

**Postsecondary Technical Education Authority**

**AGENDA**

Kansas Board of Regents

1000 SW Jackson, Suite 520, Topeka, KS

**10:00 AM – February 23, 2023**

**I. CALL TO ORDER**

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

**II. REPORTS**

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

**III. CONSENT AGENDA**

- A. Program and Curriculum Committee Committee Chair Beene  
New Programs  
• Garden City Community College: Computer Support Specialist (11.1006)  
Promise Act  
• Garden City Community College: Computer Support Specialist (11.1006)

**IV. OTHER MATTERS**

- A. Legislative Update Director Casey  
  
B. 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 President Frisbie  
  
C. Academic Year 2021 Kansas Information Training Program (K-TIP) Highlights Associate Director Chambers  
  
D. Update on Committee Meetings Vice President Smathers

- V. NEXT MEETING REMINDER (Thursday, March 30, 2023)** Vice Chair Humphrey

**VI. ADJOURNMENT**

**KANSAS POSTSECONDARY  
TECHNICAL EDUCATION AUTHORITY  
MEETING**

A January 26, 2023, meeting of the Kansas Postsecondary Technical Education Authority (TEA) was held at the Kansas Board of Regents office, 1000 SW Jackson, suite 520, Topeka, Kansas and virtually via ZOOM.

**Members Present**

Ray Frederick  
Curtis Sneden  
Debra Mikulka  
David Reist  
Mark Hess

Tiffany Anderson  
Cindy Hoover  
Mike Beene  
Natalie Clark  
Eddie Estes, via ZOOM

**Others Present**

Coffeyville Community College  
Flint Hills Technical College  
Hutchinson Community College  
KACCT  
Manhattan Area Technical College

**Kansas Board of Regents Staff Present**

Scott Smathers  
April Henry  
Sue Grosdidier  
Vera Brown  
Eric Tincher  
Charmine Chambers  
Becky Pottebaum  
Rico Linchangco  
Susan Henry, via Zoom

Hector Martinez  
Susanna Lee  
Laura Leite  
Elaine Frisbie  
Tim Peterson  
Matt Casey  
Crystal Roberts

**CALL TO ORDER**

The meeting was called to order by Chair Frederick at 10:00A.M.

**Approval of Minutes**

Chair Frederick called for a motion to approve the minutes from the December 16, 2022, meeting.

**Motion:** Member Sneden moved to approve the minutes of the December 16, 2022, meeting. Following a second by Member Beene, the motion carried.

**REPORTS**

**Introductions**

Chair Frederick welcomed new TEA members Cindy Hoover, Curtis Sneden, David Reist, and Natalie Clark, and asked each new member to introduce themselves. Vice President Smathers introduced new Associate Director Crystal Roberts and new Director of Finance Becky Pottebaum.

**Chair's Report**

Chair Frederick reported that he looks forward to resuming his travels to visit institutions in February.

### Member Liaison Reports

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

Member Anderson reported that USD 501 has 100 mid-year graduates, with many of the students ready to earn an industry credential and begin their careers or enroll in college. She reported her administration toured Washburn Tech East exploring student opportunities and pathways, and Allen County Community College staff visited T-CALC, where they partner in offering online classes for college credit. She informed members that USD 501 had its first two students this year graduating with their high school diploma as well as an Associate's degree, and 40 students have moved on to Stormont Vail Medical Center with their CNA license, she thanked Stormont Vail for providing free staffing to teach those students. She informed members that she plans to attend the signing of the Governor's Proclamation for CTE month next week.

Member Estes reported that he attended the Kansas Advisory County on Career Technical Education meeting, along with TEA Members Clark and Beene and Vice President Smathers. He reported that a Winterfest was held last weekend at the 3I headquarters in Dodge City, with Dodge City Community College. He thanked new TEA members for their willingness to serve.

Member Clark reported on behalf of KSDE, and informed members that the substitute for House Bill 2466, new section 6 was delivered to the House and Senate Education Committees and that KSDE gave a career and technical education report with information from 95 of the 286 districts that responded to their inquiries.

### Vice President for Workforce Development Report

Chair Frederick called on Vice President Smathers to provide members with a Workforce Development report. Vice President Smathers welcomed new TEA members. He informed members that Board staff is nearing completion of the required federal report for Perkins and thanked KSDE for their assistance in the completion of the report. He reported that he will be attending the signing of the Governor's Proclamation for CTE Month along with Member Anderson, Associate Director Brown, and representatives from KSDE and thanked KSDE for taking the lead in pursuing completion of the proclamation. He reported that in the last month he visited with TEA members and six institutions. He thanked presidents for taking time to meet with him. He reported he was asked to serve on the State Broadband Advisory Council through the Department of Commerce, which focuses on the importance of expanding broadband access throughout the state, and that he and Member Beene served on a panel in Wichita last week.

### Report from the Community Colleges

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

### Report from the Technical Colleges

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

## **CONSENT AGENDA**

Program and Curriculum Committee

Program Realignment

- Heating, Ventilation, Air Conditioning (HVAC) (47.0201)

New Programs

- Garden City Community College: Robotics and Mechatronics Technology (15.0405)

- Washburn Institute of Technology: Advanced Emergency Medical Technician (51.0904)

#### Promise Act

- Garden City Community College: Robotics and Mechatronics Technology (15.0405)
- Washburn Institute of Technology: Advanced Emergency Medical Technician (51.0904)

#### Excel in CTE Fees

- Washburn Institute of Technology: Advanced Emergency Medical Technician (51.0904)

Chair Frederick called for a motion to approve the Consent Agenda items from the Technical Program and Curriculum Committee.

**Motion:** Member Beene moved to approve the Consent Agenda items. Following a second by Member Anderson, the motion carried.

### OTHER MATTERS

#### Legislative Update

Chair Frederick called on Director Casey to provide members with a legislative update. Director Casey gave a brief overview of the Governor's budget recommendations which includes approximately \$107 million for higher education this year, including \$13 million for the two-year sector for postsecondary technical education, as well as \$6.5 million for cyber security for institutions. Director Casey provided members with brief explanations on Senate Bill 48 and Senate Bill 84 and explained that both bills were forwarded to the Committee on Education, for a hearing February 6<sup>th</sup>.

Chair Frederick expressed his concerns and tremendous disappointment in the lack of discussions with the TEA prior to the point that Senate Bill 48 was introduced to the Legislature addressing TEA appointments.

#### Carl D. Perkins Update

Chair Frederick called on Associate Director Brown to provide members with a Carl D. Perkins update. Associate Director Brown provided members with a brief history of the Strengthening Career and Technical Education for the Century Act, also known as Perkins V, which provides approximately \$12.5 million for Kansas secondary and postsecondary career technical education (CTE). Associate Director Brown provided members with information in their meeting packets and gave a brief presentation detailing the funding of the various Perkins programs goals and initiatives, including performance-based funding, competitive grants, statewide leadership grants, reserve grants, grants focusing on special populations, labor force expansion, support for faculty, incentive funding, and the statewide CTE outreach program "Build Something Now" in collaboration with Cox Communications. Associate Director Brown explained that Board Staff will be holding a state-wide non-traditional careers training for institutions in Salina this month, as part of the ongoing training and technical assistance, and will be submitting the Consolidated Annual Report this month. She thanked Board Staff departments for their assistance in managing the Perkins Grant, including Data Research and Planning, Finance, Legal, Information Technology, the Executive Branch and public outreach. She also recognized that the institutions deserve the most credit for performance and reporting. She reported that the 2022 Federal government postsecondary performance targets have been met in Kansas.

#### Adult Education Presentation

Chair Frederick called on Director Martinez to provide members with a presentation on Adult Education. Director Martinez explained that the Adult Education program encompasses a wide range of instructional strategies for student skills from basic literacy to college and career preparation, including a broad range of services, such as preparation for a high school equivalency diploma, learning the English language and

providing structured basic school instruction in preparation for college and careers in Kansas. He provided members with a PowerPoint presentation and data of the Adult Education programs in Kansas including face-to-face classes, online remote classes, as well as offerings in correctional facilities, assisting individuals over 16 years of age who are not in high school. He reported that in 2022, participants increased by 20% from the prior year, and this year is also on-track for an increase in enrollments. Director Martinez highlighted program successes and community programs and provided information on the state and federal funding and the funding formula for distribution. Director Martinez informed members that the State of Kansas is at the top of the nation for major skills gain and employment gain, has a GED pass rate that is higher than the national average, and Kansas Adult Education programs are consistent national leaders in the accountability measures mandated by the U.S. Department of Education.

#### AY 24 Excel in CTE Fee Review

Chair Frederick called on Associate Director Chambers to provide members with the AY 24 Excel in CTE Fee review. Associate Director Chambers provided members with the background for Excel in CTE fee review and a list of fees for reference, including the charge to the TEA requiring annual review, guidelines for this process developed in 2019 working with the technical and community colleges, and a list identifying the allowable fees as well as those that are considered unallowable. She reminded members that Excel in CTE fees are only applicable to tiered technical courses, which are courses teaching occupationally specific, competency-based applied instruction. She added that discussion begins with the Technical Program and Curriculum Committee as a new program proposal is submitted with requests for Excel in CTE fees. She provided a summary of the fees that have been submitted for Academic Year 2024 to be approved for next year. She explained that these reflect either new fees or updates to existing fees that were submitted previously but does not reflect when an institution has removed fees. She added that over the last few years, the institutions have been encouraged to submit their actual fees. She explained that each institution is listed separately, with the fees organized based upon whether they are applicable at the course or program level. Additionally, a comparison of AY 2023 fees and AY 2024 fees was provided, showing changes from year to year by program, institution and exit points. She informed members that Board staff will provide them with a spreadsheet providing a breakdown of the summary fees. Associate Director Chambers explained that some institutions have indicated that they are not able to charge fees beyond a very nominal fee, or their participation suffers due to the economic situation in their area. Some have indicated that they have found other resources, such as grants, to aid in the purchasing of classroom sets of tools and are working with USDs to aid with textbook purchases, to reduce the upfront costs to students. Members expressed appreciation to the community and technical colleges for reductions in fees to high school students.

**Motion:** Following discussion, Member Mikulka moved to approve the AY 24 Excel in CTE Fees as presented. Following a second by Member Hess, the motion carried.

#### Promise Act Update

Chair Frederick called on Vice President Smathers to provide members with a Promise Act update. Vice President Smathers shared a brief history of the Act, explaining that it is a relatively new scholarship program which was updated after the first year and additional changes will be coming this year, including limiting the qualified programs and requiring that the programs be associated to an occupation that is either high wage, high demand, or demonstrates critical need. He added that some programs will no longer qualify for the Promise Act in the future. He explained that the statute is specific for review of these programs and an official list will be going out to the institutions in February based on the updated statute. The colleges will then have 30 days to respond to the TEA about the revised program list with an opportunity to express why programs that no longer qualify should be classified at their institution as a critical need program. Discussions will be held at the March face-to-face TEA meeting, and then the Board of Regents will make a final decision based on the TEA recommendations at their April meeting.

**NEXT MEETING REMINDER**

Chair Frederick reminded members that the next meeting is a regularly scheduled conference call meeting on February 23, 2022, at 10:00 A.M

**ADJOURNMENT**

With no further business, Chair Frederick adjourned the meeting at 12:15 P.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 a request from Garden City Community College to offer an Associate of Applied Science and a Technical Certificate B in Computer Support Specialist. This program was reviewed and tabled during the January 5, 2023, Program and Curriculum Committee pending additional information.*

*The program addressed all criteria requested and was subject to the 10-day comment period required by Board policy. The program was reviewed by the Technical Education Authority's Program and Curriculum Committee and is recommended for approval by the TEA. 2/23/2023*

### 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:

**Garden City Community College (GCCC)** requests approval of the following program:

- Computer Support Specialist (11.1006) – Technical Certificate B/31 credit hours, and Associate in Applied Science/60 credit hours.

According to the U.S. Department of Education, Classification of Instructional Programs (CIP Code) 11.1006 Computer Support Specialist is a program that prepares individuals to provide technical assistance, support, and advice to computer users to help troubleshoot software and hardware problems. Curriculum should include instruction in computer concepts, information systems, networking, operating systems, computer hardware, the Internet, software applications, help desk concepts and problem solving, and principles of customer service.

Cross walking the proposed CIP Code (11.1006 Computer Support Specialist) to occupations resulted in a match to one Standard Occupation Classification code (SOC): 15-1232, Computer User Support Specialists which is defined as an occupation in which one would provide technical assistance to computer users. Individuals would answer questions or resolve computer problems for clients in person, via telephone, or electronically. Individuals may provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems.

GCCC explained that the requested program expansion is the result of the college's successful receipt of a Title III Hispanic-Serving Institution STEM grant, awarded October 2021. The addition of a Certificate B and AAS targeting employment preparation in "cybersecurity" is a part of the requirements of fulfilling this grant. After working with KBOR staff, it was identified that the program outcomes and industry certifications are in-line with the TEA-aligned "Computer Support Specialist" program.

The proposed program consists of two exit points: a 31-credit hour Technical Certificate B, and a 60-credit hour Associate of Applied Science. No accreditation is required for the program, and upon completion, students will sit for certifications from CompTIA, including A+, Network+, Security+ and Project+.

The Kansas Department of Labor Long-term Occupation Projections 2020-2030 indicate a statewide change of employment for Computer User Support Specialist under SOC 15-1232 of 1.0% annually, with an annual median wage of \$47,500. The typical education needed for entry is listed as some college, no degree. Annual openings equate to 637 jobs per year.

GCCC explained that the most recent Comprehensive Regional Needs Assessment (p. 12) completed in February 2022 indicates the need for “tech support jobs...in our area continues to rise as technology and the need for added security is ever-changing. The local hospital, school districts, and several banks in our area have expressed a need for this type of education as both continuing education and tech career training”.

Lightcast (previously Emsi-Burning Glass) job posting analytics show that from November 2021 through November 2022, roughly 14,151 total postings (5,149 unique postings) were advertised statewide, with an annual median advertised salary of \$44,700.

Three letters of industry support for the proposed program were received from Tyson Fresh Meats Finney County, Western State Bank, and the Finney County Economic Development Corporation. Supports and commitments for the program include serving on the advisory board, providing guest speakers, and providing internships. USD 457 Garden City Public Schools provided a letter of support for the program.

Currently, seven 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 Computer Support Specialist						
CIP Code	Program Name	Institution	Total # Concentrators	Total # Graduates	Total # Graduates Exited & Employed	Average Wage: Graduates Exited & Employed
11.1006	Computer Support Specialist	Highland Community College	14	*	*	*
11.1006	Computer Support Specialist	Hutchinson Community College	16	9	6	\$22,303
11.1006	Computer Support Specialist	Johnson County Community College	37	16	9	\$33,465
11.1006	Computer Support Specialist	Kansas City Kansas Community College	10	7	*	*
11.1006	Computer Support Specialist	Neosho County Community College	*	*	*	*
11.1006	Computer Support Specialist	Seward County Community College	*	*	*	*
11.1006	Computer Support Specialist	Wichita State University Campus of Applied Sciences and Technology	117	23	14	\$27,387
Total			194	55	29	

(\*) small cell protection applied

GCCC explained that collaboration has not been attempted because of the geographic distance between institutions which offer this program. The closest institution is approximately 221 miles from Garden City Community College. This application does follow statewide alignment for Computer Support Specialist, which would ensure transferability between institutions.

The college plans to begin the proposed program in the fall of 2023 and estimates the initial cost of the proposed program at approximately \$92,451.37 total, including \$58,500 for existing full-time faculty, \$951 for equipment, tools, and supplies, and \$33,000 for technology/software. Funding will be provided from the Title III HSI STEM Grant. Chuck Pfeifer, Dean of Technical Education and Workforce Development 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 contact with Seward Community College regarding collaborative opportunities, additional data on industry labor demand including information included in the Title III grant application, and letters of support from local business and industry expressing commitment to hire qualified applicants.

### **Additional Information**

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

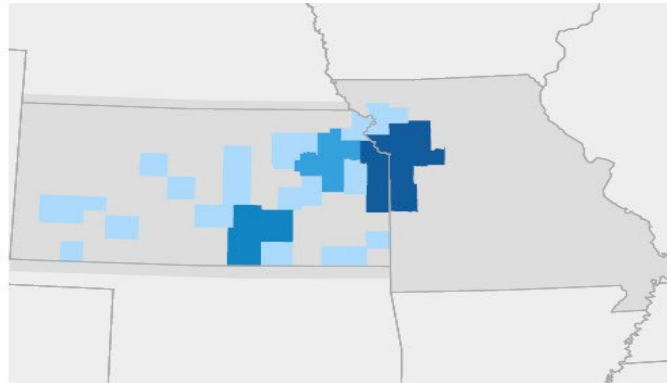
Seward County Community College provided a letter of support for the program, indicating that the industry need within both communities is high enough to justify both programs autonomously.

The Title III grant application required GCCC to provide evidence for the labor market need for the academic programs within the grant, including Computer Support Specialist, and that the program would be a successful component of larger economic transformations in the region. Among many other data points, the Title III grant cited that the U.S. Department of Labor lists work in this field among the top 20 fastest growing occupations, with a projected increase of 31.29% by 2029. In addition to the 5,000 Computer Support Specialist job postings which currently exist in the state, the Title III grant application pointed to the current vulnerabilities in the regions industries (including limited supplies of water, drought, fire risk, and other extreme weather events) and indicated that a skilled, ready workforce in more STEM-oriented disciplines opens the region to recruit more and different STEM-focused industries which may be less susceptible to water-intensive food production industries.

The Perkins CLNA information was updated, indicating that the Needs Assessment showed a demand for "over 300 annual openings" with this type of training. Lightcast job posting analytics show that from November 2021 through November 2022, roughly 5,149 unique job postings were advertised in the state of Kansas, with an annual median advertised salary of \$44,700. GCCC indicated that within their specific service area, the majority of current Computer Support Specialist jobs are held within the Elementary and Secondary Schools industry, in hospitals, in government offices, banks, and food processing facilities.

Updated Lightcast job posting analytics from January 2022 through January 2023 show 13,207 total postings in Kansas for this occupation (5,107 unique postings), with an advertised annual salary of \$44,900. Lightcast mapping of job postings shows Finney County with above average job postings for this occupation, and this occupation remains on the statewide High Demand occupation list created annually by the Kansas Department of Labor.

## Job Postings Regional Breakdown



MSA

Unique Postings (Jan 2022 - Jan 2023)

Empirical Foods and Wheatland Electric provided industry letters of support for the program (in addition to those already received from Finney County Economic Development, Tyson Foods, and Western State Bank). The new letters of support indicate employers will support internships, attend career fairs to recruit students, offer mock interviews to students to help in successful placement in industry, and will interview GCCC graduates for positions they would be qualified for. Additionally, Senator Roger Marshall, M.D., visited GCCC on 1/16/2023 to check on the Title III grant progress and visited the Kansas Intelligence Fusion Center. This letter expressed that it is “imperative that we increase the number of trained cybersecurity professionals that work with our Kansas industry partners to protect our online information. In fact, the Kansas Cybersecurity Task Force Final Report lists ‘Establish[ing] partnerships with higher education institutions to begin developing a talent pipeline” as a critical recommendation and notes “[a]s you know, community colleges in Kansas are incredibly well-suited to educate students with hands-on training in smaller class sizes and at an affordable tuition rate.” Original and additional letters of industry support are included for reference.

### **Recommendation**

The new program request submitted by Garden City Community College for a Technical Certificate B for 31 credit hours, and an Associate of Applied Science for 60 credit hours in Computer Support Specialist has been reviewed by the Technical Education Authority’s Program and Curriculum Committee and is recommended for approval.



## SEWARD COUNTY COMMUNITY COLLEGE

---

1801 N. Kansas Ave., P.O. Box 1137, Liberal, KS 67905-1137 ☎ 620-624-1951 or 1-800-373-9951

January 11, 2023

To whom it may concern,

This letter is in support of Garden City Community College's (GCCC) request for approval of a Certificate B and AAS in Computer Support Specialist. We understand that GCCC received KBOR approval to offer a Certificate A in this program in April 2021.

While Seward County Community College (SCCC) also offers a program under the same CIP code, we need the interest or capacity to pursue collaboration within this program.

Specifically, a geographic distance prohibits collaboration, as geographic reach would prohibit face-to-face, on-ground instruction at GCCC locations in Garden City and elsewhere. Because both SCCC and GCCC already have qualified faculty members, enabling on-the-ground, face-to-face instruction collaboration would not result in overall cost savings for either institution. Additionally, the industry's need for training and support within both communities is high enough to justify both programs operating autonomously.

Seward County Community College and Garden City Community College have a long-standing relationship and tradition of partnering on programs and projects, including existing partnerships to share delivery of upper-level math sequences and a planned partnership whereby SCCC hopes to deliver CDL training in Garden City using GCCC equipment. However, this is not a program where collaboration provides similar benefits of sharing.

Seward County did not respond during the 10-day open comment period on GCCC's Certificate B and AAS Computer Support Specialist application. We do not oppose this program and welcome another institution in the state working to meet the robust labor market demand.

Please consider this letter as written support for Garden City Community College's request for a Computer Support Specialist extension of their existing Certificate A offering, which meets the state-wide alignment requirements.

Respectfully,

A handwritten signature in black ink that reads "Brad Bennett". The signature is written in a cursive, flowing style.

Brad W. Bennett

President of Seward County Community College

ROGER W. MARSHALL  
KANSAS

COMMITTEES:  
AGRICULTURE, NUTRITION, AND FORESTRY  
ENERGY AND NATURAL RESOURCES  
HEALTH, EDUCATION, LABOR AND PENSIONS  
SMALL BUSINESS AND ENTREPRENEURSHIP

## United States Senate

January 24, 2023

Dr. Blake Flanders  
President and CEO  
Kansas Board of Regents  
1000 SW Jackson Street, Suite 520  
Topeka, KS 66612

Dear Dr. Flanders and the Kansas Board of Regents:

I write to you today in support of Garden City Community College's application for approval for a full, two-year Associate in Science degree for their Computer Support Specialist program. This program will build upon their current 16 hour Certificate A through stackable credits with industry-recognized credentials in Comp TIA Network+ and Security+. Graduates of this two-year degree will have the training and tools to be a valuable asset to the Kansas workforce and can earn high wages right out of school.

Cyber-attacks are one of our country's greatest national security threats. I have visited the Kansas Intelligence Fusion Center and learned first-hand just how vulnerable our personal data, health statistics, financial information, energy grid, and food system are to hackers – both foreign and domestic. It is imperative that we increase the number of trained cybersecurity professionals that work with our Kansas industry partners to protect our online information. In fact, the Kansas Cybersecurity Task Force Final Report lists "Establish[ing] partnerships with higher education institutions to begin developing a talent pipeline through work-based learning opportunities"<sup>1</sup> as one of the critical recommendations. As you know, community colleges in Kansas are incredibly well-suited to educate students with hands-on training in smaller class sizes and at an affordable tuition rate.

The Computer Support Specialist and Cybersecurity degree programs at GCCC were developed with local industry needs in mind. Some of the local businesses that

have indicated a need for the skills provided by the program include Tyson Foods, Empirical Foods, Wheatland Electric, and Western State Bank. Western Kansas has traditionally been successful at 'growing their own' professionals. This two-year degree program would provide jobs with a competitive living wage or could be built upon with a four-year degree or beyond at a Kansas university.

Last week, I toured Garden City Community College to see the construction and programmatic work they are undertaking to build out a new STEM Central program focused on Cybersecurity, Robotics, and Crop Technology. These new programs are supported by a U.S. Department of Education \$5 million grant. GCCC administration indicated that obtaining accreditation for the two-year Computer Support Specialist degree is a top priority to establish these much-needed training programs.

Please give consideration to Garden City Community College's application for degree approval as a response to improving security threats, industry workforce needs, and student success.

Sincerely,

A handwritten signature in black ink that reads "Roger W. Marshall". The signature is written in a cursive, slightly slanted style.

Roger Marshall, M.D  
United States Senator

<sup>1</sup> Mayta, M., & Maxon, J. (2021). (rep.). *Kansas Cybersecurity Task Force Final Report*. Retrieved January 23, 2023, from [https://governor.kansas.gov/wp-content/uploads/2022/01/20211209\\_Cybersecurity-Task-Force-Final-Report.pdf](https://governor.kansas.gov/wp-content/uploads/2022/01/20211209_Cybersecurity-Task-Force-Final-Report.pdf).



Dr. Ryan Ruda  
President  
Garden City Community College  
Garden City, KS 67846

RE: support for Computer Support Specialist application

Dear President Ruda,

I write this letter in support of Garden City Community College's (GCCC) Computer Support Specialist certificate and A.A.S. application. Wheatland Electric Cooperative, Inc has been a supporter of GCCC and its mission of educating young minds in southwest Kansas and we are committed to continuing our support for many years to come.

Utility companies are becoming one of the top cyber-attack targets, and while our risk is increasing, our ability to attract qualified computer science professionals is drastically decreasing. The best solution for us, and for southwest Kansas, is to invest in training local talent to meet the rising demand for qualified cybersecurity professionals. We would welcome a program that could provide our company and community with highly trained computer science professionals, and we are willing to commit time and resources to support it.

Wheatland Electric Cooperative, Inc can offer support to the program in the form of advisory committee participation, student internships, guest speaking in the classroom, attendance at career fairs, conducting mock interviews, etc. Wheatland Electric Cooperative, Inc is also interested in attending recruiting events and other activities on campus that can highlight the opportunities for employment in the field of computer science and cybersecurity. Our hope is to interview GCCC graduates for positions at Wheatland Electric Cooperative, Inc in which they are qualified.

In summary, Wheatland Electric Cooperative, Inc is excited about the potential for a new Computer Support Specialist program at GCCC and we support your application.

Best Regards,

A handwritten signature in black ink, appearing to be 'Jevin Kasselmann'.

Jevin Kasselmann  
Director, Information Technology  
Wheatland Electric Cooperative, Inc

101 Main Street  
(620) 872-5885

P.O. Box 230  
Toll Free (800)-762-0436  
E-mail [electric@weci.net](mailto:electric@weci.net)

Scott City, Kansas 67871  
Fax (620)-872-7170



Dr. Ryan Ruda  
President  
Garden City Community College  
801 Campus Drive  
Garden City, KS 67846

RE: Support for Computer Support Specialist programs

Dear President Ruda,

I am happy to write this letter in support of Garden City Community College's (GCCC) Computer Support Specialist certificate and A.A.S. application. Empirical Foods has been a proud supporter of GCCC and its mission of educating young minds in southwest Kansas, and we hope to continue to partner with everyone at GCCC for many years to come.

As you know, food processors and other companies within the food industry have become one of the top cyber-attack targets in this country. Certainly, our risk is increasing, but we must work hard to attract qualified computer science professionals to maintain the highest level of quality for our customers. We believe we must collaborate with other industries in SW Kansas to invest in training local talent to meet the rising demand for qualified computer support professionals. We would gladly welcome and support a program that could provide our company and community with highly trained computer science professionals, and we are happy to dedicate resources to support the program.

Empirical Foods is willing to participate on the advisory committee for this program, and we would support student internships whenever possible. Additionally, Empirical Foods would volunteer to contribute to guest speaking in the classroom, attend career fairs, and assist with mock interviews. We would also be interested in attending recruiting events and other activities on campus that can highlight the opportunities for employment in the field of computer science and cybersecurity.

In summary, Empirical Foods is excited about the potential for a new Computer Support Specialist program at GCCC and we support your application.

Best Regards,

A handwritten signature in blue ink, appearing to read 'Darren Ware', written over a horizontal line.

Darren Ware  
Director of Human Resources  
Empirical Foods

p 605-217-8000

f 605-217-8001

[www.empiricalfoods.com](http://www.empiricalfoods.com)

891 Two Rivers Dr.

Dakota Dunes, SD 57049



**WESTERN STATE BANK**  
*"Quality Tradition You Can Trust"*

Dr. Ryan Ruda  
President  
Garden City Community College  
801 Campus Drive  
Garden City, KS 67846

RE: Computer Support Specialist Member Advisory Group

Dear President Ruda,

I write this letter in support of Garden City Community College's (GCCC) Computer Support Specialist certificate and A.A.S. application. Western State Bank has been a proud supporter of GCCC and its mission of educating young minds in southwest Kansas, and we hope to continue to partner with everyone at GCCC for many years to come.

Banks and other financial institutions are becoming one of the top cyber-attack targets in this country, and while our risk is increasing, our ability to attract qualified cybersecurity professionals is drastically decreasing. The best solution for us, and for southwest Kansas, is to invest in training local talent to meet the rising demand for qualified computer support professionals. We would welcome a program that could provide our company and community with highly trained cybersecurity professionals.

Western State Bank can offer support to the program in the form of advisory committee participation, student internships, guest speaking in the classroom, etc. We would also be interested in attending recruiting events and other activities on campus that can highlight the opportunities for employment in the field of cybersecurity and computer science.

In summary, Western State Bank is excited about the potential for a new Computer Support Specialist program at GCCC and we support your application.

Best Regards,

Jason Drohman  
Senior V.P. of Operations, I.T., & Security  
Western State Bank





Dear President Ruda,

Please take this letter in support of Garden City Community College's (GCCC) Computer Support Specialist certificate and A.A.S. application. Tyson Fresh Meats Finney County has been a supporter of GCCC for years and we have partnered with them on a variety of projects on multiple occasions.

We have concerns about network security and the classes and training would help us better understand the threats that exist in the cyber world.

Tyson Fresh Meats Finney County would support classes that deal with Cyber security and other Network training for my team members here at the plant, I am also willing to attend meetings that deal with this issue.

We are willing to support this venture with my time and employee participation in these classes.

Thanks.

Mike Pilcher

Tech Manager

Tyson Fresh Meats

Holcomb, KS 67851

# **Finney County Economic Development Corporation**



November 9, 2022

Dear President Ruda,

I write this letter in support of Garden City Community College's (GCCC) Computer Support Specialist certificate and A.A.S. application. Finney County Economic Development Corporation (FCEDC) has been a supporter of GCCC for years and we have partnered with them on a variety of projects on multiple occasions.

In a time when our agriculture sector increasingly relies on technology our need for computer support education and professionals is very high. We are aware of the vital role that technology plays in our modern world and the need to keep our systems safe and secure to prevent costly disruptions to our economy and supply chains is a top priority. This program will strengthen our local economy so that we can continue to feed the world.

FCEDC can offer support to the program in the form of advisory committee participation, guest speaking in the classroom, and program promotion to our industrial and commercial partners. We are also interested in attending recruiting events and other activities on campus that can highlight the opportunities for employment in the field of computer support.

In summary, FCEDC is excited about the potential for a new Computer Support Specialist program at GCCC and we support your application.

Sincerely,



Shannon L. Dick  
Director of Analytics  
Finney County Economic Development Corporation  
[shannon@ficoedc.com](mailto:shannon@ficoedc.com)  
620-277-5800

## 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.* *2/23/2023*

### 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 program is seeking approval to become Promise Eligible programs. The program has been reviewed by the Technical Education Authority's Program and Curriculum Committee and is recommended for approval:

- Garden City Community College: Computer Support Specialist (11.1006) – falls under the Information Technology and Security category specified in legislation.

## **Legislative Update**

### **Summary**

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

*2/23/2023*

### **Intent**

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

## 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

### Summary

*2011 Senate Bill 143 created a formula for distributing state aid for postsecondary technical education courses, which was to take effect in FY 2012. Legislative appropriation provisos have historically limited widespread application of the cost model to individual colleges’ state grants for tiered and non-tiered courses. The cost model aggregates institutions’ costs to deliver courses and recognizes the cost differentials in delivering a variety of technical courses and non-technical courses. The course rates are updated annually using credit hour enrollments and institutions’ reported cost data. A gap report is generated that identifies the funding shortfall for each college when considering local resources and available state funding.*

*In years prior to the current year, FY 2023, the tiered and non-tiered course credit hour aid was not dependent on the cost model calculations. The gap report was essentially a hypothetical exercise, rather than a determinant for the colleges’ state aid for tiered and non-tiered courses. The gap report for the most recent year is attached (“Scenario 1”); it reflects the cost model calculations generated by following the same practice and using the same data sources as has been followed since inception of the cost model.*

*When performing the cost model calculations to generate the usual gap report, it was noted that cost data for courses with the highest composite rates, “Tier 6”, resulted in lower composite rates than the prior year, due to reported instructor cost data. Because the cost model data will actually determine state aid for the colleges in the coming year, staff requests that the TEA consider whether the Tier 6 course rates should be paid at the lower rate, or whether the Tier 6 courses should be held at the same rate as the prior year. An alternative gap report is attached (“Scenario 2”) which increases the tiered course state aid by \$668,749.*

*It is also noted that this cost model is what is used to calculate the colleges’ Excel in CTE state funding, so this policy decision will affect state aid for that program next year as well.*

*A presentation by staff will review the cost model, the application of legislative provisions to the tiered and non-tiered course state aid, and the two scenarios. Lastly, there will be a discussion of the Legislative Task Force on Community and Technical College State Funding and their recommendations to the 2023 Legislature.*

02/23/2023

State law<sup>1</sup> provides for a postsecondary education cost model for distribution of technical education state appropriations to the community and technical colleges. The formula was later determined to be applicable to distribute state aid for general education credit hours as well.

Forged out of collaboration between representatives of the community and technical colleges with the Board of Regents, the approach for determining funding under this legislation is the cost model, which calculates a course-level cost rate and recognizes the cost differential in delivering technical courses. Each course is designated “tiered” or “non-tiered.” For a course to be identified as “tiered,” a course must be both a technical course and part of an approved technical program. All other courses are designated non-tiered. Courses are bucketed to group similar courses together for consistency across the system and to reflect varying cost differentials for the groups of courses. Components of the cost model are updated annually.

From FY 2012 through FY 2022, state aid failed to cover the state’s total calculated share of the cost model – i.e., there was a “gap” in state aid for each year; provisos attached to the appropriations varied, but they generally

---

<sup>1</sup> K.S.A. 2023 Supp. 71-1801, *et seq.*

prevented full application of the cost model to colleges' state aid with the intent of holding the colleges' aid at a consistent level from year to year, rather than adjusting state aid to enrollments – particularly when there were overall shortfalls in state aid.

The 2022 Legislature appropriated state funds that eliminated the calculated state gaps in the cost model and enacted a proviso to begin a three-year process to recenter the state aid:

- FY 2023 Colleges with no gap were held at FY 2022 state aid level
- FY 2024 Colleges with no gap retain 50% of overfunding
- FY 2025 State aid is distributed according to the instructional cost model calculations

The gap of state funding to fully finance the state's share of courses for the prior year, FY 2022, are attached to this issue paper in two scenarios as noted for Tier 6 technical courses. This gap report is the first step for determining the colleges' state aid in FY 2024.

Additional detail on how course rates and the state's share of costs are calculated are provided below.

### Cost Calculation

$$\text{Total Course Rate} = \text{Instructor Costs} + \text{Extraordinary Costs} + \text{Instructional Support Costs} + \text{Institutional Support Costs}$$

$$\text{Total Course Rate} = \text{Instructor Costs} + \text{Instructional Support Costs} + \text{Institutional Support Costs}$$

The cost model data sources and model components are identified in further detail below.

Components	Elements	Description
Instructor Costs	<ul style="list-style-type: none"> <li>• Direct instructor costs</li> <li>• Tiered rates from CIP codes and cost study</li> </ul>	<p>Program instructor tier rates are based on an annual analysis of direct instructor costs – specifically salaries and benefits.</p> <p><i>Source: Cost and Productivity Study, National Higher Education Benchmarking Institute, housed at Johnson County Community College.</i></p>
Instructional Support Costs	<ul style="list-style-type: none"> <li>• Student and academic support services, Public Service</li> <li>• Flat Rate for all courses</li> </ul>	<p>This category captures costs associated with academic support and student services. This value is then used to establish a flat instructional support cost for each credit hour delivered by multiplying the percentage by the Tier 3 Instructor cost per credit hour to establish the rate each year.</p> $\text{Instructional Support Percent} = \frac{(\text{Public Service} + \text{Academic Support} + \text{Student Service})}{(\text{Total Operating Expenses} - \text{Auxiliary Enterprises} - \text{Scholarships, Financial Aid})}$ <p><i>Source: Kansas community and technical colleges' annual financial audits and published in Board of Regents' data books.</i></p>

<p>Institutional Support Costs</p>	<ul style="list-style-type: none"> <li>• Operation and maintenance of physical plant, Administration</li> <li>• Flat Rate for all courses</li> </ul>	<p>This category includes costs associated with administration, and operation and maintenance of the physical plant. This value is then used to establish a flat institutional support cost for each credit hour delivered by multiplying the percentage by the Tier 3 Instructor cost per credit hour to establish the rate each year.</p> $\text{Institutional Support Percent} = \frac{(\text{Institutional Support} + \text{Operation and Maintenance of Plant})}{(\text{Total Operating Expenses} - \text{Auxiliary Enterprises} - \text{Scholarships, Financial Aid})}$ <p><i>Source: Kansas community and technical colleges' annual financial audits and published in Board of Regents' data books.</i></p>
<p>Extraordinary Costs</p>	<ul style="list-style-type: none"> <li>• Costs for specialized equipment &amp; materials</li> <li>• Level rates from Extraordinary cost study</li> </ul>	<p>Technical education typically provides intensive, hands-on learning opportunities, often requiring additional supplies, materials, and specialized equipment. The “extraordinary” amount is an additional per-credit value assigned to each program, associated with the courses within the program.</p> <p>Absent a national data source, institutions identified programs with intensive “extraordinary” costs and submitted five years of actual expenditure data reflecting these types of expenses. Costs based on these data were grouped into tiers and adjusted annually using the Consumer Price Index but are under review for updating to current and actual institutional costs.</p> $\text{Extraordinary Costs} = \frac{\text{Total 5 year reported expenditures}}{\text{Total 5 year reported tiered credit hours delivered}}$ <p><i>Source: Kansas community and technical colleges.</i></p>

There are 25 cost model composite rates, which for 2022 range from \$222 to \$513 per credit hour.

**Funding Calculation**

Total Course Cost = Course Rate X Eligible Student Credit Hours (SCH)

The “state’s share”<sup>2</sup> of the total calculated cost is to be based on student credit hours:

- Community College in district SCH<sup>3</sup> = 1/3 student, 1/3 local taxing district, 1/3 state
- Community College out district SCH = 1/3 student, 2/3 state
- All Technical College SCH = 1/3 student, 2/3 state
- Secondary students in Excel in CTE = 100% state

<sup>2</sup> The calculated share of the student, local community and the state under the cost model are based on several assumptions, including “full funding” of the state’s share calculated in the model by the Legislature.

<sup>3</sup> An in district community college student resides within the college’s taxing district (which is the local county, with the exception of Montgomery County which has two community colleges so that county is divided roughly in half).



Scenario 1: AY 2022 Cost Model Data

Postsecondary Tiered Technical State Aid					
Institution Name	KBOR Calculated State Share In-District	KBOR Calculated State Share Out-District	KBOR Calculated State Share Total	2023 Base	*Funding Needed to Close GAP
Allen County CC	\$29,266	\$421,171	\$450,437	\$1,327,658	(\$877,221)
Barton County CC	\$313,976	\$2,111,858	\$2,425,834	\$3,519,749	(\$1,093,915)
Butler CC	\$527,051	\$4,290,392	\$4,817,443	\$4,548,260	\$269,183
Cloud County CC	\$87,980	\$917,634	\$1,005,614	\$1,364,522	(\$358,908)
Coffeyville CC	\$213,514	\$649,399	\$862,913	\$1,221,598	(\$358,685)
Colby CC	\$53,688	\$1,220,802	\$1,274,490	\$1,243,172	\$31,318
Cowley County CC	\$317,363	\$1,404,036	\$1,721,399	\$2,522,575	(\$801,176)
Dodge City CC	\$635,510	\$307,669	\$943,179	\$1,175,503	(\$232,324)
Flint Hills Tech Col	\$1,661,077	\$0	\$1,661,077	\$1,837,319	(\$176,242)
Ft. Scott CC	\$137,977	\$1,088,045	\$1,226,022	\$1,508,066	(\$282,044)
Garden City CC	\$643,408	\$473,193	\$1,116,601	\$1,058,862	\$57,739
Highland CC	\$0	\$1,156,217	\$1,156,217	\$1,833,613	(\$677,396)
Hutchinson CC	\$1,094,142	\$4,532,435	\$5,626,577	\$5,492,609	\$133,968
Independence CC	\$66,974	\$157,576	\$224,550	\$558,687	(\$334,137)
Johnson County CC	\$4,830,311	\$3,217,687	\$8,047,998	\$7,198,191	\$849,807
Kansas City Kansas CC	\$1,399,700	\$2,791,891	\$4,191,591	\$4,371,269	(\$179,678)
Labette CC	\$168,292	\$747,895	\$916,187	\$1,129,158	(\$212,971)
Manhattan Area Tech Col	\$1,865,416	\$0	\$1,865,416	\$1,954,845	(\$89,429)
Neosho County CC	\$85,211	\$1,196,557	\$1,281,768	\$1,387,305	(\$105,537)
North Central KS Tech Col	\$2,845,106	\$0	\$2,845,106	\$2,824,381	\$20,725
Northwest KS Tech Col	\$1,786,558	\$0	\$1,786,558	\$2,167,114	(\$380,556)
Pratt CC	\$63,202	\$926,100	\$989,302	\$1,201,730	(\$212,428)
Salina Area Tech Col	\$1,510,941	\$0	\$1,510,941	\$1,902,328	(\$391,387)
Seward County CC	\$442,848	\$543,076	\$985,924	\$1,186,472	(\$200,548)
Washburn Institute of Tech	\$3,528,375	\$0	\$3,528,375	\$3,077,922	\$450,453
WSU Tech	\$9,889,461	\$0	\$9,889,461	\$8,451,570	\$1,437,891
<b>Total</b>	<b>\$34,197,347</b>	<b>\$28,153,633</b>	<b>\$62,350,980</b>	<b>\$66,064,478</b>	<b>(\$3,713,498)</b>

\*Funding Needed to Close GAP = KBOR Calculated State Share Total minus State Distribution

Scenario 1: AY 2022 Cost Model Data

Non-Tiered Course Credit Hour Grant					
Institution Name	KBOR Calculated State Share In-District	KBOR Calculated State Share Out-District	KBOR Calculated State Share Total	2023 Base	*Funding Needed to Close GAP
Allen County CC	\$279,868	\$3,333,404	\$3,613,272	\$3,956,632	(\$343,360)
Barton County CC	\$607,355	\$6,507,634	\$7,114,989	\$8,084,870	(\$969,881)
Butler CC	\$1,589,705	\$11,591,286	\$13,180,991	\$14,265,276	(\$1,084,285)
Cloud County CC	\$183,742	\$2,492,320	\$2,676,062	\$3,063,686	(\$387,624)
Coffeyville CC	\$410,182	\$960,076	\$1,370,258	\$1,798,887	(\$428,629)
Colby CC	\$185,222	\$1,651,384	\$1,836,606	\$1,660,560	\$176,046
Cowley County CC	\$799,274	\$2,880,968	\$3,680,242	\$4,410,683	(\$730,441)
Dodge City CC	\$888,370	\$756,872	\$1,645,242	\$1,561,844	\$83,398
Flint Hills Tech Col	\$727,420	\$0	\$727,420	\$806,304	(\$78,884)
Ft. Scott CC	\$391,978	\$1,449,068	\$1,841,046	\$1,935,369	(\$94,323)
Garden City CC	\$1,417,470	\$511,488	\$1,928,958	\$1,946,126	(\$17,168)
Highland CC	\$77,848	\$3,767,488	\$3,845,336	\$3,984,114	(\$138,778)
Hutchinson CC	\$1,702,999	\$4,441,924	\$6,144,923	\$6,666,660	(\$521,737)
Independence CC	\$309,764	\$632,404	\$942,168	\$1,429,492	(\$487,324)
Johnson County CC	\$10,820,502	\$5,214,188	\$16,034,690	\$17,550,506	(\$1,515,816)
Kansas City Kansas CC	\$1,924,148	\$2,931,436	\$4,855,584	\$5,988,313	(\$1,132,729)
Labette CC	\$503,866	\$1,478,668	\$1,982,534	\$1,953,748	\$28,786
Manhattan Area Tech Col	\$687,756	\$0	\$687,756	\$711,658	(\$23,902)
Neosho County CC	\$279,054	\$1,686,312	\$1,965,366	\$2,068,300	(\$102,934)
North Central KS Tech Col	\$872,312	\$0	\$872,312	\$848,632	\$23,680
Northwest KS Tech Col	\$918,636	\$0	\$918,636	\$913,900	\$4,736
Pratt CC	\$217,523	\$1,157,878	\$1,375,401	\$1,414,658	(\$39,257)
Salina Area Tech Col	\$807,710	\$0	\$807,710	\$727,124	\$80,586
Seward County CC	\$594,812	\$809,856	\$1,404,668	\$1,831,297	(\$426,629)
Washburn Institute of Tech	\$391,608	\$0	\$391,608	\$373,848	\$17,760
WSU Tech	\$4,790,908	\$0	\$4,790,908	\$5,455,428	(\$664,520)
<b>Total</b>	<b>\$32,380,032</b>	<b>\$54,254,654</b>	<b>\$86,634,686</b>	<b>\$95,407,915</b>	<b>(\$8,773,229)</b>

\*Funding Needed to Close GAP = KBOR Calculated State Share Total minus State Distribution

Scenario 2: AY 2022 Cost Model Data, Except Tier 6 Courses at AY 2021 Instructor Rate

Postsecondary Tiered Technical State Aid					
Institution Name	KBOR Calculated State Share In-District	KBOR Calculated State Share Out-District	KBOR Calculated State Share Total	2023 Base	*Funding Needed to Close GAP
Allen County CC	\$29,486	\$423,561	\$453,047	\$1,327,658	(\$874,611)
Barton County CC	\$318,573	\$2,133,027	\$2,451,600	\$3,519,749	(\$1,068,149)
Butler CC	\$534,290	\$4,351,059	\$4,885,349	\$4,548,260	\$337,089
Cloud County CC	\$89,372	\$931,177	\$1,020,549	\$1,364,522	(\$343,973)
Coffeyville CC	\$215,806	\$652,666	\$868,472	\$1,221,598	(\$353,126)
Colby CC	\$54,682	\$1,233,990	\$1,288,672	\$1,243,172	\$45,500
Cowley County CC	\$319,607	\$1,412,639	\$1,732,246	\$2,522,575	(\$790,329)
Dodge City CC	\$639,481	\$310,693	\$950,174	\$1,175,503	(\$225,329)
Flint Hills Tech Col	\$1,684,613	\$0	\$1,684,613	\$1,837,319	(\$152,706)
Ft. Scott CC	\$139,428	\$1,099,031	\$1,238,459	\$1,508,066	(\$269,607)
Garden City CC	\$649,629	\$476,368	\$1,125,997	\$1,058,862	\$67,135
Highland CC	\$0	\$1,168,986	\$1,168,986	\$1,833,613	(\$664,627)
Hutchinson CC	\$1,103,990	\$4,586,595	\$5,690,585	\$5,492,609	\$197,976
Independence CC	\$67,795	\$159,125	\$226,920	\$558,687	(\$331,767)
Johnson County CC	\$4,872,776	\$3,247,820	\$8,120,596	\$7,198,191	\$922,405
Kansas City Kansas CC	\$1,415,119	\$2,834,448	\$4,249,567	\$4,371,269	(\$121,702)
Labette CC	\$170,791	\$762,612	\$933,403	\$1,129,158	(\$195,755)
Manhattan Area Tech Col	\$1,886,239	\$0	\$1,886,239	\$1,954,845	(\$68,606)
Neosho County CC	\$86,530	\$1,219,330	\$1,305,860	\$1,387,305	(\$81,445)
North Central KS Tech Col	\$2,868,813	\$0	\$2,868,813	\$2,824,381	\$44,432
Northwest KS Tech Col	\$1,794,210	\$0	\$1,794,210	\$2,167,114	(\$372,904)
Pratt CC	\$63,793	\$927,966	\$991,759	\$1,201,730	(\$209,971)
Salina Area Tech Col	\$1,529,392	\$0	\$1,529,392	\$1,902,328	(\$372,936)
Seward County CC	\$446,933	\$551,058	\$997,991	\$1,186,472	(\$188,481)
Washburn Institute of Tech	\$3,562,331	\$0	\$3,562,331	\$3,077,922	\$484,409
WSU Tech	\$9,993,899	\$0	\$9,993,899	\$8,451,570	\$1,542,329
<b>Total</b>	<b>\$34,537,578</b>	<b>\$28,482,151</b>	<b>\$63,019,729</b>	<b>\$66,064,478</b>	<b>(\$3,044,749)</b>

\*Funding Needed to Close GAP = KBOR Calculated State Share Total minus State Distribution

Scenario 2: AY 2022 Cost Model Data, Except Tier 6 Courses at AY 2021 Instructor Rate

Non-Tiered Course Credit Hour Grant					
Institution Name	KBOR Calculated State Share In-District	KBOR Calculated State Share Out-District	KBOR Calculated State Share Total	2023 Base	*Funding Needed to Close GAP
Allen County CC	\$279,868	\$3,333,404	\$3,613,272	\$3,956,632	(\$343,360)
Barton County CC	\$607,355	\$6,507,634	\$7,114,989	\$8,084,870	(\$969,881)
Butler CC	\$1,589,705	\$11,591,286	\$13,180,991	\$14,265,276	(\$1,084,285)
Cloud County CC	\$183,742	\$2,492,320	\$2,676,062	\$3,063,686	(\$387,624)
Coffeyville CC	\$410,182	\$960,076	\$1,370,258	\$1,798,887	(\$428,629)
Colby CC	\$185,222	\$1,651,384	\$1,836,606	\$1,660,560	\$176,046
Cowley County CC	\$799,274	\$2,880,968	\$3,680,242	\$4,410,683	(\$730,441)
Dodge City CC	\$888,370	\$756,872	\$1,645,242	\$1,561,844	\$83,398
Flint Hills Tech Col	\$727,420	\$0	\$727,420	\$806,304	(\$78,884)
Ft. Scott CC	\$391,978	\$1,449,068	\$1,841,046	\$1,935,369	(\$94,323)
Garden City CC	\$1,417,470	\$511,488	\$1,928,958	\$1,946,126	(\$17,168)
Highland CC	\$77,848	\$3,767,488	\$3,845,336	\$3,984,114	(\$138,778)
Hutchinson CC	\$1,702,999	\$4,441,924	\$6,144,923	\$6,666,660	(\$521,737)
Independence CC	\$309,764	\$632,404	\$942,168	\$1,429,492	(\$487,324)
Johnson County CC	\$10,820,502	\$5,214,188	\$16,034,690	\$17,550,506	(\$1,515,816)
Kansas City Kansas CC	\$1,924,148	\$2,931,436	\$4,855,584	\$5,988,313	(\$1,132,729)
Labette CC	\$503,866	\$1,478,668	\$1,982,534	\$1,953,748	\$28,786
Manhattan Area Tech Col	\$687,756	\$0	\$687,756	\$711,658	(\$23,902)
Neosho County CC	\$279,054	\$1,686,312	\$1,965,366	\$2,068,300	(\$102,934)
North Central KS Tech Col	\$872,312	\$0	\$872,312	\$848,632	\$23,680
Northwest KS Tech Col	\$918,636	\$0	\$918,636	\$913,900	\$4,736
Pratt CC	\$217,523	\$1,157,878	\$1,375,401	\$1,414,658	(\$39,257)
Salina Area Tech Col	\$807,710	\$0	\$807,710	\$727,124	\$80,586
Seward County CC	\$594,812	\$809,856	\$1,404,668	\$1,831,297	(\$426,629)
Washburn Institute of Tech	\$391,608	\$0	\$391,608	\$373,848	\$17,760
WSU Tech	\$4,790,908	\$0	\$4,790,908	\$5,455,428	(\$664,520)
<b>Total</b>	<b>\$32,380,032</b>	<b>\$54,254,654</b>	<b>\$86,634,686</b>	<b>\$95,407,915</b>	<b>(\$8,773,229)</b>

\*Funding Needed to Close GAP = KBOR Calculated State Share Total minus State Distribution

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

## Summary and Staff Recommendation

**Purpose:** K.S.A. 74-32,418 (previously K.S.A. 72-4451) established the Kansas Training Information Program (K-TIP), which is published annually by program and by institution. K-TIP shows employment placement rates and average salaries earned by students completing career technical education programs in the state during the most recently ended fiscal year, as well as the overall number of career technical program majors, number of career technical program graduates, and students pursuing additional education or training by program and institution.

2/23/2023

## Background

Compiled from data submitted to the Kansas Board of Regents by the individual institutions, K-TIP includes data for all approved postsecondary career technical education programs offered by technical colleges, community colleges, Washburn University Institute of Technology, and Wichita State University Campus of Applied Sciences and Technology. Employment and wage information is reported for program graduates who have left public postsecondary education. Supplemental employment data provided by the Kansas Department of Labor and Missouri Department of Labor has been included where available. Many factors influence actual annual earnings, such as regional differences, self-employment status, and data availability.

## K-TIP Highlights

K-TIP Highlights provides an overview of the 2022 High Demand Occupations determined by the Kansas Department of Labor, for occupations supported directly by two-year (or less) technical programs, comparing the wages and outlook for those occupations against AY2021 production for career technical education programs of all award levels (Short-Term, Certificate, and Associate level).

The reporting utilized from the Kansas Department of Labor, Labor Market Information Services (LMIS) includes the 2022 Edition of the Kansas Wage Survey (data collected in 2021), the 2021-2023 Short-Term Occupational Outlook, and the High Demand and the High Demand/High Wage Occupation Reports for 2022.

- High Demand List only includes occupations with above average demand in at least one of the three categories (Short-Term Projections, Long-Term Projections, and Job Vacancy) and a total demand score greater than or equal to 10
  - o Long-term Projections Score is based off of the 2020-2030 round of projection data
  - o Short-term Projections Score is based off of the 2021-2023 round of projection data
  - o Current Openings Score is based off of 2022 Q2 advertised jobs on KLIC ([klic.dol.ks.gov](http://klic.dol.ks.gov))
- An occupation is considered High Wage if the occupation has a median wage greater than the median wage for all occupations in Kansas (\$38,050 for 2022 Wage Survey)

Statewide Reporting Year	Statewide Average Wage	Average Hourly Wage Statewide	Annual Entry Level Hourly Wage Statewide
2019	\$45,277	\$21.77	\$10.33
2020	\$46,520	\$22.37	\$10.65
2021	\$48,609	\$23.37	\$11.09
2022	\$49,680	\$23.88	\$11.69

Source: Kansas Department of Labor, Kansas Wage Survey

The AY2021 K-TIP provides data on the Total # of Declared Majors and the Total # of Graduates reported by institutions, the Total # of Graduates Exiting Postsecondary Education & Employed, and the Average and Median Wages for Graduates Exiting and Employed.

Occupations and programs have been sorted (highest to lowest) based on the ranking of the occupation on the 2022 High Demand Listing from the Kansas Department of Labor. Data has been included to indicate where the occupation (SOC Code) corresponds with multiple programs (CIP Code) as well as when a single program (CIP) corresponds with multiple occupations (SOC). 2022 High Demand High Wage occupations, programs which have undergone the process of Program Alignment, as well as the number of institutions offering each CIP Code based on programs entered in the KHEDS data system are notated.

## Systemwide: Supply and Demand for High Demand Occupations

High Demand Occupations - Kansas 2022 (Sorted by Rank in Demand, High to Low)							AY2021 KTIP Data (Award Level offered is Assoc/Cert unless noted as SAPP)									
SOC	SOC Title \$\$\$ = 2022 High Demand/ High Wage Occupation	Education (Typical level needed for occupation entry)	Hourly Entry level Wages (2022 Wage Survey) (Green font beating \$11.69 State Average)	Annual Entry Level Wages (2022 Wage Survey)	Annual Openings (2021-2023 Short Term Occupational Projections)	GAP 2021-2023 Projections Annual Openings vs. K-TIP Grads Exiting AY2021	# of Institutions offering in AY2023	Program Name (* identifies Aligned Programs)	CIP Code	Total # Declared Majors	Total # Concentrators (Bold= Concentrators higher than # of job postings on Short-Term Job Outlook)	Total # Graduates	Total # Graduates Exited	Total # Graduates Exited and Employed	Average Wage: Graduates Exited and Employed (Green font = beating Entry Level Annual Wage)	Median Wage: Graduates Exited and Employed (Green font = beating Entry Level Annual Wage)
29-1141	Registered Nurses\$\$\$	Bachelor's degree	\$25.50	\$53,040	1,748	-1,205	19	Registered Nursing/Registered Nurse *	51.3801	2,359	1,280	714	543	513	\$62,816	\$60,627
53-3032	Heavy and Tractor-Trailer Truck Drivers\$\$\$	Postsecondary nondegree award/Short-Term OJT	\$15.86	\$33,000	2,649	-3,980	7	Truck And Bus Driver/Commercial Vehicle Operator And Instructor SAPP	49.0205	91	74	74	55	52	\$40,575	\$45,180
53-3033	Light Truck Drivers (lower demand, moved up due to CIP match)	High school diploma or equivalent/ Short-Term OJT	\$11.56	\$24,030	1,386											
31-1131	Nursing Assistants	Postsecondary nondegree award	\$12.03	\$25,020	2,558	-1,530	26	Nursing Assistant/Aide And Patient Care Assistant/Aide SAPP	51.3902	3,870	3,416	3,416	1,028	805	\$19,046	\$16,950
							4	Health Aide	51.2601	67	15	13	^	^	^	^
31-1120	Home Health and Personal Care Aides	High school diploma or equivalent/ Short-Term OJT	\$9.76	\$20,290	3,422	-3,334	15	Home Health Aide/Home Attendant SAPP	51.2602	413	344	344	88	65	\$15,340	\$12,181
31-9092	Medical Assistants	Postsecondary nondegree award	\$13.48	\$28,040	742	-703	9	Medical/Clinical Assistant *	51.0801	221	132	54	39	36	\$28,661	\$27,695
37-3011	Landscaping and Groundskeeping Workers	No formal educational credential/ Short-Term OJT	\$12.02	\$25,000	1,581	^	1	Applied Horticulture/ Horticulture Operations, General	01.0601	116	59	5	^	^	^	^
43-6011	Executive Secretaries and Executive Administrative Assistants\$\$\$	High school diploma or equivalent	\$15.81	\$32,880	699	-653	18	Administrative Assistant And Secretarial Science, General	52.0401	412	154	99	46	35	\$30,634	\$24,279
29-2061	Licensed Practical and Licensed Vocational Nurses\$\$\$	Postsecondary nondegree award	\$18.32	\$38,100	525	-306	21	Licensed Practical/Vocational Nurse Training *	51.3901	1,403	932	655	219	198	\$45,099	\$44,749
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers\$\$\$	High school diploma or equivalent/ Moderate-term OJT	\$15.15	\$31,510	896	^	1	Quality Control Technology/Technician	15.0702	5	^	^	^	^	^	^
15-1232	Computer User Support Specialists\$\$\$	Some college, no degree	\$16.18	\$33,650	635	-595	8	Computer Support Specialist *	11.1006	382	199	60	40	34	\$28,175	\$27,142

^ = Small cell suppression used to protect student privacy in accordance with FERPA and HEOA guidelines.

## Systemwide: Supply and Demand for High Demand Occupations

High Demand Occupations - Kansas 2022 (Sorted by Rank in Demand, High to Low)							AY2021 KTIP Data (Award Level offered is Assoc/Cert unless noted as SAPP)									
SOC	SOC Title \$\$\$ = 2022 High Demand/ High Wage Occupation	Education (Typical level needed for occupation entry)	Hourly Entry level Wages (2022 Wage Survey) (Green font beating \$11.69 State Average)	Annual Entry Level Wages (2022 Wage Survey)	Annual Openings (2021-2023 Short Term Occupational Projections)	GAP 2021-2023 Projections Annual Openings vs. K-TIP Grads Exiting AY2021	# of Institutions offering in AY2023	Program Name (* identifies Aligned Programs)	CIP Code	Total # Declared Majors	Total # Concentrators (Bold= Concentrators higher than # of job postings on Short-Term Job Outlook)	Total # Graduates	Total # Graduates Exited	Total # Graduates Exited and Employed	Average Wage: Graduates Exited and Employed (Green font = beating Entry Level Annual Wage)	Median Wage: Graduates Exited and Employed (Green font = beating Entry Level Annual Wage)
39-5012	Hairdressers, Hairstylists, and Cosmetologists	Postsecondary nondegree award	\$9.16	\$19,050	709	-545	11	Cosmetology/ Cosmetologist, General	12.0401	555	372	191	164	150	\$16,485	\$15,558
51-4121	Welders, Cutters, Solderers, and Brazers\$\$\$	High school diploma or equivalent/ Moderate-term OJT	\$16.57	\$34,460	886	-365	25	Welding Technology/Welder *	48.0508	1,817	<b>1,306</b>	763	521	453	\$34,356	\$33,690
35-2012	Cooks, Institution and Cafeteria	No formal educational credential/ Short-Term OJT	\$10.65	\$22,150	898	-863	2	Cooking And Related Culinary Arts, General	12.0500	129	58	27	17	14	\$22,900	\$22,762
							3	Food Preparation/ Professional Cooking/Kitchen Assistant	12.0505	158	88	35	18	17	\$23,942	\$18,433
39-9011	Childcare Workers	High school diploma or equivalent/ Short-Term OJT	\$8.67	\$18,020	1,042	^	2	Child Care Provider/Assistant	19.0709	22	16	10	^	^	^	^
39-9031	Exercise Trainers and Group Fitness Instructors	High school diploma or equivalent/ Short-Term OJT	\$9.38	\$19,510	838	^	1	Physical Fitness Technician	31.051	46	^	^	^	^	^	^
47-2031	Carpenters\$\$\$	High school diploma or equivalent/ Apprenticeship	\$14.52	\$30,190	842	-739	15	Carpentry/Carpenter *	46.0201	559	354	179	103	87	\$26,469	\$24,808
49-3023	Automotive Service Technicians and Mechanics	Postsecondary nondegree award/ Short-Term OJT	\$12.76	\$26,550	678	-495	20	Automobile/ Automotive Mechanics Technology/Technician *	47.0604	1,077	<b>788</b>	259	183	167	\$32,338	\$31,666
29-2052	Pharmacy Technicians	High school diploma or equivalent/ Moderate-term OJT	\$13.45	\$27,970	366	-357	5	Pharmacy Technician/Assistant	51.0805	71	21	11	9	8	\$15,917	\$17,357
33-3051	Police and Sheriff's Patrol Officers\$\$\$	High school diploma or equivalent/ Moderate-term OJT	\$18.23	\$37,920	500	-482	13	Criminal Justice/Police Science *	43.0107	443	79	30	18	15	\$42,166	\$44,463
47-2111	Electricians\$\$\$	High school diploma or equivalent/ Apprenticeship	\$18.56	\$38,600	620	-480	11	Electrician *	46.0302	531	363	191	140	128	\$38,456	\$37,155

^ = Small cell suppression used to protect student privacy in accordance with FERPA and HEOA guidelines.

## Systemwide: Supply and Demand for High Demand Occupations

High Demand Occupations - Kansas 2022 (Sorted by Rank in Demand, High to Low)							AY2021 KTIP Data (Award Level offered is Assoc/Cert unless noted as SAPP)									
SOC	SOC Title \$\$\$ = 2022 High Demand/ High Wage Occupation	Education (Typical level needed for occupation entry)	Hourly Entry level Wages (2022 Wage Survey) (Green font beating \$11.69 State Average)	Annual Entry Level Wages (2022 Wage Survey)	Annual Openings (2021-2023 Short Term Occupational Projections)	GAP 2021-2023 Projections Annual Openings vs. K-TIP Grads Exiting AY2021	# of Institutions offering in AY2023	Program Name (* identifies Aligned Programs)	CIP Code	Total # Declared Majors	Total # Concentrators (Bold= Concentrators higher than # of job postings on Short-Term Job Outlook)	Total # Graduates	Total # Graduates Exited	Total # Graduates Exited and Employed	Average Wage: Graduates Exited and Employed (Green font = beating Entry Level Annual Wage)	Median Wage: Graduates Exited and Employed (Green font = beating Entry Level Annual Wage)
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers\$\$\$	Postsecondary nondegree award/Long-Term OJT	\$16.61	\$34,540	432	-292	12	Heating, Air Conditioning, Ventilation And Refrigeration Maintenance *	47.0201	539	405	164	140	138	\$35,817	\$35,544
43-6013	Medical Secretaries and Administrative Assistants	High school diploma or equivalent/ Moderate-term OJT	\$13.08	\$27,200	607	-587	4	Medical Office Assistant/Specialist	51.0710	69	26	19	13	12	\$22,442	\$20,370
							4	Medical Administrative/ Executive Assistant And Medical Secretary	51.0716	30	14	8	7	6	\$24,515	\$23,046
51-4041	Machinists\$\$\$	High school diploma or equivalent/ Long-Term OJT	\$15.22	\$31,670	517	-638	8	Machine Tool Technology/Machinist *	48.0501	394	302	115	82	72	\$39,745	\$38,269
51-4031	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic (lower demand, moved up due to CIP match)	High school diploma or equivalent/ Moderate-term OJT	\$13.91	\$28,930	203											
49-9041	Industrial Machinery Mechanics\$\$\$	High school diploma or equivalent/ Long-Term OJT	\$20.30	\$42,230	638	-605	4	Industrial Mechanics And Maintenance Technology/Technician *	47.0303	87	72	39	33	28	\$49,993	\$53,799
29-2034	Radiologic Technologists and Technicians\$\$\$	Associate's degree	\$20.67	\$43,000	158	-135	2	Radiologic Technology/Science - Radiographer	51.0911	103	71	26	23	23	\$53,706	\$51,412
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists\$\$\$	High school diploma or equivalent/ Long-Term OJT	\$17.29	\$35,950	294	-213	8	Medium/Heavy Vehicle And Truck Technology/Technician *	47.0613	284	244	89	81	73	\$47,412	\$44,752
31-9091	Dental Assistants	Postsecondary nondegree award	\$13.32	\$27,700	357	-331	4	Dental Assisting/Assistant *	51.0601	66	44	36	26	25	\$30,069	\$30,446

^ = Small cell suppression used to protect student privacy in accordance with FERPA and HEOA guidelines.



## Systemwide: Supply and Demand for High Demand Occupations

High Demand Occupations - Kansas 2022 (Sorted by Rank in Demand, High to Low)							AY2021 KTIP Data (Award Level offered is Assoc/Cert unless noted as SAPP)											
SOC	SOC Title \$\$\$ = 2022 High Demand/ High Wage Occupation	Education (Typical level needed for occupation entry)	Hourly Entry level Wages (2022 Wage Survey) (Green font beating \$11.69 State Average)	Annual Entry Level Wages (2022 Wage Survey)	Annual Openings (2021-2023 Short Term Occupational Projections)	GAP 2021-2023 Projections Annual Openings vs. K-TIP Grads Exiting AY2021	# of Institutions offering in AY2023	Program Name (* identifies Aligned Programs)	CIP Code	Total # Declared Majors	Total # Concentrators (Bold= Concentrators higher than # of job postings on Short-Term Job Outlook)	Total # Graduates	Total # Graduates Exited	Total # Graduates Exited and Employed	Average Wage: Graduates Exited and Employed (Green font = beating Entry Level Annual Wage)	Median Wage: Graduates Exited and Employed (Green font = beating Entry Level Annual Wage)		
11-9013	Farmers, Ranchers, and Other Agricultural Managers\$\$\$	High school diploma or equivalent	\$21.52	\$44,760	803	-754	2	Agribusiness/ Agricultural Business Operations	01.0102	13	6	^	^	^	^	^		
							9	Farm/Farm And Ranch Management	01.0104	157	98	35	21	20	\$51,256	\$54,203		
							3	Agricultural Production Operations, General	01.0301	65	25	15	7	7	\$38,494	\$38,494		
							2	Animal/Livestock Husbandry And Production	01.0302	12	^	^	^	^	^	^		
							1	Crop Production	01.0304	^	^	^	^	^	^			
							1	Horse Husbandry/Equine Science And Management	01.0307	15	12	^	^	^	^			
							3	Agroecology And Sustainable Agriculture	01.0308	66	51	36	21	18	\$34,949	\$35,067		
29-2098	Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other\$\$\$	Postsecondary nondegree award	29-2036 Medical Dosimetrists	29-2036 Medical Dosimetrists	267	-192	2	Health Information/Medical Records Technology/Technician	51.0707	267	123	35	30	25	\$37,917	\$40,581		
			\$47.44	\$98,680														
			29-2072 Medical Records Specialists	29-2072 Medical Records Specialists													\$14.80	\$30,780
			29-2099 Health Technologies and Technicians, All other	29-2099 Health Technologies and Technicians, All other													\$15.57	\$32,380
8	Medical Insurance Coding Specialist/ Coder *	51.0713	446	177	48	45	28	\$29,240	29574									
47-2152	Plumbers, Pipefitters, and Steamfitters\$\$\$	High school diploma or equivalent/ Apprenticeship	\$17.51	\$36,420	434	-413	5	Plumbing Technology/Plumber	46.0503	43	32	21	21	21	\$24,797	\$29,760		

^ = Small cell suppression used to protect student privacy in accordance with FERPA and HEOA guidelines.

## Systemwide: Supply and Demand for High Demand Occupations

High Demand Occupations - Kansas 2022 (Sorted by Rank in Demand, High to Low)							AY2021 KTIP Data (Award Level offered is Assoc/Cert unless noted as SAPP)									
SOC	SOC Title \$\$\$ = 2022 High Demand/ High Wage Occupation	Education (Typical level needed for occupation entry)	Hourly Entry level Wages (2022 Wage Survey) (Green font beating \$11.69 State Average)	Annual Entry Level Wages (2022 Wage Survey)	Annual Openings (2021-2023 Short Term Occupational Projections)	GAP 2021-2023 Projections Annual Openings vs. K-TIP Grads Exiting AY2021	# of Institutions offering in AY2023	Program Name (* identifies Aligned Programs)	CIP Code	Total # Declared Majors	Total # Concentrators (Bold= Concentrators higher than # of job postings on Short-Term Job Outlook)	Total # Graduates	Total # Graduates Exited	Total # Graduates Exited and Employed	Average Wage: Graduates Exited and Employed (Green font = beating Entry Level Annual Wage)	Median Wage: Graduates Exited and Employed (Green font = beating Entry Level Annual Wage)
49-3011	Aircraft Mechanics and Service Technicians\$\$\$	Postsecondary nondegree award	\$24.86	\$51,710	232	-169	2	Airframe Mechanics And Aircraft Maintenance Technology/Technician	47.0607	275	<b>242</b>	89	29	23	\$39,289	\$39,540
							1	Aircraft Powerplant Technology/Technician	47.0608	87	<b>87</b>	45	34	27	\$40,978	\$38,849
51-2011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers\$\$\$	High school diploma or equivalent/ Moderate-term OJT	\$19.26	\$40,060	^	^	2	Airframe Mechanics And Aircraft Maintenance Technology/Technician	47.0607	275	242	89	29	23	\$39,289	\$39,540
							1	Aircraft Powerplant Technology/Technician	47.0608	87	<b>87</b>	45	34	27	\$40,978	\$38,849
51-3011	Bakers	No formal educational credential/ Long-Term OJT	\$9.46	\$19,690	296	-288	2	Baking And Pastry Arts/Baker/Pastry Chef	12.0501	20	14	12	8	7	\$35,283	\$37,920
31-2021	Physical Therapist Assistants\$\$\$	Associate's degree	\$19.42	\$40,400	169	-97	4	Physical Therapy Assistant *	51.0806	261	161	79	72	69	\$34,509	\$36,448
23-2011	Paralegals and Legal Assistants\$\$\$	Associate's degree	\$14.53	\$30,210	294	-252	4	Legal Assistant/Paralegal	22.0302	178	105	52	42	34	\$43,342	\$38,939
31-9097	Phlebotomists	Postsecondary nondegree award	\$13.13	\$27,300	172	-122	1	Phlebotomy Technician/ Phlebotomist	51.1009	13	5	^	^	^	^	^
							8	Phlebotomy Technician/ Phlebotomist SAPP		120	80	80	50	43	\$25,165	\$26,124
29-2040	Emergency Medical Technicians and Paramedics	Postsecondary nondegree award	29-2042 EMT	29-2042 EMT	197	188	3	Emergency Care Attendant (EMT Ambulance)	51.0810	8	7	7	7	^	^	^
			\$8.28	\$17,230			16	Emergency Care Attendant (EMT Ambulance) SAPP		545	<b>403</b>	403	259	239	\$37,116	\$36,182
			29-2043 Paramedics	29-2043 Paramedics			9	Emergency Medical Technology/Technician (EMT Paramedic)	51.0904	331	<b>195</b>	69	56	56	\$56,583	\$56,408
			\$15.54	\$32,320			6	Emergency Medical Technology/Technician (EMT Paramedic) SAPP		114	<b>81</b>	81	63	55	\$36,690	\$30,473

^ = Small cell suppression used to protect student privacy in accordance with FERPA and HEOA guidelines.

## Systemwide: Supply and Demand for High Demand Occupations

High Demand Occupations - Kansas 2022 (Sorted by Rank in Demand, High to Low)							AY2021 KTIP Data (Award Level offered is Assoc/Cert unless noted as SAPP)									
SOC	SOC Title \$\$\$ = 2022 High Demand/ High Wage Occupation	Education (Typical level needed for occupation entry)	Hourly Entry level Wages (2022 Wage Survey) (Green font beating \$11.69 State Average)	Annual Entry Level Wages (2022 Wage Survey)	Annual Openings (2021-2023 Short Term Occupational Projections)	GAP 2021-2023 Projections Annual Openings vs. K-TIP Grads Exiting AY2021	# of Institutions offering in AY2023	Program Name (* identifies Aligned Programs)	CIP Code	Total # Declared Majors	Total # Concentrators (Bold= Concentrators higher than # of job postings on Short-Term Job Outlook)	Total # Graduates	Total # Graduates Exited	Total # Graduates Exited and Employed	Average Wage: Graduates Exited and Employed (Green font = beating Entry Level Annual Wage)	Median Wage: Graduates Exited and Employed (Green font = beating Entry Level Annual Wage)
29-1126	Respiratory Therapists\$\$\$	Associate's degree	\$24.40	\$50,750	88	-21	6	Respiratory Care Therapy/Therapist *	51.0908	232	167	78	67	65	\$59,965	\$60,721
33-3012	Correctional Officers and Jailers\$\$\$	High school diploma or equivalent/ Moderate-term OJT	\$16.78	\$34,900	295	^	2	Corrections *	43.0102	14	^	^	^	^	^	^
25-2011	Preschool Teachers, Except Special Education	Associate's degree	\$12.01	\$24,970	190	-163	13	Child Care And Support Services Management	19.0708	335	138	50	27	25	\$19,517	\$18,328
29-2055	Surgical Technologists\$\$\$	Postsecondary nondegree award	\$17.63	\$36,670	77	-10	5	Surgical Technology/ Technologist *	51.0909	137	116	77	67	63	\$38,432	\$36,502
31-2011	Occupational Therapy Assistants\$\$\$	Associate's degree	\$21.92	\$45,590	101	-90	1	Occupational Therapist Assistant	51.0803	42	34	15	11	8	\$32,877	\$24,833
43-5032	Dispatchers, Except Police, Fire, and Ambulance\$\$\$	High school diploma or equivalent/ Moderate-term OJT	\$13.42	\$27,910	204	^	1	Homeland Security, Law Enforcement, Firefighting And Related Protect	43.9999	^	^	^	^	^	^	^
49-3042	Mobile Heavy Equipment Mechanics, Except Engines\$\$\$	High school diploma or equivalent/ Long-Term OJT	\$18.11	\$37,660	213	-168	6	Agricultural Mechanics And Equipment/Machine Technology/Technician	01.0205	136	104	46	45	45	\$40,818	\$43,113
							1	Heavy Equipment Maintenance Technology/Technician	47.0302	16	14	^	^	^	^	^
51-9124	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	High school diploma or equivalent/ Moderate-term OJT	\$14.30	\$29,750	270	-405	11	Autobody/Collision And Repair Technology/Technician *	47.0603	227	186	70	52	46	\$33,009	\$31,698
49-3021	Automotive Body and Related Repairers\$\$\$	High school diploma or equivalent/	\$13.70	\$28,500	187											

^ = Small cell suppression used to protect student privacy in accordance with FERPA and HEOA guidelines.

## Systemwide: Supply and Demand for High Demand Occupations

High Demand Occupations - Kansas 2022 (Sorted by Rank in Demand, High to Low)							AY2021 KTIP Data (Award Level offered is Assoc/Cert unless noted as SAPP)									
SOC	SOC Title \$\$\$ = 2022 High Demand/ High Wage Occupation	Education (Typical level needed for occupation entry)	Hourly Entry level Wages (2022 Wage Survey) (Green font beating \$11.69 State Average)	Annual Entry Level Wages (2022 Wage Survey)	Annual Openings (2021-2023 Short Term Occupational Projections)	GAP 2021-2023 Projections Annual Openings vs. K-TIP Grads Exiting AY2021	# of Institutions offering in AY2023	Program Name (* identifies Aligned Programs)	CIP Code	Total # Declared Majors	Total # Concentrators (Bold= Concentrators higher than # of job postings on Short-Term Job Outlook)	Total # Graduates	Total # Graduates Exited	Total # Graduates Exited and Employed	Average Wage: Graduates Exited and Employed (Green font = beating Entry Level Annual Wage)	Median Wage: Graduates Exited and Employed (Green font = beating Entry Level Annual Wage)
35-1011	Chefs and Head Cooks\$\$\$	High school diploma or equivalent	\$14.30	\$29,750	124	-110	2	Culinary Arts/Chef Training	12.0503	145	69	8	6	6	\$35,817	\$35,044
							2	Restaurant, Culinary, And Catering	12.0504	79	37	13	8	8	\$40,661	\$35,692
33-2011	Firefighters\$\$\$	Postsecondary nondegree award/ Long-Term OJT	\$12.39	\$25,770	293	-211	8	Fire Science/Fire-Fighting	43.0203	620	309	98	82	77	\$47,346	\$46,202
51-8031	Water and Wastewater Treatment Plant and System Operators	High school diploma or equivalent/ Long-Term OJT	\$13.61	\$28,310	143	^	1	Water Quality And Wastewater Treatment Management And Recycling Tech	15.0506	11	8	^	^	^	^	^
29-1292	Dental Hygienists\$\$\$	Associate's degree	\$28.48	\$59,240	146	-106	5	Dental Hygiene/Hygienist *	51.0602	104	87	44	40	37	\$52,859	\$54,201
17-3023	Electrical and Electronic Engineering Technologists and Technicians\$\$\$	Associate's degree	\$20.41	\$42,450	96	-66	3	Electrical, Electronic, And Communications Engineering Technology	15.0303	33	23	5	5	5	\$60,286	\$58,775
							1	Telecommunications Technology/Technician SAPP	15.0305	19	19	19	15	10	\$30,542	\$30,542
							3	Automation Engineer Technology/Technician *	15.0406	90	58	11	10	10	\$54,769	\$50,107
							1	Computer Engineering Technology/Technician	15.1201	16	^	^	^	^	^	^
45-2091	Agricultural Equipment Operators	No formal educational credential/ Moderate-Term OJT	\$14.20	\$29,540	179	NA	1	Grain Elevator Operations (started 7/2020)	01.0204	NA	NA	NA	NA	NA	NA	NA
29-2032	Diagnostic Medical Sonographers\$\$\$	Associate's degree	\$28.96	\$60,240	61	-55	2	Diagnostic Medical Sonography/ Sonographer And Ultrasound Technician *	51.0910	13	12	6	6	6	\$42,301	\$38,318
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	High school diploma or equivalent/ Short-Term OJT	\$9.70	\$20,180	189	-165	3	Veterinary/Animal Health Technology/Technician And Veterinary Assist	01.8301	261	128	25	24	22	\$30,058	\$31,488

^ = Small cell suppression used to protect student privacy in accordance with FERPA and HEOA guidelines.

## **Update on Committee Meetings**

### **Summary**

*The Technical Education Authority (TEA) committee meetings are now being streamed and the approved committee minutes are being added to the full TEA packets.*

*2/23/2023*

### **Intent**

An update regarding committee meeting processes will be provided by Vice President Smathers.

**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  
January 5, 2023  
3:00 PM**

**APPROVED MINUTES**

**Members Present:** Mike Beene  
Debra Mikulka  
Mark Hess  
Cindy Hoover  
Ray Frederick

**Others:** Barton Community College  
Cloud County Community College  
Coffeyville Community College  
Cowley Community College  
Dodge City Community College  
Garden City Community College  
Hutchinson Community College  
KACCT  
Manhattan Area Technical College  
Washburn Institute of Technology  
WSU Tech

**KBOR Staff Present:** Scott Smathers  
Charmine Chambers  
April Henry  
Laura Leite  
Sue Grosdidier  
Susanna Lee  
Cindy Farrier  
Vera Brown  
Tim Peterson  
Tobias Wood  
Hector Martinez  
Susan Henry

**Call to Order**

Committee Chair Beene called the meeting to order at 3:00 PM. A quorum of committee members was present. Chair Beene thanked previous committee chair Rita Johnson for her service and shared his mindset regarding program and curriculum design and approval as serving as the new committee chair, emphasizing alignment between education, industry support and economic development.

**Approval of Minutes**

Chair Beene called for a motion to approve the previous minutes from the meeting on December 8, 2022.

**Motion:** Member Mikulka moved to approve the minutes of the December 8, 2022 meeting. Following a second by Member Hess, the motion carried.

## Program Re-Alignment

### Heating, Ventilation, Air Conditioning (HVAC) (47.0201)

Chair Beene called on Director Henry to present the Heating, Ventilation, and Air Conditioning (HVAC) Re-Alignment. Director Henry explained that the HVAC program was last aligned in 2013. Director Henry provided a brief explanation of the realignment process, which includes working with institutions, business and industry and the Department of Commerce and added that responses were received from twenty-one businesses. Director Henry explained that on November 2nd, Board staff held a joint meeting between faculty from thirteen institutions, five business and industry members, representatives from KSDE, as well as KBOR Staff to start the realignment. As a result, edits were made including the title, exit points, and common versus support coursework. The group upheld that HVAC should be in the title, however wanted it to be clear that institutions could add the words “refrigeration and or climate and energy control” if desired to better describe the program. The group agreed to add a Technical Certificate A exit point without an industry-recognized certification identified which would allow a student to take all the common and support courses, providing enough to start entry-level employment with a company, however, it would not be sufficient to prepare students for an industry-recognized certification. The committee recommended that the next level exit point be either a Technical Certificate B or Technical Certificate C, as it best fits their local industry needs, to maintain the existing industry certifications identified, and to maintain all the support and common courses. All the previous common courses were suggested to be retained in the new alignment, however, some were moved from common courses to support courses, such as safety and OSHA. Director Henry added that the proposed changes were sent out for a presidential comment period from November 30th to December 14th, during which one comment was received, from Dr. Sheree Utash at WSU Tech. Dr. Utash’s comment was to update Board Staff that there is a committee that is working on cross-walking the NC3 credentials to the credentials already named on the alignment map, and when that process is concluded, it will be brought back to the HVAC faculty and business and industry, for consideration of a recommendation to add an industry certification.

**Motion:** Following discussion, Member Frederick moved to approve the HVAC program alignment as presented and to place the committee recommendation on the TEA consent agenda for approval. Following a second by Member Mikulka, the motion carried.

## New Programs

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

### Cowley Community College: Graphic Imaging Design (10.0303)

Associate Director Chambers informed members that Cowley Community College (CCC) is seeking approval of a new program in Graphic Imaging Design, which would consist of a 21-credit hour Technical Certificate A, which would reside within their current Associate of Fine Arts degree but could be taken as a standalone offering. No accreditation is required for the program and upon completion, students would be able to sit for certifications in Adobe Photoshop, Illustrator or InDesign. The program requires internships with local businesses as part of the portfolio development process. Concerning the local Perkins needs assessment, CCC reported that in the analyzed labor market information section, Graphic Design is listed as a technical program needed in the region, listing 321 annual openings in the field of Graphic Design, with an average wage of a little over \$46,000. The review of jobs related to digital Media showed twenty-two concentrators for 234 openings. Associate Director Chambers informed members that Lightcast job posting analytics show that from November 2021 through November 2022, sixteen total postings were advertised statewide, with seven unique postings advertised. Annual median advertised salary data was small cell suppressed. She added that three letters of support by industry were received from CCC, pledging commitments including internships, tours, and interviewing graduates, as well as a letter of support from High school USD 470. There are five institutions offering a similar program and AY 2021 KTIP data was included in the member’s packets. CCC reported that formal collaboration was not sought for the school's listed with campus locations and service areas being the major factors. CCC reported that the program is aligned with industry needs and some of the courses are accepted as transfer credits at other colleges, however, while the technical nature of the courses in the certificate prevents them from being widely accepted, a 2 + 2 with McPherson College as being explored along with articulation with WSU. This certificate can lead to an Associate of Fine Arts degree at CCC,

and the degree path meets the general Education core which would transfer to all state institutions. CCC plans to begin the proposed program in the fall of 2023, estimating initial cost at approximately \$62,900 total, which includes \$55,000 for existing full-time faculty, approximately \$3,000 for equipment and approximately \$5,000 for technology and software, with funding provided from the visual and performing arts budget from institution general funds. Mark Dykes, Director of Graphic Design, will assume responsibility for the program, and this program was subject to the 10-day comment period during which no comments were received. CCC representatives were on the call and available for member's questions.

Committee members expressed concerns regarding the data showing a small number of graduates and even fewer students employed, low demand, low average wages, and lack of business and industry willingness to support the program by committing to hire graduates. Following discussion, Chair Beene tabled the Cowley Community College Graphic Imaging Design (10.0303) new program request pending the gathering of additional information, with committee member support.

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

Associate Director Chambers informed members that Garden City Community College (GCCC) is seeking approval of a 31-credit hour Technical Certificate B, and a 60-credit hour Associate of Applied Science in Computer Support Specialist. Associate Director Chambers informed members that GCCC reported that the requested program expansion is the result of the colleges successful receipt of a Title III Hispanic Serving Institution STEM Grant, which was awarded in October of 2021. The addition of a Certificate B and Associate of Applied Science targeting employment preparation in cyber security is part of the requirements of fulfilling that grant and after working with KBOR staff, it was identified that the program outcomes and industry certifications are in line with the aligned computer support specialist program. No accreditation is required for this program and upon completion, students will sit for certifications from CompTIA, including A+, Network+, Security+ and Project+. Garden City reported that regarding the comprehensive regional needs assessment that was completed in February of 2022, it indicated the need for tech support jobs in their area continues to rise as technology and the need for added security is ever-changing, and the local hospital, school districts and several banks in their area have expressed the need for this type of education as both continuing education and career technical training. Associate Director chambers informed members that Lightcast job postings from November 2021 through November 2022 show 14,150 job postings, 5149 of those being unique, advertised statewide with an annual median advertised salary of \$44,700. This occupation is on the most recent high demand listing from the Kansas Department of Labor. Three letters of support were provided by industry, pledging commitments including serving on the Advisory Board, providing guest speakers, and providing internships. Garden City Public Schools USD 457 provided a letter of support for the program as well. Seven institutions offer a similar program, and the AY 2021 KTIP data was included in the meeting packet. GCCC explained that collaboration was not attempted because of the geographic distance between institutions which offer this program. This application follows the statewide alignment requirements for computer support specialists, which would ensure transferability. The college plans to begin the proposed program in the fall of 2023, estimating the initial cost at approximately \$92,450, including \$58,500 for existing full-time faculty, approximately \$1,000 for equipment and \$33,000 for technology and software, with funding provided by the Title III HSI STEM grant. Chuck Pfeifer, Dean of Technical Education Workforce Development, will assume responsibility for the proposed program. No comments were received during the 10-day comment period. GCCC representatives were on the call and available for questions.

Committee members expressed concerns regarding the discrepancy in wage reporting by Lightcast, compared to the data of graduates exited and employed which is significantly lower, lack of collaboration with nearby Seward County Community College (SCCC), lack of demand in the area as reflected in the data from SCCC, lack of proof of demand going forward and student interest, and lack of engagement and specific support from employers with commitments for hiring trainees.

GCCC representatives apologized for missing reporting that SCCC is currently operating this program within sixty miles of their institution. Associate Director Chambers informed members that SCCC was previously running their program under a different CIP code, and that could have resulted in their data not appearing in the GCCC program search.



**Motion:** Following discussion, Member Hess moved to table the Garden City Community College Computer Support Specialist (11.1006) program proposal, requesting additional information, exploration of potential collaboration with Seward County Community College, and requesting more evidence of support from business and industry within their community or within the county. Following a second by Member Frederick, the motion carried.

Garden City Community College: Robotics and Mechatronics Technology (15.0405)

Associate Director Chambers informed members that Garden City Community College (GCCC) is also seeking approval of a new program in Robotics and Mechatronics Technology, which would consist of a 36-credit hour technical Certificate B and a 65-credit hour Associate of Applied Science in Robotics and Mechatronics Technology. No accreditation is required for this program, and upon completion, students will sit for nationally recognized certifications through the Smart Automation Certification Alliance, (SACA) including C103 Certified Industry 4.0 Associate III – Robot Systems Operation, C-358 Autonomous Mobile Robot Systems I, and C-363 Machine Vision Systems I. Associate Director Chambers explained that GCCC reported that in 2020, the college applied for and received funding for the Title III HIS STEM grant and the purpose of that grant is to support STEM Education, specifically in underserved racial ethnic populations and supports the creation of three new high need programs, including this program. GCCC reported that in the most recent comprehensive needs assessment completed in February 2022, it indicates that schools in the region desire to provide students with advanced skills to allow them opportunities beyond entry level work and local food manufacturers are interested in this program because of their existing industrial processes, involving highly mechanized automated, computer based and web connected processing systems. This program serves as a bridge between the mechanized worlds and worlds of computer enabled web-based production controls jobs that employers attest exists in their area. For example, empirical Foods, is a technology-based company that specializes in ground beef production and is building a plant in Garden City that will employ over five hundred people from the region, many of which will need training in areas such as robotics, mechatronics, electronics and more. Lightcast job postings from November 2021 through 2022 reflect 1,218 job total postings statewide, 334 which were unique, with the annual median advertised salary of a little over \$44,000 annually. Three letters of industry support were provided by GCCC, pledging commitments including serving on the advisory board, faculty, professional development, providing guest speakers, and interviewing graduates. USD 457 Garden City public schools also provided a letter of support for the program. Currently, one institution offers a similar program and that AY 2021 KTIP data was included in the meeting packet. GCCC explained that as the only technical institution in Kansas to offer a Robotics Technology program, representatives from the WSU Campus of Applied Sciences and Technology (WSU Tech) provided support to them by offering advice on program development. WSU Tech also provided a tour of the labs and equipment that they use in their program. Since the Wichita area has a strong aviation sector, while southwest Kansas has food production and agriculture, the use of robotics technology is relevant in both sectors, and this provides a complementary collaboration where each institution has a different industry with similar skill sets within their geographic region. GCCC plans to begin the proposed program in the fall of 2023, estimating the initial cost at approximately \$112,796, which includes approximately \$54,000 for existing full-time faculty, approximately \$39,000 for equipment and approximately \$19,000 for technology and software, with funding provided from the Title III HSI STEM grant. Chuck Pfeifer will assume responsibility for the proposed program, and no formal comments were received during the 10-day comment period. GCCC representatives were on the call and available for questions.

**Motion:** Following discussion, Member Frederick moved to approve the new program request submitted by Garden City Community College for Robotics and Mechatronics Technology (15.0405) Technical Certificate B/36 credit hours, and an Associate of Applied Science/65 credit hours as presented and to place the committee recommendation on the TEA consent agenda for approval. Following a second by Member Mikulka, the motion carried.

Washburn Institute of Technology: Advanced Emergency Medical Technician (51.0904)

Associate Director Chambers informed members that Washburn Institute of Technology (WIT) is seeking approval

of a 20-credit hour Technical Certificate A in Advanced Emergency Medical Technician. WIT explained that the EMT certificate has been offered for many years, but the advanced EMT is one level above and has been requested by their community partners. Area EMS agencies have advanced EMT positions posted, but are currently using Advanced EMT's to fill the void of the paramedic shortage. Local independent services offer the advanced EMT course occasionally but limit it to their department staff only. No local educational institutions offer this course to their community partners at large. Accreditation is required for this program through the Committee on Accreditation of Educational Programs for the Emergency Medical Services Profession. Upon completion, students will sit for the Advanced Emergency Medical Technician certification. It was explained regarding the Perkins local needs assessment that the data currently shows a shortage of program concentrators for this program. JobsEQ job posting analytics show a need for the occupation. Lightcast job postings pulled from November of 2021 through November 2022, shows there are 2,035 total postings, with 739 of those being unique postings advertised statewide with an annual median advertised salary of \$39,300. This occupation is on the most recent high demand listing from the Kansas Department of Labor. Four letters of support for the program were received pledging commitments including serving on the advisory board, providing a site for field rides, and interviewing graduates. Santa Fe Trail High School also provided a letter of support. Currently, nine institutions offer a similar program, and the AY 2021 KTIP data was provided in the meeting packet. Collaboration was not pursued for this program. The college plans to begin the proposed program in the fall of 2023, estimating the initial cost of the program at approximately \$39,500 total, which includes \$17,000 for one new part-time faculty, \$12,000 in equipment \$2,000 in instructional supplies, \$5000 for facility modifications and \$3,500 for technology and software, with funding provided from the institution general funds, including reallocation from discontinued programs and from Perkins funding. Pam Masters, Director of Health Occupations, will assume responsibility for the proposed program. No formal comments were received during the 10-day comment period. WIT representatives were on the call and available for questions.

**Motion:** Following discussion, Member Frederick moved to approve the new program request submitted by Washburn Institute of Technology for Advanced Emergency Medical Technician (51.0904), Technical Certificate A/20 credit hours as presented and to place the committee recommendation on the TEA consent agenda for approval. Following a second by Member Hess, the motion carried.

#### Promise Act

Garden City Community College: Robotics and Mechatronics Technology (15.0405)

Washburn Institute of Technology: Advanced Emergency Medical Technician (51.0904)

Chair Beene informed members that there are two programs requesting consideration for Promise Act funding, which is the Robotics and Mechatronics Technology program offered by Garden City Community College, and the Advanced Emergency Medical Technician program offered by Washburn Institute of Technology (WIT). Associate Director Chambers informed members that these programs are Promise Act eligible as specified in the legislation.

**Motion:** Member Frederick moved to approve the Promise Act funding requests as submitted by Garden City Community College for their Robotics and Mechatronics Technology program and as submitted by Washburn Institute of Technology for their Advanced Emergency Medical Technician program, and to place the committee recommendation on the TEA consent agenda for approval. Following a second by Member Hess, the motion carried.

#### Excel in CTE fees

Washburn Institute of Technology: Advanced Emergency Medical Technician (51.0904)

Chair Beene called on Associate Director Chambers to present the requests for Excel in CTE fees submitted by Washburn Institute of Technology for Advanced Emergency Medical Technician (51.0904) totaling \$1018, which includes fees for textbooks, exams, toolkit, personal protective equipment, and credentials. Associate Director Chambers explained that the fees for the program, along with the Excel in CTE fees comparisons for similar programs were included in the meeting packet.

**Motion:** Following discussion, Member Frederick moved to approve the Excel in CTE fees request submitted by Washburn Institute of Technology for Advanced Emergency Medical Technician (51.0904) and to place the committee recommendation on the TEA consent agenda for approval. Following a second by Member Mikulka, the motion carried.

Chair Beene expressed concerns regarding the differences in Excel in CTE Fees by the institutions and requested that Associate Director Chambers reach out to institutions with significantly lower Excel in CTE fees, asking for feedback and asking them to share the ways they have found to manage consumables, etc., with the intent of sharing best practices toward the goal of making the programs more affordable and economical for students.

#### Next Meeting Reminder

Chair Beene informed members that he has a conflict with the February 9, 2023 regularly scheduled committee meeting date. He proposed that the meeting could be rescheduled to either February 15<sup>th</sup> or 16<sup>th</sup> with member approval. Members agreed that the next committee meeting date should be rescheduled to February 16<sup>th</sup> at 3:00 PM. Chair Beene welcomed new TEA Member and new committee member Cindy Hoover and thanked her for her willingness to serve.

#### Adjournment

With no further business, Chair Beene adjourned the meeting at 4:24 PM.

Respectfully submitted by:

Susan Henry, Executive Assistant

February 23, 2023 TEA Regularly Scheduled Conference Call Meeting

Additional materials added from Presentation by Vice President Frisbie:

Cost Model Presentation with SCH Detail by College and 2022 Interim Task Force Recommendations



# Postsecondary Technical Education Authority: State Aid to Community and Technical Colleges for Technical and Non-Technical Courses

Elaine Frisbie, Vice President for Finance & Administration

February 23, 2023

Kansas Board of Regents  
Building a Future for Kansas Families, Businesses and the Economy



# Instructional Cost Model

- ★ Prior to 2011, state funding for community and technical colleges was patchworked together – laws were pieced together over 40 years.
- ★ **2011 Senate Bill 143**
  - ★ Created a new postsecondary technical education formula for technical courses as well as transfer or general education (“non-technical”) courses.
  - ★ The Postsecondary Technical Education Authority voted to adopt the cost model framework June 10, 2009:



# Instructional Cost Model

## **Adopt Tiered Cost Model**

Member Grier discussed the Tiered Cost Model for funding technical education. He called on Ms. Duffy and Ms. Ressel to lay out the suggested approach.

Dawn Ressel explained that with the passage of HB 2003 by the 2009 Legislature the proviso language with regard to a new funding approach for technical education is now law. The charge is.... “To develop and recommend to the state board of regents (the Board) a credit hour funding distribution formula for postsecondary technical training education training programs that (i) is tiered to recognize and support cost differentials in providing high-demand, high-tech training, (ii) takes into consideration target industries critical to the Kansas economy, (iii) is responsive to program growth and (iv) includes other factors and considerations as deemed necessary or advisable. Furthermore, the Authority shall establish and recommend to the state board of regents the rates to be used in such funding distribution formula.” Staff has tiered courses in concert with teams of people from the institutions to ensure consistency. Staff is now requesting approval of the cost model framework to continue further work with model refinement and the development of a plan to transition the cost model to a funding request.

Ms. Ressel then reviewed the elements of the model which are: 1) Instructor Cost, 2) extraordinary costs and 3) Indirect Costs. She also explained the data sources involved. The issue paper is attached and made a part of these minutes.

After lengthy discussion, Member Estes made a motion to adopt the tiered cost model framework with the understanding that additional work will be completed over the course of the summer and fall regarding the actual implementation, potential incentives, and policy issues. Following the second of Chairman Glassman the motion carried.



# Instructional Cost Model

## ★ 2011 Senate Bill 143, continued

- ★ The cost model identifies the colleges' direct and indirect expenses to deliver technical and non-technical courses to Kansas resident students.
- ★ It is not intended to address colleges' costs for non-resident students or other campus functions such as student unions, residence halls or athletics.
- ★ Annual inflation adjustments are applied throughout so that colleges' increased costs over time are recognized.
- ★ The cost model is also used to calculate colleges' state aid amounts for high school students in technical courses ("2012 Senate Bill 155").





# Instructional Cost Model

## ★ 2011 Senate Bill 143, continued

- ★ The cost model also identifies how costs are to be financed for those Kansas resident students:
  - ★ Community College In-District Credit Hours = 1/3 student, 1/3 property tax, 1/3 state
  - ★ Community College Out-District Credit Hours = 1/3 student, 2/3 state
  - ★ All Technical College Credit Hours = 1/3 student, 2/3 state
  - ★ Secondary Students in Excel in CTE = 100% state



# Instructional Cost Model

## ★ How are Instructional Costs Calculated in the Model?

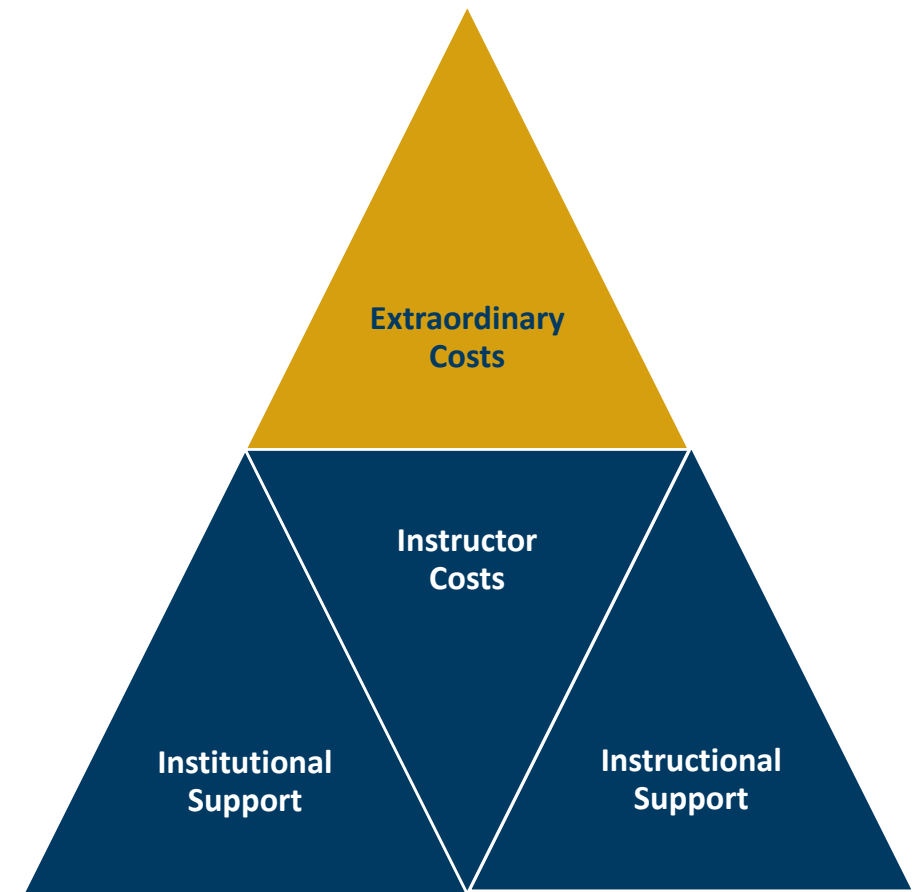
*At the course level:*

### Tiered Courses

Instructor Costs + Instructional Support Costs +  
Institutional Support Costs + **Extraordinary Costs**  
= \$ Course Rate

### Non-Tiered Courses

Instructor Costs + Instructional Support Costs +  
Institutional Support Costs  
= \$ Course Rate



Course Rate X Eligible Student Credit Hours =  
Total Course Cost

Total Course Costs are aggregated at the college to calculate total costs.



# Instructional Cost Model

## ★ Course Rate Elements

		Costs	Description	Source of Data
Non-Tiered Courses	Tiered Courses	Instructor	Three-year average of most recent data received for instructors' salaries and benefits	National Higher Education Benchmarking Institute, housed at Johnson County Community College
		Instructional Support	Student services, academic support and public service activities of the institution	Kansas community and technical colleges' annual financial audits and published in Board of Regents' data books
		Institutional Support	Administration activities of the institution and operation and maintenance of campus physical plant	Kansas community and technical colleges' annual financial audits and published in Board of Regents' data books
N/A		Extraordinary	Specialized equipment & materials necessary to deliver technical ("tiered") courses	Kansas community and technical colleges; colleges identified programs with "extraordinary" costs and submitted five years of actual expenditure data. Costs based on these data were grouped into course tiers and adjusted annually for inflation, with periodic data refreshes for actual costs, with the exception of several allied health programs in Fall 2022.



# Instructional Cost Model

- ★ Every course is assigned a composite rate each year.
- ★ The 25 composite rates over the six tiers plus the non-tiered rate are adjusted over time for inflation and/or based upon actual expense data provided by the colleges.

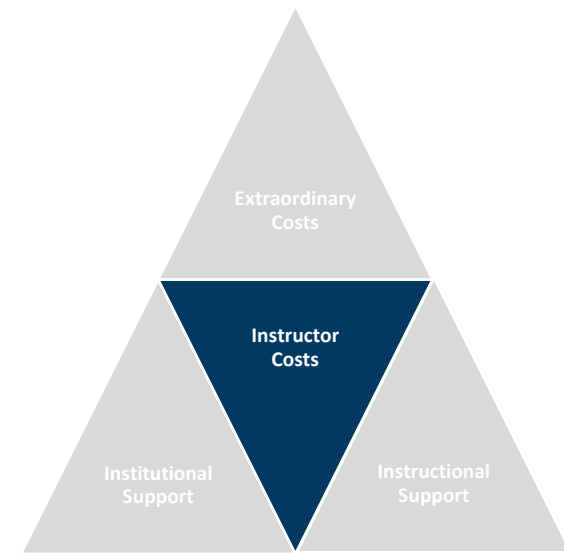
Composite Rates	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Change 2021-2022	Change 2011-2022
<b>Non-Tiered</b>	\$146	\$146	\$147	\$155	\$162	\$172	\$183	\$199	\$207	\$208	\$222	\$222	\$0	\$76
1	\$174	\$179	\$173	\$181	\$184	\$195	\$211	\$228	\$229	\$234	\$261	\$265	\$4	\$91
1	\$200	\$206	\$200	\$208	\$212	\$223	\$239	\$257	\$259	\$265	\$292	\$297	\$5	\$97
1	\$227	\$233	\$228	\$235	\$240	\$251	\$268	\$286	\$288	\$294	\$322	\$329	\$7	\$102
1	\$279	\$287	\$283	\$289	\$296	\$307	\$324	\$343	\$347	\$354	\$382	\$392	\$10	\$113
2	\$198	\$202	\$197	\$207	\$213	\$227	\$239	\$259	\$267	\$273	\$297	\$302	\$5	\$104
2	\$224	\$229	\$224	\$234	\$241	\$255	\$267	\$288	\$297	\$304	\$328	\$334	\$6	\$110
2	\$251	\$256	\$252	\$261	\$269	\$283	\$296	\$317	\$326	\$333	\$358	\$366	\$8	\$115
2	\$303	\$310	\$307	\$315	\$325	\$339	\$352	\$374	\$385	\$393	\$418	\$429	\$11	\$126
3	\$212	\$211	\$211	\$220	\$229	\$239	\$251	\$273	\$283	\$289	\$312	\$318	\$6	\$106
3	\$238	\$238	\$238	\$247	\$257	\$267	\$279	\$302	\$313	\$320	\$343	\$350	\$7	\$112
3	\$265	\$265	\$266	\$274	\$285	\$295	\$308	\$331	\$342	\$349	\$373	\$382	\$9	\$117
3	\$317	\$319	\$321	\$328	\$341	\$351	\$364	\$388	\$401	\$409	\$433	\$445	\$12	\$128
4	\$219	\$224	\$219	\$229	\$238	\$253	\$264	\$284	\$298	\$306	\$321	\$329	\$8	\$110
4	\$245	\$251	\$246	\$256	\$266	\$281	\$292	\$313	\$328	\$337	\$352	\$361	\$9	\$116
4	\$272	\$278	\$274	\$283	\$294	\$309	\$321	\$342	\$357	\$366	\$382	\$393	\$11	\$121
4	\$324	\$332	\$329	\$337	\$350	\$365	\$377	\$399	\$416	\$426	\$442	\$456	\$14	\$132
5	\$232	\$235	\$230	\$243	\$250	\$269	\$277	\$294	\$310	\$319	\$339	\$345	\$6	\$113
5	\$258	\$262	\$257	\$270	\$278	\$297	\$305	\$323	\$340	\$350	\$370	\$377	\$7	\$119
5	\$285	\$289	\$285	\$297	\$306	\$325	\$334	\$352	\$369	\$379	\$400	\$409	\$9	\$124
5	\$337	\$343	\$340	\$351	\$362	\$381	\$390	\$409	\$428	\$439	\$460	\$472	\$12	\$135
6	\$270	\$274	\$272	\$292	\$322	\$350	\$351	\$356	\$379	\$389	\$398	\$386	(\$12)	\$116
6	\$296	\$301	\$299	\$319	\$350	\$378	\$379	\$385	\$409	\$420	\$429	\$418	(\$11)	\$122
6	\$323	\$328	\$327	\$346	\$378	\$406	\$408	\$414	\$438	\$449	\$459	\$450	(\$9)	\$127
6	\$375	\$382	\$382	\$400	\$434	\$462	\$464	\$471	\$497	\$509	\$519	\$513	(\$6)	\$138



# Instructional Cost Model

## ★ Instructors

- ★ This element captures colleges' costs for faculty – salaries and employee benefits.
- ★ The data used are a three-year average of the most recent data from the Cost & Productivity Project.
- ★ Based on actual reported costs.
- ★ Not every Kansas community and technical college participates in the study.
- ★ Source: National Higher Education Benchmarking Institute





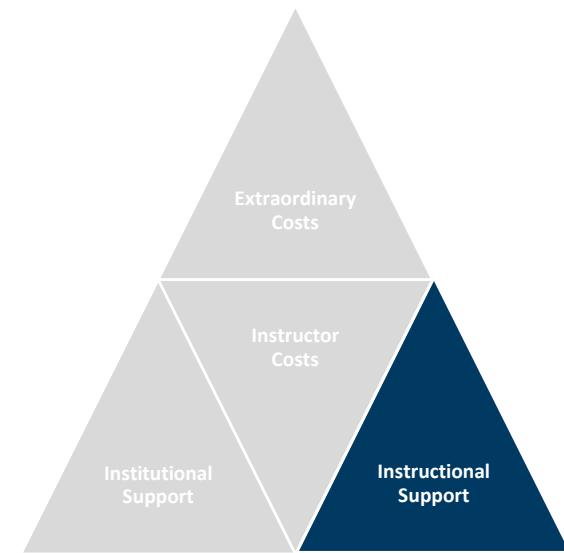
# Instructional Cost Model

## ★ Instructional Support Costs

- ★ This element captures colleges' costs associated with academic support and student services.

$$\begin{aligned} & (\textit{Student Services} + \textit{Academic Support} \\ & + \textit{Public Service}) \div (\textit{Total Operating Expenses} \\ & \quad - \textit{Auxiliary Enterprises} \\ & \quad - \textit{Scholarships \& Financial Aid}) \end{aligned}$$

- ★ For 2022 cost model data, the instructional support rate is \$49/credit hour.
- ★ Source: Kansas community and technical colleges' annual financial audits.





# Instructional Cost Model

## ★ Institutional Support Costs

- ★ This element captures costs to manage the college and operate and maintain the campus infrastructure.

*(Institutional Support*

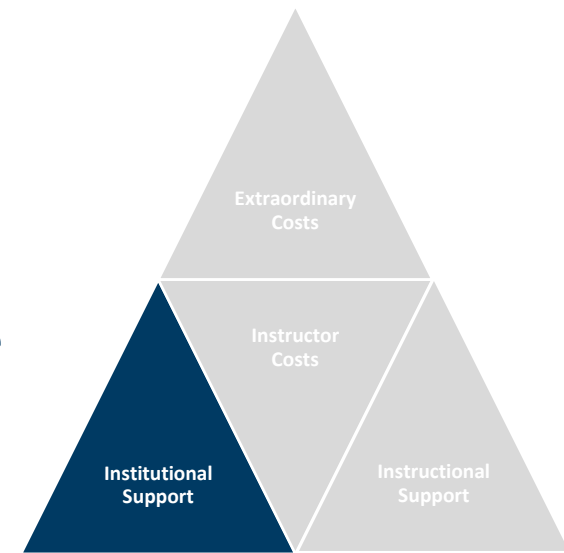
*+ Operation and Maintenance of Physical Plant)*

*÷ (Total Operating Expenses*

*– Auxiliary Enterprises*

*– Scholarships & Financial Aid)*

- ★ For 2022 cost model data, the institutional support rate is \$58/credit hour.
- ★ Source: Kansas community and technical colleges' annual financial audits.



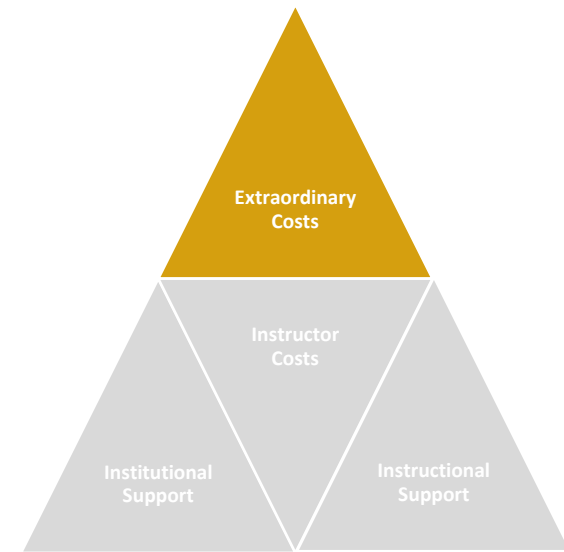


# Instructional Cost Model

## ★ **Extraordinary Costs**

★ Those “required, program-specific equipment and consumable materials for technical courses in technical programs”

- ★ Kansas community and technical colleges identified the programs with “extraordinary” costs and submitted five years of actual expenditure data.
- ★ Costs based on these data were grouped into tiers.
- ★ The costs are adjusted annually either for inflation or for actual expenses, depending on the timing of the review cycle.
- ★ Extraordinary costs vary by course tier from \$0 to \$127 for 2022 cost model data.







# Instructional Cost Model

## ★ Extraordinary Costs

★ KBOR staff periodically collect actual cost data from the colleges to refresh the rates.

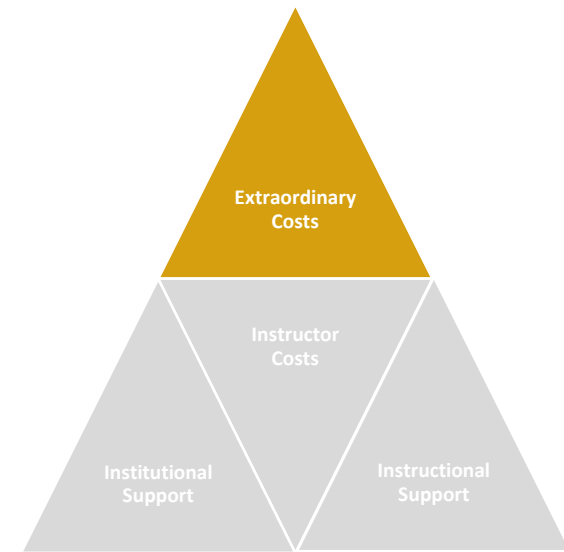
★ In 2020 and 2021, there were two rounds of updates to extraordinary costs:

★ Round 1: 40 programs were unchanged; 24 programs were increased; 14 programs were reduced

★ Round 2: 26 programs were unchanged; 19 programs were increased; 14 programs were reduced

★ **Round 3 was placed on hold by the TEA**

★ 19 programs were to remain unchanged; 6 programs were to increase; **6 programs were to decrease (PT assistant, EMT, EMT Paramedic, RN, LPN, Health Occupations Technology)**





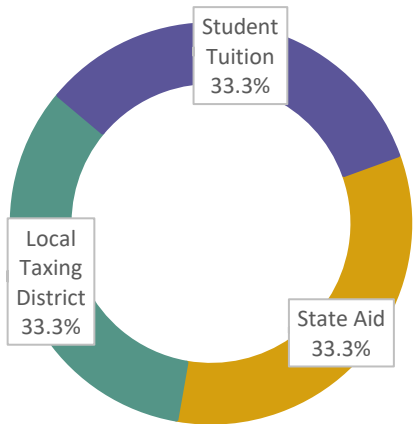
# Instructional Cost Model

## ★ Financing of the Costs

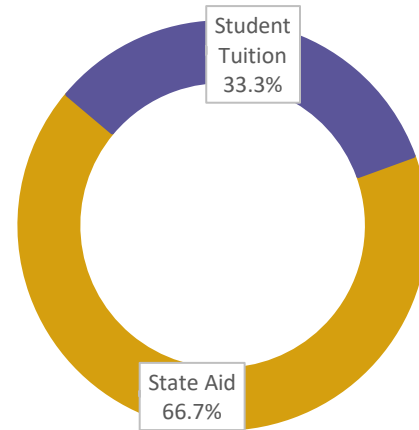
How is the Financing Determined?

*At the Student Credit Hour (SCH) level.*

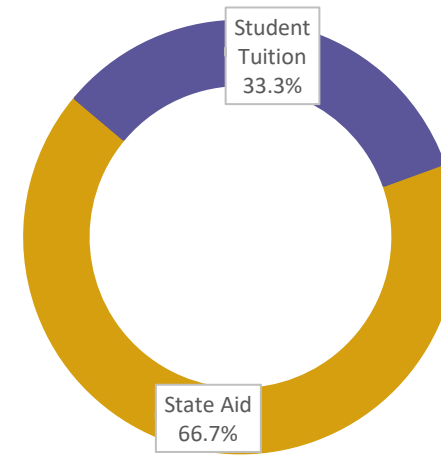
Community College In-District SCH



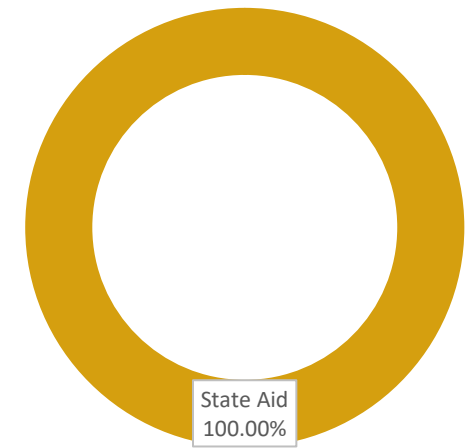
Community College Out-District SCH



All Technical College SCH



Secondary Students in Excel in CTE SCH





# Instructional Cost Model

## ★ Example Students – In-District vs. Out-District

- ★ John is an In-District Student at Green Valley Community College, studying Computer and Information Systems, taking Applied Networking 1, (Composite Rate 1)
  - ★ KBOR Calculated Composite Rate is \$297, multiplied by 2 credit hours = \$594 total
  - ★ The state's share of the financing would be \$198 (1/3 of the course rate)
- ★ Jane is a Student at Russell Area Technical College, studying Wind Energy Technology, taking Small Wind Turbine, (Composite Rate 2 )
  - ★ KBOR Calculated Composite Rate is \$265, multiplied by 3 credit hours = \$795 total
  - ★ The state's share of the financing would be \$530 (2/3 of the course rate)



# Instructional Cost Model

## ★ Instructional Cost Model for Kansas Resident Students

- ★ The Board of Regents distributed state aid in accordance with the statutes and budget provisos from FY 2012 through FY 2023.
- ★ An example from 2013 SB 171 is shown for the tiered appropriation.

Postsecondary tiered technical education state aid ..... \$58,300,961

*Provided*, That if the amount of moneys appropriated for the above agency for the fiscal year ending June 30, 2014, in the postsecondary tiered technical education state aid account is greater than the amount of moneys appropriated for the above agency for the fiscal year ending June 30, 2013, in the postsecondary tiered technical education state aid account, then the difference between the amount of moneys appropriated for the fiscal year 2014 and the amount of moneys appropriated for the above agency fiscal year 2013 shall be distributed based on each eligible institution's calculated gap, according to the postsecondary tiered technical education state aid act, K.S.A. 2012 Supp. 71-1801 through 71-1810, and amendments thereto, as determined by the state board of regents:

*Provided further*, That no eligible institution shall receive an amount of money from the postsecondary tiered technical education state aid account in fiscal year 2014 that is less than the amount such eligible institution received from such account in fiscal year 2013, unless the amount of moneys appropriated for the above agency for fiscal year 2013 in the postsecondary tiered technical education state aid account for fiscal year 2014 is less than the amount of moneys appropriated for the above agency for fiscal year 2013 in the postsecondary tiered technical education state aid account: *And provided further*, That if the amount of moneys appropriated for the above agency for fiscal year 2014 is less than the amount of moneys appropriated for the above agency for fiscal year 2013 in the postsecondary tiered technical education state aid account, then each eligible institution shall receive an amount of moneys as determined by the state board of regents.



# Instructional Cost Model

## ★ FY 2023

- ★ 2022 Legislature provided adequate state funds to cover the state's share of AY 2021 student enrollments in FY 2023
- ★ No college had lower tiered or non-tiered state aid relative to FY 2022
- ★ If a college's enrollment resulted in lower state share calculations, the college's aid was held flat from FY 2022 to FY 2023
- ★ According to last year's appropriation bill, there is to be a three-year migration to full adoption of the instructional cost model:
  - ★ FY 2023 Colleges with no gap are held at FY 2022 state aid level ✓
  - ★ FY 2024 Colleges with no gap retain 50% of overfunding
  - ★ FY 2025 State aid is distributed according to the instructional cost model calculations



★ From Section 109(a), 2022  
House Substitute for  
Substitute for Senate Bill 267,  
the Board of Regents'  
appropriation.

Postsecondary tiered technical education  
state aid (561-00-1000-0760).....\$66,064,478

*Provided, That, notwithstanding the provisions of K.S.A. 71-1801 through 71-1810, and amendments thereto, or any other statute, the above agency shall distribute the moneys in the postsecondary tiered technical education state aid account in fiscal year 2023 so that each eligible institution shall receive an amount of moneys not less than such eligible institution received from the postsecondary tiered technical education state aid account in fiscal year 2022.*

Non-tiered course credit  
hour grant (561-00-1000-0550).....\$95,407,915

*Provided, That the above agency shall distribute the moneys in the non-tiered course credit hour grant account in fiscal year 2023 so that each eligible institution shall receive an amount of moneys not less than such eligible institution received from the non-tiered course credit hour grant account in fiscal year 2022.*





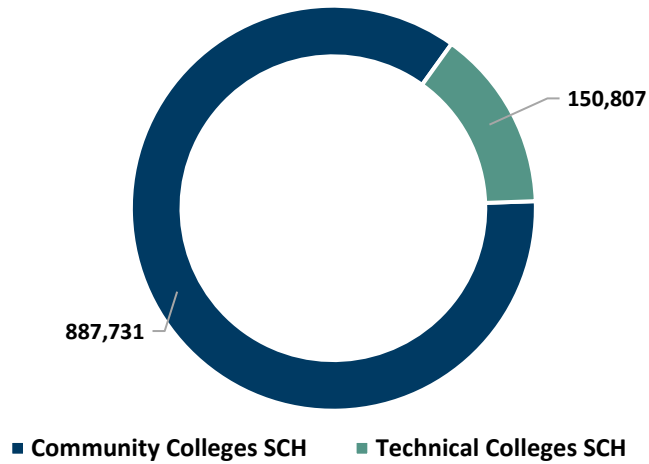
★ From Section 109(f), 2022 House Substitute for Substitute for Senate Bill 267, the Board of Regents' appropriation.

(f) During the fiscal year ending June 30, 2023, in addition to the other purpose for which expenditures may be made by the above agency from moneys appropriated from the state general fund or from any special revenue fund or funds for the above agency for fiscal year 2023 as authorized by this or other appropriation act of the 2022 regular session of the legislature, expenditures shall be made by the above agency from such moneys for fiscal year 2023 to implement the legislative intent: For fiscal year 2024, to implement the funding formula for the community colleges and technical colleges concerning the postsecondary tiered technical education state aid and non-tiered course credit hour grants so that those community colleges and technical colleges who were overfunded in fiscal year 2023 will receive 50% of the amount of such overfunding and the remaining 50% will be distributed based on each eligible institution's calculated gap; and for fiscal year 2025, to fully implement the funding formula for the community colleges and technical colleges concerning the postsecondary tiered technical education state aid and non-tiered course credit hour grants.

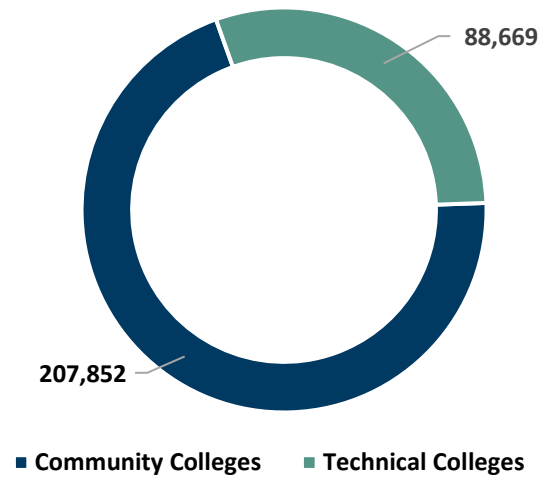


# Instructional Cost Model

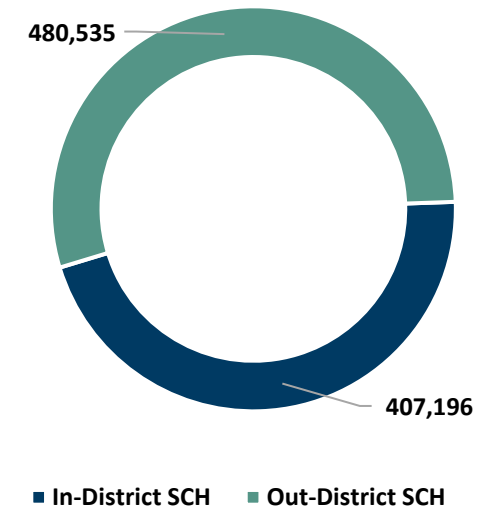
Community and Technical Colleges'  
SCH Production  
2021-2022



Tiered SCH Community and Technical Colleges  
2021-2022



Community College In-District/Out-District  
2021-2022

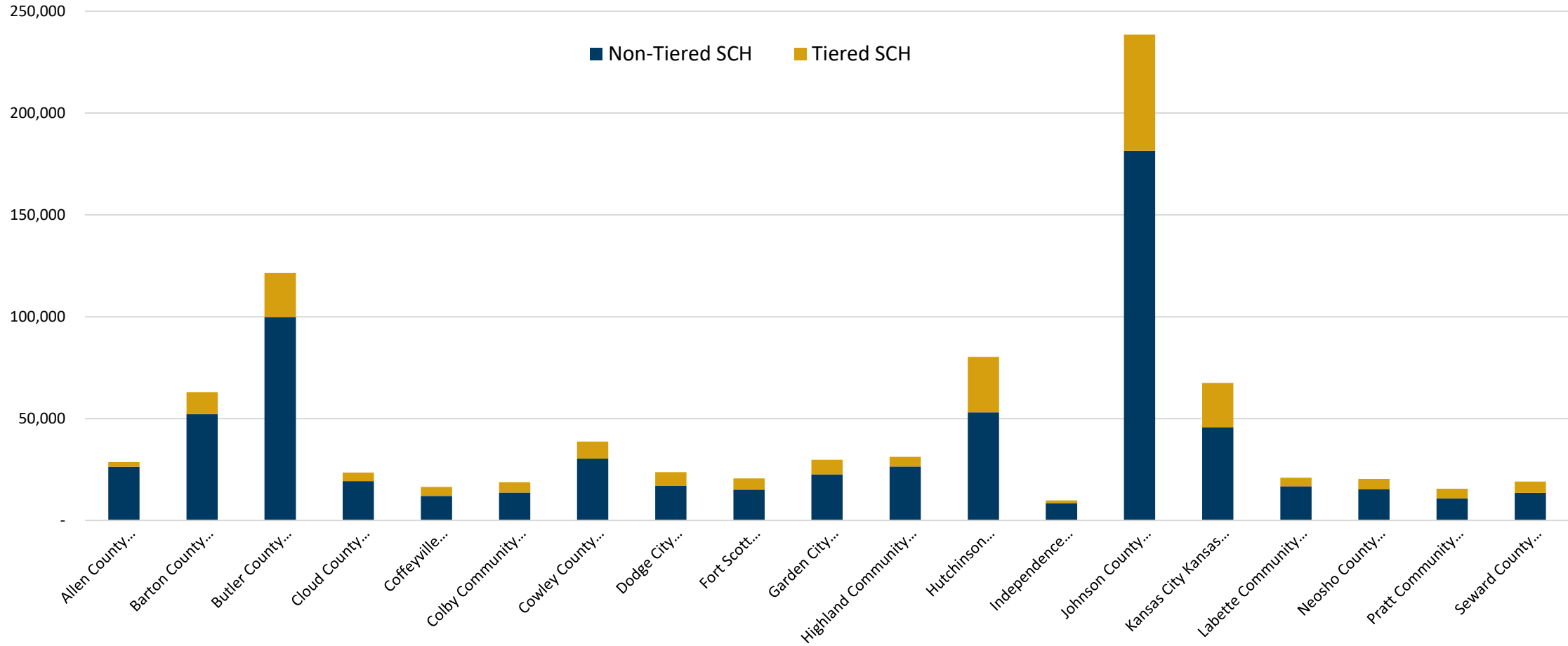






# AY 2022 Enrollments

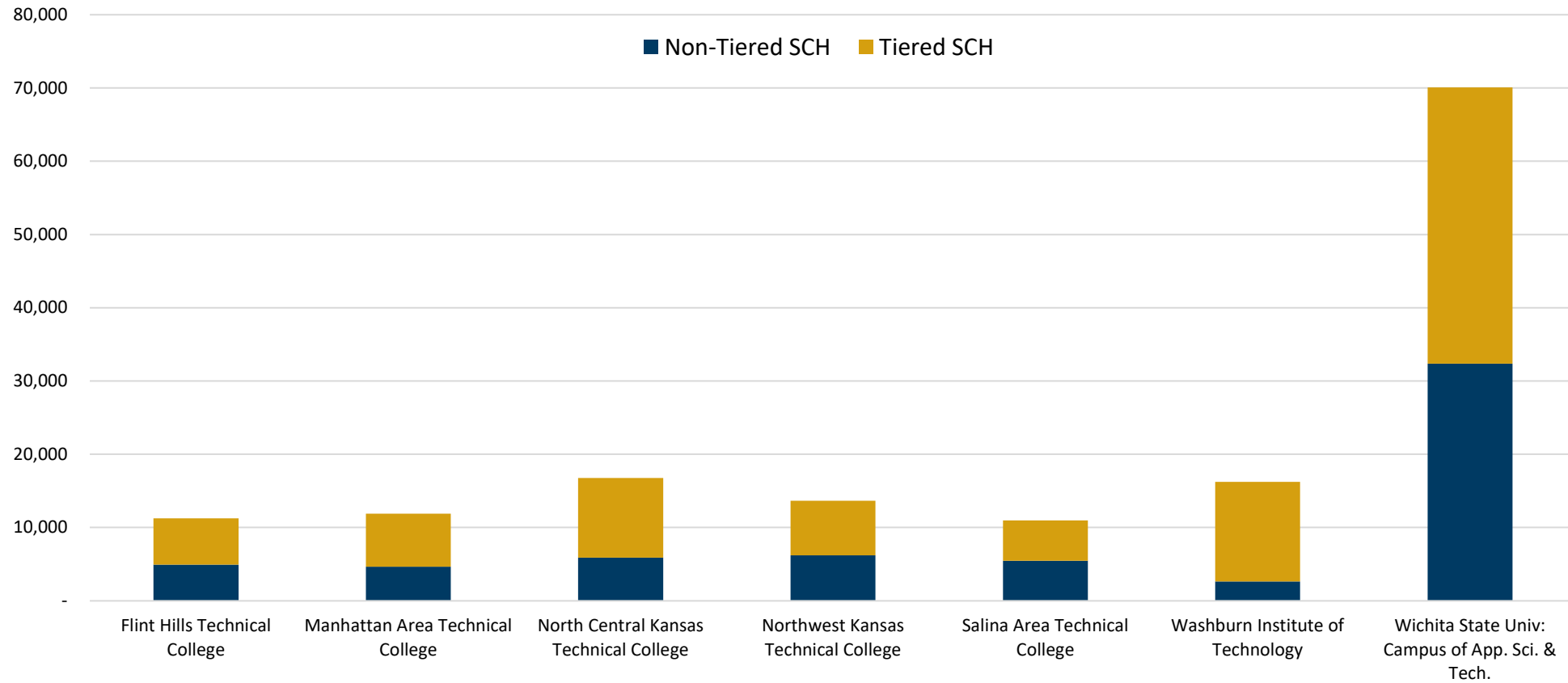
AY 2022 Student Credit Hours in Cost Model - Community Colleges





# AY 2022 Enrollments

AY 2022 Student Credit Hours in Cost Model - Technical Colleges





More information can be found at

[www.kansasregents.org](http://www.kansasregents.org) => Data => System Data

Or

[www.kansasregents.org](http://www.kansasregents.org) => Data => Kansas Higher Ed Stats (KHEStats)

- Databooks for Each Sector
- Enrollment Reports
- Kansas Higher Education Statistics – self-serve reporting tool

Or contact our agency: 785-430-4240



Allen County Community College	
Tiered Student Credit Hours	
In-District	275.0
Out-District	2,080.0
<b>Tiered Student Credit Hours</b>	<b>2,355.0</b>
Non-Tiered Student Credit Hours	
In-District	3,782.0
Out-District	22,523.0
<b>Non-Tiered Student Credit Hours</b>	<b>26,305.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>28,660.0</b>

Barton County Community College	
Tiered Student Credit Hours	
In-District	2,297.5
Out-District	8,493.0
<b>Tiered Student Credit Hours</b>	<b>10,790.5</b>
Non-Tiered Student Credit Hours	
In-District	8,207.5
Out-District	43,970.5
<b>Non-Tiered Student Credit Hours</b>	<b>52,178.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>62,968.5</b>

Butler County Community College	
Tiered Student Credit Hours	
In-District	4,215.5
Out-District	17,453.0
<b>Tiered Student Credit Hours</b>	<b>21,668.5</b>
Non-Tiered Student Credit Hours	
In-District	21,482.5
Out-District	78,319.5
<b>Non-Tiered Student Credit Hours</b>	<b>99,802.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>121,470.5</b>

Cloud County Community College	
Tiered Student Credit Hours	
In-District	675.0
Out-District	3,497.0
<b>Tiered Student Credit Hours</b>	<b>4,172.0</b>
Non-Tiered Student Credit Hours	
In-District	2,483.0
Out-District	16,840.0
<b>Non-Tiered Student Credit Hours</b>	<b>19,323.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>23,495.0</b>

Coffeyville Community College	
Tiered Student Credit Hours	
In-District	1,684.0
Out-District	2,662.0
<b>Tiered Student Credit Hours</b>	<b>4,346.0</b>
Non-Tiered Student Credit Hours	
In-District	5,543.0
Out-District	6,487.0
<b>Non-Tiered Student Credit Hours</b>	<b>12,030.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>16,376.0</b>

Colby Community College	
Tiered Student Credit Hours	
In-District	387.0
Out-District	4,730.0
<b>Tiered Student Credit Hours</b>	<b>5,117.0</b>
Non-Tiered Student Credit Hours	
In-District	2,503.0
Out-District	11,158.0
<b>Non-Tiered Student Credit Hours</b>	<b>13,661.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>18,778.0</b>

Cowley County Community College	
Tiered Student Credit Hours	
In-District	2,733.0
Out-District	5,704.0
<b>Tiered Student Credit Hours</b>	<b>8,437.0</b>
Non-Tiered Student Credit Hours	
In-District	10,801.0
Out-District	19,466.0
<b>Non-Tiered Student Credit Hours</b>	<b>30,267.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>38,704.0</b>

Dodge City Community College	
Tiered Student Credit Hours	
In-District	5,334.0
Out-District	1,232.0
<b>Tiered Student Credit Hours</b>	<b>6,566.0</b>
Non-Tiered Student Credit Hours	
In-District	12,005.0
Out-District	5,114.0
<b>Non-Tiered Student Credit Hours</b>	<b>17,119.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>23,685.0</b>

<b>Fort Scott Community College</b>	
Tiered Student Credit Hours	
In-District	1,140.0
Out-District	4,364.0
<b>Tiered Student Credit Hours</b>	<b>5,504.0</b>
Non-Tiered Student Credit Hours	
In-District	5,297.0
Out-District	9,791.0
<b>Non-Tiered Student Credit Hours</b>	<b>15,088.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>20,592.0</b>

<b>Garden City Community College</b>	
Tiered Student Credit Hours	
In-District	5,233.0
Out-District	1,881.0
<b>Tiered Student Credit Hours</b>	<b>7,114.0</b>
Non-Tiered Student Credit Hours	
In-District	19,155.0
Out-District	3,456.0
<b>Non-Tiered Student Credit Hours</b>	<b>22,611.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>29,725.0</b>

<b>Highland Community College</b>	
Tiered Student Credit Hours	
In-District	0.0
Out-District	4,747.0
<b>Tiered Student Credit Hours</b>	<b>4,747.0</b>
Non-Tiered Student Credit Hours	
In-District	1,052.0
Out-District	25,456.0
<b>Non-Tiered Student Credit Hours</b>	<b>26,508.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>31,255.0</b>

<b>Hutchinson Community College</b>	
Tiered Student Credit Hours	
In-District	9,201.5
Out-District	18,032.5
<b>Tiered Student Credit Hours</b>	<b>27,234.0</b>
Non-Tiered Student Credit Hours	
In-District	23,013.5
Out-District	30,013.0
<b>Non-Tiered Student Credit Hours</b>	<b>53,026.5</b>
<b>Total - Adult Students in Cost Model</b>	<b>80,260.5</b>

<b>Independence Community College</b>	
Tiered Student Credit Hours	
In-District	596.0
Out-District	702.0
<b>Tiered Student Credit Hours</b>	<b>1,298.0</b>
Non-Tiered Student Credit Hours	
In-District	4,186.0
Out-District	4,273.0
<b>Non-Tiered Student Credit Hours</b>	<b>8,459.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>9,757.0</b>

<b>Johnson County Community College</b>	
Tiered Student Credit Hours	
In-District	42,911.0
Out-District	14,209.0
<b>Tiered Student Credit Hours</b>	<b>57,120.0</b>
Non-Tiered Student Credit Hours	
In-District	146,223.0
Out-District	35,231.0
<b>Non-Tiered Student Credit Hours</b>	<b>181,454.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>238,574.0</b>

<b>Kansas City Kansas Community College</b>	
Tiered Student Credit Hours	
In-District	11,156.0
Out-District	10,529.0
<b>Tiered Student Credit Hours</b>	<b>21,685.0</b>
Non-Tiered Student Credit Hours	
In-District	26,002.0
Out-District	19,807.0
<b>Non-Tiered Student Credit Hours</b>	<b>45,809.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>67,494.0</b>

<b>Labette Community College</b>	
Tiered Student Credit Hours	
In-District	1,313.0
Out-District	2,792.0
<b>Tiered Student Credit Hours</b>	<b>4,105.0</b>
Non-Tiered Student Credit Hours	
In-District	6,809.0
Out-District	9,991.0
<b>Non-Tiered Student Credit Hours</b>	<b>16,800.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>20,905.0</b>

Student Credit Hour Production AY 2022 for Purposes of Instructional Cost Model

Neosho County Community College	
Tiered Student Credit Hours	
In-District	692.0
Out-District	4,581.0
<b>Tiered Student Credit Hours</b>	<b>5,273.0</b>
Non-Tiered Student Credit Hours	
In-District	3,771.0
Out-District	11,394.0
<b>Non-Tiered Student Credit Hours</b>	<b>15,165.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>20,438.0</b>

Pratt Community College	
Tiered Student Credit Hours	
In-District	513.0
Out-District	4,253.0
<b>Tiered Student Credit Hours</b>	<b>4,766.0</b>
Non-Tiered Student Credit Hours	
In-District	2,939.5
Out-District	7,823.5
<b>Non-Tiered Student Credit Hours</b>	<b>10,763.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>15,529.0</b>

Seward County Community College	
Tiered Student Credit Hours	
In-District	3,546.0
Out-District	2,008.0
<b>Tiered Student Credit Hours</b>	<b>5,554.0</b>
Non-Tiered Student Credit Hours	
In-District	8,038.0
Out-District	5,472.0
<b>Non-Tiered Student Credit Hours</b>	<b>13,510.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>19,064.0</b>

Community College Sector Total	
Tiered Student Credit Hours	
In-District	93,902.5
Out-District	113,949.5
<b>Tiered Student Credit Hours</b>	<b>207,852.0</b>
Non-Tiered Student Credit Hours	
In-District	313,293.0
Out-District	366,585.5
<b>Non-Tiered Student Credit Hours</b>	<b>679,878.5</b>
<b>Total - Adult Students in Cost Model</b>	<b>887,730.5</b>

Flint Hills Technical College	
Tiered Student Credit Hours	
In-District	6,331.0
Out-District	0.0
<b>Tiered Student Credit Hours</b>	<b>6,331.0</b>
Non-Tiered Student Credit Hours	
In-District	4,915.0
Out-District	0.0
<b>Non-Tiered Student Credit Hours</b>	<b>4,915.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>11,246.0</b>

Manhattan Area Technical College	
Tiered Student Credit Hours	
In-District	7,253.0
Out-District	0.0
<b>Tiered Student Credit Hours</b>	<b>7,253.0</b>
Non-Tiered Student Credit Hours	
In-District	4,647.0
Out-District	0.0
<b>Non-Tiered Student Credit Hours</b>	<b>4,647.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>11,900.0</b>

North Central Kansas Technical College	
Tiered Student Credit Hours	
In-District	10,853.0
Out-District	0.0
<b>Tiered Student Credit Hours</b>	<b>10,853.0</b>
Non-Tiered Student Credit Hours	
In-District	5,894.0
Out-District	0.0
<b>Non-Tiered Student Credit Hours</b>	<b>5,894.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>16,747.0</b>

Northwest Kansas Technical College	
Tiered Student Credit Hours	
In-District	7,453.0
Out-District	0.0
<b>Tiered Student Credit Hours</b>	<b>7,453.0</b>
Non-Tiered Student Credit Hours	
In-District	6,207.0
Out-District	0.0
<b>Non-Tiered Student Credit Hours</b>	<b>6,207.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>13,660.0</b>

Student Credit Hour Production AY 2022 for Purposes of Instructional Cost Model

<b>Salina Area Technical College</b>	
Tiered Student Credit Hours	
In-District	5,516.0
Out-District	0.0
<b>Tiered Student Credit Hours</b>	<b>5,516.0</b>
Non-Tiered Student Credit Hours	
In-District	5,457.5
Out-District	0.0
<b>Non-Tiered Student Credit Hours</b>	<b>5,457.5</b>
<b>Total - Adult Students in Cost Model</b>	<b>10,973.5</b>
<b>Wichita State Univ: Campus of App. Sci. &amp; Tech.</b>	
Tiered Student Credit Hours	
In-District	37,693.0
Out-District	0.0
<b>Tiered Student Credit Hours</b>	<b>37,693.0</b>
Non-Tiered Student Credit Hours	
In-District	32,371.0
Out-District	0.0
<b>Non-Tiered Student Credit Hours</b>	<b>32,371.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>70,064.0</b>

<b>Washburn Institute of Technology</b>	
Tiered Student Credit Hours	
In-District	2,646.0
Out-District	0.0
<b>Tiered Student Credit Hours</b>	<b>2,646.0</b>
Non-Tiered Student Credit Hours	
In-District	13,570.0
Out-District	0.0
<b>Non-Tiered Student Credit Hours</b>	<b>13,570.0</b>
<b>Total - Adult Students in Cost Model</b>	<b>16,216.0</b>
<b>Technical College Sector Total</b>	
Tiered Student Credit Hours	
In-District	77,745.0
Out-District	0.0
<b>Tiered Student Credit Hours</b>	<b>77,745.0</b>
Non-Tiered Student Credit Hours	
In-District	73,061.5
Out-District	0.0
<b>Non-Tiered Student Credit Hours</b>	<b>73,061.5</b>
<b>Total - Adult Students in Cost Model</b>	<b>150,806.5</b>

# Report of the Legislative Task Force on Community and Technical College State Funding to the 2023 Kansas Legislature

**CHAIRPERSON:** Representative Susan Humphries

**VICE-CHAIRPERSON:** Senator Molly Baumgardner

**OTHER LEGISLATIVE MEMBERS:** Senators Rick Billinger and Tom Hawk; and Representatives Troy Waymaster, Valdenia Winn (substitute member), Kathy Wolfe Moore, and Brandon Woodard

**NON-LEGISLATIVE MEMBERS:** Heather Morgan, Carter File, Alysia Johnston, Greg Nichols, Ben Schears, and Blake Flanders

## **CHARGE**

Provisions in the 2022 Appropriations Bill (Section 109(g) of House Sub. for Sub. for SB 267) direct the Task Force to:

- Study the provision of state funding to the community and technical colleges in Kansas.





# Legislative Task Force on Community and Technical College State Funding

## REPORT

### Conclusions and Recommendations

The Legislative Task Force on Community and Technical College State Funding makes the following recommendations:

- The Task Force recommends the Kansas Board of Regents (KBOR) use a three-year average (current academic year and two previous years) of data to calculate funding distributions for tiered and non-tiered education state aid rather than using a single previous year of data;
- The Task Force recommends the Legislature review the statutory definition of “new state money” as it relates to performance agreements and consider creating a new definition;
- The Task Force urges KBOR to review the current performance agreement process and consider creating a process that incentivizes larger goals rather than punishing colleges for not meeting metrics. The Task Force also recommends the Legislature consider funding the 2.0 percent performance incentive that was previously unfunded;
- The Task Force recommends the Legislature review and consider removing the proviso requiring funding for the Excel in Career Technical Education Initiative (SB 155) program to be distributed by KBOR within 60 days of the class start date;
- The Task Force recommends the Legislature grant KBOR auditing authority or utilize the Legislative Division of Post Audit process if audits are needed of the data inputted by colleges for the cost model calculation;
- The Task Force recommends the Legislature review statutes related to residency requirements and review where residency requirements for technical colleges originated and consider putting such requirements in statute;
- The Task Force recommends the Legislature add reappropriation authority to the tiered and non-tiered funding line items in the appropriations bill;
- The Task Force recommends the Legislature review the proviso prohibiting KBOR from transferring moneys between the tiered and non-tiered accounts; and
- The Task Force recommends the Legislature ensure the recentering of tiered and non-tiered education state aid funding occur as required in 2022 House. Sub. for Sub. for SB 267.

***Proposed Legislation:*** None.

## BACKGROUND

The Legislative Task Force on Community and Technical College State Funding (Task Force) was established by provisions in 2022 House Sub. for Sub. for SB 267, the 2022 appropriations bill, Section 109(g). The Task Force is composed of 13 members:

- Chairperson of the Senate Committee on Education;
- Chairperson of the Senate Committee on Ways and Means;
- Ranking Minority Member of the Senate Committee on Ways and Means;
- Chairperson of the House Committee on Appropriations;
- Ranking Minority Member of the House Committee on Appropriations;
- Chairperson of the House Committee on Higher Education Budget;
- Ranking Minority of the House Committee on Higher Education Budget;
- Three members representing the community colleges, appointed by the Kansas Association of Community College Trustees;
- Two members representing the technical colleges, appointed by the Kansas Association of Technical Colleges; and
- A member of the Kansas Board of Regents (KBOR).

The 2022 appropriations bill required the Task Force to review the provisions for state funding for community and technical colleges concerning the postsecondary tiered technical education state aid and non-tiered course credit hour grants described in Section 109(f) of the bill and other formula-related topics. The provisions state that legislative

intent for FY 2024 is to implement the funding formula for community and technical colleges concerning the postsecondary tiered technical education state aid and non-tiered course credit hour grants so that community and technical colleges that were overfunded according to the formula in FY 2023 will receive 50.0 percent of the amount of the overfunding in FY 2024.

For FY 2025, legislative intent is to fully implement the funding formula for the community and technical colleges concerning the postsecondary tiered technical education state aid and non-tiered course credit hour grants.

The Task Force is required to report its recommendations to the Senate Committee on Ways and Means and the House Committee on Higher Education Budget on or before January 9, 2023.

## COMMITTEE ACTIVITIES

The Legislative Coordinating Council approved two meeting days for the Task Force in 2022. The Task Force met on August 30. The Task Force received presentations on the statutory procedure of the cost model for community and technical college state aid funding, calculation of the cost model, institutional performance agreements, and residency requirements. The majority of the meeting comprised Task Force member discussion of formula-related issues.

### ***Overview of the Two-year College State Aid Funding Model***

#### *Statutory Overview*

An Assistant Revisor of Statutes reviewed the statutory procedure of the funding system, a cost model, for community colleges and technical colleges. Funding both for the provision of general education and technical courses is determined using the cost model required by state law; funding for technical education takes into account additional costs to deliver those courses.

The postsecondary tiered technical education state aid is determined by the tiered technical course credit hours for students who are deemed Kansas residents using the statutory framework for

community colleges or rules and regulations for technical colleges. The cost calculation model is based on numerous factors and is set by KBOR. The non-tiered course credit hour grant amount is also set by KBOR.

The Assistant Revisor of Statutes noted the appropriations from FY 2023 to the tiered (\$66.0 million) and non-tiered (\$95.0 million) courses. Additionally, the Legislature directed KBOR to distribute funding in FY 2023 so that each institution would receive no less than what they received in FY 2022, with the directive that by FY 2025, the funding formula will be fully implemented.

Between FY 2023 and FY 2025, funds will be recentered among institutions to ensure each school is funded according to the cost model. In FY 2024, appropriations of institutions that are overfunded will be reduced by 50.0 percent of the overfunded amount. In FY 2025, all institutions will be funded according to the cost model.

#### *Calculation of the Cost Model*

A KBOR representative provided an overview of the history and calculation of the instructional cost model for Kansas resident students. For every tiered course, four factors determine course rate: instructor costs, instructional support costs, institutional costs (overhead), and extraordinary costs (equipment and infrastructure).

Non-tiered courses have three factors for course rates: instructor costs, instructional support costs, and institutional support costs. The course rate is then multiplied by the number of eligible student credit hours (SCH) to calculate total course costs.

#### *Committee Discussion*

Task Force members discussed the following issues related to funding:

- The under and overfunding of community and technical colleges and the proviso to balance funding so that underfunded colleges will receive full funding and overfunded colleges will receive funding according to the funding formula;

- The proviso requiring that each institution receive no less state aid funding than what they had the previous year, which had been in place for about ten years, and the disproportionality of funding that was created over time as schools grew and changed;
- Increased FY 2023 tiered and non-tiered appropriations by the Legislature and the provisos creating the recentering of funding process so that all colleges are funded according to the formula in FY 2025;
- Major differences in colleges across the state in terms of the number of out-of-district students and the differences in the calculating of funding related to in-district SCH and out-of-district SCH;
- Whether colleges have the opportunity to review their proposed funding allocation from KBOR and whether changes could be made if colleges noted any issues;
- The Excel in Career Technical Education Initiative (SB 155) program and a proviso requiring KBOR to distribute SB 155 funding to the colleges within 60 days of the class start date; and
- The three main funding sources of community colleges: local property taxes, tuition, and state aid. The technical colleges operate with two main funding sources: tuition and state aid.

#### ***Institutional Performance Agreements***

An Assistant Revisor of Statutes provided information on institutional performance agreements. KBOR is charged with supervising performance measures, and the colleges were asked to develop institutional improvement plans showing how the performance indicators would be implemented and measured by each school. As of 2005, state law provides that each college's receipt of new state funds is contingent on compliance with the performance agreement.

### *Committee Discussion*

Task Force members discussed the performance agreements in terms of the six measures. Three of the measures are chosen by each college from a list provided by KBOR. The other three measures are created by each college. The school must meet four out of six measures. Task Force members noted KBOR is currently reviewing the entire performance agreements process.

### ***Residency Requirements***

#### *Community Colleges*

An Assistant Revisor of Statutes provided information on statute and KBOR regulations for community college residency requirements related to state aid to Kansas students.

The basic requirement for Kansas student residency is to live in the state for six months prior to enrollment. In addition, active military service members, certain military service members who have established domiciliary residence, employees of a community college, persons having special domestic relations circumstances (such as a student whose parents are going through a divorce), persons who lost their resident status within 6 months of enrollment, students who were living in Kansas at graduation of high school or 12 months prior, and persons recruited for employment may be considered residents for state aid purposes.

#### *Community and Technical Colleges*

The Assistant Revisor of Statutes reviewed the rules and regulations that govern community and technical colleges residency determinations for state aid purposes, including the factors a college can consider when determining residency for state aid purposes, including payment of Kansas income taxes, ownership of a home in Kansas, and a registration to vote in Kansas.

### *Committee Discussion*

Task Force members discussed the differences between the community college and the technical college residency requirements. Technical colleges do not count students who drive from another state as residents for purposes of state aid, but if those

students choose to move to and reside in Kansas, either in a dorm or apartment, then they are considered residents.

The technical college tuition for in-state and out-of-state students is the same, according to two presidents of technical colleges on the Task Force. Community college residency requirements were set in statute in 1972 and amended in 1999.

## **CONCLUSIONS AND RECOMMENDATIONS**

Following discussion, the Task Force made the following recommendations:

- The Task Force recommends KBOR use a three-year average (current academic year and two previous years) of data to calculate funding distributions for tiered and non-tiered education state aid rather than using a single previous year of data;
- The Task Force recommends the Legislature review the statutory definition of “new state money” as it relates to performance agreements and consider creating a new definition;
- The Task Force urges KBOR to review the current performance agreement process and consider creating a process that incentivizes larger goals rather than punishing colleges for not meeting metrics. The Task Force also recommends the Legislature consider funding the 2.0 percent performance incentive that was previously unfunded;
- The Task Force recommends the Legislature review and consider removing the proviso requiring that funding for the Excel in Career Technical Education Initiative (SB 155) program be distributed by KBOR within 60 days of the class start date.
- The Task Force recommends the Legislature grant KBOR auditing authority or utilize the Legislative Division of Post Audit process if audits

are needed of the data inputted by colleges for cost model calculation;

- The Task Force recommends the Legislature review statutes related to residency requirements and review where residency requirements for technical colleges originated and consider putting such requirements in statute;
- The Task Force recommends the Legislature add reappropriation authority to the tiered and non-tiered funding line items in the appropriations bill;
- The Task Force recommends the Legislature review the proviso prohibiting KBOR from transferring moneys between the tiered and non-tiered accounts; and
- The Task Force recommends the Legislature ensure the recentering of tiered and non-tiered education state aid funding occur as required in 2022 House. Sub. for Sub. for SB 267.