



Testimony Re: HB 2620
House Education Committee
Presented by Neeley Carlson
on behalf of
Kansas Restaurant & Hospitality Association
February 8, 2012

Mr. Chairman, Members of the Committee:

My name is Neeley Carlson, I am the VP of Education & Training for the Kansas Restaurant & Hospitality Association Educational Foundation. I also serve on the Kansas Advisory Committee for Career and Technical Education for the Kansas Department of Education. I am submitting written testimony in support of HB 2620.

KACCTE is comprised of industry leaders representing each of the 21 career clusters recognized by KSDE. These industry representatives have worked to identify the knowledge and skill sets needed so that students participating in these programs will be college and career ready. Industry has also worked with KSDE staff to identify industry recognized certificates and certifications.

It is exciting to see that discussions are being had about the positive impact that Career & Technical Education (CTE) has on students and the development of our states workforce. These programs provide a path for students to be college and career ready. It is important for everyone to recognize that post-secondary education includes apprenticeships, technical college, community colleges, as well as the traditional four year institutions. Not all of the jobs in our state require a four year degree. In some career fields it is important for us to identify stackable credentials that allow students to fill high need jobs while continuing their education and working towards the next step in their profession.

Although we do support this bill, a few items in the proposal should be given additional consideration.

- When KACCTE was developing the career pathways, classes were developed that allowed students to build upon their knowledge. Typically, students take introductory classes in grade 8 or 9 and then transition to more technical classes at grades 10 to 12. Students leaving high school should be college or career ready. If high school CTE students are bussed to a post-secondary school to take these classes, will the classes still be taught at the high school level? Is there a separation of the high school and college student? If the students are intermixed and one level of instruction is provided will the high school student be prepared or will the college student have a lowered curriculum?
- Are the post-secondary programs prepared to meet the needs of all students? It will be important to ensure that that the support services that are provided at the high school are also available at the secondary level. This would include meeting the requirements of special needs students and as well as the varying development or maturity level of students.

- How will capacity be defined? If there are multiple high schools the 30 mile service area and the post-secondary school can not meet the needs of all, what guidelines will determine which schools transfer students and which ones will not.
- There are some very successful CTE programs currently in place across our state. If the bill passes as written some model programs would be eliminated due to the new section 3 (c) that prevents duplicative programs being offered by a district within 30 miles of a postsecondary institution. Elimination of successful programs would not be a move in the right direction for CTE.
- There should be a system that would not allow a post-secondary school to add a program of study if a high school in the 30 mile radius currently has the same program. Many school districts have made investments in CTE classrooms. It would be a waste of funds to build a new program at the post-secondary level and shut down a program at the high school.
- In new sec. 7 (a) the school will receive an award in the amount of \$1,000 for each pupil who graduates with an industry-recognized credential for high need occupations. As currently written, schools can use these funds for any expenses occurred in operating the school. It would seem more appropriate to require the \$1,000 be used to support the CTE program that the student was participating in. This would be dependent on whether amendments are made to alter the duplicative program section.
- CTE classes are elective courses. Students not passing core classes or those not meeting graduation requirements might not have the option to enroll in a CTE course. Moving forward it is important to ensure the system encourages enrollment in these courses and does not create additional barriers.

As more data is gathered, the impact and return on investment of CTE in terms of student achievement is clear. Students in CTE programs have a higher-than-average high school graduation rate. Students concentrating on CTE programs in high school are more likely to attend college and stay there to graduate. Seventy-nine percent of CTE concentrators enrolled in postsecondary education within 2 years of high school graduation

The passage of HB 2620 identifies the importance of CTE in Kansas. This will bring a significant change to the current system, and some have yet to determine if this change will be good or bad.

I would like to ask this committee to support the passage of this bill, while ensuring the items of concern are also adequately addressed.

Thank you for the opportunity to provide written testimony.