

# New Program Request Form

## CA1

### General Information

Institution submitting proposal	Wichita State University Campus of Applied Sciences and Technology
Name, title, phone, and email of person submitting the application ( <i>contact person for the approval process</i> )	Dr. Jennifer Seymour Vice President of General Education and Applied Technologies <a href="mailto:jseymour2@wsutech.edu">jseymour2@wsutech.edu</a> 316.677.1695
Identify the person responsible for oversight of the proposed program	Doug Maury Dean, General Education
Title of proposed program	Para Education
Proposed suggested Classification of Instructional Program (CIP) Code	13.1501 Teaching Assistant
CIP code description	A program that prepares individuals to assist a teacher in regular classroom settings or in providing instruction and supervision to special student populations, such as bilingual/bicultural students, special education students, adult learners, and students learning English. Includes instruction in techniques of general classroom supervision, maintaining order, assisting with lessons and carrying out related assignments.
Standard Occupation Code (SOC) associated to the proposed program	25-9045 – Teaching Assistants, Except Post-Secondary 25-9042 – Teaching Assistants, Preschool, elementary, middle, and secondary except special education
SOC description	25-9045 This occupation includes the 2018 SOC occupations 25-9042 Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education; 25-9043 Teaching Assistants, Special Education; and 25-9049 Teaching Assistants, All Other; and the 2010 SOC occupation 25-9041 Teacher Assistants.  25-9042 Assist a preschool, elementary, middle, or secondary school teacher with instructional duties. Serve in a position for which a teacher has primary responsibility for the design and implementation of educational programs and services.  25-9041 Teaching Assistants, perform duties that are instructional in nature or deliver direct services to students

	or parents. Serve in a position for which a teacher or another professional has ultimate responsibility for the design and implementation of educational programs and services.
Number of credits for the degree <u>and</u> all certificates requested	60 Credits Associate of Applied Sciences
Proposed Date of Initiation	8/1/2023
Specialty program accrediting agency	<p>KSDE does not require program accreditation for paraprofessionals. However, KSDE does provide requirements for paraprofessionals providing instructional support with Title I Part A funding. A review of the school districts in the Wichita area found they are classified as schoolwide Title I schools (Appendix A) meaning all paraprofessionals providing instructional support must meet the following requirements.</p> <p>A high school diploma or GED <u>and</u> one of the following</p> <ul style="list-style-type: none"> <li>• Complete 48 hours of post-secondary coursework</li> <li>• An associate degree</li> <li>• Pass a state-approved assessment indicating the ability to instruct reading, writing, and math.</li> </ul>
Industry certification	<p>Paraprofessionals requirements include a high school diploma or GED <u>and</u> one of the following:</p> <ul style="list-style-type: none"> <li>• Complete 48 hours of post-secondary coursework</li> <li>• An associate degree</li> <li>• Pass a state-approved assessment indicating the ability to instruct reading, writing, and math. The assessment options are as follows: <ul style="list-style-type: none"> <li>○ ParaPro Assessment</li> <li>○ Paraeducator Online Training</li> <li>○ WorkKeys</li> </ul> </li> </ul>

Signature of College Official  
Signature of KBOR Official \_\_\_\_\_

*Jennifer Segmon*

Date

*Jun 3, 2023*

Date \_\_\_\_\_

## **Narrative**

Completely address each one of the following items for new program requests. Provide any pertinent supporting documents in the form of appendices, (i.e., minutes of meetings, industry support letters, CA1-1a form).

*Institutions requesting subordinate credentials need only submit the following sections:*

*1) General Information, 2) Program Rationale, 3) Complete catalog descriptions (including program objectives) for the proposed program, 4) List by prefix, number, title, and description all courses (including prerequisites) to be required or elective in the proposed program, 5) List any pertinent program accreditation available (rationale for seeking or not seeking accreditation and plan to achieve accreditation), and 6) Program Approval at the Institution Level.*

### **Program Rationale**

- Provide an overall explanation and background surrounding the development of the proposed program. Include where the idea came from, who was involved, and why the program is needed.

Over the past five years, WSU Tech has supported teacher education by actively participating in Shocker Pathway and creating two separate 2+2 agreements with Wichita State University. In the past year, WSU Tech's focus has expanded to include creating a clear pathway for students to enter the education field while assisting local schools in finding qualified candidates to fill their immediate need for well-trained Paraprofessionals. The Vice President of General Education, Dean of General Education, and Vice President of Instructional & Academic Support, as part of the WSU Tech new program development team, reviewed the current employment landscape and identified a significant need for the proposed program. They conducted additional research and found the work being done by the Educator Work Force Task Force, sponsored by KBOR, supported the need for multiple pathways into teacher education programs. As a result, the WSU Tech development team made curriculum adjustments to ensure a close tie between the work of the Educator Work Task Force and the proposed Para Educator program. Next, WSU Tech reached out to colleagues across the Wichita area, including those at WSU, and local school districts such as the Wichita Public Schools and Andover Public Schools, to review the potential for the proposed program. The overwhelmingly positive response received indicated that WSU Tech should pursue the submission with a start date of Fall 2023.

### Appendix B

### **Program Description**

- Provide a complete catalog description (including program objectives) for the proposed program.

The Para Educator program is designed to equip graduates with the skills needed to pursue a career in elementary education. The coursework provides a strong academic background in English, humanities, science, and social sciences. Building on this academic core, the program will provide a solid foundation in classroom management, assessment, instructional technology, along with experiential learning opportunities. Upon completion, graduates will be prepared to enter the workforce as a paraprofessional or transfer to a Baccalaureate degree program in Elementary Education.

### Program Outcomes

- Practical professional skills to assist in the establishment and maintenance of an effective, productive, and safe educational setting.

- Communication skills focusing on effective written and oral communications in an educational setting with parents, fellow educational professionals, and the community.
- The students will demonstrate the skills needed to identify, assess, and assist with the education of a diverse student population.
- Working foundation of the historical, philosophical, theoretical, and legal issues of education
- Personal ethical standards and professional practices used by successful education professionals.
- Students will demonstrate effective use of instructional technology in the design, implementation, and assessment of
- learning experiences to engage students and improve learning.
- List and describe the admission and graduation requirements for the proposed program.

#### Admission Requirements:

- The requirements for admission to the Para Educator program are:
- Attainment of 16 or more years of age
- Documentation of high school graduation or satisfaction of high school equivalency certificate requirements, or students currently enrolled in high school or GED program and have attained junior status.
- Completion of application and related procedures

#### Transfer Students

- Admission of transfer students to the Para Educator program contingent upon their meeting the following requirements:
- Regular admission and good standing at a regionally accredited technical certificate or degree granting institution and proper completion of applications and related procedures.

#### Program Requirements

- 60 semester credits for the associate applied sciences degree with an overall GPA of 2.0 or higher.
- A passing grade in all courses (grade of C) within the student's declared program of study.
- Completion of all skill competencies with a minimum grade of 80%
- At least 25 percent of credits must be earned at WSU Tech.
- Recommendation for graduation by the registrar.

#### Graduation Requirements

To be awarded an AAS degree or technical certificate, students must pass all required coursework, submit required transcripts for transfer credit and meet all academic, financial, or other obligations required for their program of study. To be eligible for graduation, students must have an overall GPA of at least 2.0. WSU Tech urges students to continuously monitor their educational progress. Before the final semester or registration period, students must meet with an Academic Advisor to ensure all requirements will be finished before the anticipated graduation date.

#### **Demand for the Program**

- Using the Kansas Department of Labor's Long-Term Occupational Outlook, (<https://klic.dol.ks.gov>) Identify employment trends and projections: occupational growth, occupational replacement rates, estimated annual median wages, and typical education level needed for entry.

Graduates of the proposed program are desperately needed in our local communities and across the state. The Kansas Long Term Occupational Projections 2020 -2230 lists Teaching Assistants, except postsecondary as SOC Code 25-9045. The data indicates this job classification will experience significant changes (5.4%) in employment by 2030. The change in employment will be driven by

workers exiting/transferring, creating openings for 19,282 teaching assistants. These overall openings equate to annual openings of 1,928 for teaching assistants.

JobsEQ reports focused on Sedgwick County support data from the Kansas Long-Term Occupation projections. The Occupational Snapshot indicates an annual demand of 284 positions for teaching assistants. (See chart below).

### Occupational Report Education and Training (CTE Cluster) 2022 Q 3 Sedgwick County KS Occupation Snapshot

6-Digit Occupation	Empl	Avg Mean Wages	LQ	3-Year Empl Change	Annual Demand	Forecast Ann Growth
Teaching Assistants, Except Postsecondary	2,898	\$29,500	1.43	15	284	0.5%
Elementary School Teachers, Except Special Education	2,284	\$56,700	1.01	-33	171	0.3%
Secondary School Teachers, Except Special and Career/Technical Education	1,762	\$57,100	1.02	-66	127	0.3%
Middle School Teachers, Except Special and Career/Technical Education	1,009	\$59,400	1.01	-21	75	0.3%
Substitute Teachers, Short-Term	911	\$30,300	1.37	21	114	0.8%
Coaches and Scouts	625	\$37,200	1.55	-36	107	2.3%
Educational, Guidance, and Career Counselors and Advisors	423	\$55,300	0.82	-4	43	0.7%
Postsecondary Teachers, All Other	410	\$72,400	1.81	6	39	0.2%
Education Administrators, Kindergarten through Secondary	398	\$88,600	0.84	-15	30	0.3%
Preschool Teachers, Except Special Education	393	\$40,600	0.50	-13	46	1.4%
Remaining Component Occupations	4,555	\$58,000	0.77	183	461	0.6%
Education & Training (CTE Cluster)	15,664	\$50,700	0.96	35	1,500	0.6%

These same data sources provide wage information for the SOC code. The Kansas Long Term Occupational projections indicate that graduates of the proposed program can expect a mean wage of \$27,110 should they choose to accept immediate employment as a paraprofessional. However, this curriculum also provides graduates with the ability to transfer to bachelor’s degree programs (Elementary Education) which moves their earning potential to an annual mean wage of \$56,060.0.

- Show demand from the local community. Provide letters of support from at least three potential employers, which state the specific type of support they will provide to the proposed program.

#### Appendix C - H

- If the program/coursework will be made available to high school students, provide letters of support from local high schools and/or districts that intend to participate.

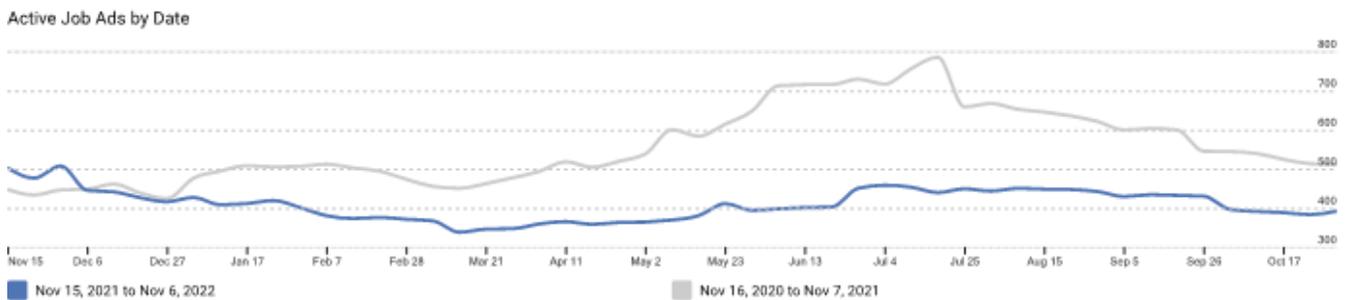
#### Appendix I

- Describe how the Perkins Comprehensive Local Needs Assessment supports the program initiation.

The Perkins Comprehensive Local Needs Assessment dated February 2022 lists all CIP codes 13.00 (education and training) under the category of sufficient concentrators. A deeper dive into the data provided by the LCNA Wichita Work Group (see appendix J) indicates this translates into 64 total high school concentrators from across the Wichita region in this area. In comparison, the Kansas Long Term

Regional Projections for 2018 –2028 indicate SOC Code 25-9041 in the South-Central Region will need 5,117 employees overall and 511 annually.

Furthermore, The Herchinger Report (Appendix K or [Link to Herchinger Report](#) ) provides a clear picture of the need for more teachers in the U.S. across all disciplines and levels. "Teacher shortages have worsened in the past decade, and fewer undergraduates are going into teacher training programs. This report which relied on data from the America Association of Colleges for Teacher Education indicates that the number of students completing teacher education programs in the United States decreased by almost a third between the years of 2008-09 and 2018-19. In 2018 the United States saw 57,00 fewer students completing an education degree then in 2011. Current job postings across the state as reported by JobsEQ (**Teaching Assistants, except Postsecondary Q32022 chart below**) supports Hechinger Report findings. Currently there are 387 job openings with over 110 available in Wichita Public Schools alone. The Educator Work Force Task Force Final Report (Appendix B) provides additional support for more avenues for students to enter teacher education programs. The authors of this report indicate that for Fall 2022 Kansas Department of Education (KSDE) reported there was a total of 1,658 vacancies in Kansas resulting in 329 current opening in elementary education. After reviewing all these data sources, we believe that our proposed program does support needs in our local community.



- Describe/explain any business/industry partnerships specific to the proposed program.  
*If a formal partnership agreement exists, agreement explaining the relationship between partners and documenting support to be provided for the proposed program must be submitted to the Board office independent from the CAI materials for review purposes. The agreement will not be published or posted during the comment period.*

The College will continue developing working relationships with area businesses and industry to develop internships, earn and learn opportunities, and guaranteed interviews for program participants/ graduates. These partnerships are of tremendous benefit for placement upon graduation and obtainment of the available certifications. Below is a list of the current business and industry representatives working with the proposed program. The willingness of these businesses and educational institutions working with WSU Tech to create this program speaks to the value WSU Tech places on industry and other partnerships.

**Education – Industry Advocate Team**

Contact	Organization
Shelley Jonas <i>Assistant Director, Butler</i>	Butler County Special Education Cooperative
Michele Ingenthron, <i>Assistant Super-intendent of Elementary Schools</i>	Wichita Public Schools
Sherena Langley, <i>Director of applied science advisor,</i>	Wichita State University
Traci Holder, <i>Director of Instruction &amp; Intervention,</i>	Andover Public Schools

Tiereny Mount, <i>Licensure Officer, and Academic program specialists</i>	Wichita Public Schools

**Duplication of Existing Programs**

- Identify similar programs in the state based on CIP code, title, and/or content. For each similar program provide the most recent K-TIP data: name of institution, program title, number of declared majors, number of program graduates, number of graduates exiting the system and employed, and annual median wage for graduates existing the system and employed.

A search of the 2021 K- Tip report by CIP code produces no results for teaching assistants (CIP Code 13.1501). Reviewing the K-TIP 2021 report for Academic Discipline (Education & Training) resulted in two unrelated programs at Johnson County Community College, one in Language Interpretation and Translation and one in Sign Language interpretation and Translation.

- Was collaboration with similar programs pursued:
  - Please explain the collaboration attempt or rationale for why collaboration was not a viable option.

WSU Tech has in place two separate two-plus two agreements with Wichita State University. The Teacher Apprentice Program (TAP) and Bachelor of Arts in Elementary Education (K- Sixth- Grade). The TAP agreement is designed for students currently employed as Paraprofessionals. These students complete their core academic work with WSU Tech and move on to WSU, earning field experience credit for their work as a para. The Bachelor of Arts in Elementary Education two plus two agreement allows a student to earn 51 credits at WSU Tech, then transfer into WSU’s Elementary Education degree. Upon approval of the proposed program, WSU Tech and WSU will review the current two-plus two agreements to align multiple courses for easy transfer to credit from WSU Tech to WSU bachelor’s degree in Elementary Education.

See Appendix L-M

**Program Information**

- List by prefix, number, title, and description all courses (including prerequisites) to be required or elective in the proposed program.

Number	Title	Credits	Relationship	Description	Pre/Corequisites
EDU 120	Introduction to Teaching	3	Required	This is a preparation course introducing students to the field of teaching. Topics include current learning standards, lesson plan components, the realities of teaching as a career, certification requirements, professional expectations, and an introduction to teaching strategies. This course provides students with the opportunity to explore the field of teaching, reflect on their interest in education, create and present an instructional lesson, and develop connections with other future educators.	
EDU 140	Children's Literature	3	Required	This course introduces students to the literary and visual styles in Children's Literature. Students will understand the role of literature in instruction including meeting state standards and reading development.	

EDU 160	Educational Technology	3	Required	This course will introduce students to a variety of technology used in educational settings to enhance instruction. Students will learn how to integrate technology and assist students and parents with technology. The importance of cybersecurity and online safety will be discussed.	
EDU 180	Educating Exceptional Students	3	Required	This course introduces students to the strengths and needs of learners with exceptional needs, including those with physical and cognitive disabilities and those who exhibit gifts and talents. Students will explore the effects of cultural differences, human development, and education policy.	
EDU 210	Assessing Student Learning	3	Required	This course will examine approaches to assessment and evaluation of student learning. Students will be introduced to the basic concepts of standardized and non-standardized assessment including formative and curriculum-based assessments.	

EDU 220	Introduction to Teaching – Field Experience	1	Required	<p>This course provides an opportunity for hands-on experiences in a PreK-12 classroom. Students are required to complete 25 hours in the field during the semester.</p> <p>Students will reflect upon topics and issues such as diversity, effective teaching strategies, and educational structures as they are experienced in the PreK-12 classroom.</p>	
EDU 230	Art in the Elementary Classroom	3	Required	<p>Understanding visual artistic processes as they relate to the growth and development of children. Focus on visual art experiences, methods, and curriculum for prospective K-6 classroom teachers.</p>	
EDU 250	Teaching Reading, Writing, and Math	3	Required	<p>This class explores the basics of Reading, Writing, and Mathematics to prepare future teaching assistants to help in the classroom. Students will become familiar with foundations of reading, tools of the reading and writing process, and basic mathematic terms, measurements, and analysis.</p>	

ART 100	Art Appreciation	3	Required	This course is designed to develop a personal appreciation of art. By combining a study of concepts and artist's work, the student should improve one's judgment and ability to understand art critically.	
BIO 110	Principles of Biology	5	Required	An introduction to fundamental biological concepts that includes molecular biology, cellular structure and function, human biology, and ecology. Students will have an understanding of the nature of science, levels of organization, bioenergetics, reproduction, inheritance, and the mechanisms of change. Laboratory stresses the process of scientific investigation and observation of biological processes.	

BUS 130	Personal Finance	3	Required	This course is designed for non-business majors as well as for business majors. The course is concerned with efficient management of money as a primary requirement for successful personal life. Aids individuals in establishing and maintaining credit, using a budget, safeguarding and investing savings and arranging personal insurance.	
ENG 101	Composition I	3	Required	This course is designed to improve the reading and writing skills of students. The emphasis is on fundamental principles of written English in structurally correct sentences, paragraphs and expository themes. Critical analysis of essays will be used to aid in developing the student's thinking, support of thesis and style. Students are introduced to the basic components of research by writing a documented essay in Modern Language Association (MLA) style.	ENG 030 English

ENG 120	Composition II	3	Required	This course is designed to immerse students in the study and practice of persuasive and argumentative, report, and research writing emphasizing analysis and research and reading, interpreting, and evaluation of selected texts.	ENG 101 Composition I
HIS 110	United States History to 1877	3	Required	This course traces development of the United States, 1492 to 1876, including English colonization, the American Revolution, formation of the Union, colonization of the West, development of sectionalism, the Civil War, and restoration of home rule in the South. Important political, cultural, economic, and religious/philosophical accomplishments of this period will be examined.	

MTH 112	College Algebra	3	Required	<p>This course will enable the student to use and interpret the mathematical symbols and notation relating to functions. The student will analyze the graphs of various mathematical functions with the assistance of a graphing utility, including polynomial, rational, root, absolute value, logarithmic and exponential functions, and solve related equations and inequalities, including systems of equations and inequalities. The student will use both graphical analysis and equation solving in the context of word problems. Topics include: Equations and Inequalities; Functions and Graphs; Polynomial and Rational Functions; Exponential and Logarithmic Functions; Systems of Equations and Inequalities; Matrices and Determinants. The learning outcomes and competencies detailed in this outline meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as approved by the</p>	<p>MTH 101 Intermediate Algebra OR MTH 102 Intermediate Algebra OR MTH 105 PACER Mathematics III</p>
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				Kansas Board of Regents (Transfers as MAT 1010).	
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POL 101	American Government	3	Required	<p>A general study of the development, structure and functions of the American National Government. Topics to be studied include an introduction to government, principles of constitutionalism and federalism, political parties and political behavior, the Presidency, congress, the judiciary and the federal bureaucracy, Of specific emphasis is an analysis of decision-making in government, public participation and influence in government as well as a study of specific problems concerning the operation of the federal government.</p>	
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PSY 101	General Psychology	3	Required	A general introduction to the scientific study of behavior and mental processes to enable students to apply the knowledge they gain about the history of psychology, psychological perspectives, biological bases of behavior, sensation and perception, learning, cognition, intelligence, motivation, development, personality, psychological disorders and treatments of disorders, social psychology and critical thinking skills to enhance the quality of his/her life as he/she interacts with others and the environment.	
PSY 120	Developmental Psychology	3	Required	A study of individual development from conception through death to enable students to apply the knowledge they gain about the general areas of biological, neurological, physical, cognitive, social, emotional and personality development at each stage of life to enhance more meaningful interactions with others and better understanding of his/herself.	PSY 101 General Psychology

SOC 101	Principles of Sociology	3	Required	An introductory study of human society to acquaint students with the influence and patterns of individual and group interaction by exploring the development, characteristics, and functioning of human groups; the relationships between groups, and group influences on individual behavior.
SPH 101	Public Speaking	3	Required	Covers fundamental basics to all good private and public speaking experiences and elements in voice production and improvement, bodily movement, confidence, poise and understanding of all types of public speeches. Required of all transfer curricula.

- If the proposed program includes multiple curricula (e.g., pathways, tracks, concentrations, emphases, options, specializations, etc.), identify courses unique to each alternative.

N/A

- Provide a Program of Study/Degree Plan for the proposed program including a semester-by-semester outline that delineates required and elective courses and notes each program exit point.

AAS – Education

Semester One

Course #	Course Title	Credits	Function
ENG 101	Composition I	3	*Technical
SPH 101	Public Speaking	3	*Technical
PSY 101	General Psychology	3	General Studies
EDU 120	Introduction to Teaching	3	Technical Studies
ART 100	Art Appreciation	3	General Studies

## Semester Two

Course #	Course Title	Credits	Function
ENG 120	Composition II	3	*Technical
MTH 112	College Algebra	3	*Technical
EDU 140	Children's Literature	3	Technical Studies
EDU 160	Educational Technology	3	Technical Studies
BUS 130	Personal Finance	3	General Studies

## Semester Three

Course #	Course Title	Credits	Function
PSY 120	Developmental Psychology	3	General Studies
BIO 110	Principles of Biology	5	General Studies
EDU 180	Educating Exceptional Students	3	Technical Studies
POL 101	American Government	3	General Studies
EDU 230	Art in the Elementary Classroom	3	Technical Studies

## Semester Four

Course #	Course Title	Credits	Function
EDU 210	Assessing Student Learning	3	Technical Studies
EDU 220	Introduction to Teaching – Field Experience	1	Technical Studies
HIS 110	United States History to 1877	3	General Studies
SOC 101	Principles of Sociology	3	General Studies
EDU 250	Teaching Reading, Writing, and Math	3	Technical Studies

\*Technical - Paraprofessionals are required by KSDE to have either an associate degree, 48 hours in post-secondary work or successfully passed one of three state approved assessments. The ParaPro Assessment provides the most detailed look at the learning outcomes associated with these assessments. Below is a review of the ParaPro outcomes and a crosswalk of which courses commonly referred to as general education are in this case providing the specialized preparation the future paraprofessional will need to be effective in the classroom.

**Reading Skills and Knowledge:**

Reading Skills and Knowledge questions measure the examinee's ability to understand, interpret, and analyze a wide range of text. Questions are based on reading passages—as well as graphs, charts, and tables—drawn from a variety of subject areas and real-life situations.

**Application of Reading Skills and Knowledge to Classroom Instruction:**

Reading Application questions are typically based on classroom scenarios in which students are involved in reading-related tasks, such as reading assigned passages or working on vocabulary development. Some questions concern *foundation of reading*: the knowledge and skills students need when they are learning the basic features of words and written text.

**Writing Skills and Knowledge:**

Writing Skills and Knowledge questions assesses the examinee's ability to identify basic grammatical and punctuation errors, parts of sentence, parts of speech, and spelling errors.

### **Application of Writing Skills and Knowledge to Classroom Instruction:**

Writing Application questions are typically based on classroom scenarios in which students are planning, composing, revising, or editing documents written for a variety of purposes. Some questions are concerned with aspects of the writing process – the full range of activities used when composing written documents.

#### ***General Education courses supporting Reading and Writing learning outcomes:***

- **ENG 101 Composition I**
- **ENG 102 Composition II**
- **SPH 101 Public Speaking**

### **Mathematics Skills and Knowledge:**

The Math Skills and Knowledge questions assess the examinee's knowledge of mathematical concepts and ability to apply them to abstract and real-life situations. The test questions do not require knowledge of advanced-level mathematics vocabulary.

### **Application of Mathematics Skills and Knowledge to Classroom Instruction:**

The Math Application questions assess the examinee's ability to apply three categories of Math skills in a classroom setting or in support of classroom instruction: Number Sense and Basic Algebra, Geometry and Measurement, and Data Analysis. The questions focus on testing the mathematical competencies needed to assist the teacher with instruction.

#### ***General Education courses supporting Mathematics learning outcomes:***

- **MTH 112 College Algebra**
- List any pertinent program accreditation available:
  - Provide a rationale for seeking or not seeking said accreditation.
  - If seeking accreditation, also describe the plan to achieve it.

There are no appropriate program level accreditations for the proposed program. KSDE does not require program accreditation for paraprofessionals. However, KSDE does provide requirements for paraprofessionals providing instructional support with Title I Part A funding. A review of the school districts in the Wichita area found they are classified as schoolwide Title I schools (Appendix A) meaning all paraprofessionals providing instructional support must meet the following requirements. A high school diploma or GED and one of the following

- Complete 48 hours of post-secondary coursework
- An associate degree
- Pass a state-approved assessment indicating the ability to instruct reading, writing, and math.

### **Faculty**

- Describe faculty qualifications and/or certifications required to teach in the proposed program.

Upon approval the Education program will become part of the WSU Tech Professional Studies department. Doug Maury, Dean, General Education and Professional Studies will oversee the daily operations of the proposed program.

General education courses in the proposed program will be taught by faculty who meet or exceed the transferable General Education requirements listed below. Also, technical courses (prefix EDU) which are also considered transferable will meet or exceed the transferable general education requirements listed below. Faculty teaching the remaining Edu technical courses will have either the academic credentials BA or higher in elementary education and/or curriculum and instructional design or industry credentials (4 years or more of teaching/training experience required to effectively teach the courses.

#### Transferable General Education Faculty:

Master's Degree or higher from a regionally accredited college or university in the teaching discipline or subfield, **OR** any master's degree plus 18 graduate or undergraduate credit hours in the teaching discipline or subfield.

Qualified faculty are identified primarily by credentials, but other factors may be considered in addition to the degree earned. For example, the ability to design curricula or develop and implement effective pedagogy through years of teaching with satisfactory performance.

A bachelor's degree in the teaching discipline or subfield combined with 3+ years teaching experience in the discipline or subfield will be considered in lieu of a completed master's degree. A professional development plan to include a master's degree must be developed and pursued.

#### **Cost and Funding for Proposed Program**

- Provide a detailed budget narrative that describes all costs associated with the proposed program (physical facilities, equipment, faculty, instructional materials, accreditation, etc.).

#### Advising Services

Advising prospective students will be shared between the Dean, General Education and Professional Studies program and the college's Student Services staff. As with other programs offered by the college, Student Services personnel provide general information, assist students with admission to the college, and transfer credits. Program personnel supply detailed information about the Education program. The Financial Aid Specialist provides financial aid advice.

#### Additional services:

WSU Tech supplies various services to students designed to ensure they are successful in their educational pursuits. There is no charge for these services.

**Online Services:** WSU Tech supplies online services designed to support the hybrid and online instructional environment.

**NetTutor** – available when the student is ready NetTutor is a 24/7 online tutoring service that provides effective as-needed tutoring in all topics, including general education discipline and technical areas such as nursing and engineering.

**Technology support** for WSU Tech online students includes a student help desk which provides technology assistance as needed, enhanced WIFI hot spots at all WSU Tech locations, and student Laptop Loan service available for a nominal fee (\$50.00 per semester).

**WSU Tech Online Orientation** – Online Orientation is designed to provide students with access to comprehensive orientation and college success materials when it fits their schedule. The materials include what to expect in an online or hybrid course and effective study skills.

**Online Student Services Support:** All student services, including academic advising, enrollment, and financial aid, are available to students in the online environment.

Library – extensive online database services such as EBSCOhost and ProQuest are available to all WSU Tech students.

**Wrap Around Services:** to prepare students for the rigors of college coursework, WSU Tech provides a variety of wrap-around services, including:

- **Library:** The Library is on the South campus, while the NCAT facility includes a shared space that houses both library and tutoring. Also, online library services are available to all students and include access to extensive database services like EBSCOhost and ProQuest. Students can also access several databases by signing up for the Kansas Library Card.
- **Tutoring Hub:** Tutoring services are available at the NCAT and South Campuses. General education topics, such as Math, English, and writing as well as technical topics such as Blueprint Reading and Accounting, are available. In addition, science-based tutoring services are available at the South and Old Town campuses.
- **Mentoring:** WSU Tech provides a formalized academic mentoring program for students with academic risk factors. This program pairs students with faculty volunteers to ensure students meet their academic obligations and goals.
- **Academic Success Week:** At the beginning of the Fall and Spring semesters, WSU Tech hosts workshops and events designed to engage students in the academic side of college. Topics include notetaking skills, dealing with stress, test-taking skills, and using library and technology resources such as the IT help desk and the Colab.
- **TRIO Student Support Services:** For students who meet the college's TRIO eligibility requirements, WSU Tech provides services designed to help students maximize their potential and meet their educational goals. These services include academic coaching, tutoring, financial planning, transfer assistance, cultural enrichment, career exploration, and mentoring.
- **The Department of Student Engagement:** This department provides students with opportunities to engage in college life outside the classroom. Activities include student organizations and clubs such as Skills USA, Veterinary Nursing, and Esports. Other activities include welcome week events such as "Doughnuts with Your Dean" and lecture series on current topics.
- **The Office of Disability Services:** coordinates services for students with disabilities.
- **Career Services:** assists students in defining career goals, exploring personal interests, and providing career/general counseling.
- **Collaboration Lab:** The Collaboration Lab (CoLab) provides students, faculty, and staff access to the latest technologies to enhance the learning experience. The technologies include HoloLens, green screens, a recording studio with audio and visual capabilities, and online and on-ground meeting spaces equipped with up-to-date technology providing collaboration and recording capabilities. While physically located at the WSU Tech South Campus, the

CoLab technologies are available at other WSU Tech locations via a mobile version of the lab.

**Personnel**

Upon approval, WSU Tech will recruit and hire a new faculty member to Chair the Education department. In year one, it is anticipated the course load can be managed by one full-time faculty member and one adjunct faculty member. In subsequent years, additional adjunct faculty will be hired based on demand and subject matter expertise.

**Physical facilities:**

WSU Tech will house the Education program at the South Campus (3821 E Harry Street Wichita KS) . This facility has more than sufficient classroom and lab space to accommodate the proposed program.

**Instructional Equipment**

The proposed program will be housed at the WSU Tech South Campus. This site is equipped with state-of-the-art instructional technology including a Hy Flex classroom and multiple Hy flex mobile delivery systems. Additionally, the WSU Tech Collaboration Lab (CoLab) will provide a fully equipped lab for students to learn how to effectively use the most update instructional technologies. As a result, the program will have no instructional equipment costs.

In years 1 - 3, the proposed program will have \$10000 for instructional supplies paid for with institutional funds.

**Instructional Materials:** The proposed program will be distributed a budget from the general fund. As is WSU Tech’s practice if faculty identify third – party curriculum provided via the web the cost will be part of course costs instead of fees outside the program costs. There are no associated materials fees assigned to the proposed program courses.

Materials Fees

Course Number	Course Title	Associated Materials Fees
EDU 120	Introduction to Teaching	\$0.0
EDU 140	Children's Literature	\$0.0
EDU 160	Educational Technology	\$0.0
EDU 180	Educating Exceptional Students	\$0.0
EDU 210	Assessing Student Learning	\$0.0
EDU 220	Introduction to Teaching -Field Experience	\$0.0
EDU 230	Art in the Elementary Classroom	\$0.0
EDU 250	Teaching Reading, Writing and Math	\$0.0
ART 100	Art Appreciation	\$0.0
BIO 110	Principles of Biology	\$0.0
BUS 130	Personal Finance	\$0.0
ENG 101	Composition I	\$0.0
ENG 120	Composition II	\$0.0
MTH 112	College Algebra	\$0.0

MTH 120	Elementary Statistics	\$0.0
HIS 110	United States History to 1877	\$0.0
PSY 101	General Psychology	\$0.0
PSY 120	Developmental Psychology	\$0.0
POL 101	American Government	\$0.0
SOC 101	Principles of Sociology	\$0.0
SPH 101	Public Speaking	\$0.0

- Provide details on **CA-1a form**.
- Provide Excel in CTE fee details on the **CA-1b form**.
- If the program is requesting Perkins funding, provide details on the **CA-1c form**.
- If the program is requesting KS Promise Act eligibility, provide details on the **CA-1d form**.

#### Appendix N - O

- Describe any grants or outside funding sources that will be used for the initial startup of the new program and to sustain the proposed program.

There are no grants or outstanding funding sources attached to this proposed program.

#### Program Review and Assessment

- Describe the institution’s program review cycle.

WSU Tech utilizes the WIDS (Worldwide Instructional Design System) curriculum management system to house curriculum and assessment documentation. Inside WIDS, faculty working with the Dean of Academic Services and the Director of Assessment to map program outcomes to courses and assessment activities. Faculty evaluate students throughout the program for mastery of knowledge and technical skills using various assessment activities. Institutional assessment data is collected and aggregated using specialized assessment software (EAC). The faculty utilize the data to identify student learning trends, achievements and challenges, and the appropriate instructional revisions along with interventions to improve student learning.

The assessment processes are documented via the Outcome Assessment Plan (OAP) and Analysis (OAP/Analysis) completed annually and housed in WIDS. During the Program Review process, faculty and program leadership revisit past OAP analyses, course reviews, and other information and data sources to evaluate the implementation of instructional quality improvements. One of the additional key data sources is the Institutional Effectiveness department's Program Review IR Data Report. This report includes a plethora of program-related data, including Enrollment, Demographics, Course offerings, Applications, Completions, Credentials, Placement, Retention/Completion, and Subject/Program mapping. Data provided for Program Review allows faculty to reflect and plan for continuous quality improvement while ensuring program goals, institutional mission, and accreditation standards are met. A program Industry Advocate Team (IAT) annually reviews program content, admission requirements, equipment, program outcomes, objectives, and competencies. Members of the IAT team provide input designed to ensure the program curriculum is current and relevant to industry needs. In addition, the college implements any state-aligned curriculum within the required deadlines.

Each Program conducts a formal review to ensure that its learning outcomes and objectives are achieved, and a level of accountability is in place. These reviews take place over a three-year cycle. The program review considers all the information produced about the Program and brings it together in one evaluation. The program review allows programs and departments to identify their strengths, pinpoint areas for improvement, and discuss other resources that impact the instructional department. Faculty describes or provides feedback on specific aspects, providing data and support documentation when

available. In addition, the institutional research department provides supplemental data from student course and program evaluations, student satisfaction surveys, student and employer assessment surveys, and graduate placement statistics. Program directors and faculty complete the program review documentation and submit the review to the Program Review Committee, consisting of the Academic Vice Presidents and the Director of Assessment. The committee jointly assesses the review components using a rubric. After reviewing the documentation, the Program Review Committee meets with program leadership to share the rubric scores and provide feedback.

### **Program Approval at the Institution Level**

- Provide copies of the minutes at which the new program was approved from the following groups:

See Appendix P-R

- Program Advisory Committee 12/8/2022  
*(Including a list of the business and industry members)*
- Curriculum Committee 2/14/2022
- Governing Board 10/2023  
*(Including a list of all Board members and indicate those in attendance at the approval meeting)*

Submit the completed application and supporting documents to the following:

Director of Workforce Development  
Kansas Board of Regents  
1000 SW Jackson St., Suite 520  
Topeka, Kansas 66612-1368

## 2022-2023 Title I Schools

District #	Building #	Building Name	Targeted Assistance School	Schoolwide School
D0101	111	Erie Elementary	NO	YES
D0102	124	Cimarron Elem	NO	YES
D0103	3374	Cheylin Elementary	YES	NO
D0105	3348	Rawlins County Elementary	YES	NO
D0106	2966	Western Plains South Elem/Jr High	NO	YES
D0107	2976	Rock Hills Elementary School	NO	YES
D0108	2983	Washington Elementary	YES	NO
D0109	2972	Belleville East Elementary	NO	YES
D0110	192	Thunder Ridge Elementary	YES	NO
D0110	194	Thunder Ridge Middle School	YES	NO
D0111	201	Doniphan West Elementary School	NO	YES
D0112	415	Wilson Elementary School	NO	YES
D0112	416	Central Plains Elementary School - Holyrood	YES	NO
D0113	409	Sabetha Elementary School	NO	YES
D0113	413	Wetmore Elementary	NO	YES
D0114	433	Riverside Intermediate	NO	YES
D0114	434	Riverside Middle School	NO	YES
D0114	435	Riverside Primary School	NO	YES
D0115	280	Nemaha Central Elementary and Middle School	NO	YES
D0200	132	Greeley County Elem School	YES	NO
D0202	154	Junction Elementary	NO	YES
D0202	155	Turner Sixth Grade Academy	NO	YES
D0202	157	Midland Trail	NO	YES
D0202	160	Oak Grove Elem	NO	YES
D0202	164	Turner Elem	NO	YES
D0203	181	Piper Prairie Elementary	YES	NO
D0203	187	Piper Creek Elementary	YES	NO
D0203	189	Piper Middle	YES	NO
D0203	190	Piper High	YES	NO
D0204	210	Bonner Springs Elementary	NO	YES
D0204	216	Edwardsville Elem	NO	YES
D0204	228	Delaware Ridge Elementary	NO	YES
D0205	238	Bluestem Elementary School	YES	NO
D0206	272	Remington Elementary at Potwin	NO	YES
D0207	288	Eisenhower Elem	YES	NO
D0208	306	Trego Grade School	NO	YES
D0209	342	Moscow Elem	NO	YES
D0210	356	Hugoton Elem	NO	YES
D0210	357	Hugoton Middle	YES	NO
D0210	358	Hugoton High	YES	NO
D0211	374	Eisenhower Elem	NO	YES
D0212	404	Almena Elem	NO	YES
D0212	408	Long Island Middle School	NO	YES
D0214	443	Kepley Middle School	NO	YES
D0214	444	Sullivan Elem	NO	YES

## 2022-2023 Title I Schools

District #	Building #	Building Name	Targeted Assistance School	Schoolwide School
D0214	450	Hickok Elem	NO	YES
D0215	466	Lakin Elem	NO	YES
D0216	482	Deerfield Elem	NO	YES
D0217	496	Rolla Elem (PreK-5)	NO	YES
D0217	498	Rolla JH/HS (6-12)	NO	YES
D0218	514	Elkhart Middle School	NO	YES
D0218	516	Elkhart Elem	NO	YES
D0219	536	Minneola Elem	YES	NO
D0220	552	Ashland Elem	NO	YES
D0220	553	Ashland Junior High School	YES	NO
D0220	554	Ashland High	YES	NO
D0223	620	Hanover Elem	YES	NO
D0223	628	Linn Elem	YES	NO
D0224	658	Clifton-Clyde Grade School K-3	YES	NO
D0224	660	Clifton-Clyde Middle School	YES	NO
D0225	684	Fowler Elem	YES	NO
D0226	700	Meade Elem	NO	YES
D0227	722	Hodgeman County Elementary	NO	YES
D0229	767	Oxford Middle	YES	NO
D0229	779	Overland Trail Elementary	YES	NO
D0229	780	Indian Valley Elementary	YES	NO
D0229	781	Overland Trail Middle	YES	NO
D0230	787	Spring Hill Elementary School	YES	NO
D0231	804	Gardner Elem	YES	NO
D0231	812	Edgerton Elem	YES	NO
D0231	815	Moonlight Elementary School	YES	NO
D0231	819	Wheatridge Middle School	YES	NO
D0231	927	Grand Star Elementary	YES	NO
D0231	936	Trail Ridge Middle School	YES	NO
D0232	837	Starside Elem	NO	YES
D0233	850	Central Elem	NO	YES
D0233	851	Indian Creek Elem	NO	YES
D0233	852	Fairview Elem	NO	YES
D0233	854	Ridgeview Elem	NO	YES
D0233	858	Washington Elem	NO	YES
D0233	859	Countryside Elementary	NO	YES
D0233	860	Westview Elem	NO	YES
D0233	870	Rolling Ridge Elem	NO	YES
D0233	871	Northview Elem	NO	YES
D0233	872	Havencroft Elem	NO	YES
D0234	898	Eugene Ware Elem	NO	YES
D0234	900	Winfield Scott Elem	NO	YES
D0235	966	West Bourbon Elementary	NO	YES
D0237	1010	Smith Center Elem	NO	YES
D0239	1060	Minneapolis Elementary	NO	YES

## 2022-2023 Title I Schools

District #	Building #	Building Name	Targeted Assistance School	Schoolwide School
D0240	1078	Bennington Elem	YES	NO
D0240	1088	Tescott Elem	YES	NO
D0241	1104	Sharon Springs Elem	YES	NO
D0242	1120	Weskan Elem	YES	NO
D0243	1134	Lebo Elem	YES	NO
D0243	1138	Waverly Elem	YES	NO
D0244	1163	Burlington Elementary School	NO	YES
D0245	1178	Southern Coffey County Elementary	YES	NO
D0246	1194	Northeast Elem	NO	YES
D0247	1220	Southeast Middle School	NO	YES
D0247	1232	Southeast Elementary School	NO	YES
D0248	1258	R V Haderlein Elem	NO	YES
D0249	1287	Frank Layden Elem	NO	YES
D0250	1302	Geo E Nettels Elem	NO	YES
D0250	1304	Lakeside Elem	NO	YES
D0250	1307	Meadowlark Elementary	NO	YES
D0250	1310	Westside Elem	NO	YES
D0251	1350	NLC Elementary School	YES	NO
D0252	1388	Neosho Rapids Elementary	NO	YES
D0252	1392	Olpe Elementary	NO	YES
D0253	1414	Village Elem	NO	YES
D0253	1416	Walnut Elem	NO	YES
D0253	1418	W A White Elem	NO	YES
D0253	1428	Logan Ave Elem	NO	YES
D0253	1429	Riverside Elementary	NO	YES
D0253	1430	Timmerman Elementary	NO	YES
D0254	1472	Medicine Lodge Grade School	NO	YES
D0255	1503	South Barber Pre-K-6	NO	YES
D0256	1536	Marmaton Valley Elem	NO	YES
D0257	1563	Iola Elementary School	NO	YES
D0258	1596	Humboldt Elementary School	NO	YES
D0259	1614	Adams Elem	NO	YES
D0259	1617	Marshall Middle School	NO	YES
D0259	1618	Allen Elem	NO	YES
D0259	1623	Beech Elem	NO	YES
D0259	1624	Black Traditional Magnet Elem	NO	YES
D0259	1625	Gordon Parks Academy	NO	YES
D0259	1627	Mead Middle School	NO	YES
D0259	1628	Jackson Elementary	NO	YES
D0259	1634	Buckner Performing Arts Magnet Elem	NO	YES
D0259	1636	Caldwell Elem	NO	YES
D0259	1640	Cessna Elem	NO	YES
D0259	1646	Clark Elem	NO	YES
D0259	1648	Cleveland Traditional Magnet Elementary	NO	YES
D0259	1650	Cloud Elem	NO	YES

## 2022-2023 Title I Schools

District #	Building #	Building Name	Targeted Assistance School	Schoolwide School
D0259	1653	Colvin Elem	NO	YES
D0259	1660	Enterprise Elem	NO	YES
D0259	1662	Dodge Literacy Magnet	NO	YES
D0259	1663	Ortiz Elementary School	NO	YES
D0259	1674	Franklin Elem	NO	YES
D0259	1677	Gammon Elem	NO	YES
D0259	1678	Gardiner Elem	NO	YES
D0259	1684	Griffith Elem	NO	YES
D0259	1688	Harry Street Elem	NO	YES
D0259	1693	Spaght Multimedia Magnet	NO	YES
D0259	1694	Irving Elementary	NO	YES
D0259	1698	Jefferson Elem	NO	YES
D0259	1704	Kelly Liberal Arts Academy	NO	YES
D0259	1706	Kensler Elem	NO	YES
D0259	1710	Enders STEM and Leadership Magnet	NO	YES
D0259	1712	Lawrence Elem	NO	YES
D0259	1718	Linwood Elementary	NO	YES
D0259	1724	L'Ouverture Computer Technology Magnet	NO	YES
D0259	1744	Minneha Core Knowledge Elem	NO	YES
D0259	1746	Mueller Aerospace/Engineering Discovery Magne	NO	YES
D0259	1756	Park Elementary	NO	YES
D0259	1758	Payne Elem	NO	YES
D0259	1778	Pleasant Valley Elem	NO	YES
D0259	1782	Stanley Elem	NO	YES
D0259	1790	Washington Accelerated Learning Elem	NO	YES
D0259	1796	White Elem	NO	YES
D0259	1798	Anderson Elem	NO	YES
D0259	1800	Woodland Health / Wellness Magnet Elem	NO	YES
D0259	1802	Woodman Elem	NO	YES
D0259	1806	Brooks Magnet Middle School	NO	YES
D0259	1808	Curtis Middle School	NO	YES
D0259	1810	Coleman Middle School	NO	YES
D0259	1812	Hadley Middle School	NO	YES
D0259	1814	Hamilton Middle School	NO	YES
D0259	1817	Jardine Technology Middle Magnet	NO	YES
D0259	1818	Horace Mann Dual Language Magnet	NO	YES
D0259	1824	Mayberry Cultural and Fine Arts Magnet Middle	NO	YES
D0259	1828	Pleasant Valley Middle School	NO	YES
D0259	1834	Truesdell Middle School	NO	YES
D0260	1927	El Paso Elem	YES	NO
D0260	1928	Oaklawn Elem	NO	YES
D0260	1930	Paul B Cooper Elem	NO	YES
D0260	1934	Swaney Elem	YES	NO
D0260	1936	Wineteer Elem	YES	NO
D0261	1960	Freeman Elem	NO	YES

## 2022-2023 Title I Schools

District #	Building #	Building Name	Targeted Assistance School	Schoolwide School
D0261	1961	Prairie Elementary School	NO	YES
D0261	1964	Nelson Elem	NO	YES
D0261	1965	Ruth Clark Elementary K-5	NO	YES
D0261	1966	Oatville Elem	NO	YES
D0261	1968	Rex Elem	NO	YES
D0262	1977	Valley Center Intermediate School	NO	YES
D0262	1980	Abilene Elem	NO	YES
D0262	1981	Wheatland Elem	NO	YES
D0262	1984	West Elem	NO	YES
D0263	1992	Mulvane Elem W D Munson	NO	YES
D0263	1998	Mulvane Grade School	NO	YES
D0264	2011	Clearwater Elementary West	NO	YES
D0265	2025	Clark Davidson Elem	NO	YES
D0266	2043	Pray-Woodman Elementary	NO	YES
D0266	2045	Maize South Elementary	NO	YES
D0266	2046	Maize Elementary	NO	YES
D0266	2051	Maize Central Elementary	NO	YES
D0266	2075	Vermillion Elementary School	NO	YES
D0267	2066	Colwich Elem	YES	NO
D0267	2068	Garden Plain Elem	YES	NO
D0268	2090	Cheney Elem	YES	NO
D0269	2110	Palco Jr. High	YES	NO
D0269	2115	Damar Elementary School	YES	NO
D0269	2116	Palco High	YES	NO
D0270	2136	Plainville Elem	NO	YES
D0271	2156	Stockton Elem	NO	YES
D0272	2171	Lakeside Elementary	YES	NO
D0272	2179	Tipton Community School	YES	NO
D0273	2214	Beloit Elem	YES	NO
D0274	2262	Oakley Elem	YES	NO
D0274	2268	Oakley Middle School	YES	NO
D0275	2286	Winona Elem	NO	YES
D0281	2412	Hill City Elem	YES	NO
D0282	2436	West Elk Schools	YES	NO
D0283	2470	Elk Valley Elementary	NO	YES
D0284	2491	Chase County Elementary School	NO	YES
D0285	2518	Cedar Vale Elem	NO	YES
D0285	2520	Cedar Vale High	NO	YES
D0286	2544	Sedan Elem	NO	YES
D0286	2546	Sedan High	NO	YES
D0287	2559	Appanoose Elementary School	YES	NO
D0287	2564	Williamsburg Elementary School	YES	NO
D0288	2585	Central Heights Elem	NO	YES
D0289	2620	Wellsville Elem	NO	YES
D0290	2644	Garfield Elem	NO	YES

## 2022-2023 Title I Schools

District #	Building #	Building Name	Targeted Assistance School	Schoolwide School
D0290	2648	Lincoln Elem	NO	YES
D0290	2658	Sunflower Elementary School	NO	YES
D0291	2666	Grinnell Grade School	YES	NO
D0291	2671	Grinnell Middle School	YES	NO
D0292	2689	Wheatland Elementary School	NO	YES
D0293	2710	Quinter Elem	NO	YES
D0294	2738	Oberlin Elem	NO	YES
D0297	2812	St Francis Elem	YES	NO
D0298	2840	Lincoln Elem	NO	YES
D0299	2860	Lucas/Sylvan Elementary Unified	YES	NO
D0300	2892	South Central Elementary School	YES	NO
D0303	2948	Ness City Elem	YES	NO
D0305	2994	Heusner Elem	NO	YES
D0305	3002	Oakdale Elem	NO	YES
D0305	3008	Schilling Elem	NO	YES
D0305	3018	Sunset Elem	NO	YES
D0305	3020	Cottonwood Elementary School	NO	YES
D0306	3052	Southeast Saline High	YES	NO
D0306	3056	Southeast Saline Elem	YES	NO
D0307	3082	Ell-Saline Elementary	NO	YES
D0308	3101	Hutchinson Magnet School at Allen	NO	YES
D0308	3106	Faris Elementary	NO	YES
D0308	3108	Graber Elementary	NO	YES
D0308	3114	Lincoln Elementary School	NO	YES
D0308	3116	McCandless Elementary	NO	YES
D0308	3118	Morgan Elementary	NO	YES
D0308	3124	Wiley Elementary	NO	YES
D0309	3164	Nickerson Elem	NO	YES
D0309	3166	Nickerson High	NO	YES
D0309	3168	Reno Valley Middle School	NO	YES
D0309	3170	South Hutchinson Elem	NO	YES
D0310	3191	Fairfield Schools	NO	YES
D0311	3218	Pretty Prairie Elem	NO	YES
D0311	3222	Pretty Prairie Middle	YES	NO
D0312	3232	Haven Elem	YES	NO
D0313	3252	Buhler Elem	NO	YES
D0313	3264	Union Valley Elem	NO	YES
D0314	3276	Brewster Elem	NO	YES
D0315	3290	Colby Elem	YES	NO
D0316	3318	Golden Plains Elem	NO	YES
D0320	3396	Central Elem	YES	NO
D0320	3399	West Elem	YES	NO
D0321	3426	Rossville Elem	NO	YES
D0321	3430	St Marys Elem	NO	YES
D0322	3456	Onaga Elem	NO	YES

## 2022-2023 Title I Schools

District #	Building #	Building Name	Targeted Assistance School	Schoolwide School
D0323	3485	Rock Creek Middle School	YES	NO
D0323	3492	Westmoreland Elem	YES	NO
D0325	3538	Phillipsburg Elem	YES	NO
D0326	3562	Logan Elem	YES	NO
D0326	3564	Logan High	YES	NO
D0327	3594	Ellsworth Elem	NO	YES
D0329	3650	Alma Elementary School	NO	YES
D0329	3667	Maple Hill Elem	NO	YES
D0330	3687	Mission Valley Elementary	YES	NO
D0331	3709	Kingman Elementary School	NO	YES
D0331	3712	Norwich Elementary School	YES	NO
D0332	3748	Cunningham Elem	YES	NO
D0333	3780	Concordia Elementary	NO	YES
D0334	3832	Glasco Elem	YES	NO
D0334	3836	Miltonvale Elem	YES	NO
D0335	3871	Jackson Heights Elementary School	YES	NO
D0336	3887	Holton Elementary School	NO	YES
D0337	3916	Royal Valley Elementary	NO	YES
D0338	3936	Valley Falls Elem	YES	NO
D0339	3950	Jefferson County North Elem/Middle	YES	NO
D0340	3975	Jefferson West Elementary School	YES	NO
D0341	3988	Oskaloosa Elem	NO	YES
D0342	4006	McLouth Elem	NO	YES
D0343	4022	Lecompton Elem	YES	NO
D0343	4029	Perry-Lecompton Middle	YES	NO
D0344	4038	Pleasanton Elem	NO	YES
D0344	4040	Pleasanton High	NO	YES
D0345	4054	Logan Elementary	NO	YES
D0345	4069	Northern Hills Elementary	NO	YES
D0346	4092	Jayhawk Elementary	NO	YES
D0347	4120	Kinsley-Offerle Elementary Pre-K-5	YES	NO
D0348	4151	Baldwin Elementary Intermediate Center	YES	NO
D0349	4158	Stafford Elementary	NO	YES
D0349	4164	Stafford Middle School/High School	NO	YES
D0350	4180	St John Elem	NO	YES
D0351	4196	Macksville Elem	YES	NO
D0352	4230	North Elementary	NO	YES
D0352	4239	West Elementary	NO	YES
D0353	4265	Kennedy Elem	YES	NO
D0353	4266	Lincoln Elem	YES	NO
D0353	4274	Washington Elem	YES	NO
D0355	4318	Ellinwood Elem	NO	YES
D0356	4340	Conway Springs Kyle Trueblood	NO	YES
D0357	4362	Belle Plaine Elem	NO	YES
D0358	4388	Oxford Elem	NO	YES

## 2022-2023 Title I Schools

District #	Building #	Building Name	Targeted Assistance School	Schoolwide School
D0359	4404	Argonia Elem	YES	NO
D0360	4420	Caldwell Elem	NO	YES
D0361	4438	Anthony Elem	NO	YES
D0361	4458	Harper Elem	NO	YES
D0362	4496	Lacygne Elem	NO	YES
D0362	4502	Parker Elem	NO	YES
D0363	4516	Holcomb Elem 3-5	NO	YES
D0363	4519	Wiley Elem	NO	YES
D0364	4545	Marysville Elem	NO	YES
D0365	4580	Garnett Elementary School	NO	YES
D0365	4592	Greeley Elem	NO	YES
D0365	4610	Westphalia	NO	YES
D0366	4639	Yates Center Elem	YES	NO
D0367	4662	Trojan Elem	NO	YES
D0367	4664	Swenson Early Childhood Education Center	NO	YES
D0368	4690	Sunflower Elem	NO	YES
D0368	4701	Cottonwood Elem	NO	YES
D0369	4734	Burrton Elem	NO	YES
D0369	4736	Burrton MS/HS	NO	YES
D0371	4762	Montezuma Elem	NO	YES
D0372	4776	Silver Lake Elem	YES	NO
D0373	4823	Northridge Elementary	NO	YES
D0373	4824	Santa Fe 5/6 Center	NO	YES
D0373	4827	Slate Creek Elementary	NO	YES
D0373	4831	South Breeze Elementary	NO	YES
D0373	4842	Sunset Elementary	NO	YES
D0373	4843	Walton Rural Life Center	NO	YES
D0374	4834	Sublette Elem	NO	YES
D0375	4854	Circle Oil Hill Elementary	YES	NO
D0375	4856	Circle Towanda Elementary	YES	NO
D0376	4864	Sterling Grade School	NO	YES
D0377	4889	Atchison County Community Elementary School	NO	YES
D0378	4950	Riley County Grade School	YES	NO
D0379	4970	Garfield Elem	NO	YES
D0379	4972	Lincoln Elem	NO	YES
D0380	5032	Centralia Elem	YES	NO
D0380	5036	Frankfort Elem	YES	NO
D0381	5058	Spearville Elem	NO	YES
D0382	5088	Southwest Elem	NO	YES
D0383	5113	Frank V Bergman Elem	NO	YES
D0383	5114	Bluemont Elementary School	NO	YES
D0383	5124	Lee Elem	NO	YES
D0383	5128	Northview Elem	NO	YES
D0383	5130	Theo Roosevelt Elem	NO	YES
D0383	5132	Woodrow Wilson Elem	NO	YES

## 2022-2023 Title I Schools

District #	Building #	Building Name	Targeted Assistance School	Schoolwide School
D0383	5138	Ogden Elem	NO	YES
D0384	5160	McCormick Elementary	YES	NO
D0385	5177	Cottonwood Elementary	NO	YES
D0385	5183	Prairie Creek Elementary	NO	YES
D0386	5198	Madison Elem	NO	YES
D0387	5215	Altoona-Midway Elementary	NO	YES
D0388	5236	Washington Elem	YES	NO
D0389	5287	Marshall Elementary School	NO	YES
D0390	5296	Hamilton Elem	YES	NO
D0392	5332	Osborne Elem	YES	NO
D0393	5354	Solomon Elem	YES	NO
D0394	5370	Rose Hill Primary	YES	NO
D0394	5374	Rose Hill Intermediate	YES	NO
D0395	5389	La Crosse Elementary	YES	NO
D0396	5411	Leonard C Seal Elem	NO	YES
D0397	5435	Centre	YES	NO
D0398	5460	Peabody-Burns Elementary	YES	NO
D0399	5486	Natoma Elem	NO	YES
D0400	5504	Soderstrom Elem	NO	YES
D0401	5534	Chase Elem	NO	YES
D0402	5554	Garfield Elem	NO	YES
D0402	5556	Lincoln Elem	NO	YES
D0403	5587	SouthWinds Academy	NO	YES
D0403	5598	Otis-Bison Elementary	NO	YES
D0403	5600	Otis-Bison Junior/Senior High School	NO	YES
D0404	5620	Riverton Elem	YES	NO
D0405	5636	Lyons Central Elementary	NO	YES
D0405	5638	Lyons Park Elementary	NO	YES
D0407	5718	Bickerdyke Elem	NO	YES
D0407	5720	Simpson Elem	NO	YES
D0408	5750	Marion Elem	NO	YES
D0409	5761	Atchison Elementary School	NO	YES
D0410	5812	Hillsboro Elem	NO	YES
D0411	5834	Goessel Elem	YES	NO
D0412	5852	Hoxie Elem	YES	NO
D0413	5871	Chanute Elementary School	NO	YES
D0415	5936	Hiawatha Elem	NO	YES
D0415	5950	Hiawatha Middle School	NO	YES
D0416	5970	Broadmoor Elementary	NO	YES
D0416	5980	Rockville Elementary School	NO	YES
D0417	5987	Prairie Heights Elementary School	NO	YES
D0417	5990	Council Grove Elementary School	NO	YES
D0418	6030	Lincoln Elem	YES	NO
D0418	6032	Roosevelt Elem	YES	NO
D0419	6070	Canton-Galva Elementary	YES	NO

## 2022-2023 Title I Schools

District #	Building #	Building Name	Targeted Assistance School	Schoolwide School
D0420	6088	Osage City Elem	YES	NO
D0421	6102	Lyndon Elem	YES	NO
D0422	6118	Kiowa County Elem/Jr. High	NO	YES
D0423	6140	Moundridge Elem	NO	YES
D0426	6192	Pike Valley Elem	YES	NO
D0428	6256	Eisenhower Elem	NO	YES
D0428	6268	Jefferson Elem	NO	YES
D0428	6270	Lincoln Elem	NO	YES
D0428	6274	Park Elem	NO	YES
D0428	6276	Riley Elem	NO	YES
D0428	6280	Great Bend Middle School	NO	YES
D0428	6284	Great Bend High School	NO	YES
D0429	6324	Troy Elem	YES	NO
D0430	6344	Everest Middle	NO	YES
D0430	6348	Horton Elem	NO	YES
D0431	6375	Lincoln Elementary	NO	YES
D0431	6377	Roosevelt Elementary	NO	YES
D0431	6378	Hoisington Middle	NO	YES
D0432	6399	Victoria Elementary	YES	NO
D0434	6440	Carbondale Attendance Center	YES	NO
D0434	6444	Overbrook Attendance Center	YES	NO
D0435	6464	Dwight D. Eisenhower Elementary	YES	NO
D0435	6466	Kennedy Elem	YES	NO
D0435	6470	McKinley Elem	YES	NO
D0436	6490	Lincoln Memorial Elem	NO	YES
D0437	6518	Pauline Central Primary	NO	YES
D0437	6522	Pauline South Intermediate	NO	YES
D0438	6559	Skyline Elem	NO	YES
D0439	6572	R L Wright Elem	YES	NO
D0440	6586	Bentley Primary School	NO	YES
D0440	6592	Halstead Middle School	NO	YES
D0443	6674	Central Elem	NO	YES
D0443	6678	Miller Elem	NO	YES
D0443	6680	Northwest Elem	NO	YES
D0443	6682	Sunnyside Elem	NO	YES
D0443	6684	Dodge City Middle School	NO	YES
D0443	6685	Ross Elementary School	NO	YES
D0443	6687	Beeson Elementary	NO	YES
D0443	6688	Linn Elementary	NO	YES
D0443	6689	Soule Elementary School	NO	YES
D0443	6707	Comanche Middle School	NO	YES
D0444	6734	Windom Elem	YES	NO
D0445	6756	Community Elementary	NO	YES
D0446	6821	Eisenhower Elem	NO	YES
D0446	6825	Jefferson School	NO	YES

## 2022-2023 Title I Schools

District #	Building #	Building Name	Targeted Assistance School	Schoolwide School
D0446	6828	Independence Middle	YES	NO
D0447	6870	Lincoln Central Elem	NO	YES
D0447	6871	Thayer Schools	NO	YES
D0448	6896	Inman Elem	NO	YES
D0449	6919	Pleasant Ridge Elementary	YES	NO
D0450	6946	Tecumseh North Elem	NO	YES
D0450	6948	Tecumseh South Elem	NO	YES
D0452	6982	Stanton County Elementary	NO	YES
D0453	7028	Henry Leavenworth	NO	YES
D0453	7029	Anthony Elementary	NO	YES
D0453	7031	David Brewer Elementary	NO	YES
D0453	7047	Earl Lawson Early Education Center	NO	YES
D0454	7057	Burlingame Elementary	YES	NO
D0456	7094	Marais Des Cygnes Valley Elem	YES	NO
D0456	7096	Marais Des Cygnes Valley High	YES	NO
D0456	7104	Marais Des Cygnes Valley Middle	YES	NO
D0457	7115	Edith Scheuerman Elem	NO	YES
D0457	7118	Alta Brown Elem	NO	YES
D0457	7119	Florence Wilson Elem	NO	YES
D0457	7120	Abe Hubert Elementary School	NO	YES
D0457	7124	Buffalo Jones Elem	NO	YES
D0457	7126	Georgia Matthews Elem	NO	YES
D0457	7131	Gertrude Walker Elem	NO	YES
D0457	7133	Jennie Wilson Elem	NO	YES
D0457	7143	Victor Ornelas Elem	NO	YES
D0457	7147	Bernadine Sitts Intermediate Ctr	NO	YES
D0457	7148	Charles O Stones Intermediate Ctr	NO	YES
D0457	7177	GC Achieve at J.D. Adams Hall	NO	YES
D0458	7160	Basehor Elementary School	YES	NO
D0458	7164	Basehor-Linwood High School	YES	NO
D0458	7170	Linwood Elementary School	YES	NO
D0458	7181	Gray Hawk Elementary School	YES	NO
D0459	7184	Bucklin Elem	NO	YES
D0459	7186	Bucklin High	NO	YES
D0460	7206	Hesston Elem	NO	YES
D0461	7226	Heller Elem	NO	YES
D0461	7228	North Lawn Elem	NO	YES
D0462	7246	Central Elem	NO	YES
D0463	7270	Udall Elem	NO	YES
D0464	7300	Tonganoxie Elem	YES	NO
D0465	7310	Country View Elem	NO	YES
D0465	7324	Irving Elem	NO	YES
D0465	7326	Lowell Elem	NO	YES
D0465	7330	Whittier Elem	NO	YES
D0465	7333	Winfield Middle School	NO	YES

## 2022-2023 Title I Schools

District #	Building #	Building Name	Targeted Assistance School	Schoolwide School
D0466	7356	Scott City Lower Elem	NO	YES
D0467	7382	Wichita County Elementary	YES	NO
D0468	7402	Healy Elem	YES	NO
D0468	7404	Healy High	YES	NO
D0469	7423	Lansing Elementary School	YES	NO
D0470	7440	Adams Elem	NO	YES
D0470	7442	Frances Willard Elem	NO	YES
D0470	7443	Jefferson Elem	NO	YES
D0470	7448	Roosevelt Elem	NO	YES
D0470	7466	I X L Elem	NO	YES
D0471	7492	Dexter Elem	NO	YES
D0473	7540	Chapman Elem	NO	YES
D0473	7541	Chapman Middle School	NO	YES
D0473	7546	Enterprise Elem	NO	YES
D0474	7574	Haviland Elem	YES	NO
D0475	7592	Grandview Elem	NO	YES
D0475	7610	Sheridan Elem	NO	YES
D0475	7612	Washington Elem	NO	YES
D0475	7614	Westwood Elem	NO	YES
D0475	7618	Junction City Middle School	NO	YES
D0476	7648	Copeland Elem	NO	YES
D0476	7651	South Gray Jr High	NO	YES
D0477	7664	Ingalls Elem	NO	YES
D0479	7692	Crest Elementary	YES	NO
D0480	7715	Cottonwood Elementary School	NO	YES
D0480	7718	MacArthur Elementary School	NO	YES
D0480	7725	Sunflower Elementary School	NO	YES
D0480	7732	Liberal Sr High	NO	YES
D0480	7736	Eisenhower Middle School	NO	YES
D0480	7737	Prairie View Elementary School	NO	YES
D0480	7738	Meadowlark Elementary School	NO	YES
D0480	7739	Seymour Rogers Middle School	NO	YES
D0481	7750	Hope Elem	NO	YES
D0481	7758	White City Elem	NO	YES
D0482	7778	Dighton Elem	NO	YES
D0483	7798	Kismet Elem	NO	YES
D0483	7800	Plains Elem	NO	YES
D0484	7821	Fredonia Early Learning Center	NO	YES
D0484	7832	Lincoln Elementary	NO	YES
D0487	7888	Herington Elem	NO	YES
D0489	7946	Lincoln Elem	YES	NO
D0489	7950	Woodrow Wilson Elem	YES	NO
D0489	7956	Kathryn O'Loughlin McCarthy Elem	YES	NO
D0489	7959	Roosevelt Elem	YES	NO
D0490	7990	Grandview Elem	NO	YES

## 2022-2023 Title I Schools

District #	Building #	Building Name	Targeted Assistance School	Schoolwide School
D0490	8000	El Dorado Middle	NO	YES
D0490	8009	Skelly Elementary School	NO	YES
D0490	8011	Blackmore Elementary	NO	YES
D0491	8022	Eudora Elementary School	YES	NO
D0492	8038	Flinthills Primary School	NO	YES
D0493	8064	Highland Elem	NO	YES
D0493	8066	Park Elem	NO	YES
D0493	8068	Central Elem	NO	YES
D0494	8110	Syracuse Elem	NO	YES
D0495	8133	Fort Larned Elementary School	NO	YES
D0496	8167	Pawnee Heights	YES	NO
D0497	8190	Prairie Park Elem	NO	YES
D0497	8191	Broken Arrow Elem	NO	YES
D0497	8194	Cordley Elem	NO	YES
D0497	8198	Hillcrest Elem	NO	YES
D0497	8204	New York Elem	NO	YES
D0497	8206	Pinckney Elem	NO	YES
D0497	8208	Schwegler Elem	NO	YES
D0497	8212	Woodlawn Elem	NO	YES
D0498	8238	Valley Heights Elem	NO	YES
D0498	8246	Valley Heights Elementary - Waterville	NO	YES
D0498	8252	Valley Heights Jr/Sr High	NO	YES
D0499	8264	Liberty Elem	NO	YES
D0499	8268	Spring Grove Primary Center	NO	YES
D0500	8279	Banneker Elem	NO	YES
D0500	8281	McKinley Elementary School	NO	YES
D0500	8282	Silver City Elem	NO	YES
D0500	8284	Chelsea Elem	NO	YES
D0500	8285	Douglass Elem	NO	YES
D0500	8287	Thomas A Edison Elem	NO	YES
D0500	8288	Emerson Elem	NO	YES
D0500	8290	John Fiske Elem	NO	YES
D0500	8292	Grant Elem	NO	YES
D0500	8293	Bertram Caruthers Elem	NO	YES
D0500	8298	Mark Twain Elem	NO	YES
D0500	8303	Noble Prentis Elem	NO	YES
D0500	8305	Quindaro Elem	NO	YES
D0500	8308	Frank Rushton Elem	NO	YES
D0500	8309	New Stanley Elem	NO	YES
D0500	8311	Eugene Ware Elem	NO	YES
D0500	8313	Whittier Elem	NO	YES
D0500	8315	Frances Willard Elem	NO	YES
D0500	8316	Central Middle	NO	YES
D0500	8317	Carl B. Bruce Middle School	NO	YES
D0500	8320	Argentine Middle	NO	YES

## 2022-2023 Title I Schools

District #	Building #	Building Name	Targeted Assistance School	Schoolwide School
D0500	8321	Rosedale Middle	NO	YES
D0500	8324	Arrowhead Middle	NO	YES
D0500	8330	Claude A Huyck Elem	NO	YES
D0500	8331	D D Eisenhower Middle	NO	YES
D0500	8332	Hazel Grove Elem	NO	YES
D0500	8340	John F Kennedy Elem	NO	YES
D0500	8342	Lindbergh Elem	NO	YES
D0500	8346	Stony Point South	NO	YES
D0500	8348	Stony Point North	NO	YES
D0500	8352	Welborn Elem	NO	YES
D0500	8358	M E Pearson Elem	NO	YES
D0500	8407	Gloria Willis Middle School	NO	YES
D0500	8408	Lowell Brune Elementary School	NO	YES
D0500	8409	West Park Elementary School	NO	YES
D0501	8452	Chase Middle School	NO	YES
D0501	8453	Jardine Elementary	NO	YES
D0501	8462	Highland Park Central	NO	YES
D0501	8465	Ross Elementary	NO	YES
D0501	8472	Lowman Hill Elem	NO	YES
D0501	8480	McCarter Elem	NO	YES
D0501	8482	McClure Elem	NO	YES
D0501	8484	McEachron Elem	NO	YES
D0501	8486	Meadows Elementary	NO	YES
D0501	8494	Quincy Elem	NO	YES
D0501	8498	Randolph Elem	NO	YES
D0501	8499	Scott Dual Language Magnet	NO	YES
D0501	8501	Robinson Middle School	NO	YES
D0501	8504	State Street Elem	NO	YES
D0501	8512	Whitson Elem	NO	YES
D0501	8513	Williams Science and Fine Arts Magnet School	NO	YES
D0501	8524	Eisenhower Middle School	NO	YES
D0501	8530	Jardine Middle School	NO	YES
D0501	8536	Highland Park High	NO	YES
D0501	8538	Topeka High	NO	YES
D0502	8580	Lewis Elem	YES	NO
D0503	8602	Garfield School	NO	YES
D0503	8603	Guthridge School	NO	YES
D0503	8604	Lincoln School	NO	YES
D0504	8622	Oswego Neosho Hgts Elem	NO	YES
D0504	8623	Service Valley Charter Academy	YES	NO
D0505	8370	St. Paul Elementary School	NO	YES
D0505	8636	Chetopa Elem	NO	YES
D0506	8652	Altamont Elem	NO	YES
D0506	8658	Bartlett Elem	NO	YES
D0506	8666	Edna Elem	NO	YES

## 2022-2023 Title I Schools

District #	Building #	Building Name	Targeted Assistance School	Schoolwide School
D0506	8680	Meadowview Elem	NO	YES
D0506	8684	Mound Valley Elem	NO	YES
D0507	8694	Satanta Elem	NO	YES
D0508	8702	Central Elem	YES	NO
D0508	8704	Lincoln Elem	YES	NO
D0509	8742	South Haven Elem	NO	YES
D0509	8744	South Haven High	NO	YES
D0511	8762	Puls Elem	NO	YES
D0511	8764	Attica High	NO	YES
D0512	8776	Apache Elem	NO	YES
D0512	8787	Broken Arrow Elem	NO	YES
D0512	8793	Comanche Elem	NO	YES
D0512	8796	Crestview Elem	NO	YES
D0512	8812	Shawano Elem	NO	YES
D0512	8815	Merriam Park Elementary	NO	YES
D0512	8822	Nieman Elem	NO	YES
D0512	8826	Overland Park Elem	NO	YES
D0512	8836	Rising Star Elem	NO	YES
D0512	8842	Rosehill Elem	NO	YES
D0512	8868	Westridge Middle	NO	YES
D0512	8870	Hocker Grove Middle	NO	YES

# Educator Work Force Task Force

## Final Report

Kansas Board of Regents

January 18, 2023

### Introduction

The Kansas Board of Regents (KBOR) appointed the Educator Work Force Task Force composed of the leaders of the teacher preparation programs from KBOR universities, along with other individuals in associated fields (see Appendix A for full list of Task Force members), to offer solutions and recommendations regarding future educator needs in Kansas, current teacher vacancies, educator retention, and related issues facing Kansas. The Deans first met with the Regents representatives on September 21, 2022. The full Task Force held its first meeting on October 5, 2022.

The initial charge to the Task Force from KBOR was to give consideration to:

- a. Registered Apprenticeship programs for teacher preparation
- b. licensure regulations that support apprenticeship programs such as the limited license requirements (ensuring flexibility for full and part-time students)
- c. identify incentives and opportunities for paid applied learning (student teaching, internships, and even early field experiences),
- d) identify talent pipeline strategies (such as statewide AA degrees with 60 hours of transfer to any Kansas institution)
- e) recommend incentives for attainment of master's degrees in areas needed to support early postsecondary opportunities for Kansas students, and critical need licensure areas/endorsements such as special education, mathematics, science, and counseling.
- f) recommend improvements to the licensure process to increase access and equity while maintaining high standards. (e.g., alternatives to standardized testing to demonstrate competency for teacher licensure; licensure reciprocity)
- g) recommend improvements to competency in effective literacy practice
- h) other

Following the initial meeting of KBOR members with the Regent Deans, a clarifying charge was provided:

*The board is looking to the task force to focus on the following:*

- 1. Develop a Systemwide Approach to Paid Applied Learning**
  - a. Expand existing programs
  - b. Develop Registered Apprenticeship **or** other Kansas-designed approach
  - c. Develop collaborations to deliver programs in the communities/ regions throughout the state – with specific focus on those communities with underserved populations
  
- 2. Develop a Program Focused on Increasing the Number of Kansas Teachers with Master's Degrees** in support of Pillars 1 and 2 of the board's Build a Future Strategic Plan
  - a. To deliver concurrent college credit
  - b. To fill hard to fill positions (special education, mathematics, science, and counseling)
  
- 3. Recommend Changes to Licensure to Eliminate Barriers or Obstacles**
  - a. Focus on access and affordability
  - b. Focus on multiple measures of assessing performance and determine eligibility for Kansas licensure
  
- 4. Propose Changes to Licensure and Endorsements** focused on:
  - a. Content specific expertise in literacy (K-6)
    - i. Transition away from the generalist license for K-6
    - ii. Other changes to positively impact academic performance across Kansas
  - b. Content specific expertise to incorporate literacy in secondary content classes
  
- 5. Implement Systemwide Transfer of AA in Elementary Education**
  - a. Develop collaborations to ensure access to programs throughout Kansas
  - b. Offer programs in communities of interest

Three topic specific sub-committees and a fourth aimed at considering future needs for success were formed composed of Task Force members to take on the work set out in the charge. These included:

1. Registered Apprenticeships and paid Student Teaching/Internships
2. Master's degrees and Bachelor completion 2+2 opportunities
3. Licensure requirements/processes, Literacy requirements/competency improvements, consideration of assessment alternatives
4. Future education workforce needs

To complete the work, the sub-committees met separately via Zoom, typically three or four times each. The Regents Deans leading the sub-committees and those assigned to write the report met separately nine times to complete the work. In addition, the full Task Force met virtually five times.

## Framing the Issue

The Task Force was established due to the growing shortages of teachers and the continual loss of teachers working in Kansas schools. The situation in Kansas mirrors the situation nationally. Simply put, the numbers of students preparing for teaching careers is declining while at the same time many teachers leave the field far too soon in their careers. According to data from the federal government (Institute for Education Sciences, 2022), 53% of public schools reported they felt understaffed entering the 2022-2023 school year. Even prior to the Covid pandemic, the Economic Policy Institute (Garcia and Weiss, 2019) reported that, “the teacher shortage is real, large and growing, and worse than we thought (p. 1).” And, as the National Center for Educational Statistics reported (2022), Covid contributed to staff shortages. A National Education Association survey in 2022 found that 55% of teachers are thinking of leaving the profession (Jotkoff, 2022). Moreover, from 2010 through 2019, the enrollment in teacher education programs nationally was down by about one third (Partelo, 2019).

The situation in Kansas is dire as well. Since 2015, enrollment declined in state public institutions of higher education each year, leading to licensure enrollments being down about 7.5%, less than the national trends, but still concerning. Indeed, for fall 2022, the Kansas Department of Education (KSDE) reported that there was a total of 1,628 vacancies in Kansas. The top shortage areas included special education (385), elementary education (329), English Language Arts (93), mathematics (85), and science (95). The KSDE data indicate that retirements are rising, along with the number of those leaving the profession. Salary data for Kansas indicate that starting salaries are below the national average at about \$39,000 a year (National Education Association, 2022a). Moreover, the average salary for teachers in Kansas was ranked 41<sup>st</sup> nationally (National Education Association, 2022b). This level of salary is indicative of what is referred to as the “teacher wage penalty,” where in Kansas, teachers earn about 23% less than other college graduates (Allegretto & Mishel, 2019). Ironically, according to KSDE data, while the state has over 44,000 licensed educators in the workforce, there are more than 75,000 current licenses in the KSDE database.

Multiple factors contribute to the current shortages including wages, working conditions, a negative and demeaning political environment for teachers, and increasing demands in the face of ever-changing expectations and needs. Sadly, emblematic of the problem, the 2019 Phi Delta Kappa opinion poll found that 55% of teachers polled would not want their children to follow them into the profession (Phi Delta Kappan, September, 2019). Clearly, a multi-faceted approach is needed to address this work force dilemma.

Given this challenging environment, KBOR created the Task Force to suggest strategies and recommendations to attract, train, and retain teachers for Kansas schools. While factors outside the purview of KBOR, such as improved salaries, better working conditions, and overall support for teachers are significant elements of the issues related to educator work force concerns, KBOR recognized waiting for these systemic changes to occur is not a solution. **Simply put, there are a series of imperatives that should drive the work of KBOR and the universities and other agencies engaged in recruitment and retention of the educator workforce.** This report shares the recommendations developed in response to the areas in the charge set out by KBOR.

What follows is an Executive Summary of recommendations, followed by the full report of the Task Force.

## **Executive Summary**

The KBOR Educator Work Force Task Force was charged with developing recommendations to address educator work force needs in Kansas, specifically issues related to teacher vacancies, educator retention, and related issues. Recommendations are presented in three categories:

- (1) Priorities for KBOR and Regents Institutions to Pursue to Address Work Force Issues
- (2) Priority for Addressing Kansas Student Performance
- (3) Other Teaching Work Force Recommendations

### **Recommendations:**

- I. Priorities for KBOR and Regents Institutions to Pursue to Address Work Force Issues***
  - Enhance funding to support teacher recruitment and retention - student scholarships, marketing and communications plan, paid student teaching, teacher licensure examination costs
  - Support implementation of the universal elementary education licensure degree transfer program
  
- II. Priority for Addressing Kansas Student Performance***
  - Develop a structured literacy plan and training for pre-service and in-service teachers
  
- III. Other Teaching Work Force Recommendations***
  - Develop tiered-work force options for educators
  - Collaborate with KSDE to create a system-wide approach to the Registered Apprenticeship Program with KSDE serving as the intermediary
  - Create an innovation fund for new teacher preparation approaches
  - Strengthen induction and mentoring programs for novice teachers to support their retention
  - Examine assessments utilized in Kansas for students, teacher evaluation and licensure
  - Strengthen inter-state teacher licensure transferability

- Increase teacher base salary
- Resolve concurrent teaching concerns
- Address disincentives in KPERS for retirees returning to teaching

I. **Priorities for KBOR and Regents Institutions to Pursue to Address Work Force Issues**

1. **Funding to support teacher recruitment and retention - student scholarships, marketing and communication about the teaching profession and available options for licensure, district support for paid student teaching, and student support for licensure examination expenses**

a. **Student Scholarships:**

- **Seek significant legislative funding increases for expanding the KBOR Kansas Teacher Service Scholarship to attract more undergraduate and graduate students to Kansas universities to pursue Kansas teacher licensure. Specifically, increase the number of available scholarships and cap per student awards at \$6,000 a year, eliminating the restriction by licensure area (hard to fill disciplines) and location (underserved geographic areas) so all licensure areas and students have access to these funds (both undergraduate and graduate teacher licensure and endorsement programs). Make funds available to students up to four years of their undergraduate programs and up to two years for endorsements and master’s degrees. Keep the current guidelines regarding in the Teacher Service Scholarship program in place in terms of years of service and changes to the scholarship if the obligations are not met.**

Projected costs = Currently the fund has about \$2,800,000 available (including funds for the Teacher Education Competitive Grant Program). KBOR should monitor use of the funds and distribute funding across the two scholarship programs based on use patterns of the scholarships. This amount of funding for supporting students through four years of undergraduate teacher preparation and two years for graduate preparation programs is insufficient to attract the numbers needed. Raising this fund initially to \$6,000,000 in the first year, doubling it in the second year to \$12,000,000, then in the third year raising the funding to \$20,000,000 annually should support the increase in students through the course of their four-year undergraduate degree programs or their two-year graduate degree/endorsement programs in pursuing then obtaining licensure.

Rationale: Kansas faces significant shortages of teachers. Providing ample scholarships for students to enter teaching is a means for bolstering the market supply of teacher candidates, beginning in their first year of undergraduate studies or the commencement of endorsement or graduate programs. Specifically, undergraduate students entering four-year degree programs should be eligible for up to \$6,000 a year to cover cost of attendance, a total of \$24,000 to pursue an undergraduate degree that results in teacher licensure. Graduate

students would be eligible for up to \$12,000 over two years for a master's degree licensure or endorsement programs.

**b. Marketing and Communications Campaign:**

- **Support a marketing and communications campaign coordinated by KBOR highlighting the multiple licensure options currently available in Kansas.**

Projected costs = \$450,000 annually for hiring staff and marketing the current licensure options to prospective students across Kansas (KBOR/KSDE/professional organizations).

Rationale: Multiple options currently exist in Kansas for individuals to obtain licensure outside of the traditional four-year degree route, including programs aimed at paraprofessionals, individuals holding non-teaching baccalaureate degrees, one-year post graduate options in elementary education, special education, reading and literacy-endorsements, and other emerging options (see I.d). Many are completely or partially online and available to anyone across the state (see Appendix B for a list and description of these program options). This marketing program should be coordinated by KBOR in cooperation with KSDE, other key education professional organizations (e.g. KASB, AASA, KNEA), and local school districts to make Kansans aware of the options available.

**c. Paid Student Teaching**

- **Provide funding for paid student teaching in districts across the state to help attract more students into teaching and provide school districts with novice educators who can work in classrooms under local supervision. This should be an opt-in program for school districts, where those opting to participate would pay 25% of the \$5,000 cost of the student teacher, the state paying 75%.**

Projected costs = State cost would be \$6,750,000 (75% of the \$5,000/student) with \$2,250,000 contributed by school districts (25% share of the \$5,000/student). Total program cost is \$9,000,000. This is based on funding 1,800 student teachers a year prepared at Regents institutions.

Rationale: Education is one of only a few fields not offering paid internships. Many school districts are challenged to add the cost of paid student teaching and the required supervision. The opt-in and split funding model provide options for districts to fund student teachers while also having school districts provide a percentage of the support for these individuals who can assist in covering classes with the teachers of record. Student teachers cannot be the classroom teachers of record because they are not licensed, but they can take on significant co-teacher responsibilities with proper supervision.

**d. Funding Teaching Candidate Licensure Exam Costs**

- **Work with KSDE to support the process for obtaining teacher licensure by providing funds for students taking the state required licensure examinations. Students must take multiple tests with varying costs depending on licensure area. This proposal would support students up to a total of \$250 per student to offset the costs (all or most) for the required licensure exams. These funds would be available for only one admission of each test per student. In addition, KSDE should support alternative assessments for second language learners and others who struggle with standardized tests by approving alternative assessments developed by each teacher preparation program approved by KSDE. Each institution would have a small number of such alternatives available to them every year, essentially an exception window with a specified number per institution based on teacher preparation enrollment.**

Projected costs = \$450,000 annually (for 1800 students)

Rationale: Teaching is a relatively low paid profession. Costs for licensure examinations can be a hurdle for many students. Preparation programs in Kansas adhere to robust KSDE professional requirements and national accreditation standards. Students completing accredited state programs have met established benchmarks on content, studied and demonstrated best practice in pedagogy and knowledge of the field. The Praxis examination is a central part of the licensure process, but it is expensive. Funds should be available for students who need support for these costs. Alternative assessments should be developed by institutions and approved by KSDE for students who need alternatives to demonstrate competence.

**2. Support implementation of the Universal Elementary Education Licensure Degree Transfer Program in partnership with A.A. degrees in elementary education.**

- **Support the universal elementary education licensure AA elementary education degree transfer program from community colleges to Kansas four-year universities by having KBOR host a series of Summits of teacher preparation institution personnel, KBOR and KSDE staff to finalize plans for assuring fidelity to the program, set expectations for transfer considering institutional needs for professional accreditation and state approval, and clarify means for allowing any individual institutional variations in programs while keeping degrees at 120 student credit hours. This will build on the 60-student credit hour transfer program in elementary education framework the Task Force prepared (see Appendix C).**

Projected costs = No new funding. Costs for marketing the transfer program/articulation agreement program can be included with the recommendation in #1 for the marketing and communication campaign. In addition, each higher education institution will be responsible for marketing the specifics of their individual programs.

Rationale: The Task Force created a framework for a universal 60 student credit hour transfer program in elementary education to any KBOR institution which results in a bachelor's degree and licensure readiness. The Summits should work to complete their recommendations by June, 2023.

## II. **Priority for Addressing Kansas Student Performance**

### 1. **Structured Literacy Plan and Training**

- **Create a sub-Task Force from this body representing all Regents institutions with personnel from KSDE to develop a comprehensive literacy plan for Kansas based on the recommendations in the National Reading Panel Report in 2000 (focusing on structured literacy including phonetic awareness, phonics, fluency, vocabulary, and comprehension), along with strategies from research for supporting students with dyslexia, to enhance literacy preparation for new and continuing teachers and to guide future licensure expectations and university programming (National Reading Panel, 2000).**
- **The plan will be ready for review to KBOR and KSDE by end of the current academic year in June 2023. This plan should have several key components: (1) Changing KSDE teacher preparation standards for literacy in order to have new teachers ready for teaching literacy day 1; (2) Identifying successful professional development models and programs; (3) Recognizing literacy certificate options or a series of micro-credentials for pre-service and post-graduates in teaching literacy; (4) Reviewing current components of preparation programs focusing on literacy for more immediate changes; (5) Understanding that any changes in licensure requirement should not alter the 120-student credit hour maximum for graduation; (6) Considering that the state and school districts should fund additional compensation if a literacy certificate is created; and, (7) Finalizing costs for implementation of a training plan for pre-service and in-service teachers**

Projected costs = Funding is needed to address the issue for pre-service and current practicing teachers.

- For pre-service teachers, new base funding should be added to each Regent’s institution of \$100,000 annually to provide for faculty/instructional costs to deliver structured literacy training/coursework. The faculty hired will create a statewide Regents Literacy Team to create common training across institutions. One faculty member will be designated as the Principal Investigator to lead the creation of the preparation program and Regents Literacy Team.

Total annual cost = \$700,000

- For in-service teachers, on-line professional development will be created to serve the current Kansas teaching force. The Regents Literacy Team faculty funded as noted above will be responsible for creating the online modules to address teaching structured literacy. These modules will be made available for use by KSDE, school districts, service centers and all Kansas universities.

Total projected cost for technology platform, copy right, personnel time, planning, technology, and other support = \$1,000,000.

Other costs associated with the Task Force work are unknown pending development of the final Literacy Plan.

Rationale: Strengthening P-12 student literacy is a significant concern for Kansas schools, and a thorough and coordinated statewide plan for strengthening literacy instruction needs to be developed for the state. Working with currently operating legislative and KSDE bodies, a multi-faceted plan should be devised before the end of the current academic year to drive Kansas planning.

### III. Other Teaching Work Force Recommendations

#### 1. Develop tiered-work force options for educators.

- **A Task Force should be created of Regent’s Deans and Associate Deans, KBOR and KSDE personnel, representation from school districts, school boards, and teacher organizations to explore creating a new tiered work force option for teaching that would involve collaboration among the Regent institutions in creating new programs leading to this tiered teaching approach. Potentially, school districts could hire these individuals – with a new title such as “Teacher Cadets” - upon completion of their Associate’s degree or other designated prior training and acceptance into the statewide online degree completion program. KSDE representatives and school districts representatives on the Task Force should advise about state and local district issues and concerns.**

Projected costs = To be determined

Rationale: Multiple new options are needed to attract more students to teaching, while school districts need more personnel for classrooms. Regents institutions could share in the design and delivery of a statewide online degree completion program for community college graduates who would be hired by school districts working with supervisors/teachers of record in classrooms.

A partial list of potential issues for this Task Force to consider are provided in Appendix D.

**2. Collaborate with KSDE to create a system-wide Registered Apprenticeship program for teaching:**

- **The Kansas Office of Apprenticeships in the KS Department of Commerce is working to create a system-wide approach to the Registered Apprenticeship Program with KSDE serving as the intermediary. This program stands outside currently available pathways for licensure and leads to full licensure once the program is fully completed meeting the federal guidelines for registered apprenticeship models.**

Projected costs = funding available from the federal government (if funds are not available from the federal government the state will need to determine the funding allocations)

Rationale: Registered Apprenticeship programs are emerging in multiple states to support school districts in creating multi-year pathways for individuals to become teachers. These especially help school districts with recruiting local individuals and personnel into licensure programs with paid internships and paid training for licensure requirements, baccalaureate, or graduate degrees depending on the specifics in the program established. Funding is available through the federal government. KSDE has created a position to manage the requirements of the program and work with school districts on implementation.

**3. Create an innovation fund for new teacher preparation approaches:**

- **Innovative approaches are needed for attracting candidates and preparing the education work force. A fund should be established to support and promote innovative programming and alternative pathways for teacher licensure, including master's degree offerings, competency-based programs, options for credit for prior learning (CPL), support for communities of interest in rural and under-served areas across the state, degree/licensure/endorsement completion options for teachers, and micro-credential options in targeted areas that can stack to credit hours for endorsement and licensure programs or serve as professional development for current teachers.**

Projected costs = \$5,000,000 annually. Create a grant funding program administered by KBOR for potential support for pursuing innovative approaches, alternative licensure models, and other means for supporting potential students into the teaching profession.

Rationale: Funding is needed to create new models for licensure and support for communities struggling to find teachers. Funds could be targeted for new licensure graduate degree programs in critical shortage areas, support for innovative approaches like competency-based models, micro-credential programs that stack towards licensure, means for identifying CPL, fast-track degree programs, degree completion programs in licensure areas, and support for personnel in creating communities of interest to have advisers, specialists, and coaches available in rural and under-served areas. The goal is to create multiple new avenues and support mechanisms for attracting more individuals to teaching careers.

**4. Strengthen induction and mentoring programs for novice teachers to support their retention.**

- **Retention issues are impacting the Kansas teaching work force, what has been described as a “leaky bucket” or “revolving door” problem. Support is needed for mentoring and induction programs to strengthen teacher retention.**

Projected costs = \$3,000,000 – legislative funds to be shared between KBOR and KSDE to create a mentoring and novice induction model and assessment plan, understanding that local school leaders do much of the mentoring and therefore need to be involved in the creation and implementation of programs.

Rationale: Too many teachers leave the profession after only a few years. Currently, induction and mentoring are localized responsibilities for school districts. A great deal of variability exists across the state. But support for new teachers is critical for retention. Too many novice teachers leave the field due to lack of support. A robust system of collaboration between KSDE, school districts, and preparation programs should be established to guide better induction programs, new teacher mentoring models, and ongoing assessment of performance.

**5. Examine assessments utilized in Kansas for students, teacher evaluation and licensure.**

- **Create a Task Force composed of experts from KBOR institutions and KSDE to examine and make recommendations for change regarding assessment practices utilized for students, teacher evaluation (that should provide useful and in-time information and better predictive analytics), and licensure assessments.**

Projected costs = No cost

Rationale: The time devoted to statewide assessments in schools across the state continues to restrict teaching time. Better assessments for students are available (e.g., the Dynamics Learning Map approach, see Kingston, et al., 2016) that tie assessments in-time to teaching and learning. Assessments used for teacher licensure are expensive and systems employed for teacher evaluation need to provide more support to assist in teacher retention goals.

**6. Strengthen inter-state teacher licensure transferability:**

- **KSDE should create simpler pathways for licensure transferability from other states and acceptance of recency of practice without requiring significant additional costs.**

Projected costs = None

Rationale: Many states have standards that closely reflect those required for licensure in Kansas. The state (KSDE) should create reciprocity agreements guided by the Kansas Professional Standards Board to create multiple agreements with states across the country with equally robust expectations. In addition, the requirement for practice recency requires potential teachers to take eight credit hours to be licensed. This requirement should be removed or replaced with a required localized mentorship.

**7. Address teacher salary issues:**

- **KBOR, working collaboratively with other agencies and school districts, should promote the state providing funding for increasing teacher salaries, developing ideas for altering classrooms and school expectations to strengthen local working conditions, and promoting the importance of teachers for our schools and communities to combat negative media portrayals of teachers and teaching.**

Projected costs = No specific costs at this time. But tens of millions of dollars will be needed to boost salaries for teachers in Kansas school districts.

Rationale: A very recent study of teachers in South Carolina showed that along with salaries, and personal and health issues, about a third to a half of teachers reported they were leaving the field due to intrusions on their instructional time, working conditions, and lack of administrative support (Berry et al., 2022). Media portrayals of teachers and teaching tend to stoke negative perceptions. All those engaged with schools need to work collaboratively to discover means for addressing these underlying concerns that are at the heart of educator workforce vacancies and struggles with retention of current educators.

**8. Resolve concurrent teaching concerns:**

- **Work force and talent development is a significant need in Kansas. To that end, concurrent teaching concerns between school districts and universities need to be addressed regarding the requirement of having Higher Learning Commission (HLC) approved instruction. The 18-hours from the content field is beyond the purview of Schools/Colleges of Education. KBOR should work with the Regent institutions' varying academic disciplines to address means for getting teachers the required HLC credentials for delivering these concurrent courses. This effort should be collaborative across Regents' institutions. Teachers should have compensation available for pursuing the course work required to meet the HLC standards.**

Projected costs = Unknown. A separate fund is needed to support the training of current P-12 teachers needing added course work for this work force development initiative. One potential source for funding may be the Workforce Innovation and Opportunity Act (WIOA).

Rationale: The Regents universities are accredited by the HLC and must meet its prescribed requirements for concurrent instructor credentials.

**9. Address disincentives in KPERS for retirees returning to teaching.**

- **KSDE should consider working with the legislature to think through aspects of KPERS that disincentivize retirees from coming back to teach in shortage areas and limit retirees' benefits.**

Projected costs = No cost for allowing retirees to return to teaching, unknown costs for any alterations in benefits.

Rationale: Work force vacancies in education are severe and a multi-faceted approach to solving the problem should include allowing retirees to return to service without penalty and bolstering benefits to attract more people to the field.

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## **Appendix A - List of Task Force Members**

### Regents Deans:

Ginsberg, Rick, Ph.D. (Chair) – University of Kansas

Adams, Paul, Ph.D., Fort Hays State University

Brewer, Joan, Ph.D., Emporia State University

Friend, Jennifer, Ph.D., Wichita State University (joined Task Force January, 2023)

Mercer, Debbie, Ph.D., Kansas State University

Steffen, Cherrie, Ph.D., Department Chair, Washburn University

Stoldt, Clay, Ph.D., Interim Dean, Wichita State University

Truelove, Jim, Ph.D., Pittsburg State University

### Other Task Force Members:

Atwater, Shonda, KS Department of Commerce

Carlson, Carolyn, Ph.D., Washburn University

Carter, Shane, Kansas Department of Education

Dockers, Jean, Ph.D., Pittsburg State University

Feldman, Kelli, Ph.D., University of Kansas

Goodson, Todd, Ph.D., Kansas State University

Kingston, Neal, Ph.D., University of Kansas

Rigler, Kenneth, Ph.D., Fort Hays State University

Schwerdtfeger, Sara, Ph.D., Emporia State University

Sherwood, Kristin, Ph.D., Wichita State University

### Kansas Board of Regents

Flanders, Blake, Ph.D., President and CEO

Kiblinger, Shellaine, Board Member, Ed.D.

Lane, Cynthia, Ph.D., Board Member

Wiscombe, Karla, Ed.D., Director, Academic Affairs

## **Appendix B – List of currently available Kansas Regent Universities’ licensure program pathways and options**

In the last 25 years, every Regent university has developed new curriculums designed to increase access to any individual, regardless of where they live, to high quality teacher preparation programs leading to a Kansas State Department of Education (KSDE) license. KSDE has established new licensure areas, facilitating new curricular

Pathways that benefit schools and those seeking teacher licensure.

**Students across Kansas have complete access to educator preparation no matter where they reside in the state. Over 55 programs are offered entirely online through the Regent Universities.** A complete listing is available through the Kansas Department of Education at:

<https://www.ksde.org/Portals/0/TLA/HigherEd/Directory%20App%20Progs%20Online%2006092022.pdf?ver=2022-06-09-110545-043>

### **EDUCATOR PREPARATION**

#### ***Graduate Licensure Options***

ESU, FHSU, KSU, PSU, WSU – All five institutions provide an alternate route to licensure using the KSDE restricted license to those individuals holding a content degree (for example, a B.S. in biology). The license allows individuals employed to teach in Kansas in a state-accredited school who have an existing bachelor’s degrees or higher or equivalent coursework in a major content area to complete education courses online and/or while teaching.

ESU-Offers a FAST-TRACK Elementary Education program in collaboration with JCC and BCC that targets high need schools and populations and gets candidates teaching within the elementary education classroom one-semester early.

FHSU – offers a two-year post-baccalaureate program of 30 hours that leads to an elementary teacher endorsement.

KSU –Master of Arts in Teaching is a pathway enables qualified students to earn the MAT and recommendation for a Kansas initial elementary teacher license in 12 months through a rigorous 31-credit online curriculum.

KSU – Master of Arts in Teaching, Elementary Residency is designed for individuals who have been hired to teach in an elementary classroom on the Limited Elementary Apprenticeship License. Students complete the program in 18 months resulting in full elementary licensure.

PSU- Provides a Masters of Arts in Teaching for elementary licensure. This program is accelerated to 18 months.

### **SPECIAL EDUCATION/DIVERSITY**

FHSU, KSU, KU, PSU, WSU – Offer a blended Unified Early Childhood Education program where early childhood education students are prepared and licensed in early childhood and special education.

KU, PSU, WSU – Offer a blended Elementary Education Unified program where elementary education students are prepared and licensed in elementary and special education.

KU - Expanded Professional Development School Program in collaboration with KCK, De Soto, Shawnee Mission and Lawrence to prepare students for high-risk population schools, focusing on students of poverty and those who come from culturally and linguistically diverse backgrounds.

PSU – The Master of Arts in Teaching, direct entry special education program, leads to a special education license in secondary high incidence classrooms.

#### *Specialized paraprofessional pathways*

ESU-Launching in August 2023, ESU will offer the Para-Plan Program to allow individuals serving as paraprofessionals to continue in this role up to the point of student teaching, while completing their requirements for the elementary education program.

FHSU, WSU – The Master of Education-High Incidence Alternative Certification program provides paraprofessionals who have a bachelor’s degree outside the field of education with a route to becoming a special education teacher of record.

Washburn – WU has a limited apprentice program that is a direct entry program and leads to licensure in secondary high incidence special education.

WSU – The Teacher Apprentice Program (TAP) is an online program designed to advance para educators to teacher of record in a shortened time. The flexible program of study leads to a Bachelor of Arts-Early Childhood Unified/Elementary Education and enables students to complete their program of study without leaving their current job.

WSU - The Master of Arts in Teaching in Early Childhood Unified Residency program at WSU engages students employed as para-educators in early childhood settings in an 18-month program of study resulting in a K-6 license in ECU.

PSU- Offers the blended K-6 Unified license, which is regular education and special education K-6 high incidence. This program is offered traditionally (majority face to face) and to working paraprofessionals (in partnership with community colleges and online). P-12 partnerships for this program currently include: ANW Interlocal, SEK interlocal, Tri-County Interlocal, Olathe School District. Discussions with other P-12 districts are ongoing.

## **STEM EDUCATION**

### *Scholarship Opportunities*

FHSU, KSU – The Noyce Teacher Leader program is a competitive scholarship program designed for students who choose to serve as math or science teachers in high-needs school districts. Resources also are allocated for students’ research experiences, conference travel and support for the first three years of teaching to transition from student to Teacher-Leader in the employing district.

KU – STEMTeachKU has endowment funding dedicated to supporting students in STEM fields

WSU – offers an Interdisciplinary STEM Education graduate certificate for teachers wanting expertise in this area. This program provides classroom teachers seeking expertise in STEM areas with course work and experiences that will develop their knowledge and skills in this area.

Washburn - has an approved Middle Level STEM Education program. The program prepares teachers to teach both Science and Mathematics at the Middle Level.

### **Technology**

#### *Distance Supervision*

ESU, KSU, KU, Washburn – Uses GoReact and/or SWIVL technology for distance clinical supervision, especially beneficial in more remote areas.

### **Professional Development Schools/Other Innovations**

All programs have strong Professional Development School Programs, partnering with school districts in Grow Your Own Programs, professional development

KSU – established a Rural Professional Development Network to help address rural schools' most pressing needs, provide a forum to share best practices, explore grant opportunities, and highlight accomplishments.

ESU, FHSU, KSU, Washburn, WSU, KU - concurrent opportunities to complete endorsements in English as a Second Language and/or Special Education

## Appendix C – 60-student credit hour transfer program in elementary education framework

### Community College 60 Credit Hour Universal Elementary Program Transfer

#### Overview

The intent of the plan is to provide an expedited pathway from any community college to any KBOR Institution Elementary Program for individuals desiring to become an elementary teacher. The pathway identifies sixty credit hours to be taken at the community college level and reflect the KBOR General Education plan “buckets” ([https://www.kansasregents.org/academic\\_affairs/general-education/seven-bucket-framework](https://www.kansasregents.org/academic_affairs/general-education/seven-bucket-framework)) and recommended education coursework.

These sixty hours are transferred to any KBOR institution as the first sixty hours towards a 120-hour degree program. The remaining sixty hours at the KBOR Institution are the required courses to complete an elementary degree. Adoption and implementation of the plan will require frank and deep discussions between the KBOR schools and community colleges to move this effort from conception to implementation to assure coherence and fidelity of elementary teacher preparation in Kansas.

#### KBOR General Education Program (34-35 Credit Hours)

<b>Bucket #1</b>	<b>English Discipline Area+</b>	<b>Credit Hours: 6</b>
English Composition 1	ENG1010	3
English Composition 2	ENG1020	3
<b>Bucket #2</b>	<b>Communications Discipline Area+</b>	<b>Credit Hours: 3</b>
Fundamentals of Oral Communications	COM1010	3
<b>Bucket #3</b>	<b>Mathematics &amp; Statistics Discipline Area+</b>	<b>Credit Hours: 3</b>
College Algebra	MAT1010	
	OR	3
Elements of Statistics	MAT1020	
<b>Bucket #4</b>	<b>Natural &amp; Physical Sciences Discipline Area+</b>	<b>Credit Hours: 4-5 from One Subject (must include a lab)</b>
Life Science	Any life science within Bucket #4	4 -5
<b>Bucket #5</b>	<b>Social and Behavioral Sciences Discipline Area+</b>	<b>Credit Hours: 6 hours in a least two courses from two subject areas</b>
Introduction to Sociology	SOC1010	3
General Psychology	PSY1010	3
<b>Bucket #6</b>	<b>Arts &amp; Humanities Discipline Area+</b>	<b>Credit Hours: 6 in at least two</b>

		<b>courses from two subject areas</b>
United States History to 1877 OR United States History Since 1877	HIS1010 OR HIS1020	3
Fine Art	Any ART, MUSIC, THEATRE within the Bucket	3
<b>Bucket #7</b>	<b>Elementary Designated Area+</b>	<b>Credit Hours: 6</b>
Choose two courses from the identified list	As part of the Elementary Program Universal Transfer Plan this is a deviation from Bucket #7 Institutionally Designated Plan	
American Government OR	POL1020 OR	3 OR
Diversity in the United States OR	SCO2030 OR	3 OR
Theory and Practice of Personal Finance	BUS1010	3
	<b>TOTAL CREDIT HOURS</b>	<b>34-35</b>

#### Teacher Education Program (25 - 26 Credit Hours)

<b>Recommended Courses</b>	<b>Systemwide Transfer Designator+</b>	<b>Credit Hours</b>
Introduction to Education	EDU1010	3
Children's Literature	EDU2010	3
Human Life Span/Developmental Psychology	PSY2020	3
Creative Expressions	Choose one course from the list at the community college and complete additional requirements at KBOR institution: Art in the Elementary Classroom, Elementary Music, Elementary Movement, Health	3
Physical Science/Physics Course	Any physical science/physics course, refer to the SWT list of qualifying courses	4-5
Educating Exceptional Students	EDU2020	3
Introduction to Educational Technology	This needs to be identified; there is no SWT	3
Free Elective	Free Elective from any SWT approved course	2-3
	<b>TOTAL</b>	<b>25 – 26</b>
	<b>GRAND TOTAL (GE and EDUCATION)</b>	<b>60-62</b>

+References for Systemwide transfer identification:

[https://www.kansasregents.org/resources/PDF/SWT/2023\\_June\\_Disciplines\\_One-Page.pdf](https://www.kansasregents.org/resources/PDF/SWT/2023_June_Disciplines_One-Page.pdf)

[https://www.kansasregents.org/resources/PDF/Academic\\_Affairs/TAAC/FY\\_2015/1KRSN\\_Matrix\\_09-2019.pdf](https://www.kansasregents.org/resources/PDF/Academic_Affairs/TAAC/FY_2015/1KRSN_Matrix_09-2019.pdf)

[https://www.kansasregents.org/academic\\_affairs/transfer-articulation/institutional-transfer-information](https://www.kansasregents.org/academic_affairs/transfer-articulation/institutional-transfer-information)

**Appendix D - For recommendation on developing tiered-work options for teachers (recommendation III.1) -Task Force should consider multiple issues, including:**

- a. Creating a KBOR university-wide partnership among all Regent's institutions where they share in delivering a specialized online elementary undergraduate degree
  - i. Participating students would be graduates of approved community colleges or the equivalent
  - ii. Upon acceptance by a local school district, students would be part of a tiered system of teaching much as in the nursing profession, where students immediately become Teacher Cadets (paid at approx. half the cost of a new teacher) who would be jointly supervised by a teacher of record in the district while at the same time pursuing the state collaboratively delivered degree completion program.
  - iii. Each participating Regents institution would be responsible for specified courses they would offer as part of the statewide program.
  - iv. The courses for the degree would be accepted by any university towards the baccalaureate degree and teaching licensure at their institution.
  - v. The cost of tuition would be set by the Regents for all the institutions participating in this program (same tuition for all institutions)
  - vi. A student teaching seminar for all participating students would be jointly delivered by Regent's institutions with each institution hosting one of the seminars.
  - vii. Students would receive their baccalaureate degree from the Regent's institution based on the proximity of the university to the community college they attended. Exceptions can be allowed where students self-identify the degree offering university.
  - viii. These students would be eligible for the Kansas Teacher Service Scholarship Program and other scholarships available at their degree granting institution.



## Collaboration Agreement between Wichita State University Campus of Applied Sciences and Technology (WSU Tech) and Butler County Special Education Interlocal.

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Wichita State University Campus of Applied Sciences and Technology (WSU Tech) and Butler County Special Education Interlocal to provide support and opportunities for the Education Paraeducator program to publicly support WSU Tech students.

### Background

This MOU serves as notification that Butler County Special Education Interlocal recognizes a need to develop a talent pool in this industry for specific program(s). This partnership outlines opportunities for the organization to support WSU Tech. The opportunities are listed below in their entirety and include membership on the Industry Advocate Team, hosting Applied Learning Opportunities, and providing Guaranteed Interviews and/or other aspects of support designed to increase the workforce by removing barriers for individuals being trained to enter the pipeline.

### Purpose

This MOU will establish the role and scope of agreed involvement for Butler County Special Education Interlocal regarding the Education Paraeducator program. Involvement and participation is defined by supporting the goals set out below and providing use of the company logo for outreach, coordination, and retention campaigns/events for enriching, sourcing, and securing a viable talent pipeline.

Support will be accomplished by Butler County Special Education Interlocal undertaking the following activities in these critical areas. (Please check which areas you wish to participate in.)

Butler County Special Education Interlocal will:

- Provide a guaranteed interview opportunity to graduates of the Education Paraeducator program at one of WSU Tech Campuses or at industry partner facility.
- Engage in Industry Advocate Team meetings twice a year to provide industry expertise in curriculum guidance, focus groups on retention and recruitment for students.
- Provide up to date job descriptions, credential requirements, and application instructions for positions you are actively recruiting for.
- Provide constructive feedback to interviewed graduates as appropriate.
- Provide information regarding hiring requirements, trends, or changes in requirements to WSU Tech. Donate to WSU Tech labs (i.e. metal or other materials, tools, machinery, etc.)
- Refer denied applicants to further training at WSU Tech.
- Actively host students in applied learning activities such as apprenticeships, internships, or independent study options for this program(s).



#### Reporting of Outcomes

Reports and evaluation of program effectiveness and adherence to the agreement will be ongoing and communicated to employer partners annually. Any student hired will require the following reporting: date of hire, hourly wage, status of employment 30, 60, 90 days after initial hire, and if no longer employed, the reason for separation.

Additional data may be requested to comply with associated grant requirements.

#### Funding

This MOU is not a commitment of funds; however, WSU Tech personnel are available to discuss scholarship opportunities to help business partners grow their own workforce as well as social media marketing and asset donations.

#### Duration

This MOU is at will and may be modified by mutual consent of authorized officials from WSU Tech and Butler County Special Education Interlocal. This MOU shall become effective upon signature by the authorized officials from WSU Tech and Butler County Special Education Interlocal will remain in effect until modified or terminated by any one of the parties by mutual consent.

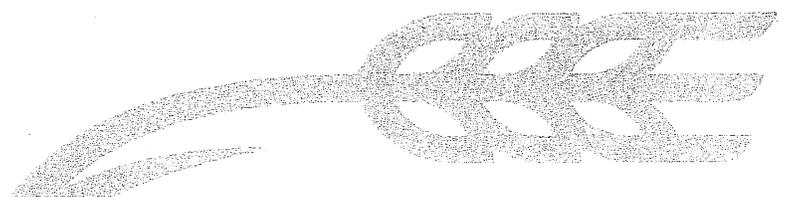
Your generosity and collaboration for the students of WSU Tech is greatly appreciated and we are honored to have you as a supporter and partner!

#### Notice of Nondiscrimination

The WSU TECH Board of Directors supports and complies with Title VI and Title VII of the Civil Rights Act of 1964 as amended, Section 504 of the Rehabilitation Act of 1973 and Amendments, The Americans with Disabilities Act, Title IX and all requirements imposed by or pursuant to the regulations of the Department of Health and Human Services and the Department of Education. It is the policy of the Board of Directors that no person in the United States (on the grounds of race, color, religion, sex, national origin, ancestry or disability) shall be excluded from participation in, denied the benefit of or otherwise subjected to discrimination under any program or activity of, or employment with WSU Tech. Persons with inquiries may contact the Human Resources Director at 4004 N. Webb Road Wichita, KS 67226 or by phone at 316.677-9500.

#### Legal Citation

Opportunities in Applied education and job placement at WSU TECH are available to all students regardless of race, color, national origin, sex or disability in compliance with Title VI:34 CFR 100.3(b) Guidelines VII-A, Title IX: 34 CFR 106.31(d), Section 504: CFR 104.4(b)





This Memorandum of Understanding (MOU) sets forth the terms and understand between WSU Tech and Butler County Special Education Interlocal to provide the above selected services for the Education Paraeducator program to publicly support WSU Tech students.

Contact Information and Signatures

Company Name: *Butler County Interlocal #638*

Partner Representative Name: *April Hilyard*

Position Title: *Director*

Address: *1266 SE Bluestem Rd. El Dorado, KS 67042*

Telephone: *316-644-3632*

Email: *ahilyard@besbe.org*

Signature: *April Hilyard*

Date: *3/6/2023*

WSU Tech Representative: Jennifer Seymour, Ed.D

Position Title: Vice President, General Education & Applied Technologies

Address: 301 S. Grove Wichita, KS 67211

Telephone: 316.677.1695

Email: jseymour2@wsutech.edu

Signature: *Jennifer L Seymour*

Date: *3/6/2023*



## Collaboration Agreement between Wichita State University Campus of Applied Sciences and Technology (WSU Tech) and Wichita Public Schools.

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Wichita State University Campus of Applied Sciences and Technology (WSU Tech) and Wichita Public Schools to provide support and opportunities for the Education Paraeducator program to publicly support WSU Tech students.

### Background

This MOU serves as notification that Wichita Public Schools recognizes a need to develop a talent pool in this industry for specific program(s). This partnership outlines opportunities for the organization to support WSU Tech. The opportunities are listed below in their entirety and include membership on the Industry Advocate Team, hosting Applied Learning Opportunities, and providing Guaranteed Interviews and/or other aspects of support designed to increase the workforce by removing barriers for individuals being trained to enter the pipeline.

### Purpose

This MOU will establish the role and scope of agreed involvement for Wichita Public Schools regarding the Education Paraeducator program. Involvement and participation is defined by supporting the goals set out below and providing use of the company logo for outreach, coordination, and retention campaigns/events for enriching, sourcing, and securing a viable talent pipeline.

Support will be accomplished by Wichita Public Schools undertaking the following activities in these critical areas. (Please check which areas you wish to participate in.)

Wichita Public Schools will:

- Provide a guaranteed interview opportunity to graduates of the Education Paraeducator program at one of WSU Tech Campuses or at industry partner facility.
- Engage in Industry Advocate Team meetings twice a year to provide industry expertise in curriculum guidance, focus groups on retention and recruitment for students.
- Provide up to date job descriptions, credential requirements, and application instructions for positions you are actively recruiting for.
- Provide constructive feedback to interviewed graduates as appropriate.
- Provide information regarding hiring requirements, trends, or changes in requirements to WSU Tech. Donate to WSU Tech labs (i.e. metal or other materials, tools, machinery, etc.)
- Refer denied applicants to further training at WSU Tech.
- Actively host students in applied learning activities such as apprenticeships, internships, or independent study options for this program(s).





#### Reporting of Outcomes

Reports and evaluation of program effectiveness and adherence to the agreement will be ongoing and communicated to employer partners annually. Any student hired will require the following reporting: date of hire, hourly wage, status of employment 30, 60, 90 days after initial hire, and if no longer employed, the reason for separation.

Additional data may be requested to comply with associated grant requirements.

#### Funding

This MOU is not a commitment of funds; however, WSU Tech personnel are available to discuss scholarship opportunities to help business partners grow their own workforce as well as social media marketing and asset donations.

#### Duration

This MOU is at will and may be modified by mutual consent of authorized officials from WSU Tech and Wichita Public Schools. This MOU shall become effective upon signature by the authorized officials from WSU Tech and Wichita Public Schools will remain in effect until modified or terminated by any one of the parties by mutual consent.

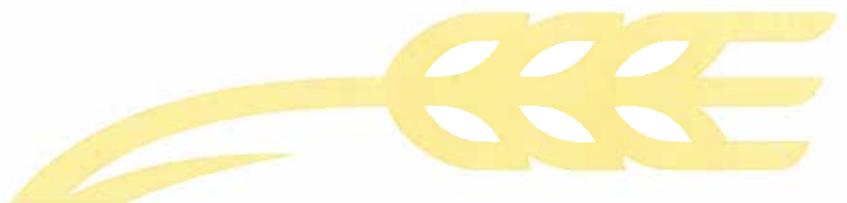
Your generosity and collaboration for the students of WSU Tech is greatly appreciated and we are honored to have you as a supporter and partner!

#### Notice of Nondiscrimination

The WSU TECH Board of Directors supports and complies with Title VI and Title VII of the Civil Rights Act of 1964 as amended, Section 504 of the Rehabilitation Act of 1973 and Amendments, The Americans with Disabilities Act, Title IX and all requirements imposed by or pursuant to the regulations of the Department of Health and Human Services and the Department of Education. It is the policy of the Board of Directors that no person in the United States (on the grounds of race, color, religion, sex, national origin, ancestry or disability) shall be excluded from participation in, denied the benefit of or otherwise subjected to discrimination under any program or activity of, or employment with WSU Tech. Persons with inquiries may contact the Human Resources Director at 4004 N. Webb Road Wichita, KS 67226 or by phone at 316.677-9500.

#### Legal Citation

Opportunities in Applied education and job placement at WSU TECH are available to all students regardless of race, color, national origin, sex or disability in compliance with Title VI:34 CFR 100.3(b) Guidelines VII-A, Title IX: 34 CFR 106.31(d), Section 504: CFR 104.4(b)





This Memorandum of Understanding (MOU) sets forth the terms and understand between WSU Tech and Wichita Public Schools to provide the above selected services for the Education Paraeducator program to publicly support WSU Tech students.

Contact Information and Signatures

Company Name: WICHITA PUBLIC SCHOOLS - USD 259

Partner Representative Name: SEAN HUDSPETH

Position Title: CHIEF HUMAN RESOURCE OFFICER

Address: 903 S. EDGEMOOR, WICHITA, KS 67218

Telephone: 316-973-4610

Email: shudspeth@usd259.net

Signature:

Date: April 10, 2023

A handwritten signature in black ink that reads 'Sean Hudspeth'.

WSU Tech Representative: Jennifer Seymour, Ed.D

Position Title: Vice President, General Education & Applied Technologies

Address: 301 S. Grove Wichita, KS 67211

Telephone: 316.677.1695

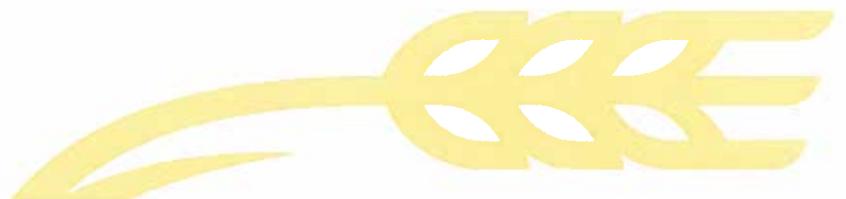
Email: jseymour2@wsutech.edu

Signature:

Date:

A handwritten signature in blue ink that reads 'Jennifer L Seymour'.

A handwritten date in blue ink that reads '4/10/2023'.





December 12, 2022

To Whom It May Concern,

Wichita Public Schools and its Office of Elementary Education are excited to support the establishment of WSU Tech's Associate of Applied Science in Education. While this program underscores the already existing support and partnership of WPS and our College and Career Readiness programming, we are excited about the number of future teachers who may take advantage of an AAS in Education. This program will allow students to move right into the workforce as paraprofessionals or transfer to a university where they continue studies in an effort to gain a professional license.

Feel free to reach out to me if you have any further questions concerning how this program can help WPS and other districts across the region continue to recruit and retain teaching staff within our public schools. I can be reached at 316-973-4629 or [mingenthron@usd259.net](mailto:mingenthron@usd259.net).

Respectfully,

A handwritten signature in black ink that reads 'Michele Ingenthron'. The signature is written in a cursive style.

Michele Ingenthron  
Assistant Superintendent – Elementary Schools

December 12, 2022



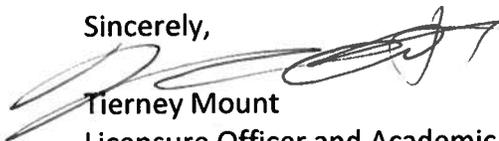
Kansas Board of Regents  
1000 SW Jackson Street, Suite 520  
Topeka, KS 66612-1368

To Whom it May Concern:

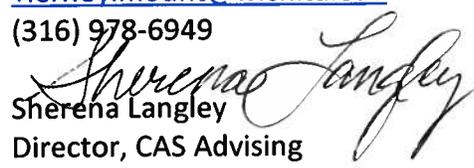
For the past couple of months, the College of Applied Studies at Wichita State University has been in communication with personnel at Wichita State University Campus of Applied Sciences and Technology (WSU Tech). We have provided insight for the proposed AAS in Education. Our desire is to work together to create pathways that will provide “seamless transitions” for students transferring into Wichita State University, specifically into the College of Applied Studies.

The proposed AAS in Education has been created with the Teacher Apprentice Program (TAP) in mind. TAP is our largest undergraduate program in the College of Applied Studies, with over 600 students. As you know, prospective students must be paraeducators (Birth-6<sup>th</sup> grade), in KSDE or KDHE recognized schools, throughout the State of Kansas. We currently have existing 2+2 agreements with WSU Tech for our TAP and Elementary programs. These agreements have been and will continue to be a focus of our articulation agreements.

Sincerely,



Tierney Mount  
Licensure Officer and Academic Program Specialist  
College of Applied Studies  
Wichita State University  
[Tierney.mount@wichita.edu](mailto:Tierney.mount@wichita.edu)  
(316) 978-6949



Sherena Langley  
Director, CAS Advising  
College of Applied Studies  
Wichita State University  
[Sherena.langley@wichita.edu](mailto:Sherena.langley@wichita.edu)  
(316) 978-6951



## Academic Affairs

Traci Holder, Director of Instruction and Intervention

December 9, 2022

The Kansas Board of Regents  
1000 SW Jackson Street, Suite 520  
Topeka, KS 66612-1368

Andover Public Schools is very pleased to support WSU Tech's desire to start an AAS Education program. As a public school system in the greater Wichita area, we acknowledge the urgent need for increased numbers of teachers and paraprofessionals. A quality program such as this will produce graduates who are well-prepared to enter our local workforce in instructional support roles and/or transfer to a Baccalaureate degree program in Elementary Education.

Our school district values its partnership with WSU Tech, and we would be happy to serve as a field placement site for students enrolled in the AAS Education program.

Sincere regards,

Traci Holder, M.Ed.  
Director of Instruction and Intervention  
Andover Public Schools, USD 385

# ANDALE HIGH SCHOOL

700 W RUSH • ANDALE, KS 67001  
PHONE: 316.444.2607 • FAX: 316.445.2501

Michelle Shackelford, Principal  
Steve Stanhope, Assistant Principal • Athletic Director



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March 22, 2023

The Kansas Board of Regents  
1000 SW Jackson Street, Suite 520  
Topeka, KS 66612-1368

Andale High School is pleased to support WSU Tech's desire to start an AAS Education program. As a public school in rural Kansas, we acknowledge the ever-growing need for teachers and paraprofessionals. Not only does this type of program prepare students to be competent paraprofessionals, it could eventually lead them to further their education and seek a Bachelor's degree in Education.

I am excited that a local institution is committed to finding other avenues for students to make it into Kansas classrooms.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Michelle Shackelford'. The signature is fluid and cursive, with a large loop at the end.

Michelle Shackelford



**College & Career Readiness/CTE**  
*USD 259 Wichita Public Schools*  
Alvin E. Morris Administrative Center  
903 S. Edgemoor, Room 408, Wichita, KS 67218  
Phone (316)973-4511

1/30/2023

To Whom It May Concern,

The Office of College and Career Readiness at Wichita Public schools is excited to support an Excel in CTE option for our students in Education. WSU Tech offering this course for concurrent credit would be a great benefit for our students.

As partners, WPS and WSU Tech have together shaped the educational experience for the Wichita community. Just recently, we have worked in unison to obtain nearly four million dollars grant money provided from ARPA Covid Recovery Funds from the City of Wichita. Through our collaboration, I have seen an organization that is focused on working together and improving outcomes for students. From aviation to health care, their staff has been reliable, timely, and able to follow through on their commitment to improvement. Adding Education to this partnership will be another great opportunity for collaborating to meet our local workforce needs.

WPS and WSU Tech academic teams are working to create seamless opportunities for students from high school teaching pathways into post-secondary education classes with collaborative applied learning along the way.

Feel free to reach out to me further with questions about how Excel in CTE positively impacts our students. I can be reached at 316-973-4511 or [kbielefeld@usd259.net](mailto:kbielefeld@usd259.net).

Sincerely,

Kelly Bielefeld, Executive Director - College and Career Readiness



**WICHITA**  
PUBLIC SCHOOLS®

	Grad Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Trad Conc.	Post Sec. Credits
<b>Performance Goal</b>	85	31	24	27	85	30	52
<b>State All Students</b>	97.74	30.88	27.56	35.79	76.58	37.89	70.5
<b>GAP in Performance- all students</b>	12.74	-0.12	3.56	8.79	-8.42	7.89	18.5

<b>Active Military Parent</b>	53	25	24	25	49	26	75
<b>Gap in Performance- All Military</b>	-32	-6	0	-2	-36	-4	23

<b>Economically Disadvantaged</b>	75	18	16	23	70	22	69
<b>Gap in Performance- Econ. Dis.</b>	-10	-13	-8	-4	-15	-8	17

<b>English Learners</b>	66	8	10	12	53	28	59
<b>Gap in Performance- ELL</b>	-19	-23	-14	-15	-32	-2	7

<b>Homeless (includes Migrant)</b>	41.00	6.00	2.00	20.00	49.00	24.00	69.00
<b>Gap in Performance- Homeless</b>	-44	-25	-22	-7	-36	-6	17

<b>Individual with Disabilities</b>	72	5	7	11	60	22	63
<b>Gap in Performance- Disabilities</b>	-13	-26	-17	-16	-25	-8	11

<b>Non-traditional Enrollees</b>	82	32	28	34	69	86	78
<b>Gap in Performance- Non-Trad</b>	-3	1	4	7	-16	56	26

<b>Single Parents</b>	0	0	0	0	100	0	38
<b>Gap in Performance- Single Parents</b>	-85	-31	-24	-27	15	-30	-14.5

<b>Migrant Worker Parent</b>	No data						
<b>Gap in Performance for Single Parents</b>							





		1S1	2S1	2S2	2S3	3S1	4S1	5S2
USD	District	Grad Rate	Academic-Reading	Academic-Math	Academic-Reading	Total Placement	Non-Trad Conc	Post-Sec Credits
		<b>85.00</b>	<b>31.00</b>	<b>24.00</b>	<b>27.00</b>	<b>85.00</b>	<b>30.00</b>	<b>52.00</b>
268	Cheney	97.83	24.56	35.09	46.55	98.41	25.00	97.80
		35.09	46.55	11.09	19.55	13.41	<b>-5.00</b>	45.80
		98.41						
267	Renwick	100.00	25.97	30.23	38.13	100.00	38.36	92.81
	GAP	97.80	<b>-5.03</b>	6.23	11.13	15.00	8.36	40.81
264	Clearwater	100.00	56.25	39.58	50.00	100.00	10.26	64.29
	GAP	15.00	25.25	15.58	23.00	15.00	<b>-19.74</b>	12.29
259	Wichita	97.32	22.94	17.38	23.77	62.90	33.54	54.23
	GAP	12.32	<b>-8.06</b>	<b>-6.62</b>	<b>-3.23</b>	<b>-22.10</b>	32.90	<b>-18.46</b>
260	Derby	98.70	30.60	30.60	36.94	99.16	65.10	67.92
	GAP	13.70	<b>-0.40</b>	6.60	9.94	14.16	35.10	15.92
261	Haysville	94.95	29.95	18.78	31.63	22.91	22.67	67.70
	GAP	63.95	5.95	<b>-8.22</b>	<b>-53.37</b>	<b>-7.09</b>	<b>-29.33</b>	67.70
262	Valley Center	96.88	35.09	28.07	44.23	0.00	15.38	92.81
	GAP	11.88	4.09	4.07	17.23	<b>-85.00</b>	<b>-14.62</b>	40.81
265	Goddard	99.58	41.52	36.06	49.85	99.73	37.25	85.45
	GAP	14.58	10.52	12.06	22.85	14.73	7.25	33.45
266	Maize	100.00	35.14	41.57	37.72	97.54	34.07	98.34
	GAP	15.00	4.14	17.57	10.72	12.54	4.07	46.34
263	Mulvane	100.00	34.15	28.05	43.90	100.00	29.73	53.19
	GAP	15.00	3.15	4.05	16.90	15.00	<b>-0.27</b>	1.19
353	Wellington	98.51	35.29	36.90	41.30	98.23	42.61	67.76
	GAP	13.51	4.29	12.90	14.30	13.23	12.61	15.76
Regional Average		107.33	36.96	33.67	44.39	79.90	33.58	85.01
Regional Gap		22.33	5.96	9.67	17.39	<b>-5.10</b>	3.58	33.01

USD	District	Pathway	CIP	Total Conc.
D0268	Cheney	Power, Str.I, & Tech. Sys	01.0201	1
D0353	Wellington	Power, Str.I, & Tech. Sys	01.0201	1
D0267	Renwick	Power, Str.I, & Tech. Sys	01.0201	6
D0267	Renwick	Power, Str.I, & Tech. Sys	01.0201	2
				<b>10</b>
D0267	Renwick	Food Prod. & Proc. Sys	01.0401	6
D0267	Renwick	Food Prod. & Proc. Sys	01.0401	2
				<b>8</b>
D0353	Wellington	Animal Science	01.0901	7
D0259	Wichita	Animal Science	01.0901	18
D0267	Renwick	Animal Science	01.0901	4
				<b>29</b>
D0353	Wellington	Plant Systems	01.1101	5
D0259	Wichita	Plant Systems	01.1101	6
				<b>11</b>
D0268	Cheney	Comp Ag.	01.9999	6
D0353	Wellington	Comp Ag.	01.9999	6
D0263	Mulvane	Comp Ag.	01.9999	6
D0266	Maize	Comp Ag.	01.9999	5
D0266	Maize	Comp Ag.	01.9999	1
D0267	Renwick	Comp Ag.	01.9999	11
D0267	Renwick	Comp Ag.	01.9999	2
				<b>37</b>
D0268	Cheney	Digital Media Path (AV)	09.0702	1
D0263	Mulvane	Digital Media Path (AV)	09.0702	5
D0266	Maize	Digital Media Path (AV)	09.0702	3
D0266	Maize	Digital Media Path (AV)	09.0702	3
D0265	Goddard	Digital Media Path (AV)	09.0702	13
D0265	Goddard	Digital Media Path (AV)	09.0702	15
D0261	Haysville	Digital Media Path (AV)	09.0702	3
D0260	Derby	Digital Media Path (AV)	09.0702	32
D0259	Wichita	Digital Media Path (AV)	09.0702	1
D0259	Wichita	Digital Media Path (AV)	09.0702	43
D0259	Wichita	Digital Media Path (AV)	09.0702	1
D0259	Wichita	Digital Media Path (AV)	09.0702	54
D0259	Wichita	Digital Media Path (AV)	09.0702	42
D0259	Wichita	Digital Media Path (AV)	09.0702	18
D0259	Wichita	Digital Media Path (AV)	09.0702	17
D0259	Wichita	Digital Media Path (AV)	09.0702	14
D0259	Wichita	Digital Media Path (AV)	09.0702	14
D0267	Renwick	Digital Media Path (AV)	09.0702	20
D0267	Renwick	Digital Media Path (AV)	09.0702	2
				<b>301</b>
D0263	Mulvane	Programm & Soft. Dev.	11.0201	6
D0265	Goddard	Programm & Soft. Dev.	11.0201	8
D0265	Goddard	Programm & Soft. Dev.	11.0201	5
D0261	Haysville	Programm & Soft. Dev.	11.0201	3
D0260	Derby	Programm & Soft. Dev.	11.0201	6
D0259	Wichita	Programm & Soft. Dev.	11.0201	1
D0259	Wichita	Programm & Soft. Dev.	11.0201	3
D0259	Wichita	Programm & Soft. Dev.	11.0201	4
D0259	Wichita	Programm & Soft. Dev.	11.0201	13
D0259	Wichita	Programm & Soft. Dev.	11.0201	1
D0259	Wichita	Programm & Soft. Dev.	11.0201	1
				<b>51</b>
D0261	Haysville	Network Systems	11.0901	3
D0259	Wichita	Network Systems	11.0901	7
D0259	Wichita	Network Systems	11.0901	3
				<b>13</b>
D0353	Wellington	Web & Dig. Com.	11.1004	7
D0266	Maize	Web & Dig. Com.	11.1004	2
D0266	Maize	Web & Dig. Com.	11.1004	3
D0265	Goddard	Web & Dig. Com.	11.1004	2
D0265	Goddard	Web & Dig. Com.	11.1004	1
D0261	Haysville	Web & Dig. Com.	11.1004	1
D0260	Derby	Web & Dig. Com.	11.1004	4
D0259	Wichita	Web & Dig. Com.	11.1004	4
D0259	Wichita	Web & Dig. Com.	11.1004	16
D0259	Wichita	Web & Dig. Com.	11.1004	30
D0259	Wichita	Web & Dig. Com.	11.1004	25
D0259	Wichita	Web & Dig. Com.	11.1004	24
D0259	Wichita	Web & Dig. Com.	11.1004	12
D0259	Wichita	Web & Dig. Com.	11.1004	18
D0264	Clearwater	Web & Dig. Com.	11.1004	9
D0267	Renwick	Web & Dig. Com.	11.1004	22
				<b>180</b>

USD	District	Pathway	CIP	Total Conc.
D0268	Cheney	Rest. & Event Mgt.	12.0504	2
D0353	Wellington	Rest. & Event Mgt.	12.0504	14
D0266	Maize	Rest. & Event Mgt.	12.0504	12
D0265	Goddard	Rest. & Event Mgt.	12.0504	21
D0265	Goddard	Rest. & Event Mgt.	12.0504	12
D0262	Valley Center	Rest. & Event Mgt.	12.0504	1
D0261	Haysville	Rest. & Event Mgt.	12.0504	7
D0260	Derby	Rest. & Event Mgt.	12.0504	20
D0259	Wichita	Rest. & Event Mgt.	12.0504	40
D0259	Wichita	Rest. & Event Mgt.	12.0504	37
D0259	Wichita	Rest. & Event Mgt.	12.0504	38
D0259	Wichita	Rest. & Event Mgt.	12.0504	58
D0259	Wichita	Rest. & Event Mgt.	12.0504	46
D0259	Wichita	Rest. & Event Mgt.	12.0504	51
D0259	Wichita	Rest. & Event Mgt.	12.0504	64
				<b>423</b>
D0268	Cheney	Teaching/Training	13.0101	8
D0263	Mulvane	Teaching/Training	13.0101	2
D0266	Maize	Teaching/Training	13.0101	1
D0266	Maize	Teaching/Training	13.0101	1
D0265	Goddard	Teaching/Training	13.0101	8
D0265	Goddard	Teaching/Training	13.0101	2
D0261	Haysville	Teaching/Training	13.0101	2
D0260	Derby	Teaching/Training	13.0101	10
D0259	Wichita	Teaching/Training	13.0101	5
D0259	Wichita	Teaching/Training	13.0101	8
D0259	Wichita	Teaching/Training	13.0101	5
D0259	Wichita	Teaching/Training	13.0101	1
D0259	Wichita	Teaching/Training	13.0101	9
D0267	Renwick	Teaching/Training	13.0101	1
D0267	Renwick	Teaching/Training	13.0101	1
				<b>64</b>
D0266	Maize	Engineer & App. Math	14.0101	5
D0266	Maize	Engineer & App. Math	14.0101	2
D0265	Goddard	Engineer & App. Math	14.0101	22
D0265	Goddard	Engineer & App. Math	14.0101	22
D0262	Valley Center	Engineer & App. Math	14.0101	8
D0260	Derby	Engineer & App. Math	14.0101	10
D0259	Wichita	Engineer & App. Math	14.0101	65
D0259	Wichita	Engineer & App. Math	14.0101	22
D0259	Wichita	Engineer & App. Math	14.0101	7
D0259	Wichita	Engineer & App. Math	14.0101	16
D0259	Wichita	Engineer & App. Math	14.0101	24
D0259	Wichita	Engineer & App. Math	14.0101	9
D0259	Wichita	Engineer & App. Math	14.0101	8
D0267	Renwick	Engineer & App. Math	14.0101	6
D0267	Renwick	Engineer & App. Math	14.0101	1
				<b>227</b>
D0268	Cheney	BioMedical	14.0501	1
D0266	Maize	BioMedical	14.0501	4
D0266	Maize	BioMedical	14.0501	5
D0262	Valley Center	BioMedical	14.0501	10
D0260	Derby	BioMedical	14.0501	144
D0267	Renwick	BioMedical	14.0501	28
D0267	Renwick	BioMedical	14.0501	1
				<b>193</b>
D0267	Renwick	BioChemistry	14.1401	10
D0267	Renwick	BioChemistry	14.1401	1
				<b>11</b>
D0260	Derby	Aviation Prod	15.0000	1
				<b>1</b>
D0268	Cheney	Cart/Geo/Spatial Math	15.1102	3
D0260	Derby	Cart/Geo/Spatial Math	15.1102	4
				<b>7</b>
D0266	Maize	Early Child. Dev. Svcs.	19.0709	2
D0266	Maize	Early Child. Dev. Svcs.	19.0709	1
D0265	Goddard	Early Child. Dev. Svcs.	19.0709	2
D0261	Haysville	Early Child. Dev. Svcs.	19.0709	4
D0259	Wichita	Early Child. Dev. Svcs.	19.0709	16
D0259	Wichita	Early Child. Dev. Svcs.	19.0709	19
D0259	Wichita	Early Child. Dev. Svcs.	19.0709	17
D0259	Wichita	Early Child. Dev. Svcs.	19.0709	20
D0259	Wichita	Early Child. Dev. Svcs.	19.0709	21
D0259	Wichita	Early Child. Dev. Svcs.	19.0709	16
D0259	Wichita	Early Child. Dev. Svcs.	19.0709	16
				<b>134</b>

USD	District	Pathway	CIP	Total Conc.
D0268	Cheney	Fam., Comm. & Cons. Svcs.	19.0799	11
D0353	Wellington	Fam., Comm. & Cons. Svcs.	19.0799	5
D0263	Mulvane	Fam., Comm. & Cons. Svcs.	19.0799	8
D0266	Maize	Fam., Comm. & Cons. Svcs.	19.0799	1
D0266	Maize	Fam., Comm. & Cons. Svcs.	19.0799	5
D0265	Goddard	Fam., Comm. & Cons. Svcs.	19.0799	4
D0265	Goddard	Fam., Comm. & Cons. Svcs.	19.0799	1
D0262	Valley Center	Fam., Comm. & Cons. Svcs.	19.0799	5
D0261	Haysville	Fam., Comm. & Cons. Svcs.	19.0799	12
D0260	Derby	Fam., Comm. & Cons. Svcs.	19.0799	1
D0259	Wichita	Fam., Comm. & Cons. Svcs.	19.0799	9
D0259	Wichita	Fam., Comm. & Cons. Svcs.	19.0799	15
D0259	Wichita	Fam., Comm. & Cons. Svcs.	19.0799	24
D0259	Wichita	Fam., Comm. & Cons. Svcs.	19.0799	2
D0259	Wichita	Fam., Comm. & Cons. Svcs.	19.0799	13
D0259	Wichita	Fam., Comm. & Cons. Svcs.	19.0799	22
D0267	Renwick	Fam., Comm. & Cons. Svcs.	19.0799	3
				<b>141</b>

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D0266	Maize	FAID	19.0999	1
D0261	Haysville	FAID	19.0999	1
D0260	Derby	FAID	19.0999	13
				<b>15</b>

D0266	Maize	Corr, Sec, Law & Law Enf	43.0199	8
D0266	Maize	Corr, Sec, Law & Law Enf	43.0199	1
D0265	Goddard	Corr, Sec, Law & Law Enf	43.0199	41
D0265	Goddard	Corr, Sec, Law & Law Enf	43.0199	40
D0260	Derby	Corr, Sec, Law & Law Enf	43.0199	14
D0259	Wichita	Corr, Sec, Law & Law Enf	43.0199	22
D0259	Wichita	Corr, Sec, Law & Law Enf	43.0199	2
D0259	Wichita	Corr, Sec, Law & Law Enf	43.0199	4
				<b>132</b>

D0266	Maize	Emerg & Fire Mgt. Svcs.	43.0299	1
D0259	Wichita	Emerg & Fire Mgt. Svcs.	43.0299	10
D0259	Wichita	Emerg & Fire Mgt. Svcs.	43.0299	18
				<b>29</b>

D0268	Cheney	Construction & Design	46.0000	5
D0353	Wellington	Construction & Design	46.0000	12
D0263	Mulvane	Construction & Design	46.0000	8
D0266	Maize	Construction & Design	46.0000	17
D0266	Maize	Construction & Design	46.0000	1
D0261	Haysville	Construction & Design	46.0000	14
D0260	Derby	Construction & Design	46.0000	2
D0259	Wichita	Construction & Design	46.0000	11
D0259	Wichita	Construction & Design	46.0000	11
D0259	Wichita	Construction & Design	46.0000	6
D0259	Wichita	Construction & Design	46.0000	13
D0259	Wichita	Construction & Design	46.0000	27
D0267	Renwick	Construction & Design	46.0000	14
D0267	Renwick	Construction & Design	46.0000	2
				<b>143</b>

D0268	Cheney	Mobile Equip. Maint.	47.9999	11
D0265	Goddard	Mobile Equip. Maint.	47.9999	2
D0265	Goddard	Mobile Equip. Maint.	47.9999	5
D0262	Valley Center	Mobile Equip. Maint.	47.9999	10
D0261	Haysville	Mobile Equip. Maint.	47.9999	18
D0259	Wichita	Mobile Equip. Maint.	47.9999	44
D0259	Wichita	Mobile Equip. Maint.	47.9999	49
				<b>139</b>

D0268	Cheney	Manufacturing	48.0000	1
D0263	Mulvane	Manufacturing	48.0000	19
D0266	Maize	Manufacturing	48.0000	9
D0266	Maize	Manufacturing	48.0000	1
D0262	Valley Center	Manufacturing	48.0000	5
D0261	Haysville	Manufacturing	48.0000	17
D0260	Derby	Manufacturing	48.0000	2
D0259	Wichita	Manufacturing	48.0000	20
D0259	Wichita	Manufacturing	48.0000	2
D0259	Wichita	Manufacturing	48.0000	47
D0259	Wichita	Manufacturing	48.0000	15
D0259	Wichita	Manufacturing	48.0000	35
D0264	Clearwater	Manufacturing	48.0000	15
D0267	Renwick	Manufacturing	48.0000	15
D0267	Renwick	Manufacturing	48.0000	2
				<b>205</b>

USD	District	Pathway	CIP	Total Conc.
D0353	Wellington	Graphic Design VA	50.0499	3
D0266	Maize	Graphic Design VA	50.0499	2
D0266	Maize	Graphic Design VA	50.0499	1
D0265	Goddard	Graphic Design VA	50.0499	5
D0265	Goddard	Graphic Design VA	50.0499	6
D0259	Wichita	Graphic Design VA	50.0499	17
D0259	Wichita	Graphic Design VA	50.0499	43
D0259	Wichita	Graphic Design VA	50.0499	2
D0259	Wichita	Graphic Design VA	50.0499	29
D0259	Wichita	Graphic Design VA	50.0499	15
D0259	Wichita	Graphic Design VA	50.0499	7
D0259	Wichita	Graphic Design VA	50.0499	7
D0259	Wichita	Graphic Design VA	50.0499	2
				<b>139</b>
D0268	Cheney	Health Science	51.9999	7
D0353	Wellington	Health Science	51.9999	118
D0263	Mulvane	Health Science	51.9999	20
D0266	Maize	Health Science	51.9999	23
D0266	Maize	Health Science	51.9999	14
D0265	Goddard	Health Science	51.9999	30
D0265	Goddard	Health Science	51.9999	43
D0262	Valley Center	Health Science	51.9999	13
D0261	Haysville	Health Science	51.9999	61
D0260	Derby	Health Science	51.9999	595
D0259	Wichita	Health Science	51.9999	81
D0259	Wichita	Health Science	51.9999	57
D0259	Wichita	Health Science	51.9999	79
D0264	Clearwater	Health Science	51.9999	22
D0267	Renwick	Health Science	51.9999	72
D0267	Renwick	Health Science	51.9999	1
				<b>1,236</b>
D0353	Wellington	Business Mgt and Ent	52.0799	13
D0263	Mulvane	Business Mgt and Ent	52.0799	8
D0266	Maize	Business Mgt and Ent	52.0799	4
D0266	Maize	Business Mgt and Ent	52.0799	8
D0262	Valey Center	Business Mgt and Ent	52.0799	4
D0261	Haysville	Business Mgt and Ent	52.0799	46
D0259	Wichita	Business Mgt and Ent	52.0799	3
D0267	Renwick	Business Mgt and Ent	52.0799	5
				<b>91</b>
D0268	Cheney	Business Finance	52.0801	2
D0266	Maize	Business Finance	52.0801	1
D0266	Maize	Business Finance	52.0801	2
D0265	Goddard	Business Finance	52.0801	7
D0265	Goddard	Business Finance	52.0801	7
D0262	Valley Center	Business Finance	52.0801	2
D0261	Haysville	Business Finance	52.0801	6
D0260	Derby	Business Finance	52.0801	51
D0259	Wichita	Business Finance	52.0801	3
D0259	Wichita	Business Finance	52.0801	6
D0259	Wichita	Business Finance	52.0801	2
D0259	Wichita	Business Finance	52.0801	3
D0264	Clearwater	Business Finance	52.0801	2
D0267	Renwick	Business Finance	52.0801	4
				<b>98</b>
D0266	Maize	Marketing	52.1402	8
D0266	Maize	Marketing	52.1402	9
D0265	Goddard	Marketing	52.1402	6
D0265	Goddard	Marketing	52.1402	4
D0260	Derby	Marketing	52.1402	20
D0259	Wichita	Marketing	52.1402	14
D0259	Wichita	Marketing	52.1402	1
D0259	Wichita	Marketing	52.1402	12
D0259	Wichita	Marketing	52.1402	20
D0259	Wichita	Marketing	52.1402	4
D0259	Wichita	Marketing	52.1402	16
D0259	Wichita	Marketing	52.1402	1
D0259	Wichita	Marketing	52.1402	9
D0267	Renwick	Marketing	52.1402	16
D0267	Renwick	Marketing	52.1402	1
				<b>141</b>
<b>Total Concentrators for Work Group</b>				<b>4,209</b>

## How WA community colleges are helping solve the state's teacher shortage

**Oct. 6, 2022 at 5:00 am Updated Oct. 6, 2022 at 9:51 am**

Fatima Nuñez Ardon teaches Spanish to second graders at Madrona Elementary School in SeaTac Wednesday. She went through a program at Highline College for her teacher training. Washington is one of only a handful of states that allow it. (Ellen M. Banner / The Seattle Times)

Fatima Nuñez Ardon got her teaching job at Madrona Elementary School in SeaTac after training at Highline College, rather than a traditional university program. Allowing teachers to do coursework at a community college is relatively new; the idea is to diversify the teacher workforce and train more teachers. (Ellen M. Banner / The Seattle Times)

**By Janelle Retka  
Special to The Seattle Times**

Education Lab is a Seattle Times project that spotlights promising approaches to persistent challenges in public education. The Seattle Foundation serves as fiscal sponsor for Education Lab, which is supported by grants from the Bill & Melinda Gates Foundation, Comcast Washington and City University of Seattle. Learn more about Ed Lab.

In her second-grade classroom at Madrona Elementary School in SeaTac, Fatima Nuñez Ardon often tells her students stories about everyday people realizing their dreams. One day, for example, she talked about Salvadoran American NASA astronaut Francisco Rubio and his journey to the International Space Station.

Another day, she told them her own life story — how she, an El Salvadoran immigrant who arrived in the U.S. in middle school speaking very little English, came to be a teacher.

Nuñez Ardon took an unusual path to the classroom: She earned her teaching degree through evening classes at a community college while living at home and raising her four children.

Community college-based teaching programs like this are rare, but growing. They can dramatically cut the cost and raise the convenience of earning a teaching degree, while making a job in education accessible to more people.

In Washington, nine community colleges have begun offering education degrees in the last decade. Nationally, Community College Baccaureate Association data indicates six other states offer baccaureate degrees related to K-12 education.

The expansion comes at a good time: Teacher shortages have worsened in the past decade, as fewer undergraduates enter teacher training programs. A report in March from the American Association of Colleges for Teacher Education showed that the number of people completing a teacher education program declined by almost a third between the 2008-09 and 2018-19 academic years. And many educators fear the pandemic worsened the crisis.

All of Washington's teaching baccaureate programs have received approval from the State Board for Community and Technical Colleges to launch since 2016.

And they're attracting students like Nuñez Ardon, who became certified to run a K-8 classroom in June, at the age of 36. It's likely she wouldn't have pursued a classroom career otherwise.

### **Growing new educator programs**

Teacher shortages predate the pandemic. For years, the number of people graduating from teacher education programs has fallen short of teacher demand. In 2018, 57,000 fewer students nationwide earned education degrees than in 2011. A 2021 report from the state's Professional Educator Standards Board found that schools were forced to lean on individuals who had not completed certification requirements to fill the gaps, and waivers had risen to 8,080 in the 2019-20 school year, a spike from fewer than 2,800 a decade prior.

The state has in recent years encouraged "grow your own" programs, or alternative pathways to classroom certification that attract local talent. Some are run by districts, while others are college or university efforts. They're seen both as a way to buffer the teacher shortage and to grow a workforce more representative of the student body. Statewide, 50% of Washington students are people of color, while 87% of classroom teachers are white.

The PESB report indicates that community college baccalaureates in education are already helping ease the teacher shortage.

### **Learn and teach**

"It's a highly rigorous program," said Elizabeth Paulino, who runs Yakima Valley College's teacher education baccalaureate program.

The college's model is much like those throughout the rest of the state. Teacher candidates come in with an associate degree and spend two years in classes, primarily in the evenings. Then, weeks before the second and final year of the program begins, candidates begin a residency at a partner school.

Some research suggests this yearlong immersion helps with retention, since graduates know what they're getting into, Paulino said. "What better way of teaching them about their teaching profession than to immerse them fully?"

Resident teachers are assigned mentors who come recommended by their principal or superintendent and have at least three years of classroom experience, she said.

While juggling their work and school load, teacher candidates are also taking a series of tests required by the state for certification. "By the time they finish their residency, they have fulfilled all of their requirements not only of the program, but also of the state."

Many Washington colleges offer extra endorsement programs for those interested. Teachers in Yakima, where a significant part of the population speaks only Spanish, can earn an English Language Learner endorsement. Highline offers ELL and special education endorsements — two areas of specialty in which teacher shortages have been acute.

## **Demand from local schools**

There has been pushback against community college baccalaureates in education in Washington and nationally, as universities with teacher education programs grapple with their yearslong decline in enrollment, said Debra Bragg, the founder and former director of the University of Washington's Community College Research Initiatives group.

Community colleges argue that they're a good place for teacher training because they're open access — there is no selective admissions process to get in — and that they “are attracting students that the universities probably are not attracting and probably won't attract,” she said.

Núñez Ardon said this was the case for her. She was unable to move because of her growing family, and the nearby University of Washington doesn't offer a bachelor's degree in teacher education. The cost was another important factor. Tuition and fees for one year at Western Washington University — one of the nearest public four-year universities — come to more than \$10,700; when housing, meals and supplies are factored in, the yearly cost is about \$30,000. The program Núñez Ardon attended at Highline College costs roughly \$7,100 a year, allowed her to live at home and accommodated her work schedule.

Because of their local and open-access qualities, community colleges could help fill the teacher supply gap, said Bragg. What's more, “If it's important for us to prepare teachers who look like students in their community, representing that diversity of the community, then it might make sense to look at what the community colleges are doing.”

At Pierce College, what propelled the program were paraprofessionals working in local school districts and enrolling in the early childhood education program with the hope of becoming certified teachers. But that associate degree program didn't lead to teacher certification.

When the college began considering an elementary education baccalaureate program to meet community interest, there was some pushback from Central Washington University, which is well-known for its teacher education program and shares a sub-campus with Pierce College.

But leaders from the two colleges' education departments came to realize that the college and university programs would serve different demographics, said Leesa Thomas, Pierce's director of education programs. The result was a strengthened relationship between the two.

## **Schools are calling**

Many of Washington's other education baccalaureates grew in response to demand from local schools.

Connie Smejkal, Centralia College's dean of teacher education, said area superintendents were calling frequently to say they were struggling to hire teachers. It also was tough to retain them because they recruited anyone who applied, “rather than picking really high-quality candidates. Their need was extraordinary.”

In fall of 2016, Centralia and Grays Harbor colleges launched a teacher education baccalaureate together, anticipating that neither would have enough students to run a full program on their own. Each planned to have an initial cohort of 12 teacher candidates. But Smejkal said student interest in the

program was as hot as school demand: There were more than 80 applicants to Centralia alone for the first cohort. The school admitted 52 of them the first year.

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“We realized how thirsty the community was to become teachers,” she said. The next year, Centralia and Grays Harbor formed their own separate programs. Each welcomed their sixth cohort this fall, and between the two schools, 175 people have completed degrees. They each report the majority of their graduates go on to teach in local classrooms. Smejkal said everyone from last year’s cohort who was interested in classroom teaching had signed a contract with a school before graduating.

Peter Finch, superintendent of West Valley School District in Yakima, said he’s experienced no shortage of general education teachers since the launch of Yakima Valley College’s program.

He also said the teachers hired from the local program have so far been predominantly Latino, and half had been bilingual Spanish-English speakers, better matching the district’s student demographic and support needs. Some new hires are now pursuing special education endorsements, which will eventually help to fill another gap.

Meanwhile, Nuñez Ardon spends her days at Madrona Elementary as a teacher and role model to young students she sees herself in — and in whom she hopes to inspire the same curiosity and passion for learning.

Editor’s note: This story is one in an occasional series about tackling teacher shortages and is part of an eight-newsroom collaboration among The Seattle Times, AL.com, The Associated Press, The Christian Science Monitor, The Dallas Morning News, The Fresno (Calif.) Bee, The Hechinger Report and The (Charleston, S.C.) Post and Courier, with support from the Solutions Journalism Network.

Janelle Retka

# BACHELOR OF ARTS ELEMENTARY EDUCATION



## About the Program

Prepare for licensure as a Kansas teacher with our program of study, to earn your Bachelor of Arts in Elementary Education. This program leads to licensure only in the state of Kansas. The licensure options with this degree is for Elementary Education (K-6th Grade).

- Programs nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP)
- 4 semesters of placements in local school districts
- Scholarships available for interns during their student teaching semester
- Over 500-hours of hands-on teaching experience
- 9 in 10 students receive teaching contracts upon graduation

## How to Apply

Applications are accepted on a rolling basis for fall and spring semester admissions. The application for admission to WSU is available at [wichita.edu/apply](https://wichita.edu/apply).

To start the program, students must meet program qualifications, be admitted to WSU, and complete Teacher Education admission requirements.

## Program Admission Requirements

For detailed instructions on how to complete and submit program admission requirements, please visit our website at [wichita.edu/elementary](https://wichita.edu/elementary)

[WICHITA.EDU/ELEMENTARY](https://wichita.edu/elementary)

PHONE: (316) 978-3322

EMAIL: [SOE.STUDENT@WICHITA.EDU](mailto:SOE.STUDENT@WICHITA.EDU)

CORBIN EDUCATION CENTER BOX 28



WICHITA STATE  
UNIVERSITY

# WICHITA STATE 2+2

## ➔ BACHELOR OF ARTS IN Elementary Education (K-6th Grade)

### WSU Tech

- ➔ **Semester 1** (12)
  - ENG 101 Composition I (3)
  - SPH 101 Public Speaking (3)
  - PSY 101 Gen Psych (3)
  - ART 100 or THR 100 (3)
  
- ➔ **Semester 2** (15)
  - ENG 120 Composition II (3)
  - SOC 101 Principles of Sociology (3)
  - MTH 112 or MTH 113 (3)
  - HIS 110 or HIS 120 (3)
  - GEO 101 Principles of Geography (3)
  
- ➔ **Semester 3** (12)
  - PSY 120 Developmental Psych (3)
  - MTH 120 Elementary Stats (3)
  - BIO 120 Environmental Biology (3)
  - Choose 1: (3)
    - ENG 110, PHL 110, PHL 115, REL 101
  
- ➔ **Semester 4** (12)
  - EDU 120/121 Intro to Teaching (4)
  - SPH 111 Interpersonal Communication (3)
  - BIO 110 or BIO 150 (5)

**TOTAL CREDIT HOURS = 51**

The Elementary Education degree requires a minimum of 120 credit hours, because of degree requirements at both institutions this agreement will result in 121 credit hours earned.

### Wichita State University

- ➔ **Summer 1** (5)
  - MATH 501 Elementary Math (5)
  
- ➔ **Fall/Spring 1** (16)
  - CI 311 Intro to Diversity: Field Experience (1)
  - CI 321 Intro to Diversity: Cultural Issues (2)
  - CI 320 Intro to Diversity: Exceptionalities (2)
  - CI 519 Mathematical Investigation (3)
  - CI 403 Learning, Assessment, & Eval. (2)
  - CI 520 Phy. Sci. in Elem Classroom (3)
  - CI 504 Special Education Law (3)
  
- ➔ **Fall/Spring 1** (17)
  - CI 402E ISAM: Elementary Early Literacy (3)
  - CI 402J ISAM: Elementary Social Studies (3)
  - CI 411A Pre-Teaching Internship: Core IIA (2)
  - CI 416 Classroom Management (2)
  - CI 324 Linguistics for Elementary Teachers (3)
  - CI 203 Self-Care for Today's Educator (1)
  - CI 329 Universal Design for Learning (1)
  - HPS 425 Methods in PE & Health (2)
  
- ➔ **Summer 2** (5)
  - CI 345 Integrated Learning through Arts (2)
  - CI 401 Family Collab. in Schools/Comm. (3)
  
- ➔ **Fall/Spring 2** (14)
  - CI 402U ISAM: Intermediate Literacy (3)
  - CI 402M ISAM: Elementary Math (3)
  - CI 402S ISAM: Elementary Science (3)
  - CI 411B Pre-Teaching Internship Core III (2)
  - CI 427 Philosophy, History & Ethics of Ed (3)
  - CI 323 Technology Seminar in Elem Ed (1)
  - CI 313 Reading/Writing Exceptionalities (2)
  
- ➔ **Fall/Spring 2** (13)
  - CI 446 Classroom Management Seminar (2)
  - CI 447 Teaching Internship (11)
  - CAS 501 Teacher Licensure Capstone (0)

**TOTAL CREDIT HOURS = 70**

**WICHITA.EDU/ELEMENTARY**

**PHONE: (316) 978-3322**

**EMAIL: SOE.STUDENT@WICHITA.EDU**

**CORBIN EDUCATION CENTER BOX 28**



**WICHITA STATE UNIVERSITY**

# BACHELOR OF ARTS

## EARLY CHILDHOOD UNIFIED/ELEMENTARY EDUCATION



### About the Program

Prepare for licensure as a Kansas teacher with our flexible program of study, specially designed for Para Educators to earn their Bachelor of Arts in Early Childhood Unified/Elementary Education.

- Complete your degree without leaving your current Para Educator Job
- Earn field experience credit for work as a Para Educator.
- 100% online courses
- Collaboration with Kansas community colleges and technical schools

This program leads to licensure only in the state of Kansas. The licensure options with this degree include:

- Early Childhood Unified (Birth - 3rd Grade)
- Elementary Education (K - 6th Grade)
- Early Childhood Unified AND Elementary Education (Birth - 3rd Grade, K - 6th Grade)

### How to Apply

Applications are accepted on a rolling basis for fall, spring, and summer semester admissions. The application for admission to WSU is available at [wichita.edu/apply](http://wichita.edu/apply).

### Program Qualifications

- Employed as a Para Educator
- Institutional and overall GPA of 2.0
- Admitted to WSU as an Adult Learner or Transfer student

To start the program, students must meet program qualifications, be admitted to WSU, and complete Teacher Education admission requirements.

#### Program Admission Requirements

For detailed instructions on how to complete and submit program admission requirements, please visit our website at [wichita.edu/tap](http://wichita.edu/tap).

**STEP 1** Complete the online WSU TAP Application Form

**STEP 2** Apply for admissions to WSU

**STEP 3** Complete the online Reference Request Form

**STEP 4** Complete the online Verification Form to verify

- Certificate of Health for School Personnel or TB test
- Criminal Background check

**STEP 5** Complete the Student Authorization Form

**STEP 6** Complete Out of State Licensure Requirements Form.

**WICHITA.EDU/TAP**

**PHONE:** (316) 978-6948 OR (316) 978-6653

**EMAIL:** [PARAPATH@WICHITA.EDU](mailto:PARAPATH@WICHITA.EDU)



**WICHITA STATE  
UNIVERSITY**

# WICHITA STATE 2+2



## TEACHER APPRENTICE PROGRAM (TAP)

BACHELOR OF ARTS IN Early Childhood Education/Elementary Education

### WSU Tech

<b>⊕ Semester 1</b>	<b>(12)</b>
ENG 101 Composition I	(3)
SPH 101 Public Speaking	(3)
PSY 101 Gen Psych	(3)
ART 100 or THR 100	(3)
<b>⊕ Semester 2</b>	<b>(15)</b>
ENG 120 Composition II	(3)
SOC 101 Principles of Sociology	(3)
MTH 112 or MTH 113	(3)
HIS 110 or HIS 120	(3)
GEO 101 Principles of Geography	(3)
<b>⊕ Semester 3</b>	<b>(12)</b>
PSY 120 Developmental Psych	(3)
MTH 120 Elementary Stats	(3)
BIO 120 Environmental Biology	(3)
Choose 1:	(3)
ENG 110, PHL 110, PHL 115, REL 101	
<b>⊕ Semester 4</b>	<b>(12)</b>
EDU 120/121 Intro to Teaching	(4)
SPH 111 Interpersonal Communication	(3)
BIO 110 or BIO 150	(5)

**TOTAL CREDIT HOURS = 51**

TAP does not require specific general education courses. Courses must fulfill WSU or KBOR general education policy.

The ECU/Elementary Education degree requires a minimum of 120 credit hours, because of degree requirements at both institutions this agreement will result in 120-122 credit hours earned.

### Wichita State University

<b>⊕ Summer 1</b>	<b>(7+9)</b>
Liberal Arts and Science Coursework	(3-5)*
TAP 320 Intro to Diversity: Exceptionalities	(2)
TAP 345 Integrated Learning through the Arts	(2)
<b>⊕ Fall 1</b>	<b>(14)</b>
TAP 314 Principles of Effective Mentoring	(1)
TAP 326 Engaging & Motivating the Learner	(3)
TAP 433 Learning, Assessment, & Eval.	(3)
TAP 317 Content Literacy	(2)
TAP 415 Instruction for Diverse Learners	(3)
TAP 605 Internship I	(2)
<b>⊕ Spring 1</b>	<b>(15)</b>
TAP 418 Production Centered Classroom	(2)
TAP 313 Reading & Writing Exceptionalities	(2)
TAP 402 ISAM: Elementary Early Literacy	(3)
TAP 401 Family Collaboration/Training	(3)
TAP 604 ECU: Assessment & Methods	(3)
TAP 606 Internship II	(2)
<b>⊕ Summer 2</b>	<b>(6)</b>
TAP 416 Classroom Management	(2)
TAP 458 Inquiry Based Learning	(2)
HPS 425 Methods in PE & Health	(2)
<b>⊕ Fall 2</b>	<b>(15)</b>
TAP 602 Social & Emotional Learning	(2)
TAP 414 ISAM: Elementary Social Studies	(3)
TAP 403 ISAM: Intermediate Literacy	(2)
TAP 504 Special Ed Law	(3)
TAP 404 ISAM: Elementary Math	(3)
TAP 607 Internship III	(2)
<b>⊕ Spring 2</b>	<b>(12)</b>
TAP 323 Technology Seminar in Elem Ed	(1)
TAP 324 Linguistics for Elementary Teacher	(3)
TAP 502 Math for Exceptionalities	(3)
TAP 427 Philosophy, History & Ethics of Educ.	(3)
TAP 608 Internship IV	(2)
CAS 501 Teacher Licensure Capstone	(0)

**TOTAL CREDIT HOURS = 69-71\***

\*This can vary based on the individual plan of study

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**EMAIL: PARAPATH@WICHITA.EDU**



**WICHITA STATE  
UNIVERSITY**

# KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (2020)

Institution: Wichita State University Campus of Applied Sciences and Technology

Proposed Program: Education

<u>IMPLEMENTATION COSTS</u>				
<b>Part I. Anticipated Enrollment</b>		Implementation Year		
Please state how many students/credit hours are expected during the initial year of the program?				
		Full-Time	Part-Time	
A. Headcount: 15		10	5	
<b>Part II. Initial Budget</b>		Implementation Year		
A. Faculty		Existing:	New:	Funding Source:
Full-time	1	\$	\$66,500	New Program Development funds
Part-time/Adjunct	1	\$	\$4,050	Student Tuition
		Amount	Funding Source	
B. Equipment required for program		\$ 0.0		
C. Tools and/or supplies required for the program		\$ 0.0		
D. Instructional Supplies and Materials		\$ 1000.00	Program Budget funded by institutional funds	
E. Facility requirements, including facility modifications and/or classroom renovations		\$ 0.0		
F. Technology and/or Software		\$ 0.0		
G. Other <i>(Please identify; add lines as required)</i>				
<b>Total for Implementation Year</b>		71,550		
<u>PROGRAM SUSTAINABILITY COSTS (Second and Third Years)</u>				
<b>Part I. Program Enrollment</b>		Second and Third Years		
Please state how many students/credit hours are expected during the first two years of the program?				
		Full-Time	Part-Time	
A. Headcount: 30		20	10	
<b>Part II. Ongoing Program Costs</b>		First Two Years		
A. Faculty		Existing:	New:	Funding Source:
Full-time	1	\$66,500	\$	New Program Development funds
Part-time	2	\$4,050	\$4,050	Student Tuition
		Amount	Funding Source	
B. Equipment required for program		\$0.0		
C. Tools and/or supplies required for the program		\$0.0		
D. Instructional Supplies and Materials		\$1000.00	Program Budget funded by institutional funds	
E. Facility requirements, including facility modifications and/or classroom renovations		\$0.0		
F. Technology and/or Software		\$ 0.0		
G. Other <i>(Please identify; add lines as required)</i>				
<b>Total for Program Sustainability</b>		75,600		

# KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (2020)

Please indicate any additional support and/or funding for the proposed program:

N/A

Submit the completed application and supporting documents to the following:

Director of Workforce Development  
Kansas Board of Regents  
1000 SW Jackson St., Suite 520  
Topeka, Kansas 66612-1368

# Carl D. Perkins Funding Eligibility Request Form

Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act

CA-1c Form (2022)

This application should be used for new programs (currently in the program approval process) or existing programs the institution would like reviewed for Carl D. Perkins funding eligibility.

## Program Eligibility

Any program receiving Perkins funds must be designated as a technical program by KBOR. Definition of a technical program may be found in state statute K.S.A. 72-1802.

Program Levels:

Educational Award Level	Credit Hours
SAPP	1-15
Certificate A	16-29
Certificate B	30-44
Certificate C	45-59
Associate of Applied Science	60-69

Stand-Alone Parent Program (SAPP) criteria:

1. Designated as “Technical Program” in KHEDS
2. Leads to an industry-recognized credential
3. Leads to a specific occupation
4. Addressed and evaluated in the Comprehensive Local Needs Assessment
5. Minimum 6 concentrators (average over the previous two academic years)
6. Instructor/Trainer/Teacher programs and Workforce AID programs are not eligible

Certificates and Associate of Applied Science (CERT and AAS) criteria:

1. Designated as “Technical Program” in KHEDS
2. Aligned at the state level (for select aligned programs). Visit the program alignment section of the KBOR website for the list of aligned programs at the state level.
3. Addressed and evaluated in the Comprehensive Local Needs Assessment
4. Minimum 6 concentrators (average over the previous two academic years)
5. Instructor/Trainer/Teacher programs and Workforce AID programs are not eligible

# Carl D. Perkins Funding Eligibility Request Form

Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act

CA-1c Form (2022)

Name of Institution	Wichita State University Campus of Applied Sciences and Technology
Name, title, phone, and email of person submitting the Perkins Eligibility application ( <i>contact person for the approval process</i> )	Jennifer Seymour Vice President of General Education and Applied Technologies <a href="mailto:jseymour2@wsutech.edu">jseymour2@wsutech.edu</a> 316.677.1695
Name, title, phone, and email of the Perkins Coordinator	Tara Carlile Perkins Coordinator & Grants Specialist 316.677.9547 <a href="mailto:Tcarlile1@wsutech.edu">Tcarlile1@wsutech.edu</a>
Program Name	Education
Program CIP Code	13.1501
Educational award levels <u>and</u> credit hours for the proposed request(s)	AAS – 60 credits
Number of concentrators for the educational level	20
Does the program meet program alignment?	N/A
How does the needs assessment address the occupation and the program ( <i>provide page number/section number from the CLNA and describe the need for the program</i> )	<p>Page number - 9</p> <p>The Hechinger Report provides a clear picture of the need for more teachers in the U.S. across all disciplines. "Teacher shortages have worsened in the past decade, and fewer undergraduates are going into teacher training programs. This report which relied on data from the Americal Association of College for Teacher Education indicates that the number of students completing teacher education programs in the United States decreased by almost a third between the years of 2008-09 and 2018-19. In 2018 the United States saw 57,00 fewer students completing an education degree then in 2011. Current job postings across the state as reported by JobsEQ (<b>Teaching Assistants, except Postsecondary Q32022 chart below</b>) supports Hechinger Report findings. Currently there are</p>





# Industry Advocate Team Agenda

WSU Tech  
 Education  
 12/8/2022  
 4:00PM – 5:00PM

1. Welcome

a. Introduction of members

	<i>Name, Company</i>			
X	Jennifer Seymour, <i>VP of General Education &amp; Professional Studies, WSU Tech</i>	X	Sherena Langley, <i>Director of applied science advisor, WSU</i>	
X	Trish Schmidt, <i>VP of instructional support, WSU Tech</i>	X	Traci Holder, <i>Director of Instruction &amp; Intervention, Andover Public School</i>	
X	Doug Maury, <i>Dean of Gen Ed &amp; Professional Studies, WSU Tech</i>	X	Tiereny Mount, <i>Licensure Officer and Academic program specialists WSU</i>	
X	Shelley Jonas <i>Assistant Director, Butler</i>			
X	Michele Ingenthron, <i>Assistant Super-intendent of Elementary Schools</i>			

## Education

Changes: Took out the art and music in the elementary classroom. Added environmental biology & elementary statistics.

- More Gen Ed courses that are transferable

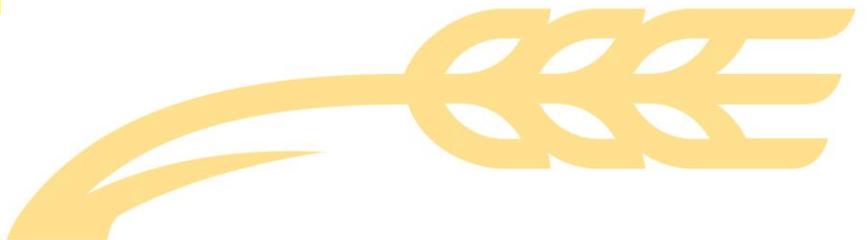
Total credit hours: 60

Sherena Langley:

Elementary education has specific gen ed's, so it will not be a seamless transition. Suggest changing humanities elective to history. No specific history class. Trish will look at schedule with Doug to see which history class.

Humanities Elective- Needs to be a fine art. Art100.

Sherena & Tiereny: Looks good for TAP





\*\*If interested in elementary, we can put a packet together for those students, and they can do dual advising.

Sherena: Putting in stats and biology fulfills the gen ed requirements. Anything to replace computer application?

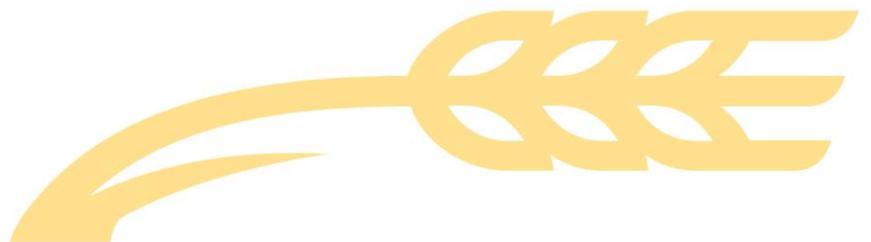
Michele Ingenthron: Hiring staff to teach and develop coursework? We have hired quite a few TAP teachers, need to work on classroom management and building relationships with kids. There are some people in 259 that could help continue the conversation about this. Would be happy to partner with WSU Tech to help with this.

Letters of support helpful for KBOR. Send to Jennifer Seymour.

IAT members were asked to review & approve the curriculum, with the suggested changes for the approved program.

Members who approved:

- Sherena Langley, Director of Applied Science advisor, *WSU*
- Traci Holder, Director of Instruction & Intervention, *Andover Public School*
- Tiereny Mount, Licensure Officer and Academic program specialists *WSU*
- Shelley Jonas Assistant Director, *Butler*
- Michele Ingenthron, Assistant Super-intendent of Elementary Schools, *USD 259*



**WSU Tech**  
**Faculty Senate**  
Meeting Minutes  
December 14, 2022

**Opening**

The regular meeting of the WSU Tech Faculty Senate was called to order at 3:30 pm on December 14, 2022 by President Linda Sessions.

**Present**

Linda Sessions, Penny Seiwert, Lisa Hilt, Lynn Loveland, Josie Post, Rob Gibson, Ildo Martins, Jeremy King, Chuck Kauffman, Scott Lucas, Jennifer Seymour, Rena Rodriguez, Kurt Siklar, Victor Guerrie, Cassandra Hoshaw, Lauren Thornhill, Freddy Hutt, and Vrenda Pritchard

**Opening Remarks from President Linda Sessions**

Welcome and thank you for attending the faculty senate meeting.

**Updates from Vice President Jennifer Seymour**

Jennifer Seymour presented the EDU Education Associates of Applied Sciences for approval.

The Associates is designed for anyone to take the classes. It was emphasized by VP Seymour paraprofessionals, since they are already in the education system, could use their experience to be applied to the WSU Tech courses.

The plan will help funnel WSU Tech students into the TAP teaching program at WSU.

There will be no technical certificate associated with the EDU Associate of Applied Science.

After discussion, it was moved by Lauren Thornhill to add the EDU Associate of Applied Science to the WSU Tech curriculum in the Fall of 2023. The motion was seconded by Chuck Kauffman. The motion passed unanimously.

VP Seymour also reminded program and department chairs of an upcoming meeting on January 5, 2023.

**Updates from Vice President Scott Lucas**

VP Scott Lucas discussed Spring 2023 in-service information. He said there will be added data information about courses and how they can be better created and presented. There will also be diversity, inclusion, and equity training. Feedback will be given about how to focus on retention, marketing, and student services.

## **Ildo Martins, Director of Learner Support Services**

Ildo Martens did a PowerPoint presentation about Career Services, Tutoring, and Testing. Please contact him with any services needed.

## **Committee Reports**

Penny Seiwert – Assessment Committee December 2022 meeting – An overview of what would be coming up in the Spring, 2023 semester was presented by Shelby Loewen.

Lauren Thornhill – People First Committee – Lauren presented to the Senate information about a discussion concerning program numbers.

Lauren Thornhill – LMS Committee – Lauren stated the LMS committee would be submitting recommendations about switching to a new LMS system. Lauren stated Cliff Nelson, Director of Instructional Technology, sent an email to employees who were not on the LMS committee so they could review the LMS systems information online.

Vrenda Pritchard – Same Team Committee – Vrenda talked about plans to do a “Shark Tank” type activity to create new ideas regarding helping students.

## **New or Old Business**

Linda Sessions talked about ARC training coming up at WSU in January. The Academic Resources Conference (ARC) is a free, online training conference for Wichita State and WSU Tech instructors, student-facing staff, and interested others. The ARC is offered three times a year: in January, May, and August. Most sessions are 50 minutes, starting on the hour, and most are recorded and accessible later through the schedule page. The January 2023 event takes place on Zoom between January 9-13, 2023. See session titles and download Outlook invites with Zoom links at the session page: <https://wichita.edu/ARC23Jan>

Linda Sessions provided an agenda of upcoming important dates, including the nursing pinning on December 20, 2022.

There are plans in the works to have a joint WSU/WSU Tech faculty senate meeting April 2023. The meeting will include Dr. Richard Muma, President of WSU, and Dr. Sheree Utash, President of WSU Tech.

The faculty senate meeting was adjourned at 4:20 pm by President Linda Sessions.

The next WSU Tech faculty senate meeting will be January 18, 2023, at 3:30 pm in person in the Colab at the South campus or on Zoom.

Minutes submitted by: Penny Seiwert

Approved by: Linda Sessions



**WSU Tech Board of Trustees**  
**Board Minutes**  
**October 20, 2022**  
*Virtual and Face-to-Face options*

	<p>WSU Tech Board of Trustees met face-to-face with a virtually option at 3:05 p.m., on October 20, 2022</p> <p><b>Present:</b>  Maggie Topping                      Kristin Robert  Pete Meitner                         Jay Hohl - virtual  Doug Stark                             Greg Stroud - virtual  Nici Duncan                          John O'Leary - virtual</p> <p><b>Absent:</b> Meredith Olson, Matt Hesse, Bryan Frye and Patty Koehler</p>
<b>Public Communications</b>	<p>All proper notifications have been sent out and we have no speakers signed up to speak under Public Communications</p>
<b>Make A Difference Student Award – Justin Pfeifer</b>	<p>William Roland, Professional Pilot Program  Last fall was our first cohort. William is a former Marine and the first student to earn a private pilot license. His end goal is to fly cargo</p>
<b>Consent agenda</b>	<p>a. <b>BOT Meeting Minutes</b>  Recommendation action:  Approval of the WSU Tech Meeting Minutes August 18, 2022, were provided to the Board electronically.  The board minutes were considered and discussed and thereupon on the motion of Board member Pete Meitzner seconded by Kristin Robert, the minutes were approved.  Motion carried: 8-0 Meredith Olson, Matt Hesse, Bryan Frye and Patty Koehler noted absent</p> <p>b. <b>Board review &amp; ratification of employment offers – September/October</b>  <b>Michael Townsend, Faculty Ground School</b>  Flight Safety Instructor, Cessna Learning Center 10 yrs; Flying Services, Spanish Fork 6 yrs; Owner, Flight Training Enterprises 36 yrs  Education/Credentials  BA History 1983</p> <p><b>Shannon Riley, Faculty IT Systems</b>  Accessible Document Specialist, WSU 1 yr; CNC Machinist, Cox Machine 2 yrs; Meat clerk, Dillions 1 yr; Research associate, Envision 9 yrs  Education/Credentials  MA Experimental Psych 2006; BA Psychology 2001; BA English Lit 1996; AAS IT Tech 2022</p> <p><b>Melissa McElfresh, Faculty Short Term Health</b>  Assistant Instructor, Ogden-Weber Tech College 2 yrs; Assistant Faculty, Davis Tech College 2 yrs; Instructional Management Assnt, Davis Tech College 2 yrs; Nurse, Cityview Surgery Center 7 mo  Education/Credentials  AA Healthcare Admin 2013; Tech Certificate LPN 2013</p> <p><b>Bradley Parker, Coordinator, ITAS</b>  Business Teacher, Wichita USD 5 yrs; Teacher, Orion 1 yr; teacher Pawnee USD 3 yrs  Education/Credentials  MS 2016; BS Business Admin 1999</p> <p><b>Matthew Hartley, Industry Trainer</b>  Inspection, Cox Machine 1 yr; Inspection, LTC 2 yrs; Sheetmetal Mechanic, Spirit 6 yrs  Education/Credentials  Navy; HS Diploma 2007</p>

**Garrett Shaddix, Security**

Officer, WPD 11 yrs; SPIDER Clerk, City of Wichita 1 yr; Case Desk Clerk, City of Wichita 1 yr  
Education/Credentials  
BS History 2006

**Amy Tener, Faculty ADN**

Director of Clinical Compliance, Advena Living 1 yr; Nurse Consultant CSJ Initiatives 3 yrs; Coordinator, Sedgwick Co Healthy Babies 4 yrs; Facility Surveyor, KDHE 1 yr; Director of Nursing, Axiom (multiple sites) 5 yrs

**Education/Credentials**

MSN; ADN

**Jake Frazee, Admissions Counselor**

Account Rep, State Farm 5.5 yrs; Foods clerk, Dillons 4 yrs; Banking 4 yrs  
Education/Credentials  
BS Gen Studies 2016

**Constantine Gartelos, Admissions Counselor**

Store Manager, Ultra Modern Pool Patio 1 yr; Store Manager, Quality Water Svcs 2 yrs; Associate, Fiesta Pools & spas 3 yrs  
Education/Credentials  
BA Psychology 2020

**Emily Johnson, Career Path Adv**

Secretary, Goddard Public Schools 3 mo; Dance Instructor, Revival Dance 2.5 yrs; Dance Coach, Maize HS 3yrs; Residence Life Coordinator, WSU 6mo  
Education/Credentials  
BS General Studies 2019

**Phil Murray, Maintenance Tech**

Service Tech & Coordinator, Easy Ice 2 yrs; Service Tech, Service HQ 2 yrs; Mechanical Tech, Koch Ind 18 yrs  
Education/Credentials  
Tech Cert HVAC 1996

**Kayln Jorgenson, Career Path Adv**

Childstart 1 yr; Goddard School 1 yr; Carolina Development Center 2 yrs  
Education/Credentials  
BA Psychology 2019

**Jeffrey Vancuran, Trainer, Aviation Manufacturing**

Systems Installer, Airbus 1 yr; Assembly Mechanic, Textron 1 yr; Manager, Elsa's Wagon 4 yrs; Training Leader, US Army 5 yrs  
Education/Credentials  
AA Mechanical/Electrical Drafting; Tech Certificate Sheetmetal 2018

**Samuel Bayerd, Faculty AMT**

Adjunct, WSU Tech 6mo; Site Lead Maintenance, Mountain Aviation 1 yr; Aviation Maintenance Tech, Mountain Aviation 1 yr; Manual Verification Subject Matter, USAF 2 yrs; Fuel Systems Tech, USAF 6 yrs  
Education/Credentials  
AAS AMT 2016; Tech Cert A&P 2018

**Ildo Martins, Director, Learner Services**

Project Manager, Kahmann Construction 1 yr; Teacher, Wichita USD 1 yr; Principal, Haysville USD 12 yrs;  
Education/Credentials  
MSEd Building Leadership; BS Secondary Ed

**Teresa Seymour, Director, General Accounting & Controller**

Director, FORVIS 7 yrs; Audit Manager, Peterson, Peterson & Goss 10 yrs  
Education/Credentials

	<p>BA Accounting 2004; CPA</p> <p><b>Rob Gibson, Director, Instructional Designer</b>  Director Learning Design &amp; Tech, ESU 14 yrs; Manager Academic Tech, Univ of Colorado 2 yrs; Director Instructional Tech, Friends Univ 3 yrs  Education/Credentials  EdD Instructional Design; MBA IT; MS Instructions Design</p> <p>The consent agenda item(s) were considered and discussed and thereupon on the motion of Board member Pete Meitzner seconded by Kristin Robert, the ratification of employment offers was approved.</p> <p>Motion carried: 8-0 John O’Leary, Meredith Olson, Maggie Topping, and Patty Koehler noted absent</p>
<p><b>Reports of Officers</b></p>	<p>September Financials – Marlo Dolezal  Reviewed the dashboard – year to date end of September  Detail information is in the board packets  Reviewed the sources of funds  Excel/CTE funding is lower than anticipated. KBOR pays in arrears, however, WSU Tech received the most. We do not anticipate any cuts on post-secondary aid.  Expenditures are flat to budget right now.  Cash flow is currently on track to sufficiently support operational needs through the end of the fiscal year as well as fund cash reserves.</p> <p>Motion to approve financials were considered and discussed and thereupon on motion of Board member John O’Leary seconded by Pete Meitzner the Financials were approved.</p> <p>Motion carried: 8-0 John O’Leary, Meredith Olson, Maggie Topping, and Patty Koehler noted absent</p>
<p><b>Academics Department</b></p>	<p>New programs  Education AAS – Jennifer Seymour  Long-term projections estimate 1200 new opening annually for elementary teachers in the state of Kansas through 2030  Kansas 4-year institutions are reporting fewer students with declared majors in Education  Proposed New AAS in Education  -AAS Graduates will be prepared to work as a Paraeducator  -Partnering with WSU to encourage transfer to TAP program  -Program specifically designed for paraeducators to earn a Bachelors in Early Childhood/Elementary Education  60 credit hours – 5 new EDU courses  Requesting Board approval before we go any further. Anticipate sending it to KBOR before the Holiday break.  Dr. Muma mentioned this is the largest program at the university</p> <p>Motion to approve the AAS in Education was considered and discussed and thereupon on motion of Board member Doug Stark seconded by Kristin Robert the program was approved.</p> <p>Motion carried: 8-0 John O’Leary, Meredith Olson, Maggie Topping, and Patty Koehler noted absent</p> <p>Avionics Technology – Scott Lucas  Shift from Electronics to focus solely on avionics  Entry-level technician skills  Technical Certificate – 48 Credit Hrs.  AAS Degree – 60 Credit Hrs.  Very little course creation  No immediate equipment needs  Faculty on staff  Applied Learning</p>

	<p>High School courses via Aviation Maintenance Pathway</p> <p>Motion to approve the Avionics Technology program was considered and discussed and thereupon on motion of Board member Kristin Robert seconded by Doug Stark the program was approved.</p> <p>Motion carried: 8-0 John O’Leary, Meredith Olson, Maggie Topping, and Patty Koehler noted absent</p> <p>Machining Technology (Program Revision) – Scott Lucas  Adjust the program to focus on current industry trends  Shift program courses to create a pathway for advanced CNC Machining skills  Allow for Applied Learning pathway parallel with program credentials  All students will begin with CNC Operator program  Elimination of Manual creates additional space for advanced CNC Machines, Robotics, and Automation  Applied Learning schedule  - CNC Operator – half days  - 2<sup>nd</sup>/3<sup>rd</sup> Semesters – 2 days a week  Validated with several companies  Stacked curriculum allows for exit points each semester  Removal of CATIA to shift to NC Programmer pathway</p> <p>Motion to approve the new program revision to Machining Technology was considered and discussed and thereupon on the motion of Board member Kristin Robert seconded by Pete Meitzner the program was approved.</p> <p>Motion carried: 8-0 John O’Leary, Meredith Olson, Maggie Topping, and Patty Koehler noted absent</p>
<p><b>WSU Update</b></p>	<p>Dr. Rick Muma gave an update  KBOR was here for the last two days.  KBOR loved our vision and was happy with our talent pipeline  WSU and WSUTech enrollment was huge. All other colleges were down  BioMed project update  There is a health gap in our community  KU/WSU received approval to move forward with the project  Met with the governor regarding the importance of this project  All health programs will be in this building  This is a new model. There is nothing like this in Kansas</p>
<p><b>President’s Report</b></p>	<p><b>Enrollment</b> – Justin Pfeifer  Reviewed Fall 2022 Comparison  Headcount – up 3.1%  Credit hours – up 5%  Reviewed Enrollment by division  -Manufacturing is up 19.9%  -Applied Technologies up 11.3%  -General Education up 3.6%  -Professional Studies up 8%  -Aviation and nursing flat  Reviewed and discussed the strengths and challenges  Highest fall headcount  Traditional high school graduates up 33.1%  Hispanic/Latino population increased to 23.2 of the total student body  Growth in IT and Business</p> <p><b>Foundation update</b> – Courtney Sendall  Pull a Plane for Education raised \$140K. We hosted with B29 Doc  28 Teams with a team of 25 people  Over 2000 people came to see the event  Big thank you to Spirit AeroSystems and Textron  Wagon master won</p>

	<p>Keycentrix raised the most money</p> <p>Policy change in Spring 2022  New management software implemented in the summer of 2022  Over \$232K was awarded to 200 students in FY23 compared to \$112K in FY22 and \$24K in FY21  150K in Wichita Promise + 82K in industry /Employees  The first scholarship Luncheon is set for November 3<sup>rd</sup></p> <p><b>Legislative update</b> – Sheree Utash  KBOR is asking for \$3.4M  \$500K per college  Not sure what will happen, if anything</p> <p><b>Project updates</b> – Sheree  NICHE – anticipate final walk through next 2 or 3 weeks  Board asked if we would have any issues with Butler Community College  Butler is a smaller facility and there should not be an issue  After the first of the year, we will schedule a board meeting at NICHE</p> <p><b>BBB Grant update</b>  \$51M grant to the university  The building will be built on the innovative campus. WSUTech will have 10 SF in the building. More information to come  WSU Tech will be a part of the WSU Master Campus Facilities Plan.</p> <p>Early college academic plans will be located at WSU West. Meeting with Maize district in 3 weeks</p> <p>Hans Kabat from Cargill will be joining our board in December</p> <p>Reviewed and discussed the Applied Learning slide</p> <p>Showed the construction apprenticeship video</p>
<b>Adjournment</b>	At approximately 4:20 p.m., the meeting adjourned

**Approved:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Dated