

Postsecondary Technical Education Authority

AGENDA

Kansas Board of Regents

1000 SW Jackson, Suite 520, Topeka, KS

10:00 AM – March 30, 2023

I. CALL TO ORDER

- A. Approve Previous Minutes (February 23, 2023) Chair Frederick

II. REPORTS

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

III. CONSENT AGENDA

- A. Program and Curriculum Committee Committee Chair Beene
New Programs
• Cowley Community College: Advanced Emergency Medical Technician (51.0904)
• Flint Hills Technical College: Early Childhood Education (19.0708)
• Cowley Community College: Graphic Imaging Design (10.0303)
Promise Act
• Cowley Community College: Advanced Emergency Medical Technician (51.0904)
• Flint Hills Technical College: Early Childhood Education (19.0708)
Excel in CTE Fees
• Flint Hills Technical College: Early Childhood Education (19.0708)
• Cowley Community College: Graphic Imaging Design (10.0303)

IV. OTHER MATTERS

- A. Legislative Update Director Casey
B. Promise Act Program Review Director Henry
C. Workforce Aligned with Industry Demand Presentation Program Manager Winingham
D. Governor's Education Council Recommendations Vice President Smathers
E. TEA Appropriations Request Reminder Vice President Smathers
F. TEA Calendar 2023-2024 Director Henry
G. Election of TEA Officers Reminder Vice President Smathers
H. Review of TEA Goals for 2022-2023 Vice President Smathers

- V. NEXT MEETING REMINDER** (Thursday, April 27, 2023) Chair Frederick

VI. ADJOURNMENT

**KANSAS POSTSECONDARY
TECHNICAL EDUCATION AUTHORITY
MEETING**

PRELIMINARY MINUTES

A virtual meeting of the Kansas Postsecondary Technical Education Authority (TEA) was held via ZOOM on February 23, 2023.

Members Present

Tiffany Anderson	Curtis Sneden
Eddie Estes	Mike Beene
Mark Hess	Natalie Clark
Cindy Hoover	Amber Shultz
Keith Humphrey	
Debra Mikulka	
David Reist	

Others Present

Hutchinson Community College
Manhattan Area Technical College
Salina Area Technical College

Kansas Board of Regents Staff Present

Scott Smathers	Susanna Lee
April Henry	Elaine Frisbie
Sue Grosdidier	Laura Leite
Vera Brown	Tim Peterson
Eric Tincher	Matt Casey
Charmine Chambers	Becky Pottebaum
Hector Martinez	Crystal Roberts
Susan Henry	

CALL TO ORDER

The meeting was called to order by Vice Chair Humphrey at 10:01A.M. Vice Chair Humphrey provided members with virtual meeting guidelines.

Approval of Minutes

Vice Chair Humphrey asked if there were any changes or additions to the agenda and called for a motion to approve the minutes from the January 26, 2023 meeting. Member Clark noted a change to the January 26, 2023 minutes, adding a percent sign to read “95% of the 286 districts” on page two, paragraph three, of her liaison report.

Motion: Member Sneden moved to approve the minutes of the January 26, 2023 meeting, with the amendment as requested above. Following a second by Member Anderson, the motion carried.

REPORTS

Introductions
None.

Chair's Report

None.

Member Liaison Reports

Vice Chair Humphrey asked if any TEA members had reports on their activities to share.

Member Anderson reported that a Kansas congressperson visited T-CALC, sharing information on CTE legislative items and learning about the model of T-CALC, as it partners with businesses to give students industry credentials. She reported earlier this week the Shawnee County Delegation met with all the county superintendents, discussing postsecondary technical education and opportunities. She thanked Washburn Tech for partnering with Highland Park High School to try and increase student enrollments at Washburn Tech East.

Member Estes reported he met with the President of Garden City Community College and commended them for building their rodeo program, as well as their John Deere program.

Member Clark reported that the Kansas Department of Education conducted their Annual CTE Conference February 6-8 in Manhattan. She reported that five hundred educators, attended, and expressed appreciation for the participation from postsecondary partners and other agencies.

Vice President for Workforce Development Report

Vice Chair Humphrey called on Vice President Smathers to provide members with a Workforce Development report. Vice President Smathers reported that Board staff completed Perkins and Adult Education federal reports. He reported that Board staff have been working on multiple legislative proposals and testimonies and attended the signing of the Governor's CTE Proclamation along with TEA members Anderson and Clark in late January, thanking KSDE for taking the lead on efforts to put forth the proclamation. Vice President Smathers informed members that Board staff have been visiting colleges and thanked the institutions for their willingness to meet with staff. He reported that Director Henry provided a presentation at Washburn Rural High School, Associate Director Wood attended a military articulation conference in New York, and Board staff provided a virtual statewide training session on Perkins and Adult Education Federal rules and regulations. He informed members that Board Staff provided colleges with information regarding eligibility changes in Promise Act programs, and these changes will be on the March TEA agenda. He expressed congratulations to Member Beene and the Kansas Department of Commerce for the business growth, adding that new businesses will affect all institutions with demand for trained employees. He congratulated Barton Community College for their use of open educational resources providing textbook and course materials, saving students over \$500,000 in fees. He congratulated Member Anderson for receiving the 2023 Women's Superintendent in Schools Leadership Award by the American Association of School Administrators.

Report from the Community Colleges

Vice Chair Humphrey called upon Hutchinson Community College President File to provide members with a report from the community colleges.

Report from the Technical Colleges

Vice Chair Humphrey called upon Manhattan Area Technical College President Genandt to provide members with a report from the technical colleges.

CONSENT AGENDA

Program and Curriculum Committee

New Program

- Garden City Community College: Computer Support Specialist (11.1006)

Promise Act

- Garden City Community College: Computer Support Specialist (11.1006)

Vice Chair Humphrey called for a motion to approve the Consent Agenda items as submitted by the Technical Program and Curriculum Committee.

Motion: Member Beene moved to approve the Consent Agenda items as submitted by the Technical Program and Curriculum Committee. Following a second by Member Hoover, the motion carried by roll call vote.

OTHER MATTERS**Legislative Update**

Vice Chair Humphrey called on Director Casey to provide members with a legislative update. Director Casey gave a brief report to members on the recent activities of the Legislature. He explained that February 24th is the turnaround date when all non-exempt bills must be passed by their chamber of origin, or the bill will be dead for the rest of the session, and this deadline marks the middle of the regular session. He explained that after taking a break the legislature will return on March 1 and continue their work on bills that came over from the opposing chamber. He explained that Budget hearings have begun in the House Higher Education Budget Committee and the Senate Higher Education Budget Committee, with recommendations forwarded to the Ways and Means Committee. He informed members that hearings were held in the Senate Education Committee on Senate Bill 48 and Senate Bill 102, but no action was taken. The House and Senate are both working on “General Orders,” discussing all the bills that have passed out of committee and making their recommendations to either pass or not pass those bills to the opposing chamber.

Receive Information on State Aid for Tiered and Non-Tiered Courses (“Gap Report”) and Act on Determination of Tier 6 Rate Courses for State Aid

Vice Chair Humphrey recognized Vice President Frisbie to present the State Aid for Tiered and Non-Tiered Courses (“Gap Report”) and information for determination of Tier 6 Rate Courses for State Aid. Vice President Frisbie provided members with a PowerPoint presentation and provided a background summary of the cost model framework, with a methodology for calculating state aid for the colleges to deliver technical courses, adopted by the TEA in June, 2009. She explained that the cost model has annual inflationary adjustments applied throughout. She reminded members that this cost model from Senate Bill 143 is also what is used to calculate the colleges’ state aid for SB155 (Excel in CTE) for high school students for technical courses. State aid for that program is intended to cover 100% of colleges’ expenses, as colleges are prohibited from charging tuition to high school students for those courses. Vice President Frisbie explained the cost side and the revenue sides of the model’s calculations and provided members with two scenarios for using AY 2022 Cost Model data for calculating the funding for the colleges. She reminded members that from the time of the inception of the cost model back in 2011 through Fiscal Year 2022, the Legislature did not adequately fund the cost model, resulting in gaps in state aid. The Legislature previously attached proviso language to the funding for distribution, directing that the funding for the colleges hold steady, regardless of what the cost model would otherwise direct. For 2023, the Legislature approved adequate state money to cover the state’s share of the cost model. She explained that in 2022 the Legislature adopted a 3-year proviso and provided members with information regarding the 3-year migration to full adoption of the instructional cost model.

Vice Chair Humphrey invited input from representatives from the community and technical colleges on the call, and their consensus was that for 2024, they would like to see the TEA approve cost model data scenario two, which applies all of the normal cost model calculations, but holds the instructor cost rate for Tier 6 courses at the same rate as the year prior.

Motion: Following discussion, Vice Chair Humphrey asked for a motion to approve the Gap report, and state aid for Tier 6 courses. Member Hoover moved to approve the Gap report and to approve Scenario 2: AY 2022 Cost Model Data, Except Tier 6 Courses at AY 2021 Instructor Rate. Following a second by Member Estes, the motion carried by roll call vote.

Vice President Frisbie also shared that in the legislative interim last year, a task force with representatives from the community and technical colleges, Board of Regents, and legislators, met to talk about the cost model. She briefly explained the recommendations, one of which relates to how the cost model might also be applied either this year or in future years. She informed members that she would provide them with the official report and wanted members to be aware of the discussions that may result in a legislative proviso about how 2024 state aid would be apportioned to the colleges.

Academic Year 2021 Kansas Information Training Program (K-TIP) Highlights

Vice Chair Humphrey called on Associate Director Chambers to provide members with highlights from the Academic Year 2021 Kansas Training Information Program (K-TIP) report. Associate Director Chambers provided members with a brief historical overview of the report and reminded members that there is a portal on the Kansas Board of Regents website where this data is accessible. She explained to members how to interpret the highlights relative to Kansas Department of Labor data, including high demand occupations, high wage occupations, competitive wages, and occupational projections, as well as correlation to local and statewide needs assessments. Members expressed their appreciation for the data and its format.

Update on Committee Meetings

Vice Chair Humphrey called on Vice President Smathers to provide members with an update regarding Committee meetings. Vice President Smathers explained that the TEA conference call committee meetings will now also be live-streamed, and that the approved minutes of the committee meetings will be included in the back of each TEA agenda and meeting packet.

NEXT MEETING REMINDER

Vice Chair Humphrey reminded members that the next regularly scheduled TEA meeting will be in-person at the KBOR offices on March 30, 2023, beginning at 10:00 A.M.

ADJOURNMENT

With no further business, Vice Chair Humphrey adjourned the meeting at 11:43 A.M.

Respectfully submitted by:
Susan Henry, Executive Assistant

Act on requests for degree and/or certificate programs submitted from community colleges and technical colleges

Summary

The Board office received requests from Cowley Community College to offer a Technical Certificate A and a Technical Certificate B in Advanced Emergency Medical Technician and from Flint Hills Technical College to offer a Technical Certificate B and an Associate of Applied Science and in Early Childhood Education. Cowley Community College submitted additional information for the Graphic Imaging Design program, which was tabled during the January 5, 2023, Program and Curriculum Committee pending additional information.

The programs addressed all criteria requested and were subject to the 10-day comment period required by Board policy. The programs were reviewed by the Technical Education Authority's Program and Curriculum Committee and are recommended for approval by the TEA *3/30/2023*

Background

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

Description of Proposed Programs:

Cowley Community College (CCC) requests approval of the following program:

- Advanced Emergency Medical Technician (51.0904) – Technical Certificate A/24 credit hours, and a Technical Certificate B/39 credit hours

According to the U.S. Department of Education, Classification of Instructional Programs (CIP Code) 51.0904 Emergency Medical Technology/Technician (EMT Paramedic) is a program that prepares individuals, under the remote supervision of physicians, to recognize, assess, and manage medical emergencies in prehospital settings and to supervise Ambulance personnel. Curriculum should include instruction in basic, intermediate, and advanced EMT procedures; emergency surgical procedures; medical triage; rescue operations; crisis scene management and personnel supervision; equipment operation and maintenance; patient stabilization, monitoring, and care; drug administration; identification and preliminary diagnosis of diseases and injuries; communication and computer operations; basic anatomy, physiology, pathology, and toxicology; and professional standards and regulations.

Cross walking the proposed CIP Code (51.0904 Emergency Medical Technology/Technician (EMT Paramedic)) to occupations resulted in a match to one Standard Occupation Classification code (SOC): 29-2042 Emergency Medical Technicians, (SOC recently changed to 29-2040) which is defined as an occupation in which one would assess injuries and illnesses and administer basic emergency medical care. Individuals may transport injured or sick persons to medical facilities.

CCC explained that the request to expand the current Emergency Medical Services Paramedic program and develop the Advanced Emergency Medical Technician certificate program was received from the Arkansas City Fire/EMS Department and the Winfield Fire/EMS Department. Once development of the program began other local departments stated support for the initiative, including Mulvane EMS, Wellington Fire/EMS, Sedgwick County EMS, and multiple others.

The proposed program expansion consists of two exit points: a 24-credit hour Technical Certificate A, and a 39-credit hour Technical Certificate B. Accreditation is required for the program through the Kansas Board of EMS. Upon completion, students will sit for the Advanced Emergency Medical Technician (AEMT) certification through the Kansas Board of EMS.

The Kansas Department of Labor Long-term Occupation Projections 2020-2030 indicate a statewide change of employment for Emergency Medical Technicians and Paramedics under SOC 29-2040 of .8% annually, with an annual median wage of \$29,443. A Postsecondary non-degree award is listed as the typical education needed for entry. Annual openings equate to 200 jobs per year. This occupation is on the most recent High Demand Occupation listing from the Kansas Department of Labor.

From the most recent Perkins Local Needs Assessment, CCC indicated the data provided for Paramedic included seventy-three concentrators with 148 openings. CCC also indicated from the Needs Assessment that multiple comments were received from industry via advisory committee and local governments requesting more graduates.”

Lightcast (previously Emsi-Burning Glass) job posting analytics under show that from January 2022 through January 2023, 2,034 total postings (643 unique postings) were advertised statewide for Emergency Medical Technicians (SOC29-2042), with an annual median advertised salary of \$28,900.

Ten letters of industry support for the proposed program were received from the City of Arkansas City Fire-EMS Department, Butler County EMS, EagleMed, the City of Great Bend, City of Halstead Fire/EMS, Mulvane Emergency Services, Reno County Emergency Medical Services, Sedgwick County EMS, City of Wellington Fire/EMS, and the Winfield Fire & EMS Department. Supports and commitments for the program include serving on the advisory board, providing internships, and interviewing program graduates.

Currently, thirteen institutions offer a similar program based on CIP code. Below are the colleges, programs, total number of concentrators, total number of graduates, total number of graduates exiting the higher education system and employed, and average wage of graduates who exited the higher education system and are employed information from the 2021 K-TIP report.

Kansas Training Information Program						
2021 K-TIP Data for Emergency Medical Technology/Technician (EMT Paramedic)						
CIP Code	Program Name	Institution	Total # Concentrators	Total # Graduates	Total # Graduates Exited & Employed	Average Wage: Graduates Exited & Employed
51.0904	Emergency Medical Technology/Technician (EMT Paramedic)	Barton Community College	34	13	10	\$56,937
51.0904	Emergency Medical Technology/Technician (EMT Paramedic)	Butler Community College (approved for AY2024 start)	NA	NA	NA	NA
51.0904	Emergency Medical Technology/Technician (EMT Paramedic)	Coffeyville Community College	12	7	7	\$47,256
51.0904	Emergency Medical Technology/Technician (EMT Paramedic)	Cowley Community College	26	12	11	\$49,605
51.0904	Emergency Medical Technology/Technician (EMT Paramedic)	Garden City Community College	13	*	*	*

51.0904	Emergency Medical Technology/Technician (EMT Paramedic)	Hutchinson Community College	35	13	11	\$71,559
51.0904	Emergency Medical Technology/Technician (EMT Paramedic)	Johnson County Community College	35	18	13	\$60,340
51.0904	Emergency Medical Technology/Technician (EMT Paramedic)	Kansas City Kansas Community College	39	*	*	*
51.0904	Emergency Medical Technology/Technician (EMT Paramedic)	Labette Community College	17	17	15	\$63,059
51.0904	Emergency Medical Technology/Technician (EMT Paramedic)	Manhattan Area Technical College	19	19	11	\$16,702
51.0904	Emergency Medical Technology/Technician (EMT Paramedic)	Northwest Kansas Technical College	14	14	10	\$19,173
51.0904	Emergency Medical Technology/Technician (EMT Paramedic)	Washburn Institute of Technology	31	31	19	\$32,494
51.0904	Emergency Medical Technology/Technician (EMT Paramedic)	Wichita State University Campus of Applied Sciences and Technology	*	*	*	*
Total			275	144	107	

(*) small cell protection applied

CCC indicated collaboration for program development was sought from both Butler Community College and Hutchinson Community College in the form of sharing of syllabi, lab manuals, and program consultations between program directors. The college plans to begin the proposed program in the summer of 2023 and estimates the initial cost of the proposed program at \$18,448 total, including \$12,600 for one existing, part-time adjunct, and \$5,848 for clinical coordination and lab assistants. Funding will be provided from the institution HHS department budget. Chris Cannon, EMT Program Director and Department Chair will assume responsibility for the proposed program.

The proposed program was subject to the 10-day comment period from February 17, 2023, to March 3, 2023, during which no formal comments were received.

Recommendation

The new program request submitted by Cowley Community College for a Technical Certificate A for 24 credit hours, and a Technical Certificate B for 39 credit hours in Advanced Emergency Medical Technician has been reviewed by the Technical Education Authority's Program and Curriculum Committee and is recommended for approval.

Flint Hills Technical College (FHTC) requests approval of the following program:

- Early Childhood Education (19.0708) – Technical Certificate B/34 credit hours, and an Associate of Applied Science/65 credit hours,

According to the U.S. Department of Education, Classification of Instructional Programs (CIP Code) 19.0708 Child Care and Support Services Management is a program that focuses on the provision and management of childcare services and that prepares individuals to plan, design, and manage childcare facilities and programs that meet children's developmental needs and interests and that provide safe and healthy environments. Curriculum should include child development and psychology; home and institution-based childcare; identification of diseases, injuries, and psychological trauma and applicable referrals; parent relations; personnel and business management principles; and related laws and policies.

Cross walking the proposed CIP Code (19.0708 Child Care and Support Services Management) to occupations resulted in matches to two Standard Occupation Classification codes (SOC): 25-2011 Preschool Teachers, Except Special Education, which is defined as an occupation in which one would instruct preschool-aged children in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or in other child development facilities, and to (SOC): 39-9011 Childcare Workers, which is defined as an occupation in which one would attend to children at schools, businesses, private households, and childcare institutions while performing a variety of tasks, such as dressing, feeding, bathing, and overseeing play.

FHTC explained that the program was developed through the institution's involvement with the Emporia Chamber of Commerce and the "Ignite Emporia" Strategic Plan, started in 2019. Amidst that 5-year plan was the acknowledged urgent need for more childcare facilities in the Emporia area to help grow and develop the workforce. In looking at the September 2022 data from Child Care Aware of Kansas, the number of children who need childcare in Lyon County is 791. Additionally, Emporia State University announced the pending closing of its on-campus childcare center for August of 2023 which increased the urgency to develop the program as this will create a void for an additional sixty children.

The proposed program consists of two exit points: a 34-credit hour Technical Certificate B, and a 65-credit hour Associate of Applied Science. No accreditation is required for the program, and upon completion, students will sit for the Child Development Associate Certification.

The Kansas Department of Labor Long-term Occupation Projections 2020-2030 indicate a statewide change of employment for Childcare Workers under SOC 39-9011 of $-.07\%$ annually, with an annual median wage of \$22,460. A high school diploma or equivalent with short on-the-job training is the typical education needed for entry. Annual openings equate to 1,022 jobs per year. The 2020-2030 Projections indicate a statewide change of employment for Preschool Teachers, Except Special Education under SOC 25-2011 of $.05\%$ annually, with an annual median wage of \$36,810. An associate degree is the typical education needed for enter, and annual openings equate to 185 jobs per year.

FHTC explained that the Perkins Regional Needs Assessment for the Southeast Region indicated that there were 44 concentrators studying Early Childhood Education at the secondary level, and none at the post-secondary level, while 99 workers were needed. Additionally, the need to reduce the barrier of quality childcare for the success of college students was identified.

Lightcast job posting analytics show that from January 2022 through January 2023, 4,399 total postings (1,495 unique postings) were advertised statewide for (SOC) 39-9011 Childcare Workers, with an annual median advertised salary of \$30,100. 7,202 total postings (2,611 unique postings) were advertised statewide for (SOC) 25-2011 Preschool Teachers, Except Special Education, with an annual median advertised salary of \$30,100.

Four letters of industry support for the proposed program were received from CareArc, the City of Emporia, ECKAN Head Start, Emporia Child Care, and Emporia USD 253. Supports and commitments for the program include recruiting students for the program, offering space and assisting to facilitate onsite observation opportunities, and prioritizing students when interviewing and hiring for programs. Letters of support from high schools were included from Burlington USD 244, Emporia USD 253, Iola USD 257, Lebo Waverly USD 243, and the Osage City High School.

Currently, fifteen institutions offer a similar program based either on CIP code and/or program title. Below are the colleges, programs, total number of concentrators, total number of graduates, total number of graduates exiting the higher education system and employed, and average wage of graduates who exited the higher education system and are employed information from the 2021 K-TIP report.

Kansas Training Information Program						
2021 K-TIP Data for Child Care and Support Services Management and Child Care Provider/Assistant						
CIP Code	Program Name	Institution	Total # Concentrators	Total # Graduates	Total # Graduates Exited & Employed	Average Wage: Graduates Exited & Employed
19.0708	Child Care and Support Services Management	Allen Community College	10	10	*	*
19.0708	Child Care and Support Services Management	Barton Community College	23	6	*	*
19.0708	Child Care and Support Services Management	Butler Community College	39	7	*	*
19.0708	Child Care and Support Services Management	Cloud County Community College	13	8	*	*
19.0708	Child Care and Support Services Management	Cowley Community College	20	10	6	\$14,925
19.0708	Child Care and Support Services Management	Dodge City Community College	5	*	*	*
19.0708	Child Care and Support Services Management	Highland Community College	8	*	*	*
19.0708	Child Care and Support Services Management	Hutchinson Community College	*	*	*	*
19.0708	Child Care and Support Services Management	Independence Community College	*	*	*	*
19.0708	Child Care and Support Services Management	Johnson County Community College	*	*	*	*
19.0708	Child Care and Support Services Management	Kansas City Kansas Community College	18	*	*	*
19.0708	Child Care and Support Services Management	Northwest Kansas Technical College (Start AY2023)	NA	NA	NA	NA
19.0708	Child Care and Support Services Management	Salina Area Technical College (Start AY2023)	NA	NA	NA	NA
19.0709	Child Care Provider/Assistant	Garden City Community College	*	*	*	*
19.0709	Child Care Provider/Assistant	Washburn Institute of Technology	16	10	*	*
Total			152	51	6	

(*) small cell protection applied

FHTC visited Salina Area Technical College's Early Childhood Education facilities and also communicated with Washburn Institute of Technology's Director of Assessment, Curriculum and Distance Learning about the initiation of the ECE program. FHTC has also become involved in collaboration with EQIP: Early Childhood Quality Instructional Partners. Brought together in 2003, EQIP has decided on seven common courses. FHTC has compared the courses offered by other 2-year and technical colleges and aligned its core curriculum to meet these courses. The college plans to begin the proposed program in the fall of 2023 and estimates the initial cost of the proposed program at \$97,798 total, including \$68,048 for one new full-time faculty member, \$10,000 for equipment, \$4,500 for tools and instructional supplies, \$14,000 for technology/software, \$1,100 for travel Expenses and \$150 for program membership. Funding will be provided from the institution general fund, the City of Emporia Grant and state capital outlay and student fees. Instructor Nancy Robinson will assume responsibility for the proposed program.

The proposed program was subject to the 10-day comment period from February 17, 2023, to March 3, 2023, during which no formal comments were received.

Recommendation

The new program request submitted by Flint Hills Technical College for a Technical Certificate B for 34 credit hours, and an Associate of Applied Science for 65 credit hours has been reviewed by the Technical Education Authority's Program and Curriculum Committee and is recommended for approval.

Cowley Community College (CCC) requests approval of the following program:

- Graphic Imaging Design (10.0303) – Technical Certificate A/21 credit hours

According to the U.S. Department of Education, Classification of Instructional Programs (CIP Code) 10.0303 Prepress/Desktop Publishing and Digital Imaging Design is a program that prepares individuals to apply technical knowledge and skills to the layout, design, and typographic arrangement of printed and/or electronic graphic and textual products. Curriculum should include instruction in printing and lithographic equipment and operations, computer hardware and software, digital imaging, print preparation, page layout and design, desktop publishing, and applicable principles of graphic design and web page design.

Cross walking the proposed CIP Code (10.0303 Prepress/Desktop Publishing and Digital Imaging Design) to occupations resulted in a match to one Standard Occupation Classification code (SOC): 43-9031 Desktop Publishers, which is defined as an occupation in which one would format typescript and graphic elements using computer software to produce publication-ready material.

CCC explained that it was suggested that a new technical certificate could be created that would nest within their current Associate of Fine Arts (AFA). Integrating a Certificate A within the Graphic Design AFA would help facilitate the employability of majors by granting them a certificate along with their associate degree while providing them the general education classes they need to transfer. This new certificate could also be taken as a standalone offering by students that do not want (or are unable to) to pursue a full 60+ hour associate degree. It would also attract students that may only want the certificate-specific courses, and it will draw in non-traditional students that want to boost their design skills.

The proposed program consists of a single exit point: a 21-credit hour Technical Certificate A. No accreditation is required for the program, and upon completion, students will be able to sit for certifications in Adobe Photoshop, Illustrator, or InDesign. CCC indicated that the program requires internships with local businesses as part of the portfolio development process.

The Kansas Department of Labor Long-term Occupation Projections 2020-2030 indicates small cell suppressed data for the occupation Desktop Publishers under SOC 43-9031. An associate degree is listed as the typical education needed for entry.

CCC explained that in the Comprehensive Regional Needs Assessment, in the Analyze Labor Market Information section, Graphic Design is listed on page 14 as a technical program needed in the region. It specifies 321 annual openings in the field of graphic design with an average wage of \$46,017. The review of jobs related to Digital Media showed 22 Concentrators for 234 Openings.

Lightcast job posting analytics show that from November 2021 through November 2022, roughly 16 total postings (7 unique postings) were advertised statewide. Data for annual median advertised salary was small cell suppressed.

Three letters of industry support for the proposed program were received from the Cowley Courier Traveler, Keefe Printing & Office Supply Inc., A+ Printing/Oklahoma Labels. Supports and commitments for the program include offering internships, tours, and interviewing graduates. Arkansas City High School USD 470 provided a letter of support.

Currently, five institutions offer a similar program based on CIP code. Below are the colleges, programs, total number of concentrators, total number of graduates, total number of graduates exiting the higher education system and employed, and average wage of graduates who exited the higher education system and are employed information from the 2021 K-TIP report.

Kansas Training Information Program						
2021 K-TIP Data for Prepress/Desktop Publishing and Digital Imaging Design						
CIP Code	Program Name	Institution	Total # Concentrators	Total # Graduates	Total # Graduates Exited & Employed	Average Wage: Graduates Exited & Employed
10.0303	Prepress/Desktop Publishing and Digital Imaging Design	Hutchinson Community College	16	*	*	*
10.0303	Prepress/Desktop Publishing and Digital Imaging Design	Kansas City Kansas Community College	*	*	*	*
10.0303	Prepress/Desktop Publishing and Digital Imaging Design	Labette Community College	14	6	*	*
10.0303	Prepress/Desktop Publishing and Digital Imaging Design	Northwest Kansas Technical College	11	9	*	*
10.0303	Prepress/Desktop Publishing and Digital Imaging Design	Washburn Institute of Technology	34	17	9	\$20,328
Total			75	32	9	

(*) small cell protection applied

CCC explained that formal collaboration with was not sought for the schools listed, with campus location and service area being the major factors in determining collaboration efforts. CCC further explained that the program is aligned with industry needs and some of the courses are accepted as transfer credits at other colleges, but the technical nature of the courses in the Certificate A prevents them from being widely accepted. A 2+2 with McPherson College is being explored, along with articulation with WSU. This certificate can lead to an AFA degree at Cowley Community College and the degree path does meet the general education core, which would transfer to all state institutions.

The college plans to begin the proposed program in the fall of 2023 and estimates the initial cost of the proposed program at \$62,900 total, including \$55,000 for existing, full-time faculty, \$3,000 for equipment, tools, and supplies, \$4,900 for technology/software. Funding will be provided from the Visual and Performing Arts budget from institution general funds. Mark Dykes, Director of Graphic Design will assume responsibility for the proposed program.

The proposed program was subject to the 10-day comment period from December 15, 2022, to December 29, 2022, during which no formal comments were received.

At the January 5, 2023, Technical Education Authority's Program and Curriculum Committee meeting, this program was tabled pending additional labor demands showing a need for this certificate, wage information showing a livable wage, and letters from business and industry partners showing a commitment to hire from this certificate.

Additional Information

Cowley Community College provided additional information in response to the request from the Program and Curriculum Committee for this application for program expansion in the following attachment.

Recommendation

The new program request submitted by Cowley Community College for a Technical Certificate A for 21 credit hours in Graphic Imaging Design has been reviewed by the Technical Education Authority's Program and Curriculum Committee and is recommended for approval.



Cowley College Graphic Imaging Design Certificate A

Cowley College presented a Graphic Imaging Design Certificate A at the January 5 TEA meeting. The committee informed the college that additional information was needed in the following areas.

- Labor demands
- Livable wage
- Support from B&I on demand for students with this certificate

Cowley College requests the opportunity to provide the TEA committee with additional information that has been gathered and to provide narrative on local area demand.

Labor Demands:

According to Lightcast Q4 2022 data set of analytics for Graphic Designers in Kansas, January 2023

- 20% of the jobs in this field were Associate degree or lower (158/791)
- 21.5% indicated minimum education level at Associate degree or lower (143/665)
- 27 days median posting duration

Compounding the complexity of this new program is the various titles of occupations that are related to the skills taught at part of this certificate.

Top Posted Occupations (Lightcast)

Graphic Designer
UI / UX Designer / Developer
Creative Director
Art / Music Professor
Electronics Engineer
Printing Press Operator
Production Plant Manager
College Professor (Other)
Production Supervisor
Marketing Assistant / Associate
Marketing Specialist
Civil Engineer
Multimedia Designer / Animator
Pre-Press Technician
Communications / Public Relations Specialist
Retail Sales Associate
Contract Administrator



Cowley College Graphic Imaging Design Certificate A

Fashion Designer
 Industrial Designer
 Industrial Engineer
 Web Designer
 Packager
 Office / Administrative Assistant
 Curriculum and Instructional Designer
 Developer Database Architect
 Production Worker
 Business / Management Analyst
 Videographer
 Civil Engineering Technician
 CAD Designer / Drafter
 Human Resources Assistant
 Webmaster / Administrator
 Operations and Maintenance Specialist
 Digital Content Producer / Manager
 Market Research Analyst
 Retail Store Manager / Supervisor

Demand and Wage:

Below is a five-day posting from Indeed with the related job skills, demonstrating both need and wage. Although Lightcast listed a median advertised salary of \$22.09 per hour, wages across the state vary.

Related Job Listings from Indeed for 1/20 – 1/24				
Occupation	Education Level	Skills required	Wage	location
Lead UX Designer	BA or related work	Web design work		Mission Kansas
Digital Marketing/Social Media Coordinator	BA or related work	Experience with the Adobe Creative Suite	41.3 – 52.3K	Wichita
Graphic Designer	NA	Minimum of 1 year of professional graphic design experience or degree in graphic design or visual arts either through vocation or educational training	34.7k – 43.9K	Wichita



Cowley College Graphic Imaging Design Certificate A

Digital Marketing Specialist	NA	Intermediate/Advanced skills in Adobe Creative Suite, specifically Photoshop & Illustrator	\$20 hour	Manhattan
Production Artist	Associate's or bachelor's degree in Fine Arts, Graphic Design, or related field preferred but not required.	Adobe Creative Suite (Photoshop, InDesign, Illustrator).	34K – 43K	Edwardsville
Graphic Designer	NA	Working knowledge of Adobe Creative Suite Working knowledge of Mac O	40K – 50.7K	Pittsburg
Graphic Design/motion design	Associate (Preferred)	Knowledge in digital content development using Illustrator and Photoshop	\$17 - \$24 hour	Wichita
Marketing Associate	Two years' experience	Photoshop: 2 years (Preferred)	\$20 - \$35	Wichita
Design Services Production Specialist	Associate's Degree (or the equivalent) with emphasis in related field; or equivalent experience for substitute• Skilled with Adobe Creative Suite (Photoshop, InDesign, Illustrator, Acrobat) and PDF workflows	Computer skills, including (but not limited to): PC and Macintosh operating systems, Microsoft Office Suite, Word, Powerpoint, Publisher, Excel, Outlook, Adobe Creative Suite (Adobe Creative Cloud), Illustrator, Photoshop, nDesign, Acrobat Pro, Acrobat Distiller		Overland Park
Print and Graphic Customer Service Coordinator	suitable combination of education and relevant experience as described.	Relevant computer skills for this position include knowledge and experience with computer applications, basic web applications and graphic design software.	40.0 K – 52.0 K	Kansas City



Cowley College Graphic Imaging Design Certificate A

B&I Demand: The labor market demand is for the skill set of Adobe, not just the job title.

Top Specialized Skills (Lightcast)

	Postings	% of Total Postings	Profiles	% of Total Profiles
Adobe Illustrator	369	55%	1,038	21%
Adobe Photoshop	366	55%	1,026	21%
Adobe Creative Suite	288	43%	925	19%
Adobe InDesign	285	43%	812	17%
Microsoft PowerPoint	175	26%	301	6%
Microsoft Office	138	21%	538	11%
Microsoft Excel	101	15%	273	6%
HyperText Markup Language (HTML)	94	14%	169	3%
Cascading Style Sheets (CSS)	62	9%	100	2%
Adobe After Effects	61	9%	134	3%

Top Software Skills (Lightcast)

	Postings	% of Total Postings	Profiles	% of Total Profiles
Graphic Design	510	77%	1,423	29%
Adobe Illustrator	369	55%	1,038	21%
Adobe Photoshop	366	55%	1,026	21%
Marketing	314	47%	766	16%
Adobe Creative Suite	288	43%	925	19%
Adobe InDesign	285	43%	812	17%
Typography	164	25%	529	11%
Branding	118	18%	426	9%
Marketing Materials	97	15%	129	3%
Visual Communications	97	15%	185	4%



Cowley College Graphic Imaging Design Certificate A

Demand from local school districts:

Cowley partners with local school districts to provide articulated coursework, dual credit coursework, and/or seamless transfer into programs that allow students to complete a KSDE CTE pathway and move into a Cowley program.

The KSDE Kansas Career Clusters have several pathways that include Graphic Design and Computer Graphic/Imaging coursework. In addition to the *Arts, A/V Technology and Communications* pathway, there are pathways that also focus on Business, Marketing, and Office Support programs, which allows students to develop skills in Digital imaging for use in other career areas.

Kansas Career Clusters Pathways and CIP codes associated are:

- *Arts, A/V Technology and Communications*
Digital Media 09.0702
Graphic Design 50.0499
- *Information Technology*
Web and Digital Communications 11.0004
- *Business Management and Administration*
Business Management and Entrepreneurship 52.0799
- *Marketing*
Marketing 52.1402

The following school districts have recently requested Articulations and show support specifically for Desktop Publishing/Graphic Design and Digital Imaging coursework:

- USD 470 Arkansas City: CA1 page 26

Letter of support from department chair indicating the desire to have a technical articulation in Desktop Publishing to allowing students the benefits of being taught industry-standard layout and design techniques using industry-standard software
- USD 360 Caldwell – Requested new articulation for addition of Graphic Design Pathway
- USD 462 Central of Burden – Requested new articulation for addition of Graphic Design and the Business Management & Entrepreneurship Pathways.

Additional Letters of Support:



Date: 2/27/2023
To: Mark Dykes
From: Mike Cooper

Mr. Dykes,

VYPE is excited to learn that Cowley College is implementing a Certificate A in Desktop Publishing titled "Graphic Imaging Design". VYPE has partnered with Cowley College for several years and continues to be impressed by its commitment to continuing to expand career opportunities for Cowley students and provide the business community with quality intern and job candidates. The exponential growth in Desktop Publishing and Graphic Design in today's digital economy creates a need for this type of academic education.

VYPE offers this letter of support of this new program and commits to creating internship opportunities, opportunities for open position interviews, job shadowing and in-class, guest speaker events.

VYPE, through our current partnership with Cowley College, can extend the impressions and reach of the new program with area high school students exploring educational opportunities in the digital publishing sector through our print, website and social media portfolio.

Congratulations on this new initiative! Let me know how VYPE can provide value to the effort.

Regards,

A handwritten signature in red ink that reads "Mike Cooper".

VYPE Media Owner/Publisher

Act on Programs Eligible for the Kansas Promise Scholarship Act

Summary

The Kansas Legislature enacted the Kansas Promise Scholarship Act (Promise Scholarship) which provides scholarships for students to attend an eligible postsecondary education institution. Eligible programs would be any two-year associate degree program, career and technical education certificate, or stand-alone program that correspond to high wage, high demand, or critical need in:

- *four specified fields of study (information technology and security; mental and physical healthcare; advanced manufacturing and building trades; and early childhood education and development);*
- *one college designated field of study from the specified list (Agriculture; Food and Natural Resources; Education and Training; Law, Public Safety, Corrections, and Security; or Distribution and Logistics);*
- *Transfer programs with an established 2+2 and/or articulation agreements.* *3/30/2023*

Background

On May 23, 2022, Governor Kelly signed [2022 Senate Substitute for House Bill 2567](#), which adopted changes in the Kansas Program Scholarship Act. The Act also maintains that the Board of Regents will administer the program. Administration is broken into three categories: Rules and Regulations, Eligible Programs, and Other Responsibilities.

The Kansas Postsecondary Technical Education Authority is delegated the approval of eligible programs. Per statutory language (section 28), a “promise eligible program” means any two-year associate degree program or career and technical education certificate or stand-alone program offered by an eligible postsecondary educational institution that is:

- a) approved by the Board of Regents;
- b) high wage, high demand or critical need; and
- c) identified as a by the Board of Regents pursuant to [K.S.A. 2021 Supp. 74-32,272](#):
 - Information Technology and Security
 - Mental and Physical Healthcare
 - Advanced Manufacturing and Building Trades
 - Early Childhood Education and Development

Section 30, states an eligible postsecondary educational institution may designate an additional field of study to meet local employment needs if the promise eligible programs within this field are two-year associate degree programs or career and technical education certificate and stand-alone programs approved by the Board of Regents that correspond to jobs that are high wage, high demand, or critical need in the community from one of the following fields:

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

Section 29 (9d), states that the Board of Regents may designate an associate degree transfer program as an eligible program only if such program is included in:

- a) An established 2+2 agreement with a Kansas four-year postsecondary education institution; or
- b) An articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least 60 credit hours from the eligible from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional 60 credit hours toward a bachelor’s degree.

Recommendation

The following programs are seeking approval to become Promise Eligible. The programs have been reviewed by the Technical Education Authority's Program and Curriculum Committee and are recommended for approval:

- Cowley Community College: Advanced Emergency Medical Technician (51.0904) – falls under the Mental and Physical Healthcare category specified in legislation.
- Flint Hills Technical College: Early Childhood Education (19.0708) – falls under the Early Childhood Education and Development category specified in legislation.

Excel in Career Technical Education (CTE) Fees

Summary

Per statute (K.S.A. 72-3810), the Kansas Board of Regents shall establish general guidelines for tuition and fee schedules in career technical education courses and programs. The Excel in CTE tuition and fee schedule of every technical education program shall be subject to annual approval.

3/30/2023

Background

K.S.A 72-3810 states:

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

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

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

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

Allowable fees include:

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

Unallowable fees include:

- Student fees (general)
- Technology fees
- Health fees
- Consumable project materials
- Program or Institution Application fees
- Lab Fees
- Tools, book, or uniform/gear rental
- Student kits
- Accuplacer or other placement tests
- Student ID
- Student organization memberships (such as Skills USA)
- Any other fee not on the allowable list

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

Recommendation

The Excel in CTE fees below have been reviewed by the Kansas Postsecondary Technical Education Authority’s Program and Curriculum Committee and are recommended for approval:

- Flint Hills Technical College: Early Childhood Education total \$635. Fees include \$250 for Cengage access, and \$385 for textbooks.
- Cowley Community College: Graphic Imaging Design total \$244. Fees include \$29 for knives, \$80 for matting materials, \$30 in drawing materials, \$15 for toolbox and \$10 for USB drive.

KBOR Excel in CTE Fee Summary for Proposed Academic Programs

CA-1b Form (2020)

Per statute (K.S.A. 72-3810), the Kansas Board of Regents shall establish general guidelines for tuition and fee schedules in career technical education courses and programs. The Excel in CTE tuition and fee schedule of every technical education program shall be subject to annual approval.
 Please include all costs charged to **high school students** for the proposed new program.

Institution Name:	Flint Hills Technical College
Program Title:	Early Childhood Education
Program CIP Code:	19.0708

<i>Please list all fees associated with this program: Only list costs the institution is charging students.</i>		
Fee	Short Description	Amount
Software Access Fee	Cengage Unlimited Access	\$ 250.00

<i>Please list all courses within the program and any fees associated to those courses : Only list costs the institution is charging students. Do not duplicate expenses.</i>		
Course ID	Short Description	Amount
ECE 150	Textbook – “Art & Creative Development for Young Children” (Fee is for textbook purchase; rental options are available)	\$ 220.00
ECE 151	Textbook – “Strategies for Including Children w/ Special Needs in EC Settings” (Fee is for textbook purchase; rental options are available)	\$ 165.00

<i>Please list items the student will need to purchase on their own for this program: Institution is not charging students these costs, rather students are expected to have these items for the program.</i>		
Item	Short Description	Estimated Amount

TOTAL	\$ 635.00
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KBOR Excel in CTE Fee Summary for Proposed Academic Programs

CA-1b Form (2020)

Per statute (K.S.A. 72-3810), the Kansas Board of Regents shall establish general guidelines for tuition and fee schedules in career technical education courses and programs. The Excel in CTE tuition and fee schedule of every technical education program shall be subject to annual approval.
 Please include all costs charged to **high school students** for the proposed new program.

Institution Name:	Cowley Community College
Program Title:	Graphic Imaging Design
Program CIP Code:	10.0303

<i>Please list all fees associated with this program: Only list costs the institution is charging students.</i>		
Fee	Short Description	Amount

<i>Please list all courses within the program and any fees associated to those courses : Only list costs the institution is charging students. Do not duplicate expenses.</i>		
Course ID	Short Description	Amount
CGA2013	Textbook - <i>Graphic Design Portfolio: InDesign, Illustrator & Photoshop</i>	\$ 80.00

<i>Please list items the student will need to purchase on their own for this program: Institution is not charging students these costs, rather students are expected to have these items for the program.</i>		
Item	Short Description	Estimated Amount
X-Acto knife	Hobby knife for trimming paper	\$ 4.00
Utility knife	Utility knife for cutting mats	\$ 5.00
Blades	Extra blades for knives	\$ 20.00
Mat board/foam board	Matting materials for projects	\$ 60.00
Spray adhesive	Spray adhesive for matting projects	\$ 20.00
Drawing materials	Pencils, pens, markers, erasers, drawing pads, etc.	\$ 30.00
Toolbox	Case to carry supplies	\$ 15.00
Flash Drive	USB flash drive for saving work	\$ 10.00

TOTAL	\$ 244.00
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Academic Year 2024 Similar Fees for Excel in CTE

		Award Level	Background Checks	Certification Tests	Drug Tests	E-subscriptions/E-books	Graduation Fees	Liability insurance	Membership Fee	Other	Personal Protective Equipment	Professional Equipment/Kits/Tools	Student Software Licenses	Textbooks	Transcript Fees	Uniforms	Grand Total	
19.0708 Child Care and Support Services Management	Barton Community College	ASSOC												\$1,807.08			\$1,807.08	
	Butler Community College	ASSOC												\$1,058.00			\$1,058.00	
	Cowley Community College	ASSOC												\$1,215.00			\$1,215.00	
	Dodge City Community College	ASSOC								\$100.00							\$100.00	
	Kansas City Kansas Community College	ASSOC												\$224.00			\$224.00	
	Northwest Kansas Technical College	ASSOC							\$425.00					\$208.00			\$633.00	
	Salina Area Technical College	ASSOC				\$90.00	\$51.00							\$320.00		\$30.00	\$491.00	
	Butler Community College	CERTB												\$726.00			\$726.00	
	Cloud County Community College	CERTB	\$20.00															\$20.00
	Dodge City Community College	CERTB								\$100.00								\$100.00
	Highland Community College	CERTB	\$25.00												\$5.00			\$30.00
	Kansas City Kansas Community College	CERTB			\$32.00			\$20.00		\$30.00	\$7.00				\$224.00		\$50.00	\$363.00
	Northwest Kansas Technical College	CERTB								\$425.00					\$208.00			\$633.00
	Salina Area Technical College	CERTB					\$90.00	\$48.00							\$320.00		\$30.00	\$488.00
	Barton Community College	CERTA												\$1,411.25				\$1,411.25
	Cowley Community College	CERTA	\$70.00												\$385.00			\$455.00
Kansas City Kansas Community College	CERTA								\$30.00	\$7.00				\$64.00		\$22.00	\$123.00	
Northwest Kansas Technical College	CERTA								\$425.00					\$208.00			\$633.00	
Salina Area Technical College	CERTA						\$51.00							\$125.00		\$30.00	\$206.00	
19.0709 Child Care Provider	Washburn Institute of Technology	CERTA		\$60.00				\$20.00				\$75.00		\$128.00		\$70.00	\$353.00	
10.0303 Prepress/Desktop Publishing	Hutchinson Community College	ASSOC												\$133.00			\$133.00	
	Labette Community College	ASSOC												\$188.00	\$10.00		\$198.00	
	Northwest Kansas Technical College	ASSOC										\$381.00		\$654.00			\$1,035.00	
	Washburn Institute of Technology	CERTC		\$245.00		\$30.00						\$20.00					\$295.00	
	Northwest Kansas Technical College	CERTB										\$355.00		\$437.00			\$792.00	
	Labette Community College	CERTA												\$188.00			\$188.00	

Legislative Update

Summary

The Technical Education Authority (TEA) will receive a brief legislative update.

3/30/2023

Intent

Director Matt Casey will provide the TEA with a legislative update.

Promise Act Program Review

Summary

Section 29, of the Kansas Promise Scholarship Act (Promise), states the Kansas Board of Regents (KBOR) shall remove a Promise eligible program from the list of approved program eligible programs if the program does not correspond to jobs that are 1) high wage, 2) high demand, or 3) critical need in the community.

If the program is designated as a transfer program, legislative language states the program must 1) have an established 2+2 agreement with a Kansas four-year postsecondary educational institution, or 2) have an articulation agreement with a Kansas four-year postsecondary educational institution and be part of an established degree pathway that allows a student to transfer at least 60 credit hours from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional 60 credit hours towards a bachelor's degree.

3/30/2023

Background

On May 23, 2022, Governor Kelly signed [2022 Senate Substitute for House Bill 2567](#), which adopted changes in the Kansas Promise Scholarship Act. The Act also maintains that KBOR will administer the program. Administration is broken into three categories: Rules and Regulations, Eligible Programs, and Other Responsibilities.

Per statutory language (Section 28), a “Promise eligible program” means any two-year associate degree program or career and technical education certificate or stand-alone program offered by an eligible postsecondary educational institution that is:

- a) approved by KBOR;
- b) high wage, high demand, or critical need; and
- c) identified as a “Promise eligible program” by KBOR pursuant to [K.S.A. 2021 Supp. 74-32.272](#):
 - Information Technology and Security
 - Mental and Physical Healthcare
 - Advanced Manufacturing and Building Trades
 - Early Childhood Education and Development

Section 30 states that an eligible postsecondary educational institution may designate an additional field of study to meet local employment needs if the Promise eligible programs within this field are two-year associate degree programs or career and technical education certificate or stand-alone programs approved by KBOR that correspond to jobs that are high wage, high demand, or critical need in the community from one of the following fields:

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

Section 29 (9d), states that KBOR may designate an associate degree transfer program as an eligible program only if such program has:

- a) An established 2+2 agreement with a Kansas four-year postsecondary education institution; or
- b) An articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least sixty credit hours from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional sixty credit hours toward a bachelor's degree.

Section 29 (9e), states that KBOR may remove a Promise eligible program from the list of approved Promise eligible programs in accordance with this subsection. If KBOR proposes to remove a Promise eligible program from such list, KBOR shall notify all eligible postsecondary educational institutions of the proposal to remove such program by May 1 of the calendar year that precedes the calendar year in which such program would officially be removed from such list. Within thirty calendar days of receipt, each eligible institution may appeal such proposed removal. Following such appeal period, within forty-five calendar days, KBOR shall consider any such appeal and issue a final decision. If KBOR issues a final decision to remove such program, the program shall be removed from the list of approved Promise eligible programs only after not less than 14 months have elapsed from the date of KBOR's final decision.

Projected 2023 KBOR Timeline

- February 6, 2023: A list of programs (CIPs) no longer qualifying, based on 2022 amendment language, is sent out to all eligible institutions and serves as the official start of the 30-day appeal process.
- March 30, 2023: The Kansas Postsecondary Technical Education Authority (TEA) hears the appeals.
- April 19-20, 2023: KBOR makes the final determination.

Any programs removed from eligibility will be removed on June 30, 2024, effective academic year 2025. Students enrolled prior to the start of AY25 may continue through the program as long as they remain eligible. No new Promise scholarship applicants may start classes effective AY25.

Review of Existing Promise Eligible Programs Compared to Language of Statute

All Promise eligible programs must fall into one of the following fields of study:

- Information Technology and Security
- Mental and Physical Healthcare
- Advanced Manufacturing and Building Trades
- Early Childhood Education and Development
- Optional field of study from one of the following categories: Agriculture; Food and Natural Resources; Education and Training; Law, Public Safety, Corrections, and Security; or Distribution and Logistics

Per statutory language, all programs are required to meet high wage, high demand, or critical need occupations. The Kansas Department of Labor defines high wage and high demand occupations as:

- High Demand - each job is ranked based on the number of openings currently reported by Kansas employers, as well as the projected number of job openings two years into the future and ten years into the future. The high demand list uses projected data as two thirds of the measure to ensure the jobs will still be in demand even if job seekers need to go through job training before they can enter the labor force. There are three sources of data that are combined to form a standardized score for each occupation. Scores for each occupation range from 0 to 30. A score of zero indicates the occupation has average demand among all other occupations in Kansas. A score of 30 indicates the occupation scored a perfect ten out of ten for each of the three sources of data. An occupation that scored nine or less from the combined three data sources is dropped from the list entirely. Each occupation must score a minimum of ten to be included in the list.
- High Wage - median wages for Kansas are pulled from the Occupational Employment Statistics (OES) program. This program collects wage data by occupation through a bi-annual survey of employers in the state. More information on OES can be found at <https://www.bls.gov/oes/>. The median wage for each occupation is processed in the same way as the openings data discussed above. The natural log is taken of the wage, and it is ranked in increments of 0.2 standard deviations above the mean of all the occupations. Wage estimates are right-skewed, with a few occupations with significantly higher wages. The natural log is used to transform the data so that it is more normally distributed. The average of the natural log values – any occupation with a natural log value at or above this average is considered high wage. For 2022, High Wage is anything greater than the median wage for all occupations in Kansas. This value is approximately \$38,050.

Critical need is not defined in statute, nor is a standard definition provided by any state or national entity. Therefore, if a college plans to use critical need as a rationale to keep any program, the college will need to provide data to support this claim.

In reviewing transfer programs, the law specifies that transfer programs must have an established 2+2 and/or an articulation agreement with a Kansas four-year postsecondary educational institution. Statutory language further stipulates that articulation agreements allow at least sixty credit hours of transfer towards a program completion with an additional sixty credit hours towards a bachelor’s degree.

Retaining Certified Medication Aide Statewide as a Critical Need Program

When reviewing programs, the typical method is to review the Classification of Instruction Programs (CIP) code and cross walk to a Standard Occupational Classification (SOC). Certified Medication Aide (CMA) crosswalk is below.

- CIP Codes, developed by the U.S. Department of Education’s National Center for Education Statistics, provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. Medication Aide (51.2603) is defined as a program that prepares individuals to administer prescribed medications; observe and report patient reactions and side effects; and perform related emergency and recording duties under the supervision of nurses and/or physicians.
- SOC Codes, developed by the U.S. Bureau of Labor Statistics, is used to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. The U.S. Bureau of Labor Statistics does not have a specific CMA occupation code. CMA is grouped into the larger category of 31-9099 Healthcare Support Workers, All Other. According to the Kansas Department of Labor Long-term Occupation Outlook Projection 2020-2030 will have 580 openings, or fifty-nine annually. However, job posting data show a different story.

Lightcast job posting data in Kansas during Academic Year 2022 show 1,288 unique job postings with a median advertised hourly wage of \$16.06 per hour. Posting intensity for CMA’s is 4 to 1, meaning an employer must post the job four times to get a qualified applicant. In AY22, as a system we had 512 completers. This means we are negative 776 people when compared to labor demands. Considering these numbers, Board staff pulled the last five years of program completers and compared to job posting data for that particular year. As shown below, the demand for CMAs is growing and the system output of graduates is not keeping pace.

	AY18	AY19	AY20	AY21	AY22
Graduates	750	727	551	523	512
Job Postings	506	717	968	1294	1288
	244	10	(417)	(771)	(776)

Board staff reached out to the Kansas Department of Aging and Disability Services, LeadingAge Kansas, community colleges, and technical colleges regarding feedback about CMAs. In general, a CMA must hold Certified Nurse Aide (CNA) certification and receive additional training in dispensing medication to patients. CMA’s receive supervision from a Registered Nurse while on the job, assisting health care staff with tracking, accurately documenting dosages times and amounts, and following up on patient medications. When not serving as a CMA, the employee reverts back to the duties of a CNA and continues providing care for patients. This occupation is vital in the operation of long-term care facilities, assisted living facilities, home health agencies, mental health facilities and various clinics. As the nursing shortage continues to worsen, employers become more dependent on CMAs to deliver medications safely and at the correct times.

Staff Recommendation: Retaining Certified Medication Aide statewide as a Critical Need program

After reviewing the statewide labor demands for CMAs, comparing the demand to the systems current output, and receiving feedback from various partners, Board staff recommends maintaining the Certified Medication Aide program statewide as a critical need program for the Promise Act.

Legislative reasons for Promise program eligibility loss:

- Occupation related to the program is not high wage, high demand, or critical need
- No 2+2 or articulation agreement is provided to the Board office for transfer programs
- The institution selected a different field of study in year 2 as compared to the program selected in year 1
- Program is no longer specified in the legislation

List of programs (by institution) which will loser Promise scholarship eligibility in AY25:

Allen Community College Promise Act programs not meeting criteria of 2022 Senate Substitute for House Bill 2567		
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CAREER TECHNICAL EDUCATION PROGRAMS		
Per statutory language (section 28), a “promise eligible program” means any two-year associate degree program or career and technical education certificate or stand-alone program offered by an eligible postsecondary educational institution that is: a) approved by the Board of Regents; b) high wage, high demand or critical need; and c) identified as a by the Board of Regents pursuant to K.S.A. 2021 Supp. 74-32,272.		
CIP Code	Program Title	
51.2699	<i>Social Service Designee/Activities Director</i>	<i>no related occupation code to evaluate (Not HW/HD)</i>

Cloud County Community College Promise Act programs not meeting criteria of 2022 Senate Substitute for House Bill 2567		
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TRANSFER PROGRAMS		
Section 29 (9d), states that the Board of Regents may designate an associate degree transfer program as an eligible program only if such program is included in: a) an established 2+2 agreement with a Kansas four-year postsecondary education institution; OR b) an articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least 60 credit hours from the eligible from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional 60 credit hours toward a bachelor’s degree.		
CIP Code	Program Title	
24.0101	<i>AGS in Math and Engineering</i>	<i>No 2+2 or articulation agreement on file/no related occupation code to evaluate (Not HW/HD)</i>
24.0101	<i>AGS in Science</i>	<i>No 2+2 or articulation agreement on file</i>
24.0101	<i>AGS in Preprofessional Health</i>	<i>No 2+2 or articulation agreement on file</i>

Colby Community College Promise Act programs not meeting criteria of 2022 Senate Substitute for House Bill 2567		
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TRANSFER PROGRAMS		
Section 29 (9d), states that the Board of Regents may designate an associate degree transfer program as an eligible program only if such program is included in: a) an established 2+2 agreement with a Kansas four-year postsecondary education institution; OR b) an articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least 60 credit hours from the eligible from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional 60 credit hours toward a bachelor’s degree.		
CIP Code	Program Title	
24.0101	<i>Health & Human Performance</i>	<i>No 2+2 or articulation agreement on file/no related occupation code to evaluate (Not HW/HD)</i>
24.0101	<i>Health Studies</i>	<i>No 2+2 or articulation agreement on file/no related occupation code to evaluate (Not HW/HD)</i>

Cowley County Community College
Promise Act programs not meeting criteria of 2022 Senate Substitute for House Bill 2567

TRANSFER PROGRAMS

Section 29 (9d), states that the Board of Regents may designate an associate degree transfer program as an eligible program only if such program is included in: a) an established 2+2 agreement with a Kansas four-year postsecondary education institution; OR b) an articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least 60 credit hours from the eligible from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional 60 credit hours toward a bachelor's degree.

CIP Code	Program Title	
24.0101	AS in Dietetics	No 2+2 or articulation agreement on file

Flint Hills Technical College
Promise Act programs not meeting criteria of 2022 Senate Substitute for House Bill 2567

CAREER TECHNICAL EDUCATION PROGRAMS

Per statutory language (section 28), a "promise eligible program" means any two-year associate degree program or career and technical education certificate or stand-alone program offered by an eligible postsecondary educational institution that is: a) approved by the Board of Regents; b) high wage, high demand or critical need; and c) identified as a by the Board of Regents pursuant to K.S.A. 2021 Supp. 74-32,272.

CIP Code	Program Title	
51.2699	Restorative Aide	No related occupation code to evaluate (Not HW/HD)

AY22 INSITUTIONAL DESIGNATED PROGRAM VS 2022 SENATE SUBSTITUTE FOR HOUSE BILL 2567

Legislative language for the initial year of the Promise Act (HB 2064) allowed colleges to designate "an additional promise eligible program." In 2022 Senate Substitute for House Bill 2567, this language was replaced with "an additional field of study" that is one of the following: a) Agriculture, b) Food and Natural Resources, c) Education and Training, d) Law, Public Safety, Corrections, and Security, or e) Distribution and Logistics.

15.1702	Power Plant Technology	The Power Plant Technology program was designated by the college under year 1 (AY22) of the Promise Act legislation. For AY23, the college selected Distribution and Logistics as their field of study. Since Power Plant Technology does not fall under the Distribution and Logistics field, this program will no longer be Promise Act Eligible.
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Hesston College
Promise Act programs not meeting criteria of 2022 Senate Substitute for House Bill 2567

TRANSFER PROGRAMS

Section 29 (9d), states that the Board of Regents may designate an associate degree transfer program as an eligible program only if such program is included in: a) an established 2+2 agreement with a Kansas four-year postsecondary education institution; OR b) an articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least 60 credit hours from the eligible from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional 60 credit hours toward a bachelor's degree.

CIP Code	Program Title	
	AS in Pre-Dentistry	No 2+2 or articulation agreement on file
	AS in Pre-Medicine	No 2+2 or articulation agreement on file
	AS in Pre-Pharmacy	No 2+2 or articulation agreement on file
	AS in Pre-Veterinary	No 2+2 or articulation agreement on file

AY22 INSITUTIONAL DESIGNATED PROGRAM VS 2022 SENATE SUBSTITUTE FOR HOUSE BILL 2567

Legislative language for the initial year of the Promise Act (HB 2064) allowed colleges to designate "an additional promise eligible program." In 2022 Senate Substitute for House Bill 2567, this language was replaced with "an additional field of study" that is one of the following: a) Agriculture, b) Food and Natural Resources, c) Education and Training, d) Law, Public Safety, Corrections, and Security, or e) Distribution and Logistics.

49.0102	Professional Pilot	The Professional Pilot program was designated by the college under year 1 (AY22) of the Promise Act legislation. For AY23, the college did not select a field of study. This program will no longer be Promise Act Eligible.
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Hutchinson Community College
Promise Act programs not meeting criteria of 2022 Senate Substitute for House Bill 2567

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TRANSFER PROGRAMS

Section 29 (9d), states that the Board of Regents may designate an associate degree transfer program as an eligible program only if such program is included in: a) an established 2+2 agreement with a Kansas four-year postsecondary education institution; OR b) an articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least 60 credit hours from the eligible from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional 60 credit hours toward a bachelor's degree.

CIP Code	Program Title	
24.0101	AA Area of Study: Business Administration	Business is not a specified field in the Promise Act legislation
24.0101	AA in Pre-Occupational Therapy Assistant	No 2+2 or articulation agreement on file

Johnson County Community College
Promise Act programs not meeting criteria of 2022 Senate Substitute for House Bill 2567

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AY22 INSITUTIONAL DESIGNATED PROGRAM VS 2022 SENATE SUBSTITUTE FOR HOUSE BILL 2567

Legislative language for the initial year of the Promise Act (HB 2064) allowed colleges to designate "an additional promise eligible program." In 2022 Senate Substitute for House Bill 2567, this language was replaced with "an additional field of study" that is one of the following: a) Agriculture, b) Food and Natural Resources, c) Education and Training, d) Law, Public Safety, Corrections, and Security, or e) Distribution and Logistics.

16.1603	Sign Language Interpretation and Translation	The Sign Language Interpretation and Translation program was designated by the college under year 1 (AY22) of the Promise Act legislation. For AY23, the college selected Law, Public Safety, Corrections, and Security their field of study. Since Sign Language Interpretation and Translation does not fall under the Law, Public Safety, Corrections, and Security field, this program will no longer be Promise Act Eligible.
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Kansas City Kansas Community College
Promise Act programs not meeting criteria of 2022 Senate Substitute for House Bill 2567

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TRANSFER PROGRAMS

Section 29 (9d), states that the Board of Regents may designate an associate degree transfer program as an eligible program only if such program is included in: a) an established 2+2 agreement with a Kansas four-year postsecondary education institution; OR b) an articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least 60 credit hours from the eligible from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional 60 credit hours toward a bachelor's degree.

CIP Code	Program Title	
24.0101	AS in Pre-Pharmacy	No 2+2 or articulation agreement on file
24.0101	Computer Software Technology	No 2+2 or articulation agreement on file

AY22 INSITUTIONAL DESIGNATED PROGRAM VS 2022 SENATE SUBSTITUTE FOR HOUSE BILL 2567

Legislative language for the initial year of the Promise Act (HB 2064) allowed colleges to designate "an additional promise eligible program." In 2022 Senate Substitute for House Bill 2567, this language was replaced with "an additional field of study" that is one of the following: a) Agriculture, b) Food and Natural Resources, c) Education and Training, d) Law, Public Safety, Corrections, and Security, or e) Distribution and Logistics.

43.0203	Fire Science/Firefighting	The Fire Science/Firefighting program was designated by the college under year 1 (AY22) of the Promise Act legislation. For AY23, the college selected Distribution and Logistics as their field of study. Since Fire Science/Firefighting does not fall under the Distribution and Logistics field, this program will no longer be Promise Act Eligible.
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Labette Community College
Promise Act programs not meeting criteria of 2022 Senate Substitute for House Bill 2567

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TRANSFER PROGRAMS

Section 29 (9d), states that the Board of Regents may designate an associate degree transfer program as an eligible program only if such program is included in: a) an established 2+2 agreement with a Kansas four-year postsecondary education institution; OR b) an articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least 60 credit hours from the eligible from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional 60 credit hours toward a bachelor's degree.

CIP Code	Program Title	
24.0101	AS in Pre-Pharmacy	No 2+2 or articulation agreement on file
24.0101	AS in Pre-Medical	No 2+2 or articulation agreement on file

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AY22 INSITUTIONAL DESIGNATED PROGRAM VS 2022 SENATE SUBSTITUTE FOR HOUSE BILL 2567

Legislative language for the initial year of the Promise Act (HB 2064) allowed colleges to designate "an additional promise eligible program." In 2022 Senate Substitute for House Bill 2567, this language was replaced with "an additional field of study" that is one of the following: a) Agriculture, b) Food and Natural Resources, c) Education and Training, d) Law, Public Safety, Corrections, and Security, or e) Distribution and Logistics.

10.0303	Graphic Design	<i>The Graphic Design program was designated by the college under year 1 (AY22) of the Promise Act legislation. For AY23, the college selected Law, Public Safety, Corrections, and Security as their field of study. Since Graphic Design does not fall under the Law, Public Safety, Corrections, and Security field, this program will no longer be Promise Act Eligible.</i>
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Neosho County Community College
Promise Act programs not meeting criteria of 2022 Senate Substitute for House Bill 2567

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TRANSFER PROGRAMS

Section 29 (9d), states that the Board of Regents may designate an associate degree transfer program as an eligible program only if such program is included in: a) an established 2+2 agreement with a Kansas four-year postsecondary education institution; OR b) an articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least 60 credit hours from the eligible from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional 60 credit hours toward a bachelor's degree.

CIP Code	Program Title	
24.0101	AS in Pre-Med	No 2+2 or articulation agreement on file
24.0101	AS in Pre-Dentistry	No 2+2 or articulation agreement on file
24.0101	AS in Pre-Pharmacy	No 2+2 or articulation agreement on file
24.0101	Pre-Respiratory Care	No 2+2 or articulation agreement on file
24.0101	Pre-Physician Assistant	No 2+2 or articulation agreement on file
24.0101	Pre-Optometry	No 2+2 or articulation agreement on file

North Central Kansas Technical College
Promise Act programs not meeting criteria of 2022 Senate Substitute for House Bill 2567

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CAREER TECHNICAL EDUCATION PROGRAMS

Per statutory language (section 28), a "promise eligible program" means any two-year associate degree program or career and technical education certificate or stand-alone program offered by an eligible postsecondary educational institution that is: a) approved by the Board of Regents; b) high wage, high demand or critical need; and c) identified as a by the Board of Regents pursuant to K.S.A. 2021 Supp. 74-32,272.

CIP Code	Program Title	
46.9999	Building Construction Technology	no related occupation code to evaluate (Not HW/HD)

Pratt Community College Promise Act programs not meeting criteria of 2022 Senate Substitute for House Bill 2567		
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AY22 INSITUTIONAL DESIGNATED PROGRAM VS 2022 SENATE SUBSTITUTE FOR HOUSE BILL 2567		
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Legislative language for the initial year of the Promise Act (HB 2064) allowed colleges to designate "an additional promise eligible program." In 2022 Senate Substitute for House Bill 2567, this language was replaced with "an additional field of study" that is one of the following: a) Agriculture, b) Food and Natural Resources, c) Education and Training, d) Law, Public Safety, Corrections, and Security, or e) Distribution and Logistics.		
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47.0604	<i>Automotive Technology</i>	<i>The Automotive Technology program was designated by the college under year 1 (AY22) of the Promise Act legislation. For AY23, the college selected Agriculture as their field of study. Since Automotive Technology does not fall under the Agriculture field, this program will no longer be Promise Act Eligible.</i>
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Salina Area Technical College Promise Act programs not meeting criteria of 2022 Senate Substitute for House Bill 2567		
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AY22 INSITUTIONAL DESIGNATED PROGRAM VS 2022 SENATE SUBSTITUTE FOR HOUSE BILL 2567		
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Legislative language for the initial year of the Promise Act (HB 2064) allowed colleges to designate "an additional promise eligible program." In 2022 Senate Substitute for House Bill 2567, this language was replaced with "an additional field of study" that is one of the following: a) Agriculture, b) Food and Natural Resources, c) Education and Training, d) Law, Public Safety, Corrections, and Security, or e) Distribution and Logistics.		
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49.0205	<i>Commercial Truck Driving</i>	<i>The Commercial Truck Driving program was designated by the college under year 1 (AY22) of the Promise Act legislation. This program falls under the Transportation field which is not specified in year 2 (AY23) statutory language.</i>
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Wichita State University Campus of Applied Sciences and Technology Promise Act programs not meeting criteria of 2022 Senate Substitute for House Bill 2567		
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CAREER TECHNICAL EDUCATION PROGRAMS		
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Per statutory language (section 28), a "promise eligible program" means any two-year associate degree program or career and technical education certificate or stand-alone program offered by an eligible postsecondary educational institution that is: a) approved by the Board of Regents; b) high wage, high demand or critical need; and c) identified as a by the Board of Regents pursuant to K.S.A. 2021 Supp. 74-32,272.		
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CIP Code	Program Title	
51.0799	<i>Healthcare Administration/Management</i>	<i>31-9099 Healthcare Support Workers, All Other (Not HW/HD)</i>
51.1199	<i>Healthcare Simulation Technology</i>	<i>no related occupation code to evaluate (Not HW/HD)</i>

Comments on Retaining Certified Medication Aide Statewide as a Critical Need Program

Allen County Community College

Allen community College appeals the decision of the TEA to remove the program of Certified Medication Aide (CMA) from Kansas Promise Scholarship Act eligibility. Allen agrees with the Board staff to submit a systemwide request to the TEA to have this program classified as a critical need program throughout Kansas.

Allen has students in the county pursuing careers in the medical field. Most of our students do not enroll in the CMA and CNA courses solely to obtain their licenses to be certified nursing or medication aides. Those classes are consistently made up of students who move on to be nurses, doctors, surgeons, etc. This class is an especially crucial step into the medical field.

As a demonstration of support, attached you will find a letter of support from Serena McNulty, an Allen adjunct faculty member that teaches CMA and CNA locally.

To whom it may concern: Kansas Promise Act Funding

My name is Serena McAnulty and I am an adjunct professor at Allen Community College (ACC) in Iola, KS. I am a Registered Nurse who has been instructing with ACC since 2009. I teach two courses, Certified Nurse's Aide (CNA) and Certified Medical Aide (CMA).

My understanding is that you are planning to defund the Kansas Promise Act funding. I genuinely believe this would be a tremendous loss in a job field that has been suffering with a shortage. The medical field shortage, specifically Nurses and Nurse Aides, has been a known issue since I joined my career in 2005.

As I mentioned above, I am currently teaching my class in Iola, KS. This course offered at ACC is one of the only CNA/CMA classes offered in Kansas. Due to this lack of availability, I have students who have to travel up to two and half hours one way to attend my class. I can gain this education if this course is no longer their only option.

From the previous paragraph, you can conclude that I have very resolute and enthusiastic individuals pursuing a career in the medical field. Most of my students do not attend my course solely to obtain their licenses to be a CNA or CMA. My classes are consistently made up of students who go on to be nurses, doctors, surgeons, etc. This class is a very important step into the medical field.

My students take the CMA class not only to become a Certified Medication Aide but also to help them learn more about medicines, such as; medication interactions, side effects. They do this to get ahead and start learning more about medicines to help when furthering their medical careers.

From this letter I hope that you have a better insight into what is at risk if this course were removed. Also, the educational gap that could have a major impact on our future medical staff. I also hope that it has been made clear the impact that this course has had and will continue to have. Please take this letter into full consideration when you are making your decision.

Thank you,

Serena McAnulty

Nursing Adjunct Instructor, Allen County Community College

Barton Community College

Barton files its appeal against removing Medication Aide from the Promise Act programs. Medication Aides may not meet the high wage requirement, which is incredibly unfortunate, but they are certainly in high demand and provide a critical need.

Individuals who have not had the opportunity to engage with Medication Aides may not be aware that all Medication Aides are also Certified Nurse Aides as that training is a requirement to study for and certify as a Medication Aide. In addition, unless you have been on the receiving end of the services provided by Medication Aides, it may not be fully understood the significant role they extend to health care services.

A Medication Aide is responsible for dispersing medication. That may be simplistic, but it is far from that reality. If a Medication Aide is not properly trained, the potential ramifications of a patient or resident receiving inaccurate medications or no medications at all can be life threatening. Due to this massive amount of responsibility and a minimum difference in wage between nurse aides and medication aides, many nurse aides choose to not advance to the level of a medication aide. This is double jeopardy for an industry that is in desperate need of Medication Aides and patients/residents who rely on these professionals for their service.

Removing the Medication Aide training from eligible Promise Act programs, a source of financial support and employment, will further decrease the number of trained and practicing Medication Aides.

Butler Community College

Regarding CMA and needing a few sentences for statewide support, Butler would say becoming a CMA can open up many career opportunities in the healthcare field. CMAs can work in a variety of settings, such as hospitals, nursing homes, and assisted living facilities. They may also have the opportunity to advance their careers by pursuing additional education or training, such as becoming a licensed nurse or healthcare administrator in the Wichita and surrounding areas. Working on and earning a CMA allows community college students, so many of whom are part-time students, a career ladder to earn an industry recognized, valued, and in-demand credential along with a living wage allowing students to continue their educational pathway for may ending with ADN and BSN degrees and working in the south central Kansas area.

Cloud County Community College

Certified Medication Aides hold an essential role in the healthcare delivery model within rural Kansas. Due to the nursing shortage long-term care facilities rely on the C.M.A. to support required needs of residents under the supervision of Nurses. The Kansas Promise Act allows students who otherwise may not be able to afford this education to complete the program and support our local rural workforce.

Coffeyville Community College

Certified Medication Aides hold an essential role in the healthcare delivery model within rural Kansas. Due to the nursing shortage long-term care facilities rely on the C.M.A. to support required needs of residents under the supervision of Nurses. The Kansas Promise Act allows students who otherwise may not be able to afford this education to complete the program and support our local rural workforce.

Fort Scott Community College

Certified Medication Aides (CMA) are needed in a variety of settings, including nursing homes, rehabilitation centers, assisted living homes, and residential care centers. CMAs positively impact the lives of patients by helping with the administration of the patient's medications on time and accurately. The risk of inaccurate medication and dosage can be a life threatening, and CMAs are trained to mitigate those risks. Nurses depend on CMAs daily to help ensure that their patients are taken care. CMAs are a valuable member of the healthcare team and in the less affluent areas of southeast Kansas,

they are vital to patient safety in the settings the serve.

Hutchinson Community College

According to the KS Career Navigator there are, as of today, 1,777 job postings for CNA/CMA in the state of Kansas. Almost 1/3 of those jobs feature Medication Aide as a needed position for KS as a whole. We live in an aging population (Approx 17% of the population is greater than 65 years) with the baby boomers coming to the age of needed care. Medication aides can be used in Long Term Care facilities, Assisted Living facilities, Home Health agencies, and clinics where care is needed for this demographic. This does not include the Mental Health Facilities who use Medication Aides as well.

- <https://www.census.gov/quickfacts/fact/table/KS/AGE775221#AGE775221>
- <https://klic.dol.ks.gov/vosnet/jobbanks/joblist.aspx?enc=e7AKr7bjUGRBEdrMte14UQug/CSen6apiFgP+bEtOfOIF7kWSKApYYXuyzcHXUwdlcLF9PiLfaE70aXh2x1qPO7KHnqroCvTPeIyqJ5u6sDBqAYbw6HpVk24f2lofa9KWomt4WHBSdNdQIxqpbDczna3epCv2z4jpbzCrXXdW5Tfw4IWDWY1HEI5CqQ4WtwIQaji173hu1qGGjvbrfziS2kvyAft6c0Q/WTP+dRsexnbtYLeerSoPgz6WwubJGRd8BG6wxckZmpqNrYqvVbz4bw==>

Pratt Community College

I agree with the approach that CMA should remain a Promise Act Program falling under the Critical Need Category. The Pratt area has several medical facilities, offices and rest/rehab facilities that all need CMA's, keeping this as a Promise Act approved program would help meet this critical need in South Central Kansas.

Washburn Institute of Technology

According to the KS Career Navigator there are, as of today, 1,777 job postings for CNA/CMA in the state of Kansas. Almost 1/3 of those jobs feature Medication Aide as a needed position for KS as a whole. We live in an aging population (Approx 17% of the population is greater than 65 years) with the baby boomers coming to the age of needed care. Medication aides can be used in Long Term Care facilities, Assisted Living facilities, Home Health agencies, and clinics where care is needed for this demographic. This does not include the Mental Health Facilities who use Medication Aides as well.

- <https://www.census.gov/quickfacts/fact/table/KS/AGE775221#AGE775221>
- <https://klic.dol.ks.gov/vosnet/jobbanks/joblist.aspx?enc=e7AKr7bjUGRBEdrMte14UQug/CSen6apiFgP+bEtOfOIF7kWSKApYYXuyzcHXUwdlcLF9PiLfaE70aXh2x1qPO7KHnqroCvTPeIyqJ5u6sDBqAYbw6HpVk24f2lofa9KWomt4WHBSdNdQIxqpbDczna3epCv2z4jpbzCrXXdW5Tfw4IWDWY1HEI5CqQ4WtwIQaji173hu1qGGjvbrfziS2kvyAft6c0Q/WTP+dRsexnbtYLeerSoPgz6WwubJGRd8BG6wxckZmpqNrYqvVbz4bw==>

Leading Age Kansas

Regarding CMAs, there remains a great need for all types of aides (nurse aide, medication aide and home health aide). The KS dept of labor does job vacancy reports on nurse aides and home health, but we do not have a way of tracking vacancies for CMAs because they are a specialized training/position for use in nursing homes and assisted living. As the nursing shortage continues to worsen, many of our adult care homes need to rely on CMAs more often to make sure meds can get passed safely and at the correct times.

Kansas Association of Community College Trustees (Heather Morgan)

Here are some stats for C.M.A.- we don't have extremely high numbers one; because of the limited student/instructor ratio of 6/1 and two; because we did not have room in the faculty schedules to add CMA courses.

Dec 2022 we were able to offer one section of 6 students: these 6 students were not taking the class because of prerequisite but enrolled because our industry partners requested a class for their employees.

March 2023

We have one class this spring with 2 sections, both are full for a total of 12 students. One section is public (6 students who are taking it as a prerequisite for the RMA pathway), the second section is HS students who are taking it to work in the industry.

CMA's are in high demand by industry. In 2021 there were approximately 96,917 CMA's employed in the US. Currently in Kansas there are 546 postings open for CMA's. The average salary range for a CMA in Kansas is \$42,655

Older Americans are one of the fastest-growing demographics in the country. In 2019 there were 54.1 million older Americans (65+). About 70% of those Americans required some type of long-term care with approximately 80% of them requiring medication assistance (provided by a CMA). The aging population is a major factor driving the demand for CMA's.

- [Medication Aide Demographics and Statistics \[2023\]: Number Of Medication Aides In The US \(zippia.com\) \(02/17/2023\)](#)
- [Long-term care statistics 2022 \(singlecare.com\) \(02/17/2023\)](#)

Additionally, CMA is a part of our pathway for RMA which is an extremely high demand health care job.

Workforce Aligned with Industry Demand Presentation

Summary

The Technical Education Authority (TEA) will receive a Workforce Aligned with Industry Demand (Workforce AID) presentation.

3/30/2023

Background

Industry demand for skilled workers in Kansas is significant, and the skills gap faced by many Kansas employers requires new, creative solutions to overcome the challenges and create a pipeline of qualified employees. In partnership with the Kansas Board of Regents, the Kansas Department of Commerce developed Workforce AID to address the skills gap currently challenging companies across the state.

- **Employers drive the training process**
While training providers are selected based on a competitive bid process, it is employers who define how the training is developed. Employers outline the skills and credentials their employees need to find success and work directly with training providers to create a curriculum that will deliver positive outcomes.
- **Designed for mutual success**
Businesses lead the selection process, identifying candidates who meet their needs and requirements, and then extend contingent offers to the candidates selected. Potential employees have the opportunity to learn about a company, its culture and opportunities before accepting a contingent offer and beginning training. This leads to an overall reduction in training and recruitment costs, as well as increased retention of employees hired through the process.

Intent

Kansas Department of Commerce Program Manager, Tyson Winingham, will provide the TEA with a presentation regarding the Workforce AID program.

Governor's Education Council Recommendations

Summary

The Technical Education Authority (TEA) will review the Governor's Education Council report and discuss how the TEA can participate in helping achieve the recommendations identified. 3/30/2023

Background

In 2019, Governor Laura Kelly created the Governor's Council on Education with the charge of "recommending a comprehensive set of policies designed to align education and training systems, ensure equity and opportunity for all, and promote innovation in an entrepreneurial economy in all regions of Kansas." Since its creation, the Council has invested significant time and effort to identify, examine, and address pressing issues facing Kansas students, families, and businesses. Pursuant to Executive Order 19-03, the Council has prepared this annual report to be provided to the Governor and the people of Kansas.

A copy of the Report is included in the TEA Meeting packet. The Report outlines the activities of the Council throughout 2022 and formally presents recommendations that focus on ways to improve Kansas education systems and promote workforce development.

The Council presents the following recommendations, which were crafted based upon the feedback and learnings of the Council from stakeholder engagement activities:

- Improve the alignment of early childhood care and education systems across state agencies
- Increase opportunities for high school students to earn certifications and credentials that crosscut all industries
- Leverage existing resources and structures to facilitate more effective postsecondary transitions for Kansas students
- Charge the Technical Education Authority to enhance their coordination of technical education pathways between K-12 and postsecondary education



GOVERNOR'S COUNCIL ON EDUCATION

2022 Annual Report

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FROM THE CO-CHAIRS

Last year, we wrote to you with a reminder of where Kansas was four years ago. In what was a grey and gloomy day in 2019, Governor Kelly's administration began on the steps of the Kansas State Capitol. The Governor delivered her first inaugural address flanked by banners, reminding those gathered that at the center of what makes Kansas unique is our unwavering commitment to education, equality, and opportunity for all. At the time, Kansas was emerging from a dark period, with bright eyes focused on what possibilities lay ahead for the next four years. Over those years, Governor Kelly has gotten our state back on track—funding our schools, protecting the lives of our youngest Kansans, and restoring trust in government.

Just weeks ago, the second term of Governor Kelly's tenure began in the same place. This time, the day was bright and warm—symbolic of how things have changed over the last four years. Once again, banners unfurled from the south portico of the Capitol reading: innovation, unity, and prosperity. We're proud to know that the Council's work has also been guided by those principles—a commitment that will continue over the next four years.

In her second inaugural address, Governor Kelly shared her north star for her second term: making Kansas the best place in America to raise a family. A goal this Council shares and has worked diligently to bring to life over the last four years. When Governor Kelly created the Governor's Council on Education, she challenged the Council to focus on quality education from birth through adulthood; ensure opportunity for all Kansans, in every region; to be mindful of equality and equity in the diverse experiences of Kansans; and to embrace new, innovation, and bold strategies that have the potential to deliver for Kansas students.

It continues to be a great honor for us to work alongside our dynamic and engaged members of the Governor's Council on Education. The Council is comprised of education and business leaders from all regions of our state. Since the Council's formation, members have been committed to continuous improvement and the exploration of best practices by utilizing a future-focused, future-ready mindset. Once again, this group has spent this year identifying and studying issues of great importance to our state and communities. The Council has funneled this work into new recommendations with a focus on equity, a return on investment, and the needs of business and industry at the top of mind.

After four-years of work, the Council spent the year engaging in a series of listen and learn sessions to gain insight into current successes and existing challenges to develop,

recruit, and retain talent. Members heard from business, education, and community leaders—each stressing the need for authentic collaboration and responsiveness to the current and future needs to grow the economy in all regions. The Council utilized the information learned to formulate recommendations focused on key issues and investments needed to advance opportunity and economic prosperity for all Kansans.

We want to again thank our members of the Council for their unwavering commitment to this work and to reaching the goals that the Governor tasked us with. We are grateful for the opportunity to learn from and with these extraordinary Kansans. We remain confident that Council’s work will strengthen our state and ensure that Kansas is prepared to move into the future stronger than ever before.

Dr. Cynthia Lane
Co-Chair

Dr. Fred Dierksen
Co-Chair



Banners reading "Innovation, Unity, Prosperity" hang on the South portico of the Kansas State Capitol on January 9th, 2023. These banners flanked Governor Laura Kelly as she was sworn in for her second term.

EXECUTIVE SUMMARY

In 2019, Governor Laura Kelly created the Governor’s Council on Education with the charge of “recommending a comprehensive set of policies designed to align education and training systems, ensure equity and opportunity for all, and promote innovation in an entrepreneurial economy in all regions of Kansas.” Since its creation, the Council has invested significant time and effort to identify, examine, and address pressing issues facing Kansas students, families, and businesses. Pursuant to Executive Order 19-03, the Council has prepared this annual report to be provided to the Governor and the people of Kansas.

This report will outline the activities of the Council throughout 2022 and formally present recommendations that focus on ways Kansas can improve our education systems and promote workforce development. This report begins by providing an overview of the Council’s operation and process for reviewing recommendations. The report then reviews and provides updates on recommendations that the Council advanced in its 2021 Annual Report and outlines the Council’s year of conducting “listening and learning” sessions across the state. Finally, this report advances four recommendations to the Governor and education and business stakeholders. These recommendations were crafted based upon the feedback and learnings of the Council over the previous year of stakeholder engagement. Special focus was placed on the intersection between education and workforce development and determining how education can advance the state’s workforce priorities. Appendices are included to provide further background information.

In this report, the Council presents the following recommendations:

- Improve the Alignment of Early Childhood Care and Education Systems Across State Agencies
- Increase Opportunities for High School Students to Earn Certifications and Credentials that Crosscut All Industries
- Leverage Existing Resources and Structures to Facilitate More Effective Post-Secondary Transitions for Kansas Students
- Charge the Technical Education Authority to Enhance Their Coordination of Technical Education Pathways Between K-12 and Post-Secondary Education

ABOUT THE COUNCIL

The following list represents the Council's current membership as appointed by Governor Laura Kelly or pursuant to Executive Order 19-03. The Council is comprised of members from across Kansas that bring a broad array of expertise from the fields of education, business, industry, and government.

CO-CHAIRS

Dr. Cynthia Lane | Kansas City | Regent, Kansas Board of Regents

Dr. Fred Dierksen | Dodge City | Superintendent, USD 443

MEMBERS

Bill Biermann | Goodland | Superintendent, USD 352

G.A. Buie | Topeka | Executive Director, United School Administrators of Kansas

Irene Caudillo | Kansas City | President and CEO, El Centro Inc.

Alan Cobb | Topeka | President and CEO, Kansas Chamber

Dr. Craig Correll | Coffeyville | Superintendent, USD 445

Barry Downing | Wichita | President and CEO, Northrock Inc.

Dr. Blake Flanders | Topeka | President and CEO, Kansas Board of Regents

Dr. Nicole Foster | Pittsburg | Teacher, USD 250

Dr. Jim Genandt | Manhattan | President, Manhattan Area Technical College and Kansas Association of Technical Colleges

Stephanie Harder | Wichita | Director of Communications and Public Affairs, Textron Aviation

Cathy Harding | Kansas City | President and CEO, Wyandotte Health Foundation

Frank Henderson | Topeka | Board Member, National School Board Association

Brian Hogsett | Overland Park | Technology Chair, Kansas Parent Teacher Association

Adrian Howie | Hugoton | Superintendent, USD 210

Tom Jones | Montezuma | Manager and Owner, Hy-Plains Feedyard LLC

Dr. Brian Jordan | Topeka | Executive Director, Kansas Association of School Boards

Dr. Steve Karlin | Garden City | Superintendent (retired), USD 457

Bob Kreutzer | Garden City | Chief Financial Officer, Tatro Plumbing (retired)

Keith Lawing | Wichita | President and CEO, Kansas Association of Workforce Boards

Matt Lindsey | Topeka | President, Kansas Independent College Association

Donna McDaniel | Kansas City | Educator in Residence, Ewing Marion Kauffman Foundation

Jim McNiece | Wichita | Board Member, Kansas State Board of Education

Heather Morgan | Topeka | Executive Director, Kansas Association of Community College Trustees

Ed O'Malley | Wichita | President and CEO, Kansas Leadership Center

Aaron Otto | Roeland Park | Executive Director, Johnson County Airport Commission

Jim Porter | Fredonia | Vice-Chair, Kansas State Board of Education

Joe Reardon | Kansas City | President and CEO, Greater Kansas City Chamber of Commerce

Cheryl Reinhardt | Leavenworth | Corporate Counsel, Zephyr Products Inc.

Melissa Rooker | Topeka | Executive Director, Kansas Children's Cabinet and Trust Fund

Allen Schmidt | Hays | Small Business Representative

Sherri Schwanz | Topeka | President, Kansas National Education Association

Dr. Mary Sinclair | Fairway | Advocacy Team, Kansas Parent Teacher Association

Coleen Tabor | Wichita | Executive Vice President for Human Resources, Emprise Bank

Johnny Taylor | Manhattan | Center Director, Flint Hills Job Corps

Lauren Tice Miller | Topeka | Director of Government Relations and Elections, Kansas National Education Association

Dr. Alicia Thompson | Wichita | Superintendent, USD 259

Susan Wally | Kansas City | President and CEO, PREP-KC

Dr. Randy Watson | Topeka | Commissioner of Education, Kansas State Department of Education

Dan Whisler | Lenexa | Educator in Residence, Trane Technologies

John Wilson | Topeka | Executive Director, Kansas Action for Children

Wint Winter | Lawrence | Regent, Kansas Board of Regents

Patrick Woods | Topeka | Manager of Regulatory Affairs, ITC Great Plains

Maria Worthington | Overland Park | Teacher, USD 229

Secretary Jeffery Zmuda | Topeka | Kansas Department of Corrections



Council Members at Fort Hays State University in September 2022.

BACKGROUND

EXECUTIVE ORDER AND OPERATION

On January 24th, 2019, Governor Laura Kelly signed Executive Order 19-03 establishing the Governor’s Council on Education, a bipartisan group of experts tasked with recommending “a comprehensive set of policies designed to align education and training systems, ensure equity and opportunity, and promote innovation in an entrepreneurial economy in all regions of Kansas.” Governor Kelly has appointed Council members that represent education, business, industry, and advocacy. The group has worked since 2019 to develop plans that improve educational outcomes and opportunities from early childhood through postsecondary education, enhance workforce development, and stimulate economic growth in Kansas.

Each year, the Council has presented recommendations to Governor Kelly and the public in hopes of shaping the conversation around educational and workforce needs across the state. The Council generally meets once a quarter to identify pressing issues and begin crafting recommendations that work to address these needs. The Council is led by two co-chairs who set the agenda and lead the Council in its endeavors. In previous years, the Council has developed a series of subcommittees to address elements of the Council’s charge as outlined in Executive Order 19-03. Following successful enactment of previous recommendations, the Council did not utilize the subcommittee structure in 2022, instead using this year as an opportunity to engage with educators and workforce professionals on the ground across Kansas. These opportunities allowed the Council to identify emerging issues and recenter their work for the coming years.

As in previous years, the Council advanced a series of recommendations, which are included in this annual report. Unlike previous years, these recommendations are less focused on specific statutory, funding, or policy changes. The Council intentionally worked to recommend new areas and issues for Kansas to study further and begin working towards solutions for. Each recommendation was approved by the membership of the Council and were thoroughly evaluated through the annual recommendation process.

THE COUNCIL’S WORK: UPDATE ON PREVIOUS RECOMMENDATIONS

In 2021, the Council advanced seven recommendations to the Governor in its annual report. The Council saw unprecedented success in achieving nearly all of these recommendations through the 2022 Legislative Session or by state agency implementation. In the 2021 Annual Report, the Council recommended:

- Improving the Kansas Child Day Care Assistance Tax Credit
- Leveraging the Capacity of the Kansas Children’s Cabinet and Trust Fund to Blend and Braid Funding Sources to Provide Immediate Assistance to the Childcare Sector
- Prioritizing and Investing in Education and Workforce Systems that Accelerate the Talent Pipeline in Computer Science and Information Technology
- Providing Funding for Technology and Equipment Upgrades to Support Correctional Higher Education
- Convening a Commission of Healthcare Sector Policymakers, Regulators, and Criminal Justice Experts to Review and Recommend Career Pathways in Specific Healthcare Sector Careers
- Solving Issues Relating to Work-Based Learning Liability
- Providing Sustainable Funding for Work-Based Learning Intermediaries and the Local Workforce Boards

In the field of early childhood education and care, the Council’s recommendation for expanding the Kansas Child Day Care Assistance Tax Credit was acted upon by the Kansas Legislature in 2022 HB 2237. The bill expanded eligibility for the tax credit to all businesses—providing an increased incentive for business and industry to invest in childcare services. The Council also recommended utilizing the structure of the Kansas Children’s Cabinet and Trust Fund to blend and braid funding for the childcare sector. Over the course of 2022, the Children’s Cabinet worked with other state agencies to administer Governor Kelly’s Child Care Appreciation Bonus program, which provided \$53 million in salary support to the early childhood workforce. The Cabinet is also engaged with administering critical federal American Rescue Plan Act funds appropriated through the state’s Strengthening People and Revitalizing Kansas (SPARK) process that will provide \$20 million to jumpstart construction of and increase capacity in early learning and childcare facilities.

As it relates to new investments in education across the learning continuum, many of the Council’s recommendations were enacted over the last year. During the 2022 Legislative Session, \$2 million in new spending was passed by the Legislature and approved by Governor Kelly that will fund professional development for educators who teach computer science. Governor Kelly also secured \$6.7 million in funding to provide new technology and equipment for correctional education programs in the facilities operated by the Kansas Department of Corrections. Finally, the Governor and Legislature provided additional funding for work-based learning intermediaries and local workforce boards that work to connect students to opportunities in the field.

The Governor and Legislature also solved issues pertaining to work-based learning liability by enacting 2022 SB 91. The changes made in this bill will increase

opportunities for students to receive on-the-job training and experience—setting them up for successful transitions into the workforce.



Members of the Council with Governor Laura Kelly at the January meeting.

THE COUNCIL'S YEAR

The Council met five times over the course of 2022. In January, the Council met with Governor Kelly to present the 2021 Annual Report and discuss the Governor's education policy priorities for the 2022 Legislative Session. Over the course of the legislative session, nearly all of the Council's recommendations were acted on in some manner by both the Governor and the Legislature. In June, the Council again met to receive an update on these recommendations and legislative actions regarding K-12 education and higher education funding and policy. During this meeting, the Council also developed their plan for the remainder of the year.

In contrast to other years, the Council focused much of its work on reconnecting with Kansans who are in the field of education and workforce development to hear directly from these leaders. The Council developed two “Listen and Learn” Sessions in September and November to hone the focus of the Council’s work on emerging issues that it has not studied thus far. In September, the Council met at Fort Hays State University to hear how higher education is preparing students to enter a dynamic and growing Kansas workforce. At Fort Hays State, the Council met with professors and students in the areas of cybersecurity, criminal justice, and applied technology. They also heard from local business representatives and student success support staff on what skills businesses are looking for students to poses upon the completion of their postsecondary programs. Following the session at Fort Hays State, the Council identified the following issues as worthy of further study:

- Better aligning instruction with the needs of business and industry, with particular attention to developing both hard and soft skills
- Increasing the college-going rate of Kansans through the improvement of career pathways and the expansion of opportunities to obtain a credential
- Expanding concurrent enrollment opportunities for both CTE and general education coursework
- Improving the demonstration and validation of “employable life skills”

In November, the Council met at Manhattan Area Technical College for a series of discussions on economic development projects coming to Kansas and the education and training needs that these businesses are experiencing as they begin to build their workforces in the state. The Council heard presentations on the expansion of opportunities in bio-manufacturing, information technology, and technical trades across Kansas and how important work-based learning is to preparing students to quickly enter the workforce upon completion of their academic studies. Following the discussions, Council members identified the following as critical issues that need to be addressed for Kansas to build upon the success of its economic expansion and ensure it has a highly skilled workforce:

- Increasing access to high quality childcare and early learning opportunities
- Incentivizing an increase in student development of “employability skills”
- Strategically investing in technology curriculum pathways throughout the education continuum
- Reviewing funding for technical education programs
- Eliminating silos within the education system and aligning its structures with the needs of business
- Increasing opportunities for students to receive “real world learning” that prepares them for lifelong professional success

In December, the Council met for a final time to synthesize the lessons learned from the previous meetings at Fort Hays State University and Manhattan Area Technical College. The Council also collaborated to develop four recommendations based upon their learnings. These recommendations are outlined in this report and provide a variety of actions that will keep our education and workforce systems moving forward in tandem. In the Council's discussion, many issues were raised that became the basis of the recommendations outlined in this report. While not all issues are referenced in the recommendations, the Council felt it important to highlight additional strategic investments and "game changing actions" that could move Kansas's education and workforce systems forwards. Those investments and actions included:

- Fully funding special education to free up school districts' operating funds to be used towards other critical services—like career and technical education and early childhood programs
- Increasing the number of high school completers that also receive a credential or graduate with transferable college credits
- Funding new concurrent enrollment programs to ensure more students have access to early college experiences in both general and career education courses
- Invest in the education workforce and provide additional support to the teaching profession by increasing the value we place on teachers, paraprofessionals, and administrators

At the conclusion of the December meeting, the Council moved to approve four recommendations that make-up the basis of this report.

RECOMMENDATIONS

Improve the Alignment of Early Childhood Care and Education Systems Across State Agencies

Over the course of Governor Kelly’s first term, Kansas has attracted more than \$15 billion in new private-sector, economic investment in the state—creating or retaining more than 53,000 jobs in all corners of the state. This record investment also includes a historic \$4 billion commitment from Panasonic to build a new battery factory in northeast Kansas. While this economic development proves that Kansas is now open for business, we must turn our efforts to ensuring Kansas can prepare students for futures in these industries, attract and retain highly skilled workers, and provide wrap-around services that support worker and family needs.

The Council heard from Kansans across the state that one of the greatest issues facing working families is the accessibility and quality of childcare and early learning services. Expanding the availability of these services not only provides a strong foundation for the future success of our youngest Kansans—but it pays dividends for working families and businesses. When high quality childcare and early learning services are accessible to families, more Kansans will be able to enter the workforce—growing our economy and providing business with the workforce needed to continue our record economic expansion in the process.

Across Kansas, communities lack sufficient quality childcare and early education opportunities to meet demand. The current service delivery system is bogged down by institutional silos that create barriers to aligning funding across the state agencies tasked with overseeing our early learning system. These challenges make it more difficult for Kansas to move at the speed of business and support our economic growth.

To address this issue, the Governor’s Council on Education recommends the state **create effective and efficient systems alignment to expand early childhood care and education services that meet the economic and business needs in Kansas.** Working to align these systems and breakdown silos will not be easy work. Kansas utilizes a coordinated system of governance for early childhood programming. In effect, this governance model places oversight of some services in one executive department and the oversight of others in another. To make real progress, executive agencies must constantly coordinate and collaborate on virtually every early childhood program. In addition, no executive agency is primarily focused on the issue of early childhood—instead these programs are largely housed within the Kansas Department for Children and Families and the Kansas Department of Health and Environment. With agencies as

vast as these, it can often be challenging for the state government to move together as one and maximize its resources.

To achieve this alignment, the Governor's Office must work with relevant state agencies, stakeholders, providers, families, and business to properly study this issue and take any necessary action. The Council suggests that the Governor's Office convene a working group to conduct an analysis of our system that identifies where gaps occur and focuses on how processes can be streamlined. This group should conduct extensive stakeholder engagement to better understand the needs of communities, families, and businesses and the challenges they are experiencing with our current system. The group should then translate the results of their analysis and stakeholder feedback into recommendations for potential actions.

If Kansas were to make progress in aligning these systems, the Council believes state government can more effectively address the needs of business and streamline processes that expand the availability of services. This action will also be a game changer for the early childhood workforce by creating new career opportunities and maximizing financial support that can expand career options. When all these systems move together, working families will also navigate the system with greater ease.



Governor Kelly signing the expansion of the Child Day Care Assistance Tax Credit with council members at Advent Health-Olathe in July 2022.

Increase Opportunities for High School Students to Earn Certifications and Credentials that Crosscut All Industries

To create a highly prepared workforce, more must be done to ensure that students receive the training and opportunity needed to jumpstart their future career endeavors. There exists a critical need from Kansas business and industry for students to be career aware and engaged early in their academic experience so they can quickly develop a robust set of marketable career skills. These skills can then be quickly harnessed once they transition into the workforce. Recognizing this fact early and preparing students to explore industry sectors of interest allows us to develop the most skilled, most prepared workforce in the country.

The Council recommends increasing opportunities for high school students to earn certifications and credentials in data analytics that can be applied to all industries. The Council has identified the NC3 Data Analytics certification as the certification that can be most easily implemented by schools and higher education institutions across the state. The NC3 certifications are appropriate for all high school students and can be offered by schools and colleges that are registered with the National Coalition of Certification Centers as Certification Centers or Leadership Schools. Dozens of Kansas institutions for learning—from junior and high schools to community and technical colleges—are already certified training centers.

To thoroughly provide these certifications to students across Kansas, there must be a concerted effort to properly train teachers so they can lead the curriculum instruction for the certifications. Over the preceding year, pilot programs were implemented where 21 teachers from across the state participated in a “Train-the-Trainer” opportunities that provided them with the professional development services needed to go back to their respective schools and provide instruction to students. The initial pilot saw great success, but increase expansion is needed to scale the number of teachers receiving the training. The Council recommends scaling this training pilot program by training an additional 120 teachers per year for the next four years. If accomplished, this would add 500 new certified teachers across the state—greatly expanding the accessibility of the NC3 certification program to students. The Council believes that the Smoky Hills Education Service Center, along with the Kansas Association of Educational Service Agencies, could collaborate to coordinate trainings and serve as the fiscal agent. It is anticipated that training 500 teachers over four years would cost between \$700,000 and \$750,000.

The intent of this recommendation is not to duplicate work already being done for students in this field. Many students already participate in certificate programs through

Excel in CTE, which is offered by Kansas community and technical colleges. The Council hopes increasing exposure to these types of entry-level credentials will lead more students to seeking Excel in CTE coursework for academic credit and additional credentials that are highly sought in the workplace. Expanding knowledge of these types of credential programs should be coupled with efforts to better map pathways for students in these fields. If we were successful at accomplishing both tasks, we'll make progress in ensuring that students are moving into post-secondary with the necessary background to dive deeper into technical education curriculum.

The last four years have proven that Kansas is in an unprecedented era of economic progress and expansion. If we are to meet this moment and keep moving Kansas forward, state efforts need to focus on growing our talent pipeline and preparing Kansans for our rapidly changing economic landscape. New business investment in the fields of technology, cybersecurity, and biomanufacturing require a workforce with an understanding of data analytics and related fields of study. Investing in preparing our teachers to provide expanded instruction in these fields will pay dividends for our state. If we can prepare our future workforce early, Kansas can build upon our previous economic development success by showing that Kansas is open for business and can meet the workforce needs of prospective employers wanting to expand their footprint in Kansas.



Members of the Council discuss recommendations at the December 9th meeting.

Leverage Existing Resources and Structures to Facilitate More Effective Post-Secondary Transitions for Kansas Students

If Kansas wants to create the highest-skilled, educated, and trained workforce, the state must better leverage existing resources and structures to facilitate more effective post-secondary transitions for students. Business and industry have made it clear: they need a skilled and prepared workforce. To meet this need, Kansas must address inequitable access to certain curriculum and post-secondary pathways that leave too many students unprepared or without options after high school. Focusing on increasing the number of students who graduate with additional college credit, credentials, or certifications along with a high school degree will pay dividends for our state, our economy, and our students. To create the best return on our current investments, the education sector should reevaluate our existing resources and refocus them to leverage state-level support so students can obtain more than just a high school degree before they transition to post-secondary or the workforce.

The Council recommends developing a statewide “Diploma Plus Kansas” program that prepares students for the future by giving them the opportunity to graduate high school with a diploma and a supplemental academic achievement. Like similar programs in some school districts in Kansas, Diploma Plus Kansas would promote and incentivize the need for students to obtain a credential, certification, or advanced college credit prior to their completion of high school. This will give students an edge if they transition to post-secondary or provide them with essential skills and training prior to joining the workforce. The Council believes that if 75% of high school students were to graduate with credential, certification, or supplemental college credit, Kansas will be better positioned to meet the workforce demands of the Kansas economy and provide students will the tools to effectively transition into their post-secondary endeavors.

To achieve this goal, significant collaboration and coordination is needed across the education continuum. The Council believes that the K-12 sector will need to work with business and industry to expand the opportunity for students to receive the credentials and certifications that are in-demand and necessary to meet economic development needs. Additionally, strategic expansion of dual and concurrent enrollment education opportunities will be vital for ensuring that all students have access to coursework that introduces them to higher education experiences while in high school. The Council believes that the Kansas First Proposal—which would provide 9 credits of college credit in general education studies to under-resourced students—could be a game changer. Investing in this program would show all students that there is a pathway for them to obtain education after high school and receive wrap around supports that ease this transition. When coupled with the state’s Excel in CTE program, students will be able to

explore both career and general studies opportunities while in high school and earn college credit that can put them ahead after graduation. The Council recommends using current structures and programs to provide a roadmap for collaboration between education sectors and eventually for the Kansas State Board of Education, the Kansas Board of Regents, and the Kansas Independent Colleges to execute an agreement for the provision of dual and concurrent programs. This agreement should outline how the sectors plan to collaborate, set joint standards for eligibility, and ensure the articulation of credit.

Along with new collaboration on general education coursework, the Council recommends expanding Excel in CTE opportunities to ensure the attainment of credentials is built into the current program. If program offerings better incorporated credentialing, students would leave their high school experiences in these courses not only with essential skills and on-the-job training, but with tangible certificates that are marketable in the workforce. In addition to creating better alignment in Excel in CTE, this work should move in tandem to scaling youth or pre-apprenticeship models for in-demand, high-opportunity fields.

For these tasks to be accomplished, partnerships between K-12 and higher education must be expanded and strengthened. Of particular note, expanded partnership is critical in the general education fields, like mathematics and English language arts, if more dual and concurrent enrollment opportunities are going to be developed. The two sectors must also move together to focus on applied learning and ensure the needs of special populations are accommodated. To achieve this partnership, the Council also recommends the establishment of the “Diploma Plus Kansas” oversight panel consisting of representation from the Kansas Board of Regents, Technical Education Authority, State Board of Education, the Legislature, the Executive Branch, business and industry, professional organizations, the Kansas Independent Colleges, and the Kansas Community Colleges. This panel would lead efforts to implement the game changing actions outlined in the recommendation.

The Council believes that when alignment and collaboration is created across the education continuum, our students and state will greatly benefit. By working closer together, Kansas can move its education system forward and better prepare students to transition from high school into post-secondary success. The futures of our students and our state’s economy are dependent on our ability to eliminate barriers and expand opportunity.

Charge the Technical Education Authority to Enhance Their Coordination of Technical Education Pathways Between K-12 and Post-Secondary Education

As discussed throughout this report, Kansas must address workforce development challenges if we are to continue our success of economic growth. To promote population growth and the retention of our workforce, policies must be put in place to empower our education and training systems to do what they do best—prepare Kansans for future success. There currently exists a communication and collaboration gap related to the work of the Technical Education Authority (TEA) and their role in enhancing the coordination and understanding of technical education programs. The TEA should be encouraged to enhance their communication related to the importance of students completing seamless pathways between K-12 CTE programs and post-secondary CTE programs. Ensuring educators encourage students to complete educational pathways, earn credentials, and develop the skills that the Kansas business sector is seeking should be the TEA's primary focus.

The Council recommends the Technical Education Authority enhance its communication about CTE pathways and credentials that are in-demand by the business sector. Currently, the TEA operates within their statutory framework to ensure education providers are connecting with business and industry to ensure curriculum is meeting workforce needs and creating a dynamically skilled and educated workforce. The Community and Technical Colleges in conjunction with the Kansas Board of Regents should develop a document highlighting the best practices in how to operate and utilize industry advisory board to ensure curriculum is ever evolving to meet the needs of the business community. To that end, the best practice recommendation document should include suggestions to advise K-12 and post-secondary programs on how to most effectively function and ways they can develop constant communication loops with business entities. The TEA's marketing and communications committee should highlight best practices identified in this document and ensure businesses across the state understand how to get involved with their local advisory groups.

To enhance the coordination of all workforce funding in the state, the Council suggests the Governor conduct a review of all federal resources allocated to Kansas for CTE and skills training. This review would allow for better alignment between programs and the maximization of federal supports like Perkins, WIOA, TANF, SNAP, and corporation of national community service and other workforce focused funding streams. This review could be coupled with an expanded review of other grant-based opportunities that may be not currently utilized. The Council believes that the Governor and other stakeholders should collaborate on this process and make recommendations for the leveraging of

these funds. Additionally, this review should consider new funding opportunities for customized training in areas where students can quickly complete high-quality programs and seamlessly enter the workforce. Stakeholders who need to be involved include the Department of Commerce, Department of Children and Families, Department of Corrections, Kansas State Department of Education, Kansas Board of Regents, Kansas Community and Technical Colleges, the Office of Recovery, the Kansas Workforce Board, and Local Workforce Regional Directors.

Additionally, the Council believes that there are other game changing actions that the state could take to assist the TEA in executing its duties. For instance, the Department of Commerce could collaborate with the Department of Labor as they publish their annual jobs outlook. This collaboration would take the data that the Department of Labor has and overlay the business intelligence the Department of Commerce is gathering from business expansion and recruitment projects. This would allow more informed decisions and targeted actions to be taken by the educational community. The Council also believes communication must be enhanced across education sectors to ensure K-12 and post-secondary faculty understand the importance of curriculum alignment and meeting business needs so students can move efficiently through technical education programs. Along with this informational support, more can also be done to support teachers in the technical education field, like creating externships and professional learning opportunities in critical need career fields. These opportunities would allow for grassroots connections between educators and businesses that teachers can harness inside the classroom. The Kansas Board of Regents should better promote their existing opportunities for community and technical college faculty to participate in this learning and the Kansas Department of Education should promote the appropriate use of Perkins funding to support K-12 teachers seeking this professional development.

We must do more to prepare our students for their future careers and ease the transition from education to the workforce. Leveraging this existing structure is an efficient and common-sense solution to addressing a glaring gap in our system. By focusing on better curriculum alignment and marketing the work of the TEA, Kansas students will experience more effective career and technical education. Brining stakeholders together to study workforce development related funding will help Kansas better leverage those resources, expand the accessibility of technical education opportunities, and more efficiently connect students to opportunities in the workforce.

CONCLUSION

This report outlines a series of recommendations and action steps that Kansas can take in the coming year to advance educational opportunities for Kansans from all corners of the state. The Council continues to advance recommendations that it believes are attainable, common-sense solutions that will create a return on investment for the Kansas economy while preparing Kansans for a rapidly changing workforce.

In most cases, these recommendations will require considerable agency-level collaboration that realigns systems to better coordinate programming and funding opportunities. The Council believes that the time is now to begin studying these issues if we want to create meaningful change over the next four years. These recommendations have been thoroughly vetted by the Council and their enactment is key to keeping Kansas moving forward.

Along every step of the way, the Council has been committed to increasing prosperity and improving the well-being of all Kansans. We know that providing a quality education to every Kansas kid is vital to the success of our state. By creating an integrated approach to career preparedness and aligning education with the needs of business, Kansas will be better positioned to create more vibrant communities, cultivate opportunities for all, and promote an innovative economy. If we want to increase prosperity and the well-being of all Kansans, we must focus on creating seamless transitions between early learning, K-12, and postsecondary education that leads to high-growth, innovative opportunities for business and industry.

The Council placed special attention on the issues of workforce development throughout its work this year and this report. It is clear that this is one of the most pressing challenges facing our state. Kansans from all corners of the state must unite to tackle this issue and the Council stands ready to continue providing solutions that advance both our education and business systems.

As noted previously, what makes Kansas unique is our unwavering commitment to education, opportunity, and equity. With an eye to the future and expanding on our commitment to innovation, unity, and prosperity, the Council is eager to continue working to uphold our commitment to those values and advancing our education system. We believe the future is bright and Kansas can solve complex challenges when we work together as one.

APPENDICES

APPENDIX A: THANK YOU

The presentation of this annual report has been an effort accomplished by many people brought together for the purpose of serving public education in Kansas. We have worked diligently to incorporate Governor Kelly’s tenants of education, equality, opportunity, innovation, unity, and prosperity for all. We’d first like to thank the members of the Governor’s Council on Education for their commitment and attention to the issues facing Kansas. This report is a testament to the hard work and dedication of our members. It should also be mentioned that all Council members serve on a voluntary basis—motivated to do this work by a dedication to service and strengthening our state. We cannot understate how grateful we are for their continued commitment and service.

This year, the Council spent a considerable amount of time in the field learning from our education and business leaders. We’d like to thank President Tisa Mason and her team at Fort Hays State University for their hospitality and insights that the Council received during our September visit. Additionally, we’d like to thank President Jim Genandt and his team at Manhattan Area Technical College for their assistance and support of our November meeting in Manhattan. We also are appreciative of the time and partnership of all the presenters the Council met with and heard from throughout the year. These experts provided invaluable insight that the Council has used throughout its work.

The Council would also like to thank the Kansas Association of School Boards for providing us a consistent meeting space and for their hospitality. KASB also has provided photos of our meetings—some of which are included in this report.

The Council is also grateful for the assistance and support of staff who’ve brought their expertise, knowledge, and time to the work of the Council.

Finally, Governor Kelly deserves the biggest credit. Her unwavering commitment to public education has been a motivator for our Council and guided our work. She has given this Council a voice, lent her ear, and provided the support of her and her team—all of which has given the Council value and purpose.

APPENDIX B: EXECUTIVE ORDER 19-03

EXECUTIVE ORDER NO. 19-03

Establishing the Governor's Council on Education

WHEREAS, Kansas is committed to a shared vision of increased prosperity and improved well-being for all Kansans; and

WHEREAS, providing quality education is vital to the success and well-being of individual Kansans, and is essential to growing the economy and cultivating a highly trained and skilled workforce; and

WHEREAS, an integrated approach to career preparation, beginning with early learning and continuing through post-secondary education, would benefit individuals, companies, industries, and the State as a whole; and

WHEREAS, aligning education with state agencies and business needs will help create vibrant communities, cultivate opportunities for Kansans, and promote an innovative, entrepreneurial economy; and

WHEREAS, ensuring access to quality early learning, and encouraging seamless transitions from K-12 to technical schools, community colleges, and universities and on to business and industry is vital to realizing our shared vision of increased prosperity and improved well-being for all Kansans; and

WHEREAS, economic growth depends on cooperation and coordination between the education community and high-growth, innovative businesses and industries; and

WHEREAS, upholding values of transparency, inclusion, and accountability between educators, businesses, industry, and our broader Kansas community will help create effective working relationships that will aid in the achievement of our shared vision.

NOW, THEREFORE, pursuant to the authority vested in me as Governor of the State of Kansas, I hereby establish the Governor's Council on Education ("Council"):

1. The Governor shall appoint the following to serve as members of the Council:
 - a. One representative from each of the following agencies or organizations:
 - i. Governor's Office
 - ii. Kansas Department of Education
 - iii. Kansas Board of Regents
 - iv. Kansas Children's Cabinet
 - v. Kansas Department for Children and Families
 - vi. Kansas Department of Labor

- vii. Kansas Department of Commerce
 - viii. Kansas Association of School Boards
 - ix. United School Administrators of Kansas
 - x. Kansas Association of Community Colleges
 - xi. Kansas Independent Colleges Association
 - xii. Kansas Association of Technical Colleges
 - xiii. Kansas Association of Workforce Boards
 - xiv. Kansas Parent Teacher Association
 - xv. Kansas National Education Association
- b. Between five and ten members of the business community.
 - c. Public school superintendents representing the various regions of Kansas.
 - d. Members of non-profit organizations who have expertise in areas that could assist in advancing the goals, strategies, and operations of the Council.
 - e. Additional individuals the Governor determines have relevant experience or qualifications.
2. The Governor shall select a chair and vice-chair, or co-chairs, from the Council's membership.
 3. Members shall receive no compensation or reimbursements for expenses and shall serve voluntarily. Officers or employees of state agencies who are appointed to the Council as part of their duties shall be authorized to participate on the Council and may claim subsistence, allowance, mileage or associated expenses from their respective agency budgets as permitted by law.
 4. The Council shall be subject to the Kansas Open Records Act and the Kansas Open Meetings Act.
 5. Plans, reports, or recommendations of any nature adopted by the Council shall be considered advice to the Governor, and shall not be construed as official policies, positions, or interpretations of laws, rules, or regulations by any department or agency of state government, nor shall any such department or agency be bound in any manner to consider such advice when conducting their advisory and regulatory affairs.
 6. The Council shall:
 - a. Develop strategies and tactics to pursue an integrated approach to career exploration and workforce development that aligns with and complements the "Kansans Can" initiative of the Kansas State Department of Education and focuses on the human capital needs of business and industry across the state;

- b. Expand public-private partnerships focused on universal access to quality early learning, and strengthen collaboration between agencies and organizations focused on preparing young Kansans to succeed in school and beyond;
 - c. Expand public-private partnerships focused on access and work-based learning experiences and career pathways tied to high-demand, high-wage, and critical-needs careers in Kansas;
 - d. Identify goals, initiatives, strategy metrics, and systems metrics, and report progress on each to the Governor annually; and
 - e. Inform and advise the Governor on educational initiatives and policies to improve the overall success of education and workforce development in Kansas.
7. The Council shall be staffed by the Education Commission of the States, along with the Kansas Department of Education and Kansas Board of Regents.
 8. The Council shall meet quarterly or as often as the Chair or co-Chairs of the Council determine is necessary.
 9. The Council shall submit regular reports to the Governor with an annual report submitted in December of each year.
 10. Executive Order 18-10 is hereby rescinded.

This document shall be filed with the Secretary of State as Executive Order No. 19-03. It shall become effective immediately and remain in force until rescinded.

APPENDIX C: CO-CHAIR BIOGRAPHIES

CO-CHAIRS

Dr. Fred Dierksen



Dr. Fred Dierksen's tenure as superintendent of Dodge City Public Schools began in July 2017.

Dr. Dierksen obtained his post-secondary education from Sterling College, Fort Hays State University, and received his Doctorate of Educational Administration from Wichita State University. His first teaching position was in Jetmore, Kansas, where he was quickly promoted to Principal, later to Principal of Sterling Grade School, where he transitioned to Superintendent of Sterling Public Schools. While in Sterling, Kansas, he expanded programs and grant funding to support ongoing learning for pre-K through 12th grade students.

As an active community member, Dr. Dierksen has served on numerous boards and advisory councils. Most recently, serving on the Governor's Council of Education and the Board of Directors for the Kansas School Superintendent' Association. He has received many honors, including the 2020 Excellence in Educational Leadership Co-Award, along with Council member Steve Karlin, from the University Council for Educational Administration.

Dr. Cynthia Lane



Dr. Cynthia Lane has more than 40 years of professional experience in the field of education. Dr. Lane is currently the CEO of Evolve Education Leadership L.L.C. Lane serves on the Governor's Council of Education, the Advantage Kansas Coordinating Council, and the Kansas Board of Regents. Dr. Lane was the superintendent of Kansas City, Kansas Public Schools from 2010 to 2018, where the district achieved its highest graduation rate, significantly increased early childhood programs, and implemented the diploma plus initiative focused on career exploration and preparation, graduating students with their diploma plus industry recognized credentials, early college, internships, and other key endorsements. She received her Ed.D. from the

University of Kansas along with her M.S. and B.S. Ed. from Pittsburg State University.

APPENDIX D: 2021 MEETING AGENDAS/MINUTES

Governor's Council on Education

Agenda

January 14, 2022

9:00 – 11:00am

State Capitol Room 346-S

- I. **Welcome, Opening Remarks, Approval of Minutes**
- II. **Annual Report**
 - a. Prepare for Presentation of Annual Report
 - b. Summary of Report to Governor Kelly
- III. **Remarks**
 - a. Presenter: Governor Laura Kelly
- IV. **Reception**
- V. **Committee Next Steps**

Governor's Council on Education

Agenda

June 10, 2022

10:00am – 2:00pm

Kansas Capitol Visitor Center

- I. **Welcome, Opening Remarks, Approval of Minutes**
- II. **Old Business**
 - a. Council Priorities and Status of Recommendations
 - i. Presenter: Zach Vincent, Governor's Office
 - b. Legislative Update- Pre-K to K-12
 - i. Presenter: Mark Tallman, KASB
 - c. Legislative Update: Higher Education
 - i. Presenter: Matt Casey, KBOR
- III. **Lunch**
- IV. **New Business**
 - a. Expanding Apprenticeship Opportunities
 - i. Presenter: Shonda Atwater, Commerce
- V. **Discussion**
 - a. Implications and Next Steps

Next Council Meetings

September 9, 2022 10:00 – 2:00 Fort Hays State University (Hays)

November 11, 2022 10:00 – 2:00 Manhattan Technical College (Manhattan)

December 9, 2022 10:00 – 2:00 KASB (Topeka)

Governor's Council on Education

Agenda

September 9, 2022

10:00am – 3:00pm

Fort Hays State University—Hays, Kansas

- I. Opening Remarks from Co-Chairs, Introductions, Roll Call, and Approval of Minutes**
- II. Welcome Remarks—President Tisa Mason**
- III. Break**
- IV. Cybersecurity/Tech Incubator**
 - a. Presenter: Dr. Melissa Hunsicker-Walburn, Department of Informatics
- V. Criminal Justice/De-escalation Center**
 - a. Presenter: Dr. Tamara Lynn, Department of Criminal Justice
- VI. Robotics**
 - a. Presenter: Dr. Kim Stewart
- VII. Break**
- VIII. Working Lunch: Presentation from Joe Coles**
- IX. Docking Institute**
 - a. Presenter: Dr. Brett Zollinger
- X. Hays Chamber of Commerce**
 - a. Presenter: Sarah Wasinger, President/CEO
- XI. Center for Student Success**
 - a. Presenter: Dr. Joey Linn, Dr. Karen McCullough
- XII. Council Discussion and Closing Remarks**

Next Council Meetings

November 11, 2022- Manhattan Tech

Governor's Council on Education

Agenda

November 11, 2022

9:00am – 3:00pm

Manhattan Area Technical College

- I. Welcome, Introductions, Approval of Minutes (June and September meetings)**
- II. Overview of the Day**
- III. Kansas Wins! Scorpion Biologics is Coming to Manhattan**
 - a. Presenter: Dr. Richard Linton, Rebecca Robinson, Daryn Soldan, and Jim Genandt
- IV. Enterprise KC and Cybersecurity**
 - a. Presenter: David Franklin
- V. Higher Paths Update**
 - a. Presenter: Kristin Brighton
- VI. Future Ready Committee Update**
 - a. Presenter: Dan Whisler and Coleen Tabor
- VII. Break and Lunch: Overview of the College and Career Center Project**
 - a. Presenter: Manhattan-Ogden USD 383 and MATC
- VIII. Employers Panel**
 - a. Presenter: Representatives of Construction Trades, Engineering, HVAC, IT, Automotive Technology, Health Care, and Manufacturing and their role as advisory committee participants with technical education programs
- IX. Discussion of Key Alignment of Education and Workforce Considerations**
- X. Wrap-Up**
- XI. MATC Groundbreaking Ceremony for Phase I of the Building HIRE Education Project: the Advanced Technology Center**

Next Council Meetings

December 9th- Finalization of Recommendations

Governor's Council on Education

Agenda

December 9, 2022

9:30 – 12:00

- I. **Welcome, Introductions, Approval of Minutes, Overview of Agenda**
- II. **Group Work: Review and Improve Draft Key Considerations and Recommendations**
- III. **Break**
- IV. **Discussion and Consensus on Key Considerations to Advance to the Governor**
- V. **Wrap Up and Closing Remarks**

Next Council Meeting

Annual Report of Recommendations to Governor Kelly, January 2023, Kansas Capitol

TEA Appropriations Request Reminder

Summary

Every year, the Kansas Board of Regents (Board) asks the Technical Education Authority (TEA) to recommend funding requests from the Legislature for the upcoming year's budget. These requests need to be ranked in order of importance and will be considered along with the recommendations provided by the universities, community colleges, technical colleges, Board staff, and the Board itself.

3/30/2023

Background

During the Board's retreat each year, the Board discusses what funding requests they should ask the Legislature to consider. The Board will discuss its FY 2025 (July 2024 – June 2025) unified budget request at their retreat in July/August 2023. As part of this process, the Board gathers input from various entities to ensure they are considering all requests and to see if there might be a consensus among the groups.

For FY 2024, the TEA recommended to the Board that for the two-year sector that the Board make the following Legislative budget requests:

- Implement Year Two of Legislative Action on Tiered and Non-Tiered State Aid TBD
- Fully fund Excel in CTE Student Enrollment
- Continue CTE Capital Outlay Aid at FY 2023 Level (\$7,419,311) for Eligible Colleges
- Fund \$500,000 per institution in one-time costs to improve internal IT/networking structures, security, and cybersecurity \$13,000,000

Recommendation

The TEA does not need to finalize its FY 2025 Legislative budget request recommendations for the Board until the May 2023 meeting. However, Board staff is requesting guidance from the TEA members as to their funding priorities for FY 2025 so a draft proposal can be created for final TEA consideration during the May 25, 2023 meeting.

TEA Calendar 2023-2024

Summary

Each academic year, the Technical Education Authority (TEA) must agree on a meeting schedule that coincides with the Kansas Board of Regent (Board) meeting calendar. 3/30/2023

Overview

For the next academic year 2024 (2023-2024), the Board has set the following meeting dates:

- July 31 – August 2, 2023, Budget Workshop/Retreat
- September 20-21, 2023
- October 18-19, 2023
- November 15-16, 2023
- December 20-21, 2023
- January 17-18, 2024
- February 14-15, 2024
- March 20-21, 2024
- April 17-18, 2024
- May 15-16, 2024
- June 19-20, 2024

Since various TEA items also need Board of Regent (Board) approval, the meeting schedule should provide for TEA Committee review, full TEA review, any applicable Board Committee review, and final Board approval. To accommodate meeting requirements the following method is used:

- Full TEA meetings are roughly 2 to 3 weeks prior to the coordinating Board meeting
- TEA Committee meetings are roughly 2 to 3 weeks prior to the full TEA meeting

Important items to note on the AY24 meeting schedule:

- Due to the Thanksgiving holiday, the November TEA meeting has been moved to Friday, November 17, 2023.
- Due to the Christmas holiday, the December TEA meeting has been moved to Friday, December 22, 2023.

Recommendation

The AY24 TEA meeting schedule (including committees) has been developed and reviewed by staff and brought forth for discussion and approval by the TEA.

Postsecondary TEA Meeting Dates 2023-2024

Conference number: see agenda

Access code: see agenda

TEA Meeting Dates

Location

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

Thursday, August 31, 2023	Conference Call - 10 a.m.
Thursday, September 28, 2023	KBOR Office, Topeka - 10 a.m.
Thursday, October 26, 2023	Conference Call - 10 a.m.
Friday, November 17, 2023	KBOR Office, Topeka - 10 a.m.
Friday, December 22, 2023	Conference Call - 10 a.m.
Wednesday, January 25, 2024	KBOR Office, Topeka - 10 a.m.
Thursday, February 29, 2024	Conference Call - 10 a.m.
Thursday, March 28, 2024	KBOR Office, Topeka - 10 a.m.
Thursday, April 25, 2024	Conference Call - 10 a.m.
Thursday, May 30, 2024	KBOR Office, Topeka - 10 a.m.

Committee Conference Call Meeting Dates

Location

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

<i>All Committee meetings are conference calls</i>	
Thursday, August 17, 2023	<p>Budget/Finance Committee: 8:30 a.m. to 9:30 a.m.</p> <p>Advocacy/Marketing Committee: 2:00 p.m. to 3:00 p.m.</p> <p>Program/Curriculum Committee: 3:00 p.m. to 4:30 p.m.</p>
Thursday, September 14, 2023	
Thursday, October 12, 2023	
Thursday, November 2, 2023	
Thursday, December 7, 2023	
Thursday, January 11, 2024	
Thursday, February 15, 2024	
Thursday, March 14, 2024	
Thursday, April 11, 2024	
Thursday, May 16, 2024	

2023-2024 New Technical Certificate and AAS Program Approval Schedule

New Technical Program Submission Timetable:

The table below identifies the approval steps a new program proposal follows to be approved by KBOR. Information from the proposal packet is used to generate an “executive summary” of the new program which is then submitted to the respective committees for their review prior to the committee meetings.

	Paperwork Deadline (Close of business)	Program Alert (Start of the 10-day Comment Period)	TEA Program Curriculum Committee *	TEA Meeting**	KBOR Meeting
1	July 20, 2023	July 27, 2023	August 17, 2023	Thursday, August 31, 2023**	September 20-21, 2023
2	August 17, 2023	August 24, 2023	September 14, 2023	Thursday, September 28, 2023	October 18-19, 2023
3	September 14, 2023	September 21, 2023	October 12, 2023	Thursday, October 26, 2023**	November 15-16, 2023
4	October 5, 2023	October 12, 2023	November 2, 2023	Friday, November 17, 2023	December 20-21, 2023
5	November 7, 2023	November 14, 2023	December 7, 2023	Friday, December 22, 2023**	January 17-18, 2024
6	December 12, 2023	December 19, 2023	January 11, 2024	Thursday, January 25, 2024	February 14-15, 2024
7	January 18, 2024	January 25, 2024	February 15, 2024	Thursday, February 29, 2024**	March 20-21, 2024
8	February 15, 2024	February 22, 2024	March 14, 2024	Thursday, March 28, 2024	April 17-18, 2024
9	March 14, 2024	March 21, 2024	April 11, 2024	Thursday, April 25, 2024**	May 15-16, 2024
10	April 18, 2024	April 25, 2024	May 16, 2024	Thursday, May 30, 2024	June 19-20, 2024

Dates are tentative and subject to change based on TEA and KBOR confirmed meeting dates.

** Technical Education Authority Committee meetings are conference calls. Livestream information is included with meeting agendas. Applicants are provided call-in information.*

*** Proposed Technical Education Authority conference call meeting dates. Livestream information is included with meeting agendas. Applicants are provided call-in information.*

***** Kansas Workforce Summit**

NOTES:

- Paperwork Deadline: programs must be submitted by this date to be considered for the correlating program alert. Submitting by this date **does not** guarantee the program proposal has meet all the requirements to move forward in the program approval process.
- Program Alert: Submission of ***complete and finalized*** (no remaining staff questions and/or clarifications) new program proposal packet is required ***prior*** to it being eligible for the new a program alert.

Election of TEA Officers Reminder

Summary

This is a reminder that at the May 25, 2023 meeting, Technical Education Authority (TEA) members will need to elect a Chair and Vice-Chair to serve for Academic Year 2024 (2023-2024). 3/30/2023

Background

The TEA's election of an AY24 Chair and Vice-Chair is scheduled to occur on May 25, 2023. Please let Chair Frederick and/or Vice President Smathers know if you have an interest in serving in one of these roles, or if there is someone you would like to nominate.

Review of TEA Goals for 2022-2023

Summary

During the September 29, 2022 Technical Education Authority (TEA) meeting, TEA goals for 2022-2023 year were discussed and approved. Board staff will provide an update on the status of this year's TEA goals.

3/30/2023

TEA GOALS 2022-2023

- 1 Support Kansas Board of Regents 2022-2023 goals and advocate for all public postsecondary institutions
- 2 Finish extraordinary cost review for the remaining programs
- 3 Review the cost model to give TEA members and others a better understanding of how it works.
- 4 Work with Commerce and KSDE in developing definitions, guidelines, and processes for work-based learning (apprenticeships, internships, work experience, etc.)
- 5 Improve CTE program alignment between KSDE and the postsecondary institutions based on business and industry input. Included in this effort will be establishing and publishing best practices that increase the number of students that earn industry certifications and/or postsecondary credentials
- 6 Work with Commerce in developing and expanding an apprenticeship model
- 7 Review and make recommendations for high wage, high demand, critical need, and qualified transfer programs in the four general fields of study identified in the Promise Act Scholarship
- 8 Continue ongoing Excel in CTE fee reviews
- 9 Improve communication with school districts in Kansas by expanding available information continued work on needs assessments, and improving the website navigation
- 10 Based on input from the community and technical colleges, determine the best way to record participation, promote awareness, and emphasize the value of customized training that is occurring at the institutions

Committee Goal Assignments

Advocacy & Marketing Committee

1. Improve communication with school districts in Kansas by expanding available information, continued work on needs assessments, and improving the website navigation

Budget & Finance Committee

1. Finish extraordinary cost review for the remaining programs

Technical Program & Curriculum Committee

1. Work with Commerce and KSDE in developing definitions, guidelines, and processes for work-based learning (apprenticeships, internships, work experience, etc.)
2. Improve CTE program alignment between KSDE and the postsecondary institutions based on business and industry input. Included in this effort will be establishing and publishing best practices that increase the number of students that earn industry certifications and/or postsecondary credentials
3. Work with Commerce in developing and expanding an apprenticeship model
4. Review and make recommendations for high wage, high demand, critical need, and qualified transfer programs in the four general fields of study identified in the Promise Act Scholarship
5. Continue ongoing Excel in CTE fee reviews
6. Based on input from the community and technical colleges, determine the best way to record participation, promote awareness, and emphasize the value of customized training that is occurring at the institutions

BOARD GOALS 2022-2023

BUILDING A FUTURE – HELPING KANSAS FAMILIES

Access – College Going Rate

1. Initiate a model with our K-12 partners that scales early college programs.

Affordability – On Time Graduation

2. Formulate systemwide math general education courses and meta majors for the purposes of math pathways and define the systemwide general education math course that is required for each respective systemwide meta major.
3. Develop a statewide transfer associate degree in pre-education. The system will identify at least 60 credit hours (using the systemwide general education, pre-major, and early major courses) that: a) complete the requirements for the transfer associate degree at community colleges; and b) transfer and apply toward satisfying baccalaureate degree course requirements at the six state universities (without loss of credit).

Success – Degree and Certificate Earned

4. Each state university will implement the National Institute for Student Success (NISS) best practice recommendations regarding academic advising services, training, and technology resources.

BUILDING A FUTURE – HELPING KANSAS BUSINESSES

Talent Pipeline – Graduates in High Demand, Sustaining Wage Fields

5. Work with industry partners to develop initiatives addressing teacher and healthcare workforce shortages.

GOVERNANCE

Bedrock Goals

6. A Task Force will review current practices to ensure adequate oversight of health care administered to student athletes at the six state universities' athletics departments, with the assistance of a third-party consultant. At the June 2023 Board meeting, the Task Force will present a report that will contain its findings and recommendations.
7. Utilize rpk GROUP's report and recommendations to a) increase the efficiency of the system's academic program inventory and strengthen the academic program review process; and b) develop systemwide instructional workload standards for research and regional universities.
8. Develop a dashboard to track progress on Building a Future, the Board's strategic plan. The Regents will review the plan's current metrics and determine what metrics should be added to assist the Board in monitoring the implementation of system approaches.

**Kansas Board of Regents
Kansas Postsecondary Technical Education Authority
1000 SW Jackson Street, Ste. 520
Topeka, KS 66612**

**Technical Program and Curriculum Committee
Conference Call
February 16, 2023
3:00 PM**

APPROVED MINUTES

Members Present:

Mike Beene
Debra Mikulka
Cindy Hoover
Ray Frederick

Others:

Allen Community College
Barton Community College
Butler Community College
Cloud County Community College
Coffeyville Community College
Cowley Community College
Garden City Community College
Hutchinson Community College
Johnson County Community College
KACCT
Pratt Community College
Seward County Community College

KBOR Staff Present:

Scott Smathers
Charmine Chambers
April Henry
Laura Leite
Sue Grosdidier
Susanna Lee
Vera Brown
Tobias Wood
Crystal Roberts
Susan Henry

Call to Order

Committee Chair Beene called the meeting to order at 3:01 P.M. A quorum of committee members was present.

Approval of Minutes

Committee Chair Beene called for a motion to approve the previous minutes from the meeting on January 5, 2023.

Motion: Member Frederick moved to approve the minutes of the January 5, 2023 meeting. Following a second by Member Hoover, the motion carried.

Discussion Agenda

Tabled Items from January 5, 2023

New Program

Committee Chair Beene called on Associate Director Chambers to present the new program approval request.

Garden City Community College: Computer Support Specialist (11.1006)

Associate Director Chambers informed members that Garden City Community College (GCCC) is seeking approval to expand their existing Computer Support Specialist program to include a 31-credit hour Technical Certificate B, and a 60-credit hour Associate of Applied Science in Computer Support Specialist. This program proposal was tabled at their January 5, 2023 meeting, pending additional information from Garden City Community College. Associate Director Chambers informed members that additional information provided by GCCC was included at the bottom of the original issue paper from the GCCC program request at the January 5, 2023 meeting. GCCC provided the committee with additional information including a letter of support from Seward County Community College, labor market data included in the Title III grant, additional letters of support from business and industry indicating support to interview GCCC graduates for positions for which they would qualify, and a letter of support from Senator Roger Marshal, M.D. Associate Director Chambers informed members that this program has been through program alignment at the system level and this program as submitted by GCCC meets alignment requirements. She added that the occupation that corresponds to this program is on the most recent high demand/high wage listing by the Kansas Department of Labor.

Member Mikulka thanked Garden City Community College for providing the additional information, as well as addressing the lack of collaboration with Seward County Community College.

Motion: Member Frederick moved approve the Garden City Community College Computer Support Specialist (11.1006) Technical Certificate B/31 credit hours and an Associate of Applied Science/60 credit hours new program proposal as presented and to place the committee recommendation on the TEA consent agenda for approval. Following a second by Member Mikulka, the motion carried.

Promise Act

Garden City Community College: Computer Support Specialist (11.1006)

Committee Chair Beene informed members that GCCC is requesting consideration for Promise Act funding for the Computer Support Specialist (11.1006) program. Associate Director Chambers informed members that this program is Promise Act eligible as specified in the legislation.

Motion: Member Frederick moved to approve the Promise Act funding request as submitted by Garden City Community College for their Computer Support Specialist program and to place the committee recommendation on the TEA consent agenda for approval. Following a second by Member Hoover, the motion carried.

Next Meeting Reminder

Committee Chair Beene reminded members that the next regularly scheduled committee conference call meeting is March 9, 2023 at 3:00 PM.

Adjournment

With no further business, Committee Chair Beene adjourned the meeting at 3:10 P.M.

Respectfully submitted by:

Susan Henry, Executive Assistant