

SEPTEMBER 26, 2024

Kansas Postsecondary Technical Education Authority
Curtis State Office Building
1000 SW Jackson, Suite 520
Topeka, KS 66612

2024-2025
Ray Frederick, Chair
Curtis Sneden, Vice Chair

KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY MEMBERS:

Dr. Tiffany Anderson	Ray Frederick, Jr.	Mark Hess
Cindy Hoover	Keith Humphrey	Debra Mikulka
David Reist	Curtis Sneden	Todd Zimmer
Mike Beene	Amber Shultz	Natalie Clark

Building a Future

Higher Education's Commitment to Kansas Families, Businesses, and the Economy

1. Helping Kansas families
2. Supporting Kansas businesses
3. Advancing economic prosperity

2024-2025 KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY GOALS



Goals

1. Explore opportunities to diversify the funding base for Adult Education services to ensure expansion and sustainability of those services. Activities could include identification and active pursuit of potential funding sources such as grants, private partnerships, and government funding programs.
2. Identify and share best practices in reducing and/or eliminating the actual fees high school students participating in the Excel in CTE programs are assessed and ensure actual costs and potential subsidies are adequately communicated.
3. Explore methods to ensure data used to calculate the components of the instructional cost model represent actual costs.
4. Resume program performance reviews using previously established criteria to validate and communicate the value of technical education in developing a skilled workforce and meeting the needs of business and industry.
5. Improve collaboration and integration of programs between Community Colleges and Technical Colleges and Adult Education centers to streamline joint programs, educational pathways, and communication channels ensuring seamless transitions for learners and between institutions.
6. Explore a methodology to share best practices and communicate student participation rates in work-based learning opportunities.
7. Work with Commerce in expanding the apprenticeship model and include a method for identifying and reporting the number of apprenticeships established and the number of apprentices participating.
8. Explore a method to report participation, promote awareness, and emphasize business & industry partnerships and the value of customized training occurring at the institutions using input from community colleges, technical colleges, and universities.
9. Enhance military articulation and support efforts.
10. Explore opportunities to enhance corrections programs and methods to communicate progress to meet workforce needs.

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MEETING AGENDA

The Kansas Postsecondary Technical Education Authority Regents will hold a virtual meeting via Zoom at 10:00 a.m. on September 26, 2024. The link for the meeting can be found on our website at https://www.kansasregents.org/board_meeting_live_stream.

Thursday, September 26, 2024

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|---|---|--|-------|
| I. Call To Order | | Ray Frederick, Chair | |
| II. Approval of Minutes | | Ray Frederick, Chair | |
| A. | <i>August 29, 2024, Meeting</i> | | |
| B. | <i>September 17, 2024 Special Meeting</i> | | |
| III. Introductions and Reports | | | |
| A. | <i>Introductions</i> | Ray Frederick, Chair | |
| B. | <i>Report from the Chair</i> | Ray Frederick, Chair | |
| C. | <i>Report from TEA members</i> | | |
| D. | <i>Report from the Vice President for Workforce Development</i> | April White, VP for Workforce Development | |
| E. | <i>Report from Community College</i> | President Seth Carter | p. 12 |
| F. | <i>Report from Technical Colleges</i> | President Jim Genandt | p. 16 |
| IV. Consideration of Discussion Agenda | | | |
| A. | <i>Technical Program and Curriculum Committee</i> | | |
| | Act on Program Alignment(s): | Crystal Roberts, Associate | p. 19 |
| | Institution Program Alignment Verification Project | Director for Workforce Development | |
| B. | <i>Other Matters</i> | | |
| 1. | Board of Regents Goals AY 25 (2024-2025) | Kelly Oliver, Chief of Staff | p. 21 |
| 2. | 2025 Virtual Health Care Day | Jaron Caffrey, Director of Workforce and Health Care Policy, Kansas Hospital Association | p. 23 |
| 3. | Methods of Administration Update | Tobias Wood, Associate Director, Career Technical Education | p. 24 |
| 4. | FY24 Perkins Reserve Grant Outcomes | Tobias Wood, Associate Director, Career Technical Education | p. 25 |
| 5. | AY26 Excel in CTE Fee Collection | Charmine Chambers, Director for Workforce Development | p. 27 |

V. Next Meeting Reminder

Thursday, October 31, 2024 – In Person; Curtis State Office Building, 1000 SW Jackson, Suite 520, Topeka, KS 66612

p. 29-30

VI. Adjournment

**KANSAS POSTSECONDARY
TECHNICAL EDUCATION AUTHORITY
MINUTES
August 29, 2024**

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

MEMBERS PRESENT: Ray Frederick, Chair
 Curtis Sneden, Vice Chair (Virtual)
 Dr. Tiffany Anderson
 Mark Hess (Virtual)
 Debra Mikulka
 Cindy Hoover
 David Reist
 Natalie Clark
 Keith Humphrey
 Mike Beene
 Amber Shultz

MEMBERS ABSENT: Todd Zimmer

APPROVAL OF MINUTES

Member Reist moved to approve the minutes of the May 30, 2024, meeting and, following a second by Member Beene, the motion carried.

INTRODUCTIONS

April White, Vice President for Workforce Development, credited Robyn Meinholdt for the new folders, highlighting her role as the assistant to both the Kansas Postsecondary Technical Education Authority and the Kansas Board of Regents. Ray Frederick, Chair, welcomed Robyn and expressed his appreciation for her contributions in making the TEA's work more efficient.

REPORTS

REPORT FROM THE CHAIR

Ray Frederick, Chair, began his report by highlighting several significant events which included: the August 1st and 2nd, grand opening of the Technical Education and Innovation Center at Cloud County Community College, Cowley County Community College's grand opening of the Tyler Technical Education Center on August 16th, and August 21st, meeting at WSU Tech's NCAT campus with representatives from the Trane Company and the upcoming ribbon-cutting event at Manhattan Tech for their Advanced Technology Center.

TEA MEMBER REPORTS

Member Natalie Clark recognized several partners who assisted in a significant outreach effort for the Kansas Department of Education (KSDE). Information packets, focused on student Individual Plans of Study and a link to the Student's Right to Know Act, were sent to 750 middle and high school buildings, ensuring that both CTE coordinators and counselors received the included information. Within each packet was a career clusters handbook; copies of "Today's Occupation," highlighting occupations in Kansas; a brochure from Higher Paths; the most current K-TIP report; potential earnings information and a work-based learning flyer offering contact information for school districts along with QR codes for easy access to additional information. Member Clark emphasized the importance of this information being close at hand for use during student-led conferences before

October 15th. Member Clark expressed her gratitude to those who participated in this initiative and especially to the Department of Labor for producing Labor Market Information posters by career cluster areas and providing team members to assist with packing the envelopes.

Member Tiffany Anderson shared that she has volunteered to teach a CTE course to 8th graders for four months, describing it as her "own action research," and noted that she is learning valuable lessons about curriculum and system improvement which she believes will lead to significant growth in educational pathways from middle school through high school. Dr. Anderson also mentioned visits to K-State and Washburn Tech with her students. She concluded by thanking Dean Smathers and KSDE for their support.

Member Mike Beene provided an update regarding the upcoming Workforce Innovation Conference. He noted the conference would be held in Salina on October 1st and 2nd, with the draft agenda and keynote speakers already set. The conference will conclude with a keynote by KC Wolf, and the conference will kick off with a speaker who survived the Oklahoma City bombing and has since rebuilt her life. Member Beene also mentioned that on October 3rd, the Department of Commerce will host the "To the Stars" event in Great Bend, where businesses from across the state will be honored.

Member Debra Mikulka added an endorsement for the conference. She shared her positive experience from attending the previous year, stating that it was a well-done event and highly recommended it to others for the valuable insights it provided.

REPORT FROM THE VICE PRESIDENT FOR WORKFORCE DEVELOPMENT

Vice President April White provided an update on Workforce Development activities. She began by mentioning that the registration forms for the Workforce Conference would be sent out to the members, with the office covering the cost for TEA members to attend.

VP White highlighted the recent affiliation between Fort Hays State University, North Central Kansas Technical College, and Northwest Kansas Technical College, which was finalized over the summer. As a result, North Central is now referred to as Fort Hays Tech, North Central, and Northwest as Fort Hays Tech, Northwest. She emphasized that these new names would appear in official documents and communications.

VP White shared updates on various summer activities. The Adult Education team attended several professional development conferences and hosted their annual Summer Program Leadership Conference for adult education professionals. The Perkins team delivered Perkins 101 training at Coffeyville Community College, Dodge City Community College, and Salina Area Technical College. They also conducted their annual Perkins Coordinator training and launched a mentor-mentee program to support new Perkins coordinators.

The Workforce Development team finalized an important Welding alignment with KSDE, which is included in the consent agenda. This alignment will allow high school credits to articulate to college-level credits for Welding, as required by both state and federal Perkins laws.

VP White noted that the team attended several ribbon-cutting events at colleges, including Barton Community College, Cloud County Community College, and Cowley Community College's Tyler Educational Center. She also mentioned that Dr. Anderson had a book signing over the summer, with proceeds going to the Topeka Educational Foundation.

Lastly, VP White announced that for the first time, TEA committees would have their own pages on the website, similar to the TEA's page, where agendas and minutes would be available soon.

REPORT FROM THE COMMUNITY COLLEGES

President Seth Carter of Colby Community College provided a written and verbal report highlighting enrollment and brief program updates for each of the nineteen community colleges. A brief discussion followed focusing on potential rationale for the stated and projected enrollment increases.

REPORT FROM THE TECHNICAL COLLEGES

President Jim Genandt of Manhattan Area Technical College highlighted major updates at each of the seven technical colleges which included expansion of business and industry partnerships and outreach, services to Spanish speakers and to military personnel. He also reminded members that the early enrollment numbers will continue to increase as the semester progresses. Discussion focused on cooperative pathways toward Bachelor of Applied Science (BAS) programs, utilizing two-year technical program degrees, work experience, and additional supervisory and program management course work to increase the number of bachelor's degree holders without unnecessary academic barriers.

APPROVAL OF CONSENT AGENDA*Program and Curriculum Committee*

- Requests for Degree and/or Certificate Programs Submitted from Community Colleges and Technical Colleges—Precision Agriculture (01.1102) Technical Certificate B/30 credit hours and Associate of Applied Science degree/61 credit hours
- Excel in Career Technical Education Fee(s): Flint Hills Technical College: Precision Agriculture (01.1102)
- Program Alignment(s): Welding Technology Articulated Credit with the KS Department of Education

Member Beene moved to approve the consent agenda. Member Sneden seconded the motion. The motion passed.

CONSIDERATION OF DISCUSSION AGENDA*Budget and Finance Committee***ACT ON EXTRAORDINARY COSTS: HEALTHCARE**

Committee Chair Sneden explained that the committee met and discussed extraordinary costs, particularly focused on healthcare programs. He noted that Director Chambers would provide a detailed explanation of extraordinary costs calculations and a proposed approach going forward. He encouraged the board to consider and adopt the proposed recommendations.

Director Chambers provided a comprehensive overview of the extraordinary cost project, which resumed the previous year. She emphasized that while the instructional cost model identifies the cost to provide technical course instruction and determine the state's share of funding, it does not capture all expenses institutions incur, particularly those that support broader community missions. She also mentioned that the data used in the instructional cost model comes from institutions and is reviewed annually to account for inflation and updates.

The first recommendation under discussion suggests that in rare cases, the TEA might consider deviating from a calculated cost model component if specific factors were present. Those factors included all of the following:

- Programs providing direct support to employment in critical community anchor institutions, such as healthcare, and
- Provide training for specific occupations ranked as high demand by the Kansas Department of Labor, which are part of a stackable, education pathway/sequence toward other occupations also in high demand, and require licensure/certification at the program level prior to pursuit of the next occupation in the sequence, and
- Provide targeted occupational training for which significant additional funding support has occurred at the state level.

Member Reist inquired about the timing and calculations of extraordinary costs, asking if they were done annually or every three years. Director Chambers clarified that the calculations updated annually, extraordinary cost data reviews occur every three years, and the spreadsheet data presented reflects the most recent calculation without the additional factors under consideration.

After additional discussion, Member Sneden moved that the TEA adopt the proposed variance standards for extraordinary costs, and the motion was seconded by Member Anderson and approved unanimously.

Director Chambers then presented the finalized data calculations for extraordinary costs for all healthcare programs utilizing data provided by the colleges covering fiscal years 2021, 2022, and 2023. She explained the calculation method and walked through several program examples showing how the final extraordinary cost rates were derived.

The second action to be considered by TEA members was to approve the recommended extraordinary cost rate for all healthcare programs, except for three specific programs—Emergency Care Attendant (EMT 51.0810), Registered Nursing (51.3801) and Practical Nursing (51.39.01). These programs, due to their unique factors and critical importance to the community, would retain the current rate of no more than \$135 per credit hour for extraordinary costs until such time actual data calculations meet or exceed this amount, with no annual inflationary adjustments added.

Member Reist inquired why the rate for these three programs remained fixed at \$135 when the calculated cost was much higher for some programs, like one with an \$872-per-credit-hour figure. Member Hoover then inquired why lower rates were not considered for programs with lower calculated costs. Director Chambers explained the actual cost calculation for each program is assigned to the nearest of the four extraordinary cost levels currently established in the instructional cost model and reiterated that, due to the high demand and the importance of these programs, keeping the rate at \$135 is being recommended until further calculations justify a change.

Further discussions focused on the role of institutional oversight. Chair Frederick and Member Reist raised questions about the involvement of institutional leadership, such as community and technical college presidents, in signing off on expense data submissions. Chambers explained that while presidents are usually involved through their CFOs, they are not required to sign off directly. Members debated whether this added oversight could improve accountability, with some supporting the idea, noting that presidents often review other important reports.

Member Sneden made the motion to approve the extraordinary rates and recommended action, with a second from Member Reist. The motion carried.

OTHER MATTERS

TRAVEL POLICY

Chair Frederick recognized Becky Pottebaum, Director for Finance and Administration, to discuss the travel policy. Director Pottebaum provided a quick overview and explained a small procedural change moving forward. All TEA members will receive a form after every meeting, even if no travel was involved. This ensures that no one misses compensation due to an oversight. For in-person meetings, members will receive the form in paper format, as they have done in the past. For online meetings, the form will be sent electronically, and members will need to reply with approval. Director Pottebaum reassured members that if there were any issues, she and VP White would be available to assist. The process remains essentially the same, with just a few adjustments to streamline and ensure accuracy.

KANSAS BOARD OF REGENT RETREAT SUMMARY

Chief of Staff Kelly Oliver provided an update on the board's retreat held in Wichita at the end of July. The retreat included members from community and technical colleges, as well as CEOs from state universities.

On Monday afternoon, Ed O'Malley, CEO of the Kansas Health Foundation, presented information on Kansas's declining health rankings, noting that the state had fallen from 8th to 29th in national health standings. He emphasized the role of education in health outcomes.

Tuesday focused on budget discussions, and the Board reviewed nearly \$500 million in requests from institutions and community colleges. They planned to refine these requests for submission to the Governor and Legislature. Specific items, including apprenticeship funding and workforce innovation pilot projects, were recommended to be redirected to commerce for further consideration.

Wednesday's discussions centered on the board's strategic goals for the upcoming year. These goals, pending approval in the September Board meeting, include expanding access to concurrent enrollment for high school students, enhancing transfer opportunities for community college students, implementing student success playbooks, and advancing the blueprint for literacy. Other goals involve improving alternative credentials, developing a system-wide research initiative, and addressing cybersecurity concerns.

Member Debra Mikulka inquired whether the cybersecurity initiatives would extend to two-year institutions as well as four-year institutions. Kelly Oliver responded that there is a budget request addressing cybersecurity for both two-year and four-year institutions.

SPECIAL SEPTEMBER TECHNICAL EDUCATION AUTHORITY MEETING

Chair Frederick reminded everyone that a special virtual meeting is scheduled for September 17th. This meeting is crucial as it will allow the TEA to take necessary actions before the Regents' regular September meeting. He emphasized the importance of ensuring that everyone has this special meeting on their calendars.

2024-2025 TECHNICAL EDUCATION AUTHORITY COMMITTEE ASSIGNMENTS

Chair Frederick announced the committee assignments, noting that Member Sneden will serve as the chair of the Budget Committee with Member Reist as vice chair. Member Beene will continue as the chair of the Curriculum Committee, with Member Hoover as vice chair. He expressed appreciation for everyone's participation, highlighting the importance of their input in committee meetings. He concluded by noting that the committees are already actively working and that things are progressing well.

TECHNICAL EDUCATION AUTHORITY RESPONSIBILITIES

Chair Frederick emphasized the importance of reviewing the responsibilities of the TEA, as outlined on page 33 of the booklet. He reminded everyone of the commitments and duties that come with their roles, noting that it is beneficial to periodically revisit these responsibilities. The reminder serves to reinforce the reasons behind their work and the obligations they have agreed to fulfill.

KANSAS BOARD OF REGENTS STRUCTURE

Vice President April White provided an overview of the organizational structure of the Board of Regents, highlighting the roles and responsibilities of various departments beyond the TEA with which members regularly interact. Vice President White emphasized that the Board office's scope extends far beyond the 15 staff members with which the TEA is familiar, and she offered to address any questions about the different departments and their functions.

WORKFORCE DEVELOPMENT RESPONSIBILITIES

Vice President White explained the TEA's responsibilities and the support provided by her office. She emphasized that the office ensures TEA members meet legal obligations and adhere to necessary processes, such as annual data collection, which is a routine part of their work.

She noted that while some activities are visible, others are less apparent but crucial. For instance, the office manages substantial federal funds: \$3 million for adult education programs and \$13 million for Perkins funding.

They handle audits, collaborate with various agencies like KS Department of Commerce, the KS State Department of Education, the KS Department of Labor, and support the DRP group with data collection and analysis. This includes reviewing institutional data and assisting with financial aid, legal matters, and academic affairs, particularly with course and program transfer processes.

Despite not all activities being visible, White assured that these efforts are integral to the TEA's work and contribute to its overall effectiveness.

ADULT EDUCATION UPDATE

Hector Martinez, the State Director for Adult Education, provided an update on the impact and future of adult education in Kansas. He reported a significant increase in student enrollment for the fiscal year 2024, with some programs experiencing such high demand that students were lining up to get into English language acquisition classes. Kansas continues to outperform the national average in GED passing rates, with a rate of 79% compared to the national average of 71%.

Director Martinez highlighted that as the state plans to phase out developmental education funding by 2026, adult education remains a crucial pathway for adults in need, especially those with low literacy and numeracy skills, without a high school diploma, and with limited English proficiency. To address these challenges, adult education programs in Kansas offer flexible learning options, including evening classes, online courses, and mobile learning platforms. The focus includes digital literacy training and workforce readiness programs that align with the evolving job market.

Martinez outlined future plans, including a strategic shift in adult education to enhance academic standards, provide professional development for educators, and secure additional funding. He mentioned a new multi-year grant opportunity for adult education providers starting July 1, 2025, through June 30, 2030. This grant will support various aspects of adult education, including corrections education, integrated literacy, and civics education.

He also noted a proposed \$1 million increase in state funding to support these programs, with additional funds allocated to GED programs. Martinez encouraged participation in upcoming IBES training at the Workforce Conference in Salina, KS (October 1-2, 2024) and urged continued investment in adult education to ensure a prosperous future for Kansas. He concluded by thanking everyone for their support and offered to answer any questions.

CAREER TECHNICAL EDUCATION UPDATE

Vera Brown, the Director for Career Technical Education, provided an update on the activities and plans of her team. The primary goal of the CTE team is to facilitate grant opportunities for colleges across the state, including both federal and state grants. She expressed her appreciation for ongoing collaboration and support from various departments, including academic affairs, finance, data research, adult education, legal teams, and communications to manage these grants effectively. She thanked the college staff handling the grants for their continuing hard work on grant management at the local level.

The CTE team provides substantial support to institutions through technical assistance and customer service. They are involved in both ongoing and new grant cycles, ensuring that the funding process runs smoothly and effectively. One of their key roles is to support the use of grant funds in practical, impactful ways, such as seeing students benefit from new equipment purchased through these grants.

Director Brown highlighted the significance of the Perkins funding, which supports career and technical education programs and mentioned notable initiatives including professional development for CTE instructors, outreach programs, and support for correctional institutions providing CTE programs. She also shared that the state provided additional funding for nursing initiative grant to be used to purchase essential equipment, such as simulators and medication carts, and to support faculty development and salaries. and continued state funding for State Innovative

Technology and Internship Grants, which supports innovative programs and provides opportunities for faculty to engage with industry.

Director Brown concluded by emphasizing the CTE team's dedication to providing high-quality support and ensuring that grant funding effectively enhances educational opportunities and outcomes for students across the state.

WORKFORCE DEVELOPMENT UPDATE

Charmine Chambers, Director for Workforce Development, provided a brief update on the current activities of her team, focusing on the critical data collection and analysis efforts as the academic year concludes. She highlighted the ongoing Academic Year Collection, which is a major data gathering activity, and praised the efforts of the Data Research and Planning (DRP) team, including Nathan Snyder, Katie Geier, Colleen Denney, Jesse Springer, Codey Burton, and Satya Vipparthi, for their meticulous work in ensuring data accuracy and integrity. Director Chambers acknowledged the challenging and extensive nature of the data work being done, which includes verifying institutional data and addressing discrepancies.

Director Chambers also shared that her team is focused on several key areas: the hiring a workforce development specialist to support the restructured team and working on TEA goals including apprenticeship reporting and seeking input from institutions regarding customizing training and reporting, especially for non-credit training activities.

Additionally, Director Chambers noted ongoing efforts to develop guidance and webinars on extraordinary costs and Excel in CTE fees. Performance reviews are expected to resume in the spring, and future meetings will include discussions on program articulation and alignment.

Director Chambers concluded by mentioning a new project to review and ensure alignment for 25 programs which have already undergone the alignment process, emphasizing the importance of program alignment in the mission of the TEA. She invited continued engagement and discussion on these topics in upcoming meetings.

NEXT MEETING REMINDER

Chair Frederick again reminded members that the next meeting, a special session, will be held virtually on September 17, 2024.

The next regular TEA meeting is scheduled for September 26th and will be conducted virtually via Zoom.

ADJOURNMENT

Chair Frederick adjourned the meeting at 12:36 p.m.

**KANSAS POSTSECONDARY
TECHNICAL EDUCATION AUTHORITY
SPECIAL MEETING
MINUTES
September 17, 2024**

The Kansas Postsecondary Technical Education Authority (TEA) Special meeting was called to order by Chair Ray Frederick via Zoom at 11:00 am. Proper notice was given according to law.

MEMBERS PRESENT: Ray Frederick, Jr. (TEA Chair)
 Curtis Sneden (TEA Vice Chair)
 Dr. Tiffany Anderson
 Mark Hess
 Cindy Hoover
 Debra Mikulka
 David Reist
 Mike Beene
 Amber Shultz
 Natalie Clark

MEMBERS ABSENT: Keith Humphrey
 Todd Zimmer

CONSIDERATION OF DISCUSSION AGENDA

ACT ON DISTRIBUTION OF FY 2025 APPROPRIATIONS FOR TECHNICAL EDUCATION

Elaine Frisbie, Vice President of Finance and Administration, began by thanking members for their participation in this special meeting and then discussed the changes in the funding cycle for providing state aid to two-year colleges for Excel in CTE, A-OK, and GED Accelerator programs. Previously, this aid was calculated using live data within the fiscal year, but it has now shifted to a process similar to that for tiered and non-tiered courses. Colleges submitted and certified their AY 2024 enrollment data by September 6th which was used compile calculations being presented based the instructional cost model.

Vice President Frisbie noted the available funds for Excel in CTE and A-OK programs fell short of the calculated amounts (\$358,836-Excel in CTE; \$3925-A-OK). There was, however, \$2.8 million from the previous year’s unspent funds helped alleviate some of the overall shortfall. As state funding for both programs are sourced within the same appropriation, the distribution amounts of this state aid were pro-rated according to each college’s share of the state aid calculated total for each of the programs.

Vice President Frisbie also highlighted that 11 colleges were due incentive payments under the GED Accelerator Program, which rewards students pursuing technical programs and high school equivalency or GED diplomas. The total incentive owed is \$96,440, but no funds remain to make this payment. Last year utilizing the last remaining funds, these amounts were pro-rated among the qualifying institutions. VP Frisbie emphasized there is a request to include funding of \$100,000 in next year’s budget to cover these incentives in the future.

Additionally, four colleges would be due payments totaling \$8,567 under the AOK program to provide students with a \$500 lifetime eligibility payment for course materials, but there are no funds available to cover this amount either. The total shortfall across all programs amounts to \$467,768. VP Frisbie proposed bringing this shortfall to the Fiscal Affairs and Audit Standing Committee for consideration in the current budget request, so that the funds can later be distributed to the colleges as required by statute.

Lastly, Vice President Frisbie shared the enrollment in the Excel in CTE program has hit a new peak with over 16,000 unduplicated students, showing a 9.1% average growth over three years. Student credit hours have also reached a record high of over 126,000, reflecting an 8.7% average growth, highlighting the increasing demand for the program.

Member David Reist expressed strong support for the Excel in CTE program, noting that every legislator he has spoken with sees them as a "win-win-win" for the state, schools, and students. He highlighted how students in one-year programs often complete half of the coursework in their junior year and the other half in their senior year, leading to immediate job opportunities upon graduation. Member Reist emphasized the importance of securing necessary funding for the program to continue helping students enter the workforce successfully.

Member Cindy Hoover asked how the funds were allocated and how much each institution had deducted. Vice President Frisbie explained that the shortfall was pro-rated equally, based on each college share of the total estimated cost.

Member Curtis Sneden followed up with a question regarding a statement in the summary box that referenced performance agreements. VP Frisbie clarified that the Board has a process for evaluating institutions based on performance agreements, which has been in place for 25 years. While the process has evolved, all public institutions are currently in 100% compliance. In the past, if an institution did not meet their performance targets a portion of their new state funding was withheld for that year, but this has not occurred in recent years. The inclusion of performance agreement language is required by statute, but all institutions will receive the amounts outlined in the table.

Motion

Member Curtis Sneden moved to approve the funding distribution amounts as presented and ask the Board to consider requesting 1) addition funds for the current year, and 2) based on the funding trajectory from the past three years, increasing funding amounts for not only Excel and CTE but also for tiered and non-tiered courses in the 2026 budget request. Member Reist seconded the motion. The motion passed.

NEXT MEETING REMINDER

Vice President Frisbie reminded members that the next regularly scheduled meeting is September 26, 2024, and that will be a virtual conference call.

ADJOURNMENT

Chair Frederick adjourned the meeting at 11:14 a.m.

III. Introductions and Reports

- A. *Introductions* Ray Frederick, Chair
- B. *Report from the Chair* Ray Frederick, Chair
- C. *Report from TEA members*
- D. *Report from the Vice President for Workforce Development* April White, VP for Workforce Development
- E. *Report from Community College* President Seth Carter



**KANSAS ASSOCIATION OF
COMMUNITY COLLEGES**

Technical Education Authority Report

Building a Future: Pillar I-Family: Affordability, Access, Success

September 2024

 **Allen Community College**

Affordability:

The 2022 on-time graduation or transfer rate at Allen Community College was 47.8%. This represented a 19-point increase over the past five years, the biggest increase of any Kansas community college. Allen Community College has reduced its cost to high school students to \$50 per credit hour. Cost includes tuition, all fees, and materials. Students who cannot commute to campus can obtain room and 19 meals per week for \$5,745 per academic year.

A new Manufacturing and Machining Program partnership with B&W Hitches, Humboldt, Ks, is providing 100% tuition, fees, and materials scholarships for the initial cohort which began this fall semester. An Alum recently left a gift of more than \$7 million, half of which is to establish an endowed scholarship. This gift will help to make the college experience more affordable for many students each year for the foreseeable future.

Access:

Allen Community College’s enrollment last year was made up of 6.8% African American students and 8.3% Hispanic students while the KBOR (Kansas Board of Regents) colleges were represented by 3% African American students and 11.5% Hispanic students, respectively.

Success:

The new program in Manufacturing and Machining that started at B&W Hitches in Humboldt will qualify successful students with jobs beginning at \$18 per hour upon completion. In 2023 Allen Community College awarded 55 Short Term Certificates, 25 Technical Certificates, and 251 associate's degrees for 331 new credentials. The KBOR Three-Year Student Success Index rate for Allen in 2023 was 61.5%. All Community Colleges averaged 55.8%



Barton Community College

Affordability:

Barton's Open Educational Resources (OER) initiative provides students increased access to higher education at a more affordable cost. As of September 2024, the College offers 124 individual OER-certified courses at an estimated student savings of \$1,606,900.

Beginning in the Summer of 2023, Barton established a \$50/credit hour rate for dual credit high school students in face-to-face classes on the Barton County Campus, in person at their partnered school, or through a partnered online course.

Access:

Enrollment opportunities are always expanding at Barton. The newest example is the addition of Barton's new Agriculture and Transportation Complex and new Agriculture Mechanics program, in partnership with Case New Holland Top Tech.

The new construction allowed Barton to utilize the existing facilities to enhance other career and technical programs. The new and expanded programs have contributed to Barton's 15% overall enrollment increase over the past two years.

Success:

In the fall of 2023, Barton successfully transformed its 2019 HLC-based Student Success Academy into a newly chartered institutional team titled "Student Success Alliance." Barton's #1 Student Success Index goal of full-time students completing at Barton after two years improved from:

- 18.6% for 2011's cohort
- 32.5% for 2019's cohort
- 33.3% for 2020's cohort
- 36.6% for 2021's cohort

Over the same period, Barton Student's total two-year full-time Student Success Index increased from 62% to 69.5%, and fall-to-fall retention rates for full-time degree-seeking students increased from 59% to 64%.



Butler Community College

Affordability:

Since 2018, Butler Open Educational Resources (developed by Butler faculty) have saved students more than \$2.8 M in textbook costs with a number of additional OER's currently being developed to be launched in spring 2025. Additionally, Butler provides a laptop free to students who are enrolled in at least 6 credit hours to place technology in students' hands.

Access:

Fiscal year 2024 the Foundation provided \$5,445,540.09 in scholarship and program support and so far in FY2025, the Foundation has awarded \$740,796.35 in scholarship support. Butler has granted more than \$1.67 M in Kansas Promise Scholarships to 730 students from fall 2021 to summer 2024

Success:

Butler's retention rate of first-time, full-time degree seeking students is 66% while the national average is 61%. Since 2015, 725 area high school seniors have completed their associate degree through Butler's Early

College Academy at the same time they are earning their high school diploma. Butler has 13 pathways Early College Academy pathways.



Cloud County Community College

Affordability:

Cloud County Community College is recognized in the *Building a Future 2023 Annual Report* as having the highest On-Time Graduation plus Transfer Rate out of all 19 community colleges with a rate of 56.7%. This is Dashboard Metric 1.1: On-Time Graduation, which is an effective method of reducing the cost of attendance.

Access:

Cloud County Community College established the Roar and Soar Scholarship through the donation of a local family to provide low-income, high school students (who qualify for free/reduced meals) in Concordia access to enroll in early college courses at no cost to them. This opportunity allows underserved students who would not otherwise be able to enroll, a supportive environment to explore college courses with the purpose to improve Dashboard Metric 2.2: College-Going Rate.

Success:

Cloud County Community College has experienced an increase over the last three years in Dashboard Metric 3.2: Degrees and Certificates Awarded. The five-year change in the number of certificates and degrees earned is an increase of 15.1%.

Credentials	2019	2020	2021	2022	2023	2024	1 Year Chg	5 Year Chg
Total	498	467	447	471	567	573	1.1%	15.1%



Coffeyville Community College

Affordability:

Coffeyville Community College provides a certificate for a tuition scholarship to all 6th grade students within the community college district to be redeemed upon graduation from high school with a 2.5 or higher GPA. This scholarship program is a partnership with the area school districts as an effort to increase high school graduation rates and remove a barrier to attend college. CCC has continued to provide this successful scholarship program for over 15 years.

Access:

Coffeyville Community College, in partnership with the area school districts, developed a "Take Flight" scholarship program to assist high school juniors and seniors to take online courses from CCC. In addition, the College, in conjunction with the CCC Foundation, has dedicated funding to cover fees for all Excel in CTE students attending approved programs. These programs are increasing access to a segment of lower income students who otherwise could not afford to take advantage of the opportunity to get ahead on their college education or complete a certification.

Success:

Coffeyville Community College is one of only two community colleges in Kansas to be recognized as an ASPEN TOP 150 school, a prestigious award for the Top 150 two year colleges in the US. The Aspen Prize honors colleges with outstanding achievement in six critical areas: teaching and learning, certificate and degree completion, transfer and bachelor's attainment, workforce success, access, and equity for students of color and students from low-income backgrounds. This is the fourth time since 2013 that CCC has been recognized for institutional excellence. In addition, the CCC PN and RN Nursing students have posted a 100% passage rate on the NCLEX for two years running.

**Cowley College****Affordability:**

Excel in CTE funding increased 40.3% from 2020 AY to 2023 AY with an additional increase projected for 2024 AY. Cowley College Foundation awarded over \$250,000 in scholarships and manages an emergency fund for students experiencing hardships that affect their ability to stay in school.

Access:

Cowley College increased Kansas Promise aid awards by 38.6% from 2022-2023 to 2023-2024. This is the third consecutive increase since the promise program began. Students in the College's KBOR service area received \$230.931 or 45% of the total funding.

Success:

- Cowley College projected retention rate is 63% for the 2023 fall first time, degree-seeking cohort; 50.8% for the part time cohort members
- Persistence rates for first time students at Cowley College showed a second, consecutive increase with a fall to spring persistence rate of 83.9% for the full-time students and 50.8% for part time members of the 2023 fall cohort.
- Graduation and/or transfer out rate: 67% for the 2020 fall cohort members
- According to KHEStats, 75.9% of Cowley College's 2022 Kansas graduates were employed in Kansas during their entry year into the workforce.

F. Report from Technical Colleges

President Jim Genandt

What If (or what do you have to lose to try this)?
Jim Genandt, PhD/President-CEO Manhattan Area Technical College
 September 19, 2024

Members of the Kansas Board of Regents and Staff, and University Presidents, and Presidents of the Community Colleges,

I rarely read from a paper when doing presentations or giving remarks. However, I feel that this situation warrants to have this recorded in this document. First, I want to thank you for this opportunity to share some information and insights from my perspective. This perspective has been shaped for the past 41 years in public higher education (6 total institutions) including one Kansas regional university and one Kansas community college, as well as from my experiences as a teacher, dean, vice president, and president.

I must also clearly state that these are my perspectives and may or may not be agreed to by my technical college colleagues. I realize I am a different breed. Perhaps, that is what is needed.

The technical colleges have been very successful for the past ten years. You could say the stars aligned to make this so. We could spend hours discussing this. However, I just want to remind you of some key points:

- The Kansas Technical Colleges have the same institutional accreditation status as the community colleges and universities. Let me repeat that. More than once each of our institutions has had to remind others in the system (institutions and staff) about that status.
- We are open admission standards, yet selective admissions. Our students come to use to get into a technical program of study and learn skills allowing them to earn a respectable income and living. While we have students who take general education courses (and our general education courses are part of the KBOR transfer matrix—let me repeat that), our primary mission is workforce education.
- Our institutions also are very strong performers in retention, completion, job placement, earnings, and keeping our students in the state as employees, taxpayers, and consumers...often with enhanced consumer power due to low-to-no student debt plus good earnings!
- In other words, the Kansas Technical Colleges have met their mission successfully, and with the most rapid, direct return on investment of the most limited public investment of any sector of public higher education in the state.
- We change people's lives...many of our students represent persons who struggled with education, with life, with confidence to learn, and with not seeing relevance to much of the traditional structure of academics and education. This also includes many adult education participants, and for some of us, incredible impact with underrepresented segments of the population.
- We offer the least governance structure so we can move to respond, to be proactive, and with an emphasis on relationships with employers and our communities in our service areas. Five of our members were on the list of the Aspen Institute's 150 Best Two-Year Colleges. Four of our members are consistently among the national leaders in retention and graduation according to The Chronicle of Higher Education. One of our members, Manhattan Tech, was ranked the #1 Best Two-Year College in the USA by WalletHub this year (out of more than 650 institutions they analyzed) and they mentioned our effectiveness with retention, graduation, and student earnings in their employment.
- In other words, your technical colleges are SUCCESSFUL and at a bargain investment.
- Further, along with the community colleges' who have technical programs of study, we feed the state's blue collar and new-collar workforce.
- So, according to Regents' goals and objectives, the Kansas Technical Colleges:
 - Have had a positive impact on college-going rate,

- Have had a positive impact on retention, graduation, job placement, and students having optimal employee, taxpayer, and consumer impact in our communities, counties, and the state, and
- We have consistently demonstrated our ability to do this through applied learning...because that is the foundation of quality technical education.

Despite all of this, there seems to be a movement to change our structure. While four of our members have either merged or affiliated, and for reasons that made sense in each of their situations, the three unaffiliated institutions clearly hear danger sounds about “forced affiliation.”

We know the community colleges are a different situation due to their local taxing authority. They can make their own argument on their status.

Salina Tech, Flint Hills Tech, and Manhattan Tech have initiated conversations about working together. This conversation is happening for reasons that matter to each of us, that play to our strengths, and have the best interests of our communities, service areas (which we understand are also under attack), and the state as our focus. We are concerned with optimizing our impact using workforce education—our mission—with economic and community development. We are good at it. We see we can enhance our impact through collaboration, not forced relationships (never a good idea unless you are in the business of takeovers).

We have started conversations about ways we can collaborate in health care, in industrial technologies, with helping each other with programs one of us needs but does not have, at least to help start it up and ensure it is viable. Our service areas connect, we are part of a regional economic engine for Kansas. We may be able to share faculty, curriculum, technologies, and more. We can do this more quickly and evaluate the impact more directly than if we had to move through a university governance system. Those of you with business experience know that how fast you can respond to customers and markets is your goal. We have that capacity and capability now. Why change it?

Instead, allow me to challenge you with a different approach to what you have announced as major issues for public higher education in Kansas. This approach is based on using the strengths of each of our institutions: technical colleges, community colleges, and universities. It is one based on collaboration and cooperation, open communication and optimizing resources. It cannot happen in the current atmosphere and structure. Therefore, I realize I am challenging the system. I am simply asking the system to try some different approaches to meet your issues:

- ✓ Increasing college-going rate
- ✓ Sustaining/driving skilled economic development and workforce
- ✓ Increasing the number of persons with a bachelor’s degree
- ✓ Increasing University enrollment

How?

If you would support and push us to all collaborate, reinforce investment in workforce education, and help the Universities design and implement applied bachelor’s degrees for the 21st century related to applied science and to applied technology, we can achieve increases in all of these areas. Don’t force affiliation, enable innovative collaboration and more seamless transfer...including targeted technical certificates and associate of applied science degrees.

Students in K-12 who are good academically, and/or have athletic or performing arts talents often get support to navigate into postsecondary education. That is a fact. But that also leaves out a large number of students. The pandemic, societal perspectives that seem to attach education, and workforce shortages all act as counterweights to what we have assumed for years as the logical progression of students through the “system.” A research report out this week by Lightcast, *The Rising Storm: building a future-ready workforce to withstand the looming labor shortage*, September 2024, notes these key points:

- ✓ 76 million baby boomers will be retiring, the US will have more people than ever, but fewer working than now (estimated 6 million shortages in workers with the majority in skilled occupations),

- ✓ Boomers believed in promise of higher education for employment preparation, and to move to get the job wanted/available,
- ✓ Subsequent generations different views, actions, values, etc.
- ✓ Gen Z (Born since 2001) is the largest generation in the workforce: 29 million,
- ✓ Boomers #2 largest at 25 million,
- ✓ Male skilled (blue-collar) impact: plumbers 98% male, auto technicians 98% male, carpenters 97% male, construction equipment operators 97% male, electricians 97% male, highway maintenance workers 96% male, power transmission workers 96% male, machinists 95% male, welders 94% male, (not to mention impact on higher education institutions related to maintenance, custodial and other support staff),
- ✓ Potential critical impact labor shortages in healthcare and IT/cybersecurity

We know Excel in CTE has had some success. It puts high school students into postsecondary education (OMG, but it's technical education!!!!!!). In addition, our CTE programs introduce students into hands-on applied learning, almost immediate connections with local employers (and jobs!), and all of this often turns on more one-on-one learning and tutoring...which research consistently demonstrates is the most effective way people learn (not lectures).

Imagine what could happen if the universities would work with us to offer pathways for technical program transfer into applied bachelor programs that also connect with our local employer needs (where are students have been working) as those employers need more employees who can do more advanced technological and scientific applications or project management or supervision, etc. But many of these construction, manufacturing, and related industrial technology companies do not need employees tied up for traditional academic structures. Even the Higher Learning Commission (OMG—Accreditation!) is touting how to shorten bachelor's degrees...a prime approach for applied approaches.

Working with us more collaboratively to get our technical graduates into bachelor programs that make sense to our employers, that don't penalize our students for being "technical" students, and to work together on making this innovative to our legislature, our community and county leaders, as well as to our accreditors, can make this a WIN-WIN-WIN situation for not just your system of higher education, but for all the people in the state. Without a skilled workforce, that dynamic future cannot happen for Kansas.

Finally, it is imperative that we all collaborate to get a handle on how we can all integrate and use AI as a tool for learning, doing, creating, and more. Again, this takes how we communicate and engage with the employers around the state. In academics we can remember the "shock" of allowing students to use calculators, to use the Internet, but we did figure it out. I think this is even more critical to use in terms of key aspects of literacy our current and future students must have: reading literacy, computational literacy, financial literacy, and probably civics literacy.

Let's lead through collaboration, playing to our strengths. The technical colleges are uniquely poised to be your test range for a variety of projects because we are so flexible, responsive, and we have less structural governance in the way. Let's capitalize on that with cooperation, not competition.

DISCUSSION AGENDA

IV. Consideration of Discussion Agenda

A. Technical Program and Curriculum Committee

Act on Program Alignment(s):
Institution Program Alignment Verification Project

Crystal Roberts, Associate Director
for Workforce Development

Summary

One of the foundational strategic priorities of the Postsecondary Technical Education Authority has been to enhance technical education in the state through the alignment of specific technical programs to ensure the needs of business and industry are consistently met. Program Alignment has four primary objectives: provide direct business and industry input regarding required and preferred technical skills needed as well as program exit points matching employment opportunities for graduates; identify nationally recognized third-party industry recognized certifications; identify common and support courses within a program; and decrease the variability in program length. The TEA and KBOR approved Program Alignment process model was developed through cooperative efforts of community and technical college representatives, authority members, and KBOR staff.

Background

Kansas statute § 74-32,402. (a) states that the Technical Education Authority (TEA) shall (3) “review existing and proposed postsecondary technical educational programs and program locations and make recommendations to the state board of regents for approval or disapproval of such programs for state funding purposes; and (10) “coordinate the development of a seamless system for the delivery of technical education between the secondary-school level and the postsecondary-school level.” To meet this legislative charge and provide a skilled workforce to Kansas business and industry, the TEA recognizes the need for technical program alignment guided by the following principles through the program alignment model. Kansas career technical education programs need to:

- Align with the needs of Kansas business and industry
- Provide skilled graduates to Kansas businesses, regardless of location
- Encourage a seamless transition between different education levels and consistency across the system
- Identify industry-based assessment tools (industry-recognized certification) designed to independently measure the skills of graduates upon program completion

Workforce Development (WFD) staff review previously aligned programs and update the alignments when necessary to maintain relevancy to current workforce needs. Over the past year, several instances have been identified in which programs at individual institutions were not in compliance with all aspects of the approved program alignment. Staff has been working to address this issue with those colleges individually. However, during further research, such as Perkins reviews and Program Alignment discussions, the actual number of programs/institutions that are out of alignment (in one aspect or another) appears to be larger than originally thought. Examples of how some programs may be noncompliant with the approved alignment have included, but are not limited to:

- Program naming conventions in the Kansas Higher Education Data System (KHEDS), college catalog and degree map, institution website, and marketing materials are not consistent
- Courses that are being utilized and considered aligned
- Whether the industry recognized certifications (IRCs) are recommended or required

Institution Program Alignment Verification – Project Framework

WFD staff have had numerous individual discussions with institutions regarding program alignment issues, and as such have identified previous “procedural interpretations” that were not well-documented or applied

consistently. As a result of these discussions, staff recommends the following strategies to ensure technical program compliance with all aspects of the approved program alignments during the next year:

1. **Institution Program Alignment Verification:** All aligned technical programs in KHEDS will be reviewed by community and technical institutions for compliance with the current program alignment requirements. Verification will open on October 1, 2024.
 - a. For a program to be compliant with alignment requirements, the program structure, courses, and naming conventions must be consistent in the following areas:
 - Institution Program Inventory in the Kansas Higher Education Data System (KHEDS)
 - College catalog and degree maps
 - Institution website
 - Any additional public-facing program information
 - b. Presidents and Academic Vice Presidents will be provided guidance documentation, webinar training, and a Program Alignment Verification spreadsheet listing aligned technical programs offered within their institution.
 - c. Institutions will indicate via the KHEDS Institution Program Inventory section and on the provided spreadsheet the individual aligned technical programs they offer which meet alignment, and which do not meet alignment. Verification will close on March 1, 2025.
2. **WFD Staff Review:** Staff will review each program in KHEDS as well as the current parameters regarding program alignment to make recommendations, if necessary, and when Institution Program Inventory is aligned staff will manually update the new Alignment data field for each program and award level.
3. **Annual Program Realignment Submissions:** Moving forward, after this initial Program Alignment Verification process, institutions will be required to have all program alignments for the current academic year completed in KHEDS by July 1 annually (to be completed before the annual Academic Year Data Collection).
4. **Annual Program Alignment Presidential Acknowledgement Letter:** This letter will be submitted on August 1 annually; with a listing of all aligned technical programs the institution offers which have been marked as not meeting program alignment for the academic year. This letter acknowledges that the institution has chosen to not meet alignment for specific programs.
5. **Results of the Verification process will be provided to the TEA in September 2025.**

Timeline

October 1, 2024	Institution Program Alignment Verification opens
March 1, 2025	Institution Program Alignment Verification closes
March-June 30, 2025	Board WFD staff review KHEDS Institution Program Inventory
July 1 (annually)	Program Realignment submissions for current academic year in KHEDS Institution Program Inventory
August 1 (annually)	Program Alignment Presidential Acknowledgement Letter submission
September (annually)	Results of Program Alignment Verification provided to the TEA

Recommendation

The proposed Institution Program Alignment Verification project has been developed by Board staff and is brought forth for discussion by the Technical Education Authority.

B. Other Matters

1. Board of Regents Goals AY 25 (2024-2025)

Kelly Oliver, Chief of Staff

Summary

The Board first adopted Building a Future as the system's strategic plan in June 2020. The plan focuses on how colleges and universities can best serve Kansas families and businesses and advance the state's economic prosperity. Since the adoption of Building a Future, the Regents have based their annual goals for the system upon the strategic plan.

The goals listed below were approved by the Board at their September 19, 2024 meeting.

Background

The Board adopted *Building a Future* as the strategic plan for the Kansas public higher education system in June 2020. The plan recognizes the unique capabilities of colleges and universities to create prosperity for Kansas.

Building a Future centers the work of the system on serving Kansas families, supporting Kansas businesses and growing the Kansas economy. Within each of these pillars are areas of focus that inform the Regents' strategic goals and initiatives.

Areas of Focus

Building a Future prioritizes progress in the following areas:

Family Pillar

- *Affordability*: The system is focused on practices that ensure cost does not present a barrier to earning a credential.
- *Access*: Kansas institutions are working to provide equal opportunity for all students regardless of background or circumstance.
- *Success*: Kansas colleges and universities are striving to help students successfully earn their credentials and enter jobs with sustaining wages.

Business Pillar

- *Talent Pipeline*: The system is working with business and industry to meet the talent needs of employers today and in the future.
- *Innovation*: Kansas universities are leveraging their unique research and innovation capabilities to give Kansas businesses a competitive advantage.

Prosperity Pillar

- *Economic Development Activities*: The Regents are committed to the economic revitalization of Kansas by engaging in intentional efforts to help businesses create jobs and invest in the state.
- *Community and State Benefits*: Education beyond high school creates prosperity in Kansas that goes well beyond financial benefits including improved health outcomes, increased volunteerism and lower incarceration rates.

In addition to these areas of focus, the Board has included its Facilities' Renewal initiative as part of the strategic plan.

2024-2025 Board of Regents Goals

Pillar One: Family – Access and Affordability

1. Expand access by creating opportunities for Kansas high school juniors and seniors to earn at least 15 credit hours of college courses at no cost to the student.
2. Improve systemwide transfer of associate degrees by ensuring courses transfer as degree requirements.

Pillar One: Family – Access and Success

3. Continue implementation of the Student Success Playbooks with a focus on expanding Open Educational Resource adoption, Apply Kansas initiatives, FAFSA completion and a review of activities at the community and technical colleges.

Pillar One: Family – Success and Pillar Two: Business – Talent Pipeline

4. Successfully launch the Kansas Blueprint for Literacy Initiative.
5. Gather recommendations from universities and develop a framework and definitions for reporting industry-recognized alternative credentials awarded by the public universities.

Pillar Three: Prosperity

6. Develop a systemwide research initiative that leverages the combined resources and expertise of universities to attract businesses, serve as economic engines, create opportunity for Kansans, and uplift the state and its communities.

Bedrock Governance Goal

7. Establish information technology, cybersecurity and enterprise risk management policies for state universities.

2. 2025 Virtual Health Care Day

Jaron Caffrey, Director of Workforce and Health Care Policy, Kansas Hospital Association

Background

The Kansas Hospital Association (KHA) is a voluntary, non-profit organization existing to provide leadership and services to member hospitals. KHA is the lead organization in a group of companies and affiliates that provides a wide array of services to the hospitals of Kansas and the Midwest region.

The hospitals of Kansas founded KHA in 1910 to improve hospital care through the exchange of knowledge and ideas. Over the years, KHA has provided its membership with opportunities to share information, receive continuing education and develop approaches to legislative and regulatory reforms.

Health Care Virtual Career Day

The Kansas Virtual Health Care Career Day will take place on January 30, 2025 and is in partnership of the Kansas Board of Regents, Kansas Hospital Association, and Kansas State Department of Education. This event will take students inside Kansas hospitals to learn about the many career opportunities available in health care and engage them in real world learning. Various health care providers will deliver insight into career fields including critical care nursing/ICU, pharmacy, respiratory therapy, behavioral health, family practice medicine, health IT/cybersecurity, facilities management, and occupational therapy.

The previous two Health Care Virtual Career Days have attracted students of all ages to learn more about the wide variety of careers in health care and how to take the steps toward pursuing the respective career. A key goal of this event is to not only promote awareness of health care careers, but to also enable students to learn where they can attend school in Kansas and how they can pay for their education at little to no out of pocket cost.

The Kansas Hospital Association also launched the new HappyInHealthCare.Org during the 2024 career day which aims to be a central source of information to help students and members of the public easily access on-demand information about careers, where they can attend school, scholarships/loan repayment programs, and more.

By the Numbers:

- Over 3,000 students registered for the 2024 event (up from 2,100 in 2023).
- 160 schools registered which ranged from elementary schools to universities (up from 155 in 2023).
- Significant numbers of adult learners that attended in 2024 that did not indicate they were with a school/organization.
- 12 KBOR institutions had students/staff register to participate.
- 2 KBOR institutions helped sponsor the event and had promotional videos featured to all statewide attendees (Barton Community College & Kansas City Kansas Community College).

Engagement Opportunities for Kansas Colleges

A central objective of this event is to encourage attendees to attend Kansas colleges and training programs to pursue the start of their health care career. Once again in 2025, Kansas colleges will have the opportunity to be a sponsor of this program and have a promotional video featured to all statewide attendees. Sponsorships are available now and the \$2,500 level provides a college with a one-minute promotional video that can be used to advertise the college overall, highlight specific health programs at the college, or anything else you desire to share with the 3,000+ attendees we expect to participate in the 2025 event. For more information about sponsorships or how to secure a sponsorship, please contact Jaron Caffrey, jcaffrey@kha-net.org.

3. Methods of Administration Update

Tobias Wood, Associate Director,
Career Technical Education

Summary

On February 6, 2020, the Office of Civil Rights and the Office of Career, Technical, and Adult Education issued an updated Memorandum of Procedures for preparing the Methods of Administration (MOA) described in the Vocational/Career and Technical Education Guidelines. States are responsible for developing and maintaining “methods of administration and related procedures” to carry out their civil rights obligations.

The Kansas Board of Regents (KBOR) is the lead agency for the state of Kansas in these efforts, known as the Methods of Administration (MOA) Program.

Background

The Department of Education tasks the Office of Civil Rights (OCR) along with Office of Career, Technical, and Adult Education (OCTAE) to ensure that all students, regardless of race, color, national origin, sex, or disability, have equal access and opportunities to succeed in career technical education (CTE) programs. The February 6, 2020 Memorandum of Procedures (MOP) superseded and replaced prior memoranda and prior guidance in “Dear Colleague” letters. The updated MOP continues the longstanding commitment to the goals of OCR and OCTAE. An added goal of the updated MOP is to encourage state agencies to harmonize their civil rights compliance activities under the MOA Guidelines with their equity and civil rights activities under the 2018 Perkins Act reauthorization (Perkins V).

In 2020, Kansas created a new MOA Plan, which outlined the procedures for civil rights compliance activities to be conducted by KBOR and Kansas State Department of Education (KSDE) staff to identify disproportionate enrollment and other areas of potential discrimination, select institutions for onsite compliance reviews, and identify technical assistance needs. The plan details how institutions are selected for desk audits and how KBOR and KSDE collect and analyze available data to select institutions for on-site reviews. The document also explains the processes and procedures to conduct the compliance reviews and what institutions can expect after the review, including letters of finding, compliance plans, and technical assistance. The Kansas MOA Plan is posted on the KBOR website along with an explanation of the program and other relevant documents associated with the MOA program. [Kansas MOA Program \(kansasregents.org\)](https://www.kansasregents.org/moa)

Associate Director Tobias D. Wood is the Postsecondary MOA Coordinator for the Board Office.

This presentation is for information only. No action is required.

4. FY24 Perkins Reserve Grant Outcomes

Tobias Wood, Associate Director,
Career Technical Education

Summary

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the primary federal funding source to states for the improvement of secondary and postsecondary career and technical education programs. The purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

Background

Originally passed as the Vocational Education Act of 1963, The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was reauthorized in 2018 to increase learner access to high-quality career and technical education (CTE) programs of study. Perkins V specifically addresses students in special populations, which includes students who had been underserved in the past or who may have substantial education needs. Perkins Reserve Fund is established for targeted projects supporting these goals.

Summary

Seven postsecondary institutions were selected by the application review committee to support projects focused on reducing barriers for students who identify with the special populations and underserved groups listed below.

- English language learners
- Students with disabilities
- Racial and ethnic minorities
- Individuals from economically disadvantaged families
- Individuals preparing for non-traditional fields
- Single parents
- Out-of-workforce individuals
- Homeless individuals
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty

In FY24, \$533,696 was distributed to participating institutions to purchase classroom sets of tools, equipment, and resources. The colleges assessed core indicator performance of students in special populations and racial/ethnic groups in their Comprehensive Local Needs Assessment (CLNA). Institutions also included a gap analysis in their 4-year plan/application.

FY24 Perkins Reserve Grant Recipients:

Barton Community College	\$24,750
Johnson County Community College	\$14,000
Fort Hays Tech Northwest (formerly Northwest KS Technical College)	\$135,096
Fort Hays Tech North Central (formerly North Central KS Technical College)	\$49,476
Seward County Community College	\$125,124
Washburn University	\$28,800
WSU Tech	\$156,450

Postsecondary CTE Programs supported with this grant:

- Associate Degree Nursing
- Automotive Technology
- Certified Nurse Aide (CNA)
- Diesel Technology

- Engineering Technology
- Occupational Therapy Assistant
- Physical Therapist Assistant
- Police Science/Criminal Justice
- Respiratory Care
- Surgical Technology
- Welding Technology

Results

Barton Community College purchased an Apex Officer system for use in Police Science/Criminal Justice. This virtual reality training simulator served approximately 45 students this academic year in collaboration with local law enforcement agencies. The purchase of this equipment with grant funds avoided increasing student fees estimated at \$83 per student for ten years.

Johnson County Community College purchased stethoscopes, blood pressure cuffs, shears, pen lights, and CNA textbooks. The items would normally be purchased by students, who now can “rent” the items free of charge. This resulted in a reduction in costs of \$75-350 per student, depending on the program. JCCC incorporated a student survey to measure the impact.

Fort Hays Tech | Northwest (formerly Northwest KS Technical College) purchased toolkits and textbooks for classroom use for Automotive Technology and Welding Technology. The Engineering Tech program purchased laptops for classroom and home use. All items are intended for eligible students to “rent” at no cost if they do not have funds to secure their own tools, textbooks, or resources.

Fort Hays Tech | North Central (formerly North Central KS Technical College) purchased a diesel engine simulator. By using grant funds, the college avoided an increase in students’ fees. Students increased their employability by training on technology difficult to find in “live work” situations.

Seward County Community College expanded welding equipment resulting in reduced “downtime” while students wait to use industry-standard equipment. The grant also purchased student welding kits and allow students to borrow the kits if they do not have their own. This reduced the student fees in these courses. In Associate Degree Nursing and Surgical Tech programs, the college used grant funds to purchase laptop computers to “check out” to students to use at home to complete coursework if they do not have funds to secure their own computer.

Washburn University purchased stethoscopes for Respiratory Care students to check out if they do not have their own, potentially saving each student \$100 in costs. The institution also purchased clinical attire for students to check out if they do not have their own, potentially saving each student \$210 in costs.

WSU Tech upgraded existing HyFlex (Hybrid/Flexible) Learning spaces and purchased equipment to create an additional HyFlex learning space. Students can choose online, in-person, or a hybrid of the two, depending on the modality which suits them based on daily circumstances. Examples of these circumstances given included students experiencing challenges accessing childcare or transportation.

This presentation is for information only. No action is required.

5. AY26 Excel in CTE Fee Collection

Charmine Chambers, Director for
Workforce Development

Summary

To enhance the talent pipeline for Kansas business and industry, the Legislature enacted the Excel in CTE initiative to provide state-financed colleges tuition for high school students in postsecondary technical education courses. Per statute (K.S.A. 72-3810), the Kansas Board of Regents shall establish general guidelines for tuition and fee schedules in career technical education courses and programs. The Excel in CTE tuition and fee schedule of every technical education program shall be subject to annual approval.

Background

K.S.A 72-3810 states:

“All tuition and fees charged for career technical education by any board shall be in such amounts as are authorized by rules and regulations adopted by the state board which shall establish general guidelines for tuition and fee schedules in career technical education courses and programs. The tuition and fee schedule of every career technical education program shall be subject to annual approval of the state board. A current complete schedule of tuition and fees for each career technical education course and program of each board as approved by the state board shall be maintained on file in the office of the state board and shall be open for public inspection at any reasonable time.”

"Fees means those charges assessed against a student by a community college, technical college or the institute of technology for student services, such as health clinics, athletic activities and technology services, or for books, supplies or other materials necessary for a particular course or program, the expense of which is not covered by tuition.”

"Tuition means those charges assessed against a student by a community college, technical college or the institute of technology on a per credit hour, per course or per term basis, and that are charged to cover the general expense of providing instructional services.”

As per the Postsecondary Technical Education Authority’s (TEA) request, on Thursday, December 19, 2019, representatives from community colleges, technical colleges, and Board staff met to set guidelines for fees associated with Excel in CTE courses and programs. As a result of this meeting, agreed upon allowable fees include items/services students take with them and industry-specific fees required for entrance/acceptance into the program.

Allowable fees include:

- Uniforms
- Personal protective equipment
- Background checks
- Fingerprints
- Drug tests
- E-subscriptions/E-books
- Textbooks
- Printing fees for textbooks/E-books
- Certification tests
- Membership fees for certifying bodies
- Liability insurance (example: student malpractice)
- Graduation fees (if applicable)
- Transcript fees (if applicable)
- Student Software Licenses
- Professional Equipment/Kits/Tools students purchase

Unallowable fees include:

- Student fees (general)
- Technology fees
- Health fees
- Consumable project materials
- Program or Institution Application fees
- Lab Fees
- Equipment / tool maintenance, usage, replacement
- Rental (such as tools, books, or uniform/gear)
- Student kits
- Accuplacer or other placement tests
- Student ID
- Student organization memberships (such as Skills USA)
- Fees charged on a per credit hour basis
- Any other fee not on the allowable list

Non-tiered courses - per statute (K.S.A. 71-1802) a technical program is defined as a “program of study comprised of a sequence of tiered technical courses and non-tiered courses, which is identified by the state board as a technical program for funding purposes.” For this reason, students enrolled in technical programs may take non-tiered courses and are responsible for all associated tuition and fees.

For Information Purposes

Technical assistance is provided annually by the Workforce Development team to assist institutions with the data collection of the Excel in CTE fees requiring TEA approval. This year, the data collection is open from September 16, 2024, until October 31, 2024. The annual webinar was conducted September 24, 2024.

V. Next Meeting Reminder

Thursday, October 31, 2024 – In Person; Curtis State Office Building, 1000 SW Jackson, Suite 520, Topeka, KS 66612

VI. Adjournment

Postsecondary TEA Meeting Dates 2024-2025

Conference number: see agenda Access code: see agenda

TEA Meeting Dates

Location

TEA meeting times and locations are subject to change based on the availability of the committee members

Thursday, August 29, 2024	KBOR Office, Topeka - 10 a.m.
Thursday, September 26, 2024	Conference Call - 10 a.m.
Thursday, October 31, 2024	KBOR Office, Topeka - 10 a.m.
Thursday, November 21, 2024	Conference Call - 10 a.m.
Thursday, December 19, 2024	Conference Call - 1:30 p.m.
Thursday, January 30, 2025	KBOR Office, Topeka - 10 a.m.
Thursday, February 27, 2025	Conference Call - 10 a.m.
Thursday, March 27, 2025	KBOR Office, Topeka - 10 a.m.
Thursday, April 24, 2025	Conference Call - 10 a.m.
Thursday, May 29, 2025	KBOR Office, Topeka - 10 a.m.

Committee Conference Call Meeting Dates

Location

Committee meeting times and dates are subject to change based on the availability of the committee members

All Committee meetings are conference calls	
Thursday, August 15, 2024	<p>Budget/Finance Committee: 8:30 a.m. to 9:30 a.m.</p> <p>Program/Curriculum Committee: 3:00 p.m. to 4:30 p.m.</p>
Thursday, September 12, 2024	
Thursday, October 17, 2024	
Thursday, November 7, 2024	
Thursday, December 5, 2024	
Thursday, January 16, 2025	
Thursday, February 13, 2025	
Thursday, March 13, 2025	
Thursday, April 10, 2025	
Thursday, May 15, 2025	

CURRENT FISCAL YEAR MEETING DATES KANSAS BOARD OF REGENTS

Fiscal Year 2025

Board of Regents Meeting Dates	Agenda Materials Due to Board Office
July 29-31, 2024	
September 18-19, 2024	August 28, 2024 at NOON
October 16-17, 2024 Campus Visit Only (WSU)	
November 20, 2024	October 30, 2024 at NOON
Nov. 21-22, 2024 Campus Visit (KSU)	
December 18-19, 2024	November 25, 2024 at NOON
January 15-16, 2025	December 24, 2024 at NOON
February 12-13, 2025	January 22, 2025 at NOON
March 12-13, 2025	February 19, 2025 at NOON
April 16-17, 2025 (PSU)	March 26, 2025 at NOON
May 14-15, 2025	April 23, 2025 at NOON
June 11-12, 2025	May 21, 2025 at NOON



MEETING DATES FOR FY 2025

Fiscal Year 2025

Meeting Dates

- September 18-19, 2024
- October 16-17, 2024 Campus Visit Only (WSU)
- November 20-22, 2024 Campus Visit (KSU)
- December 18-19, 2024
- January 15-16, 2025
- February 12-13, 2025
- March 12-13, 2025
- April 16-17, 2025 Campus Visit (PSU)
- May 14-15, 2025
- June 11-12, 2025

Kansas Postsecondary Technical Education Authority – 2024-2025

 <p>Tiffany Anderson Topeka Public Schools Topeka, Kansas</p>	 <p>Ray Frederick, Jr. (Chair) Frederick PLBG. & HTG. Inc. Wichita, Kansas</p>	 <p>Mark Hess Hess Services, Inc. Hays, Kansas</p>
 <p>Cindy Hoover Wichita, Kansas</p>	 <p>Keith Humphrey Jet AirWerks, LLC Arkansas City, Kansas</p>	 <p>Debra Mikulka Chanute, Kansas</p>
 <p>David Reist Highland, Kansas</p>	 <p>Curtis Sneden Metropolitan Topeka Airport Authority Topeka, Kansas</p>	 <p>Todd Zimmer Textron Aviation Wichita, Kansas</p>
 <p>Mike Beene Kansas Department of Commerce Topeka, Kansas</p>	 <p>Amber Shultz, Secretary Kansas Department of Labor Topeka, Kansas</p>	 <p>Natalie Clark Kansas State Department of Education Topeka, Kansas</p>

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Budget & Finance Sub-Committee – 2024-2025

Ray R. Frederick, Jr.

Keith Humphrey

Todd Zimmer

Curtis Sneden (Chair)

David Reist (Vice Chair)

Secretary Amber Shultz

April White
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Program & Curriculum Sub-Committee – 2024-2025

Ray R. Frederick, Jr.

Mike Beene (Chair)

Cindy Hoover (Vice Chair)

Dr. Tiffany Anderson

Debra Mikulka

Mark Hess

Natalie Clark

April White
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**KANSAS POSTSECONDARY
TECHNICAL EDUCATION AUTHORITY**
Budget and Finance Committee
MINUTES
September 12, 2024

The September 12, 2024, meeting of the Budget and Finance Committee was canceled because there were no items on the agenda.

**KANSAS POSTSECONDARY
TECHNICAL EDUCATION AUTHORITY**
Technical Program and Curriculum Committee
MINUTES
September 12, 2024

A quorum was not present. As a result, the approval of the previous meeting's minutes was deferred until the next meeting when a quorum could be established. No official actions or decisions were made due to the lack of quorum, and the meeting proceeded informally with updates and discussion items.