AUGUST 7, 2025

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

2025-2026

Technical Program and Curriculum Committee:

Mike Beene, Chair	Cindy Hoover, Vice Chair	Mark Hess
Debra Mikulka	Dr. Tiffany Anderson	Natalie Clark
Ray Frederick, Jr.		

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

1. Helping Kansas families

2. Supporting Kansas businesses

3. Advancing economic prosperity

2025-2026 KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY GOALS

Goals

1. Explore opportunities to diversify the funding base for Adult Education services to ensure expansion and sustainability of those services. Activities could include identification and active pursuit of potential funding sources such as grants, private partnerships, and government funding programs.

2. Identify and share best practices in reducing and/or eliminating the actual fees high school students participating in the Excel in CTE programs are assessed and ensure actual costs and potential subsidies are adequately communicated.

3. Explore methods to ensure data used to calculate the components of the instructional cost model represent actual costs.

4. Resume program performance reviews using previously established criteria to validate and communicate the value of technical education in developing a skilled workforce and meeting the needs of business and industry.

5. Improve collaboration and integration of programs between Community Colleges and Technical Colleges and Adult Education centers to streamline joint programs, educational pathways, and communication channels ensuring seamless transitions for learners and between institutions.

6. Explore a methodology to share best practices and communicate student participation rates in work-based learning opportunities.

7. Work with Commerce in expanding the apprenticeship model and include a method for identifying and reporting the number of apprenticeships established and the number of apprentices participating.

8. Explore a method to report participation, promote awareness, and emphasize business & industry partnerships and the value of customized training occurring at the institutions using input from community colleges, technical colleges, and universities.

9. Enhance military articulation and support efforts.

10. Explore opportunities to enhance corrections programs and methods to communicate progress to meet workforce needs.

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MEETING AGENDA

The Kansas Postsecondary Technical Education Authority's Technical Program and Curriculum Committee will meet virtually through Zoom.

Thursday, August 7, 2025

KANSAS POSTSECONDARY
TECHNICAL EDUCATION AUTHORITY
Technical Program and Curriculum Committee
MINUTES
May 15, 2025

The Kansas Postsecondary Technical Education Authority's Technical Program and Curriculum Committee met via Zoom on May 15, 2025. Proper notice was given according to the law.

MEMBERS PRESENT: Mike Beene, Chair
                          Debra Mikulka
                          Ray Frederick, Jr.
                          Natalie Clark
                          Dr. Tiffany Anderson
                          Cindy Hoover, Vice Chair
                          Mark Hess

Chair Beene called the meeting to order at 3:00 p.m.

APPROVAL OF MINUTES
Chair Beene requested a motion regarding the minutes from the committee's March 13, 2025, meeting. Member Frederick moved to approve the minutes as presented, and Member Hess seconded the motion. The motion passed unanimously.

CONSIDERATION OF DISCUSSION AGENDA

ACT ON REQUESTS FOR DEGREE AND/OR CERTIFICATE PROGRAMS
Charmine Chambers, Director for Workforce Development, presented a request from Manhattan Area Technical College (MATC) for a new Industrial Machine Technology (47.0303) program. Detailed program information, rationale, demand, existing programs, and costs/funding for the requested program are included in the April 10, 2025, meeting packet materials.

1. Manhattan Area Technical College: Industrial Machine Technology (47.0303) Technical Certificate A/20 credit hours; Technical Certificate B/38 credit hours; Associate of Applied Science degree/60 credit hours

    Member Hoover moved to approve MATC's request for an Industrial Machine Technology program and be added to the April 24, 2025 TEA consent agenda, and member Frederick seconded the motion. Motion carried.

ACT ON NEW PROMISE ACT PROGRAMS
Director Chambers explained that MATC is also requesting the Industrial Machine Technology program be considered Promise Act eligible, which falls under the Advanced Manufacturing and Building Trades category specifically identified in the legislation and recommended approval.

Member Hess moved to approve the Industrial Machine Technology program as Promise Act eligible and be added to the April 24, 2025 TEA consent agenda and Member Clark seconded the motion. Motion carried.

NEXT MEETING REMINDER
Chair Beene announced that the next scheduled Program and Committee Meeting would be Thursday, August 7, 2025. He also reminded the group of the upcoming TEA meeting, scheduled virtually for May 29.

ADJOURNMENT
Chair Beene adjourned the meeting at 3:12 p.m.

III.   **Consideration of Discussion Agenda**

    A.   *Excel in CTE Program Discussion*   April White, Vice President for Workforce Development

Summary

K.S.A. 72-3819, known as the Excel in CTE Initiative, provides state-financed college tuition for high school students in postsecondary technical education courses and (when funding is appropriated) incentives to school districts for students earning industry-recognized credentials in high-demand occupations. Funding for the initiative to reimburse colleges for the cost to deliver the programs is provided through an appropriation to the Board of Regents Office.

Overall Excel in CTE participation has grown each year since its inception in 2013, and the FY2025 Calculated State Aid for Excel in CTE rose to $45,751,649. Workforce Development staff were approached in the spring of 2025 by the community colleges regarding potential funding challenges in the future, and a request to discuss possible strategies to ensure prioritization of funding.

Background

On June 6, 2025, Kansas Board of Regents (KBOR) staff met with representatives from community colleges and technical colleges to discuss ongoing concerns related to the Excel in Career Technical Education (Excel in CTE) program. In anticipation of a conservative legislative climate, Workforce Development (WFD) staff were advised that the upcoming system budget request must be "realistic."

As WFD staff are not present during legislative committee discussions, the meeting focused on gathering feedback from institutions regarding concerns previously raised by legislators.

Key Concerns:

Community college leadership shared several recurring concerns from their legislative interactions:

1. Base Funding and Potential K-12 Overlap - ongoing legislative perception suggests that concurrent enrollment program (CEP) may duplicate funding already allocated to K-12 systems.

2. Escalating Fiscal Impact **-** initially appropriation at $8.7 million in FY 2012, Excel in CTE now approaches parity with Tiered Technical Education State Aid. Respectively, in fiscal year 2026, Excel in CTE received $47,050,000, while Tired Technical State Aid was $66,453,525.

3. Program Accountability and Return On Investment - increasing scrutiny has emerged around the program's return on investment and measurable outcomes.

Participants agreed on the need for improvements to ensure the long-term health, sustainability, and accountability of the program. There was consensus that the perceived funding overlap must be directly addressed. To facilitate clarity and avoid confusion, Vice President White recommended holding a separate meeting focused solely on perceived funding overlaps.

Consideration of Limitations to Excel in CTE

Participants agreed that any programmatic changes should be internally guided rather than imposed externally. The following proposals were discussed:

1. Limit Enrollment to Juniors and Seniors
   - o This aligns with the original legislative intent.
   - o Agreement was expressed on this recommendation.

2. Align with Placement Requirements
   - Consider implementing basic skills assessments before enrollment to gauge student readiness. introduction of basic skills assessments prior to enrollment to screen for readiness.
   - Opinions were mixed on this approach.

3. Failing Students Sit Out a Semester
   - With a current failure rate of ~10+% system-wide, a "sit-out" policy was proposed. Community college leadership warned that continued high failure rates could result in a legislative requirement for K-12 districts to reimburse costs for failed students.
   - Opinions were mixed on this approach.

4. Course Alignment with Student's Major
   - Students should only be enrolled in courses that align with the major listed on their K-12 Individual Plan of Study (IPS).
   - Agreement was expressed; however, the logistics to implement may be difficult.

5. Support Program Completion
   - Encourage declaring a major with a low-level exit point for high school students to support completion. Course schedules should support timely program completion.

6. Prioritizing Funding to Promise Eligible Programs
   - To align with legislative priorities, Excel in CTE funding could be limited to Promise Act-eligible programs.
   - Concerns were raised that this could overly restrict eligible offerings, and participants discussed that any Promise Act-approved program statewide could be eligible, not just those deemed eligible by individual institutions.

Reference Data - *Source: KHEDS AY Collection and P20 Data System*
Enrollment in Excel in CTE by grade level:

Academic Year 2024 - By Grade						
16,242 Unduplicated Headcount	**09**	**10**	**11**	**12**	**Unknown**	**Totals**
Participant	524	2,826	6,629	7,918	315	18,212
Completion	14	289	1,565	2,417	89	4,374
Percentage Completion	2.67%	10.23%	23.61%	30.53%	28.25%	24.02%
Percentage of Total Participants	**2.88%**	**15.52%**	**36.40%**	**43.48%**	**1.73%**	
Percentage of $43,150,000	**$1,241,522**	**$6,695,690**	**$15,706,202**	**$18,760,251**	**$746,335**	

Academic Year 2023 - By Grade						
15,264 Unduplicated Headcount	**09**	**10**	**11**	**12**	**Unknown**	**Totals**
Participant	525	2,552	5,904	7,211	141	16,333
Completion	8	207	1,318	2,177	42	3,752
Percentage Completion	1.52%	8.11%	22.32%	30.19%	29.79%	22.97%
Percentage of Total Participants	**3.21%**	**15.62%**	**36.15%**	**44.15%**	**0.86%**	
Percentage of $39,850,000	**$1,280,919**	**$6,226,486**	**$14,404,849**	**$17,593,727**	**$344,018**	

Note: Students reported with multiple Declared Program Majors are duplicated in the totals above

Course Enrollment, Completion, Pass Rate, and Failure Rate over the past 5 years:

Excel in CTE Pass Rates	AY 2020	AY 2021	AY 2022	AY 2023	AY 2024
Course Enrollments	36,292	32,722	35,376	39,431	42,630
Course Completions	30,353	28,516	31,250	34,937	37,883
Pass Rate	83.64%	87.15%	88.34%	88.60%	88.86%
Fail Rate	16.36%	12.85%	11.66%	11.40%	11.14%

Pass grades included = 'A', 'B', 'C', 'PASS', 'In Progress'

Headcount, credit hour production, industry recognized credentials, educational awards

Participation in Excel in Career Technical Education					
Distribution (Fiscal) Year	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Total Appropriation	31,254,345	$38,487,034	$39,850,000	$39,850,000	$43,150,000
Data Year	**AY 2020**	**AY 2021**	**AY 2022**	**AY 2023**	**AY 2024**
Participating Headcount (unduplicated)	13,934	12,529	13,712	15,264	16,242
College Credit Hours Generated	109,226	98,681	105,509	115,517	126,856
Industry Recognized Certifications Earned	1,631	981	1,656	1,636	1,418
Degrees Awarded (Educational)	3,477	3,593	3,245	3,696	K-TIP not yet available
Degrees awarded in healthcare programs of 15 credit hours or less	2,792	2,834	2,341	2,615	K-TIP not yet available

Community College Feedback

The community college sector leadership indicated that feedback had been sought from all community college presidents and the group is in support of the proposed changes.

Technical College Feedback

The technical college leadership followed up with a letter which is attached to this agenda.

Discussion

WFD staff request that the TEA review and provide recommendations on the proposed administrative rule changes to the Excel in CTE program. As a first step, each TEA committee is asked to review the proposed changes and provide feedback.

KANSAS TECHNICAL COLLEGES

June 9, 2025

April White
Vice President for Workforce Development Kansas Board of Regents
1000 SW Jackson St., Suite 520
Topeka, KS 66612-1368

Re: KTC Response to KBOR on Excel in CTE discussion

Dear April,

Thank you for facilitating the conversation regarding Excel in CTE last week. After conferring with the other KTC leaders, it is clear that we do not support some of the discussed approaches to Excel in CTE. We understand there are concerns about the program. However, we would prefer to have time to examine the data more closely and develop actions to improve outcomes rather than applying blanket restrictions that unfairly penalize institutions who are delivering results.

Our group is unified with creating clear expectations of desired outcomes to increase skilled entry-level workers from our secondary students that address existing and projected employer needs across the state. That skilled workforce is critical to sustaining and growing the state's economy.

This also means making clear to our secondary partners of the structures and expected outcomes of Excel in CTE so that all the two year colleges can work in tandem with the K-12 institutions to clarify and enhance advising into Excel courses and programs of study, working not only from Promise Act programs but to enhance alignment with the required Perkins analysis of two-year colleges with their secondary partners. Further, some programs of study in certain service areas may have additional justification due to the community and/or economic development goals of those regions.

Some examples of the KTC group's consideration of suggested changes could include examining limitations on freshmen and/or sophomore students, but again, some school districts and communities are more reliant on the interest in (by the students) and workforce needs (of the communities). Also, for a student failing a course there should be no mandatory period of non- enrollment, but intrusive advising and support as the reason for the failure may well have been due to circumstances beyond the control of the student. We would also support that institutions with performance issues in certain programs of study develop an improvement plan for KBOR staff review to again work to meet expected outcomes for skilled workforce AND early college completion.

We stand ready to work with you on these considerations to address concerns and strengthen the impact of Excel in CTE.

Thanks for all you do!
Cc: KTC Board of Directors

III.   **B.**   **Act on Program Alignment:**   **Crystal Roberts, Associate**
                             Police Science   **Director for Workforce**
                                                                      Development

Summary

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

Background

One of the strategic priorities of the Postsecondary Technical Education Authority (TEA) is to enhance technical education in our state by the alignment of specific technical programs. This project is driven by the needs of business and industry in the state. Program Alignment consists of five phases:

- Phase I: Research and industry engagement.
- Phase II: Faculty engagement and aligning curriculum with certifications.
- Phase III: Approval of program structure and curriculum.
- Phase IV: Implementation.
- Phase V: Standards revision.

Phase V: Standards Revision: Police Science (43.0107)

The Police Science program was last realigned in 2011. At the time, two exit points were established (Technical Certificate C and an Associate of Applied Science degree) with eight common courses (24 credits) and one support course (3 credits).

Review of the Police Science alignment began in response to faculty contacting KBOR requesting the need for realignment due to advisory board recommendations. A survey was sent to the relevant business and industry community to gauge the need for program realignment. The survey also requested interest in serving on the business and industry (B&I) committee. Twenty-five business members completed the survey with ten agreeing to be on the B&I committee. The members of that committee met on March 25, 2025, and agreed on several recommendations to bring to the faculty committee.

Police Science program administrators and faculty from five institutions, four businesses, and KBOR staff met virtually on April 22, 2025, to begin the realignment process. This group recommended to change the name of the program from Police Science/Criminal Justice to Police Science to better reflect the occupational focus of the training provided and to separate this program from the Criminal Justice Associate of Arts transfer degree.

The combined B&I and faculty committee recommended keeping the two existing award levels. The Technical Certificate C and AAS would both require 27 credit hours of nine Common Courses and a three-credit hour Support Course. As an additional requirement for employment, A.A.S. graduates are required by Kansas state law to complete a law enforcement academy training program for a minimum of 12 credit hours (e.g., KLETC). Both award level options would provide institutional flexibility.

The committee then focused on courses required within the program. Common Courses will now include 27 credits: Introduction to Criminal Justice (KRSN CRJ1010), Professional Responsibility in Criminal Justice, Criminal Investigation, Criminal Law (KRSN CRJ2010), Criminal Procedures, Criminal Justice Interviewing, Criminal

Justice Report Writing, Juvenile Delinquency and Justice, and Law Enforcement Operations & Procedures. One new Support Course (General Psychology/Abnormal Psychology OR Mental Health Crisis Response/Intervention) for three credit hours was added due to identified B&I need in the field. B&I made recommendations that the original combined Criminal Justice Interview & Report Writing course be split into two separate three-credit hour courses, Professional Responsibility in Criminal Justice (3 credits) be moved from a Support Course to a Common Course, and to remove the Agency Administration (3 credits) course from the alignment. In addition, B&I recommended that students take the foundational courses of Introduction to Criminal Justice (3 credits) and Professional Responsibility in Criminal Justice (3 credits) during their first semester of the program. The proposed program structure will still allow for a credit hour range to provide institutional flexibility for the configuration of lecture and lab work.

The attached proposed alignment map, reflecting the final combined recommendations from the B&I and Faculty committees, was issued for presidential comment from May 27, 2025, to June 10, 2025. One comment was received for modification to the proposed program alignment, which requested retaining the dual program title to include Criminal Justice and to provide an alternative option to the 12 credit hours required of law enforcement academy training.

Recommendation
The proposed revisions to the Police Science program alignment and course outcomes have been reviewed by Board staff and are recommended for approval by the Technical Education Authority's Technical Program and Curriculum Committee.

Police Science
Program Alignment – CIP: 43.0107

Effective: Fall 2027
xx/xx/25

Certificate C
45-59 Credit Hours

Police Science
• *See Notes section #1*

A.A.S.
60-68 Credit Hours

Police Science Degree
• Minimum of 15 Credit Hours of General Education
• Minimum of 12 Credit Hours awarded for completion of KLETC or equivalent law enforcement academy training

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Required Courses within Program

Common Courses	*27 credits:*
Introduction to Criminal Justice (KRSN CRJ1010)	3 credits
Professional Responsibility in Criminal Justice	3 credits
Criminal Investigation	3 credits
Criminal Law (KRSN CRJ2010)	3 credits
Criminal Procedures	3 credits
Criminal Justice Interviewing	3 credits
Criminal Justice Report Writing	3 credits
Juvenile Delinquency and Justice	3 credits
Law Enforcement Operations and Procedures	3 credits

Support Course*	**3 credits:**
General Psychology/Abnormal Psychology	3 credits
OR Mental Health Crisis Response/Intervention	

Course list sequence has no implication on course scheduling by colleges.

Institutions may add additional competencies based on local demand.

Competencies identified within the Common Courses and/or Support Courses represent opportunities for articulation with K-12.

*Institutions may utilize existing like course titles for Support Courses that adhere to the agreed upon course lengths.

Notes

Specifics pertaining to Police Science programs:

1. B&I recommendation for students to take foundational courses of Introduction to Criminal Justice and Professional Responsibility in Criminal Justice during first semester of program.

2. The agreed upon third party credential required by the state for employment requires completion of a law enforcement academy training program (e.g., KLETC).

IV.   **Next Meeting Reminder**   Chair Mike Beene
            Thursday, October 9, 2025

V.   **Adjournment**   Chair Mike Beene

Postsecondary TEA Meeting Dates 2025-2026

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

___TEA Meeting Dates___   ___Location___

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

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

___Committee Conference Call Meeting Dates___   ___Location___

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

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

2025-2026 KANSAS BOARD OF REGENTS MEETING DATES

September 17-18, 2025
November 19, 2025
December 17-18, 2025
January 14-15, 2026
February 11-12, 2026
March 11-12, 2026
April 15, 2026
May 20-21, 2026
June 17-18, 2026

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