

MINUTES OF THE HOUSE ECONOMIC DEVELOPMENT COMMITTEE

The meeting was called to order by Chairperson Lana Gordon at 3:30 P.M. on January 19 at the Dillon House.

All members were present except:

Terrie Huntington- excused
Carl Krehbiel- excused
Annie Kuether- excused

Committee staff present:

Audrey Dunkel, Kansas Legislative Research Department
Kathie Sparks, Kansas Legislative Research Department
Renae Jefferies, Revisor of Statutes
Helen Pedigo, Revisor of Statutes
Carlene Maag, Committee Secretary

Conferees appearing before the committee:

Secretary Howard R. Fricke, Department of Commerce
Susan Symons, Career and Technical Coordinator, Pottawatomie Consortium

Others attending:

See attached list.

Chairperson Gordon welcomed the members from the Senate Commerce and House Commerce and Labor Committees.

Howard Fricke, Secretary of Commerce gave a presentation pertaining to the Kansas 1st initiative and the development of a skilled workforce for Kansas.

Kansas 1st was created after Executive Reorganization order (ERO) 31. The underlying purpose of the ERO was to create a workforce development system in Kansas that produces qualified employees for Kansas employers and enables Kansas to attract and retain businesses.

Early results from the reorganization are promising. In the former structure, Workforce Investment Act (WIA) programs struggled to meet performance measures. At the state level in program year 2004, fifteen of the seventeen performance measure levels exceeded the average performance levels for the past five years.

By moving to the delivery of direct training services, Commerce and the Board of Regents are able to serve more companies more effectively and efficiently.

To ensure our training system remains responsive to business needs and positions our institutions to fulfill this enhance training role, the 2004 Kansas Economic Growth Act created the Workforce Solutions Fund, a trust fund to direct state resources in order to create centers of excellence and require capacities at community and technical colleges.

The Joint Committee on Economic Development defines workforce development as a partnership between the State and business to develop employment opportunities with meaningful and sustainable income to Kansans and providing programs that assist business through specialized training.

The Department of Commerce feels workforce development is difficult to define because almost all educational experiences provide some job-related benefit. Commerce does not feel the definition developed by the Committee sufficiently addresses the breadth of workforce development, both in its content and potential stakeholders.

Workforce development as defined by the current business economy provides five interrelated categories of activity.

- Pipeline

CONTINUATION SHEET

MINUTES OF THE House Economic Development Committee at 3:30 P.M. on January 19 at the Dillon House.

- Renewal
- Incumbent
- Retraining
- Entrepreneurial

The Department of Commerce would like to use this framework to organize the State's workforce development activities.

The foundation and goals for Kansas 1st have been established, based on both the challenges and opportunities presented to Commerce. Kansas 1st is operational today. (Attachment 1)

In the Discussion that followed the presentation, Senator Jordon complimented Secretary Fricke on the work that Kansas 1st has done, but thought there was still a long ways to go.

Susan Symons, Career and Technical Education (TE) Coordinator, Pottawatomie Consortium, presented testimony pertaining to two rural high schools in Pottawatomie County. A total of 158 seniors graduated from the two high schools in May 2005 and approximately 81 percent of the graduates enrolled in post secondary education and training.

After extensive research to determine how to integrate higher-level mathematics, science, literacy, and problem-solving skills necessary in life, the workplace and further education, the Rock Creek Board of Education approved graduation requirements of a Senior Exit Project and portfolio Project.

In the Portfolio Project, all students develop a portfolio during their four years of high school that is a personal snapshot of their career and personal interests, academic and teamwork skills, time management, and community service involvement.

In the Senior Exit Project, all students are required to do a research project to manufacture a "product" to demonstrate mastery of the topic. (Attachment 2) Ms. Symons provided the Committee members with a brochure "WorkKeys," which can be found at www.matc.net/buscenter.htm

Sheila Frahm Executive Director, Kansas Association of Community Colleges Trustees was to be the next speaker. However, due to lack of time, she offered to come back to a committee meeting at a later date.

The meeting was adjourned at 4:30 p.m. The next meeting is scheduled for Tuesday, January 24.

HOUSE ECONOMIC DEVELOPMENT COMMITTEE GUEST LIST

Joint Meeting

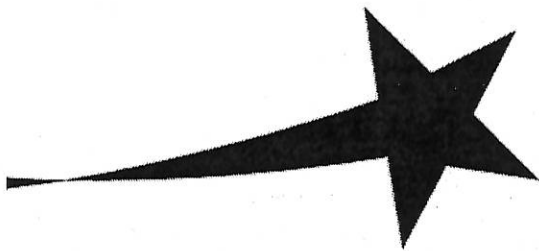
DATE: 1-19-06

NAME	REPRESENTING
Susan Symms	Pottawatomie Consortium USD 320/323
Edward Fricke	Dept. of Commerce
Blaise Flanders	KDOC
Rae Anne Davis	"
Kelly Clark	"
Shirley Whitford	KS Inc
Paul Johnson	KS Catholic Conf.
Lucas Bell	Kearney and Associates
Dan Kerber	Kansas, Inc.
Janice Ross	KACCT
Sheila Frick	KACCT
Jim Day	SLL
CUREY PETERSON	AGCOF Kansas
Claudia Weavon	Bib Vannorum
Morgan Tenny	IMA
Pete Hesel	AGC of KANSAS
JEREMY FOWLER	MARTIN K. EBY CONSTRUCTION / AGC of KS
Pat Tolin	Ferrell Construction / AGC of KS



KANSAS
DEPARTMENT OF COMMERCE

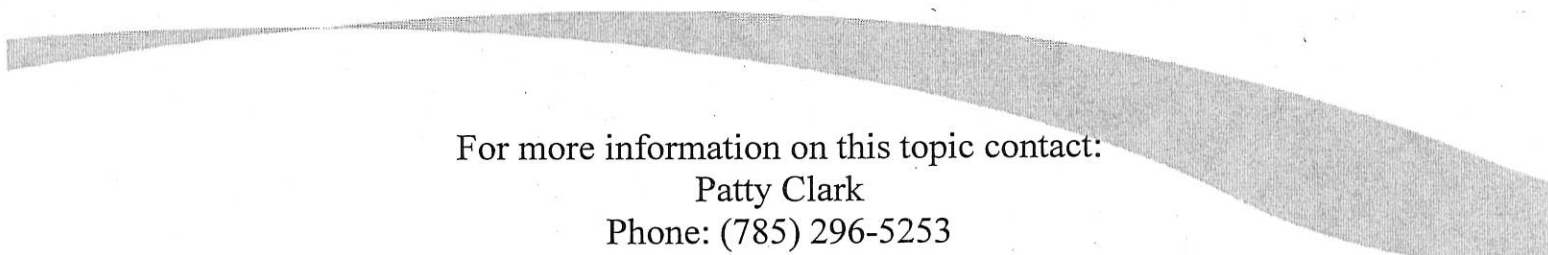
Howard R. Fricke, Secretary



Workforce Development

**Joint Meeting of Senate Commerce Committee, House
Commerce and Labor Committee and House Economic
Development Committee**

January 19, 2006



For more information on this topic contact:

Patty Clark

Phone: (785) 296-5253

Fax: (785) 296-3776

pclark@kansascommerce.com

www.kansascommerce.com

House Economic Development
Attachment 1
1-19-06

Testimony on Workforce Development
Joint Meeting of the Senate Commerce Committee, the House Economic Development
Committee and the House Commerce and Labor Committee
January 19, 2006
Presentation by Howard Fricke, Secretary of Commerce

Thank you for the opportunity to appear before you today on behalf of the Kansas Department of Commerce to discuss the Kansas 1st initiative and the development of a skilled workforce for Kansas.

Kansas 1st was created after Executive Reorganization Order (ERO) 31 transferred the Employment and Training Division of the Kansas Department of Human Resources (now Department of Labor) to the Department of Commerce. On July 1, 2004 federally-funded and federally regulated workforce development programs that focus on job seekers were merged with the state-funded programs that focus on employers geared toward business recruitment and retention. The ERO does not restructure workforce development functions that reside within Department of Corrections, SRS, Board of Regents and Department of Education. The underlying purpose of the ERO was to create a workforce development system in Kansas that produces qualified employees for Kansas employers and enables Kansas to attract and retain businesses.

Early results from the reorganization are promising. In the former structure, Workforce Investment Act (WIA) programs struggled to meet performance measures. However, at the state level in program year 2004, fifteen of the seventeen performance measure levels *exceeded the average performance levels for the past five years*. At the local area level, three of the five regions met or exceeded the negotiated performance standards for all seventeen measures. The two remaining regions achieved their best aggregate performance in three years.

While recognizing this success, it is important to remember the ERO was not intended to be a magic solution for every adversity faced by the state's workforce training activities. The state's workforce development activities are comprised of many agencies, institutions and departments with differing goals and constituencies. For example, the Regents governed institutions (universities) and coordinated institutions (community colleges and technical schools and

colleges), all of which are key players in workforce training, are **constitutionally** created as separate and distinct from executive branch agencies. Certainly, Commerce has worked collaboratively with those institutions through the Director of Workforce Training and Education Services – a liaison from the Kansas Board of Regents - and looks forward to continuing to build upon this linkage through our respective strengths and attributes.

The partnership between Commerce and the Board of Regents is broader than shared staff. Kansas 1st assigns to post-secondary institutions the feature role of delivering direct training services to Kansas businesses. In the past, Commerce has offered only training grants to companies. By moving to the delivery of direct training services we are able to serve more companies more effectively and efficiently than before. Currently, Kansas 1st and a consortium of five Kansas post-secondary institutions are partnering to deliver training services to a major aircraft manufacturer in south central Kansas. While a final agreement has not been reached, approximately 20-30 percent of the training required by the company will be delivered directly by the educational institutions that will serve as Kansas 1st training contractors. Under the former training grant model, only 5.25 percent of every dollar went to purchase training services from Kansas schools and the state paid repeatedly for the same curriculum for each company client. Under the new model, more training will be delivered by our post-secondary educational system in this project, than was delivered in the *entire year prior to the merger*.

To ensure our training system remains responsive to business needs and position our institutions to fulfill this enhanced training role, the 2004 Kansas Economic Growth Act created the Workforce Solutions Fund, a trust fund to direct state resources in order to create centers of excellence and required capacities at community and technical colleges.

We have begun to use the Workforce Solutions Fund to increase the capacity of our training system. For example, as a response to the 2005 Job Vacancy Survey through the Kansas Department of Labor, Fort Scott Community College established a commercial truck driving training program in Topeka at KAW Area Technical School. This partnership, funded through Workforce Solutions Fund, will become completely self sustaining after this initial investment. The first graduating class of this four week, hands-on training program had an average job offer of over \$45,000. This program increased the efficiency of the training system by preventing duplication and enhancing capacity of the existing commercial truck driving program.

Another important investment from the Workforce Solutions Fund was the \$1.5 million to Johnson County Community College (JCCC) to establish a regional workforce training center for biosciences. Once operational, JCCC anticipates 300 bioscience workers will be trained each year for high skill, high wage jobs in bioscience firms, while increasing the number of students seeking degrees or certificates by 80 percent over a three year period.

I will now try to address the items the Joint Committee on Economic Development asked Commerce to respond to – (1) a definition for workforce development and (2) a timeline for Kansas 1st. The Committee's report also indicates that the Chair was to have sent me a letter. Though I am not in receipt of that letter, we are already addressing the concerns mentioned in the report. As requested, Dr. Flanders has provided updated data to your staff. Also, we share your frustration regarding accurate and complete data on workforce development in Kansas, and have experienced it first hand during the transition. We are making every effort to ensure that data is aggregated, current and accurate. The Workforce Network of Kansas (the State Workforce Board) will undertake correcting the inadequacies of past reports and Commerce will provide the staffing for this effort.

The Joint Committee on Economic Development offered the following definition for workforce development and has requested the Department of Commerce respond. The Committee defines workforce development as *a partnership between the State and business to develop employment opportunities with meaningful and sustainable income to Kansans and providing programs that assist business through specialized training.*

Workforce development is difficult to define because almost all educational experiences provide some job-related benefit. Some states have limited the scope of workforce development to include only activities and programs generated by WIA and postsecondary Career and Technical Education programs. However, in Kansas, this definition does not sufficiently address the breadth of workforce development, both in its content and potential stakeholders.

We appreciate the Joint Committee's definition and would like the opportunity to further develop the definition with feedback from invested stakeholders and with what we are seeing in the national workforce development field. Experts such as those at the Morrison Institute for Public

Policy have provided what we believe is a useful framework for understanding the scope of workforce development as defined by the current business economy. The Morrison framework provides for five interrelated categories of activity:

1. Pipeline – all primary, secondary and post-secondary education
2. Renewal – education, training, and services for those who face skills and employment challenges
3. Incumbent – education, training and services for current employees
4. Retraining – education, training, and services for those who need or want to upgrade skills or change careers
5. Entrepreneurial – Education, training and services to support business formation and growth

We would like to use the framework to organize the State's workforce development activities. Commerce does not have direct authority over all of these segments but Kansas 1st works to develop strategic linkages with stakeholders in each segment. Kansas 1st programs and services can be considered renewal, incumbent and retraining programs as defined in 2, 3 and 4 above.

The Joint Committee on Economic Development requested a timeline for the transition to the Kansas 1st initiative being fully implemented. The foundation and goals for Kansas 1st have been established, based on both the challenges and opportunities presented to Commerce when the program was assigned to us. We continue to make progress and find successes in this initiative. We will also continue to seek and to find new and better ways of doing business to help us better serve Kansas businesses and Kansans. Kansas 1st is operational today. A culture change is under way within the Kansas workforce development system. A once in a generation restructuring of any system does not happen overnight, but each day we are fulfilling the Kansas 1st vision.

Like any corporate merger, it takes time to integrate two distinctly different cultures, identify areas that need improvement, and focus on moving in a new direction. I have already shared with you a few success stories that would have been unimaginable under the old system. I would be happy to provide quarterly reports on our activities and progress. I'm happy to answer any questions you have today.

Thank you for your work on Workforce Development and thank you for your interest in our youth and their current and future economic *impact* for Kansas.

I am Susan Symons, Career and Technical Coordinator (CTE) for Pottawatomie Consortium. I work with CTE faculty at two rural high schools in Pottawatomie County: Rock Creek Junior/Senior High School (USD 323), a 3A High school with a current 9-12 enrollment of 254 and Wamego High School (USD 320), a 4A school with a current enrollment of 450. Last May, Rock Creek High School graduated 50 students. Wamego High School graduated 108.

A total of 158 seniors graduated from my two districts this past May. How are those graduates impacting Kansas' Workforce?

- 81% enrolled in post-secondary education and training: 4yr (51%-81), 2 yr (20%-32), technical school or other post-secondary training (16%-10)
- 2% entered military service -- 3
- 11% entered the workforce -- 17

John F. Kennedy said, "All of us do not have equal talent, but all of us should have an equal opportunity to develop our talents."

CTE programs provide options for talents and relevant workforce skills to develop for a large number of students. Consortium schools offer 11 approved CTE programs to provide students with marketable skills, information about all aspects of the industry including employment and wage information, and post-secondary education or training options. Students completing CTE programs have additional opportunities for post-secondary scholarships and articulated credit between their secondary and post-secondary institutions.

APPROVED CTE PROGRAMS AT BOTH CONSORTIUM SCHOOLS ARE:

Agriculture Education
Business/Office Education
Family and Consumer Sciences

APPROVED CTE PROGRAMS AT ONE CONSORTIUM SCHOOL ARE:

Communications Technology – Rock Creek
Child Care/Child Management – Wamego
Drafting, General – Wamego
Engineering Technology – Wamego
Food Production Services – Wamego

(Last year, two students, who completed Wamego's Food Production Service program, received \$10,000 and \$12,000 scholarships respectively *because of their CTE program*. They took the national exams, received the National ProStart certificate and competed on a state culinary team. Both are currently enrolled in KSU's Bakery Science Department.)

75% of last May's graduates completed – at a minimum – a 3-course sequence in an approved Career and Technical Education program. CTE programs maintain academic and technical industry standards overseen by advisory committees comprised of professionals in the respective fields. Standards are high and rigor is infused throughout the programs. The average GPA of consortium graduates who were CTE completers was **3.24** compared to the class average GPA of **3.175**. Notably, **NON CTE** Graduates average GPA was **2.977**.

I share these statistics to provide an image of the Consortium's CTE programs and student demographics. What else do our high school graduates experience that impacts the workforce?

- After extensive research to determine how to integrate higher-level mathematics, science, literacy and problem-solving skills necessary in life, the workplace and further education, the **USD 323 Rock Creek Board of Education** approved both Senior Exit Projects and Portfolios as **GRADUATION REQUIREMENTS** incorporating academic, technical and performance standards.
 - **Portfolio Project** – All students develop a portfolio during their four years of high school that is a personal snapshot of their career and personal interests, Academic and Teamwork Skills, Time Management, and Community Service Involvement. The real value with this project is not *the portfolio itself – the product, so to speak* -- but the *process* of creating the portfolio. Personal evaluation of important data to include -- and then presenting it in an appropriate manner -- is a life skill. Portfolios open doors for students. Recently, a student interested in fashion design wanted to attend Fordham University in New York State. The University required an interview during their application process. The high school portfolio the student designed demonstrated her interest in fashion and was a critical factor in her acceptance to Fordham.
 - **Senior Exit Projects** – In addition to a research paper on a topic of the student's choice developed Junior year and a 10-20 minute presentation Senior year, the Exit Project requires the application of the student's research to manufacture a "product" to demonstrate mastery of the topic. This is an important summarization of the learning process as the student synthesizes learning and applies the knowledge during "product/project" development. The Senior Exit Project also requires each student to obtain a mentor, an expert in the subject area, and an advisor to oversee the project and determine if all requirements are met. Over 100 community members participate as mentors or advisors each year.
- **Senior Interview Day** – Graduation Requirement for Wamego High School. All Seniors must complete a personal resume, cover letter, application, application cover letter, follow-up/thank you letter, and successfully complete three (3) 20-

minute interviews with community business interviewers. Dining etiquette is reviewed and students and interviewers participate in a working-business luncheon complete with multiple utensils. 50 community members participate in this day-long event. By graduation, students consistently express appreciation for this dreaded requirement as they begin to understand how it prepares them for "life after high school." Educators and faculty consistently hear that this "real-world" exercise is valued as students begin searches for full- and part-time employment.

- **Work Keys Assessments** – This year, 344 Consortia Freshmen and Rock Creek Juniors and Wamego Seniors complete Work Keys assessments allowing students to link classroom learning with necessary "real-world" tools. The database for Work Keys job profiles now contains over 11, 000 completed profiles ranging from entry level to professional occupations.

The Math and Reading standards ACT identified by job profiles as being necessary in 80% of the profiled jobs are listed below:

Applied Math (Level 5)

- Perform single-step conversions between different measurement systems.
- Calculate perimeters and areas of basic shapes.
- Calculate percentages.
- Separate important facts from extraneous information.
- Calculate averages, simple ratios, proportions, and rates using whole numbers and decimals.
- Calculate the "best deal" using one or two-step calculations to compare two costs.

Reading for Information (Level 5)

- Apply instructions, involving several steps, to new situations.
- Recognize cause-effect relationships.
- Determine the meaning of words not defined in the written materials.
- Identify the main idea and important details in written materials.
- Understand the paraphrased definition of jargon or technical terms defined in the passage.
- Apply information given in a passage to situations not directly described in that passage

- The Math and Reading standards ACT has identified as being necessary in 50% of the profiled jobs are listed below:

Applied Math (Level 4)

- Add, subtract, multiply, & divide positive or negative numbers, including fractions, decimals, & percentages.
- Calculate averages, simple ratios, proportions, and rates.
- Read a simple chart or graph to obtain information to solve a problem.

Reading for Information (Level 4)

- Identify the main idea and important details in written material.
- Apply instructions, involving several steps, to situations.
- Recognize cause-effect relationships.
- Determine the meaning of words not defined in the written materials

- Students achieving the 80% or 50% skill achievement level receive an Employability Certificate that can be included in their student portfolio, presented during Senior Interview Day or used on job searches. The Employability Certificate was developed by a consortia of business and chamber leaders working with schools and other partners and is endorsed in our multi-county region.

- **School-Based Community Mentoring** -- Wamego High School Site Council researched findings that supported student success with school-based mentoring programs. Their focus was to provide all students the opportunity to develop

relationships with community volunteers who are committed to student success. Now in its fifth year of implementation, all 450 Wamego High School students have a community mentor who commits to following their group of 5-7 students throughout their four years of high school. The **96** participating mentors' involvement has been unyielding and serves both Wamego's youth and the community. Throughout the four years, mentees and their adult mentors talk about career plans and how to achieve them during high school and beyond. Since this is a four year program, mentoring groups have the opportunity to develop trust, friendship and respect, those soft skills, which further allow deeper discussion of relevant topics concerning soft skills necessary for life and work, career selection, and non-traditional training and employment.

- **Construction Partnership.** Joint offering for Rock Creek and Wamego High students. *Anthropologist Margaret Mead said, "Never doubt that a small group of concerned citizens can change the world, indeed it's the only thing that has."* Building Trades Employers and the Consortia's high schools truly have taken that statement to heart! Local and area Building Trades Employers and the Consortia's high schools explored and constructed a class under the direction of a certified teacher and delivered by building trade professionals – **VOLUNTEER** building trade professionals -- that provided interested students opportunities to learn skills, create products and explore post-secondary education, training or employment options. To date, over 28 employers or journeymen representing 14 companies and Associated General Contractors, Inc. have donated personnel, materials, and time for the jointly-offered Construction Exploration class: **ONE** class that both Rock Creek and Wamego students attend. Students have constructed storage sheds which are sold to fund the next year's class. This year's class is building the concession stand/scorekeeping booth for Manhattan's Susan B. Anthony Middle School. This is a true partnership in action: All materials are provided by Anthony Middle School's Sports Booster Club, the building trades partners and classroom instructor are supervising the project, and the students are learning building trades skills as they complete the project.

Fred Willich, president of *Hi-Tech Interiors, Inc.* states, *"The Construction Exploration class exposes our students to a variety of trades. Because it is taught in concert with actual contractors, the students are not only taught the physical skills, but the soft skills that employers need and expect in the workforce. The students are shown how it really is in the field ...It opens up the eyes of the contractors, because it exposes us to the younger generation. It exposes us to our future. It helps us to understand their work habits and attitudes. We are fortunate in our class because our students are hard working, energetic, very willing to learn, and have positive attitudes. The exposure the students receive will go with them either into their careers or as home owners."* Twenty percent (20%) of last year's class was either employed full- or part-time by a participating construction employer at the beginning of last summer.

Secondary schools in rural Kansas work because of the partnerships between community members and educators. They collaborate to "do-what-is-necessary-to-make-IT-work." The underlying principle is that working together is good for kids. If it is good for kids, it is good for community and the workforce. A strong workforce fuels a healthy economy which continually regenerates itself. Helen Keller, a visionary without sight, "hit the nail on the head" when she said, "Alone we can do so little; together we can do so much."

The success of workforce development in rural Kansas schools lies in the many hands and the willingness to support youth and their futures; workforce development is not only indicated through test scores; success can be revealed by our students' lives and the stories of their passionate pursuit of potential. This awareness of career direction can be discovered by an individual . . . or be revealed by a teacher, a mentor . . . or a business owner or journeyman. Our schools and our CTE programs provide the means by which students experience opportunities to realize and develop their talents.

A young man's writing talent was revealed in sophomore English. He was very, very quiet and could get "lost" in a crowded classroom. His English teacher encouraged him to apply for a position on the school newspaper (a CTE program); he was accepted. Both the student's passion and writing skill blossomed his junior year. He was the Kansas recipient of the Al Neuharth Free Spirit Scholarship for "high school seniors who are aspiring, free-spirited journalists." The program awards \$1000 college scholarship to a male and a female high school graduate from each state and the District of Columbia. He is now a sophomore at Kansas State University majoring in journalism and a staff writer for The K-State Collegian.

Repeatedly, in rural Kansas, we hear of involvement and investment in our youth. Prior to his graduation the budding journalist wrote his teacher, and I quote, ". . . *I probably would never have realized my love of writing . . . I may well have still been locked into the idea that the Army was the only place for me. Now, because of you, I am a Free Spirit Scholar; now, because of you, I have the opportunity to be published . . . Now, because of you, I have the chance to use my words as a journalist to make a difference in the lives of others. . . . I also hope that fortune will be good to me, and that one day, you will see me in the bylines.*"

Is that not what we all want for our children, our youth and . . . our workforce? We want them all to experience the satisfaction of doing work that gives them pride, provides a family-sustaining income, and allows them to become contributing members of their communities as they raise the next generation.

We continue to work together to achieve this success. Thank you.