

MINUTES OF THE HOUSE VISION 2020 COMMITTEE

The meeting was called to order by Chairman Tom Sloan at 1:30 p.m. on February 8, 2010, in Room 785 of the Docking State Office Building.

All members were present except:

Representative Doug Gatewood- excused

Representative Mario Goico- excused

Committee staff present:

Art Griggs, Office of the Revisor of Statutes

Doug Taylor, Office of the Revisor of Statutes

Corey Carnahan, Kansas Legislative Research Department

Lauren Douglass, Kansas Legislative Research Department

Mary Koles, Committee Assistant

Conferees appearing before the Committee:

Lauren Douglass, Legislative Research Department

Dr. Rob Edleston, Kansas Association of Technical Colleges

Ray R. Frederick, Jr., Wichita Area Technical College

Others attending:

See attached list.

Chairman Sloan greeted the conferees.

Lauren Douglass, Legislative Research Department, summarized the salient points in Governor Parkinson's remarks, "A Path to Excellence," at the Kansas Board of Regents' Retreat. The Governor spoke about the need for academic accountability in the future, particularly in the following areas: national rankings, retention and graduation rates, and graduate placement in the private sector. Data, he noted, must be collected about the success of our graduates. He called for a realistic ten (10) year plan, one that provides an overall vision of where we want our universities to be and how we intend to get them there (Attachment 1). Following Ms. Douglass' remarks, Chairman Sloan asked questions and made comments and Representative Tom Hawk offered comments.

The Chairman thanked Ms. Douglass review and welcomed President Edleston and President Frederick to the Committee.

Dr. Rob Edleston, President, Kansas Association of Technical Colleges, and President, Manhattan Area Technical College (MATC), reported that Kansas ranks 50th in the nation when comparing the percentages of state populations enrolled in career and technical education. He provided a brief history of technical education in Kansas and shared his vision of technical education in Kansas in the future. Retooling and realigning are crucial to meeting future needs. High school students need to be challenged to be truly prepared; allow them to take simultaneously high school and technical education classes (Attachment 2). Many of his remarks focused on his experience with the Manhattan Area Technical College and the promise and challenges that the National Bio and Agro-Defense Facility offers Manhattan. He provided copies of MATC's brochure, Jump Start Campaign, A MATC Polytechnic Initiative: Programs for a New Era, to the Committee.

Ray R. Frederick, Jr, Interim President, Wichita Area Technical College (WATC), and President, Frederick Plumbing, spoke about the changing times and need to be ahead and ready to provide what business and industry need when they need it. Training and retraining will be a continual challenge; the goal should be controlled growth. He discussed Jabara Airport, home of the National Center for Aviation Training, and recent discussions with individuals from Georgia about developing a national center for training control tower operators. During his presentation, Dr. Edleston encouraged Committee members to tour the Jabara facility the next time they are in Wichita. Mr. Frederick noted that several Kansas communities have discussed training pilots at WATC. He pointed out that the equipment to support the curriculum business and industry tells WACT they need will be costly. In order to train a workforce with a strong work ethic, he explained, students receive two (2) grades: one demonstrating technical expertise, the other work ethic (Attachment 3).

CONTINUATION SHEET

Minutes of the House Vision 2020 Committee at 1:30 p.m. on February 8, 2010, in Room 785 of the Docking State Office Building.

Following the presentations questions were asked, comments made, and discussions occurred. Participants included Chairman Sloan and Representatives, Don Svaty, Tom Hawk, Barbara Bollier, and Deena Horst.

The Chairman asked if an optional property tax bill that provides technical colleges that capability has been introduced. He asked staff to investigate the issue for the committee.

The Chairman thanked the presenters for sharing their insights with the Committee today.

The next meeting is scheduled for February 10, 2010.

The meeting was adjourned at 2:40 p.m.

Guest List

House Vision 2020 Committee

February 8, 2010

Name	Client/Authority
Linda Fund	KATC
Ray Frederick	WATC/NCAT
Rob Edleston	MATC / KATC
Rob Mealy	Kearney & Assoc
Jessica Brooks	Intern

Governor Parkinson's Remarks at the Kansas Board of Regents' Retreat

A PATH TO EXCELLENCE

"I appreciate the opportunity to address you today. Each of you has amassed a wealth of individual accomplishments and each of you has shared your talents generously with Kansas. We are a better state because of your service. It is an honor for me to be here today.

"I'm very excited about talking to you because I'm excited about the Kansas Regents system.

"Education is the foundation of this state; working minds drive the working world. Businesses, farms, the arts, humanities, the safety of our streets and the prosperity of our future – the value of these assets depend on the quality of our education system.

"The Kansas Regents Institutions have successfully produced hundreds of thousands of graduates who have gone on to build this state and our country. The list of its graduates is impressive, and the impact we have made is immense.

"I'm also personally thankful for our Regents system. I'm a product of Wichita State University. I had an outstanding experience at Wichita State where I graduated in Secondary Education and spent four years on the national debate circuit representing our school. I then went on to the KU School of Law, where Stacy and I met; from there we both graduated, and have gone on to live a storybook life. Our experiences at Wichita State and KU were instrumental in our later happiness.

"You will find me among your strongest supporters. As a legislator, I voted for tax increases for the general fund, in hopes that some of it would find its way to the Regents. As a leader, I've consistently expressed my genuine view that Kansas cannot succeed if our higher education system does not succeed; and I firmly believe that. The answer to a variety of challenges from workforce training, to job creation, to development of new technologies, lays within our Regents schools.

"You are in a remarkable position to not only improve our educational system, but improve the state. I hope you appreciate the impact you can have statewide. For example, if you make the right decisions and become part of the solution to our workforce training challenge, you will boost the Kansas economy. If you make the right decisions and KU receives National Cancer Institute designation, you will improve the quality of cancer care throughout the Midwest, which will save thousands of lives. If you make the right decisions and improve retention and

graduation rates for our students, you will save tens of thousands of students the misery of a failed education, wasted spending and a lost career.

“You are in a remarkable position if you seize your role to shape both the Regents Institutions and the State.

“I make these qualifying statements because some of my statements today, without this context, could appear to be unsupportive. That is not the case. Instead, I want to provide you a frank assessment of where I see our current system because it is only with that frank discussion that we can begin the dialogue that will make us better.

“I want to provide you some direction of what I believe you should focus on in order to maximize the incredible opportunities we have before us.

“The topic du jour when the Kansas Regents system is discussed is financial accountability. This is case because of the abuses that took place at Kansas State, primarily in the Athletic Department. They were unfortunate and unacceptable. I appreciate the leadership that you have taken in requiring audits to deter them from happening again. This is an important issue, but it is yesterday’s news.

“I want to talk about the future. The future to me is academic accountability. I’m going to discuss it in three different categories. The first is national rankings, the second is retention/graduation rates, and the third is graduate placement in the private sector.

“In my view, the job of the Regents is to hold our universities accountable on these three measurements; and when you do, the state will benefit.

“The first point I want to make is that rankings matter and we are not doing as well as we should. There are some that would argue that rankings don’t matter and I could not disagree more. Rankings matter to me for a variety of reasons. First, it is important that we have at least one university that is of such stature that we can retain the best and brightest of our high school graduates. We have “brain drain” when students leave Kansas after high school and never come back. A great university would slow that.

“Second, rankings matter because they reflect excellence. We need the best teachers, the best engineers, the best doctors, the best of everything and we can only achieve that with great schools.

“Third, success creates more success. The higher our schools are rated, the more alumni support they deserve and will receive. That support creates opportunities for greater excellence and synergies begin to develop.

“If you don’t think rankings matter, then the obvious question is why the Ivy League schools obsess over them. They understand the importance of rankings and have strategic plans to retain and improve their rankings.

“Unfortunately, our rankings are a mixed bag; and I want to say that this is no specific person’s fault. Nothing that I’m saying today is an indictment of any university, university leader, or any Regent. I view our overall position as mediocre for a variety of reasons, most of which are policy reasons outside the control of the Board of Regents or the individual institutions.

“You are probably familiar with the rankings of our institutions. In a nutshell, here they are.

“U.S. News and World Report does an annual ranking of thousands of colleges and universities every year. It classifies institutions into a variety of categories. The top category for universities is as a National University. There are 260 National Universities. Kansas has three National Universities: The University of Kansas is ranked 96th; Kansas State University is in the third tier; and Wichita State is ranked in the fourth tier

“Let me explain the Kansas State and Wichita State rankings. After ranking the first 130 universities, U.S. News then puts national Universities in either the 3rd tier, which is schools 134 through 196; or the 4th tier which is schools 197 to 260. It does not rank them.

“Our four other universities are in the Masters Program and ranked only against Midwest schools also part of the Masters Program. Masters Program schools offer a full range of undergraduate degrees, but very few PhDs. Here are the rankings of our four remaining schools. There are 141 schools in this category: Washburn is rated 36th; Emporia is rated in the 3rd tier; Pittsburg is rated in the 3rd tier; and Fort Hays is rated in the 3rd tier.

“The rankings stop after the top 70. The third tier consists of schools rated 72 through 104th; and the fourth tier is schools rated 107th through 141st.

“There are multiple ranking services and various rankings for individual schools; and as you look at those, there are some pockets of excellence. For example, the Department of Education at KU is rated 18th out of 278 and the Department of Education at Kansas State is rated 41st out of 278.

“There are also areas of concern. The law school at KU has dropped out of the top 50. The medical school at KU is not in the top 50. The veterinarian school at Kansas State is 18th out of 28 in the country. K-State’s engineering school is ranked 64th in the country and KU is in the top 90, but none of our other engineering schools are in the top 100.

“We can do better. If we are to compete with even our neighbor states, we must do better. But the 21st century doesn’t afford us that low of a bar. We must compete with the entire country, in fact the entire developing and developed world. We can do better, we must do better, and we will.

“I’m going to talk about the two additional areas of accountability and then I’m going to talk about how we can do better.

“The retention of college freshmen and the ultimate graduation rates of those freshmen in the United States is dismal. Only 60 percent of freshmen who enter a four year university in the United States graduate within the next six years.

“Unfortunately, our performance in Kansas is even worse than the national average. Again, I’m not pointing fingers here.

“There are policy reasons for this that you and the leaders of the universities have no control over. But I think it’s important that we understand the retention rates we have in Kansas, so we can develop strategies for improving them.

“At the outset, let me say that I’ve found at least three different sets of rates on the internet while researching this. For consistency, I’ve used the U.S. News and World Report numbers, which are generally more favorable than what I’ve seen by some other rating groups.

“Retention is the percentage of freshmen who finish their first year and then return the second year. Graduation rate is the percentage of students who enter the first year and graduate within the next six years.

“KU’s retention rate is 81 percent, its graduation rate is 60 percent; K-State’s retention rate is 79 percent and its graduation rate is 58 percent; Wichita State’s retention rate is 69 percent and its graduation rate is 39 percent; Washburn University’s retention rate is 65 percent and its graduation rate is 52 percent; Pittsburg State’s retention rate is 75 percent and its graduation rate is 51 percent; Fort Hays State’s retention rate is 67 percent and its graduation rate is 49 percent; and finally, Emporia State’s retention rate is 71 percent and its graduation rate is 44 percent.

“There are some rating services that compare the graduation rates of each institution to its peer group. Washburn excels in that category. Our other institutions lag. I’m particularly impressed that KU Chancellor Gray-Little has indicated that this will be a primary focus of her service at KU.

“I’ve asked you to hold the institutions accountable for their rankings; as well as retention and graduation rates. I’m also asking you to hold them accountable for what happens to the students that do graduate.

“No one has better tracking systems than the alumni associations. I could move six times in a year and am convinced the alumni associations would track me down. We need to put that same knowledge to use in figuring out what students are doing after they leave the universities. Only then will we know if we are training them for the jobs of the 21st century.

“That requires shaking things up in a way higher education administrators and educators are unaccustomed to.

“If we find out that graduates of certain programs just aren’t getting jobs in their fields, then it’s time to evaluate whether those programs make sense. Similarly, if we have 100 percent employment in other areas, it’s time to consider expanding those areas.

“We need data not just on where are students are going, but what they are doing and what sort of success they are experiencing. That will help us make changes necessary to shape our programs for success.

“In summary, I’ve asked you to hold the universities accountable for their rankings, their graduation/retention rates, and for the collection of data on the successes of their graduates.

“It’s easy to ask you to hold everyone accountable; it’s much more difficult to tell you how to do it. Here is what I would do as a Regent.

“First, we need an overall plan for where the universities should be in 10 years. What is acceptable? To me, acceptable would look something like this: at least one national university in the top 50. Because KU is closest at this point, it would make sense to me that this would be the institution to propel into that position.

“We must make sure that Kansas State is at least in the top 100, and certainly we must make sure that it doesn’t fall backward. We must make a commitment that no Kansas institution is in the 4th tier, and we must take steps to get our 4th tier universities to improve their rankings.

“We must improve our specialty schools. The KU school of law and medical school should be in the top 50; the K-State veterinary school should be in the top 10; and all of our engineering schools should be in the top 100. We should also analyze the possibility of developing a dental school at Wichita State.

“We must work to get our retention and graduation rates above the norm for our peer institutions and above the national norm.

“Second, you need to understand what it takes to move our rankings, our retention rates and our graduation rates. You need a strong understanding about what goes into the rankings.

“The good news is U.S. News and World Report provides us that information and it ends up all of this is interrelated. If you improve retention, you improve your national ranking. If you improve graduation rates, you improve your national ranking. And historically when you improve your national ranking, your alumni giving goes up, which further improves your national ranking.

“Here are the criteria that U.S. News utilizes: Peer Assessment is 25 percent; Graduation and Retention Rate is 20 percent; Faculty Resources is 20 percent; Student Selectivity is 15 percent; Financial Resources is 10 percent; Alumni Giving is 5 percent; and Graduation Rate Performance is 5 percent.

“Third, and most important, I would require the Board of Regents staff to work with you to develop a strategic plan. Each of the institutions should do the same. These plans would outline where each institution will be 10 years from now in national ranking and retention/graduation rates; and a strategy for getting there. It must include objective benchmarks so that you can monitor success on an annual basis.

“Finally, it is clear to me that some of this improvement will cost money, but some of it will not. For example, our open enrollment policy has hurt our rankings considerably. It has lowered our ACT and GPA scores and more importantly, resulted in students who are not ready for college-level classes enrolling in Kansas institutions. That ultimately hurts retention and graduation rates.

I'm pleased that you now have additional flexibility with respect to admissions and I encourage you to use it.

"However, I am aware that this will also take money.

"The Kansas Legislature's willingness to support higher education has been spotty at best. I am aware of that. But my belief is that the Legislature will fund success. So, if you present strategic plans that show an upward path and the funding needs to get there, I'm confident that the Legislature and alumni will fund the plans. I know it's easy to say that, but I genuinely believe it. People want a plan. They want leadership. And when they see leadership with a plan they will usually follow. The Kansas Legislature is no different.

"Now, some may question why a ten-year plan. My response is that the plan must be realistic. KU can't go from 96th to 50th in one year. It will take time. For example, graduation rates are measured over a six year span. Even if we figured out everything we needed to know about how to improve graduation rates, and it took us just two years to implement those changes, we wouldn't feel the total impact on our graduation rate for eight years: two years of planning and then the six years that it would take the students to work through the system.

"We can see incremental improvements all along the way. But it will take 10 years to see the fundamental improvements that are possible.

"You are smart, active people and are aware of the criticism of the Board. Some contend that you are an advisory board; that you simply go along with whatever the leadership at the institutions suggests and there is no real oversight.

"I hope that is not the case. We can't afford for it to be. We need you actively engaged as if you were a board of directors for a private company. That means that you are not yes people. Instead you ask questions, you challenge assumptions, and you force the Regents to perform at their maximum potential.

"That does not mean that you micromanage. I think of a good board member like this: a good board member challenges the executives when appropriate, but never crosses the line where they are either micro managing or just being a complete pest. A bad board member has been co-opted by the executives and is always a yes. Perform your fiduciary duties and get as close to the pest line as possible, but don't cross it.

“So, in this context a good board would develop a 10 year strategic plan and would require the institutions to develop their own plans that would address the issues I’ve outlined, or whatever issues you think should be discussed. You would monitor the progress of the development of the plan, the execution of the plan and any changes that are needed as the plan is executed, but you wouldn’t micromanage the development of the plan or execution of it.

“The 18th, 19th and 20th centuries were centuries of the big national universities. I firmly believe that the 21st century will be the century of the community colleges and technical schools. I believe this because there will be scores of industries with job shortages and millions of great jobs with no one to fill them. Our community colleges and technical schools are in a perfect position to provide the training for those jobs.

“The Regents structure that we have, caused in no small part by then Lieutenant Governor Gary Sherrer and the Board of Regents, which places all of these institutions under one umbrella, is brilliant. It allows you to strategically plan for the role that each will take in the future. The role for the community colleges and technical schools will be enhanced if we succeed in retention and graduation rates at the university level.

“Part of that success will be getting the right students, into the right schools – finding the right fit for each person’s goals, skills and career interests. We need to change the mentality that ‘everyone MUST go to a University to be successful.’ Having all of this supervised in one system will help make that possible.

“Part of what we must do as a society is to reduce any stigma associated with a student not attending a national university. During the Renaissance, craftsmen and others of technical trades were held in great esteem, as they should be now. We must return to that view. We need to educate parents, teachers, high school counselors and the public about the incredible opportunities that are available across Kansas. The 21st century workplace has changed, and the way we prepare workers must change with it. Kansas employers need a technically skilled workforce, and they need it now.

“As the governing board for Kansas higher education, you bear some responsibility to work to convince parents and high school counselors to shed their prejudices about technical education.

“I’m asking for a strategic plan that provides an overall vision of where we want our seven universities to be in 10 years and how we intend to get them there. Within those universities I’m asking for a plan to for how we get our law school, medical school, veterinary and engineering

schools to the level we would like. I'm asking for vision, leadership, and a plan that sets specific targets and holds specific people accountable.

"All of us take pride in the rankings of our football and basketball teams. We talk endlessly about these teams when they succeed, and sulk when they drop out of the top 10 in the country. Not one of us would be satisfied if we didn't have a single sports team in the top 90; so, why are we satisfied that we don't have a single University in the top 90? I'm not satisfied.

"It's far more important to me that we have a university academically in the top 20 than that we have a basketball or football team in the top 20.

"Working together, strategically, we can make our great Regents system even better.

"Thank you for this great opportunity to address you."

Comparison of Percentage of the Population Enrolled in Career and Technical Education by State

State (Rank Ordered)	Post Sec. CTE enrollment			Sec. CTE			Total % of pop.	Perkins funds
	enrollment	State pop.	% of pop	enrollment	State pop.	% of pop		
Hawaii	92,538	1,275,194	7.26%	74,254	1,275,194	5.82%	13.0797%	\$26,479,586
California	1,607,505	36,132,147	4.45%	1,321,376	36,132,147	3.66%	8.1060%	\$140,027,486
Nebraska	47,501	1,758,787	2.70%	88,699	1,758,787	5.04%	7.7440%	\$8,162,145
Utah	54,248	2,469,585	2.20%	134,534	2,469,585	5.45%	7.6443%	\$13,959,617
Georgia	142,914	9,072,576	1.58%	506,998	9,072,576	5.59%	7.1635%	\$39,379,670
Iowa	47,349	2,966,334	1.60%	164,042	2,966,334	5.53%	7.1263%	\$14,109,067
New Mexico	47,120	1,928,384	2.44%	82,073	1,928,384	4.26%	6.6995%	\$1,016,249
Washington	203,902	6,287,759	3.24%	200,773	6,287,759	3.19%	6.4359%	\$24,681,839
South Carolina	64,832	4,255,083	1.52%	204,969	4,255,083	4.82%	6.3407%	\$20,637,674
North Dakota	6,241	636,677	0.98%	33,685	636,677	5.29%	6.2710%	\$4,558,935
Idaho	8,632	1,429,096	0.60%	77,996	1,429,096	5.46%	6.0617%	\$7,453,139
West Virginia	21,871	1,816,856	1.20%	83,900	1,816,856	4.62%	5.8217%	\$9,305,887
Texas	344,024	22,859,968	1.50%	893,243	22,859,968	3.91%	5.4124%	\$104,185,597
Alaska	17,064	663,661	2.57%	18,549	663,661	2.79%	5.3661%	\$4,578,000
Connecticut	23,649	3,510,297	0.67%	149,149	3,510,297	4.25%	4.9226%	\$10,147,898
Illinois	261,508	12,763,371	2.05%	341,340	12,763,371	2.67%	4.7233%	\$45,595,263
North Carolina	112,509	8,683,242	1.30%	280,896	8,683,242	3.23%	4.5306%	\$37,525,512
Arkansas	29,705	2,779,154	1.07%	94,513	2,779,154	3.40%	4.4696%	\$13,921,379
Alabama	53,463	4,557,808	1.17%	129,661	4,557,808	2.84%	4.0178%	\$22,493,064
Oklahoma	20,303	3,547,884	0.57%	115,894	3,547,884	3.27%	3.8388%	\$17,875,798
South Dakota	4,650	775,933	0.60%	25,133	775,933	3.24%	3.8383%	\$4,845,470
Virginia	63,973	7,567,465	0.85%	208,852	7,567,465	2.76%	3.6052%	\$28,860,603
Wyoming	5,074	509,294	1.00%	13,196	509,294	2.59%	3.5873%	\$27,696,839
Michigan	193,248	10,120,860	1.91%	167,665	10,120,860	1.66%	3.5660%	\$43,641,823
Rhode Island	828	1,076,189	0.08%	36,861	1,076,189	3.43%	3.5021%	\$6,366,949
Maine	36,934	1,321,505	2.79%	8,902	1,321,505	0.67%	3.4685%	\$6,366,949
Kentucky	35,660	4,173,405	0.85%	108,204	4,173,405	2.59%	3.4472%	\$20,275,635
Maryland	51,984	5,600,388	0.93%	140,725	5,600,388	2.51%	3.4410%	\$18,687,504
Tennessee	22,014	5,962,959	0.37%	176,725	5,962,959	2.96%	3.3329%	\$26,526,575
Missouri	45,552	5,800,310	0.79%	147,717	5,800,310	2.55%	3.3320%	\$26,252,260
Wisconsin	143,847	5,536,201	2.60%	37,605	5,536,201	0.68%	3.2776%	\$24,712,593
Nevada	28,716	2,414,807	1.19%	47,953	2,414,807	1.99%	3.1750%	\$8,763,672
Minnesota	0	5,132,799	0.00%	160,436	5,132,799	3.13%	3.1257%	\$20,491,521
Oregon	29,719	3,641,056	0.82%	78,037	3,641,056	2.14%	2.9595%	\$16,031,996
Arizona	92,538	5,743,834	1.61%	74,254	5,743,834	1.29%	2.9038%	\$26,479,586
Louisiana	26,519	4,523,628	0.59%	104,573	4,523,628	2.31%	2.8979%	\$24,275,072
Ohio	179,263	11,464,042	1.56%	141,030	11,464,042	1.23%	2.7939%	\$51,053,911
Indiana	51,725	6,271,973	0.82%	120,263	6,271,973	1.92%	2.7422%	\$29,958,156
Montana	5,811	935,670	0.62%	19,412	935,670	2.07%	2.6957%	\$6,034,801
Delaware	6,099	843,524	0.72%	15,783	843,524	1.87%	2.5941%	\$5,345,431
Florida	121,202	17,789,864	0.68%	297,430	17,789,864	1.67%	2.3532%	\$68,486,556
New York	155,879	19,254,630	0.81%	256,238	19,254,630	1.33%	2.1404%	\$65,828,455
New Jersey	53,937	8,717,925	0.62%	104,873	8,717,925	1.20%	1.8216%	\$26,921,692
Colorado	2,442	4,665,117	0.05%	81,917	4,665,117	1.76%	1.8083%	\$140,027,486
Mississippi	19,513	2,921,088	0.67%	28,335	2,921,088	0.97%	1.6380%	\$15,593,206
Massachusetts	41,882	6,398,743	0.65%	60,874	6,398,743	0.95%	1.6059%	\$20,387,350
Vermont	4,112	623,050	0.66%	5,065	623,050	0.81%	1.4729%	\$4,561,303
New Hampshire	7,569	1,309,940	0.58%	11,409	1,309,940	0.87%	1.4488%	\$5,837,891
Pennsylvania	74,073	12,429,616	0.60%	96,338	12,429,616	0.78%	1.3710%	\$50,782,439
Kansas	19,215	2,744,687	0.70%	18,386	2,744,687	0.67%	1.3700%	\$12,834,265
	4,730,856			7,790,735			4.1418%	\$1,400,021,794

According to the sources below, Kansas has approximately 37,601 students enrolled in secondary and post-secondary Career & Technical Education; equal to 1.37% of Kansas' population. In order for Kansas to reach the 4.13% national average, there would need to be 113,356 total students enrolled; which is 75,755 more students than are presently enrolled in secondary and post-secondary CTE.

Sources:

Career and Technical Education Enrollment http://www.careertech.org/state_profile (National Assc. of State Directors of Career Technical Education Consortium)

2005 census populations <http://www.infoplease.com/ipa/A0004986.html>



House Vision 2020 Committee
Monday, February 8, 2010

Testimony by the Kansas Association of Technical Colleges
Submitted by Dr. Rob Edleston, President of Manhattan Area Technical College

Chairman Sloan and Honorable Members of the Committee,

I have been told that two top definitions for “visionary” are 1) A person given to fanciful speculations and enthusiasms with little regard for what is actually possible and 2) A person with unusual powers of foresight. In my experience a combination of both would be the most powerful way to realistically mold the future of Kansas in order to become a World leader in several key areas.

While it is important to understand the past in order to make informed decisions about the future (provided in the second half of this testimony) I believe it is equally as important not to find ourselves bogged down by weighty tradition and the famous “wait and see” attitude that has helped stifle the growth and prosperity in much of Kansas. We live in a State where solid work ethics and wholesome human values create a solid foundation for growth. Yet we somehow find ourselves standing in the center of this great nation as the State ranked 50th out of 50 in the number of our citizens who participate in technical education either at the secondary or post-secondary level. I must therefore say shame on us.

But what of 2020? When I close my eyes and imagine the future I have somewhat of a unique perspective being in Manhattan. Ever since the announcement of the National Bio and Agro-Defense Facility my College has been crafting our own vision of the future. What we see is the transformation of a small university town from being simply a major contributor in the region into the anchor of the World’s center for animal and plant health science research and development. With enough vision you might even be able to see the Mecca of manufacturing, research, and support organizations equal in concept only to California’s Silicon Valley stretching out beyond its present boundary’s and engulfing much of the State.

My peers in Wichita have a different vision when they gaze into the future. They see Kansas as the World’s leader in Aerospace design, research, and manufacturing. The WATC and WSU campuses are but the starting points for exponential growth that will continue to rank Kansas as number one. For Central Kansas the sky’s the limit, or is it? As we explore privatized space travel and the desire to stretch our boundaries I see us watching the con-trail of interstellar craft lifting off from the heart of the Great Plains.

In what I affectionately call Kansas’ East Coast, human health care across the disciplines will continue to transform the region into a medical destination site for those seeking the best care available. As we find the cures for cancer and Alzheimer’s and fight viruses yet unimagined the Eastern border of Kansas will remain a major focal point. While Sciences, Health Care and Even Aeronautics need their anchor points we will see these efforts reflected across the State as the collaborative efforts within secondary and

post-secondary institutions share in the delivery of related curriculum as if one large classroom were covering the State. There will need to be changes and they will take courage and cooperation.

The notion that one sector or level of education is more important than another must become the first casualty. The connection and overlap of training and education must take on a pace that will create a mentally fit society where those with ambition, and perhaps vision, can obtain a two-year level education in their final years of the present high school structure. The total three years we waste during the summers between Kindergarten and 12th grade should be used to harvest knowledge where we use to use it to harvest crops. Finally, if we can't break with 9 month school years and stratified education let us at least entertain the notion of providing our high school students with the ability to attend afternoon classes on their campuses and evening classes on ours to double the number of technically trained individuals who are either destined for immediate work, continued education, or even the military upon graduation. In addition each year within the State of Kansas we have approximately 2,400 - 2,500 college freshmen who do not return to one of our six universities for their sophomore year. We need to design a process to recover those who did not make it through the first cut and give them marketable skills instead of allowing them to fall through the cracks.

The future...? It looks very bright to me, but I am only one person. We must work together to shake things up and recreate an environment that will allow for abundant growth and prosperity.

Rob Edleston, Ed.D.
President/CEO
Manhattan Area Technical College and
VP of the Kansas Association of Technical Colleges

Here's the history you were promised in the first paragraph:

In 1964 the Kansas Legislature passes legislation permitting establishment of local area vocational-technical schools. Type I schools came under the direction of local school boards and Type II school boards consisted of membership from local participating school districts, regionally associated with the vocational technical school. In 1968 the state had 14 area vocational-technical schools in operation and by 1985 Kansas had 11 type I and 5 type II schools in operations.

In 1994 K.S.A. 72-4468 enacted legislation permitting area technical schools to convert to technical colleges. As it stands today five of the six technical colleges in the state are accredited by the Higher Learning Commission. The sixth institution, Salina Area Technical College, is in the process of completing their accreditation requirements for college status.

In 1999 K.S.A. 74-32,140 enacted legislation to transfer supervision and coordination of community colleges from the Kansas State Department of Education (KSDE) to the Kansas Board of Regents (KBOR). In the same year K.S.A. 74-32-141 enacted legislation to transfer the supervision and coordination of technical colleges and technical schools from KSDE to KBOR.

In 2002 the Kansas Board of Regents adopted policy that all public postsecondary institutions conferring college degrees must achieve and maintain accredited status with the Higher Learning Commission (HLC) of the North Central Association by July 1, 2009. In 2004 K.S.A. 72-4470a required technical colleges to become autonomous and submit a transition plan to KBOR by July 1, 2005 with this legislation came the formation of five independent technical colleges, one technical college merger, one technical school converting to technical college status and four technical school mergers with a community college and Washburn University.

In 2007 K.S.A. 4482 authorized the formation of the Kansas Technical Education and Training Authority (T.E.A.) to coordinate state-wide planning for postsecondary technical education including oversight of program and approvals and recommendation of a new funding model.

In summary postsecondary technical education institutions traveled from school districts, to the Kansas Department of Education and finally the Kansas Board of Regents. As stated earlier, some merged with community colleges, one merged with a university and six institutions stand alone today as independent autonomous college degree granting institutions.

State funding and distribution methodologies have also seen significant changes over the past. For many years funding for technical education was based off of clock hours of instructional seat time. Not until recently has funding for technical education moved to a credit hour funding model. Community Colleges delivering technical education in the state have three primary sources of funding, local taxing authority, state aid and tuition. The six technical colleges have no taxing authority and thus are primarily dependent upon state appropriations and student tuition. Of the 19 community colleges delivering technical education, 16 receive funding from the community college block grant, 3 receive funding from the technical education postsecondary aid block grant. All six technical colleges receive their state aid out of the postsecondary aid block grant.

Because funding for community and technical colleges comes from two sources, technical colleges believe this adds to the confusion of funding distribution. Technical colleges believe the funding process would be much easier to follow if the Board of Regents would establish two funding line items for technical education. One which reflects funding for community colleges and one solely dedicated for technical colleges. In doing so technical colleges believe clarity would be added to the funding picture of technical education for the state.

Five Year History of State Postsecondary Aid

Fund	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010
SGF	\$14,299,515	\$19,673,603	\$20,673,603	\$25,408,603	\$34,010,397	\$34,010,397	\$30,291,350*
EDIF	\$10,331,250	\$6,957,162	\$6,957,162	\$6,957,162	0	0	0
Stim. \$	0	0	0	0	0	0	\$723,543
Total	\$25,630,765	\$26,630,765	\$27,630,765	\$32,365,765	\$34,010,397	\$34,010,397	\$31,014,902

*Appropriations after legislative and governor reductions

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Vision 2020 Committee
February 8, 2010

Chairman Sloan and Vision 2020 Committee Members:

As we all face the dilemma of our state's economic downturn I would like to take the opportunity to reflect on the issues that specifically impact Wichita Area Technical College (WATC) and perhaps the state's other five technical colleges as we continue to expand career-technical education opportunities for students. Career-technical education has been in existence since the Roman era when skills were acquired through family apprenticeships - father teaches son. However, we've come a long way since then. Jobs and careers aren't what they used to be and neither is preparing for them.

The workforce has taken a dramatic turn with a 45% increase of skilled workers in the past 50 years. In 1950 20% of the jobs were in professional careers, typically requiring a four-year degree, 20% required some type of technical training, and 60% didn't require any training. In contrast, today 20% of the jobs continue to be in professional careers, but 65% of the workforce requires some type of technical training, and only 15% require little or no training. What has changed between the 1950's and today is that business and industry now need, and require, a better-trained and better-prepared workforce. At WATC, our faculty and staff work alongside subject matter experts from business and industry to develop new curriculum and review existing curriculum to assure that current practices are identified and aligned with industry standards and are incorporated into each program's curriculum.

Over the past 10-15 years, state legislators, the Kansas Technical Education and Training Authority, and the Kansas Board of Regents have continued to raise the bar for career-technical education with outcomes such as better prepared youth and adults for real jobs, offering greater opportunities in high-demand, high-tech, and high-wage jobs, enhancing our nation's global competitiveness, assuring a prepared workforce of productive citizens, driving economic growth, and assisting people with skill upgrades and entry into employment.

Wichita Area Technical College, at the will of our business partners and through the implementation of policies and procedures by the Kansas Board of Regents and the Kansas Technical Education and Training Authority, has made great strides over the past three years - some of which include:

- Receiving accreditation from The Higher Learning Commission of the North Central Association
- Graduating the most career and technical education graduates of any technical college in Kansas

WICHITA AREA TECHNICAL COLLEGE

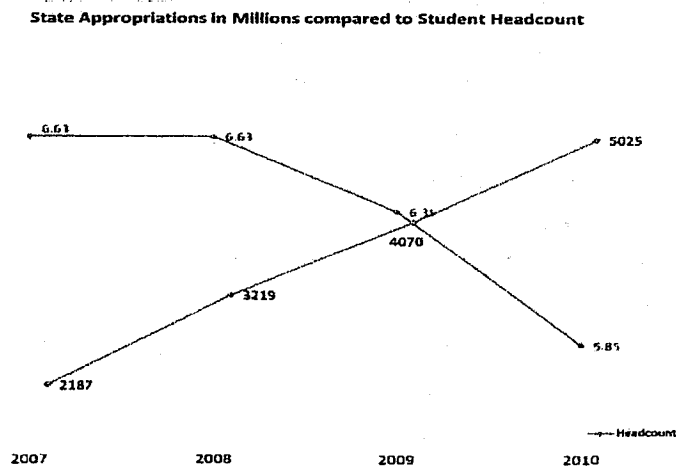
Administrative Offices

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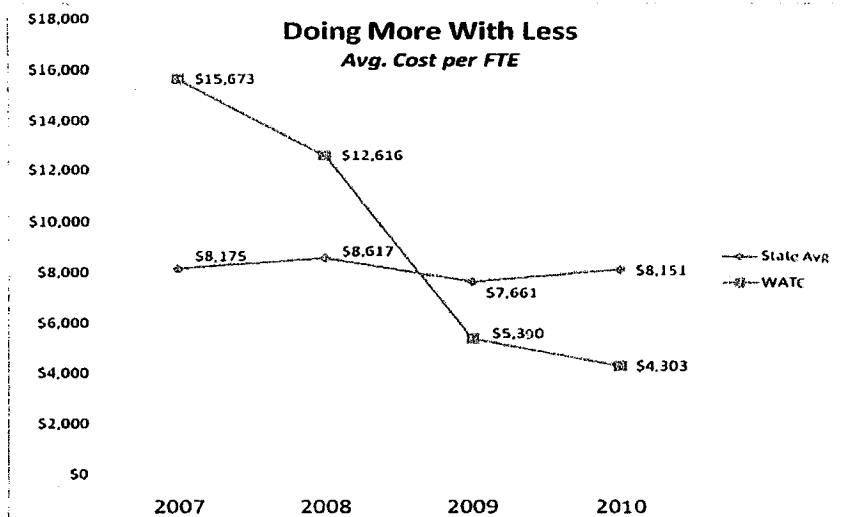
House Vision 2020
2-8, 2010
Attachment 3

- Being ranked 2nd among the fastest-growing colleges in the nation
- Being recognized as one of two institutions in Kansas in the top 100 colleges in the nation to award one-year certificates
- Becoming the 9th largest two-year college in Kansas
- Assuring that 96% of our 2008 graduates became employed or continued their education
- Became one of 11 schools in the nation to be accredited by the National Center for Aircraft Technicians offering knowledge and skills certification for Avionics students
- Providing technical training for the largest aviation supplier base in the world
- Assisting over 500 adults in earning their Kansas high school diploma (GED) in 2008-2009
- Developing 30 new programs for deployment over the next two years
- Delivering over 18,200 credit hours (up from 9,100) in aviation and manufacturing related programs
- Increasing enrollments from 710 FTE to 1,628 FTE since 2005 (FTE = Full-time Equivalent Students)
- Implemented online classes – we've grown to over 115 courses in two years
- Implemented Global Professional Standards (Work Ethics) curriculum in all courses
- Development of numerous articulation agreements with our state's universities, community colleges, and area high schools

Wichita Area Technical College has done all of this, and more, with flat or decreased state funding. The following graph illustrates this point. Since 2007 our state appropriations have fallen from \$6.63M to \$5.85M while our enrollments have increased from 2,187 students in 2007 to over 5,000 students (more than double) this academic year.



In addition, as can be seen on the following graph, WATC's average costs per FTE have decreased from \$15,673 in 2007 to \$4,303 in 2010 which has caused us to operate at a deficit, deplete our contingency funds, and reduce services to our learners in spite of the fact that we've more than doubled our enrollments. On the other hand, the average cost among all two-year public institutions has remained a little more than \$8,000 due to their ability to draw from a local mill levy and the ability to benefit from a larger pool of state appropriations.



To help mitigate the impact of decreased state funds on increased enrollments, WATC has made a number of cuts and modifications including no salary raises for the past three years. During this academic year, WATC enforced a two-week (no pay) furlough for all faculty and staff, the closing and selling of three instructional sites (programs were relocated to other existing sites), increased employee benefit contributions, eliminated two departments with reallocation of functions to existing employees, suspension of professional development activities, reduction of security and custodial services, reduction of marketing expenditures, and a reduction of 29 faculty and staff positions. Before July 1, 2010 additional budget reductions will be made as we face a possible \$500,000+ shortfall with no available funds in reserve.

While we realize the state's predicament of an additional \$400M budget deficit beyond the current \$400M just to fund programs at their already incredibly reduced level, we share the same message as outlined in the governor's budget recommendation of "no more cuts" and to embrace the pursuit of additional revenue. Higher education, and more specifically the six technical colleges, is struggling to come to grips with additional unprecedented budget cuts to offset the state's shortfall, but additional cuts will severely impact the campuses. With further budget cuts we will be compromising our ability to meet the workforce needs of our business partners and our ability to drive economic growth for the state. The fact is, we can't keep doing more for less and maintain the high-tech, high-wage, and high-demand skill training that will stimulate our Kansas economy.

During Governor Parkinson's budget recommendation presentation, he stated, "... I can't find \$400 million more that we can responsibly cut. If you can find responsible cuts, I'm open to looking at them. But let me repeat, as a person who is fiscally responsible, a person who has cut more money out of the Kansas budget than any Kansan in history, there isn't \$400 million that we can responsibly cut. Now is the time to stop cutting aid to education ...".

We are in full support of Governor Parkinson's recommendation of increasing revenues by raising taxes – even if it's for a three-year period. As he stated, "This 36 months will allow us to fund our programs at minimally acceptable levels while we work our way out of this recession." In addition, we agree with the Governor that further cuts will absolutely cripple our state programs. We must mitigate any further harm to our higher education system, particular the six technical colleges. We think it is only fitting and appropriate for you, as legislators, to do the same thing and look at every possible avenue, including revenue enhancement, to ensure the future of education in Kansas. The burden should be shared just as higher education's ability to improve the state of Kansas is shared.

To further position the state's technical colleges for the future, Wichita Area Technical College, along with the other five technical colleges, requests that during legislative budget discussions a separate line item, using the current post-secondary aid funds, be identified specifically for the six technical colleges. In addition, we solicit your support of granting counties, where a technical college resides, the ability to implement, at the will of the people, a local taxing authority specifically for the technical college.

The development of young people for participation in the workforce is critical to our nation's goal of continued global economic competitiveness and technical education programs are part of the journey of preparation for employment. Investing in our state's technical colleges is a return on our state's investment as we provide a trained workforce. However, this can only be done by reversing the downward spiral of continued cuts and implementing additional revenue sources, such as increased taxes.

We look forward to working with you as we move forward to meet the economic and workforce development needs of our companies in Kansas.

Best regards,



Ray R. Frederick, Jr.
Interim President