

Approved: _____

4/30

Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Barbara Lawrence at 9:00 a.m. on February 18, 1998 in Room 123-S of the Capitol.

All members were present except:

Committee staff present: Ben Barrett, Legislative Research Department
Carolyn Rampey, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Jackie Breymeyer, Committee Secretary

Conferees appearing before the committee: Dr. Andy Tompkins, Commissioner of Education
Dr. Enberger, President, Hutchinson Community College
Dr. Phil Halstead, Pittsburg State University
Joan Warren, Cowley County Community College and
Area Vocational Technical School
Candy Shively, SRS
Jerry Glazier, SPRINT
Steve Jack, Department of Commerce and Housing

Others attending: See attached list

School-to-Work

The Chairperson called the meeting to order and stated that there had been some good input on this subject in the LEPC this summer. She wanted the Committee to hear some of the things that are being done and some of the things that are being proposed for the future. There are some people who have reservations, but all aspects of this subject should be to open study. That is why two days have been given for information gathering and input.

Andy Tompkins, Commissioner, Kansas State Department of Education, was the first to speak. He stated the areas that he would be referring to in his attachment (Attachment 1) and began with background on the School-to-Work Opportunities Act. In 1994 the Department received the planning grant for this program during Governor Finney's administration. During that time it was given to the Department of Human Resources for the Administration of the program. In 1995 Governor Graves took the school to work funding and moved it to the Department of Education. It has been there ever since. A commission was appointed and in 1996 this commission was merged into the Kansas Work Force Investment Partnership.

Planning funds from School-to-Work legislation have provided forty-one \$10,000 grants to thirty-one partnerships of K-12 and post secondary education partners. This funding has also been used to provide one hundred twenty-seven grants up to \$1,500 for one to three week internships for educators to work and explore various Kansas businesses during their off contract time. A part of this is in trying to help teachers in schools to go into businesses and get real world examples which they can then use in their course work.

Commissioner Tompkins stated that the Department has been working on a grant for the state that amounts to about \$16.8 million over the next four years. It has been turned down before, but all the signs point to the success of receiving the grant this time. He commented that one of the things known about Kansas schools is that a lot of students learn well, but a lot of students do not learn as well as teachers would like. In talking to faculty at the high schools about the problems they are having, they say that a bigger part of their job today is engaging the will to learn what they are teaching, not just whether they have the ability to learn it or not. Most of the students can learn what is being taught, but engaging the will to learn is the problem. What is being done today is to try to make the connection between what students are learning in high school and what they are going to need to know out in the job world.

School-to-Work is a voluntary partnership of local schools, business, labor, post secondary institutions, and other agencies which the partnership wishes to include and is created at the initiative of the local partnership.

Participation in School-to-work courses or activities is voluntary and an option for students and parents. No student is required to participate in a School-to-Work activity. Whether the student is going on to an area vocational or technical school, community college, or regent's institution, they will see the link between what they are learning in school now and how it is connected to what they will need to know at the next level. While there is no de-emphasis on traditional education, there is more emphasis on trying to engage a broader group of students in upper-level courses.

Commissioner Tompkins used the example of students learning calculus and how the students saw the link when going into an engineering firm that linked calculus to a work environment. They returned to the classroom with examples of how they would be using calculus in the real world setting. All students must have this opportunity, not just the brightest. All students will have the opportunity to participate, although all will not choose to do so. They will have options and have a greater sense of what their potential is. It will be real encouragement for them. For some students who are having trouble in school, seeing some connection also gives them some link to see why they have to learn and what is being asked of them. Approximately twenty to twenty-five percent of students go directly into the work force. School-to-Work will help them to know exactly what they will see when they walk into a job.

Commissioner Tompkins was asked about qualifying admissions.

He responded that between sixty and sixty-five percent of Kansas students go on to college; seventy-five percent go to some post secondary at various schools so, in his opinion, these figures will not lessen.

Commissioner Tompkins was asked about some students having to choose a career pathway by seventh grade.

He replied that there may be some school districts that are choosing to have every student choose a career pathway at that level, but the grant requirement is only that they have to require the students to participate at that time.

The concern was expressed that if a student opts out of the program, what does he or she opt out to. Will there be an academic alternative set out. All schools are not in the school-to-work grant application process yet, but if the plan becomes rigorous enough, this will be integrated into all of the curriculum.

Commissioner Tompkins stated that historically, the secondary schools have traditionally been college focused. The reason some people believe there ought to be some change is because of students who do not get degrees. He believes that more and more the realization is that most students don't actually complete that higher education so it is not a de-emphasis on college, but an increasing emphasis in trying to find alternatives for students.

In response to another question from one of the Committee, Commissioner Tompkins stated that they were turned down on the grant before and didn't get the approval of some of the groups involved. It has to be sustained because there will not be federal grant money forever; they give you money to get involved with local partnerships, then the money goes away.

The Chairperson thanked Commissioner Tompkins and called on Dr. Enberger, Hutchinson Community College, to address the Committee.

Dr. Enberger stated that he wanted to discuss what Hutchinson Community College is doing along these lines. He thinks that even those low skilled jobs around the United States will probably go south. At the same time the Kansas labor force for the 1990s and beyond is going to be growing at a slower rate. For a high skilled, high performance team what will be needed is to have a highly skilled work force. New jobs are going to require extensive amounts of training. The non-skilled person is not going to be employed. Industry, itself, is doing a lot of the training. The larger industries are providing training, but the smaller industries find it more difficult to include formal training; they rely on community colleges to do much of the training. Virtually everyone is doing some informal training on the job beyond the required standard safety training that has to be done for compliance. The Kansas work force demands skilled job increases. There are basic skills that current employees need to improve to adjust to technological change; basic skills such as listening, reading, computational skills, and writing. A large percent of the existing work force needs listening skills improvement. These involve problem solving, decision making, comprehension, creative thinking, and others. There is also a lack of work habits.

Dr. Enberger stated that Hutchinson Community College has worked with business and industry extensively. The college has approximately one hundred sixty-seven courses and they communicate with business and industry at thirty-nine different locations and have over two thousand students enrolled in these classes. A training program was started last spring that included machine shop math, basic blueprint reading, geometric tolerance, and basic gauging. All employees that went through the program raised their levels of productivity considerably because of the industry technology. In the safety area, the school does all the line safety training in the State of Kansas. It has line safety training for about one hundred sixty-five different lines in the state with about thirty-three hundred different employees. Employees train in OSHA. The college is working with several industries to look at its needs and work on curriculum development to try to work with local employers. They will be working with school districts to find the correlation between the high schools and the needs of business and industry.

Dr. Enberger mentioned several other projects and areas that were going to be developed and stated that this will be good for Reno county and south central Kansas to train a work force to compete for the next century. He told of the proposed Advanced Technology Center where there will be applied data processing, computer assisted drafting, applied technology, graphic design, and whatever technology needs exist. Many of the students have the academic skills and background, but do not have the hands-on experience that they need. Another area that is going to be addressed is business education for interactive video, internet classes.

Dr. Enberger stated that when Kansas students are compared with the rest of the students in the United States, they shape up very well. About eight percent of our students have high school, with a goodly number with post secondary education. This indicates that the state is well positioned to be competitive in high wages and skills. Technology must stay current. This will be a win for industry and more productivity, and a win for the individual because his or her wages will be higher. Past successes are everyone's worst enemy. A statement from Charles Darwin says, "It's not the strongest in the species that survive, nor the most intelligent, but the ones who are most responsible for change."

After several further comments, Dr. Enberger finished his overview and thanked the Committee.

Dr. Phil Halstead, Executive Director, Business and Technology Institute, Pittsburg State University, addressed the Committee and distributed handouts. (Attachments 2, &3; Copy of article in "Joplin Globe" labeled attachment 4 on file in Chairperson's office). Dr. Halstead stated he wanted to speak to the Committee from the standpoint of the business community, as well as the students. What is trying to be accomplished are closer links between education and the work force.

Dr. Halstead gave an overview of the Pittsburg State University mission and stated that it is a comprehensive, regional university that does under graduate and graduate programs. It has a statewide mission of technical and economic development. It is the Kansas technical center statewide. The four main program areas are engineering technology, graphics and imaging, technical education, and technical studies. The college is also the designated Kansas vocational technical teacher certification center. It also does tailored work force preparation programs. The University is looking at the same issue of how to get more experience education for students. It wants a centrally driven and supported work force program with closer employer links and community and regional coordination of work force preparation. It wants better faculty links to the work place and faster response to market changes. The Business and Technology Institute does a variety of things in all these areas.

Dr. Halstead spoke of attending a manufacturers meeting where people discussed all issues facing their companies. They had focused on work force preparation. The first area of focus was the student. The focus in many high schools is mainly on preparation for college. Much of student learning is theoretical rather than practical. There is a stigma attached to a student who does not want to attend college. The vo-tech schools are seen as a "dumping ground". Students need to be more self-reliant, they are not prepared for a technologically advanced workplace and also students are not skilled in information access. Employers state most need interpersonal skills and many cannot pass the drug test. Attendance is a problem and work ethic is poor. They lack the ability to manage time and stay on task.

Stating the things employers want, Dr. Halstead continued that they want students and prospective employees to be responsible, punctual, able to perform a variety of tasks, willing to learn, well-rounded, reliable, adaptable and flexible, able to apply knowledge in work settings, able to resolve conflict, able to work in teams, self-motivated and able to work independently, able to attend to detail, have pride in their accomplishments, have basic skills suitable to the workplace, be lifelong learners, have money management skills, and to be able to read and comprehend. This is what they told Dr. Halstead on how business, industry and students/employees can work together. Provide teaching and training opportunities in the workplace; teach the skills in schools from a workplace point of view, involve parents, get employers in the schools, provide some internships for teachers to work and learn in the business setting, implement school-to-work programs, allow students to shadow workers in business, involve business in the counseling of students for work, develop some legislative initiatives to eliminate barriers, continue to problem solve to eliminate barriers and develop a plan of action.

Dr. Halstead asked a group of students about their experiences at various workplaces as interns, part-time job employees, etc. They all agreed that every student should be able to have workplace experience. He had also asked college students what school-to-work experiences they had in high school; most said zero. This is why the school-to-work program is critical because this program is going to help everybody, every student, but especially that twenty-five percent that does not go on immediately to post secondary education. These are the students that are going to get out there and see the opportunities. Just by doing this they will be more motivated. There is nothing like seeing a factory setting and people doing repetitive tasks for six dollars an hour and doing heavy work to motivate one to get out and study and get some schooling to try to get a higher wage in the community.

Chairperson Lawrence stated that she realized the business has changing demands, but over time educational responds to what needs to be done. Sometimes business sees education in a very narrow focus. Education is far more than this. She is a great believer in liberal arts and education for the life of the student rather than for a particular career. There is a lot of time spent outside the career.

Joan Warren, School-to-Work, Director Cowley County Community College/Area Vocational Technical School, appeared as the next conferee. (Attachment 5) She stated there is a direct local grant going for the system in Cowley County. There are five school districts that are involved with Cowley County Community College as the hub. South Haven has formed a company in its high school. They have formed a partnership with other students. It is a science course with the students raising angelfish and working on problem solving that they would otherwise not have experienced. The students are also working with Cardinal Construction Company where they are building buildings. There are also partnerships going on in the elementary schools where corporations are adopting them. The students are going out to see what is going on.

Ms. Warren said that what these partnerships are doing is helping to bring communities together. It is a wonderful opportunity to bring the business people in and send the students out. There was a job shadow for teachers at Arkansas City high school. There is a program for students with learning disabilities who are making beef jerky. They work on communication, teamwork and other related things. Under this grant, communities can do whatever they can decide on as this is a type of living grant. The communities are doing different things because each community is doing what it feels it needs to do.

In response to a question on the grant, Ms. Warren stated that they are in the second year of the grant; they are one of thirty-five in the country who have been able to secure this grant. As she speaks today, the South Central Kansas School-to-Careers Partnership is holding its annual meeting with the leadership committee. This includes representatives from chambers of commerce, corporations, local organizations, and school officials. A student, business owner and teacher will help relay success messages. Parents have overwhelmingly supported School-to-Careers.

On being asked how early the program starts, Ms. Warren responded that she thinks it is just an "awareness" in the elementary schools.

Ms. Warren was asked if she sees this as a total changeover in curriculum. She replied that they are trying to plant the seeds that the resources are available and to open some thoughts on it. Many teachers go directly from college to work, but many of them have never worked in business and it is a real eye opener for them to see what goes on and how they can change the curriculum; to update it to fit today's needs. Ms. Warren explained that the students go out to the workplace for an hour or so and sometimes the teachers go also. They had a middle school job show at Winfield just recently. The students walked downtown, visited businesses and came back to school and wrote a report. She ended by stating it is however the community wants to do it.

Representatives from the Area Technical Schools of Emporia, Manhattan, Salina and Wichita gave presentations on customized training.

Candy Shively, Commissioner of Income Maintenance and Employment Preparation Services, SRS, appeared on the program and submitted a handout. (Attachment 6) Ms. Shively is responsible for the welfare reform programs in Kansas. The testimony contained a history of welfare reform from the 1930s to the present. The focus has definitely changed from welfare to work. The former AFDC program was an entitlement program. That concept has changed. There is a federal block grant now known as TANF-Temporary Assistance for Needy Families which serves as a safety net for families while they are on the path to employment. The mind set has changed from being a long term permanent entitlement to families to a short term safety net. The responsibility of her department is getting people quickly into the work force. There are many challenges given the types of issues the population faces. Under the new law, recipients must work after two years on assistance, with few exceptions. From the minute the person walks through the door, he or she is assisted in whatever it takes them help-wise to get into the work force. This is the primary thrust.

Ms. Shively divided the recipient population into three categories for the sake of discussion. She stated the first category would be people very much like those present today, who need some short-term assistance because of some catastrophic change in their lives that has caused them to be without income or support services to meet their daily needs. It could be people who have just gone through a divorce and are not getting child support, or who have suddenly lost their job or any sudden change. Typically these people have work skills and have been in the work force or they can quickly return to the work force. Those people cycle in and out of the system very quickly. The middle category are folks that have a short term barrier to employment. It could be people who have never worked before, but have soft skills needed to get into the workplace such as knowing they have to be somewhere on time, knowing that they need to be team players, or need courses of instruction. They need support services to get employment or retain employment. Support services often include child care. The average case consists of a mother and two children. Child care is a critical supportive service for a mother to get into the work force. Transportation is a barrier that they have to help overcome for that middle group.

Ms. Shively stated there are challenges with the third group of individuals. These are people who have a multiplicity of barriers. They could suffer some form of mental illness or disability. Some need special accommodations to work adequately in the work place. It could be something associated with substance abuse, child care or transportation. Many of the individuals in this group could be victims of domestic violence. It would be very hard to them to escape the situation they are in and enter the work force. For those recipients that come into the system the message is ". . . we expect you to work." For the longer term people, it takes more. Strategies have been developed to address the needs of each category.

SRS is partnering with education entities such as community colleges, vocational technical schools and adult basic education to help people acquire the basic skills to get into the work force. In some respects they are building special training programs that have a direct link with a business in the community who will basically guarantee employment once the person has gone through the training successfully. SRS is reaching out to the educational institutions to develop curriculums to assist in job.

Chairperson Lawrence thanked Ms. Shively for her presentation and called on Steve Jack, Department of Commerce and Housing, to give his testimony. (Attachment 7)

Mr. Jack spoke of the work force training programs that included Kansas Industrial Training (KIT), Kansas Industrial Retraining (KIR), Investments in Major Projects and Comprehensive Training (IMPACT) and Training Equipment Grant programs. These are part of an ongoing "work-to-work effort. The mission of these programs is to encourage job growth and job retention in Kansas basic industries by assisting those businesses in delivering appropriate skill training to new and existing employees.

Mr. Jack stated that in FY 97, the training programs combined to fund a record 95 projects totaling \$12.9 million in obligations. These state funds leveraged \$12.8 million in private sector matching funds. He went on to describe several programs and the partnerships included among and between state and local agencies.

Mr. Jack ended by stating that ". . . building a strong school-to-work system is the most dramatic way we can affect the human side of development."

The last conferee to speak was Jerry Glazier, SPRINT, who distributed his testimony (Attachment 8) and also an attachment entitled "Reaching Out.. . Reaching Up" (on file in Chairperson's office).

Regarding the strategic approach, Mr. Glazier stated they looked at this from a three-pronged strategy; one being hiring programs themselves, community involvement, and acting as a business catalyst. SPRINT has received quite a positive response from the packets it has distributed. Over 600 have been sent to businesses and community people who want to know what SPRINT is doing and how they are handling these issues.

With regard to the first component, hiring programs, Mr. Glazier stated that in the metropolitan Kansas City area, which encompasses an eleven county area, there are approximately 350 jobs that go unfilled a month. SPRINT is searching for qualified candidates to work in its organization. Other states call with similar issues with call center skills and are trying to do things to close the gap.

Mr. Glazier stated that in talking about community, it includes civic leaders and how support organizations support business within the communities. If an organization is looking to go into a particular city, many times the discussion centers around economic, taxes and incentives, but once past that, the question of a candidate pool comes up. If the answer is 'no' then they will look elsewhere to take their business. It is very important that business and community work together from an economic standpoint. With regard to the 350 jobs that go unfilled monthly, partnerships were formed with several different organizations to try to address this. They have developed a curriculum for training to bring people up to the skill set needed for employment. Issues connected with this are transportation, child care, corporate culture and skills development.

Mr. Glazier told of the project that SPRINT is very proud of in the Kansas City area and that is the 18th and Vine district project, the historic jazz area that is doing revitalization and economic development. SPRINT has put in a call center there. Part of the issue there was to take the work to the people and try to minimize one of the barriers to employment area which is transportation. It employs approximately 60 individuals, two-thirds of which come from that geographic area; many of them are living within blocks of that particular center.

SPRINT is very active in school-to-career in general. If the proper skills can be utilized in the individuals that allow them the opportunity to grow, this is critical. They work closely with the schools to help them understand what the business needs are and where business is going so the schools can integrate this into their curriculums so philosophies of business learning can be created. The teachers, themselves go into the various programs for job shadowing, internships to spend time to help them understand what companies are doing so they can take it back to the classroom. They also utilize this friendship by going to the schools and talking with the students; letting them know what is available to them through different skillsets and opportunities. There is a very close link between school-to-career and future employment.

Mr. Glazier was asked when the teachers to back into the classroom what do they want them to do with the information they have obtained. He responded that they hope the teachers can internalize the skillsets that they are teaching and give the types of examples to reinforce it. Interfacing issues with things people can relate to today. Other businesses can do this as well. They could put together programs that would assist the educational system. Mr. Glazier ended by stating their is a critical need for the business community, employer community and the teaching community to come closer.

Mr. Glazier stated that, from a school standpoint, the greatest success is achieved when they can integrate what the school is doing with some business perspectives.

Mr. Glazier was asked if he thought business and industry should be involved in trying to set a curriculum for a school.

He replied that he thought they should be sitting at the table and having those discussions because when the question is asked on what a person is doing once he gets out of high school, the number one answer is go to college. Not everyone goes on to college. The question then becomes, does the person have the skills to go into a job. There may not be a match between his skills and what a particular employer is looking for in that particular area.

Mr. Glazier does not disagree with schools preparing students for higher education, but if this is not always the case, there should be a balance between this and skillset learning so the student can move on.

The Chairperson thanked Mr. Glazier for his presentation and adjourned the meeting.



Date: February 17, 1998

To: Senator Barbara Lawrence, Chairperson
Senate Education Committee Members

From: Dr. Andy Tompkins, Commissioner of Education

Subject: School-to-Work Opportunities Act

BACKGROUND

A development grant funded under the School-to-Work Opportunities Act of 1994 was awarded to Kansas in February 1994. Under direction of Governor Finney, the grant was administered by the Kansas Department of Human Resources.

In 1995, Governor Bill Graves moved administration of the School-to-Work funding to the Kansas Department of Education. Governor Graves appointed the Governor's Commission on School-to-Work as the policy and governance body to guide planning. In 1996, this commission was merged into the Kansas Workforce Investment Partnership, which now provides general oversight.

Planning funds from School-to-Work legislation have provided forty-one \$10,000 grants to thirty-one partnerships of K-12 and post secondary education partners. A list of the partnerships which have received planning grants is attached. As well, this funding has been used to provide 127 grants up to \$1,500 for one to three week internships for educators to work and explore various Kansas businesses during their off contract time.

Under direction of the Kansas Workforce Investment Partnership, an application for implementation funding has been filed with the National School-to-Work office. While notification of funding has not been received, it is anticipated that the state of Kansas will receive \$16.8 million over the next four years. Approximately, \$4 million annually will support competitive grants to partnerships that wish to apply.

OVERVIEW OF KEY CONCEPTS REGARDING SCHOOL-TO-WORK OPPORTUNITIES PROGRAM

The School-to-Work (STW) program, or School-to-Careers (STC) as titled in Kansas, is a locally initiated and administered program which supports traditional academic curricula and creates more opportunities for students to learn about careers and the workplace. The following points are key concepts:

*Senate Education
Attachment 1
2-18-98*

Federal Initiative

The federal government provides seed money to states and localities under the School-to-Work Opportunities Act passed in 1994. Although STW may look different from community to community, each local system provides learning opportunities to all young people who wish to participate---in school and out of school; regardless of income, race, gender or disability; and whether they intend to go directly to college or to work.

Participation by Local Partnerships

- STC is a voluntary partnership of local schools, business, labor, post secondary institutions, and other agencies which the partnership wishes to include, and is created at the initiative of the local partnership. These partnerships make application for planning and implementation funds administered through the Department of Education. No school district is required to participate in a STC program.
- The local partnership designs and creates its program based on local needs and interests. Since it is locally driven, programs will take on different forms across the state and the nation.
- There are minimum, federal requirements and assurances for participation, which are included in the three major categories for school-based activities, work-based activities, and connecting activities.

Descriptive Key Concepts about STC

- Participation in STC courses or activities is voluntary and an option for students and parents. No student is required to participate in a STC course or activity.

STC has the following goals:

- promote a continuing emphasis on traditional, applied, and upper-level academic classes
- provide youth with a broad array of choices to gain knowledge and skills
- support academic excellence by making opportunities for participation available to any student, regardless of their program of study or plans after high school
- provide students with the opportunity to explore a variety of possible careers
- should connect classroom learning to its application in the workplace

- respond to American businesses' often-stated need for better qualified workers who not only meet high academic standards but already have begun to develop good work habits
- create opportunities for students to apply learning in the workplace through alternatives such as school-based enterprises, hands-on-learning, mentoring, internships, shadowing and learning through interactive technologies
- provide a variety of learning opportunities relating to the workplace that match student needs and interests
- emphasize the need for academic and technical skills and the need for lifelong learning.

Role of the State Department of Education

KSDE is responsible for administration of the program, including receiving and processing local partnership planning and implementation grants, staff training, evaluation of projects, distribution of funds and compliance with federal grant requirements. General oversight and governance of the STC program in Kansas is the responsibility of the Kansas Workforce Investment Partnership (KWIP). A list of current membership is attached. KWIP is a body created by the Governor to coordinate workforce development programs in Kansas, including STC, One-Stop Career Centers, and welfare-to-work reform activities.

(stc-kwip:stc-overview)

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**Employment Training In Kansas:
Pittsburg State University**

- 1.0 PSU Mission --
 - 1.1 Comprehensive regional university
 - 1.2 Undergraduate and graduate programs
 - 1.3 Statewide mission of technology and economic development

- 2.0 College of Technology / Kansas Technology Center
 - 2.1 Engineering Technology
 - 2.1.1 Construction
 - 2.1.2 Electronics
 - 2.1.3 Manufacturing
 - 2.1.4 Mechanical
 - 2.1.5 Plastics
 - 2.2 Graphics & Imaging Technologies
 - 2.3 Technical Education (Certificate & Associate Degree Programs)
 - 2.3.1 Air conditioning & heating
 - 2.3.2 Electrical technology
 - 2.4 Technology Studies
 - 2.4.1 Automotive
 - 2.4.2 Technology education
 - 2.4.3 Technology management
 - 2.4.5 Wood technology

- 3.0 Vocational - Technical Teacher Education --
 - 3.1 PSU is designated Kansas votec teacher certification center

- 4.0 Tailored Workforce Preparation Programs --
 - 4.1 Example: Cessna
 - 4.2 Example: Superior Wheel

- 5.0 Future Directions
 - 5.1 Cooperative education for all students (PSU goal: 100% of students)
 - 5.2 Closer employer links
 - 5.3 Community and regional coordination of workforce preparation
 - 5.4 Faculty links to the workplace
 - 5.5 Faster responsiveness to market changes

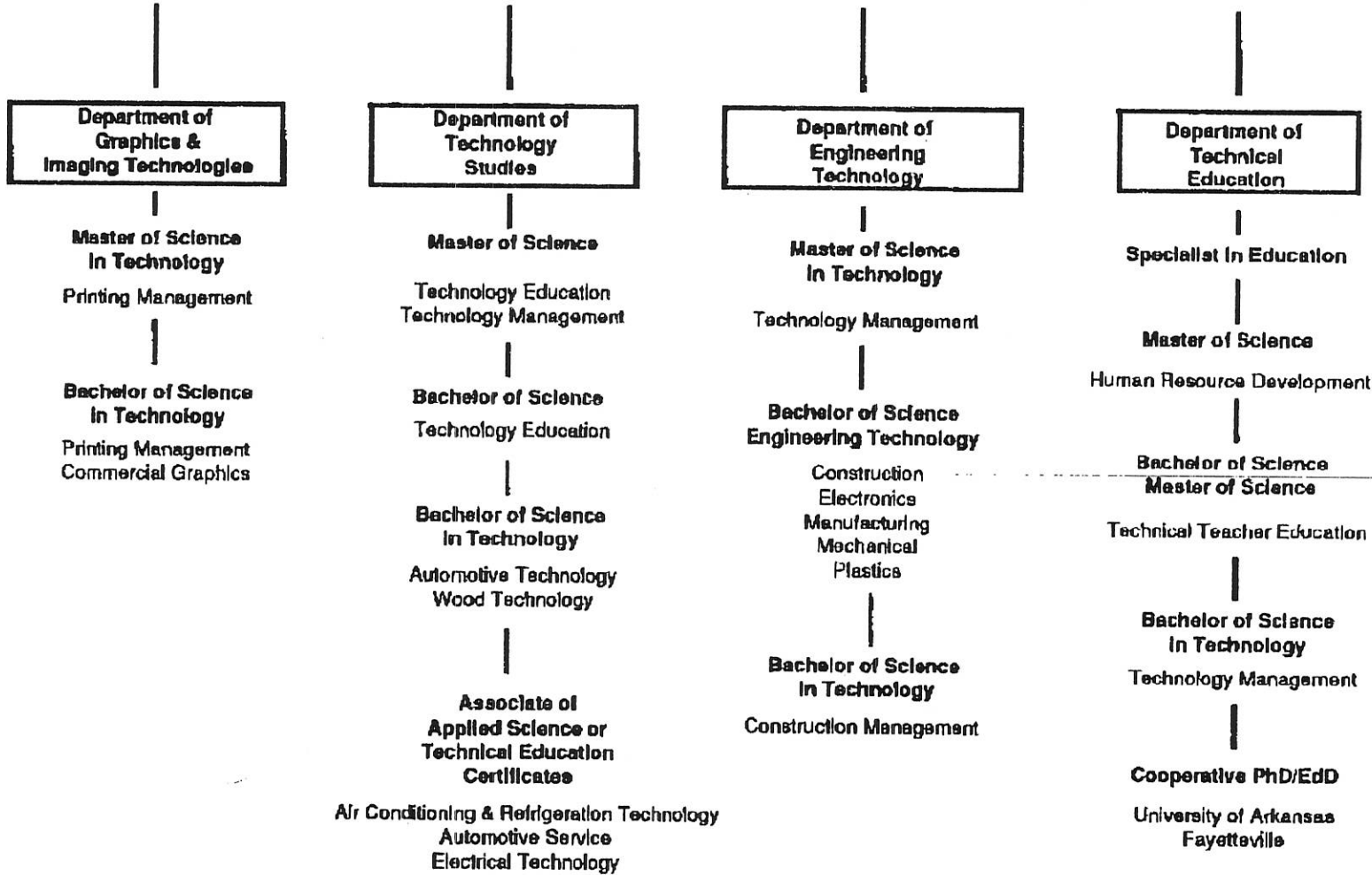
- 6.0 Business & Technology Institute --
 - 6.1 Mid-America Manufacturing & Technology Center
 - 6.2 Small Business Development Center
 - 6.3 KTEC Center for Design, Development & Production
 - 6.4 Mid-America Certified Development Company
 - 6.5 Grants & Special Contracts

*Senate Education
Attachment 2
2-18-98*

**PITTSBURG STATE UNIVERSITY
SCHOOL OF TECHNOLOGY**

Total Faculty = 59 Total Students = 1100 Faculty/Student Ratio = 1:18

2-2



2
2

The Kansas Workforce: Employer Assessment

Prepared by

M. Elizabeth Stella, Associate Scientist
Charles E. Krider, Professor of Business
Ronald A. Ash, Professor of Human Resource Management

of the

Institute of Public Policy and Business Research
University of Kansas

January 1997

Kansas, Inc.

Training: Utilization and Evaluation of Training System

With the need for large numbers of employees to improve across a broad range of skills, the issue of training moves to center stage. A recent survey of Kansas workers revealed that more than 11 percent of the labor force are training to get a better job.¹⁵ As reported in the previous section, employers estimated that as many as one third of their employees needed to improve their skills. Since a large percentage of the Kansas labor force has at least a high school diploma, lack of training may not be the primary issue. Rather, training outcomes or what a diploma or advanced degree guarantees becomes the critical issue.

High school Training

While most firms required a minimum of a high school diploma of their employees, employers were not overly enthusiastic about the readiness of high school graduates to join the labor force. Nearly 180 firms, or one third of those responding, said high school graduates were poorly or inadequately prepared, while less than 100 felt they were more than adequately or well prepared (Figure 4, far left and far right sections of the scale or graph). The remaining 307 firms described high school graduates as adequately prepared (Figure 3, center section). The overall picture was not one of overwhelming enthusiasm for these workers' skills. Table 9 shows employers gave high school graduates' productive value a mean score of 2.77 (inadequately prepared), which would be a C- on a five-point scale (A = 5, C = 3, F = 1).

Post-Secondary

Although most firms report that a high school education is the minimum education level considered when hiring, a sizable number of firms reported intentionally employing people who had received technical or vocational training at the post-secondary level. Table 10 shows that a large percentage of firms intentionally hired employees who had trained in technical or vocational areas at local community colleges, area vocational technical schools, and state universities. In addition, when asked to rate their satisfaction on a five-point scale, these firms reported they were satisfied (mean approximately 3.0) with the technical and vocational skills of those employees.

Employers also report using technical or vocational training programs to upgrade employee skills (Table 11). Over half the firms used technical/vocational training in the last five years. Similar levels were reported in 1989. Firms were most likely to send employees to professional association seminars for training (Table 12). Other sources used by over half the firms who trained employees included community colleges and consultants or other commercial trainers. Not all firms used community colleges equally. Analysis of use of training programs by firm size (Table 13) revealed that small firms relied very heavily upon professional association seminars for training and utilized community colleges and consultants/commercial trainers less than medium and large firms.

¹⁵Glass, Robert H., Krider, Charles, E., & Nelson, Kevin. "The Effective Labor Force in Kansas: Employment, Unemployment, and Underemployment," *Kansas Business Review*, 1996 (Vol. 20, No. 1), p. 9 - 19.

Table 22
Firms Not Using Technical/Vocational Training Programs
to Upgrade Employees' Skills

<i>Reasons identified:</i>	Firms Responding:			
	1996		1989	
	N	Yes	N	Yes
Do on-the-job training	264	88%	296	88%
Developed in-house training programs	262	79%	295	75%
Can't find type of training needed	261	40%	288	38%
Training is too expensive	257	36%	266	25%
Other	260	34%	310	13%
Employees haven't needed training	263	20%	294	41%

Source: IPPBR University of Kansas survey of 600 Kansas businesses, 1996.

Table 23
How does your firm fund technical or vocational training for its employees?

	N	No	Yes
Firm pays for all of it	600	24%	76%
Public resources pay for all of it	143	94%	6%
Firm pay for some, public resources pay for some	143	73%	27%

Source: IPPBR University of Kansas survey of 600 Kansas businesses, 1996.

Key Findings

- High school graduates' ability to add productive value to firms was less than adequate.
- Businesses gave the state's K-12 system a C- for their ability to provide students who added productive value to the firms who hired them.
- Firms were satisfied with the technical and vocational skills of employees who trained at local community colleges, area vocational technical schools, and state universities.

2-5

- In the last five years, approximately half the firms (53 percent) used technical/vocational training programs to upgrade employee skills.
- The quality of training received from all providers was adequate.
- The state's vocational and training system was adequate to good in geographic accessibility, program and course content, instructors, equipment used, and scheduling convenience.
- While equipment used by the state's vocational and training system was described as adequate rather than good, employers insisted that equipment used by training institutions needed to be technically advanced to meet firms' training needs.
- Small firms were less likely than large- and medium-sized firms to utilize technical and vocational training programs.
- Firms of all sizes who did not use technical and vocational training programs did not do so because they used on-the-job or in-house training programs.
- Seventy-six percent of all firms paid for all of the training they provided. The amount spent was about five percent of their total payroll.

Implications for Future

Availability of Workers

Firms reported that it was moderately difficult to find skilled employees (Table 24). On a four point scale (1 = extremely difficult; 4 = rather easy), responses were fairly evenly distributed, with 29 percent reporting moderate difficulty finding skilled employees today. Compared to two or three years ago, 23 percent said it was much more difficult to find skilled employees today, 32 percent said it was slightly more difficult, and 36 percent said it was slightly less difficult. Firms predicted the tight labor market would continue. When asked how difficult it would be to hire full-time skilled employees two or three years from now, more firms predicted it would be slightly more difficult.

Manufacturer's Roundtable Meeting
March 19, 1996
Discussion Summary

What Do We Know?(about our students and employee applicants)

Students:

- ✓ The focus in many high schools is mainly on preparation for college.
- ✓ Much of student learning is theoretical rather than practical, especially in math.
- ✓ Schools focus mainly on basic skills in reading, writing, and math and do a good job.
- ✓ There is a stigma attached to a student who does not want to attend college.
- ✓ The vo-tech schools are seen as a "dumping ground".
- ✓ Students need to be more self-reliant.
- ✓ Students are not prepared for a technologically advanced workplace.
- ✓ Students are not skilled in information access.

Employees:

- ✓ The approximate age of those applying for entry level work is 25.
- ✓ Most of these applicants lack work experience and longevity in work.
- ✓ Most of these applicants need life and interpersonal skills.
- ✓ Many applicants cannot pass the drug test.
- ✓ Many of the older applicants require basic skill remediation.
- ✓ Many of these applicants have no training in a craft.
- ✓ A number of these applicants are non-employable.
- ✓ Applicants lack the ability to manage time and stay on task.
- ✓ Attendance is often a problem.
- ✓ The appearance and work ethic of many applicants is poor.

What Do We Want?(in our students and prospective employees)

We want them to be:

- ✓ responsible
- ✓ punctual
- ✓ able to perform a variety of tasks
- ✓ willing to learn
- ✓ well-rounded
- ✓ reliable
- ✓ adaptable and flexible

Senate Education
Attachment 3
2-18-98

- ✓ able to apply knowledge in work settings
- ✓ able to resolve conflict
- ✓ able to work in teams
- ✓ self-motivated and able to work independently
- ✓ able to attend to detail
- ✓ have pride in their accomplishments
- ✓ have basic skills suitable to the workplace
- ✓ be lifelong learners
- ✓ have money management skills
- ✓ be able to read and comprehend

How Could We Work Together?

- ✓ provide teaching and training opportunities in the workplace
- ✓ invest as employers in the training of prospective employees
- ✓ teach skills in school from a workplace point of view
- ✓ involve parents
- ✓ get employers into schools
- ✓ provide summer internships for teachers to work and learn in a business setting
- ✓ implement school to work programs
- ✓ allow students to shadow workers in businesses
- ✓ involve business in the counseling of students for work
- ✓ develop some legislative initiatives to eliminate barriers
- ✓ continue to problem solve together and develop a plan of action

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Senate Education
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MEMORANDUM

Date: February 18, 1998

To: The Senate Education Committee

From: Joan Warren, School To Work, Director Cowley County Community College/
Area Vocational Technical School

Re: Senate Bill 647

School-to-Careers (STC) is a new approach to learning in our five school districts that links students, parents, schools, and workplaces. Our systems approach is designed to reach all students. Each community has created its own system to fit local needs. It is truly a grass-roots endeavor. STC is meant to be sustainable and infused into local school systems, not permanently add more to our tax base. As we are speaking today, the South Central Kansas School-to-Careers Partnership is holding our annual meeting with our leadership committee. These members include representatives from chambers of commerce, corporations, local organizations, and school officials. A student, a business owner, and a teacher will help us relay our success messages. Parents have overwhelmingly supported STC.

Our communities need to be given a chance to choose whether they want to participate in STC. Local districts do not have extra money to help teachers update curriculum and add practical applications to daily classes. Traditional lectures do not work for all students. We need to continually find ways to help students be successful, and School-to-Careers is just one tool that can help students learn. It is all right for students to be ready for a career when they leave school, explore different thought processes about careers, and excel.

*Senate Education
Attachment 5
2-18-98*

KANSAS DEPARTMENT OF SOCIAL AND REHABILITATION SERVICES
Rochelle Chronister, Secretary

January 21, 1998

WELFARE REFORM & KansasWorks

1930's	The nation's basic approach to welfare, AFDC, began during Great Depression.
1940's	Population and economic changes after WWII result in steady increases in AFDC usage.
1960's	A series of reform approaches are undertaken with the goal of moving recipients from welfare to work.
1988	Federal Family Support Act emphasizes work, training, and enforcement of child support laws. Creates JOBS Program. KanWork Act passed by Kansas Legislature enables state to participate in JOBS program.
1995	KansasWorks initiative brings significant policy changes and strengthens employment focus.
1996	Federal Personal Responsibility and Work Opportunity Law enacted. KansasWorks is the state work-first program for cash assistance recipients.

■ ■ FEDERAL WELFARE REFORM - *The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193)*

- ❖ Replaces AFDC and transforms federal cash welfare programs into a capped block grant now known as TANF - Temporary Assistance for Needy Families.
- ❖ Families who have received assistance for five cumulative years are ineligible for cash aid under the new welfare law. States are permitted to exempt up to 20 percent of their caseload from the time limit.
- ❖ Under the new law, recipients must work after two years on assistance, with few exceptions.
- ❖ Twenty-five percent of all families in each state must be engaged in work activities or have left the rolls in fiscal year (FY) 1997, rising to 50 percent in FY 2002.
- ❖ Parents must participate for at least 20 hours per week the first year, increasing to at least 30 hours per week by FY 2000 (higher rates for two-parent families).

*Senate Education
Attachment 6
2-18-98*

- ❖ States risk fiscal penalties for failure to meet an all-families participation rate or a two-parent families participation rate.
- ❖ People on welfare continue to receive health coverage for their families, including at least one year of transitional Medicaid when they leave welfare for work.
- ❖ Teen parents must now stay in school as a condition of eligibility for cash assistance.
- ❖ Individuals convicted of a drug felony after August 22, 1996, are not eligible for TANF and food stamps unless states "opt out" of provision (needs legislative action). Kansas has not opted out at this point.
- ❖ Individuals who are violating a condition of their parole or probation are ineligible for TANF, food stamps, SSI, and public housing.

■ ■ KANSAS WELFARE REFORM - *KansasWorks*

- ❖ "A working lifestyle is a better lifestyle. . .we expect you to work." This is the message now being communicated to all welfare applicants and recipients. KansasWorks has been inaugurated as a "work first" program. The focus of cash assistance has changed from income maintenance to employment and overcoming barriers to employment.
- ❖ The philosophy of work first is that quick job entry is the best path toward moving from welfare to employment. Most welfare offices now resemble career centers. Prominently displayed are notices of vacant jobs in the communities. Program staff have forged strong links with local employers so the employers notify staff immediately of job openings, particularly entry level jobs. Many offices provide clients with access to a computer so they can search the statewide listings of job vacancies. Staff are available to help applicants or recipients with completing a job application or writing a resume. By linking work and welfare so closely, our message is powerful and unmistakable.
- ❖ Characteristics of KansasWorks include:
 - the pervasive message to participants that employment is both the goal and the expectation of the program;
 - job search as the first activity for almost all participants;
 - up-front assessment of a participant's employment barriers and development of a self-sufficiency plan which resolves employment barriers;
 - job development with an active link to the employer community;
 - some short-term, skill-specific training or work experience when needed, followed by or in combination with additional job search;
 - a commitment of adequate resources to serve the full mandatory population;
 - termination of assistance to those who refuse to cooperate with their self-sufficiency plans or child support enforcement requirements;
 - and an outcome-focused management style.

- ❖ Welfare recipients are a unique population with unique needs. SRS has identified three distinct categories of recipients within the cash assistance population and has developed strategies to address the needs of each category: the readily employable, the nearly employable, and the hard-to-serve. Each group comprises about one-third of the recipient population.
- ❖ The hard to serve recipients are long-term welfare recipients who may have already been on assistance for more than five years. These recipients have many barriers to employment and need intensive case management services in order to succeed. Employment barriers include mental illness, physical disability, mental retardation, learning disability, substance abuse, generational poverty, lack of education or skills, domestic violence, and teenage pregnancy. Some of these recipients will become employable within the five year time limit; others will never be employable although their barriers may not be considered severe enough to qualify for SSI. The 20% exemption from the five year time limit granted by federal law may be needed for this group.

Learning Disabilities

Thirty percent of the adult welfare population is estimated to be learning disabled (based on a nationwide study which included the Kansas counties of Montgomery and Reno). Current adult assistance recipients need specialized employment-focused training including remedial education, accommodations, and self-advocacy training. In addition, through the screening process it was found that an additional 30% had learning needs, in particular low IQ (below 80).

SRS is partnering with the Departments of Human Resources, Education and Corrections to provide services to adults with learning disabilities. One goal is to promote awareness of how having a learning disability can affect their client. This is essential to assisting the client in setting appropriate goals, and to provide accommodations required by the American with Disabilities Act of 1990. Materials compiled by the National Institute for Literacy and piloted on a national basis will become part of the culture of the systems that serve adults with learning disabilities. Systemic change for a number of programs is expected as a result of increased emphasis and use of the materials.

The screening tool which is currently being developed is a part of this project.

Integrated Case Managers

All TAF assistance recipients will have a single case manager who performs both eligibility and employment preparation functions by April 1998. Some SRS offices have adopted this integrated approach prior to the April 1998 deadline.

Studies conducted in other states of this integrated approach as compared to the traditional model of having an eligibility worker and a separate employment preparation case manager have shown that the integrated approach offers higher welfare savings and reductions in cash assistance caseloads and higher monthly work participation rates with fewer sanctions.

Manpower Demonstration Research Corporation, which has conducted evaluations of service delivery models in other states, cautions that the integrated approach necessitates lighter caseloads than the traditional approach; otherwise, the employment focus central to work first can easily be overshadowed by the demands of verifying eligibility, processing benefits, and minimizing error rates. Caseload size will be monitored to assure continued effectiveness in diverting recipients from cash assistance.

Quality Assurance

In 1997, the State of Kansas was recognized by USDA for superior management as demonstrated by a Food Stamp Payment Accuracy rate of 92.71% , well above the national average of 90.78%. In addition, the SRS Medicaid payment accuracy rate for FY 1996 was 99.41% which places Kansas 11th highest in the nation in Medicaid payment accuracy. Commitment to quality work and accountability are features of all KansasWorks programs.

Applicant Job Search

Applicant job search is a primary contributor to the declining TAF caseload. It became mandatory statewide in January 1997. Leavenworth County, one of the pilot sites for applicant job search, has kept statistics manually on applicant job search participation and reports that 65% of their applicants in this past fiscal year have been diverted due to either finding employment as a result of applicant job search or refusing to look for work which results in application denial.

Alcohol and Other Drug Assessment and Treatment

With House Bill 2423, enacted by the 1996 Kansas Legislature, our state has led the nation in development and implementation of alcohol and drug assessment and treatment for welfare recipients.

Beginning in November, 1996, alcohol and other drug screening assessment and treatment (AODAT) became a mandatory work-related component for welfare recipients who are employment preparation services participants and meet the criteria for referral for further assessment and treatment. Referred participants are subject to loss of assistance upon non-compliance with the component.

A statewide average of 35 employment preparations services participants per month are referred for further alcohol and drug treatment assessment.

Domestic Violence

The federal welfare reform law allows states the option of screening applicants for domestic violence, providing counseling and support services, and providing program requirements waivers if the waivers are 1) granted appropriately, based on need, as determined by an individualized assessment; 2) temporary, and 3) accompanied by an appropriate services plan designed to provide safety and lead to work. SRS staff have begun policy planning for implementation of the option. In addition, the Department has chosen to collaborate in a project with domestic violence service providers in the state as represented by the Kansas Coalition on Sexual and Domestic Violence for the purpose of providing specialized services to victims of domestic violence who are TAF recipients.

The objectives of this project are to develop statewide strategies for integrating domestic violence services into local welfare offices by 1) recognizing and reducing domestic violence as a welfare-to-work barrier for TAF work program participants, 2) providing the local welfare offices with a service delivery model which gives battered women who are TAF recipients information, services, and options and, 3) designing, developing, and implementing cross-training modules for TAF service providers and domestic violence staff.

Caseload Reduction in Cash Assistance (TAF)

The rate of reduction of cash assistance cases is phenomenal. This fiscal year alone, cash assistance cases have declined 23%. Caseloads have been dropping at the average rate of about 700 cases per month since March 1997. This is a result of the good economy and the employment-focused approach of *Kansas Works*. Reductions in cash assistance do not necessarily decrease caseloads as families typically remain eligible for food stamps, medical assistance, and child care assistance. Since FY 1993, medical assistance cases have increased 17% and child care cases for the employed have increased 41%.

**A Report on
Workforce Training Programs:
“School-To-Work” and “Work-To-Work”**

**Presented to
The Senate Education Committee**

**By
Steve Jack
Manager, Business Finance and Workforce Training**

**Kansas Development of Commerce & Housing
Business Development Division
February 18, 1998**

*Senate Education
Attachment 7
2-18-98*

Kansas has funded customized workforce training programs in our economic development agencies for business and industry for more than 25 years. This effort includes the **Kansas Industrial Training (KIT), Kansas Industrial Retraining (KIR), Investments in Major Projects And Comprehensive Training (IMPACT), and Training Equipment Grant** programs.

These programs are not a part of “school-to-work” initiatives being developed by the Kansas Department of Education and local schools but rather are our state’s ongoing “work-to-work” efforts designed to respond to ever-changing skill needs of business and industry. Trainees of our programs are typically already in the labor force but often do not have adequate skills to retain an existing job or compete for a new one. The mission of these workforce training programs is to encourage job growth and job retention in Kansas basic industries by assisting those businesses in delivering appropriate skill training to new and existing employees.

Companies find out about the programs through community colleges, technical schools, universities, local economic development organizations, chambers of commerce, MAMTC, and KDOC&H staff involved in business recruitment, retention, and expansion. Businesses and/or educational institutions (on behalf of businesses) apply by submitting a training plan and budget to our agency. Proposals are then reviewed by staff, interagency review teams, and/or a cabinet-level council which approve projects.

Over the years the number of companies served by our workforce training programs has increased steadily. In FY 1997, these training programs combined to fund a record 95 projects totaling \$12.9 million in obligations. These state funds leveraged \$12.8 million in private sector matching funds. Once training is

complete, this effort will result in the skill training of 13,868 individuals at 101 companies.

The KIT and KIR programs serve small and medium-sized projects involving at least 5 new or existing jobs. We use about half of our \$3.25 million KIT/KIR allocation from the EDIF for KIT and the balance for KIR. We typically reimburse companies for the costs of instructors, curriculum development, travel, training aids, minor equipment, and even temporary training facilities.

The 1996 Legislature expanded the existing SKILL workforce training program to include financing of private capital costs associated with a project's new jobs. The new program is called IMPACT. Since 1992, SKILL has funded 27 larger projects involving over 10,000 new jobs. SKILL, and now IMPACT, employs an innovative funding mechanism involving tax-exempt bonds which are indirectly retired by the withholding taxes of the new jobs.

Bond financing of training costs has enabled the State of Kansas to compete more successfully for new businesses and to encourage continued job creation and retention within existing firms. All SKILL projects are jointly administered with an educational institution. Up to 50 percent of the funds may be used to purchase training equipment to increase the capacity of schools to meet the needs of the businesses. Firms participating in SKILL include: Cessna, General Electric, Black & Veatch, Sprint, Russell Stover, Hill's Pet Nutrition, Santa Fe, ALCOA, Armour Swift-Eckrich, Simmons Mattress Company, and several others.

The Training Equipment Grant program provides community colleges, area technical schools, and technical colleges an opportunity to purchase instructional equipment to train or retrain Kansas workers. Training Equipment Grant funds are distributed in two rounds each year. A total of seven projects were funded last year

involving, for example, CNC lathes and milling machines, portable computer labs, and a 95-ton hydro-mechanical pressbrake for welding students. All grant applications are reviewed and scored by a rating team that includes representatives from KDOC&H, KTEC, MAMTC, and the State Department of Education. Applicants must meet a variety of criteria including economic impact of the project, the condition of existing equipment, and private sector matching funds.

Because our agency has a staff of three or four who administer these four programs, we have developed many partnerships among and between state and local agencies. These include:

- Kansas State Department of Education
- Community Colleges and Technical Schools
- Universities
- MAMTC
- KTEC
- KDHR
- SRS
- Private Consultants
- Economic Development Organizations
- Chambers of Commerce
- Business and Industry

No single company or federal or state program will solve the problems of skill shortages in the state. The best successes are when programs and expertise are joined together. Projects which demonstrate partnership among several training providers and include industry-specific expertise appear to be the most effective in work-to-work efforts.

Certainly, this is the premise shared by school-to-work initiatives. Schools do not own all the knowledge and wisdom in the world. School-based learning can be complemented by work-based learning experiences. Through partnerships between schools and businesses, our youth will be better able to analyze, think, reason, communicate, and work with others in a workplace that now requires all of that.

The Kansas Department of Commerce & Housing can play helpful role in the implementation of a school-to-work system. As stated before, each year our agency works with over 100 businesses involved in some type of workforce training. During the development of training projects, we have an opportunity to communicate with plant managers and human resource directors about the role they can play in school-to-work partnerships. In addition to marketing to business, our agency may be able to provide state and local entities information and technical assistance about emerging skill requirements as well as potential business/education partnerships. We are currently assisting the State Department of Education in trying to identify incentives for employers in order to encourage their participation and in reviewing worker liability issues involved in work-site training.

Our agency was involved in the original Governor's Commission on School to Work and has representation on the Kansas Workforce Investment Partnership which is currently involved in the state's school-to-work efforts. Our agency is particularly interested in systemic changes that will build strong bridges between our educational institutions and our business community. Human capital is becoming increasingly important to economic development, and building a strong school-to-work system is the most dramatic way we can affect the human side of development.



*Senate Education
Attachment 8
2-18-98*

WELFARE TO WORK

A Smart Solution for Business



Discussion Topics

- **Sprint strategy**
- **Business success factors**
- **Program success factors**
- **Potential issues/barriers**
- **Lessons learned**
- **Going forward**



Welfare to Work

8-3

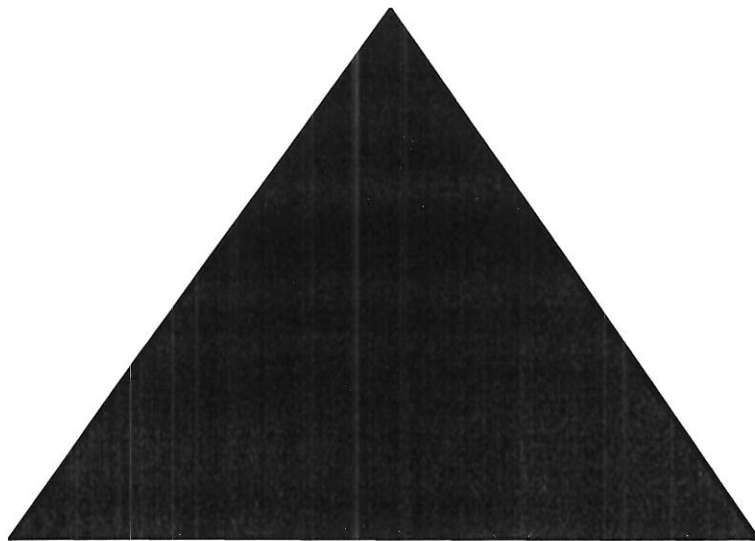
Sprint Strategy

Hiring Programs

Identify and develop
competent employees

Community Involvement

Encourage and support
employee involvement
in community organizations



Business Involvement

Serve as a catalyst
to exchange ideas and
develop solutions



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Welfare to Work

8-4

Sprint Strategy (cont.)

KEY INITIATIVES

- **Metropolitan Community Colleges**
- **18th and Vine satellite call center**
- **School to career**
- **Training programs**



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Welfare to Work

8-5

Business Success Factors

- **Partnerships**
- **Information sharing**
- **Re-evaluation of resources**
- **Administration**



Program Success Factors

- **Public/private partnerships**
- **Qualified applicant pool**
- **Sharing of information**
- **Appropriate training**
- **Ease of administration**



Potential Issues/Barriers

- **Qualified candidates**
- **Workforce issues**
 - > **Transportation**
 - > **Childcare**
 - > **Corporate culture**
 - > **Skills development**

Lessons Learned

- **WTW -- more than job creation**
- **Public/private partnerships critical**
- **Local emphasis**
- **Role of support organizations**
- **Pre- AND post-employment training**



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6-8

Going Forward

- **Community support organizations**
- **Business community leaders**