

Postsecondary Technical Education Authority

AGENDA

Kansas Board of Regents

1000 SW Jackson, Suite 520, Topeka, KS

10:00 AM – November 16, 2023

I. CALL TO ORDER

- A. Approve Previous Minutes (October 26, 2023) Chair Humphrey

II. REPORTS

- A. Introductions Chair Humphrey
B. Chair's Report Chair Humphrey
C. Member Liaison Reports TEA Members
D. Vice President for Workforce Development Report Vice President Smathers
E. Report from the Community Colleges President Ruda
F. Report from the Technical Colleges President Genandt

III. OTHER MATTERS

- A. Legislative Update Director York
B. TEA FY 2023 Legislative Report Vice President Smathers
C. State Innovative Technology Grant Recommendations Associate Director Roberts
D. KSDE K-12 Update Member Clark
E. Licensed Practical Nursing Realignment Director White
F. Perkins State Determined Levels of Performance Director White
G. FY 2023 Data Summary Associate Director Chambers

IV. NEXT MEETING REMINDER (December 21, 2023)

V. ADJOURNMENT

**KANSAS POSTSECONDARY
TECHNICAL EDUCATION AUTHORITY
MINUTES
October 26, 2023**

The Kansas Postsecondary Technical Education Authority (TEA) meeting was held in the Board Office located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka. Proper notice was given according to law. The meeting was called to order by Vice Chair Ray Frederick at 10:00 A.M.

MEMBERS PRESENT:

Ray Frederick, Vice Chair
Tiffany Anderson
Mark Hess
Cindy Hoover
Debra Mikulka
David Reist
Curtis Sneden
Mike Beene
Natalie Clark
Angela White

RECOGNITION OF MEMBER SERVICE

The TEA and Board of Regents President Blake Flanders recognized former member Eddie Estes for his years of service with the TEA.

APPROVAL OF MINUTES

Member Reist moved to approve the minutes of the September 28, 2023, meeting and, following a second by Member Anderson, the motion carried.

INTRODUCTIONS

Vice Chair Frederick introduced Angela White as Secretary Shultz' appointed member from the Kansas Department of Labor.

REPORTS

REPORT FROM THE CHAIR

None.

MEMBER LIASON REPORTS

Member Anderson expressed her appreciation for former Member Estes, recognizing his contributions for Career Technical Education. She shared that the Topeka Center for Advanced Learning & Careers (TCALC) in partnership with Stormont Vail Hospital has placed credentialed students in facilities to gain experience. She informed members that Highland Park High School, for the first time in its history, has a 90% graduation rate with a 76% free lunch rate.

Member Mikulka reported that she attended the Workforce Innovation Opportunity Act (WIOA) Conference in Manhattan the first week of October and expressed appreciation for the information shared.

REPORT FROM THE VICE PRESIDENT FOR WORKFORCE DEVELOPMENT

Vice President Smathers reported that Board staff has recently submitted the first round of Adult Education federal reports and continues to work on Carl D. Perkins and Adult Education federal reports

that are due in January. He reported that Board staff participated in the WIOA Conference in Manhattan that had approximately 300 attendees and great vendor participation and added that Associate Director Grosdidier was recognized at the conference for her national GED award. He reported that Board staff has been traveling to meet with colleges for Adult Education and Perkins trainings this month, attended the Advance CTE National Conference and the Adult Education National Training Institute Conference in Baltimore, and will be travelling to Wichita for a Principals' conference on November 7th to discuss higher education in the state and opportunities for high school students, such as the Promise Act Scholarship and Excel in CTE programs. Vice President Smathers reported that he met with new TEA member, Todd Zimmer, and that Board staff will be working with the Kansas Department of Education and the Kansas Hospital Association on a Kansas Healthcare Career Day virtual event.

REPORT FROM THE COMMUNITY COLLEGES

Garden City Community College President Ruda provided members with a report on the activities of the community colleges.

REPORT FROM THE TECHNICAL COLLEGES

Manhattan Area Technical College President Genandt appeared via Zoom to provide members with a report on the activities of the technical colleges. Vice President Smathers presented the report due to audio technical difficulties.

APPROVAL OF CONSENT AGENDA

Vice Chair Frederick called for a motion to approve the consent agenda. Member Beene so moved, and following a second by Member Reist, the motion carried.

Technical Program and Curriculum Committee

New Program

Labette Community College: Diagnostic Medical Sonography (51.0910)

Salina Area Technical College: Industrial Machine Mechanic (47.0303)

Hutchinson Community College: Audio Technology (10.0203)

Promise Act

Labette Community College: Diagnostic Medical Sonography (51.0910)

Salina Area Technical College: Industrial Machine Mechanic (47.0303)

Excel in CTE Fees

Salina Area Technical College: Industrial Machine Mechanic (47.0303)

OTHER MATTERS

LEGISLATIVE UPDATE

Members received a Legislative update from Director of Government Relations, Adam York. He reported that the Legislative Interim Session is ongoing. His report included information regarding testimony by Board Staff at the Legislative Budget Committee hearings and the Special Committee on Education.

MILITARY ARTICULATION UPDATE

Members received a military articulation update from Associate Director Wood. He shared information regarding the process of translating military skills and awarding college credit for military training. He

directed members to the Board website page, where service members can explore the opportunities available to them and provided a PowerPoint presentation. He informed members that Kansas is a national leader in military articulation support and the Kansas Board of Regents office has earned three military member support awards in recognition of their efforts.

HIGH SCHOOL EQUIVALENCY UPDATE

Members received a high school equivalency update from Associate Director Grosdidier. She shared data and information in the meeting materials regarding the Kansas High School diploma (GED), the Kansas Pathway diploma, completion strategies and rates and over-all pass rates, adding that Kansas continues to maintain a higher passing rate than the national average.

ADULT EDUCATION UPDATE

Members received an Adult Education update from Associate Director Lee. She referred members to the Adult Education update for Fiscal Year 2023 data provided in their meeting materials. Associate Director Lee informed members that Board staff resumed in-person monitoring of the 20 programs across the State in over 50 locations and scheduled the Fiscal Year 2024 professional development training. She highlighted program performance, including Cross-TREK (Cross-Teaching Remote Education in Kansas), the Kansas GED pass rate, and measurable skill gain rates, adding that the GED pass rate and measurable skill gain rates are above the national average.

COMPREHENSIVE LOCAL NEEDS ASSESSMENT FY25-26 UPDATE

Members received an update on the Perkins Comprehensive Local Needs Assessment (CLNA) FY25-26 from Associate Director Brown. She provided background on the eligibility process for determination of Perkins Federal financial assistance according to the CLNA, which she explained is now data-based. She explained that the state is divided into 19 regions surrounding locations of KANSASWORKS Workforce Centers, referring members to the meeting materials. She explained that Board staff conducts training and bi-weekly webinars for the regions, and expressed appreciation to the state-wide regional needs assessment teams which include secondary and postsecondary staff, community members, students, parents, and representatives of special populations, tribal organizations, and business and industry.

AO-K REPORT

Members received the Accelerating Opportunity Kansas (AO-K) report from Associate Director Leite. She explained that AO-K follows a career pathways model with students earning stackable credentials as they are enrolled simultaneously in college technical education and adult basic skills programs. She explained program details and referred members to the funding and enrollment data provided in the meeting materials. She explained that the AO-K program has the same benefits as the Excel in CTE program, but it is for students outside the traditional college age, consisting of a working relationship between Career Technical Education providers and Adult Education providers, and providing tuition free access to tiered CTE courses for qualified students.

COURSE BUCKET REVIEW METHODOLOGY

Members received information on the course bucket review methodology from Associate Director Chambers. She provided a brief history of the process which began in 2011 with over 28,000 courses for review. She explained that each institution is not required to use the exact same naming convention for their courses, and so the “bucket” system was created to provide a means to group like courses together and explained that each course entered into the data system is reviewed individually and is now assigned manually to the appropriate bucket. She provided background information for Pharmacology courses for which the system has been applied to date in the meeting materials. She explained that Board staff proposes a three-year timeline and methodology as outlined for further evaluation of all course buckets in the system and as included in the meeting materials. She informed members that Board Staff recommends

approval of the re-assignment of Pharmacology courses into program-specific buckets for AY2023 funding calculations, and the approval of the timeline and methodology outlined for further evaluation of all course buckets in the system. Member Mikulka so moved, and following a second by Member Reist, the motion carried.

NEXT MEETING REMINDER

Vice Chair Frederick reminded members that the next regularly scheduled TEA meeting will be held virtually on November 16, 2023 at 10:00 A.M.

ADJOURNMENT

Vice Chair Frederick adjourned the meeting at 12:13 P.M.

Respectfully submitted by:
Susan Henry, Executive Assistant

III. Legislative Update

**Adam York,
Director, Government
Relations**

- *Community and State Benefit – Non-monetary Benefits for Individuals and Society*

Intent

Director Adam York will provide the TEA with a Legislative update.

III. TEA FY 2023 Legislative Report

**Scott Smathers,
Vice President for
Workforce Development**

- *Community and State Benefit – Non-monetary
Benefits for Individuals and Society*

Summary

The Technical Education Authority is required by statute to annually file a report with the Legislature summarizing their activities from the previous year.

Intent

At the beginning of each legislative session, the TEA is required to file a report with the Legislature summarizing actions the TEA has taken in the previous year. A copy of the proposed report is attached for member review and approval.



POSTSECONDARY TECHNICAL EDUCATION AUTHORITY FY 2023 SUMMARY REPORT

November 2023

POSTSECONDARY TECHNICAL EDUCATION AUTHORITY (TEA) FY 2023 SUMMARY INFORMATION

The purpose of this report is to fulfill the reporting requirements of the Postsecondary Technical Education Authority (TEA) per K.S.A. 74-32,402(a)(12).

The TEA was initially created and empowered in the 2007 Legislative Session in Sections 1 through 4 of House Bill 2556 (codified at K.S.A. 74-32,401 through 74-32,404) and was renewed without a sunset in 2019 (SB 71). The TEA consists of twelve members with nine members appointed from across the state and one *ex officio* member assigned from the Departments of Education, Commerce, and Labor. The TEA's purpose is to work under the auspices of the Kansas Board of Regents (Board) and to make recommendations to the Board regarding the coordination, statewide planning, and improvements to the postsecondary technical education system.

In FY 2023, the TEA met eleven times with five face-to-face meetings held in Topeka and six meetings held virtually or by phone. In addition to the regular TEA meetings, separate committee meetings (Budget & Finance, Advocacy & Marketing, and Program & Curriculum) were held virtually or by phone on an as-needed basis. As part of the TEA's responsibilities, during the past year, the TEA:

- Evaluated 25 Career and Technical Education (CTE) programs and recommended 23 for approval (K.S.A. 71-1802)¹;
- Reviewed and recommended grants for several state and federal programs administered by the Board including the Kansas Nursing Initiative, the Kansas Innovative Technology & Internship program, the Motorcycle Safety Fund, the Commercial Driver's License Training program, and the Carl D. Perkins program;
- Reviewed and approved fees charged by colleges to high school students participating in Excel in CTE (K.S.A. 72-3810);
- Recommended changes to the Out of Service Area Board policy which have been adopted by the Board;
- Supported and encouraged the expansion of internships and micro-internships at all public institutions of higher education;
- Reviewed, updated, and ensured the extraordinary cost element of the instructional cost model was understood by colleges as part of the Board's responsibility to administer an instructional cost model to allocate state aid to the colleges;
- Continued to review and approve CTE programs as part of its statutory responsibilities;
- Approved updated program alignments for the associate degree Nursing program, the Machining and Manufacturing Technology program, and the Heating, Ventilation, Air Conditioning program;
- Supported expansion of the AO-K program and Integrating Academic programs;
- Reviewed the AY 2021 Kansas Training Information Program (KTIP) report (K.S.A. 74-32,418);
- Reviewed federal Carl D. Perkins and Adult Education funding distributions and performance;
- Advocated for Excel in CTE and two-year college state funding;
- Supported the Build Something New CTE marketing campaign to increase enrollments at the colleges;
- Reviewed the instructional cost model calculations (GAP analysis) from AY 2022 enrollments for FY 2024 allocations and the impact of re-centering state funding among the colleges;
- Reviewed the 2023-2024 Excel in CTE Qualifying Credentials;

¹ Refer to the table at the end of this report for information on the timeline of each new program's submission and approval process.

- Reviewed the two-year college funding distributions for FY 2024, including a decision to hold certain instructor's salaries at the prior year's level; and
- Reviewed and approved Kansas Promise Scholarship Act eligible programs (2021 HB 2064).

The TEA continues to work on a variety of programs and initiatives in support of career and technical education programs throughout Kansas. Please contact the Kansas Board of Regents Office with any questions regarding the TEA.

Institution	CIP	Program Name	Exit points	Credit hours	Approvals				
					Program Alert	10 Day Comment Period	Program/ Curriculum Date	TEA Date	KBOR Date
Kansas City Kansas Community College	48.0508	Welding	CERTC	46	7/15/2022	7/15/2022 – 7/28/2023	7/22/2022	7/22/2022 – 8/4/2022	8/14/2022
Kansas City Kansas Community College	22.0301	Legal Administrative Assistant	Cert B	33	7/15/2022	7/15/2022 – 7/28/2023	7/22/2022	7/22/2022 – 8/4/2022	8/14/2022
Garden City Community College	51.0801	Medical Assistant	Cert C	48	7/15/2022	7/15/2022 – 7/28/2023	7/22/2022	7/22/2022 – 8/4/2022	8/14/2022
Barton Community College	01.0205	Agriculture Mechanics – Top Tech	Cert C	50	9/23/2022	9/23/2022- 10/6/2022	10/13/2022	10/27/2022	11/16/2022
Butler Community College	51.0904	Advanced Emergency Medical Technician	Cert A	20	8/19/2022 – 9/2/2022	9/8/2022	9/29/2022	11/18/2022	12/14/2022
Neosho County Community College	46.0503	Plumbing Technology	Cert A	21	10/14/2022	10/14/2022 – 10/27/2022	11/3/2022 moved to 11/10/22	11/18/2022	12/14/2022
Northwest Kansas Technical College	47.0606	Powersports Tech	CERTA CERTC AAS	24 48 63	11/16/2022	11/16/2022 – 12/1/2022	12/8/2022	12/16/2022	1/19/2023
North Central Kansas Technical College	47.0606	Powersports Tech	Cert C	44	11/16/2022	11/16/2022 – 12/1/2022	12/8/2022	12/16/2022	1/19/2023
Washburn Institute of Technology	19.0709	Early Childhood Education	Cert A Cert C	24 48	11/16/2022	11/16/2022 – 12/1/2022	12/8/2022	12/16/2022	1/19/2023

Institution	CIP	Program Name	Exit points	Credit hours	Program Alert	10-Day Comment Period	Program/ Curriculum Date	TEA Date	KBOR Date
Garden City Community College	15.0405	Robotics and Mechatronics Technology	Cert B AAS	36 65	12/15/2022	12/15/2022 - 12/28/2022	1/5/2023	1/26/2023	2/16/2023
Washburn Institute of Technology	51.0904	Advanced Emergency Medical Technician	Cert A	20	12/15/2022	12/15/2022 - 12/28/2022	1/5/2023	1/26/2023	2/16/2023
Garden City Community College	11.1006	Computer Support Specialist	Cert B AAS	31 60	12/15/2022	12/15/2022	2/9/2023	2/23/2023	3/22/2023
Cowley County Community College	10.0303	Graphic Imaging Design	Cert A	21	12/15/2022	12/15/2022 - 12/28/2022	1/5/2023, 3/9/2023	3/30/2023	4/19/2023
Cowley County Community College	51.0904	Advanced Emergency Medical Technician	Cert A Cert B	24 39	2/17/2023	2/17/2023 - 3/3/2023	3/9/2023	3/30/2023	4/19/2023
Flint Hills Technical College	19.0708	Early Childhood Education	CERTB AAS	34 65	2/17/2023	2/17/2023 - 3/3/2023	3/9/2023	3/30/2023	4/19/2023
North Central Kansas Technical College	51.0908	Respiratory Care	AAS	70	3/24/2023	3/24/2023 - 4/7/2023	4/13/2023	4/27/2023	5/17/2023
Neosho County Community College	47.0604	Automotive Technology	Cert A Cert B AAS	19 39 64	3/24/2023	3/24/2023 - 4/7/2023	4/13/2023	4/27/2023	5/17/2023

Institution	CIP	Program Name	Exit points	Credit hours	Program Alert	10-Day Comment Period	Program/ Curriculum Date	TEA Date	KBOR Date
Salina Area Technical College	51.0805	Pharmacy Tech	CERTB	36	4/21/2023	4/24/23 - 5/5/2023	5/11/2023	5/25/2023	6/14/2023
WSU Tech	13.1501	Para Educator	AAS	60	4/21/2023	4/24/23 - 5/5/2023	5/11/2023	5/25/2023	6/14/2023
Colby Community College	1.0906	Feedlot Certificate	CERTA	16	4/21/2023	4/24/23 - 5/5/2023	5/11/2023	5/25/2023	6/14/2023
Highland Community College	1.1004	Viticulture and Enology	CERTA CERTB	16 30	4/21/2023	4/24/23 - 5/5/2023	5/11/2023	5/25/2023	6/14/2023
Cowley County Community College	15.1704	Wind Energy Technology	CERTA	19	4/21/2023	4/24/23 - 5/5/2023	5/11/2023	5/25/2023	6/14/2023

III. State Innovative Technology Grant Recommendations

Crystal Roberts,
Associate Director for
Workforce Development

➤ Talent Pipeline – Special Initiatives

Summary

Purpose: K.S.A. 74-32,430 establishes the Kansas Technology Innovation and Internship program to provide funds to career technical education institutions for start-up support for innovative technical courses or programs in emerging technologies, manufacturing, or areas of skill shortages. These funds are appropriated on an annual basis and awarded to institutions through a competitive grant process.

Eligible Institutions: Public postsecondary career technical education institutions delivering approved career technical education programs in Kansas.

Criteria for Innovative Technology Grant Awards:

- Private business must provide financial or in-kind support, or any combination thereof, to the career technical education institution equaling 100% of the amount of the grant.
- The technical course or program must relate to a business or industry located in the service area of the career technical institution.
- The technical course or program must relate to emerging technologies, manufacturing, or documented areas of skill shortages.
- Upon completion of the project, institutions receiving a grant award must submit all required reports and forms within the required timeframe.

The following is a summary of the proposals and award amounts recommended for consideration:

Cloud County Community College – Nursing & Allied Health

\$18,732

Cloud County CC is requesting grant funds to purchase innovative training headwall equipment customized for Associate Degree Nursing, Certified Nurse Aid, Certified Medication Aide, and Emergency Medical Technician programs in the Nursing and Allied Health Simulation Center. These training headwalls provide students with realistic patient care simulations including the ability to mimic air, oxygen, and suction with functioning air supply devices.

Business/Industry Partners: North Central Kansas Medical Center – Concordia, KS Republic County Hospital – Belleville, KS

- \$18,732 total in-kind match
 - **North Central Kansas Medical Center**
\$8,142 in-kind donation - two Stryker Series Transport Stretchers
 - **Republic County Hospital**
\$10,590 in-kind donation - obstetrical delivery bed and a radiant infant warmer

Cowley Community College – Wind Energy Technology

\$20,969

Cowley CC is requesting grant funds to purchase new wind energy equipment necessary to provide students with the innovative short-term training model required to fill growing local workforce needs. The requested industry-standard equipment is critical in meeting the requirements of the Global Wind Organization (GWO), whose approval is necessary to become a certified training facility and testing site.

Business/Industry Partner: NextEra Energy – Juno Beach, FL (Kansas Wind Energy Branch)

- \$80,000 industry in-kind donation of blades and engine parts

Neosho County Community College – Automotive Technology

\$42,000

Neosho County CC is requesting grant funds to purchase innovative equipment for the new Mitchell Career & Technology Center (MCTC) Automotive Technology lab. The implementation of the industry-standard equipment will allow students to train on the most current equipment, preparing them for industry certifications and skills preferred to enter the workforce.

Business/Industry Partner: NuWa Industries, Inc. – Chanute, KS

- \$275,000 industry donation of funds towards the purchase of the tools and equipment for the new MCTC Automotive Technology lab.

Salina Area Technical College – Automotive Technology

\$8,637

Salina Tech is requesting grant funds to purchase a Ranger RL=8500XLT Brake Lathe for the Lincoln, KS campus. This opportunity will allow students to train on the most current equipment by using the combination disc/drum brake lathe. The college has worked closely with its advisory council to ensure the needs of industry are being met by providing innovative technology through advanced equipment to better prepare students to enter the workforce.

Business/Industry Partner: Long McArther, Inc. – Salina, KS

- \$30,000 industry in-kind donation of a Hunter Revolution Tire Machine.

Washburn Institute of Technology – Welding

\$24,486

Washburn Tech is requesting grant funds to purchase two hydraulic wrap-around benders. This innovative equipment will provide students a high level of accuracy in destructive testing of completed weld specimens as well as testing new types of materials, all of which is not possible with previous equipment options.

**Business/Industry Partners: Ernest-Spencer – Meriden, KS
PTMW – Topeka, KS**

- \$53,860 total in-kind match
 - **Ernest-Spencer**
\$24,860 in-kind donation of 4,000 6"x6"x1/4" steel circle plates
 - **PTMW**
\$29,000 in-kind donation of large boxes of aluminum and square tubing

WSU Campus of Applied Sciences & Technology – Automotive Technology

\$41,075

WSU Tech is requesting grant funds to purchase an innovative Advanced Driver Assistance System (ADAS) recalibration system to train students to service ADAS technology in both personal and commercial vehicles. This opportunity will provide training in real-world scenarios specific to the rapid advances that continue to occur in ADAS electronic sensors and computer systems.

Business/Industry Partner: WKI Kenworth – Wichita, KS

- \$45,000 industry in-kind donation of a semi-truck and 80 hours of customized ADAS-related faculty training/externship.

Recommendation:

Board staff have reviewed the proposals and present them for discussion and approval by the Technical Education Authority.

**III. Kansas Department of Education
K-12 Update**

**Natalie Clark, Assistant
Director, Career Standards
and Assessment Services,
Kansas Department of
Education**

- *Community and State Benefit – Non-monetary
Benefits for Individuals and Society*

Summary

Members will receive a K-12 update from ex-officio TEA member Natalie Clark, Assistant Director of Career Standards and Assessment Services, Kansas Department of Education.

III. Program Realignment: Practical Nursing (51.3901)

April White,
Director for Workforce
Development

- Success – Graduates in jobs with sustaining wages
- Talent Pipeline – Graduates in high demand, sustaining wage fields

Summary

One of the initiatives underway by the Postsecondary Technical Education Authority to enhance technical education in the state is the alignment of specific technical programs. Program Alignment has four primary objectives: allow business and industry to identify exit points within the program; identify nationally recognized third-party credentials; identify common courses; and decrease the variability in program length.

The Practical Nursing program has been realigned by the Kansas Council of Practical Nurse Educators and approved by the Kansas Board of Nursing (KSBN).

Background

One of the strategic priorities of the Postsecondary Technical Education Authority (TEA) is to enhance technical education in the state by the alignment of specific technical programs. This project is driven by the needs of business and industry in the state. Program Alignment consists of five phases:

- Phase I: Research and industry engagement.
- Phase II: Faculty engagement and aligning curriculum within industry certifications.
- Phase III: Approval of program structure and curriculum.
- Phase IV: Implementation.
- Phase V: Standards revision.

Phase V: Standards revision: Practical Nursing (51.3901)

The 2023 review of the Practical Nursing alignment began in response to the Kansas Council of Practical Nurse Educators (KCPNE) request for realignment due to the need for added flexibility and responsiveness to the needs of their local communities. In the process of realignment, the curriculum requirements were reviewed and updated. The programs are to maintain alignment through program outcomes and prerequisites required by the Kansas State Board of Nursing (KSBN). The alignment prescribes two support courses (Human Anatomy and Physiology, and Human Growth and Development).

The proposed changes to the program alignment were submitted to the Kansas Board of Nursing and given final KSBN approval on July 28, 2023.

Staff Recommendation

The proposed revision to the Practical Nursing program alignment and course outcomes have been reviewed by Board staff and are recommended for approval by the Postsecondary Technical Education Authority.

Important note: The Kansas Board of Regents is focused on statewide program alignment between all universities, community colleges and technical colleges. The Registered Nursing program is set to be reviewing during academic year 2024. This could impact prerequisites for Practical Nursing programs.



Certificate C
45-59 credit hours

Practical Nurse
• LPN Credential

Required Courses within Program

<u>Support Courses*</u>	<u>7 credits:</u>
Human Anatomy & Physiology	min 4 credits
Human Growth & Development	3 credits

Course list sequence has no implication on course scheduling by colleges.

Institutions may add additional competencies based on local demand.

Competencies identified within the Support Courses represent opportunities for articulation with K-12.

**Institutions may utilize existing like course titles for Support Courses that adhere to the agreed upon course lengths.*

Notes

Specifics pertaining to Practical Nurse program:

1. Colleges may choose to require an active Certified Nurse Aide credential for entrance into PN programs.
2. Program educational standards and outcomes are established by the Kansas State Board of Nursing.
3. Practical Nurses must be licensed to practice and are regulated by the Kansas State Board of Nursing.
4. Successful program completers will be eligible to sit for the National Council Licensure Examination (NCLEX), the passing of which culminates in the Licensed Practical Nurse

LPN Program Outcomes:

Upon completion of the Practical Nursing program, the graduate will demonstrate the following in a structured setting:

1. Relationship-Centered Care: Provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes.
2. Teamwork and Collaboration: Collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making.
3. Evidence-Based Practice: Use current evidence as a basis for nursing practice.
4. Informatics: Use information and client care technology to support the delivery of safe, quality client care.
5. Quality Improvement: Participate in quality improvement activities assessing their effect on client outcomes.
6. Safety: Provide an environment that is safe and reduces risk of harm for clients, self, and others.
7. Professionalism: Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
8. Leadership: Use leadership skills that support the provision and coordination of client care.

III. Perkins V: State Determined Performance Levels

**April White,
Director for Workforce
Development**

- *Talent Pipeline – Special Initiatives*
- *Success – Degrees and Certificates Earned*

Summary

Under Title I (Basic State Grants) of the Carl D. Perkins Career and Technical Education Act, which was reauthorized in 2018 under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Congress appropriates roughly \$1.3 billion annually in State formula grants for the development and implementation of career and technical education (CTE) programs. Perkins Title I grants are allotted to states through a formula based on the states' populations in certain age groups and per capita income.

Each eligible agency under Perkins V must prepare and submit a State plan that includes State Determined Performance Levels (SDPLs). SDPLs are objective, quantifiable, and measurable targets that are set by the State for core indicator performance. SDPLs require the State to “continually make meaningful progress” towards improving the performance of all CTE students. Failure to meet SDPLs could result in a reduction of Perkins V funds to the State.

Background

Perkins V introduced new federal CTE performance indicators, requiring new baseline performance levels. The law also included formal definitions of “CTE concentrators.” These changes required nearly all states to shift how they collect data and determine which students are included in each measure when calculating performance levels.

Additionally, Perkins V made significant changes to the way states set and modify performance targets. Previously, states negotiated a target performance level on each core indicator of performance with the U.S. Department of Education (ED). Now, states set their own SDPLs following specific criteria and processes outlined in the law. One of the key parts of this process is that states must make available their suggested performance targets for public comment at least 60 days before submitting them to ED. States must ensure that their targets advance the goals set forth in their state plans and that they continually make meaningful progress in the performance of all students.

If a state fails to meet at least 90 percent of the SDPL on an indicator for the program year, the state must create an improvement plan for that indicator following requirements from ED. Once a state enters an improvement plan, no adjustments may be made to the performance levels for the indicator.

Kansas Perkins V State Plan 2024-2027

Pursuant to federal law, Kansas is required to submit a state plan every four years for the administration of Perkins V. If no substantive changes are needed, the entire state plan does not have to be altered or adhere to public comment process; however, SDPLs must be updated based on the previous two-years of data. States have the option to set annual SDPLs or set them for 2024-2027. To be responsive to yearly fluctuations in data, the State Perkins team made the decision to submit annual SDPLs.

Actual Levels of Performance:

The chart below is the State's actual levels of performance for the two most recently completed program years of data for Performance Years 2020-2021 and 2021-2022.

Indicator of Performance	Actual Level of Performance Year 2020-2021	Actual Level of Performance Year 2021-2022
1S1: Four-Year Graduation Rate	98.59%	98.59%
2S1: Academic Proficiency in Reading/Language Arts	31.10%	29.96%
2S2: Academic Proficiency in Mathematics	29.13%	25.25%
2S3: Academic Proficiency in Science	36.87%	35.91%
3S1: Post-Program Placement	87.79%	90.40%
4S1: Non-traditional Program Concentration	38.69%	39.86%
5S2: Program Quality – Attained Postsecondary Credits	62.56%	52.46%
1P1: Postsecondary Placement	92.34%	93.03%
2P1: Earned Recognized Postsecondary Credential	80.02%	82.38%
3P1: Non-traditional Program Concentration	9.06%	10.95%

Detailed information regarding Core Indicators may be located at: <https://cte.ed.gov/accountability/core-indicators>

Annual Revision of Levels of Performance:

The chart below is the State's proposed annual revision of performance for 2024-2025.

Indicator of Performance	Proposed Level of Performance Year 2024-2025
1S1: Four-Year Graduation Rate	89.40%
2S1: Academic Proficiency in Reading/Language Arts	30.00%
2S2: Academic Proficiency in Mathematics	25.10%
2S3: Academic Proficiency in Science	28.00%
3S1: Post-Program Placement	81.80%
4S1: Non-traditional Program Concentration	30.60%
5S2: Program Quality – Attained Postsecondary Credits	55.00%
1P1: Postsecondary Placement	92.69%
2P1: Earned Recognized Postsecondary Credential	81.21%
3P1: Non-traditional Program Concentration	10.01%

Annual Timeline for Stakeholder Input:

- Send SDPLs to Perkins Coordinators (secondary and postsecondary) for feedback on November 15, 2023.
- Send SDPLs to Superintendents, college Presidents, college Vice Presidents, Commerce, State Workforce Board, CLNA Chairs, and other groups for wide stakeholder consultation on November 20, 2023:
 - representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year minority-serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;
 - interested community representatives, including parents, students, and community organizations;

- representatives of the State Workforce Development Board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”);
 - members and representatives of special populations;
 - representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;
 - representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));
 - representatives of Indian tribes and tribal organizations located in, or providing services in, the State; and
 - individuals with disabilities.
- Formal 60-day comment period will begin on February 1, 2024 (end April 26, 2024).

The 2025 SDPLs will be submitted to OCTAE on Friday, May 3, 2024.

III. Academic Year 2023 Data Summary

**Charmine Chambers,
Associate Director for
Workforce Development**

- Talent Pipeline – Special Initiatives
- Success – Degrees and Certificates Earned

Summary

Highlights of the Academic Year 2023 data collection for community and technical colleges will be presented. Participation information for special funding initiatives and enrollment and credentials awarded by program type will be provided, compared against AY2022 results.

The Excel in CTE initiative was enacted by the Kansas Legislature to provide state-financed colleges tuition for high school students in postsecondary technical education courses.

Excel in CTE	Unduplicated Headcount	Total Credit Hours Delivered	Industry-Recognized Certifications Earned by Participants	Calculated Funding
AY2022	13,712	105,510	1,656	\$35,321,981
AY2023	15,284	115,517	1,636	\$40,465,496
Difference	1,572	10,008	-20	\$5,143,515

Provided below is a breakdown of the specific industry-recognized certifications (IRC) earned by Excel in CTE students, comparing AY2022 to AY2023.

Total Industry-Recognized Certifications - Excel in CTE (SB155)	2022	2023
Grand Total	1656	1636
ASE - Automobile Service Technician (NATEF)	102	135
I-CAR Refinish Tech	5	1
Certified Nurse Aide (CNA)	1079	974
Emergency Medical Technician (EMT)	2	23
Firefighter 1 Certification	1	9
Pharmacy Technician	1	1
Cisco Certified Network Associate - CCNA	0	0
CompTIA A+	3	5
Microsoft Certified Solutions Associate - MCSA	0	23
Microsoft Technology Associate - MTA	2	0
HVAC Excellence - Core and Lt. Comm. Air Cond, Gas Heat & Electrical	1	0
ICE Core & Res. Air Cond. & Heating	0	5
NATE Core & Air Conditioning	0	1
MSSC - Certified Production Technician	0	0
NCCER	191	150
NIMS Machining - 2 credentials and fees	9	3
AWS certification	98	120
Commercial Driver's License	13	20
Pesticide Applicator Certification, Personal or Commercial	14	0
Kansas Agriculture Skills and Competencies Certificate	20	26
Pro-Start	2	0
ServSafe - Manager	113	140

Accelerating Opportunity: Kansas (AO-K) programs are offered by fifteen community and technical colleges. Eligible AO-K students are adults without a GED and enrolled simultaneously in college technical education and adult basic skills programs. AO-K provides tuition funding for technical coursework within the declared program of study.

AO-K Proviso	Unduplicated Headcount	Total Credit Hours Delivered	Calculated Funding
AY2022	132	1,690	\$559,012
AY2023	171	1,968	\$661,963
Difference	39	278	\$102,951

The GED Accelerator Initiative provides incentives to community and technical colleges for adults seeking and earning a GED/high school equivalency diploma and/or an identified industry certification while enrolled in an eligible postsecondary technical education program.

GED Accelerator	Pursuing GED		Receives GED		Receives IRC		Total Calculated Funding
	GED \$170 Headcount	GED \$170 Total Funding	GED \$500 Headcount	GED \$500 Total Funding	GED \$1000 Headcount	GED \$1000 Total Funding	
AY2022	65	\$11,050	55	\$27,500	26	\$26,000	\$64,550
AY2023	79	\$13,430	59	\$29,500	40	\$40,000	\$82,930
Difference	14	\$2,380	4	\$2,000	14	\$14,000	\$18,380

The following two charts are aggregated from reports available in the Kansas Higher Education Statistics (KHEStats) portal, specifically reporting enrollment by headcount and credentials by program type for AY2023 for community colleges and technical colleges. A one-year percentage change from 2022 to 2023 is included, and to provide pre-pandemic context, a five-year percentage change from 2018 to 2023 is also provided.

Community College Enrollments and Credentials by Program Type

Program Type	Enrollment by Headcount					Number of Credentials by Program				
	Academic Year					Academic Year				
	2018	2022	2023	1 Year Change	5 Year Change	2018	2022	2023	1 Year Change	5 Year Change
Agriculture, Agriculture Operations and Related Science	544	1,014	1,360	34.1%	150.0%	154	262	299	14.1%	94.2%
Business, Management, Marketing, and Related Support Services	3,005	1,098	1,069	-2.6%	-64.4%	296	122	104	-14.8%	-64.9%
Communications Technologies/Technicians and Support Services	527	205	242	18.0%	-54.1%	68	44	40	-9.1%	-41.2%
Computer and Information Sciences and Support Services	1,534	1,432	1,518	6.0%	-1.0%	221	203	211	3.9%	-4.5%
Construction Trades	836	1,129	1,183	4.8%	41.5%	238	415	406	-2.2%	70.6%
Engineering Technologies and Engineering-Related Fields	781	601	726	20.8%	-7.0%	171	205	238	16.1%	39.2%
Family and Consumer Sciences/Human Sciences	664	696	669	-3.9%	0.8%	84	88	72	-18.2%	-14.3%
Foreign Languages, Literatures, and Linguistics	82	158	132	-16.5%	61.0%	31	^	^	-	-
Health Professions and Related Programs	9,905	7,532	7,575	0.6%	-23.5%	6,251	4,843	5,207	7.5%	-16.7%
Homeland Security, Law Enforcement, Firefighting, and Related Services	1,333	951	870	-8.5%	-34.7%	114	180	201	11.7%	76.3%
Legal Professions and Studies	213	219	198	-9.6%	-7.0%	44	55	43	-21.8%	-2.3%
Liberal Arts and Sciences, General Studies and Humanities	47,464	46,798	45,153	-3.5%	-4.9%	6,305	6,179	6,220	0.7%	-1.3%
Mechanic and Repair Technologies/Technicians	1,649	1,739	1,745	0.3%	5.8%	466	512	480	-6.3%	3.0%
Multi/interdisciplinary Studies	30	92	125	35.9%	316.7%	^	^	^	-	-
Parks, Recreation, Leisure, and Fitness Studies	^	39	35	-10.3%	-	NA	NA	NA	NA	NA
Personal and Culinary Services	1,182	1,169	1,198	2.5%	1.4%	334	314	428	36.3%	28.1%
Precision Production	1,155	1,395	1,426	2.2%	23.5%	444	611	658	7.7%	48.2%
Science Technologies/Technicians	297	124	123	-0.8%	-58.6%	41	67	101	50.7%	146.3%
Transportation and Materials Moving	327	261	424	62.5%	29.7%	99	85	166	95.3%	67.7%
Visual and Performing Arts	692	225	220	-2.2%	-68.2%	79	70	60	-14.3%	-24.1%
Undecided	2,510	96	56	-41.7%	-97.8%	NA	NA	NA	NA	NA
Unknown	42,172	29,010	28,455	-1.9%	-32.5%	^	^	^	-	-
Total	116,918	95,983	94,502	-1.5%	-19.2%	15,456	14,282	14,974	4.8%	-3.1%

Program Types reporting only small-cell suppressed data removed, including Biological and Biomedical Sciences, Communication, Journalism and Related programs, Education, Engineering, and Military Technologies

^ Indicates a cell has been marked for small-cell protection.

Technical College Enrollments and Credentials by Program Type

Program Type	Enrollment by Headcount					Number of Credentials by Program				
	Academic Year					Academic Year				
	2018	2022	2023	1 Year Change	5 Year Change	2018	2022	2023	1 Year Change	5 Year Change
Agriculture, Agriculture Operations and Related Science	54	65	75	15.4%	38.9%	48	32	46	43.8%	-4.2%
Business, Management, Marketing, and Related Support Services	480	288	234	-18.8%	-51.3%	158	123	116	-5.7%	-26.6%
Communication, Journalism, and Related Programs	^	15	17	13.3%	-	^	^	6	-	-
Communications Technologies/Technicians and Support Services	54	67	90	34.3%	66.7%	30	32	30	-6.3%	0.0%
Computer and Information Sciences and Support Services	396	455	549	20.7%	38.6%	96	140	189	35.0%	96.9%
Construction Trades	499	534	573	7.3%	14.8%	255	322	381	18.3%	49.4%
Engineering Technologies and Engineering-Related Fields	865	454	518	14.1%	-40.1%	402	311	302	-2.9%	-24.9%
Family and Consumer Sciences/Human Sciences	21	25	33	32.0%	57.1%	13	15	20	33.3%	53.8%
Health Professions and Related Programs	2,757	2,264	2,183	-3.6%	-20.8%	2,491	1,846	1,834	-0.7%	-26.4%
Homeland Security, Law Enforcement, Firefighting, and Related Services	97	49	43	-12.2%	-55.7%	33	11	9	-18.2%	-72.7%
Mechanic and Repair Technologies/Technicians	1,381	1,365	1,444	5.8%	4.6%	594	772	823	6.6%	38.6%
Multi/interdisciplinary Studies	790	539	496	-8.0%	-37.2%	41	32	45	40.6%	9.8%
Personal and Culinary Services	179	215	226	5.1%	26.3%	40	61	66	8.2%	65.0%
Precision Production	770	834	985	18.1%	27.9%	398	591	670	13.4%	68.3%
Science Technologies/Technicians	90	63	41	-34.9%	-54.4%	44	31	28	-9.7%	-36.4%
Transportation and Materials Moving	91	94	133	41.5%	46.2%	82	63	77	22.2%	-6.1%
Visual and Performing Arts	94	68	67	-1.5%	-28.7%	29	15	12	-20.0%	-58.6%
Undecided	470	455	597	31.2%	27.0%	NA	NA	NA	NA	NA
Unknown	6,979	8,510	9,615	13.0%	37.8%	^	^	^	-	-
Total	16,086	16,364	17,919	9.5%	11.4%	4,763	4,405	4,654	5.7%	-2.3%

Program Types reporting only small-cell suppressed data removed, including Foreign Languages, Literatures and Linguistics, Legal Professions and Studies, Natural Resources and Conservation, and Social Sciences

^ Indicates a cell has been marked for small-cell protection.