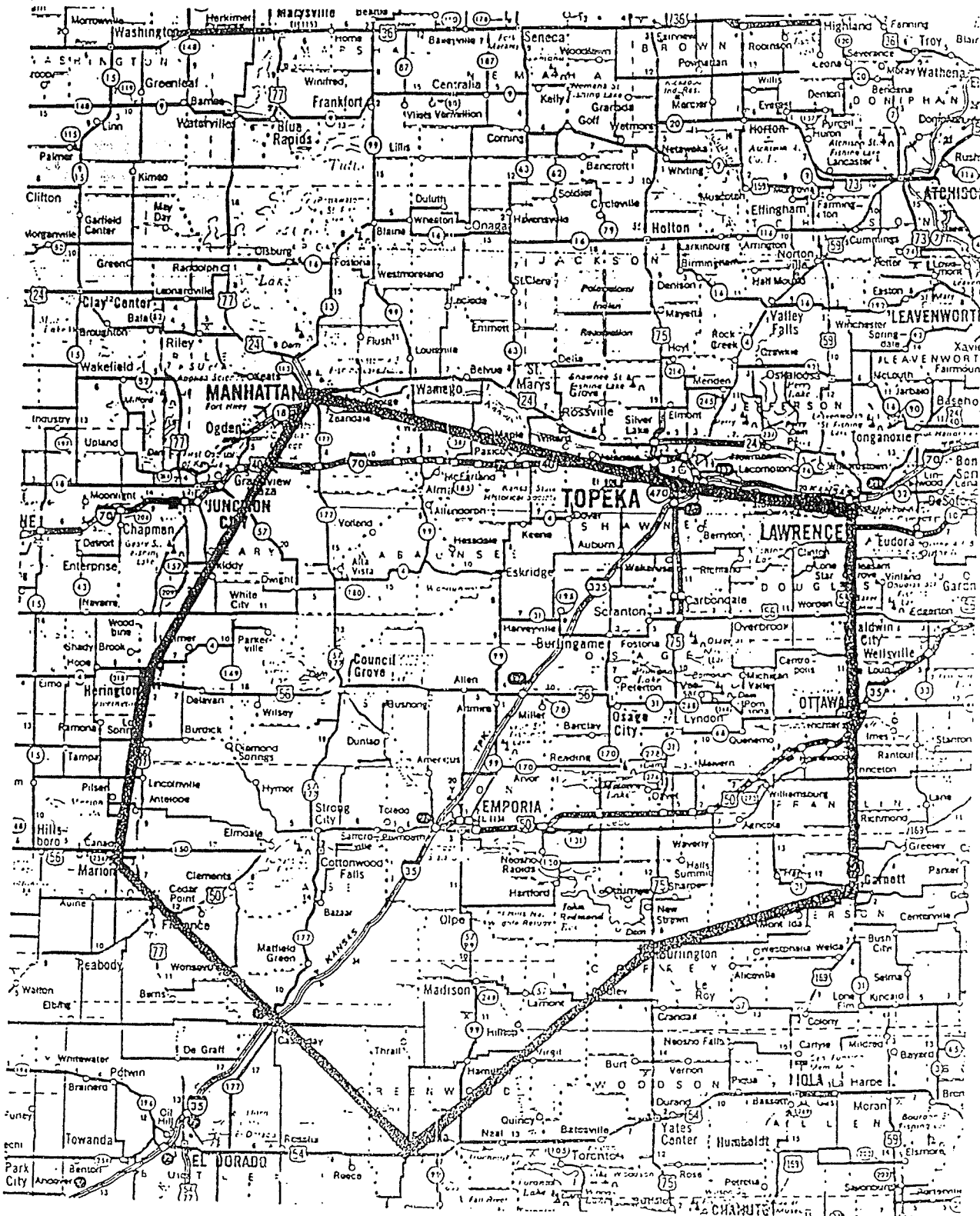
# APPENDIX B

APPENDIX B  
RDA SERVICE AREA



**APPENDIX C**

# LABOR FORCE TERRITORY



Labor force territory for Lyon County according to a 1992 employer survey. (Area within bold line)

**APPENDIX D**



January 18, 1995

**BANK IV**

Kansas State Board of Education  
120 Southeast 10th Avenue  
Topeka, Kansas 66612-1182

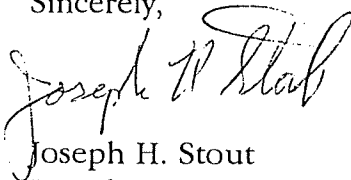
Dear Board of Directors:

As president of the Flint Hills Technical School Foundation, I would like to express my pride in the quality of education being provided by the Flint Hills Technical School. In recent years, their focus has been further defined and developed to allow them to provide quality technical education to the students in this area.

We are confident that we have much to offer, in terms of education and training, to help make more people productive members of this general area. I am confident that our newly organized foundation can be of significant assistance in recruiting quality students who can truly benefit from their exposure to the Flint Hills Technical School.

One remaining hurdle that we face is the somewhat persistent public image of a vocational technical school. We believe that the transition in name from a school to a college would greatly enhance this public image and would more accurately reflect the quality of the education being provided. On behalf of my associates at the Flint Hills Technical School Foundation, I encourage you to support our transition to the Flint Hills Technical College.

Sincerely,



Joseph H. Stout  
President

JHS/ls



January 17, 1995

Kansas State Board of Education  
120 South East 10th Avenue  
Topeka, KS 66612-1182

Dear Board Members:

The purpose of this letter is to provide the Didde Corporation's support for the Flint Hills Technical School to be designated as a "Technical College." We feel very strongly that this designation is necessary and crucial for the long-term business needs of our company and other companies in the surrounding area.

As stated many years ago, skilled workers in the 1990's would be required for almost 50% of all jobs. We have been experiencing the lack of skilled employees in the Emporia area over the past five to seven years. We have had to recruit skilled machinists from California, Iowa and Missouri due to a lack of skilled technical people in the Emporia area. We also have a need to continually upgrade our current employees with the latest technical training.

In 1992, our company adopted the Deming management philosophy. The philosophy is based on a set of 14 principles for top management to adopt as a way to manage a business. One of those principles is to institute training. In order to carry out this important function we need to have resources from a technical college who has the latest state of the art knowledge and capabilities to apply to our current employees and to prospective employees.

Our business is currently competing in a global marketplace. Our products and processes need to be continually improved. We also must improve our skill levels in our current and prospective employees. We must do this to compete against labor forces from Japan and Germany who have very skilled workers in the technical areas.

Our current business requires individuals who possess problem solving, critical thinking, communication skills both verbal and written, and teamwork skills. The technical college will provide us a well rounded employee who possesses these skills to meet the future challenges which will be confronting our employees on a day-to-day basis. These employees will be better equipped to assume more responsibility and to be empowered to carry out the mission.

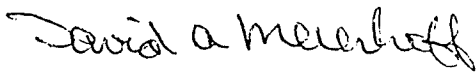
Kansas State Board of Education  
January 17, 1995  
Page 2

We believe the designation of the Technical College will help Didde and other companies attain our ability to deliver superior quality to our customers and satisfy their needs by having employees who are highly trained and have the knowledge to do their job.

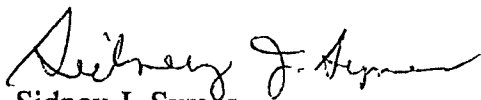
We would appreciate your consideration to this very long-term need in the Emporia area and for the state of Kansas.

If you have any questions, or would like to discuss this issue further, please feel free to call us.

Sincerely,



David A. Meierhoff  
V. P. Manufacturing



Sidney J. Symes  
V.P. Human Resources/Secretary



# EMPORIA AREA CHAMBER OF COMMERCE

January 17, 1995

P.O. BOX 417 / 427 COMMERCIAL / EMPORIA, KS 66801  
316-342-1600 / FAX 316-342-3223

Commissioner of Education  
Kansas State Board of Education  
120 S. E. Tenth Avenue  
Topeka, KS 66612-1182

Dear Commissioner:

On behalf of the Emporia Area Chamber of Commerce, I would like to advise you of our support for the application of the Flint Hills Technical School to Flint Hills Technical College.

Our Business Development Division, in the Chamber Business Plan, is geared toward helping businesses. Our strongest committees in recent years have been the Manufacturers Council and the Business-Education Committee. The Manufacturers Council has developed a partnership with the educators of U.S.D. #253. Through roundtable discussions, tours, and conferences this council has identified their commitment to the development of students for technical careers as a priority. They have studied the Tech Prep module, currently in existence, and feel the need for strong emphasis in technical training is critical.

The Business/Education Committee developed a Career Exchange Day among businesses and educators, encouraged partnerships and conducted surveys from area businesses on a number of issues. Again, this committee also recognizes the importance of preparing students for the workforce, whether through Technical School, Community Colleges, or four year Universities.

In addition, our Board of Directors each year issues a legislative policy statement on a number of issues. In the 1995 statement, under STATE issues, Page 13, Item F, the following is stated:

"The Emporia Area Chamber of Commerce supports the conversion of Flint Hills Technical School to Flint Hills Technical College under the standards set out in Senate Bill 586. This will allow for the granting and transfer of credit between all three sectors of post secondary education, completing the life-long learning continuum."

As you can see, the Chamber of Commerce is very committed to lifelong learning. We feel the Flint Hills Technical School application for Technical College status is appropriate, timely, and in the best interest of our businesses. We urge you to favorably consider their application.

If you have any questions, please feel free to contact me at any time.

Sincerely,

Donna Newkirk  
President and CEO

DN\jnb





International Business Machines Corporation

611 South Kansas Avenue  
Topeka, KS 66603-3803  
(913) 295-1300  
FAX - (913) 295-1427

January 19, 1995

Kansas State Board of Education  
120 S.E. 10th Avenue  
Topeka, KS 66612-1182

Dear Board Members:

I am writing on behalf of the Flint Hills Technical School and their technical college candidacy. The Flint Hills Technical School is a highly technical institution that has consistently made improvements to better serve its students and corporate employers.

Computers are used in almost every technical position in business and industry. Computer skills are a definite must for every student to be competitive in the workforce. Positions from computer operator to network management to computer repair are required in almost every corporate environment. The Flint Hills Technical School has been a leader in teaching these skills to its students.

I have personally served on the Computer Advisory Board at Flint Hills Technical School for the past 4 years. The Boards recommendations have been incorporated in the Technical Schools curriculum to stay abreast of the rapid changing computer industry.

An important aspect for the students of this institution is the availability of an associate degree. Therefore, the change from Flint Hills Technical School to Flint Hills Technical College is fully supported.

Sincerely,

John Hanusa  
Systems Engineer  
IBM

January 17, 1995

Kansas State Board of Education  
120 S.E. 10th Avenue  
Topeka, KS 66612-1182

Dear Board Members:

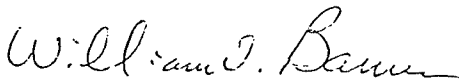
I am writing on behalf of the Flint Hills Technical School and their technical college candidacy. The Flint Hills Technical School is a progressive, high-tech institution that has consistently demonstrated its interest in serving both its students as well as its corporate clients. Their willingness to work with us on special classes to meet our specific needs is outstanding. I have seen this attribute both with Kansa and with my previous employer, Modine Manufacturing Company.

Their electronic and drafting programs have provided us with several qualified employees. As the technical demands of our business increase, I can see an even greater need to utilize their services in the future. Two of the key components in the technical college candidacy that are important to my company, and to manufacturers in general, include the opportunity for our employees to earn credit while taking classes and the ability to earn a two-year degree.

Kansa Corporation supports the change to technical college status for the Flint Hills Technical School. This change will elevate the status of the training in the eyes of the students and their employers. Manufacturers throughout the state are facing a shortage of trained technical people and a good technical college provides viable alternatives to correct this problem.

I appreciate your support in this educational change. It is a positive step forward for the Emporia area.

Sincerely,



William O. Barnes  
Vice President/General Manager



Regional of East Central Kansas  
Development Association

P.O. Box 417  
Emporia, Kansas

316-342-1600  
FAX 316-342-3223

January 18, 1995

Commissioner of Education  
Kansas State Board of Education  
120 S. E. Tenth Avenue  
Topeka, KS 66612-1182

Dear Commissioner:

The Regional Development Association of East Central Kansas (RDA) supports the Technical College application of the Flint Hills Technical School.

The primary purpose of RDA is to enhance the economy of the East Central Region through economic development activities such as business recruitment, expansion, and retention. The cornerstone to this broad strategy is for the educational system, U.S.D. #253, Flint Hills Technical School, and Emporia State University to be responsive and evolving.

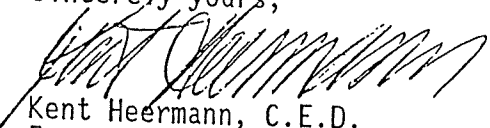
The Flint Hills Technical School leads in the delivery of training services to new and existing employees for business and industry. We feel by granting technical college status to the Flint Hills Technical School, it will better serve both the employee and employer.

With the recent passage of NAFTA and GATT, in order for the United States to be competitive in the global economy, a technical training program with the option of utilizing those training hours for a two year associate degree or four year degree, adds flexible and competitiveness for East Central Kansas.

The Flint Hills Technical School was one of the first Technical Schools in the State and the evolution from technical school to technical college will strengthen our regions competitiveness.

Again, the RDA wholeheartedly supports the Flint Hills Technical School application for technical college status.

Sincerely yours,

  
Kent Heermann, C.E.D.  
Executive Director

KH\jnb



Southwestern Bell

220 East Sixth Street  
Topeka, Kansas 66603

January 18, 1995

Kansas State Board of Education  
120 S.E. 10th Avenue  
Topeka, KS 66612-1182

Dear Board Members:

I am writing on behalf of the Flint Hills Technical School and their technical college candidacy. Flint Hills Technical School is an institution undergoing improvements that will make their graduates better skilled and more widely employable for the technical occupations now required in business and industry.

The telephone industry is one of many undergoing massive changes in the areas of computerization and fiber optics that will necessitate the hiring of employees who possess advanced technical skills. To obtain the more advanced technical skills, we require testing of all new and current employees before assignment to craft level positions.

Work force demographics clearly indicate a potential shortage of technically qualified people during the next decade. I personally have served as a member of the Tech Prep Leadership Committee at Flint Hills Technical School for the past three years. Educational reinvention, as represented by the Tech Prep program at Flint Hills Technical School, help to make Kansas a leader in supplying the work force of the future needed by high-tech companies like Southwestern Bell. An important aspect of Tech Prep is the availability of an associate degree option.

Sincerely yours,

L. K. Mah  
General Manager  
Technical Support

LKM/gja



**STEVE SAUDER**

President & CEO  
The Valu-Line Companies

1-18-95

Kansas State Board of Education  
120 SE 10th  
Topeka, KS 66612-1182

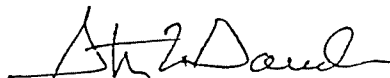
Board Members:

This letter is written in support of the Flint Hills Area Technical School's desire to become a technical college.

Over the past 12 years our companies have worked very closely with Flint Hills on many projects. We always found the school to be professional and willing to help meet our needs.

Most recently our I.S. Advertising decided to add a print operation. The staff at Flint Hills bent over backwards to help and in return for their assistance we donated \$10,000 towards a new press for the school. That is the kind of faith we place in the school.

I hope you can support their efforts to become a technical college.

  
Stephen L. Sauder



VEKTEK, INC.  
1334 East Sixth Avenue  
P.O. Box 625  
Emporia, KS 66801  
316-342-7656 / 316-342-7637

January 18, 1995

Kansas State Board of Education  
120 Southeast 10th Avenue  
Topeka, KS 66612-1182

Dear Board Members,

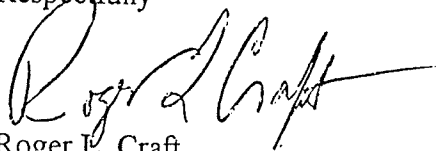
As an Emporia area manufacturer and businessman, I wish to offer my strong support for the Technical College Plan being considered for Flint Hills Technical School.

Today, American business and manufacturing operates in a world environment of rapid technological advances that is changing the nature of jobs within the workplace. This has left many employers with higher skill demands and the need for better qualified employees. As manual labor and low-skilled positions become increasingly obsolete, the need for workers who are highly literate and proficient in industrial technology and who possess analytical and independent thinking skills, is growing every day. This trend will continue well into the next century. I believe that we must continue to improve our technical education facilities to accommodate these trends.

Considering the trends in technology from the young students point of view, we will have failed as an older generation if we do not convey to our young the implications for them if they do not adequately prepare for the technology age. Again, the low skilled jobs of the past are disappearing. Students today who are not going to college must be given the incentive to maintain good grades and have the goal of preparing themselves better for tomorrow's workplace by being qualified to continue their education in an institution like FHTS. I believe that the Flint Hills Technical College will provide a respected and challenging educational opportunity for those who want to be prepared for the year 2000 and beyond.

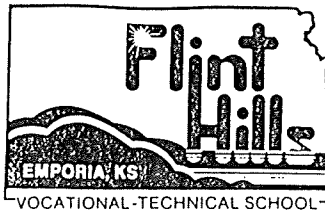
Thank you kindly for your willingness to listen to our educational needs in Emporia.

Respectfully



Roger E. Craft  
President

# APPENDIX E



### Joint Agreement

The following joint agreement between Butler County Community College, Emporia State University and Flint Hills Vocational-Technical School involves the transfer of college credit and future upward mobility for vocational-technical students.

Butler County Community College will transfer credit for students successfully completing vocational-technical programs according to the plan approved by the Kansas State Board of Education on September 13, 1988.

The Associate in Applied Science Degree will be awarded by Butler County Community College after successful completion of 63 hours of college credit. A maximum of 45 credits may be from the technical area. A minimum of 9 credits must be from Butler County Community College, with the remaining 9 from Emporia State University or another accredited institution.

Butler County Community College and Emporia State University will provide 18 general education credits, 3 in each of the following areas: English Composition; Mathematics; Natural (Lab) Science; Interpersonal Communication; Social or Behavioral Science and; Arts and Humanities.

All general education courses will be offered on the Flint Hills Vocational-Technical School or Emporia State University campuses with Flint Hills Vocational-Technical School acting as the awarding institution for student financial aid.

Students will be made aware that the degree may or may not be transferable to programs at Emporia State University or other four year colleges/universities based on the student's program of study.

BUTLER COUNTY  
COMMUNITY COLLEGE

EMPORIA STATE  
UNIVERSITY

FLINT HILLS VOCATIONAL-  
TECHNICAL SCHOOL

President

President

Director

Board Chairman

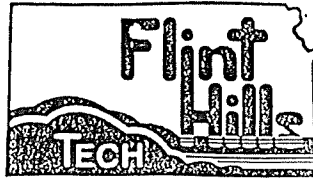
KANSAS STATE  
BOARD OF EDUCATION

Board Chairman

Board Chairman

Aug. 5, 1987  
DATE

APPENDIX F



## Joint Agreement

The following joint agreement between Allen County Community College, Emporia State University, and Flint Hills Technical School involves the transfer of college credit and future upward mobility for technical students.

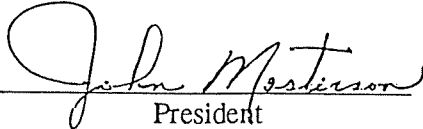
Allen County Community College will transfer credit for students successfully completing technical programs according to the plan approved by the Kansas State Board of Education on September 13, 1988.

The Associate of Applied Science Degree will be awarded by Allen County Community College after successful completion of at least 63 hours of college credit. A maximum of 45 credits may be from the technical area. A minimum of 12 credits must be from Allen County Community College, with the remaining hours from Emporia State University or another accredited institution.

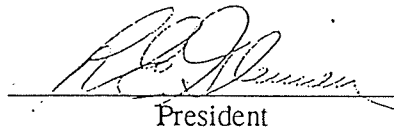
Allen County Community College and Emporia State University will provide 18 general education credits. A minimum of 3 credit hours must be taken in each of the following 5 areas: Communications; Mathematics; Natural Sciences; Social and Behavioral Science; and Fine Arts and Humanities.

Students will be made aware that the degree may or may not be transferable to Emporia State University or other four-year colleges/universities based on the student's program of study.

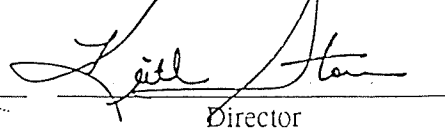
ALLEN COUNTY  
COMMUNITY COLLEGE

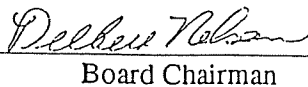
  
President

EMPORIA STATE  
UNIVERSITY

  
President

FLINT HILLS  
TECHNICAL SCHOOL

  
Director

  
Board Chairman

KANSAS STATE  
BOARD OF EDUCATION

  
Board Chairman

\_\_\_\_\_  
Board Chairman

\_\_\_\_\_  
Date

# APPENDIX G



# EMPORIA STATE UNIVERSITY

1200 COMMERCIAL EMPORIA, KANSAS 66801-5087 316/341-5333  
FAX 316/341-5553

OFFICE OF THE PRESIDENT - BOX 4001

January 18, 1995

Kansas State Board of Education  
120 S.E. 10th Avenue  
Topeka, KS 66612-1182

Dear Board Members:

Emporia State University supports the Flint Hills Technical College candidacy. We have reviewed the application document and find the following items appropriately stated:

1. Emporia State University delivers general educational classes for Flint Hills Technical School students through the 1989 Joint Agreement found in Appendix E;
2. Emporia State University no longer offers associate degree level programming and has encouraged Flint Hills Technical School to fill this void in the life-long learning continuum for east-central Kansas;
3. Emporia State University made a decision in 1985 to remove its Technology Education Department. Shortly thereafter, Flint Hills Technical School began the expansion from one-year programming to two-year associate degree instruction;
4. As early as January of 1989, Emporia State University made a number of student services available to Flint Hills Technical School students; and
5. Emporia State University students attend classes at Flint Hills Technical School and receive credit based on the January, 1993, Memorandum of Understanding between the Kansas State Board of Education and the Kansas State Board of Regents.

Emporia State University intends to continue the expansion of these collaborative efforts with Flint Hills Technical College. Future issues might include:

1. Expanded student matriculation from Flint Hills Technical School to Emporia State University;
2. Reciprocal electives in the disciplines of technology, business, information management, and the arts and sciences; and



Kansas State Board of Education  
January 18, 1995  
Page 2

3. Shared resources in programs, such as *Tech Prep* and other transition from *School-To-Work* activities.

We have enjoyed this relationship and plan to continue our collaboration efforts.

Sincerely,



Robert E. Glennen  
President

cs

# APPENDIX H

## **AUTOMOTIVE TECHNOLOGY**

The 1st and 2nd semesters constitute the course work required for a technical diploma.

<b>1st Semester . . . . .Hours</b>	<b>2nd Semester . . . . .Hours</b>
Introduction to Automotive Technology . . . . . 3.0	Brakes and Suspension . . . . . 3.0
Electricity/Electronics. . . . . 3.0	Advanced Electronic & Computer Systems . . . . . 3.0
Automotive Engines . . . . . 3.0	Emission Controls. . . . . 3.0
Fuel Systems . . . . . 3.0	Climate Controls . . . . . 3.0
Manual Power Trains & Four Wheel Drive . . . . . 3.0	Laser Alignment. . . . . 3.0
<b>TOTAL. . . . .15.0</b>	<b>TOTAL. . . . .15.0</b>

The 3rd and 4th semesters constitute additional requirements for completion of the associate of applied science degree.

<b>3rd Semester . . . . .Hours</b>	<b>4th Semester . . . . .Hours</b>
Automatic Transmission/Transaxles . . . . . 3.0	Electronic Suspensions . . . . . 2.0
Electronic Fuel Injection . . . . . 3.0	Anti-lock Brakes . . . . . 3.0
Automotive Accessories . . . . . 2.0	Driveability Diagnosis . . . . . 3.0
*English Composition . . . . . 3.0	*Lab Science . . . . . 4.0
*Math . . . . . 3.0	*Principles of Speech . . . . . 3.0
*General Psychology . . . . . 3.0	*Humanities. . . . . 3.0
<b>TOTAL. . . . .17.0</b>	<b>TOTAL. . . . .18.0</b>

**\* General Education Requirements**

**NOTE:** The Applied Academics including Communications, Mathematics, Computer Applications and Employment Skills are integrated into the technical curriculum.

**COMMERCIAL ART**

The 1st and 2nd semesters constitute the course work required for a technical diploma.

1st Semester . . . . .	.Hours	2nd Semester . . . . .	.Hours
Introduction to Graphic Reproduction Procedures . . . . .	1.0	Production Art II . . . . .	4.0
Introduction to Design . . . . .	2.0	Image Preparation for Graphic Reproduction . . . . .	3.0
Fundamentals of Typography . . . . .	2.0	Intermediate Desktop Procedures . . . . .	2.0
Intro to Computer/Desktop Pub. App. . . . .	2.0	Camera/Darkroom Procedures . . . . .	3.0
Graphics Illustration . . . . .	2.0	Graphic Reproduction & Finishing Procedures . . . . .	3.0
Production Art I. . . . .	4.0	Portfolio Development & Interviewing Techniques . . . . .	1.0
Applied Math . . . . .	1.0		
Applied Communications . . . . .	1.0		
<b>TOTAL . . . . .</b>	<b>15.0</b>	<b>TOTAL . . . . .</b>	<b>16.0</b>

The 3rd and 4th semesters constitute additional requirements for completion of the associate of applied science degree.

3rd Semester . . . . .	.Hours	4th Semester . . . . .	.Hours
Advanced Graphic Design Techniques . . . . .	3.0	Color Reproduction/Scanner . . . . .	2.0
Electronic Imaging . . . . .	3.0	Applications in Electronic Publishing . . . . .	3.0
*Principles of Speech . . . . .	3.0	Special Projects . . . . .	3.0
*Math . . . . .	3.0	*Lab Science . . . . .	4.0
*General Psychology . . . . .	3.0	*English Composition . . . . .	3.0
		*Humanities . . . . .	3.0
<b>TOTAL . . . . .</b>	<b>15.0</b>	<b>TOTAL . . . . .</b>	<b>18.0</b>

**\* General Education Requirements**

**NOTE:** The Applied Academics including Communications, Mathematics, Computer Applications and Employment Skills are integrated into the technical curriculum.

**DRAFTING / CIVIL TECHNOLOGY**

The 1st and 2nd semesters constitute the course work required for a technical diploma.

<b>1st Semester . . . . .Hours</b>	<b>2nd Semester . . . . .Hours</b>
Introduction to Mechanical Drawing . . . . . 3.0	Mechanical Drafting II . . . . . 3.0
Math for Drafting . . . . . 3.0	CAD Drafting II. . . . . 3.0
Introduction to CAD Drafting . . . . . 3.0	Architectural Drafting II . . . . . 3.0
Introduction to Architecture . . . . . 3.0	Civil Drafting . . . . . 3.0
Computer Applications . . . . . 3.0	DOS Applications. . . . . 3.0
<b>TOTAL. . . . .15.0</b>	<b>TOTAL. . . . .15.0</b>

The 3rd and 4th semesters constitute additional requirements for completion of the associate of applied science degree.

<b>3rd Semester . . . . .Hours</b>	<b>4th Semester . . . . .Hours</b>
Advanced Mechanical Drafting. . . . . 3.0	Electrical Drafting. . . . . 3.0
Special Problem in Architectural Drafting . . . . . 3.0	Special Problem in Industrial Structure Drafting. . . 3.0
*Principles of Speech . . . . . 3.0	Special Investigation Elective. . . . . 3.0
*Algebra I. . . . . 3.0	*Lab Science . . . . . 4.0
*General Psychology . . . . . 3.0	*English Composition. . . . . 3.0
	*Humanities . . . . . 3.0
<b>TOTAL. . . . .15.0</b>	<b>TOTAL. . . . . 16.0 - 19.0</b>

**\* General Education Requirements**

**NOTE:** The Applied Academics including Communications, Mathematics, Computer Applications and Employment Skills are integrated into the technical curriculum.

**ELECTRONICS TECHNOLOGY**

The 1st and 2nd semesters constitute the course work required for a technical diploma.

<b>1st Semester . . . . .Hours</b>	<b>2nd Semester . . . . .Hours</b>
Introduction to Electronics . . . . . 1.0	AC Circuit Analysis . . . . . 4.0
Introduction to Microcomputers . . . . . 3.0	Solid-State Devices & Circuits . . . . . 4.0
DC Circuit Analysis . . . . . 4.0	Circuit Construction Techniques . . . . . 2.0
Digital Electronics & Circuit Analysis . . . . . 6.0	Lasers/Optical Electronics . . . . . 3.0
Technical Mathematics . . . . . 2.0	Microprocessor Programming & Interfacing . . . . . 3.0
<b>TOTAL . . . . .16.0</b>	<b>TOTAL . . . . .16.0</b>

The 3rd and 4th semester constitute the course work required for an associate of applied science degree.

**The following technical elective courses are offered to Electronics students pursuing an associate of applied science degree. Electronic Circuit Design is required to complete the degree. Fifteen credits from the following selections must be taken in the 3rd and 4th semesters:**

<b>3rd Semester . . . . .Hours</b>	<b>4th Semester . . . . .Hours</b>
Troubleshooting Electronic Circuits . . . . . 2.0	Principles of Electronic Communications . . . . . 4.0
Industrial Electronics/Prog. Logic Controllers . . . 3.0	Microwave Communications . . . . . 3.0
Personal Computer Servicing, Troubleshooting, and Network . . . . . 4.0	Electronic Circuit Design . . . . . 3.0
*General Psychology . . . . . 3.0	*Principles of Speech . . . . . 3.0
*Math . . . . . 3.0	*Lab Science . . . . . 4.0
*English Composition . . . . . 3.0	*Humanities . . . . . 3.0
<b>TOTAL . . . . . 14.0 - 16.0</b>	<b>TOTAL . . . . . 14.0 - 16.0</b>

**\* General Education Requirements**

**NOTE:** The Applied Academics including Communications, Mathematics, Computer Applications and Employment Skills are integrated into the technical curriculum.

**GRAPHIC ARTS TECHNOLOGY**

The 1st and 2nd semesters constitute the course work required for a technical diploma.

<b>1st Semester . . . . .Hours</b>	<b>2nd Semester . . . . .Hours</b>
Introduction to Graphic Reproduction Processes. . . 1.0	Photomechanical Procedures . . . . . 2.0
Graphic Arts Pre-press Procedures. . . . . 4.0	Intermediate Offset Press Operation . . . . . 4.0
Offset Printing Procedures . . . . . 3.0	Film Image Assembly II. . . . . 2.0
Finishing & Binding . . . . . 2.0	Electronic Publishing II. . . . . 2.0
Film Image Assembly I . . . . . 2.0	Quality & Productivity in Graphic Arts. . . . . 2.0
Electronic Publishing I . . . . . 2.0	Materials & Processes . . . . . 2.0
Introduction to Graphic Design/Typography . . . 2.0	Graphic Arts Production . . . . . 2.0
<b>TOTAL. . . . .16.0</b>	<b>TOTAL. . . . .16.0</b>

The 3rd and 4th semesters constitute additional requirements for completion of the associate of applied science degree.

<b>3rd Semester . . . . .Hours</b>	<b>4th Semester . . . . .Hours</b>
Advanced Graphic Arts Production I. . . . . 3.0	Advanced Graphic Arts Production II . . . . . 3.0
Projects in Multicolor Screen Printing . . . . . 2.0	Production Problems in Electronic Imaging . . . . . 2.0
Principles of Color Reproduction. . . . . 2.0	Special Investigations. . . . . 2.0
*General Psychology . . . . . 3.0	*Principles of Speech. . . . . 3.0
*Math . . . . . 3.0	*Lab Science . . . . . 4.0
*English Composition . . . . . 3.0	*Humanities. . . . . 3.0
<b>TOTAL. . . . .16.0</b>	<b>TOTAL. . . . .17.0</b>

**\* General Education Requirements**

**NOTE:** The Applied Academics including Communications, Mathematics, Computer Applications and Employment Skills are integrated into the technical curriculum.

**INDUSTRIAL MAINTENANCE**

The 1st and 2nd semesters constitute the course work required for a technical diploma.

<b>1st Semester . . . . .Hours</b>	<b>2nd Semester . . . . .Hours</b>
Residential Wiring . . . . . 4.0	Boiler Systems . . . . . 4.0
Residential Wiring . . . . . 4.0	Heating & air-conditioning . . . . . 3.0
Industrial Electricity . . . . . 3.0	Programmable Controllers . . . . . 6.0
Industrial Wiring . . . . . 4.0	Pneumatics & Hydraulics . . . . . 2.0
<b>TOTAL . . . . .15.0</b>	<b>TOTAL . . . . .15.0</b>

The 3rd and 4th semesters constitute additional requirements for completion of the associate of applied science degree.

<b>3rd Semester . . . . .Hours</b>	<b>4th Semester . . . . .Hours</b>
Building Automation & Energy Management . . . 3.0	Variable Drives . . . . . 3.0
Commercial Air Conditioning . . . . . 1.0	Networking . . . . . 3.0
OSHA & EPA Industrial Requirements . . . . . 1.0	Fundamentals of Welding . . . . . 1.0
*English Composition . . . . . 3.0	Industrial Troubleshooting . . . . . 3.0
*Math . . . . . 3.0	*Lab Science . . . . . 4.0
*General Psychology . . . . . 3.0	*Principles of Speech . . . . . 3.0
*Humanities . . . . . 3.0	
<b>TOTAL . . . . .17.0</b>	<b>TOTAL . . . . .17.0</b>

**\* General Education Requirements**

**NOTE:** The Applied Academics including Communications, Mathematics, Computer Applications and Employment Skills are integrated into the technical curriculum.



**MANUFACTURING TECHNOLOGY**

The 1st and 2nd semesters constitute the course work required for a technical diploma.

<b>1st Semester . . . . .Hours</b>	<b>2nd Semester . . . . .Hours</b>
General Machine Shop . . . . . 2.0	Drilling Machines . . . . . 2.0
Blueprints & Inspection. . . . . 3.0	CNC Lathe . . . . . 3.0
Engine Lathes . . . . . 5.0	Manufacturing Vertical Milling & Grinding . . . . . 5.0
Computer Aided Drafting. . . . . 4.0	Principles of Welding . . . . . 4.0
Computer Applications & Job Skills . . . . . 1.0	Basic Mathematics & Applied Communications. . . . . 1.0
<b>TOTAL. . . . .16.0</b>	<b>TOTAL. . . . .15.0</b>

The 3rd and 4th semesters constitute additional requirements for completion of the associate of applied science degree.

<b>3rd Semester . . . . .Hours</b>	<b>4th Semester . . . . .Hours</b>
Sheet Metal Fabrication. . . . . 4.0	VMC Bridgeport 308 . . . . . 3.0
Machining Physics . . . . . 5.0	Math & Measurement. . . . . 2.0
*English Composition . . . . . 3.0	Advanced CAM Problems . . . . . 3.0
*Math . . . . . 3.0	*Lab Science . . . . . 4.0
*General Psychology . . . . . 3.0	*Humanities. . . . . 3.0
<b>TOTAL. . . . .18.0</b>	<b>TOTAL. . . . .18.0</b>

**\* General Education Requirements**

**NOTE:** The Applied Academics including Communications, Mathematics, Computer Applications and Employment Skills are integrated into the technical curriculum.

**OFFICE TECHNOLOGY**

The 1st and 2nd semesters constitute the course work required for a technical diploma.

<b>1st Semester . . . . .Hours</b>	<b>2nd Semester. . . . .Hours</b>
Accounting I . . . . . 3.0	Automated Accounting . . . . . 2.0
Introduction to Computer Applications. . . . . 4.0	Word Processing II . . . . . 3.0
Word Processing I . . . . . 3.0	Business Communications/Technical Writing . . . . 3.0
Office Management . . . . . 3.0	Business Math. . . . . 1.0
+Cooperative Education . . . . . 3.0	Human Relations . . . . . 2.0
	Operating Systems . . . . . 2.0
	+Cooperative Education . . . . . 3.0
<b>TOTAL. . . . .16.0</b>	<b>TOTAL. . . . .16.0</b>

The 3rd and 4th semesters constitute additional requirements for completion of the associate of applied science degree.

<b>3rd Semester . . . . .Hours</b>	<b>4th Semester . . . . .Hours</b>
Legal/Medical/Administrative Software . . . . . 2.0	Legal/Medical/Administrative Software . . . . . 2.0
Dictation and Transcription. . . . . 1.0	Dictation and Transcription. . . . . 1.0
+Specialized Cooperative Education . . . . . 3.0	+Specialized Cooperative Education . . . . . 3.0
*Principles of Speech. . . . . 3.0	*Lab Science . . . . . 4.0
*Math . . . . . 3.0	*English Composition. . . . . 3.0
*General Psychology . . . . . 3.0	*Humanities. . . . . 3.0
<b>TOTAL. . . . .17.0</b>	<b>TOTAL. . . . .17.0</b>

- \* General Education Requirements**
- + MWF p.m. minimum nine hours per week all year**

**NOTE:** The Applied Academics including Communications, Mathematics, Computer Applications and Employment Skills are integrated into the technical curriculum.



Regional of East Central Kansas  
Development Association

P.O. Box 417  
Emporia, Kansas 66801

316-342-1600  
FAX 316-342-3223

February 24, 1995

Senate Education Committee  
State Capitol  
Topeka, KS 66612-1182

Dear Committee members:

The Regional Development Association of East Central Kansas (RDA) supports the Technical College application of the Flint Hills Technical School.

The primary purpose of RDA is to enhance the economy of the East Central Region through economic development activities such as business recruitment, expansion, and retention. The cornerstone to this broad strategy is for the educational system, U.S.D. #253, Flint Hills Technical School, and Emporia State University to be responsive and evolving.

The Flint Hills Technical School leads in the delivery of training services to new and existing employees for business and industry. We feel by granting technical college status to the Flint Hills Technical School, it will better serve both the employee and employer.

With the recent passage of NAFTA and GATT, in order for the United States to be competitive in the global economy, a technical training program with the option of utilizing those training hours for a two year associate degree or four year degree, adds flexible and competitiveness for East Central Kansas.

The Flint Hills Technical School was one of the first Technical Schools in the State and the evolution from technical school to technical college will strengthen our regions competitiveness.

Again, the RDA wholeheartedly supports the Flint Hills Technical School application for technical college status.

Sincerely yours,

  
Kent Heermann, C.E.D.  
Executive Director

KH:jnb

Senate Education  
2-24-95  
Attachment 9





# EMPORIA AREA CHAMBER OF COMMERCE

P.O. BOX 417 / 427 COMMERCIAL / EMPORIA, KS 66801  
316-342-1600 / FAX 316-342-3223

February 23, 1995

Senate Education Committee  
Senator Dave Kerr, Chairman  
State Capitol  
Topeka, KS 66612-1182

Dear Senator Kerr and Committee members:

On behalf of the Emporia Area Chamber of Commerce, I would like to advise you of our support for the application of the Flint Hills Technical School to Flint Hills Technical College.

Our Business Development Division, in the Chamber Business Plan, is geared toward helping businesses. Our strongest committees in recent years have been the Manufacturers Council and the Business-Education Committee. The Manufacturers Council has developed a partnership with the educators of U.S.D. #253. Through roundtable discussions, tours, and conferences this council has identified their commitment to the development of students for technical careers as a priority. They have studied the Tech Prep module, currently in existence, and feel the need for strong emphasis in technical training is critical.

The Business/Education Committee developed a Career Exchange Day among businesses and educators, encouraged partnerships and conducted surveys from area businesses on a number of issues. Again, this committee also recognizes the importance of preparing students for the workforce, whether through Technical School, Community Colleges, or four year Universities.

In addition, our Board of Directors each year issues a legislative policy statement on a number of issues. In the 1995 statement, under STATE issues, Page 13, Item F, the following is stated:

"The Emporia Area Chamber of Commerce supports the conversion of Flint Hills Technical School to Flint Hills Technical College under the standards set out in Senate Bill 586. This will allow for the granting and transfer of credit between all three sectors of post secondary education, completing the life-long learning continuum."

As you can see, the Chamber of Commerce is very committed to lifelong learning. We feel the Flint Hills Technical School application for Technical College status is appropriate, timely, and in the best interest of our businesses. We urge you to favorably consider their application.

If you have any questions, please feel free to contact me at any time.

Sincerely,

Donna Newkirk  
President and CEO

DN\jnb



Senate Education  
2-24-95  
Attachment 10



# EMPORIA STATE UNIVERSITY

1200 COMMERCIAL EMPORIA, KANSAS 66801-5087 316/341-5333  
FAX 316/341-5553

OFFICE OF THE PRESIDENT - BOX 4001

February 24, 1995

The Honorable Dave Kerr  
Chairman, Senate Education Committee  
State Capitol  
Topeka, KS 66612

Dear Senator Kerr:

Emporia State University supports the Flint Hills Technical College candidacy. We have reviewed the application document and find the following items appropriately stated:

1. Emporia State University delivers general educational classes for Flint Hills Technical School students through the 1989 Joint Agreement found in Appendix E;
2. Emporia State University no longer offers associate degree level programming and has encouraged Flint Hills Technical School to fill this void in the life-long learning continuum for east-central Kansas;
3. Emporia State University made a decision in 1985 to remove its Technology Education Department. Shortly thereafter, Flint Hills Technical School began the expansion from one-year programming to two-year associate degree instruction;
4. As early as January of 1989, Emporia State University made a number of student services available to Flint Hills Technical School students; and
5. Emporia State University students attend classes at Flint Hills Technical School and receive credit based on the January, 1993, Memorandum of Understanding between the Kansas State Board of Education and the Kansas State Board of Regents.

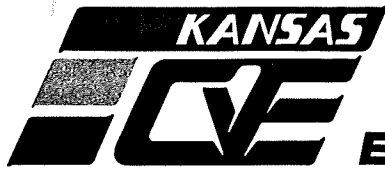
Emporia State University intends to continue the expansion of these collaborative efforts with Flint Hills Technical College. Future issues might include:

1. Expanded student matriculation from Flint Hills Technical School to Emporia State University;
2. Reciprocal electives in the disciplines of technology, business, information management, and the arts and sciences; and
3. Shared resources in programs, such as *Tech Prep* and other transition from *School-To-Work* activities.

We have enjoyed this relationship and plan to continue our collaboration efforts.

Sincerely,

Harry L. Stephens  
Legislative Liaison



**KANSAS COUNCIL ON VOCATIONAL EDUCATION**

1020 S. KANSAS AVE • TOPEKA, KANSAS 66612-1300  
SUITE 250  
(913) 296-2451 FAX (913) 296-0622

Dennis K. Shurtz, Chair  
Shurtz Commodity Trading, Inc.  
Agribusiness Owner  
Arkansas City

**TO:** Senator Dave Kerr and Members of the Senate Education Committee

David L. DePue, Ph.D.  
Executive Director

Georgia W. Bradford, Ed.D.  
Vice Chair  
Business & Education Consultant  
Wichita

**FROM:** David L. DePue

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

**SUBJECT:** Support for Technical Colleges

**Date:** February 24, 1995

Gary Withrow  
Executive Committee Member  
Employee Relations Manager  
Morton Salt  
Hutchinson

Thank you for the opportunity to comment on these proposed bills. The State Council provides oversight and policy advice on vocational education and training programs for Congress. We represent the constituents of these programs, the employers, and the students.

J.C. "Cash" Bruner  
Business Representative  
International Assn. of Machinists  
and Aerospace Workers  
Wichita

Kansas businesses must compete in the global market. Access to technology, capital, and markets has become available to all. Our choice was to compete for low labor costs or to build a high skilled-high productive workforce. Kansas' policymakers chose the latter.

Cynthia Dowdy  
Career Counselor  
Manhattan Technical Center  
Manhattan

Eddie Estes, Ph.D.  
President, Western Kansas  
Manufacturers Association  
Dodge City

Gregg Haas  
Training Manager  
Martin Tractor Company  
Topeka

The Total Quality Management movement spearheaded the need for workers with speaking, listening skills, interpersonal skills for teamwork, math/statistics/probability science skills, the ability to read technical material and more. Production workers have all but replaced the former middle management group.

Allene Knedlik  
Dean of Academic Affairs  
Coffeyville Community College  
Coffeyville

Janis Lee  
State Senator  
Farmer/Rancher  
Kensington

Manuel Maciel  
Principal, USD 457  
Garden City

Employers have shared their frustration in finding entry level employees with both the technical skills and the broad workplace skills needed to keep the company competitive. The better paid employers in the Wichita area merely recruit people away from smaller companies. They target the person in their mid 20s who has a good work record and well developed skills. Other companies report that their entry level requirement for all workers is the associate in applied science degree. This includes Caterpillar, Cessna, Eaton, John Deere, and others.

Carol Nigus  
Director, Brown County Kansas  
Special Education Cooperative  
Hiawatha

Robert Thiry  
Coordinator, KS Carpentry  
Apprenticeship  
Perry

Our young people have learned the system before the education policy could be adapted. The typical community college student is a 30 year old who has had 5 jobs already and is trying to upgrade skills or change careers. However, we still send half of our high school graduates off to college/universities where only half graduate. Up to 75% of our sons and daughters are poorly served with this "college"

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infatuation. Let's rename our technical schools to take advantage of the American dream of going to college.

Skill needs are increasing. Over 75% of the fastest growing occupations over the next ten years require education and training beyond high school but less than the baccalaureate level. Higher education planning has not changed to meet the demands of the employers, the changing workforce, or the next generation of Kansans. Please note the changes illustrated in the following charts and reflect on the state's allocation of resources to meet the need.



The educational system must move to a strategy of providing academic and technical courses for all students that prepares them for employment and future education. We must care more about our sons and daughters than our turf and image. Creating more opportunities to earn an associate degree will not revolutionize the system; however, this will help the people and the economy in that part of our state.

DLD:vdc

# 1995 Council on Workforce Needs Report

## Purpose

The report is a message from Wichita/Sedgwick County employers. It is an update on the major occupational opportunities in the Wichita area and the skills needed to become valued employees.

## Vision Of A World-Class Workforce

The Wichita/Sedgwick County Employment and Training Board has a vision of "...the development of a world-class workforce prepared to compete in the global marketplace."

International competition for high-quality, low-cost products and services requires Wichita employers to continually improve every aspect of their business.

## Why Does It Matter

The levels of skills required in almost every type of job - professional as well as technical - is escalating. Further, there is a decreasing demand for un-skilled workers. The earnings gap between those with and without current skills is increasing.

In the Wichita/Sedgwick County area an earnings gap is a symptom of a skills gap. High-skilled, high-wage jobs are available locally.

**A world-class workforce in Wichita/Sedgwick County depends on:**

- demographics,
- management of existing businesses,
- government, and
- the education and training system.

**Sustained economic growth is not possible without a skilled workforce.**

## Employers' Concerns

- finding and retaining workers with the needed skills,
- upgrading skills of existing workers,
- performance by workers carrying specific credentials, both professional and technical.

## Workplace Skill Needs

The Secretary's Commission on Achieving Necessary Skills (SCANS) defines workplace skill needs. These include a foundation: basic, thinking, and personal skills; and competencies in resource management, interpersonal relations, information management, systems and technology.

## Work Keys

Implementation of Work Keys, a job skills analysis and assessment system developed by the American College of Testing, is a critical next step.

## Workers' Needs

- information about what to train for,
- access to effective assessments of current skill levels,
- credentials of education and training providers, and
- portable and credible evidence of skills obtained.

## Educators' Needs (K-Higher-Ed.)

- clear information from employers as to the skills valued,
- feedback in order to be able to continuously improve, and
- an organizational structure that allows them to respond to market needs.

**Coordination and communication among and between employers, educators, workers, potential workers, labor organizations and government is critical to the achievement of a world-class workforce.**

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***An Initiative of the W/SE Partnership For Growth***

*For a complete report, call Roberta Doyle, Executive Director  
Employment and Training Board, 262-4523.*

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# **JOBS EXPECTED TO BE IN GREATEST DEMAND, 1995**

## **CONSTRUCTION INDUSTRY**

Carpenter Helpers  
Carpenters -  
    Skilled & Semi-Skilled  
    Rough & Finish  
Steel Workers  
Iron Workers  
Masons (Bricklayers)  
Welders, Structural  
Heavy Equipment Operators  
Electricians -  
    Skilled & Semi-Skilled  
Plumbers -  
    Skilled & Semi-Skilled  
Sheet Metal Installers

## **FINANCE INDUSTRY**

Tellers  
PC Skilled  
Secretary/Receptionists  
Proof Operators  
Data Input Operators  
Loan Processors  
Mail and Stock Room Clerks  
Telephone Banking  
Representatives

## **GOVERNMENT**

Registered Nurses  
Field Case Managers  
Clinical Psychologists  
Substance Abuse  
Counselors  
Master Social Workers  
Economic Assistance  
Specialist  
Employment Preparation  
Specialist  
CSE Specialist I  
Social Worker

## **HEALTHCARE INDUSTRY**

Physical Therapists  
COTA/CPTA  
Physican Assistants  
Occupational Therapists

## **HEALTHCARE INDUSTRY CONT.**

Registered Nurses  
Nurse Practitioners  
Pharmacists  
Pharmacy Technicians  
Respiratory Therapists  
Medical Assistants

## **RETAIL INDUSTRY**

Commission Salespeople  
Non-commission  
Salespeople  
Stockers  
1st Level Management  
Department Managers  
Marketing/Media  
Data Entry

## **SMALL MANUFACTURING INDUSTRY**

NC Technicians  
NC Programmers  
CNC Machine Operators  
General Machinists  
CNC Machinists  
Tool & Die Makers  
Tool Designers  
Part Designers  
Machine Operators  
Assemblers

## **LARGE MANUFACTURING INDUSTRY**

Assemblers  
CNC Machinists  
Avionics Technicians  
Tool Makers  
NC Programmers  
Diagnostic and Equipment  
Technicians  
Method/Process Engineers  
Design Engineers

## **TELECOMMUNICATIONS INDUSTRY**

Customer Service Rep.  
Dispatchers  
Supervisors  
Sales Agents

28240

M

FY	1¢ Sales, Use Incr.	Property Tax @ 35m	Income Tax Base	Sales Tax Policy	Levy Policy	Income Tax Policy
1996	\$285.0	\$578.7	\$1,621.7	0.6%	10	0.00%
1997	296.6	664.4	1,710.9	1.1%	25	9.00%
1998	308.6	681.9	1,805.0	1.1%	35	18.00%
1999	321.1	699.9	1,904.3	1.1%	35	18.00%
2000	334.1	718.4	2,009.0	1.1%	35	18.00%

FY	Sales Tax Dollars	Property Tax Dollars	Income Tax Dollars	FY over/Under	Cumulative over/Under
1996	\$171.0	\$165.3	\$0.0	\$5.7	\$5.7
1997	326.2	474.6	154.0	5.6	11.3
1998	339.4	681.9	324.9	(17.6)	(6.3)
1999	353.2	699.9	342.8	(3.9)	(10.2)
2000	367.5	718.4	361.6	10.8	0.6

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