

NOVEMBER 20, 2025

Kansas Postsecondary Technical Education Authority

Curtis State Office Building
1000 SW Jackson, Suite 520
Topeka, KS 66612

2025-2026

David Reist, Chair

Curtis Sneden, Vice Chair

KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY MEMBERS:

Dr. Tiffany Anderson

Ray Frederick, Jr.

Cindy Hoover

Keith Humphrey

Debra Mikulka

David Reist

Curtis Sneden

Todd Zimmer

Natalie Clark

Mike Beene

Amber Shultz

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

2025-2026 KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY GOALS



Goals

Evaluate the impact of the modernized National Career Cluster Framework implementation on the Kansas postsecondary education system, funding, and reporting. Develop a plan for transfer to the new Framework which aligns with the secondary education system.

Investigate the active duty and veteran student services in the Kansas postsecondary system, specifically the use of military-originated credit articulation and transfer procedures. Evaluate current military-originated credit data, identify reporting gaps, and develop a set of criteria and recommendations for effective military-originated data collection and reporting.

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.

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.

Partner with Kansas technical colleges to develop and implement targeted objectives that guide the use of the Kansas Technical College Operating Grant Fund (HB 2195) in supporting instructional and operational priorities.

Collaborate with the Excel in CTE Task Force to develop a system-wide policy for course failures, create consistent placement guidelines for participating high school students, and finalize the review of Excel in CTE programs needing further analysis.

Diversify and strengthen the Adult Education funding base to expand and sustain services, while advancing collaboration and integration among Community Colleges, Technical Colleges, and Adult Education Centers.

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MEETING AGENDA

The Kansas Postsecondary Technical Education Authority will hold a virtual meeting via Zoom at 10:00 a.m. on November 20, 2025. The livestream can be accessed here: <https://www.youtube.com/@kborkansas1908>

Thursday, November 20, 2025

- | | | |
|---|--|--------------|
| I. Call To Order | David Reist, Chair | |
| II. Approval of Minutes
<i>October 23, 2025</i> | David Reist, Chair | <i>p. 3</i> |
| III. Introductions and Reports | | |
| A. <i>Introductions</i> | | |
| B. <i>Report from the Chair</i> | David Reist, Chair | |
| C. <i>Report from TEA members</i> | | |
| D. <i>Report from the Vice President for Workforce Development</i> | April White,
VP Workforce Development | <i>p. 8</i> |
| E. <i>Report from Community Colleges</i> | President Amber Knoettgen | <i>p. 10</i> |
| F. <i>Report from Technical Colleges</i> | President Gregory Nichols | <i>p. 15</i> |
| IV. Approval of Consent Agenda | | |
| A. <i>Technical Program and Curriculum Committee</i> | Mike Beene, Committee Chair | |
| 1. Act on a request for degree and/or certificate Program: Wichita State University Campus of Applied Sciences and Technology: Automation Engineer Technology (15.0406) | Charmine Chambers,
Director for Workforce Development | <i>p. 18</i> |
| 2. Act on a request for a new Promise Act Program: Wichita State University Campus of Applied Sciences and Technology: Automation Engineer Technology (15.0406) | | <i>p. 21</i> |
| 3. Act on a request for Excel in CTE Fees: Butler Community College: Emergency Medical Technician (EMT) Course | | <i>p. 23</i> |
| 4. Act on articulated credit with the Kansas State Department of Education: | Crystal Roberts,
Associate Director for Workforce Development | |
| a. Automation Engineer Technology (15.0406) | | <i>p. 26</i> |
| b. Industrial Machine/Maintenance Technology (47.03603) | | <i>p. 30</i> |
| V. Discussion Agenda | | |
| A. <i>Other Matters</i> | | |
| 1. Receive an update on FY2026 State Safety Fund | Becky Pottebaum,
Director for Finance and Administration | <i>p. 33</i> |
| 2. Receive an update on the Perkins Reserve grant | Jamie Whitmore,
Associate Director for Career Technical Education | <i>p. 35</i> |

3. Receive an update on the Institutional Program Alignment Verification Project

Crystal Roberts,
Associate Director for Workforce Development

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4. Act on CPL Grant Letter of Support

Dr. Vera Brown,
Director for Career Technical Education

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VI. Next Meeting Reminder
Thursday, December 18, 2025

Conference Call

VII. Adjournment

MINUTES OF PREVIOUS MEETINGS

I. Call To Order

David Reist, Chair

II. Approval of Minutes
October 23, 2025

David Reist, Chair

The Kansas Postsecondary Technical Education Authority (TEA) meeting was called to order by Chair David Reist at 10:00 a.m. on October 23, 2025. The meeting was held at the Board Office, Curits State Office Building, 1000 SW Jackson, Ste. 520, Topeka, Kansas.

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

APPROVAL OF THE MINUTES FROM THE PREVIOUS MEETING

Member Sneden moved to approve the minutes for the August 21, 2025, and September 11, 2025, meetings. Member Beene seconded the motion, and the motion carried.

INTRODUCTIONS & REPORTS

INTRODUCTIONS

Dr. Tiffany Anderson introduced Mr. Dustin Dick, Principal of Topeka High, TCALC, and Lead Principal for all district high schools, highlighting his leadership in secondary education and CTE. Mr. Dick shared the launch of a full-service Envista Credit Union branch inside Topeka High, called the Trojan Vault. Unlike typical school banks, this branch offers students real accounts with debit cards and checkbooks. Envista staffs the branch with a manager and hires students as paid interns, who receive formal training and real-world banking experience. The ribbon-cutting took place on October 15, marking what may be the first actual bank branch inside a Kansas high school. The bank operates during lunch, Tuesday through Friday, and currently employs five student interns. Dr. Anderson noted the presence of state officials at the event and emphasized the broader impact on students pursuing careers in business and finance. She also highlighted other student-run ventures at the school, reinforcing the district's commitment to hands-on learning and career pathways.

REPORT FROM THE CHAIR

Chair Reist expressed appreciation for the progress made by the Career and Technical Education (CTE) Taskforce, which was established at the previous meeting. He noted that the Taskforce has held two productive meetings and reached a consensus, resulting in a recommendation being presented to the full Authority. He thanked all participants for their time and contributions.

REPORT FROM TEA MEMBERS

Member Frederick shared his experience attending the Workforce Innovation Conference in Salina, themed Forging the Future: Workforce Transformation Through Partnerships. He emphasized the conference's strong focus on collaboration across sectors, particularly in supporting justice-involved youth. He highlighted a compelling workshop on successful reentry strategies for youth in correctional facilities, noting the importance of partnerships among educators, correctional staff, and employers. Member Frederick praised the work of Dean Scott Smathers and Washburn Tech for their impactful programs within the Topeka facility, which equip youth with certifications, life skills, and employment opportunities upon release. He shared a success story of a young man who, after earning certifications and saving money while in the facility, secured a well-paying job with EB Construction in Wichita immediately upon release. Member Frederick also congratulated Tobias Wood and Ben Shears for their presentations at the conference and thanked Member Beene for his leadership. Member Beene acknowledged Vice

President April White and the KBOR Workforce Development staff for their key roles in organizing and supporting the event.

REPORT FROM THE VICE PRESIDENT FOR WORKFORCE DEVELOPMENT

April White, Vice President for Workforce Development, began by expressing her enthusiasm for the new student-run bank at Topeka High, noting her personal connection as a former student. She then shared several updates from recent events and initiatives. On September 16, Pittsburg State University welcomed its new president, Dr. Thomas Newsom. Vice President White also highlighted the success of the Workforce Innovation Conference, which drew over two hundred attendees and focused on workforce transformation through partnerships. From October 6–8, she attended the Complete College America Policy Academy, where efforts are underway to evaluate the effectiveness of math pathways and remedial education, in collaboration with the Academic Affairs Unit and faculty from across Kansas.

On October 10, the Kansas Core Outcome Group met to review more than twenty system-wide transfer courses and develop seven new ones. She thanked Brad Bennett, Seward County Community College President, for hosting the event. Vice President White also introduced a new initiative aimed at supporting internationally trained professionals living in Kansas by helping them align their foreign education with local workforce needs. Additionally, she reported on the first meeting regarding the proposed 90-hour baccalaureate degree, a concept that will require further exploration with colleges and the Academic Affairs staff.

Vice President White reminded institutions that Excel in CTE fee data collection was due by October 31 and noted that, despite the ongoing federal government shutdown, there have been no disruptions to Adult Education or Perkins funding. Looking ahead, she will participate in a Rural Talent Development Policy Academy in North Carolina and begin a tour of Western Kansas schools in early November, weather permitting.

REPORT FROM THE COMMUNITY COLLEGES

Amber Knoettgen, President of Cloud County Community College, began by acknowledging the strong participation of community colleges in the Workforce Innovation Conference and expressed appreciation for the valuable training and guidance provided. She noted ongoing efforts to submit Excel in CTE data and thanked Vice President White for her coordination. President Knoettgen emphasized the importance of including community and technical colleges in the 90-hour baccalaureate degree Taskforce, stating that their input is valuable. She also expressed pride in the work being done through the Excel in CTE Taskforce, highlighting the progress made despite challenges.

In her report on community colleges, President Knoettgen shared that she has implemented a monthly reporting schedule for all nineteen institutions, aligning their updates with both the Kansas Board of Regents' strategic plan and the goals of the TEA. This month's focus is on affordability and access, with particular attention to student loan debt. She highlighted data showing that community colleges maintain significantly lower student loan debt—45% lower for Pell recipients and 23.2% lower for non-Pell recipients—compared to other sectors. She attributed this to efforts such as fee waivers, use of Open Educational Resources (OER), increased foundation support, and targeted scholarship programs. Some colleges also offer credit incentives to help near-completers finish their degrees.

President Knoettgen concluded by referencing recent press releases included in the report and noted that more updates are expected next month. In response to a question from Chair Reist about how colleges offset reduced student costs, she explained that community colleges operate efficiently with limited resources, rely heavily on growing their foundations, pursue grants, and maintain strong partnerships with industry and school districts to support students and reduce financial barriers.

REPORT FROM THE TECHNICAL COLLEGES

Greg Nichols, President of Salina Technical College, expressed appreciation for the opportunity to represent Kansas technical colleges and highlighted their continued alignment with the goals of the Technical Education Authority (TEA) and the Kansas Board of Regents. He encouraged attendees to review the full report, which includes

numerous examples of how technical colleges are advancing affordability, access, and workforce development across the state. President Nichols noted that technical colleges have demonstrated consistent growth in state-funded resident enrollment over the past decade, despite recent enrollment challenges. He emphasized that institutions are investing in programs tailored to their regional service areas while contributing to statewide initiatives.

On affordability, President Nichols highlighted Flint Hills Technical College's Rathke scholarships, which help students cover tool costs, and Manhattan Area Technical College's recognition by WalletHub as the second-ranked two-year college nationally. He also mentioned Fort Hays Northwest's partnership with the University of Kansas to support medical assistant students in western Kansas. Several colleges, including Salina Tech and WSU Tech, have maintained tuition rates without increases, reflecting a commitment to keeping education affordable.

In terms of access, President Nichols shared that WSU Tech hosted over 1,500 middle school students to introduce them to technical career pathways. Salina Tech launched a part-time practical nursing program to accommodate students unable to attend full-time, offering a path to significantly increase their earning potential. He also noted institutional scholarships for rural students at Fort Hays Northwest and strong community partnerships at Manhattan Tech, including collaborations with Fort Riley and local school districts. Flint Hills Technical College reported record enrollment in its Adult Education Center, and Washburn Tech anticipates growth in enrollment as well.

President Nichols concluded by celebrating notable achievements, including a major donation to Washburn Tech resulting in the renaming of its Huntoon Campus to the Bruce and Teresa McPherson Campus. He also recognized Sheree Utash, President of WSU Tech, feature on Mike Rowe's podcast, *The Way I Heard It*, as a proud moment for technical college leadership.

DISCUSSION AGENDA

OTHER MATTERS

RECEIVE INFORMATION ON THE STATE OF KANSAS NURSING IN KANSAS REPORT, VOLUME 2

Barbara MacArthur, Director for Kansas Nursing Workforce Center, presented an update on the state of nursing in Kansas. She highlighted the Center's growth since its founding two years ago and its role as the 41st nursing workforce center in the U.S., now part of a network of forty-eight. The Center published its first report in 2024, offering a snapshot of nursing data from 2022. The 2025 report expands on this with a decade's worth of data, enabling trend analysis across education, employment, and public health outcomes. Key findings include a decline in the number of licensed RNs and LPNs in Kansas, an aging nursing workforce, and a projected 25% retirement rate within five years. These trends are especially concerning given Kansas's aging population and the critical role nurses play in improving public health outcomes.

Director MacArthur emphasized the importance of understanding not just licensing numbers but actual workforce participation and geographic distribution. She introduced a major initiative: a centralized nursing school application system, modeled after systems used in other disciplines and states. This system aims to simplify the application process, increase accessibility, and provide better data on applicant demographics and trends. The initiative is supported by a grant from the Kansas Board of Regents and is designed to reduce economic barriers for students while offering schools and employers valuable insights.

The Center has partnered with HOSA (Health Occupation Students of America) to engage high school students interested in healthcare careers. Surveys and focus groups revealed that students often feel overwhelmed by the application process and lack clarity on educational pathways. The centralized system will allow students to apply to multiple nursing programs with one application, track their progress, and receive guidance through navigators or coaches.

Discussion among TEA members raised concerns about readiness levels, support systems such as childcare and housing, and the need for alignment between student needs and institutional resources. Director MacArthur acknowledged these challenges and shared examples of employer-led solutions, such as Hays Med's investment in

childcare to retain nursing staff. She also addressed the impact of negative messaging about nursing careers and stressed the importance of real-world exposure and mentorship to inspire future nurses.

Vice President White noted the potential of the centralized application system as a recruitment tool for Kansas colleges and highlighted existing scholarship programs that make in-state nursing education financially attractive. Director MacArthur confirmed that the system is managed by an external vendor and reiterated the importance of personalized support for applicants navigating complex career pathways. The pilot program is currently grant-funded, with future funding models to be explored based on its success and stakeholder engagement.

RECEIVE AN UPDATE ON THE KANSAS DEPARTMENT OF EDUCATION

Member Clark, Assistant Director of Career, Standards and Assessment Services at the Kansas Department of Education (KSDE), provided an update on Kansas' education and career readiness initiatives. She began by outlining the Kansas School Improvement Model and the implementation of KESA 2.0, which focuses on four core fundamentals: structured literacy, standards alignment, balanced assessment, and quality instruction. These elements guide districts in selecting high-leverage actions to improve student outcomes. Clark introduced the updated Kansas Career Cluster Guidance Handbook for 2026–2027, noting that schools can begin applying for clusters starting November 15. Kansas has adopted thirteen career clusters aligned with national standards and labor market data, replacing the previous 14-cluster model to better reflect the state's workforce needs.

The updated model introduces industry-aligned pathways and NAICS codes to strengthen connections between education and employment. Career exploration begins in elementary school with industry awareness, expands in middle school with cluster identification, and culminates in high school with pathway specialization. Clark emphasized the importance of helping students identify interests and career goals early through tools like career interest inventories and cluster groupings. She highlighted new clusters such as Energy and Natural Resources and updated pathways in business, manufacturing, healthcare, and digital technology.

Member Clark also discussed the integration of labor market data and collaboration with industry partners like Textron, Garmin, and others to refine cluster content. She shared performance data showing that CTE concentrators consistently outperform their peers in graduation rates and academic proficiency in reading, math, and science. To support informed decision-making, KSDE developed a CTE Resource Guide for students and families, outlining multiple entry and exit points across educational levels and linking to relevant credentials, certifications, and career opportunities.

Looking ahead, KSDE plans to collaborate with the Board of Regents to align SOC codes with clusters, inventory postsecondary credentials by ZIP code and pathway, and ensure resource guides remain current. Member Clark concluded by emphasizing the importance of early exposure to career pathways and the role of individual plans of study in promoting college and career readiness.

RECEIVE AN UPDATE ON THE KANSAS DEPARTMENT OF LABOR

Emilie Doerksen, Labor Economist at the Kansas Department of Labor, presented an overview of the newly developed Occupational Employment Demand (OED) List, which replaces the previous high-demand list. The change was prompted by the discontinuation of short-term projections due to federal requirements. The OED List incorporates three key indicators: high demand, emerging demand, and high wage. High demand reflects occupations with the greatest number of projected openings, while emerging demand highlights those expected to grow significantly over the next decade. High wage occupations are those with earnings above the regional median or mean. The data sources include current job postings from Geographic Solutions, long-term employment projections, and the Kansas Wage Survey. The methodology normalizes data to ensure balanced scoring across indicators. The list includes all occupations, allowing users to filter by criteria such as demand level, wage, and education requirements. For example, occupations requiring a postsecondary non-degree award that meet all three indicators include truck drivers, licensed practical nurses, and automotive technicians. The Excel-based list is available on the department's website, with built-in filters and regional breakdowns. Additional resources and a monthly newsletter are offered for ongoing updates.

EXCEL IN CTE TASKFORCE UPDATE

Charmine Chambers, Director for Workforce Development, presented recommendations proposed by the Excel in CTE Taskforce. The first recommendation is to develop and implement additional guidelines surrounding policy to address students failing coursework. While institutions have individual policies addressing this issue, the Taskforce recommends systemwide guidelines to ensure greater system-wide consistency. Member Sneden moved to approve the first recommendation. Member Beene seconded. The motion passed.

The second recommendation is to partner with Academic Affairs to establish and apply consistent system-wide guidelines for implementing placement measures for Excel in CTE students. Member Beene moved to approve the second recommendation. Member Humphrey seconded. The motion passed.

The third recommendation by the Taskforce suggests using the Kansas Promise Act Scholarship eligible program framework to guide prioritization of Excel in CTE program eligibility and funding. Under this framework, only programs within the areas of study identified by the legislature as priority workforce sectors—and whose corresponding occupations which are classified as high-demand, high-wage, or critical-need—would be eligible for Excel in CTE funding. As a next step, the Taskforce will conduct further analysis and discussion of approximately 30 CIP Codes to determine their eligibility and alignment with the prioritization criteria. The Authority had an extensive discussion regarding its potential impact on business-related clusters, rural community participation, and with concerns about limiting student access to tuition-free courses in areas not currently covered by the Promise Act. Members emphasized the need for flexibility, alignment with K–12 pathways, and consideration of socioeconomic factors. Member Frederick moved to approve the recommendation as presented. Member Zimmer seconded, and the motion passed 5-4 by roll-call vote. Members Humphrey, Beene, Frederick, Zimmer, and Chair Reist voted in favor of the motion. Members Anderson, Mikulka, Clark, and Angela White (sitting in for Amber Schultz) voted against the motion. Members Sneden and Hoover were absent, as they were no longer on the call.

2025-2026 TEA GOALS

Vice President White presented the proposed goals for the TEA for the 2025–2026 academic year, developed through committee discussions and staff analysis of current needs and priorities. The first goal is to modernize and transition to the new cluster framework, which will impact Promise Act alignment, KTIP reporting, and program classification, particularly in relation to K–12 pathways. The second goal addresses military service articulation, aiming to assess current data and identify gaps or mismatches between occupations and educational pathways. The third goal revisits the statutory requirement to review new and existing programs, a process paused during the pandemic. The fourth goal focuses on identifying and sharing best practices from institutions with minimal or no student fees, with the intent to replicate successful models statewide. The fifth goal pertains to fulfilling obligations under House Bill 2195, which requires TEA collaboration with technical colleges on specific operational goals. The sixth goal includes follow-up actions from the Excel in CTE Taskforce, such as standardizing withdrawal and failure policies, refining placement score criteria, and reviewing additional programs. Lastly, the seventh goal seeks to diversify adult education funding in anticipation of potential reductions in federal support. Vice President White invited feedback and emphasized that these goals reflect both committee input and operational necessities.

Member Beene moved to approve the goals for the 2025-2026 academic year. Member Anderson seconded. The motion passed.

VI. NEXT MEETING REMINDER

Chair Reist closed by reminding members that the next TEA meeting will be held virtually on November 20, 2025.

VII. ADJOURNMENT

Chair Reist adjourned the meeting at 12:48 p.m.

INTRODUCTIONS & REPORTS

III. Introductions and Reports

- A. *Introductions*
- B. *Report from the Chair*
- C. *Report from TEA members*
- D. *Report from the Vice President for Workforce Development*

David Reist, Chair

April White,
VP Workforce Development



WORKFORCE DEVELOPMENT REPORT

November 2025

Adult Education Unit Update

Director Hector Martinez

Director Hector Martinez and Associate Director Julie Clark visited Manhattan Area Technical College, Hutchinson Community College, Seward County Community College, and the ribbon-cutting for the Garden City Career Connection Academy (GCCCA). This work was begun by Director Martinez during his tenure at GCCCA, and it was an honor to see this new facility bearing the name he originated.

Director Martinez and Associate Director Susanna Lee attended the National Training Institute (NTI) hosted by the National Association of State Directors of Adult Education (NASDAE) in November. Kansas was invited to join a panel of states sharing innovations in service delivery. Director Martinez and Associate Director Lee presented the work the state has done with Alternative Placement to streamline services and support learners in meeting their goals.

The Adult Education team continues to provide statewide training on LACES, the new data management system, and to meet with each local program for individual data reviews. These 90-minute sessions focus on understanding the system to ensure accurate and actionable data. By the end of November, all eighteen programs will have had a first individual meeting, with second data reviews scheduled in the spring.

Director Martinez and Associate Director Lee met with the Mexican Consulate to explore potential collaborations that align with initiatives the consulate supports across Kansas, including book donations, scholarships, and additional educational opportunities. They also met with Kansas Digital Drive staff to discuss a collaborative grant opportunity that could bring Digital Navigators to Kansas to support learners and local programs.

The Adult Education team supported the Kansas Adult Education Association in hosting COABE, the premier national organization for Adult Education, during a visit to Kansas. COABE met with KBOR workforce directors, community and technical college leaders, U.S. Senator Roger Marshall's staff, U.S. Representative Derek

Schmidt's staff, and Kansas Senator Dr. William Clifford to elevate awareness of workforce-driven opportunities across the state.

Career Technical Education Unit Update

Director Vera Brown

In collaboration with the Kansas State Department of Education (KSDE) CTE staff, the Board CTE team is continuing the Comprehensive Local Needs Assessment (CLNA) training and technical assistance to the regional CLNA teams. The state team delivered training sessions on labor market data analysis, which utilized the Occupational Outlook data provided by the Kansas Department of Labor (KDOL). The state team is grateful to KDOL for providing downloadable data as well as data visualizations. It has been a major help to be able to provide both to the regions. The state team has shared resources with the regional teams and provided basic training on cross walking instructional codes to occupations and using the job opening projection data. The state team also provided a training session on the student performance analysis required by the CLNA and looks forward to working on the narrative sections of the CLNA and specific areas of concern with the regional teams. The CLNA is due to the state on February 1, 2026.

Director for CTE presented at the National Association of State and Territorial Apprenticeship Directors (NADTAD) conference in Denver, CO on October 30, 2025. The conversation focused on cross agency collaboration and better integration of CTE and registered apprenticeship. Kansas was chosen as one of the leading state models in this area. The close partnership of the Department of Commerce and the TEA was noted as a best practice.

On November 4, 2025, Board staff attended the Barton Community College launch event for the first associate's degree in Federal Human Resources in the country. In partnership with Golden Key Group, Barton Community College designed this program to assist in the transition of servicemembers, military spouses, and civilian learners and provide the skills and knowledge to step into federal HR roles.

Workforce Development Unit Update

Director Charmine Chambers

The Excel in CTE fee collection concluded in October, and the submitted data is currently being reviewed in anticipation of TEA approval in January 2026. The Workforce Development Unit has been working closely with Data, Research, and Planning on the AY2025 funding calculations and reporting. Additionally, the Associate Director for WFD supports the SkillsUSA Board of Directors, which met on November 13, 2025 to wrap up State Championship details, transition board member responsibilities with Becky Warren's retirement, and welcome the new state director for SkillsUSA Kansas.

Over the past month, efforts have focused on strengthening the alignment between secondary and postsecondary programs. Associate Director for WFD delivered a presentation for the KSDE Advanced Manufacturing Career Cluster Review, highlighting the Program Alignment for Articulated Credit completed for the Automation Engineering Technology and Industrial Machine/Maintenance Technology programs. Support documentation for the Digital Technology and Management & Entrepreneurship Career Cluster reviews was provided, along with recommendations regarding the potential development of a Logistics pathway. To further support the review of secondary-to-postsecondary program alignment, a comparison document is being compiled to delineate the specific postsecondary programs—identified by CIP code and institution—that correspond to the modernized career cluster framework and the CIP codes adopted by our secondary education partners.

E. Report from Community Colleges

President Amber Knoettgen



KANSAS ASSOCIATION OF COMMUNITY COLLEGES

Our Mission: To build a strong Kansas workforce through support, collaboration, and communication to advocate on behalf of Kansas community colleges to better serve students, businesses, and communities.

In 2020, the Kansas Board of Regents adopted the strategic plan, *Building a Future*, which recognizes the unique capabilities of colleges and universities to create prosperity for Kansas. It centers the work of our system on serving Kansas families, supporting Kansas' businesses and growing the economy. These three pillars contain areas of focus that help direct the system's efforts:

- Families: Affordability, Access and Success
- Businesses: Talent Pipeline and Innovation
- Prosperity: Intentional Economic Development and Community Benefits

Building a Future includes a set of set of metrics to track progress through a [dashboard](#).

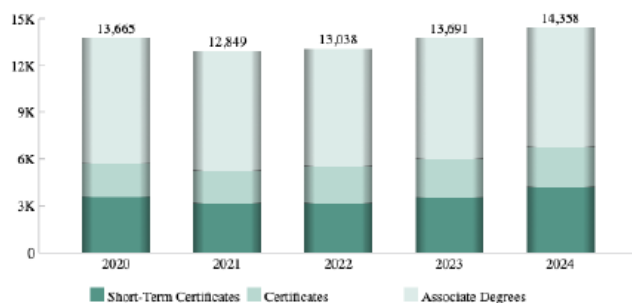
The community college report this month highlights improved student success, which is a key area of focus within the Families pillar.

Success

Kansas colleges and universities are striving to help students earn credentials and enter jobs with sustaining wages.

Community Colleges

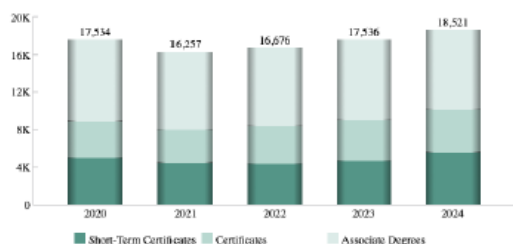
Degrees and Certificates Earned Unduplicated Metric 1.32
Community Colleges for Publication Year 2025



Source: KHEDS Academic Year Collection

Community and Technical Colleges

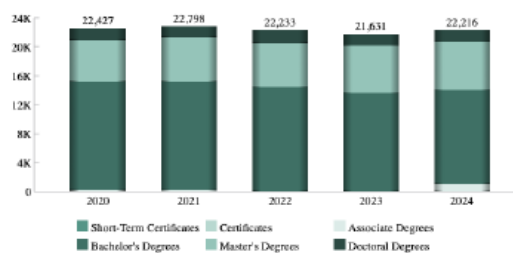
Degrees and Certificates Earned Unduplicated Metric 1.32
Two Year Institutions for Publication Year 2025



Source: KHEDS Academic Year Collection

State Universities

Degrees and Certificates Earned Unduplicated Metric 1.32
State Universities for Publication Year 2025



Source: KHEDS Academic Year Collection

Improving Student Success

Allen County Community College: Allen held their fourth annual Allen Elevator Challenge with 31 students participating, this was their largest turnout yet. The AEC is one part of the overall Allen Entrepreneurship Series, a community-funded program. In the AEC, students give a one-minute elevator-style business pitch to professional judges, and three students won \$100 prizes.

Barton Community College: Barton hosted the Kansas Community College Corequisite Symposium in October, bringing together community college faculty, support staff, and administrators from across the state to share strategies, exchange ideas, and strengthen corequisite English and math instruction through guided discussions. The interactive one-day event welcomed nearly 100 participants from 16 of the state's 19 community colleges.

Cloud County Community College: CCCC launched dual-advising services for all high schools to provide students a clear path from high school to post-secondary education. This program connects high school students and their counselors with a CCCC advisor, who offers guidance on course selection and degree pathways. The goal of the program is to improve student outcomes in persistence, retention, and completion post-matriculation.

Coffeyville Community College: CCC recently added dedicated in-house online tutoring and embedded tutors for math and English classes as part of the new Academic Center of Excellence (ACE). The center provides one-on-one academic services for face-to-face and online students in a modern learning environment. Embedded tutors attend dedicated classes with instructors and students to assist as needed to improve completion rates. Students can schedule additional tutoring help throughout the day and evening hours in the ACE room.

Colby Community College: Colby has consistently demonstrated exceptional student success outcomes, leading the community college sector in Kansas in 150% graduation rates for seven of the past ten years. In the most recent academic year, the College achieved a 100% on-time graduation rate (two-year) of 52.9%, significantly surpassing both state and national benchmarks.

Cowley College: Cowley College has increased in both full-time and part-time retention rates in 2025 and has consistently been above the KS Peer Cohort (2024 IPEDS Data). Processes implemented over the last year that have contributed to the positive results include the Tiger Learning Center, which offers study sessions, final exam study “parties,” research paper reviews, along with peer and professional tutoring; expanded tutoring outreach such as late-night dorm sessions and “Tutor on the Mat” for athletes; the Adopt-a-Dorm program with faculty and staff involved in providing dorm activities to support students; and greater use of data analytics to strengthen advising and reduce drop or stop-out.

Dodge City Community College: Dodge City Tech hosted its annual Career Exploration Day at the Western State Bank Expo Center. The event welcomed approximately 800 middle and high school students from nine area schools. Attendees had the opportunity to engage with hands-on activities and demonstrations across DC3's wide range of technical programs, helping them explore potential career paths and gain insight about various workforce professions.

Fort Scott Community College: Fort Scott has improved academic advising for students to stay on track to graduate and has increased the number of course offerings during winter session. A Student Government Associate, and Student Advisory Committee with the President have also been created.

Garden City Community College: GCCC has realized a 177.5% increase in High School dual enrollment by credit hours over the past five years from 2019-2024. This is attributed to the new Buster Edge program which is intentional in addressing accessibility and affordability. GCCC has put a Strategic Enrollment Management (SEM) plan into place over the past 5 years, which has led to increased enrollment, retention, and graduation

rates. The Buster Edge program was implemented as part of the SEM plan and incorporates zoom technology classrooms at every outreach location in GCCC's service area to increase access to dual credit classes and has implemented a scholarship program for each service area high school to assist in affordability.

Highland Community College: Highland has implemented a new AI-based texting tool designed to help students connect with campus resources and get the support they need. Scottie checks in with students, answers questions, and connects them to services and resources that can make college life a little easier. Since launching, 92% of students who've received messages from Scottie have chosen to stay connected and have sent over 3,000 texts.

Hutchinson Community College: HCC launched the EdSights platform in November 2024, using AI technology to provide proactive, personalized communication with students through "Duke," the chatbot. Duke engages students in regular check-ins, identifies concerns early, and connects them to appropriate campus resources. The addition of a Retention Coordinator in February 2025 further strengthened direct student engagement and response capacity. In Summer 2025, HCC established the CARES Team, a collaborative group dedicated to identifying and supporting students facing personal, academic, or financial challenges that may impact their persistence.

Independence Community College: ICC received a Title III Strengthening Institutions grant to improve completion and transfer rates among first-time, full-time students by enhancing systems that support student success. The grant focuses on increasing freshman retention (including high-risk students), improving six-year graduation rates, strengthening advising and academic support systems, and providing faculty and staff with professional development on student success best practices.

Johnson County Community College: JCCC has increased their Fall-to-Fall retention rate from 66% to 70% according to the IPEDS 2024 Data Report. This growth reflects the college's commitment to student success through three key strategies: revitalizing and expanding the Center for Teaching and Learning, implementation of additional services to successfully transition new students and strengthening systems and pathways for wraparound services for current students.

Kansas City Kansas Community College: KCKCC implemented *FranklinCovey's Four Disciplines of Execution (4DX)* to sharpen institutional focus on increasing student enrollment, persistence, and completion. The college-wide effort aligned faculty and staff around clear, measurable goals and produced significant gains across all three performance areas. Enrollment exceeded its target of +2.5%, achieving a 6.4% increase from the previous year. Credentials earned increased by 8% with 77 more graduates than the previous year and student persistence increased by 3.4%.

Labette Community College: To date, all of Labette's health science graduates in Nursing, Respiratory Therapy, Radiography, and Diagnostic Medical Sonography passed their national exams.

Neosho County Community College: Neosho has experienced notable growth in the retention rates for first-time degree/certificate-seeking students. As reported in the 2024 IPEDS Data Feedback Report, NCCC's full-time retention rate stands at 59% and the part-time rate is 47%, up 11% and 5% from 2023. NCCC utilizes a variety of initiatives designed to strengthen retention, including an early warning system integrated with faculty gradebooks, expanded tutoring schedules, and 24-hour library access. The college also supports a robust club/activities program with 36 different clubs, which has been shown to positively correlate with increased student retention.

Seward County Community College: During the past year, SCCC has expanded its CDL program with new locations in Garden City and the SCCC West campus. Through grant funding the college also obtained a truck driving simulator to enhance student mastery and provide introductory experiences for concurrent high school students. SCCC has also created a new position, Assistant Director of Apprenticeships and Community

Outreach, to assist CTE students with real-world opportunities.

Recent News Among Community Colleges:

- The Aspen Institute named four Kansas community colleges among the 200 institutions eligible to compete for the \$1 million Aspen Prize for Community College Excellence, the nation's premier recognition of high achievement and performance among two-year colleges. Barton, Coffeyville, Colby, and Cowley were selected based on their student outcomes data, including retention, completion, transfer, and bachelor's attainment rates. [Aspen Institute](#)
- Allen Community College is offering flexible and affordable online learning opportunities through a new partnership with ed2go, a national leader in online education. The collaboration enables students to enroll in non-credit courses and career training programs across high-demand fields. [KOAM News](#)
- Barton Community College launched the nation's first Associate of Arts degree with an emphasis in Federal Human Resources on November 4 on Fort Riley. The program provides service members, veterans, and military spouses with a clear pathway to rewarding civilian careers in federal service. [Great Bend Tribune](#)
- Butler Community College recently signed an agreement to partner with Mid-America Carpenters' Regional Council of Apprentice & Training Program and Pittsburg State University to enhance technical careers in carpentry. This partnership offers apprentices a pathway to a two-year associate degree from Butler and a four-year bachelor's degree from Pittsburg State. [Butler CC News](#)
- Cloud County Community College received a donation of two drones from the North Central Regional Planning Commission. The Skydio X10 drones will be used in Cloud's Drone Technology program. [Cloud County News](#)
- Cowley College is working to prepare future educators and childcare professionals through its partnership with Belle Plaine High School. Students enrolled in Belle Plaine's dual credit program are working toward earning a Child Development Certificate through Cowley's Early Childhood Education program. [Sumner News](#)
- Senator Jerry Moran cut the ribbon on August 28 for Dodge City Community College's new Automotive Tech building. The building was dedicated to the memory of Jeffery Cole, a long-time diesel and automotive technology professor at the college. [High Plains Journal](#)
- Garden City Community College received a \$420,000 grant from the Patterson Family Foundation to support the construction of its new Construction and Electrical Technology Center, a state-of-the-art facility that will expand workforce training in Southwest Kansas. [Garden City News](#)
- Highland Community College launched TimelyCare, a 24/7 virtual health and wellness platform, alongside a new Student Engagement Coordinator for Health and Wellness. [Highland CC News](#)
- The 2025 Ruffalo Noel Levitz Student Satisfaction Inventory shows that the vast majority of JCCC students are highly satisfied with their college experience, with 88% saying they would choose JCCC again. Survey results highlight strengths such as intellectual growth opportunities, campus safety, knowledgeable faculty, and caring staff, placing JCCC in the upper quartile nationally for student satisfaction. [Johnson County Post](#)
- KCKCC received \$30,000 from the Ratcliffe Foundation at the 2025 National Association for

Community College Entrepreneurship (NACCE) Conference. The funding will be used to support the college's new Automation Engineer Technology (AET) lab in the KCK Community Education, Health and Wellness Center scheduled to open next fall. [KCKCC News](#)

- Labette's Nursing School has been recognized as Kansas's top nursing program, according to RegisteredNursing.org. Other schools making the grade included Johnson County Community College. [KSN News](#)
- Students at Neosho County Community College have a new classroom resource to help EMT students. The college recently received a retired 2016 Fort T250 Transit Type II ambulance from Anderson County to assist EMT students in laboratory classrooms. [KOAM News](#)
- Seward County Community College County is partnering with K-State, the University of Nebraska–Lincoln, Oklahoma State University on a project to turn livestock waste into usable resources like clean water, energy, and fertilizer. The effort aims to help High Plains communities address water shortages linked to the declining Ogallala Aquifer. [KCLY Radio](#)

F. Report from Technical Colleges**President Gregory Nichols**

Kansas Technical Colleges are committed to supporting the Kansas Board of Regents in Building a Future for Kansas. Each Technical College supports KBOR's strategic goals. Here is how each of the Technical Colleges put the Building a Future strategic goals in action this month.

Flint Hills Technical College**Helping Kansas Families**

- **Affordability** – Flint Hills Technical College's Foundation hosted a Scholarship Luncheon to honor donors and celebrate students. These resources allow our students to focus on their education -- technical skills and academics -- while other resources can go to sustaining their family and personal needs.
- **Access** - The College is partnering with Kansas Food Action Network and United Way of the Flint Hills to ensure folks and families who are affected by SNAP benefit cuts are supported. Data from this task force confirms that Kansans receive \$33 million in SNAP benefits, and 2,355 individuals will be affected in Lyon County (1292 households). This effort is addressing formula drives, providing Salvation Army gift cards, connecting referrals, etc.
- **Success** - College employees were recognized for their contributions to student success and technical education at the Workforce Innovation Conference. Congratulations to Mr. Terry Rhoads, Industry Technology Division Chair and Computerized Machine Tool Engineering faculty for recognition as the Outstanding New Teacher and Ms. Lori Moore, Arts & Business Division Chair and Business Administration faculty, for her leadership Inside the Field.
- In addition, Business Administration faculty Kenda O'Mara leads statewide Kansas Council for Workforce Education New Instructor Workshops. The new faculty across all of the technical education sectors gain valuable teaching/planning and assessment techniques.

Supporting Kansas Businesses

- **Talent Pipeline** - The College's Business & Industry division is 2 1/2 years into its formal processes. It's reach to local partners to deliver specialized training and upskilling continues to fill a need. Robotics, CDL, and dental healthcare specialized training (supragingival scaling) are three of the division's areas of strongest interest for local employers.

Manhattan Area Technical College**Helping Kansas Families**

- **Affordability** - MATC continues to provide students with opportunities for scholarships and related assistance. The College's Foundation has almost \$1 million in endowed scholarship funds and partners with the Greater Manhattan Community Foundation (GMCF) to optimize our resources as well as connected community funds and programs. Those connections offer assistance with living expenses and other needs and are also available to help our adult education students.
- **Access** - Prior to the pandemic MATC was aggressively working with faculty to enable multiple learning modalities and options for our students. From traditional face-to-face learning, the College

has implemented online, hybrid, and distance learning options to optimize access. In addition, the College is expanding credit for prior learning, articulated credit (especially with area high schools), and increased non-credit courses that provide credentials and certifications of completion and skills' competencies. In the latter category MATC has several on-site programs with area employers to help improve work skills. These include working with MANKO and Florence Manufacturing. These employers provide on-site, on worktime, employer-paid training, and learning.

- **Success** - Student performance in our courses and programs followed by employment, earnings, and employer/employee satisfaction are the best assessments of our success. In the past year third-party rankings of MATC and our student outcomes have been provided that reinforce our success as a technical college. These include being ranked #1 (2024) and #2 (2025) by WalletHub in their national analysis of the best two-year colleges, being identified by the Aspen Institute as being the Top 200 two-year colleges in the nation (2025), and by our ROI analysis from the Georgetown University's Center for Education and Workforce national comprehensive higher education study, ranking MATC in the top three public colleges and universities in the state of Kansas for best ROI in terms of career student earnings.

Supporting Kansas Businesses

- **Talent Pipeline** - More important than the national evaluations are the results coming from MATC to benefit our region and the state of Kansas. Job placement rate is over 96%, with 87% of our graduates staying in Kansas as employees, taxpayers, consumers, and community residents!
- **Advancing Economic Prosperity**
- **Intentional Economic Activity and Community and State Benefits** - According to data from the Greater Manhattan Economic Partnership organization (GMEP), MATC has helped the region retain and add over 400 manufacturing jobs in the past 15 months. Our partnership with area businesses reinforces economic stability and growth for north central Kansas.
- **Other issues of note from MATC:**
- MATC is one of only 6 two-year colleges in the nation selected by the Lumina Foundation for a special rural Adult Learning Project. We will work with Lumina and their partners for the next 18 months to develop and implement a branding and marketing campaign aimed at adults who could benefit from workforce education through MATC to increase skills, earnings, career options and more. The Lumina partners for this project include CollegeApp and StrategyForward Advisors. The other two-year colleges selected to participate are in Alabama, West Virginia, Oregon, Minnesota, and Georgia.

Washburn Tech

Helping Kansas Families

- **Affordability**
- **Access** - Washburn Tech participated in a Junior Achievement event on campus for approximately 150 students. Washburn Tech held multiple student recruitment events involving hundreds of students including a Made for Manufacturing event in partnership with the Greater Topeka Partnership organization.
- **Success**

Supporting Kansas Businesses

- **Talent Pipeline** - Washburn Tech held a career fair with over 80 business partners
- participating and meeting with our students to discuss future opportunities.

WSU Tech

Helping Kansas Families

- **Affordability** – Students experienced no increase in tuition for this academic year. WSU Tech's Foundation scholarships assisted over 270 students.

Supporting Kansas Businesses

- **Talent Pipeline** – WSU Tech celebrated the grand opening of our newly remodeled space at WSU South where we opened the HACK (Hub for Advanced Computer Knowledge) and the new Future Ready Center for IT and Cybersecurity for high school students.

Advancing Economic Prosperity

- **Intentional Economic Activity and Community and State Benefits** – Recruiting efforts at WSU Tech resulted in the largest enrollment in the 60-year history of the college. This included over 6700 students for fall semester. The WSU Tech student retention rate for last year was 79%. In addition, the WSU Tech job placement of graduates for last year was 89.2%.

CONSENT AGENDA

IV. Approval of Consent Agenda

- A. *Technical Program and Curriculum Committee*
1. Act on a request for degree and/or certificate
Program: Wichita State University Campus of
Applied Sciences and Technology: Automation
Engineer Technology (15.0406)

Mike Beene, Committee Chair
Charmine Chambers,
Director for Workforce
Development

Summary

To develop and enhance the talent pipeline for Kansas business and industry, new programs and/or additional programs are required. The Board office received a proposal from the Wichita State University Campus of Applied Sciences and Technology.

The proposing institution has responded to all criteria requested and no comments were received during the Board policy-required 10-day comment period from October 16, 2025, to October 30, 2025. The program was reviewed by the Kansas Postsecondary Technical Education Authority's Program and Curriculum Committee and is presented here for approval by the full Technical Education Authority.

Background

Community and technical colleges submit requests for new certificate and degree programs utilizing forms approved by Board staff. Criteria addressed during the application process include but are not limited to the following: program description, demand for the program, duplication of existing programs, faculty requirements, costs and funding, and program approval at the institution level.

Descriptions of Proposed Programs:

Institution: Wichita State University Campus of Applied Sciences and Technology (WSU Tech)

I. General Information and Program Identification

Program Title	Automation Engineer Technology
Degree Level(s) and Credit Hours	Technical Certificate C/52 credit hours, and Associate of Applied Science/61 credit hours
Responsible Department or Unit	Victoria Philo, Program Director for WSU Tech Automation Department
CIP Code	15.0406 Automation Engineer Technology/Technician
SOC Code	17-3023 Electrical/Electronic Engineering Technologists/Technicians 17-2034 Elector-Mechanical/Mechatronics Technologists/Technicians
Industry-Recognized Certifications	OSHA-10, NC3 Certifications in 3M PPE, Precision Measuring Instruments, Snap-on Torque, Hand Tool, 575 Meter, Soldering, and FESTO Industry 4.0 Fundamentals. Once approved, the industry interest and demand for ISA-CST Associate and CAP Associate exams will be assessed as certification options available to students
Clinical Sites/Work-Based Learning	NA
Number of Projected Enrollments	Year 1: 10 Year 2: 22 Year 3: 22
Accrediting Body Approval Status	NA
Aligned Program Status	Yes
Proposed Implementation	Fall 2026

II. Program Rationale and Information

Wichita State University Campus of Applied Sciences and Technology (WSU Tech) explained that initially the need for the new program was identified during a review of job postings. Through discussions with local business and industry, enough need and difference in job opportunities, employers, and identified skills sets between the Industrial Machine Maintenance Technology program and an Automation Engineer Technology program were identified to justify a new program.

This program has undergone the process of Program Alignment at the system level, and WSU Tech indicated they intend to continue to meet the statewide program alignment. A degree map was provided in the application, and this program consists of a single pathway or track. A letter of support from Maize USD 266 as the program will be offered to high school students.

III. Program Demand – Note: High Wage occupation, 2025 Kansas DOL listing.

A. Source: Kansas Department of Labor Long-term Occupation Projections 2022-2032 for 17-3023

Annual change in employment:	.2%
Annual median wage:	\$73,240
Annual openings:	71
Typical education for occupation entry:	Associate degree

B. Source: Lightcast Job Postings: September 2024 – September 2025

Total postings:	105 Total, (29 unique)
Annual median advertised salary:	Insufficient data

Removing job postings with no education level listed, 76% of postings indicate an associate’s degree for entry in the occupation.

WSU Tech explained that the FY25-26 Perkins Comprehensive Local Needs Assessment for the region showed no concentrators for sixty-one annual openings.

Seven letters of support for the proposed program were received from Textron Aviation, Spirit Aerosystems, Rensenhouse, Metal Fab, Inc., Airxcel, Inc., Hartfiel Automation, and the Arnold Group. Supports and commitments for the program include interviewing graduates for available positions, equipment donations, access to applied learning opportunities, and serving on the advisory committee.

IV. Duplication of Existing Programs and Collaboration

Currently four institutions offer this program based on CIP code and/or program title. Below are the colleges, programs, total number of concentrators, total number of graduates, total number of graduates exiting the higher education system and employed, and average wage of graduates who exited the higher education system and are employed information from the 2024 K-TIP report, which includes only technical programs in two-year postsecondary institutions.

Kansas Training Information Program						
2024 K-TIP Automation Engineer Technology/Technician 15.0406						
CIP Code	Program Name	Institution	Total # Concentrators	Total # Graduates	Total # Graduates Exited & Employed	Average Wage: Graduates Exited & Employed
15.0406	Automation Engineer Technology/Technician	Hutchinson Community College	20	^	^	^
15.0406	Automation Engineer Technology/Technician	Johnson County Community College	49	^	^	^
15.0406	Automation Engineer Technology/Technician	Kansas City Kansas Community College	14	^	^	^
47.0303	Industrial Maintenance and Automation Technology	Salina Area Technical College (new program AY2025, met alignment for 15.0406)	NA	NA	NA	NA
Total			83	17	14	\$72,278

(^) small cell protection applied.

WSU Tech explained that collaboration with other institutions offering the program via the KSDE-Automation Pathway creation, program alignment process, and previous work with Kansas City Kansas Community College for a DOL-SCCTG grant have taken place previously. Additionally, WSU Tech has joined an informal group of maintenance and automation programs and faculty to discuss program offerings.

V. Cost and Funding for Proposed Program

The college estimates the initial cost of the proposed program at \$113,700 total. Funding sources include student fees and New Building Planning sources.

Equipment and Tools: \$3,000
 Instructional Supplies/Technology: \$15,000
 Faculty: \$95,700 for existing, full-time faculty

2. Act on a request for a new Promise Act Program: Wichita State University Campus of Applied Sciences and Technology: Automation Engineer Technology (15.0406)

Summary

The Kansas Legislature enacted the Kansas Promise Scholarship Act, which provides scholarships for students to attend an eligible postsecondary education institution. Eligible programs include any two-year associate degree program, career and technical education certificate, or stand-alone program that are approved by the Board of Regents and correspond to high wage, high demand, or critical need occupations in: four specified fields of study (information technology and security; mental and physical healthcare; advanced manufacturing and building trades; and early childhood education and development). one college designated field of study from the specified list (Agriculture; Food and Natural Resources; Education and Training; Law, Public Safety, Corrections, and Security; or Distribution and Logistics). transfer programs with established 2+2 and/or articulation agreements.

Background

On May 23, 2022, Governor Kelly signed 2022 Senate Substitute for House Bill 2567, which adopted changes in the Kansas Promise Scholarship Act, K.S.A. 2022 Supp. 74-32,271 et seq. The Act also maintains that the Board of Regents will administer the program. Administration is broken into three categories: rules and regulations, eligible programs, and other responsibilities.

Per statutory language (K.S.A. 2022 Supp. 74-32,271(b)(4) and K.S.A. 2022 Supp. 74-32,272(c)(1)(B)), a “promise eligible program” means any two-year associate degree program or career and technical education certificate or stand-alone program offered by an eligible postsecondary educational institution that is: approved by the Board of Regents;

- high wage, high demand, or critical need; and
- identified as a “promise eligible program” by the Board of Regents pursuant to K.S.A. 2022 Supp. 74-32,272, within any of the following fields of study:
 - Information Technology and Security
 - Mental and Physical Healthcare
 - Advanced Manufacturing and Building Trades
 - Early Childhood Education and Development

K.S.A. 2022 Supp. 74-32,272(a) states an eligible postsecondary educational institution may designate an additional field of study to meet local employment needs if the promise eligible programs within this field are two-year associate degree programs or career and technical education certificate and stand-alone programs approved by the Board of Regents that correspond to jobs that are high wage, high demand, or critical need in the community from one of the following fields:

- Agriculture;
- Food and Natural Resources;
- Education and Training;
- Law, Public Safety, Corrections, and Security; or
- Distribution, Logistics, and Transportation

K.S.A. 2022 Supp. 74-32,272(d) states that the Board of Regents may designate an associate degree transfer program as an eligible program only if such program is included in:

An established 2+2 agreement with a Kansas four-year postsecondary education institution; or

An articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least sixty credit hours from the

eligible from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional sixty credit hours toward a bachelor's degree.

Recommendation

The following program is seeking approval to become a Promise Act eligible program. The program has been reviewed by the Kansas Postsecondary Technical Education Authority's Program and Curriculum Committee and is recommended for approval:

Wichita State University Campus of Applied Sciences and Technology: Automation Engineer Technology (15.0406) falls under the Advanced Manufacturing and Building Trades category specified in legislation. SOC 17-3023 for Electrical and Electronic Engineering Technologists and Technicians and SOC 17-3024 for Electro-Mechanical and Mechatronics Technologists and Technicians were identified as High Wage occupations on the 2025 High Demand Occupations list from the Kansas Department of Labor.

3. Act on a request for Excel in CTE Fees: Butler Community College: Emergency Medical Technician (EMT) Course

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.

Recommendation

The Excel in CTE fees below have been reviewed by the Kansas Postsecondary Technical Education Authority’s Technical Program and Curriculum Committee and are recommended for approval. Individual documents for each program follow this issue paper to provide details on the individual fee descriptions:

Butler Community College: increase fee for background checks for Emergency Medical Technician (EMT) course. Changing from \$50 to \$80 effective for spring 2026 term.

*KBOR Excel in CTE Fee Summary for Proposed Academic Programs
CA-1b Form (2020)*

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.

Please include all costs charged to **high school students** for the proposed new program.

Institution Name:	Butler Community College
Program Title:	Emergency Medical Technician
Program CIP Code:	51.0904 /43.0904

Please list all fees associated with this **program**:

Only list costs the institution **is** charging students.

Fee	Short Description	Amount

Please list all courses within the program and any fees associated to those **courses**:

Only list costs the institution **is** charging students. Do not duplicate expenses.

Course ID	Short Description	Amount
FS212 Emergency Medical Technician (EMT) - 12 credit hour course	Butler CC Background check and drug screening - change of contract vendors from Corporate Screening to Assured Occupational Solutions due to closure of Corporate Screening location in college service area.	\$80
	All other existing course fees for FS212 will stand, the fee for the Butler CC background / drug screening is increasing due to a change in vendors.	

Please list items the student will need to purchase on their own for this program:

Institution **is not** charging students these costs, rather students are expected to have these items for the program.

Item	Short Description	Estimated Amount

4. Act on articulated credit with the Kansas State Department of Education:

a. Automation Engineer Technology (15.0406)

**Crystal Roberts,
Associate Director for
Workforce Development**

Summary

One of the foundational strategic priorities of the Kansas Postsecondary Technical Education Authority (TEA) 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 Kansas Board of Regents (Board) approved Program Alignment process model was developed through cooperative efforts of community and technical college representatives, authority members, and Board staff. Providing aligned articulated course credit between secondary and postsecondary technical education programs across Kansas is an extension of the model.

Background

One of the strategic priorities of the TEA is to enhance technical education in our 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 with certifications.
- Phase III: Approval of program structure and curriculum.
- Phase IV: Implementation.
- Phase V: Standards revision.

Kansas statute §74-32,402(10) states that the TEA shall “coordinate the development of a seamless system for the delivery of technical education between the secondary-school level and the postsecondary-school level.” In addition, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) outlines that state leadership activities may use funding to establish statewide articulation agreements aligned to approved programs of study. In accordance with both the state and federal statutes, a Perkins Reserve Grant was developed for statewide articulated credit to fall under Phase V of the program realignment process.

Phase V: Standards Revision: Automation Engineer Technology (15.0406)

The Automation Engineer Technology programs at the postsecondary level were last realigned in 2024. With the current program alignment, competencies identified within the common courses represent opportunities for articulation with the Kansas Department of Education (KSDE).

In January of 2025, a Perkins Reserve Grant was established to provide a \$2,500 stipend each for up to two postsecondary faculty representatives to create a crosswalk of articulated credit options from KSDE pathway courses to Board common courses in aligned programs. The end goal of this grant project was to transform this articulated credit crosswalk into a statewide articulation map for secondary coursework to postsecondary coursework for Automation Engineer Technology.

Preferred candidates for the grant were Automation Engineer Technology (AET) faculty representatives having experience with the postsecondary program alignment process as well as secondary-level pathway/course reviews. Ali Abdulsattar from Kansas City Kansas Community College (KCKCC) and Tony Lockwood from Johnson County Community College (JCCC) were selected for this project, with both serving as Associate Professor with their respective college’s AET program and revising the program structure and curriculum to meet the recent

program realignment. Dr. Abdulsattar has a mechanical engineering background working in industry as a Management and Training Specialist in the oil/gas sector, experience in advanced manufacturing, and previously aligning two-year to four-year degrees including accreditation efforts. Mr. Lockwood has a background working with controls design and integration, project management/advising, and electrical engineering across various industries including water/wastewater, oil/gas/mining, agriculture, and diverse manufacturing processes (rubber compounding, human/pet food production, and plastics/PVC compounding).

Automation Engineer Technology program faculty and administrators from three institutions, KSDE staff, and KBOR staff met virtually on September 2, 2025, to review the articulated course credit crosswalk proposal initially developed by Dr. Abdulsattar and Mr. Lockwood. The proposed crosswalk was based on comparisons of KSDE pathway course competencies to KBOR common course competencies and pre-existing caveats included in KSDE Statewide Articulation Agreements with individual two-year colleges. It was determined that there was no available industry-recognized certification (IRC) for high school students that directly matches the combination of high school courses. The articulated credit crosswalk proposal then followed the standard program alignment process for a 10-day faculty comment period.

The proposed articulated credit crosswalk was issued for presidential comment from September 17, 2025, to October 1, 2025. No comments requesting modifications to the proposed Automation Engineer Technology articulated credit crosswalk were received.

Recommendation

The proposed Automation Engineer Technology articulated credit crosswalk has been reviewed by the TEA's Program and Curriculum Committee and is recommended for approval.

Automation Engineer Technology Articulated Credit - KSDE to KBOR Alignment Crosswalk

Recommended that students earn a B or higher for any of the courses listed.

Students must meet listed KSDE Benchmarks: Qualification Requirements to be granted college credit.

AC/DC Circuits

High School Course	KSDE Course Code	College Common Course
Fundamentals of Electrical Theory	17101	AC/DC Circuits (4 Credits)
OR		
Foundations of Electronics	21201	

Industrial Fluid Power

High School Course	KSDE Course Code	College Common Course
Introduction to Engineering	41310	Industrial Fluid Power (3 Credits)
AND		
Materials Science in Engineering	41355	
AND		
Hydraulics and Pneumatics	39302	

Programmable Logic Controllers (PLC)

High School Course	KSDE Course Code	College Common Course
Introduction to Computer Coding	31001	Programmable Logic Controllers (3 Credits)
AND		
Automated Integrated Systems I	39010	
AND		
Automated Integrated Systems II	39020	

Industrial Robotics

High School Course	KSDE Course Code	College Common Course
Robotics I	21009	Industrial Robotics (3 Credits)
AND		
Robotics II	39009	

KSDE Benchmarks: Qualification Requirements

17101/Fundamentals of Electrical Theory	BENCHMARK 1: INTRODUCTION TO ELECTRICITY - Competencies 1.1 - 1.4
	BENCHMARK 2: ELECTRICAL COMPONENTS - Competencies 2.1 - 2.4
	BENCHMARK 3: ELECTRICAL SAFETY - Competencies 3.1 - 3.4
	BENCHMARK 4: READING ELECTRICAL DIAGRAMS - Competencies 4.1 - 4.3
	BENCHMARK 5: ELECTRICAL MEASUREMENTS AND TESTING - Competencies 5.1 - 5.3
21201/Foundations of Electronics	BENCHMARK 1: LAB PRACTICES - Competencies 1.1 - 1.2
	BENCHMARK 2: DEMONSTRATE PROFICIENCY IN DC CIRCUITS - Competencies 2.1 - 2.11
	BENCHMARK 3: DEMONSTRATE PROFICIENCY IN AC CIRCUITS - Competencies 3.1 - 3.7
41310/Introduction to Engineering	BENCHMARK 1: SAFETY & INTRODUCTION - Competencies 1.1 - 1.6
	BENCHMARK 2: METHODOLOGY & COMMUNICATION - Competency 2.2
41355/Materials Science in Engineering	BENCHMARK 1: NATURE OF MATERIAL AND MATERIAL SCIENCE- Competencies 1.1 - 1.6
	BENCHMARK 2: MATERIALS, STRUCTURES AND PROPERTIES - Competencies 2.1, 2.7 - 2.9

39302/Hydraulics & Pneumatics	BENCHMARK 1: Competencies 1.1 - 1.11
31001/Introduction to Computer Coding	BENCHMARK 1: Competencies 1.1 - 1.14
39010/Automated Integrated Systems I	BENCHMARK 1: PLC BASICS AND OVERVIEW - Competencies 1.1 - 1.14
	BENCHMARK 2: PLC HARDWARE AND PROCESSING - Competencies 2.1 - 2.6
	BENCHMARK 3: PROGRAMMING PLC - Competencies 3.1 - 3.6
	BENCHMARK 4: PLC COMMUNICATION - Competencies 4.1 - 4.3
39020/Automated Integrated Systems II	BENCHMARK 1: Competencies 1.1 - 1.11
21009/Robotics I	BENCHMARK 1: INTRODUCTION AND CORE KNOWLEDGE - Competencies 1.1 - 1.4
	BENCHMARK 2: DESIGN AND TROUBLESHOOTING - Competencies 2.1 - 2.3
	BENCHMARK 3: PROGRAMMING - Competencies 3.1 - 3.3
	BENCHMARK 4: TECHNICAL DATA AND STATISTICS - Competencies 4.1 - 4.5
39009/Robotics II	BENCHMARK 1: APPLICATION AND TROUBLESHOOTING SKILLS - Competencies 1.1, 1.4 - 1.5, 1.7 - 1.9

NOTES:**To receive postsecondary credit for Automation Engineer Technology courses, the student must:**

1. Complete the KSDE approved high school Career Cluster Pathway (CCP) program with a minimum of a 3.0 cumulative high school GPA. Student must earn a B or higher for any of the KSDE/high school courses listed.
2. Attain completer status through successful completion of high school CCP sequence of courses. (A completer is a student who has earned a minimum of three secondary level credits in a single CTE pathway, with at least two of those credits being a combination of technical and application-level courses. The student must also earn or complete at least one or more of the following aligned to the Pathway/Program: Industry-recognized certification or passing score on a third-party, end-of-pathway assessment; Excel in CTE Qualifying Recognized Credential; Nine + college hours leading to completion of a certificate or postsecondary program; or High-quality work-based learning career preparation experience [KSDE, *Kansas Career Cluster Guidance Handbook 2026-2027*, p.65].)
3. Provide a certified letter or official transcript from high school verifying the completion of the designated CCP to the postsecondary institution's Office of the Registrar.
4. Submit a CCP Credit Award Request Form signed by an authorized high school official verifying completion of the KSDE approved CCP to the postsecondary institution's Office of the Registrar.
5. Meet all of the postsecondary institution's admissions criteria and program prerequisites.
6. Successfully complete the next postsecondary course in the sequence.
7. Complete a minimum of 12 credit hours of postsecondary institution's undergraduate coursework as a full-time direct from high school student in good standing with at least a 2.0 GPA.

**4. Act on articulated credit with the Kansas State
Department of Education:
b. Industrial Machine/Maintenance
Technology (47.03603)**

**Crystal Roberts,
Associate Director for
Workforce Development**

Summary

One of the foundational strategic priorities of the Postsecondary Technical Education Authority (TEA) 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 Kansas Board of Regents (Board) approved Program Alignment process model was developed through cooperative efforts of community and technical college representatives, authority members, and KBOR staff. Providing aligned articulated course credit between secondary and postsecondary technical education programs across Kansas is an extension of the model.

Background

One of the strategic priorities of the TEA is to enhance technical education in our 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 with certifications.
- Phase III: Approval of program structure and curriculum.
- Phase IV: Implementation.
- Phase V: Standards revision.

Kansas statute §74-32,402(10) states that the TEA shall “coordinate the development of a seamless system for the delivery of technical education between the secondary-school level and the postsecondary-school level.” In addition, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) outlines that state leadership activities may use funding to establish statewide articulation agreements aligned to approved programs of study. In accordance with both the state and federal statutes, a Perkins Reserve Grant was developed for statewide articulated credit to fall under Phase V of the program realignment process.

Phase V: Standards Revision: Industrial Machine/Maintenance Technology (47.0303)

The Industrial Machine/Maintenance Technology programs at the postsecondary level were last realigned in 2024. With the current program alignment, competencies identified within the common courses represent opportunities for articulation with the Kansas Department of Education (KSDE).

In January of 2025, a Perkins Reserve Grant was established to provide a \$2,500 stipend each for up to two postsecondary faculty representatives to create a crosswalk of articulated credit options from KSDE pathway courses to Board common courses in aligned programs. The end goal of this grant project was to transform this articulated credit crosswalk into a statewide articulation map for secondary coursework to postsecondary coursework for Industrial Machine/Maintenance Technology.

Preferred candidates for the grant were Industrial Machine/Maintenance Technology (IMMT) faculty representatives having experience with the postsecondary program alignment process as well as secondary-level pathway/course reviews. Chaz Havens from Washburn Institute of Technology and Nicolas Stricker from Wichita State University Campus of Applied Sciences and Technology were selected for this project, with both actively participating in the revision of their respective college’s IMMT program structure and curriculum to meet the recent

program realignment. Dr. Havens is the Assistant Dean of Instructional Services with a background in electronics maintenance/repair, motor controls, machine mechanics, and technical instruction working in diverse industry sectors including the military, defense/space manufacturing, and mailing distribution services. Mr. Stricker is an Industrial Automation instructor with a diverse background in metal fabrication, metal/composite structural repair, machine mechanics, and service training/instruction across various industries including aviation, recreation, and integrated manufacturing.

Industrial Machine/Maintenance Technology program faculty and administrators from seven institutions, KSDE staff, and KBOR staff met virtually on August 27, 2025, to review the articulated course credit crosswalk proposal initially developed by Dr. Havens and Mr. Stricker. The proposed crosswalk was based on comparisons of KSDE pathway course competencies to KBOR common course competencies and pre-existing caveats included in KSDE Statewide Articulation Agreements with individual two-year colleges. It was determined that there was no available industry-recognized certification (IRC) for high school students that directly matches the combination of high school courses. The articulated credit crosswalk proposal then followed the standard program alignment process for a 10-day faculty comment period.

The proposed articulated credit crosswalk was issued for presidential comment from September 16, 2025, to September 30, 2025. No comments requesting modifications to the proposed Industrial Machine/Maintenance Technology articulated credit crosswalk were received.

Recommendation

The proposed Industrial Machine/Maintenance Technology articulated credit crosswalk has been reviewed by the TEA's Program and Curriculum Committee and is recommended for approval.

Industrial Machine/Maintenance Technology Articulated Credit - KSDE to KBOR Alignment Crosswalk

Recommended that students earn a B or higher for any of the courses listed.

Students must meet listed KSDE Benchmarks: Qualification Requirements to be granted college credit for AC/DC Circuits.

AC/DC Circuits

High School Course	KSDE Course Code	College Common Course
Foundations of Electronics	21201	AC/DC Circuits (4 credit hours)

KSDE Benchmarks: Qualification Requirements

<u>20201/Foundations of Electronics</u>	BENCHMARK 2: DEMONSTRATE PROFICIENCY IN DC CIRCUITS - Competencies 2.1 - 2.11
	BENCHMARK 3: DEMONSTRATE PROFICIENCY IN AC CIRCUITS - Competencies 3.1 - 3.7

NOTES:

To receive postsecondary credit for Industrial Machine/Maintenance Technology courses, the student must:

1. Complete the KSDE approved high school Career Cluster Pathway (CCP) program with a minimum of a 3.0 cumulative high school GPA. Student must earn a B or higher for any of the KSDE/high school courses listed.
2. Attain completer status through successful completion of high school CCP sequence of courses. (A completer is a student who has earned a minimum of three secondary level credits in a single CTE pathway, with at least two of those credits being a combination of technical and application-level courses. The student must also earn or complete at least one or more of the following aligned to the Pathway/Program: Industry-recognized certification or passing score on a third-party, end-of-pathway assessment; Excel in CTE Qualifying Recognized Credential; Nine + college hours leading to completion of a certificate or postsecondary program; or High-quality work-based learning career preparation experience [KSDE, *Kansas Career Cluster Guidance Handbook 2026-2027*, p.65/ .)
3. Provide a certified letter or official transcript from high school verifying the completion of the designated CCP to the postsecondary institution's Office of the Registrar.
4. Submit a CCP Credit Award Request Form signed by an authorized high school official verifying completion of the KSDE approved CCP to the postsecondary institution's Office of the Registrar.
5. Meet all of the postsecondary institution's admissions criteria and program prerequisites.
6. Successfully complete the next postsecondary course in the sequence.
7. Complete a minimum of 12 credit hours of postsecondary institution's undergraduate coursework as a full-time direct from high school student in good standing with at least a 2.0 GPA.

DISCUSSION AGENDA

V. Discussion Agenda

A. Other Matters

1. Receive an update on FY2026 State Safety Fund

**Becky Pottebaum,
Director for Finance and
Administration**

Summary

The Kansas Safety Fund, established pursuant to K.S.A. 8-267 and 8-272, provides annual financial support to public postsecondary institutions in Kansas that offer approved driver education programs. Revenues for the fund are derived from driver's license fees and are allocated to:

- 1. Community colleges offering approved motorcycle safety courses.*
- 2. Community and technical colleges providing Commercial Driver's License (CDL) training programs, as reported in the Kansas Higher Education Data System (KHEDS).*

The primary objective of the Kansas Safety Fund is to promote public safety by supporting educational programs that prepare students for licensure in motorcycle and commercial vehicle operation. Allocations are determined based on student participation and completion data submitted by eligible institutions.

Commercial Driver Training Program Allocations

Institutions offering Commercial Driver Training (CDL) training were asked to submit student-level data, including training and licensure testing dates. Funding for FY 2026 is based on revenue collected in FY 2025. Allocations were calculated based on each institution's proportion of total reported student enrollment.

Institution	# of Students	% of Total	FY 2026 Allocation
Barton County Community College	40	8.64%	\$ 5,218
Cloud County Community College	22	4.75%	2,869
Coffeyville Community College	25	5.40%	3,261
Dodge City Community College	84	18.14%	10,956
Fort Hays Tech Northwest	2	0.43%	260
Hutchinson Community College	169	36.49%	22,038
Pratt Community College	28	6.06%	3,660
Salina Area Technical College	14	3.03%	1,830
Seward County Community College	79	17.06%	10,303
Total	463	100.00%	\$ 60,395

Motorcycle Safety Program Allocations

The Kansas State Department of Education (KSDE) administers the motorcycle safety program allocations. KSDE works with institutions offering approved motorcycle safety courses to determine total student headcount. For FY 2026, the fixed allocation rate is \$75 per student.

Institution	# of Students	FY 2026 Allocation
Butler County Community College	69	\$ 5,175
Cloud County Community College	150	11,250
Cowley County Community College	49	3,675
Hutchinson Community College	179	13,425
Johnson County Community College	576	43,200
Kansas City Kansas Community College	134	10,050
Total	1,157	\$ 86,775

Kansas Board of Regents staff have completed a review of the data submitted by participating institutions and the KSDE regarding student enrollment and program activity for both CDL and motorcycle safety training programs. Based on this review, funding allocations were calculated and distributed to eligible institutions in early November, in accordance with statutory guidelines and available revenue from the Kansas Safety Fund.

This item is presented to the Kansas Postsecondary Technical Education Authority for informational purposes to provide transparency regarding the distribution methodology, institutional participation, and the overall impact of the Kansas Safety Fund in supporting workforce development and public safety initiatives across the state's postsecondary education system.

2. Receive an update on the Perkins Reserve grant

Jamie Whitmore,
Associate Director for Career
Technical Education

Summary

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is a federal funding source to states for the improvement of secondary and postsecondary career and technical education programs. The purpose of the Act is to assist in developing the academic, career, and technical skills of secondary and postsecondary students who 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 the unique needs of students in special populations:

- Individuals with disabilities
- Individuals from economically disadvantaged families
- Individuals preparing for non-traditional career fields for their gender
- Single parents; single pregnant women
- Out-of-workforce individuals
- Homeless individuals
- English language learners
- 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

Since these student groups may encounter substantial barriers to their educational pursuits, the Perkins Reserve Grant was established to support CTE programs with projects that focus on reducing barriers to student success.

Awarded Institutions

The application review committee selected ten postsecondary institutions to receive funding.

In FY25, \$518,065 was distributed to participating institutions to purchase classroom sets of tools, equipment, and resources for student success. As part of the application process, the colleges analyzed the core indicators of performance in their Comprehensive Local Needs Assessment (CLNA). Institutions also included a gap analysis in their 4-year application to determine which student groups were not meeting performance standards, and how Perkins funding could be used to help close the gap.

FY25 Perkins Reserve Grant Recipients:

Coffeyville Community College	\$91,702
Colby Community College	\$42,685
Fort Hays Tech Northwest	\$49,110
Garden City Community College	\$20,000
Johnson County Community College	\$9,720
Kansas City Kansas Community College	\$5,752
Neosho County Community College	\$56,798
Salina Area Technical College	\$46,073
Washburn Institute of Technology	\$59,200
Wichita State University Campus of Applied Sciences and Technology	\$137,025

Postsecondary CTE Programs supported with this grant:

- Aerospace Coatings and Paint Technology
- Automotive Technology
- Aviation Maintenance Technology
- Certified Nurse Aide (CNA)
- Fire Science
- Industrial Machine Maintenance/Mechanic
- Machining and Manufacturing
- Precision Agriculture
- Solar Photovoltaic
- Welding Technology

Results

Coffeyville Community College purchased twelve tool carts for students in the Automotive Technology program to use during class. Each cart was stocked with 224 tools, valued at \$7,542 per cart. Providing tool carts for student use eliminated \$1,225 in out-of-pocket expenses per student (the cost of required tools to start the program). In addition, Coffeyville Community College purchased fifteen computer tablets for students in the Certified Nurse Aide program. Students may check out a tablet each semester and take it home to complete assignments.

Colby Community College purchased a learning system and accessories for Solar Photovoltaic installation, as well as an enclosed trailer to transport the system to Norton Correctional Facility. Incarcerated students at NCF may complete the Solar Photovoltaic certificate in two semesters, providing in-demand workforce opportunities for those who are near the end of their sentence. This certificate is stackable with Colby's Wind Technology certificate and the AAS in Alternative Energy.

Fort Hays Tech | Northwest purchased accessibility equipment to assist students with physical disabilities in the Precision Agriculture program. A powered tractor pilot lift and hand controls enabled a wheelchair-bound student to access and drive a tractor; a dual tracked vehicle (DTV) Shredder unit allowed student to drive through fields; an all-terrain vehicle (ATV) was customized for students with mobility restrictions. This equipment allows students with disabilities to fully experience the Ag program in a hands-on environment.

Garden City Community College received a donation of four air lock assemblies from a local business partner to enhance the Industrial Machine Mechanic program. Grant funds were used to purchase components necessary to operate the air lock assemblies (chains, pulleys, sprockets, belts, bushings, etc.) as well as steel to fabricate a base support for the assemblies. With the addition of these airlock assemblies, Garden City may offer training outside of regular school hours. They also eliminated the \$45 fee associated with consumables for the Mechanical Systems course.

Johnson County Community College purchased six sets of properly fitted protective clothing/gear for students in the Fire Science program. Having access to smaller gear reduces barriers and provides a safer work environment for students in the program.

Kansas City Kansas Community College purchased twenty-four welding accessory kits for students in the Welding Technology program at Lansing Correctional Facility. The welding kits contain the materials needed to attain a Cert B in Welding, providing for better career readiness upon release. The welding kits included gloves, jackets, brushes, discs, and other TIG accessories.

Neosho County Community College purchased tools for the Automotive Tech program, which was a new program in FY25; the first cohort began in fall 2024. Classroom tools and equipment were purchased to assist

with startup costs. Five student toolkits were purchased to assist students with financial barriers who may not have been able to participate due to the approximately \$2,500 out of pocket costs for student tools. In addition to the tools and equipment, Neosho County Community College also held a workshop for CTE faculty on how to support bilingual learners in the classroom.

Salina Area Technical College expanded the Welding program capacity by adding four new welders, along with a mobile welding fume air filter, TIG torch, and other accessories. The expansion will allow up to forty-five students in the Welding program each academic year. In addition, the college will have trainings outside of regular school hours for students who work during the day, or for B&I partners to provide advanced training to staff without interrupting production.

Washburn Institute of Technology purchased student sets of tools for the Industrial Machine Maintenance, Machining and Manufacturing, and Automotive Technology programs. These programs had the highest out of pocket costs for students, which were a potential barrier for students from economically disadvantaged backgrounds. Being able to check out the classroom tools without owning them outright will allow students to participate in these programs with less personal expense.

Wichita State University Campus of Applied Sciences and Technology purchased a paint simulator to train students in the Aerospace Coatings & Paint Technology and Aviation Maintenance Technology programs on spray finishing techniques without the need for using actual paint and consumables. The simulator can be programmed for multiple languages. The institution also added HyFlex video equipment to additional classrooms to provide flexible learning for students who are unable to attend regular school hours. A Collaboration Laboratory (Co-Lab) space was added to the NCAT campus. This soundproof, four-person booth is equipped with advanced digital tools to allow students to engage with the curriculum outside of the traditional classroom.

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

3. Receive an update on the Institutional Program Alignment Verification Project

**Crystal Roberts,
Associate Director for
Workforce Development**

Summary

One of the foundational strategic priorities of the Kansas Postsecondary Technical Education Authority (TEA) 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 Kansas Board of Regents (Board) approved Program Alignment process model was developed through cooperative efforts of community and technical college representatives, authority members, and Board staff.

Background

Kansas statute §74-32,402. (a) states that the Kansas Postsecondary 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

In September 2024, Board staff introduced a project framework for AY 2026 to ensure technical program compliance with all aspects of the Board/TEA approved program alignments as a response to identified instances of program alignment noncompliance and “procedural interpretations” that were not well-documented or applied consistently.

Institution Program Alignment Verification – Institution Submission & Review

The Institution Program Alignment Verification (IPAV) project opened on October 1st, 2024, with a webinar for all eligible institutions following on October 10, 2024. Kansas community and technical colleges, Washburn University Institute of Technology, Washburn University, and Pittsburg State University were required to submit their IPAV Spreadsheet through the SharePoint site by March 1, 2025. In the meantime, Board staff met with individual institutions throughout the project to answer questions and provide technical assistance as needed.

Board staff completed an initial review of all IPAV spreadsheets for program alignment compliance by June 30, 2025. During the IPAV review process, Board staff reviewed each institution’s technical programs in comparison to the prescribed Board Program Alignment Maps. Board staff extensively reviewed each institution’s entries in the Kansas Higher Education Data System as well as the institution website, college catalog, degree maps, and any additional public-facing program information available. The IPAV Spreadsheet was used as a tracking system

for Board staff to note requirements or ask questions, and for institution staff to provide feedback and show progress on program corrections and updates. Consequently, some common patterns and inconsistencies were identified during the review, and a Program Alignment FAQ was developed as a supplemental resource for institution staff and administration as a result. In addition, it was determined that due to each college's internal timelines for program updates, that Board staff would allow a grace period during AY2026 for each institution to meet full program alignment by the next IPAV deadline of July 1, 2025.

To provide confirmation of each institution's intention for alignment of programs, an IPAV Presidential Certification letter was to be submitted to Board staff by July 1, 2025. Letters were received from all eligible institutions. Any institutions with programs that are not currently meeting alignment have indicated their intent to align and are working with Board staff to update their programs for compliance.

Program Alignment – Process and Procedures

The AY2026 IPAV process offered institutions and Board staff the opportunity to assess internal procedures and provided a deeper understanding of how program alignment affects all parties involved. Board staff uncovered a possible solution to streamline program alignment that would be more time-efficient and beneficial to staff, faculty, and business/industry.

Moving forward Board staff will begin developing a Program Alignment Survey to expedite the timeline for completion to implementation of alignment for programs that are governed by an independent accreditation or licensing body. In these situations, requirements for accreditation already take precedence over and guide program alignment. For example, a starting place for optimizing the program alignment process would be health care programs which must adhere to the Kansas State Board of Nursing requirements as well as councils for nurse educators and licensure examinations. The program alignment process and its outcomes offer a strong foundation for students by incorporating the perspectives of business and industry partners. This, in turn, gives Board staff a compelling reason to lean into the accreditation and licensing standards already established by these sectors whenever possible to eliminate duplication of effort.

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

4. Act on Credit for Prior Learning Grant Letter of Support

**Dr. Vera Brown,
Director for Career Technical
Education**

Summary

2025-2026 Kansas Postsecondary Technical Education Authority (TEA) Goal #2 is to “Investigate the active duty and veteran student services in the Kansas postsecondary system, specifically the use of military-originated credit articulation and transfer procedures. Evaluate current military-originated credit data, identify reporting gaps, and develop a set of criteria and recommendations for effective military-originated data collection and reporting.”

To begin work toward meeting Goal #2, Kansas Board of Regent (Board) staff is applying for the Council for Adult and Experiential Learning grant titled “Supporting the Implementation of Statewide Credit for Prior Learning through an Evidence-Based Community of Practice” and is seeking TEA support. Staff request that the TEA authorize the chair to execute a letter of support on the TEA’s behalf.

Background

The Council for Adult and Experiential Learning (CAEL) is a national, nonprofit membership organization that supports the creation of education-to-career pathways, fueling economic mobility and community prosperity for all. Credit for prior learning (CPL) is a term for the various methods that colleges, universities, and other education/training providers use to evaluate and formally recognize learning that has occurred outside of the traditional academic environment. It is used to grant college credit, certification, or advanced standing toward further education or training.

CAEL has a grant opportunity for technical assistance to states or statewide systems of higher education for enhancing CPL public policies. During the two-year initiative, each participating team will receive a stipend and continual access to CAEL subject matter experts, who will develop a customized approach for implementing or expanding public policies that address challenges and capture opportunities related to CPL.

Project Goal

Enhance Kansas CPL and transfer policies and practices related to the military-originated education credit.

- 1) Learn best practices from other states and national experts
- 2) Conduct a thorough evaluation of policies and practices surrounding military-originated CPL and transfer of credits.
- 3) If found necessary, refine and/or develop policies and/or practices for effective credit mapping, transcript evaluation, reporting, etc.

Benefits

If selected for this grant opportunity, KBOR will receive:

- 1) Funding: \$40,000 stipend, paid out in two installments over two years, to help with capacity towards this effort, as well as to pay for travel and lodging to two all-cohort convenings.
- 2) Technical Assistance:
 - Bimonthly calls with a dedicated CAEL staff person to identify and work through specific TA requests;
 - Bimonthly peer learning calls with the other selected states/state systems;
 - Potential for engagement with other subject matter experts external to CAEL/RAND

Examples of CAEL technical assistance may include the following areas:

- Policy framework development
- Faculty, administrator, and advisor training and professional development

- CPL process mapping
- Skills and competency mapping
- CPL crosswalks from industry credentials
- Data collection and reporting
- Student awareness and advising strategies

Advisory Team

A state advisory team will lead the project. The team will consist of:

- Workforce Development staff
- Academic Affairs staff
- Data, Planning and Reporting staff
- Kansas CPL Taskforce member(s)
- TEA member(s)

Recommendation

A draft letter of support for the project is provided with this issue paper. To ensure the success of this application and strengthen statewide CPL efforts, Board staff asks the TEA to review the letter, provide feedback, and authorize the chair to execute the letter on the TEA's behalf.

In addition, Board staff is respectfully requesting the TEA to nominate one TEA member for the state leadership team in case the grant application is successful.



KANSAS BOARD OF REGENTS

Council for Adult and Experiential Learning (CAEL)
10 W. Market Street, Suite 1100
Indianapolis, IN 46204

Re: Kansas Board of Regents Application for the “Supporting the Implementation of Statewide Credit for Prior Learning (CPL) through an Evidence-Based Community of Practice” grant.

November 20, 2025

To Whom It May Concern:

The Kansas Postsecondary Technical Education Authority (TEA) would like to express our strong support for the Kansas application to participate in the CAEL and RAND technical assistance initiative to strengthen statewide CPL policies. The TEA functions under the auspices of the Kansas Board of Regents and makes recommendations to the Regents regarding the coordination, statewide planning, and enhancements to the postsecondary technical education system.

For 2025-2026 academic year, the TEA has established a goal of assessing the military-originated credit articulation and transfer policies and procedures to identify gaps and strengths of our system. CAEL technical assistance would be invaluable in this effort. The Board policy is a strong CPL foundation, and we see the work on a military-originated credit articulation policy and procedures as a critical step in accelerating degree completion, reducing debt, and recognizing valuable learning experiences outside the classroom for our military-connected students.

We are prepared to collaborate with the applicant team by:

- Providing input on policy development and implementation strategies.
- Sharing relevant best practices.
- Engaging in stakeholder meetings and convenings as needed.

We fully endorse this initiative and look forward to contributing to its success.

Respectfully,

David Reist, Chair
Kansas Postsecondary Technical Education Authority

Curtis Sneden, Vice Chair
Dr. Tiffany Anderson, Topeka Public Schools
Ray Frederick, Jr., Frederick PLBG & HTG, Inc.
Cindy Hoover, Wichita, KS
Keith Humphrey, Jet AirWerks, LLC

Debra Mikulka, Chanute, KS
Todd Zimmer, Textron Aviation
Natalie Clark, KS State Department of Education
Mike Beene, Kansas Department of Commerce
Amber Shultz, Kansas Department of Labor

★ LEADING HIGHER EDUCATION ★

VI. Next Meeting Reminder

Thursday, December 18, 2025

Conference Call

VII. Adjournment

Postsecondary TEA Meeting Dates 2025-2026

All meetings are streamed live at: <https://www.youtube.com/@kborkansas1908>

TEA Meeting Dates

Location

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

Thursday, August 21, 2025	KBOR Office, Topeka - 10 a.m.
Thursday, September 11, 2025	Conference Call - 10 a.m.
Thursday, October 23, 2025	KBOR Office, Topeka - 10 a.m.
Thursday, November 20, 2025	Conference Call - 10 a.m.
Thursday, December 18, 2025	Conference Call - 10 a.m.
Thursday, January 22, 2026	KBOR Office, Topeka - 10 a.m.
Thursday, February 19, 2026	Conference Call - 10 a.m.
Thursday, March 26, 2026	KBOR Office, Topeka - 10 a.m.
Thursday, April 23, 2026	Conference Call - 10 a.m.
Thursday, May 28, 2026	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

<i>All Committee meetings are conference calls</i>	
Thursday, August 7, 2025	Budget/Finance Committee: 8:30 a.m. to 9:30 a.m. Program/Curriculum Committee: 3:00 p.m. to 4:30 p.m.
Thursday, October 9, 2025	
Thursday, November 6, 2025	
Thursday, December 4, 2025	
Thursday, January 8, 2026	
Thursday, February 5, 2026	
Thursday, March 12, 2026	
Thursday, April 9, 2026	
Thursday, May 14, 2026	



2025-2026 KANSAS BOARD OF REGENTS MEETING DATES

September 17-18, 2025

November 19, 2025

December 17-18, 2025

January 14-15, 2026

February 11-12, 2026

March 11-12, 2026

May 20-21, 2026

June 17-18, 2026