



February 19, 2026
Kansas Postsecondary
Technical Education Authority

Curtis State Office Building
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Topeka, KS 66612

2025 - 2026 Members

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Building a Future

Higher Education's Commitment to Kansas Families, Business, and the Economy

1. Helping Kansas families
2. Supporting Kansas business
3. Advancing economic prosperity

Technical Education Authority Meeting

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2025-2026 KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY GOALS



Goals

- 1) Evaluate the impact of the modernized National Career Cluster Framework implementation on the Kansas postsecondary education system, funding, and reporting. Develop a plan for transfer to the new Framework which aligns with the secondary education system.
- 2) Investigate the active duty and veteran student services in the Kansas postsecondary system, specifically the use of military-originated credit articulation and transfer procedures. Evaluate current military-originated credit data, identify reporting gaps, and develop a set of criteria and recommendations for effective military-originated data collection and reporting.
- 3) 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.
- 4) 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.
- 5) Partner with Kansas technical colleges to develop and implement targeted objectives that guide the use of the Kansas Technical College Operating Grant Fund (HB 2195) in supporting instructional and operational priorities.
- 6) Collaborate with the Excel in CTE Task Force to develop a system-wide policy for course failures, create consistent placement guidelines for participating high school students, and finalize the review of Excel in CTE programs needing further analysis.
- 7) Diversify and strengthen the Adult Education funding base to expand and sustain services, while advancing collaboration and integration among Community Colleges, Technical Colleges, and Adult Education Centers.

Agenda

Technical Education Authority Goals & Agenda

I. Call to Order

Presenter: David Reist, Chair

II. Approval of Minutes

A. January 22, 2026 Meeting

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III. Introductions and Reports

A. Introductions

B. Report from the Chair

Presenter: David Reist, Chair

C. Report from TEA Members

D. Report from Vice President for Workforce Development

p. 15

Presenter: April White, VP Workforce Development

April White, Vice President of Workforce Development, will present a monthly update highlighting recent activities, initiatives, and developments within the Workforce Development unit and in coordination with the Kansas Board of Regents.

E. Report from Community Colleges

p. 18

Presenter: President Amber Knoettgen

Amber Knoettgen, President of Cloud County Community College, will present a monthly update highlighting recent activities, initiatives, and developments within the community college sector.

F. Report from Technical Colleges

p. 27

Presenter: President Greg Nichols

Dr. Greg Nichols, President of Salina Area Technical College, will present a monthly update highlighting recent activities, initiatives, and developments within the technical college sector.

G. KBOR Legislative Update

Presenter: Fred Patton

IV. Approval of Consent Agenda

A. Technical Program and Curriculum Committee

Presenter: Mike Beene, Committee Chair

1. Act on Request(s) for Degree and/or Certificate Programs

p. 29

Presenter: Charmine Chambers, Director for Workforce Development

To strengthen and expand the talent pipeline for Kansas business and industry, the development of new and/or expanded programs is necessary. The Board office received program proposals from Manhattan Area Technical College and Washburn University Institute of Technology.

The proposing institutions addressed all required criteria, and no comments were received during the Board policy-required 10-day public comment period held January 15, 2026, through January 29, 2026. The proposed programs were reviewed by the Technical Education Authority's Program and Curriculum Committee and are recommended for approval by the Technical Education Authority.

2. Act on Request(s) for New Promise Act Program(s)

p. 34

Presenter: Charmine Chambers, Director for Workforce Development

The Kansas Legislature enacted the Kansas Promise Scholarship Act, which provides scholarships for students to attend an eligible postsecondary education institution. Eligible programs include any two-year associate degree program, career and technical education certificate, or stand-alone program that are approved by the Board of Regents and correspond to high wage, high demand, or critical need occupations in:

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

3. Act on Excel in Career Technical Education Fees

p. 36

Presenter: Charmine Chambers, Director for Workforce Development

To strengthen the talent pipeline for Kansas business and industry, the Legislature enacted the Excel in CTE initiative, which provides state-funded tuition for high school students enrolled in postsecondary technical education courses. Pursuant to K.S.A. 72-3810, the Kansas Board of Regents is required to establish general guidelines for tuition and fee schedules for career technical education courses and programs. The tuition and fee schedule for each technical education program participating in Excel in CTE is subject to annual approval.

V. Consideration of Discussion Agenda

A. Technical Program and Curriculum Committee

Presenter: Committee Chair, Mike Beene

1. Act on the Reclassification of Courses from Tiered to Non-Tiered Status.

P. 38

Presenter: Charmine Chambers

K.S.A. 71-1802 outlines descriptors related to course content, purpose, design, and the inclusion of applied instruction to guide the designation of courses as “Tiered Technical” or “Non-Tiered.”

The appeal process and the Tiered/Non-Tiered Decision Tree were developed to provide institutions with a consistent methodology for applying the statutory course designation framework. Approved by the Technical Education Authority (TEA), these tools have been used since 2014 to review all new courses. However, a systemwide review of existing Tiered courses to verify alignment with statutory requirements has not been conducted since 2015. The Course Bucket Review process initiated in 2023 has identified courses that require further review to ensure compliance with statutory alignment.

B. Other Matters

1. Receive the State of Nursing Workforce Report

p. 44

Presenter: Barbara MacArthur, Director of the Kansas Nursing Workforce Center

The Kansas Nursing Workforce Center, housed at the University of Kansas School of Nursing, supports the education, retention, and sustainability of the state’s nursing workforce. As a member of the National Forum of State Nursing Workforce Centers, it works with partners statewide to provide data, identify nursing care gaps, convene stakeholders, and facilitate research.

The State of Nursing Education in Kansas – Advance Report offers baseline data on prelicensure nursing programs, with a comprehensive report to follow in mid-2026. These reports help stakeholders evaluate and strengthen efforts to support Kansas’s nursing workforce.

VI. Adjournment

Next meeting reminder: Thursday, March 26, 2026

KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY MINUTES

The Kansas Postsecondary Technical Education Authority (TEA) meeting was called to order by Chair David Reist at 10:00 a.m. on January 22, 2026. The meeting was held virtually via Zoom.

MEMBER’S PRESENT:	David Reist, Chair	Debra Mikulka	Angela White
	Curtis Sneden, Vice Chair	Mike Beene	Dr. Tiffany Anderson
	Cindy Hoover	Natalie Clark	Ray Frederick, Jr
	Todd Zimmer	Keith Humphrey	

APPROVAL OF THE MINUTES FROM THE PREVIOUS MEETING

Member Sneden moved to approve the minutes for the November 20, 2025, meeting. Member Mikulka seconded the motion. The motion carried.

INTRODUCTIONS & REPORTS

REPORT FROM THE CHAIR

The chair reported that there was little information to share during this meeting. He noted having a positive holiday season and expressed hope that others experienced the same. He acknowledged that the legislature resumed its session on January 12 and emphasized his respect for the work legislators perform.

REPORT FROM TEA MEMBERS

Member Beene reported he visited Fort Scott Community College, where he met with President Jack Welch and discussed several promising initiatives underway at the college. He expressed confidence in the direction of their work following a productive conversation. He also attended an event at Emporia State University announcing new articulation agreements with all Kansas community colleges. He noted that this initiative is not only significant for Kansas but also distinctive at the national level.

Member Clark reported on a successful Citizenship Day held earlier in the month, where representatives from the Board of Regents attended sessions featuring student leaders from all eight state-supported Career and Technical Student Organizations (CTSOs). These students addressed the State Board of Education before visiting the Capitol to observe legislative committee meetings and speak directly with lawmakers. She also highlighted the Career Tech Vision National CTE Conference in December, where state affiliate, Kansas Association for Career Technical Education (KACTE), received bronze recognition for its organizational achievements. She noted that both secondary and postsecondary members were present for the honor and extended congratulations to KACTE.

Member Anderson reported ongoing collaboration with superintendents in the region to gather feedback on Career and Technical Education (CTE). She explained that she is collecting input to capture perspectives not only on the importance of CTE but also on aspects that may receive less emphasis in the K–12 environment. She plans to share this collective feedback with the Kansas Postsecondary Technical Education Authority (TEA) next month to ensure that emerging opportunities—such as new pathways, MOUs, articulation agreements, and successful collaborations—remain at the forefront of their discussions. While she can speak specifically to developments in Topeka, she emphasized her intention to include voices from across Kansas, particularly rural areas.

REPORT FROM THE VICE PRESIDENT FOR WORKFORCE DEVELOPMENT

April White, Vice President for Workforce Development, reported that staff recently completed the required federal report for the Adult Education and Family Literacy grant (Adult Ed), submitted on December 31, and have not received any compliance concerns to date. The team is now preparing the Carl D. Perkins Career and Technical Education (Perkins) submission, coordinated jointly with KSDE, with data submission scheduled to begin next week

and a final deadline of January 31. She shared that indications reflect both the U.S. House and Senate currently support level funding for Adult Education and Perkins programs—an improvement from earlier expectations of potential cuts. The House vote is anticipated this week, followed by the Senate next week.

Vice President White also shared the Board is transitioning to a new online document system, Onboard, which will gradually replace the existing packet process. While printed packets will continue during a hybrid period, members can expect to receive training on the new system. Members will receive an email with more information soon.

She concluded with information about the upcoming Virtual Health Care Career Day hosted by the Kansas Hospital Association, Kansas State Department of Education, and the Kansas Board of Regents on February 18. Last year's participation included more than 4,000 students from two hundred schools ranging from kindergarten through adult education. She recognized ten colleges for their support and gave special acknowledgment to the seven institutions that contributed videos: Barton Community College, Cloud County Community College, Kansas City Kansas Community College, Johnson County Community College, Neosho Community College, Washburn University, and Wichita State University Campus of Applied Sciences and Technology.

REPORT FROM THE COMMUNITY COLLEGES

Amber Knoettgen, President of Cloud County Community College, reported that Kansas community colleges have begun a strong and active spring semester while simultaneously engaging in the current legislative session. She noted that community college representatives recently attended the Board of Regents meeting, followed by a “Donuts with Legislators” event that allowed presidents to connect with local senators and representatives as the legislative session opened. This month's sector report centers on the community colleges' contributions to Kansas' talent pipeline and highlights key findings from the Lightcast economic impact study for fiscal year 2021–2022. According to the study, community colleges added \$6.7 billion to the Kansas economy, accounted for 3.3% of the state's gross product, and supported more than 106,000 jobs—demonstrating that one out of every eighteen jobs in Kansas is influenced by the community college sector.

President Knoettgen also asked each of the institutions to outline how the Kansas Promise Scholarship Act has strengthened their ability to grow and retain local talent. Several institutions emphasized that approximately 70% of their graduates remain within their service areas, underscoring the sector's essential role in sustaining regional workforce needs and dispelling assumptions that students leave after completing their education. The report concludes with recent news and partnership highlights across community colleges, including the Emporia State University agreement event. President Knoettgen also previewed Community College Day at the Capitol on January 26, during which institutions will showcase signature programs and bring students to share their experiences.

REPORT FROM THE TECHNICAL COLLEGES

Greg Nichols, President of Salina Technical College, presented the report for the technical colleges, emphasizing their strong start to the spring semester and continued alignment with Board of Regents goals. He highlighted statewide successes supported by both public and private partners, including Flint Hills Technical College's Patterson Family Foundation grant to expand its dental hygiene program. He also noted that five Kansas technical colleges were named to the expanded Aspen Top 200 list, reflecting the high quality of technical education across the state.

President Nichols reported strong student performance, particularly among high school participants in technical programs, where success rates routinely exceed 90%. At Salina Tech, 92% of Excel in CTE students earned passing

grades, a trend consistent with systemwide outcomes. He emphasized that hands-on learning supports student engagement and contributes to high achievement levels.

Workforce outcomes remain a key strength for the technical college system. According to the KTIP report, 86.7% of graduates stay in Kansas, and five of the seven institutions exceed 90% job placement within the state. Among students who declare a major, 59% complete at least a one-year certificate or associate degree, while 71% of program concentrators complete their chosen field. Nichols acknowledged that some students enter the workforce before finishing a credential, which benefits employers even as it impacts institutional completion metrics.

President Nichols also shared notable regional highlights, including WSU Tech enrolling over 3,500 high school students in its JumpStart and Excel in CTE programs, and Washburn Tech's multi-state Scouting Merit Badge Day, which helped youth build practical skills and discipline.

KBOR LEGISLATIVE UPDATE

Fred Patton, the Board's government affairs consultant, delivered a high-level update on the early progress of the Kansas legislative session, which began January 12. He reported that lawmakers returned with an unusually fast start, moving bills to the floor within the first week and holding numerous committee hearings and presentations. Mr. Patton noted that both the Legislature and the Governor released their respective budget proposals last week after legislators began developing their version earlier in the fall. Budget committees have already begun meeting, with more hearings scheduled over the next two weeks. He emphasized that he and his team will closely monitor these discussions to ensure the Board of Regents priorities are clearly communicated and incorporated into the final budget. Mr. Patton added that both branches aim to advance their budget bills by February 14, signaling a rapid timeline for decision-making. In addition to budget work, he highlighted three non-budget legislative requests from the Board related to state scholarship programs, which have been introduced and will receive hearings next week. Mr. Patton concluded by noting that new bills are being filed daily, and his team is tracking all proposed legislation to identify items that may require support or opposition.

COMMUNITY COLLEGE LEGISLATIVE UPDATE

Heather Morgan, Kansas Association of Community Colleges, provided a detailed legislative update, highlighting key bills affecting concurrent enrollment, Promise Act eligibility, program funding, and workforce preparation. She noted that Senate Bill 341, receiving a hearing today, aims to standardize concurrent enrollment payment practices, while Senate Bill 340 would prohibit Promise Scholarship funding for co-requisite courses—potentially removing eligibility for the five-credit hour corequisite composition courses that include developmental review. She also discussed Senate Bill 343, which would tie state program funding to federal gainful-employment standards, and a nursing-education bill allowing institutions to hire instructors with slightly fewer credentials. Ms. Morgan emphasized the urgency of extending expiring community and technical college tax credits that support capital improvements and reported that colleges are closely monitoring multiple DEI, course-content, and local-election bills, as well as potential legislation granting college credit for high ACT WorkKeys scores.

Turning to the budget, Ms. Morgan explained that the governor's proposal includes \$16 million in new higher-education funding, which goes to community and technical colleges, while the Legislature's version lapses all reappropriations, eliminating \$8 million from the Kansas Promise Scholarship and omitting major funding categories beyond Senate Bill 155 and tiered/non-tiered aid. Community colleges are advocating to maintain prior-year funding for business and industry, student success, capital outlay, and technical college operations, and requesting \$8.9 million in new tiered and non-tiered support based on recent delivery patterns. She added that limiting Senate Bill 155 courses to juniors and seniors is expected to reduce costs.

Several TEA members and Ms. Morgan had a broader discussion about strengthening CTE pathways, addressing concerns from K–12 leaders about Promise Act restrictions, and ensuring students can complete industry-recognized credentials. They agreed on the need for clearer, better-aligned courses and credential maps between high schools and colleges, improved advising, and more consistent tracking of student progress from high school coursework to credential completion. Ms. Morgan affirmed that colleges are working with K–12 partners and KBOR to improve pathway mapping and highlighted ongoing efforts, such as dual advising and degree-map alignment. She concluded by noting upcoming events, including Community College Day at the Capitol and a new partnership announcement with the 184th Airborne at McConnell Air Force Base, demonstrating the sector’s ability to quickly respond to workforce and national-security needs.

TECHNICAL COLLEGE LEGISLATIVE UPDATE

Steve Kearney, Kansas Association for Career & Technical Education, delivered a legislative update, noting that much of the early-session activity had already been covered by previous presenters. He affirmed that technical colleges share the same budget concerns outlined for community colleges, particularly regarding items omitted from the initial legislative proposal and the need to restore or add essential funding. Mr. Kearney highlighted repeated messages from legislative leadership about pursuing an additional \$200 million in statewide budget cuts. While this reduction represents a relatively small proportion of the state’s overall general fund, he emphasized that it is occurring during an election year, when the political environment—shaped by numerous House members and several Senators seeking higher office—will heavily influence decision-making.

He cautioned that lawmakers are simultaneously pursuing significant tax-cut initiatives after receiving criticism for not enacting major tax legislation last year, adding complexity to budget negotiations. Mr. Kearney stressed that the Legislature intends to work at an accelerated pace, faster than the already-rapid schedule of the previous year. With plans to adjourn the veto session by late March—earlier than traditional timelines—he warned that stakeholders must remain highly vigilant, as the condensed calendar leaves little room to catch or correct errors once decisions are made.

CONSENT AGENDA

Member Beene provided background on two Wichita State University Campus of Applied Sciences and Technology (WSU Tech) programs—heavy equipment operation and masonry construction—presented for approval on the consent agenda. He explained that these programs originated from a transition at the Southeast Kansas Career and Technical Education Center (CTEC) in Pittsburg, which serves multiple school districts. In February 2025, CTEC dissolved its long-standing partnership with Fort Scott Community College, placing approximately two hundred students at risk of losing program continuity. In response, the CTEC advisory board engaged WSU Tech, which agreed in April 2025 to offer support to the affected students and the region’s schools. WSU Tech partnered with PSU to facilitate the transition, although it initially lacked approval to offer heavy equipment operation and masonry construction. KBOR granted temporary authorization for WSU Tech to operate these programs while pursuing full approval. Member Beene noted that the Program and Curriculum committee has since reviewed and approved both programs, which now appear on the consent agenda alongside updates related to the Kansas Promise Act.

Member Beene moved to approve the consent agenda. Member Hoover seconded the motion. The motion carried. The following items were approved:

ACT ON REQUEST(S) FOR DEGREE AND/OR CERTIFICATE PROGRAMS FROM COMMUNITY COLLEGES AND TECHNICAL COLLEGES: WICHITA STATE UNIVERSITY CAMPUS OF APPLIED SCIENCES AND TECHNOLOGY (WSU TECH):

WSU Tech received approval to offer the following degrees and/or certificate programs:

- 35-credit hour Technical Certificate program and a 60-credit hour Associate of Applied Science degree in Heavy Equipment Operation (49.0202)
- 38-credit hour Technical Certificate program and a 60-credit hour Associate of Applied Science degree in Masonry Construction (46.0101).

ACT ON REQUEST(S) FOR NEW PROMISE ACT PROGRAM(S):

The following programs were approved to become Promise Act eligible:

- Wichita State University Campus of Applied Sciences and Technology: Heavy Equipment Operation (49.0202) falls under the Advanced Manufacturing and Building Trades category specified in legislation. SOC 47-2073 for Operating Engineers and other Construction Equipment Operators was identified as a High Demand/High Wage occupation on the 2025 High Demand Occupations list from the Kansas Department of Labor.
- Wichita State University Campus of Applied Sciences and Technology: Masonry Construction (46.0101) falls under the Advanced Manufacturing and Building Trades category specified in legislation. SOC 47-2021 for Brick Masons and Block Masons was identified as a High Wage occupation on the 2025 High Demand Occupations list from the Kansas Department of Labor.

DISCUSSION AGENDA

Chair Reist moved item VB1 to accommodate the travel schedules of the student presenters.

Other Matters

RECEIVE A PRESENTATION FROM SKILLSUSA OFFICERS

Eric Tincher, SkillsUSA Kansas State Director, outlined plans for the upcoming state SkillsUSA competition, scheduled for March 2–4 in Hutchinson, where more than six hundred high school and college students will participate in eighty-seven technical and leadership events. He emphasized the organization’s strong partnership with the fairgrounds and recognized the critical support provided by advisors and board leaders. Director Tincher then introduced several SkillsUSA Kansas postsecondary officers, who shared personal accounts of how career and technical education (CTE) and SkillsUSA shaped their academic paths, career aspirations, and personal growth. Their testimonies highlighted the impact of STEM classes, internships, apprenticeships, college-level CTE courses, and leadership opportunities on building technical expertise, communication skills, confidence, and workforce readiness.

Students described how SkillsUSA competitions and officer roles taught them project management, public speaking, teamwork, and professional etiquette. They also shared future plans, including careers in app development, photography, web development, and IT, noting how SkillsUSA experiences strengthened their employability. Several TEA members engaged students with questions about their most influential high school courses and upcoming outreach activities. Students and advisors discussed planned efforts to promote SkillsUSA through national conferences, state officer duties, industry engagement, and community service. TEA members expressed appreciation for the students’ professionalism and representation of Kansas.

Budget and Finance Committee

INSTRUCTIONAL COST MODEL REVIEW AND CALCULATED STATE SHARE

Elaine Frisbie, Vice President for Finance and Administration, presented an overview of the state’s calculated share of the instructional cost model, which determines tiered and non-tiered state aid for community and technical colleges. She explained that the calculation evaluates course-level instructional expenses—covering instructor, instructional support, institutional support, and, for tiered programs, extraordinary costs—and applies long-standing funding formulas that divides funding for those costs among students, local property taxpayers, and the state’s taxpayers. Vice President Frisbee reported that institutions delivered 1.09 million credit hours in AY 2025, with community colleges producing 83.7% of the total and non-tiered courses comprising the majority for FY 2025. High school student enrollment continues to rise, now representing 20% of community college and nearly 40% of technical college credit hours.

Vice President Frisbie reviewed the Legislature’s 2022 shift to a three-year rolling average to recenter the model after years of flat funding. For FY 2027, cost calculations show a need for \$71.7 million in tiered funding—\$5.3 million above the current appropriation—and \$92 million for non-tiered courses, requiring an additional \$3.6 million. Vice President Frisbie noted that the Governor’s proposed budget funds less than half of the combined needs across tiered, non-tiered, and Excel in CTE, allocating only \$8 million versus more than \$16 million required. She emphasized that the Board of Regents will advocate for full funding and reminded members that updated enrollment and cost data are available through the system’s KHEDS online tools.

REVIEW AND DISCUSS HOUSE BILL 2195

Vera Brown, Director for Workforce Development, presented an update on the statutory requirements of House Bill 2195, enacted during the 2025 legislative session to establish the Kansas Technical College Operating Grant Fund. She explained that the law assigns KBOR responsibility for administering the funds and directs the TEA to set target objectives for each technical college’s region and for the state. Director Brown outlined the statute’s two expenditure categories—instruction and operations—and noted that neither term is defined in the law. To address this gap, board staff collaborated with technical colleges and finance staff and reviewed multiple audit and instructional models to create workable definitions. Instructional costs include salaries, instructional materials, lab supplies, and other direct teaching expenses, while operational costs encompass administrative functions, student services, facilities, infrastructure, and other expenses necessary for college operations, but not tied directly to teaching. After consultation with technical college leaders, the operations definition was broadened to ensure it aligns with the original legislative intent and allows the grant to support capital and infrastructure needs without enabling use outside the scope of college operations.

Director Brown also addressed the TEA’s statutory requirement to establish measurable target objectives for use of the grant funds. She proposed a structured reporting process in which technical colleges would present planned activities and objectives to the Budget and Finance Committee beginning in March 2026, with remaining colleges reporting in April. The full TEA would review and approve proposed activities in May, followed by college reporting in July and TEA review of results in August. To streamline implementation, staff suggested using a standardized table to collect information on each activity’s description, classification as instructional or operational, budgeted amount, measurable objectives, and results. Director Brown concluded by requesting TEA approval to move forward with the proposed process and timeline.

Member Anderson moved to approve the proposal as presented. Member Mikulka seconded the motion. The motion carried.

Other Matters

RECEIVE AN UPDATE ON ABILITY TO BENEFIT

Julie Clark, Associate Director for Workforce Development, provided an update on the Ability to Benefit (ATB) initiative, which expands federal financial aid access for adults without a high school diploma and strengthens

Integrated Education and Training (IET) and Accelerating Opportunity Kansas (AOK) programs. She explained that ATB addresses a key funding gap for non-tiered college courses that the AOK proviso does not cover. In 2025, Kansas was awarded technical assistance from the U.S. Department of Education's Dual Enrollment for Adult Learners (DEAL) office, enabling a multi-agency team to design a state-defined ATB process.

Associate Director Clark summarized the three federal ATB eligibility routes: qualifying test scores, completion of six credit hours or 225 clock hours, and a state-defined option, which Kansas is actively developing. Over the past six months, the team created procedures, monitoring tools, and an implementation plan. Seward County will lead ATB rollout for community colleges, Manhattan Tech will lead for technical colleges, and the Board of Regents will oversee policy, coordination, and compliance. The new process will support 101 approved AOK pathways by helping adult learners advance without delays when non-tiered courses are required. Next steps include finalizing the state process, piloting it with early adopters, building monitoring dashboards, and return to the TEA with an operational plan once pilot results are available.

ACT ON ACADEMIC YEAR 2026-2027 EXCEL IN CAREER TECHNICAL EDUCATION (CTE) FEES

Charmine Chambers, Director for Workforce Development, provided a review of Excel in CTE fees for Academic Year 2027, aligned with TEA Goal 4 and informed by the recommendations of last year's Excel in CTE Fee Task Group. Following concerns about fee variation and reporting practices, KBOR staff implemented updated guidance, delivered a webinar, and issued revised FAQs to ensure institutions reported the full cost of all required items for approved courses—regardless of who pays those costs. Optional fees were removed from reporting. Institutions also submitted narrative explanations to clarify local fee practices.

Director Chambers described the multi-layered validation process: institutions certified their data in KHEDS, received detailed AY 2026 and AY 2027 change summaries on November 17, and were given the opportunity to make corrections. Ten institutions opted to revise and resubmit before final reports were compiled. The resulting materials include course and program level fee updates requiring TEA action, and comparative program totals showing fee differences between AY 2026 and AY 2027. She noted one correction from Cowley Community College involving duplicate book fees in food technology.

During the discussion, members examined fee discrepancies across institutions. Director Chambers and President Nichols and President Knoettgen explained that differences often reflect factors such as new programs, previously unreported fees, textbook changes, background check and licensure exam costs, decisions about collecting fees upfront, business and industry support, donated equipment, and foundation-funded scholarships. It was noted that high reported fees do not always translate to high out-of-pocket costs for students. Director Chambers emphasized that the updated process has improved transparency and accuracy, while acknowledging opportunities to explore greater consistency across institutions in future work.

Member Hoover moved to approve the AY 2026-2027 Excel in Career Technical Education fees as presented. Member Zimmer seconded the motion. The motion carried.

RECEIVE AN UPDATE FROM EXCEL IN CTE TASKFORCE

Charmine Chambers delivered an update on Excel in CTE Taskforce, highlighting work aligned with TEA Goal six and outcomes from the taskforce's December 10 meeting. Building on the TEA's October discussion, the taskforce refined recommendations for statewide policy and procedures. The first recommendation affirms that Excel in CTE funds should not cover course retakes; students who repeat a course would be responsible for the cost and would receive guidance under institutional academic progress policies.

During discussion, TEA members emphasized the need for implementation beginning next year, as colleges will soon enroll students for fall programs. Members also supported a “teach-out” approach to ensure that students currently enrolled in programs losing Excel or Promise eligibility are not left without a path to completion. They stressed that honoring commitments to current students is consistent with long-standing expectations of the Board of Regents and the Higher Learning Commission. Members acknowledged challenges—such as differentiating funding for students within the same program and uncertainty around future legislative decisions—but agreed it is important to advocate for continued support for students already in progress. Additional comments addressed workforce relevance, potential impacts of forthcoming gainful-employment regulations, and concerns about equity for students in marginalized communities. Director Chambers noted that the recommendations focus on process, not fiscal policy, and that further clarification may be needed as legislative outcomes become clearer.

Member Anderson moved to approve the recommendations. Member Frederick seconded the motion. The motion carried.

Director Chambers provided additional information to clarify the task group’s comprehensive review of all system programs and their eligibility under Excel and CTE. Programs currently participating in the PROMISE Scholarship, along with those that meet academic discipline requirements and align with high-demand or high-wage occupations, will remain eligible. Programs previously granted Promise Act exceptions will also retain eligibility due to their demonstrated alignment with qualifying fields.

A separate group of programs will lose Excel and CTE funding eligibility—not because the programs are being discontinued, but because they fall outside eligible disciplines, do not align with two-year training levels, or are not connected to high-demand or high-wage occupations. The task group added several programs to this list following further review.

Director Chambers also provided supplemental analysis for the Unmanned Aircraft Systems (UAS) program, which lacks a distinct occupational code and functions as a cross-disciplinary skill set. Cloud County Community College and WSU Tech submitted additional employer and KTIP data to support evaluation. National work from the Unmanned Aircraft Systems Collegiate Training Initiative and the National Center for Autonomous Technologies helped identify related occupations. Only certain roles—such as electromechanical/mechatronics technologists and commercial pilots—align with eligible academic disciplines and high-demand, high-wage criteria. This national data offers an objective foundation for determining whether UAS training supports Excel and CTE eligibility.

REVIEW AND DISCUSS TIERED COURSE DESIGNATION

Director Chambers reported on the ongoing systemwide course bucket review and highlighted a related issue involving courses that cannot be accurately assigned to a single program based on available data. After reviewing 16,000 courses, staff identified several widely used general education courses that do not show applied technical competencies required for tiered classification under KSA 71-1802. Since the Authority has not revisited tiered versus non-tiered course classifications since 2014–2015, Director Chambers recommended that the Program and Curriculum Committee conduct a focused review to determine whether these courses align more appropriately with non-tiered criteria. She emphasized that reclassification would not eliminate the courses; institutions would continue offering them, but through the appropriate funding stream.

During discussion, questions were raised about whether other states use similar interpretations and whether comparative research could inform Kansas’ approach. Staff reiterated that CTE programs naturally include both tiered and non-tiered courses, and the issue centers solely on correct statutory alignment—not on limiting course

access or altering K–12 pathways. Some pathways may naturally align more with transfer or four-year outcomes than with technical programs, underscoring the importance of a careful review.

NEXT MEETING REMINDER

Chair Reist closed by reminding members that the next TEA meeting will be held virtually on February 19, 2026.

ADJOURNMENT

Chair Reist adjourned the meeting at 12:44 p.m.



WORKFORCE DEVELOPMENT REPORT

February 2026

Adult Education Unit Update

Director Hector Martinez

With the federal continuing resolution signed into law, WIOA Title II will be funded for the 2026-2027 year. Allocation amounts for each state are usually sent in late March or April; the state then applies the funding formula and sends estimated award amounts to each local provider.

Work continues on the VTest Civics assessment to enhance support for IELCE participants and Kansas residents preparing for citizenship and workforce integration. Improvements include strengthening question quality, rotating test versions to ensure assessment integrity, and providing a downloadable set upon completion. In parallel, the workforce assessment component is being aligned for consistent use across providers as a readiness screening and instructional planning tool, with clear statewide guidance for implementation.

Ability to Benefit (ATB) implementation efforts are ongoing, with a focus on clarifying federal guidance and identifying practical Kansas pathways. This includes reviewing how the six-credit-hour option intersects with other allowable eligibility routes and determining required institutional partnerships and documentation processes. Supporting materials are being developed to promote consistent understanding and operationalization across institutions in a compliant and student-centered manner.

The internationally educated nurses (IEN) initiative continues advancing within the broader Internationally Trained Professionals (ITP) strategy. Partnerships are being strengthened to improve advising, case management, and pathways to licensure and employment. Policy guidance, technical assistance materials, implementation timelines, and data collection expectations are being developed to enable consistent statewide service delivery and scalability.

Seward County Community College Adult Education, under the direction of Dr. Katie Reck, is serving as the FY2026 lead agency for ROSA (Remote Opportunities for Student Access), a statewide shared online class catalog. ROSA is designed to expand learner access and strengthen collaboration across agencies by allowing programs to share distance learning opportunities. Coordination is underway to finalize program participation expectations, cross-agency learner enrollment processes, reporting requirements, and any compensation or support structures associated with implementation.

The Kansas Adult Education Association (KAEA) Conference will be February 25 – 27 in Wichita. On February 25, during the pre-conference, a Program Leaders Meeting will be held. During that meeting, programs will begin work on the Continuation Funding Application (CFA) for the 2026-2027 year.

KBOR Adult Education staff have been working with WIOA partners on the two-year modification to the WIOA State Plan. The original plan was submitted in 2024; the modification, which has far fewer changes than a new plan, is available for public comment and will be submitted in March.

Adult Education is conducting in-depth individual data review meetings with each program for spring 2026. Fall 2025 reviews were completed in September, October, and November. Because of the new state data management system (DMS), each program is meeting with the state twice this year to ensure data accuracy and staff understanding of the DMS.

Career Technical Education Unit Update

Director Vera Brown

The Perkins V Consolidated Annual Report was submitted for review to the U.S. Department of Labor/Education at the end of January. The report includes financial and student performance data, along with an extensive narrative on the activities accomplished by KSDE and KBOR with federal Perkins funds. The state team appreciates the reporting efforts of secondary and postsecondary subrecipients, without which the report would not be possible. The team is grateful to KSDE and KBOR data and finance teams for their work and support throughout this process.

The CTE team is in the process of reviewing the Comprehensive Local Needs Assessments submitted by the regional teams on February 2, 2026. The review team consists of CTE, WFD, KSDE, and Adult Education staff. Special thanks are also extended to the KBOR IT team for developing and launching the CLNA SharePoint site.

On January 20th, the Director for CTE attended the “Powering the EV Workforce (KS): Apprenticeships & Pathways” presentation at Kansas City Kansas Community College, where partners from national organizations, state agencies, and business and industry celebrated the KCKCC and Panasonic apprenticeship pathway and discussed next steps to support the program’s success. The discussion included the topics of effective communication, innovation, flexibility, and modernization. Participants had the opportunity to tour the classrooms and labs connected to the program and understand how the curriculum is tailored to meet industry needs.

On January 30th, the CTE Month Proclamation signing took place at the State Capitol/Governor’s Office. This tradition has been an important component of building CTE awareness and promoting CTE to students, parents, educators, and industry. Special thanks are extended to Member Clark for organizing the signing ceremony and including KBOR staff in the event.

Associate Director Tobias Wood attended Fort Hays Tech | North Central's Grand Opening of the Hansen Construction Career Center at their Hays campus on February 5th. The event was well attended, and the building is an impactful addition to the college and the region. The ceremony was followed by guided tours of the spaces and refreshments provided by Fort Hays Tech | North Central's Culinary Arts program.

Perkins monitoring activities for AY26 have started and will continue throughout the spring. After desk audits and self-evaluation procedures, state staff will conduct onsite visits for the Methods of Administration (OCR) and program reviews. Perkins-specific financial auditing is also underway with assistance from Finance staff.

The FY27 Kansas Nursing Program Grant request for proposals has been released on the KBOR website and via the *Kansas Register* (Kansas Secretary of State Office publication). The grant provides support for nursing faculty, lab supplies, and tools for student success. Applications are due by March 13, 2026 COB. All interested programs should submit their application to WFDGrants@ksbor.org.

Workforce Development Unit Update**Director Charmine Chambers**

The Workforce Development (WFD) team has focused on support for data requests for the legislature and continues to work on the Program Review covering AY2022 through AY2024. The Extraordinary Costs project data is due April 15, and the team continues to review courses for appropriate assignments to program-specific buckets. In addition to new course and program reviews, the team has been fielding questions around out-of-service area requirements and the proposed changes to Excel in CTE funding eligibility. Academic Year 2026 report planning is underway, and we will be collaborating closely with the Data, Research and Planning team over the next several months to prepare and provide any necessary documentation and training for the colleges. A new Institution Program Alignment Verification SharePoint site is being set up for the AY2027 data collection, with rollout to the colleges planned for March 1.



KANSAS ASSOCIATION OF COMMUNITY COLLEGES

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

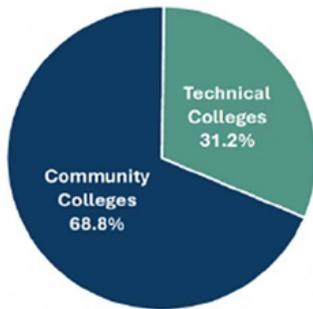
The community college report for February, National Career and Technical Education (CTS) month, highlights the importance of affordability, access, and growing the talent pipeline, all of which are effectively supported through Career and Technical Education programs.

Community College Career and Technical Education

Tiered education Student Enrollments -AY2025. The pie chart below shows the percentage of tiered credit hour production by community colleges and technical colleges. These percentages are similar to AY2024.

**Pie chart is taken from Vice President Frisbie's KBOR Instructional Cost Model presentation.*

Tiered Credit Hour Production



Kansas Board of Regents	
Kansas Training Information Program (K-TIP)	
Number of Students Enrolled* in Technical Courses	
Academic Year 2024	
Institution	Number of Students
Allen Community College	944
Barton Community College	1,969
Butler Community College	3,391
Cloud County Community College	664
Coffeyville Community College	680
Colby Community College	964
Cowley Community College	1,781
Dodge Qty Community College	882
Flint Hills Technical College	1,288
Fort Hays Tech I North Central	854
Fort Hays Tech I Northwest	454
Fort Scott Community College	898
Garden City Community College	1,176
Highland Community College	1,737
Hutchinson Community College	4,506
Independence Community College	380
Johnson County Community College	9,035
Kansas Qty Kansas Community College	3,420
Labelle Community College	764
Manhattan Area Technical College	748
Neosho County Community College	1,655
Pratt Community College	614
Salina Area Technical College	962
Seward County Community College	1,181
Washburn Institute of Technology	1,699
Wichita State University Campus of Applied Sciences and Technology	6,376
Total	49,022

Source: KHEDSAcademic Year Collection; report produced 02/11/26 at 15.33.53

*students can be enrolled in more than one technical program.

Career and Technical Education Month

Allen Community College

Allen County Community College has increased Excel in CTE allocation from the state by over 40% in the last five years. This was done by increasing partnerships with the school districts in the service area along with adding additional instructors. Going forward, additional programs are being developed that will serve area job needs and expanded partnerships with school districts.

Barton Community College

At the Associated General Contractors (AGC) of Kansas and Build Up Kansas Conference in November, Barton was named the Post-Secondary School of the Year for the Western Region. Barton's construction technology and plumbing programs provide students with in-demand skills and certifications, offering a direct pathway into the growing construction field through hands-on experiences and opportunities that can be completed swiftly while at the same time ensuring they are ready to enter the workforce confident and qualified.

Butler Community College

In 2025, Butler's Cybersecurity program was re-designated as a National Center of Academic Excellence in Cyber Defense by the National Security Agency, affirming alignment with rigorous national workforce standards. In Welding, the addition of a Certified Welding Inspector on faculty now allows students to earn industry-recognized American Welding Society certifications on-site. Together, these achievements reflect Butler's commitment to delivering high-quality, nationally validated technical credentials that strengthen workforce readiness across Kansas.

Cloud County Community College

Cloud has increased Excel in Career in Technical Education enrollment by 26.5% and credentials earned by 15.1% over the last five years. Together, these achievements reflect Cloud's commitment to growing the talent pipeline for a stronger workforce in Kansas.

Coffeyville Community College

Coffeyville CC added four career and technical education programs in the last two years, including Commercial Driver's License (CDL) Training, Plumbing, HVAC, and Powersports Mechanics. Each program was added at the request of area business and industry leaders through partnerships to address the skilled workforce shortage in the region. These program additions resulted in higher enrollment and increased industry-recognized credentials and licensure, in addition to providing skilled workers for area business and industry.

Colby Community College

Colby's Associate Degree Nursing program has experienced significant increases in student enrollment. The Associate Degree Nursing program had the second-highest average wage placement among all two-year colleges in Kansas (KTIP-latest edition) in 2024 (\$78,901). In 2023, Colby Community College's Associate Degree Nursing program had the highest average wage placement among all two-year programs in Kansas (\$80,224).

Cowley College

Cowley continues to see an increase in student interest in technical education programs. The College recently hosted the South-Central Kansas (SCK) Welding Showdown, bringing together talented high school students from across South Central Kansas to showcase their skills in welding and technical education. Nine schools competed in the competition with welding helmets and equipment awarded as prizes for the top students. The College is preparing a celebration for technical education students and the community to promote CTE month and to raise awareness of the role that CTE has in preparing students for career success.

Dodge City Community College

In the Fall 2025 semester, Dodge City Community College saw a record enrollment for Technical Education at more than 6,300 credit hours.

Fort Scott Community College

Fort Scott has seen an increase in overall credit hours this spring, 353 hours, as compared to the fall semester. This spring semester, Fort Scott is collaborating with the 101 Union to provide Welding students with an opportunity to gain access as an Apprentice, which can provide a direct feed into the Kansas City area for job placement. The CNA program has also seen increases in enrollment, reaching full capacity at both the Miami County and Fort Scott campuses.

Highland Community College

Eighty-three percent of Highland LPN and RN graduates choose to stay in Kansas—serving their neighbors, strengthening local healthcare systems, and meeting the needs of communities that depend on them. This strong retention reflects not only the quality of their education, but a deep commitment to homegrown talent solving Kansas challenges, ensuring that the investment Highland makes in their students continue to pay dividends across the state for years to come.

Hutchinson Community College

Hutchinson continues to add to the workforce. An increase in stackable credentials, from 832 in 2023 to 972 in 2025, creates opportunities for program completers to enter the workforce sooner or continue toward their next credential. All Kansas community colleges combined awarded 16,832 degrees and certificates in 2025. Hutch CC awarded 1,775, which was 10.54% of all degrees and certificates awarded statewide.

Independence Community College

Independence Community College has experienced measurable growth in enrollment within its Cosmetology program, reflecting increased student interest and strong workforce demand in the region. The program serves both full-time and part-time students, offering flexible pathways to accommodate traditional students and working professionals. In Fall 2025, ICC expanded its offerings by launching a Nail Technician certification, enabling students to earn an industry-recognized credential in a single semester. This addition further strengthens the program's responsiveness to workforce demand and provides students with accelerated entry into employment opportunities.

Johnson County Community College

JCCC has seen a steady expansion of its technical education offerings. At the close of AY 25, enrollment growth in technical degrees was 14% over AY 24, with that growth capping a five-year growth trend 27%. Program level growth that created this increase was focused around Plumbing (which saw an increase of 17%), Automotive Technology (which saw an increase of 28%), and Construction Management (which also grew by 28%).

Kansas City Kansas Community College

In Fall 2025, KCKCC's Medical Assistant program admitted 41 new students – more than double the number of students admitted to the program the previous year (20). Across KCKCC's Health Professions and Public Safety division programs, the job placement rate for recent graduates averages over 92%. Division programs include Emergency Medical Responder (EMR), Emergency Medical Technician (EMT), Paramedic, Medical Assistant, Mortuary Science, Registered Nursing (RN), Practical Nursing (PN), Physical Therapist Assistant (PTA), and Respiratory Care.

Labette Community College

Data at Labette reflects strong outcomes across the Health Science programs, including Nursing (LPN and RN), Radiography, Respiratory Care, and Diagnostic Medical Sonography. Declared majors, concentrators, graduates, continued education, and wage measures all show notable increases, with growth ranging from 13% to 34%.

Neosho Community College

NCCC has accomplished a great deal in the past few years in career and technical education. The college launched the \$6.4 million Mitchell Career and Technology Center; a former factory converted to CTE lab and classroom space housing eight technical programs as well as offices for Kansas Works. NCCC also has the highest rate in the state for Excel in CTE students finishing their degree or certificate while at NCCC at a rate of 56.1%.

Recent News Among Community Colleges:

Allen Community College

Congressman Derek Schmidt visited Allen Community College in January to meet with President Leffler, the President's Cabinet, and members of the Board of Trustees. The group discussed academic expansion, deferred maintenance needs, and the funding challenges facing rural colleges. [Allen News](#)

Cloud County Community College, Butler Community College, Garden City Community College, Barton Community College, and Hutchinson Community College

U.S. Senator Roger Marshall, M.D. (R-Kansas), Cloud County, Butler, Garden City, Barton, and Hutchinson, and the Kansas National Guard will sign a proclamation establishing a partnership to develop more cybersecurity professionals across Kansas. [Sen. Marshall Newsroom](#)

Coffeyville Community College

Coffeyville Community College's Columbus Technical Campus was recently honored with the Community Impact Pillar Award by the Columbus Chamber of Commerce, recognizing its long-standing contributions to workforce development, hands-on learning, and community involvement. [Coffeyville CC News](#)

Colby Community College

Colby continues to rank among the state's leading institutions for student success, placing third in graduation rate and sixth in full-time student retention among Kansas community colleges, according to the 2026 Kansas Community College Data Book. [Colby CC News](#)

Cowley College

Cowley recently hosted the SCK Welding Showdown, a regional skills competition designed to showcase the talents of high school welding students from across south-central Kansas. [Cowley News](#)

Dodge City Community College

Dodge City Tech is offering a new short-term training opportunity this winter for community members looking to develop practical vehicle care skills. Called Automotive Basics, the non-credit course focuses on building strong fundamentals in core vehicle maintenance through practical, hands-on experience. [DC3 News](#)

Fort Scott Community College

Fort Scott and Missouri Southern State University formalized a new academic partnership that creates a streamlined pathway for students pursuing agribusiness degrees. The partnership establishes a "2+2" transfer pathway that allows students to complete their first two years at FSCC before transferring to MSSU to finish their final two years and earn a Bachelor of Science in Agribusiness. [KOAM News](#)

Johnson County Community College

U.S. Rep. Sharice Davids announced a grant to expand enrollment for Johnson County's Commercial Driver's License (CDL) program. The \$62,991 federal investment is expected to help JCCC enroll at least nine students, covering a \$6,999 tuition cost per student. [Fox4 News](#)

Kansas City Kansas Community College

Last month, KCKCC hosted the Powering the EV Workforce: Apprenticeships & Pathways Site Visit. The meeting brought together representatives from KCKCC, Panasonic North America, the American Association of Community Colleges, Advance CTE and many others to highlight KCKCC's training model used to support registered apprenticeships in EV and advanced manufacturing. [KCKCC social media](#)

Seward County Community College

Seward County nursing students achieved a pass rate of 82 percent (LPN) and 80 percent (RN) on the NCLEX tests

for licensure and certification in 2025. Last year, Seward County prepared 20 registered nurses and 22 practical nurses to enter the workforce with their credentials. [KSCB News](#)

Growing the Talent Pipeline

Allen Community College:

The Kansas Promise Scholarship is the path of second chances for the Kansas early childhood workforce. As one of the state’s largest Early Childhood Education (ECE) career and technical education programs, Allen has supported 41 ECE majors through the Promise Scholarship – 87% reinstating their financial aid eligibility and 13% bridging gaps between eligibility and the true cost of higher education. This support enables students to become more skilled childcare providers and improves the quality of care for young children across Kansas. Out of 37 recipients since May 2021, fewer than 10% have not completed their program. By utilizing this scholarship as one of the vital tools for access, we have developed partnerships with Head Starts, school districts, and childcare programs across the state assisting their staff to access higher education.

Barton Community College:

After graduating from Barton’s Construction Tech program in just one semester, Great Bend native Brecken Carroll immediately found employment and started earning a living as part of the window installation crew at MPIRE Improvements of Great Bend.

Butler Community College:

Butler student John Mundell is thriving in the college's Fire Science program thanks to the Kansas Promise Scholarship, which opened a clear path for him from high school to college. After discovering the program on the approved Kansas Promise list, he applied on his own with ease. “Fire Science has always been a passion for me. It was perfect.” Mundell credits the scholarship as well as supportive faculty and a seamless admissions and financial aid process for keeping him on a successful track at Butler.

Cloud County Community College:

Since the enactment of the Kansas Promise Act Scholarship program, CCC has awarded nearly \$300,000 in total funds. Furthermore, 70% of Cloud alumni continue to live and work within the college’s 12-county service area after graduation, demonstrating strong talent growth and retention in Kansas.

Coffeyville Community College:

Coffeyville CC recently started two new Promise Act programs this fall at the request of local industry leaders: HVAC and Plumbing. Both are part-time programs with 21 students attending. The programs are designed with a program internship course, placing students with local industry partners with an opportunity for employment upon completion. These two programs will help fill local and area demand for HVAC and Plumbing technicians in southeast Kansas. CCC offers 19 Promise Act eligible programs for Kansas students, with Medical Assisting, Nursing, Electrical/Electrician, Fire Science, and Welding programs being the most popular for Promise Act eligible students.

Cowley College:

Cowley College has seen steady use of the Kansas Promise Scholarship with 134 students receiving \$396,664 in dollars during AY 2024-25. This scholarship opportunity has contributed to a noted increase in students seeking degrees in high demand allied health fields of Medical Coding and Emergency Medical Services. The Kansas Promise Scholarship has been instrumental in providing dollars to support students in programs that are strongly needed, both locally and within the state.

Fort Scott Community College:

Fort Scott has implemented Construction Technology classes on their campus in collaboration with Fort Scott High School and seen an increase in enrollment. The college has also seen an increase from 50 to 60 students in Agriculture as compared to last year.

Highland Community College:

Across Fall 2024, Spring 2025, and Fall 2025, the Kansas Promise Scholarship has supported 40 nursing students at Highland Community College with an investment of around \$159,000. This support is more than financial – it represents opportunity. At a time when our healthcare workforce is in urgent need, these students are preparing to serve communities across Kansas. Without this last-dollar scholarship from the State of Kansas, many may not have had this chance – and the workforce gap would only have grown wider.

Hutchinson Community College:

In response to industry requests in McPherson County, Hutch CC has added a classroom and lab in McPherson to teach entry level Automation Engineering Technology classes. Industry in McPherson County has a significant need for employees in this space and asked if Hutch CC could replicate a program that was added in Newton last year. Students in these programs in Newton and McPherson can obtain their Certificate A in Industrial Mechanical Maintenance in one year. All the students in these programs either come in as apprentices or have the opportunity to apply to become apprentices.

Independence Community College:

Independence Community College (ICC) is committed to strengthening Kansas' healthcare workforce by providing accessible, high-quality technical education aligned with regional and state workforce needs. The Emergency Medical Technician (EMT) program is a critical component of this mission, preparing students to enter high-demand emergency medical services roles across Southeast Kansas and beyond. The Kansas Promise Scholarship has played a vital role in supporting EMT student access, persistence, and completion, particularly for students who may not otherwise have the financial means to pursue training in this essential field. The Kansas Promise Scholarship strengthens this pipeline by ensuring students can complete training without incurring significant debt, increasing the likelihood they remain in the profession and in the state.

Johnson County Community College:

JCCC's Workforce Development & Continuing Education (WDCE) branch advanced these goals in FY25 by collaborating with more than 60 employers and industry partners. Together, they designed customized training solutions that addressed workforce gaps and fueled economic growth. Over 5,269 employees from area companies participated in contract training tailored to their needs, delivered both on campus and at their workplaces.

Labette Community College:

Labette has had 22 students utilize Promise Act funding to help pay the costs of program materials and support. Of the 22 students, 19 enrolled in health science programs: Diagnostic Medical Sonography, Nursing, Radiography, and Respiratory Care. There are nine students who have graduated and are now working in their intended fields.

Neosho County Community College:

The Kansas Promise Act is fully utilized by Neosho and its students to help advance workforce needs

of the state. In 2025 Fall semester, which just concluded, 103 NCCC students received a combined \$207,103.98 in Kansas Promise Act funds. Those 103 students were in 17 different high-need/high-wage programs including Diagnostic Medical Sonography, Welding, Plumbing, Surgical Technology, Occupational Therapy Assistant, and Electrical. The program with the largest number of Promise Act recipients at our college is Nursing. Of the 103 fall students in the Promise Act at NCCC, over half (55) are training to be a nurse, one of the most needed occupational areas in Kansas. At the December 2025 Commencement and Pinning ceremony, 57% of the nurses that crossed the stage and received their degree or certificate were Promise Act recipients.

Pratt Community College:

Pratt Community College has seen an increase in enrollment in our Electrical Power Technology (EPT) Program since the inception of the Kansas Promise Act. The initial year of this last dollar in scholarship PCC had a total of 31 students take advantage of the scholarship and this number grew to 54 and 49 over the next two years. Over 80% of these students are participating in the EPT Program. This program produces close to 100 completers annually through the Pratt campus and our partnerships with Coffeyville Community College, Wichita State University Tech and Dodge City Community College. The vast majority of these students remain in Kansas following program completion and earn high starting salaries.

Seward County Community College:

A steady and consistent increase in Kansas Promise students at Seward County Community College has enabled the college to supply nursing and respiratory care personnel to our local rural health care centers. While students have also accessed Kansas Promise funds for computer information and education study, the vast majority of scholarship recipients are focused on health care.

Since 2022, 44 nursing students have graduated from SCCC utilizing Kansas Promise Funding; 10 respiratory care professionals; 7 surgical technicians; and 2 medical lab technicians. These Saints graduates are a stabilizing force for healthcare providers and patients in the Southwest quadrant of Kansas, providing great health care close to home.

Recent News Among Community Colleges:

All Colleges

- Emporia State University signed an agreement with the 19 community colleges from the Kansas Association of Community Colleges to facilitate a smoother transition for students transferring from community colleges to ESU. [Emporia Gazette](#)
- During a recent gathering of Kansas Community College presidents held at Garden City Community College, Fort Hays State University introduced a new scholarship program designed to provide funds to Kansas Community College presidents to distribute directly to students who plan to attend FHSU, but need additional financial aid to successfully transition to a four-year degree program. [Hays Post](#)

Colby Community College, Dodge City Community College, Garden City Community College, & Seward County Community College

Seward, Colby, Dodge, and Garden signed a Memorandum of Agreement in December. The Western Kansas Consortium MOA strengthens partnerships among the four colleges and creates new opportunities to expand educational access, support workforce development, and maximize resources for students and communities across Western Kansas and the state. [KSCB News](#)

Allen Community College

Allen Community College has received \$58,351.30 through the Kansas Department of Commerce's Registered Apprenticeship Grant Project to expand workforce training and create new apprenticeship opportunities. The funding will support development of a building maintenance and plumbing apprenticeship program in partnership with local companies, reinforcing Allen's commitment to meeting regional workforce needs. [Ad Astra Radio](#)

Barton County Community College

Four of Barton Community College's health-care programs showed a 100% pass rate on certification exams last year, The four programs with a 100% pass rate this past year were LNP, MLT, Pharmacy Tech and MA. [Great Bend Tribune](#)

Butler Community College

Butler's nursing department celebrated 57 new graduates at their bi-annual Nurses Pinning Ceremony at the El Dorado Performing Arts Center on December 11. 10 graduates also completed Butler's special partnership program with the University of Kansas, simultaneously earning their associate degree from Butler and their Bachelor of Science in Nursing degree from KU. [Butler CC News](#)

Cloud County Community College

The Center on Rural Innovation (CORI) has chosen six communities to participate in the Heartland Rural Innovators Initiative (HRII), which is a new 18-month program funded by the Patterson Family Foundation. It's designed to help rural communities in Kansas and western Missouri accelerate their tech and innovation economies. Cloud County has built a broad coalition of partners within the county, including Cloud County Community College. [Blade-Empire](#)

Coffeyville Community College

Coffeyville recently held a ribbon cutting and open house for its new Powersports Technology Program. The program prepares students to service, maintain, and diagnose a wide range of vehicles, including ATVs, UTVs, motorcycles, side-by-sides, and outdoor power equipment. [Coffeyville CC News](#)

Cowley College

According to USA Today and Statista's 2025 ranking, Cowley was one of six top trade schools in the U.S., excelling when it comes to graduation rates, job placement, program variety, and return on investment. [Quartz](#)

Highland Community College

Highland will be partnering with the Hiawatha School District to offer a Certified Nursing Assistant Class at the high school, beginning next school year. [MSC News](#)

Hutchinson Community College

A 17-year-old has become one of the youngest certified paramedics in the world. Avery Hoy became a first responder at 16 and recently passed her final test to earn national paramedic certification. She completed the program through Hutchinson Community College as part of a dual credit program. [Fox TV](#)

Johnson County Community College

Through the Student Agency at Johnson County, college students have a unique opportunity to build career skills, gain real-world work experience, and directly apply their academic skills to a wide variety of industries. The Student Agency is a student-run work experience, overseen by a staff advisor, that provides a range of services to local businesses and JCCC departments. [Johnson County Post](#)

Kansas City Kansas Community College & Barton County Community College

The Bellwether College Consortium has announced that KCK and Barton County are one of 30 finalists selected to compete for the prestigious Bellwether Award in the Workforce Development category. This nationally recognized award honors outstanding and innovative programs in U.S. community colleges across three categories. [Great Bend Tribune](#)



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

Flint Hills Technical College

Helping Kansas Families

Affordability - Friends of CareArc 2026 Arlene Eichorn scholarship: Dental Hygiene student Macy Wecker is the recipient of the \$1,000 Arlene Eichorn Scholarship, awarded annually to a student who demonstrates dedication, integrity, and a commitment to serving others.

Success - Friends of CareArc 2026 Arlene Eichorn scholarship: Dental Hygiene student Macy Wecker is the recipient of the \$1,000 Arlene Eichorn Scholarship, awarded annually to a student who demonstrates dedication, integrity, and a commitment to serving others. The average wages of starting Dental Hygiene graduates from FHTC's program has averaged \$71,000 over the past 5 years. These scholarships support that return on investment.

Advancing Economic Prosperity

Intentional Economic Activity / Community and State Benefits - Flint Hills Technical College is a recipient of a federal government allocation of \$320,000 to invest in robotics training carts. This investment supports robotics training and workforce development for our regional employer partners to upskill current or new employees.

Manhattan Area Technical College

Helping Kansas Families

Affordability - Signed an agreement to partner with the Ellis Foundation. This will allow the Foundation and MATC to expand access to scholarship resources in a significant way!

Access - MATC has had another semester start with full GED and ELL courses to help persons who are undereducated or have English language issues. We help both groups

to advance with focused learning, often also leading into our technical courses and programs so that they gain skills for better jobs and stronger compensation.

Success - According to KBOR KTIP data, 92% of MATC graduates in technical programs of study remain in Kansas as employees, taxpayers, and consumers. All but one of MATC's programs meet or exceed the federal 250% of poverty index, and the one that does not is related to helping educate for childcare workers for the region to address that critical family and workforce need.

Supporting Kansas Businesses

Talent Pipeline - Working with regional economic development and Chambers of Commerce, MATC has been a significant factor for the area to add over 400 jobs in the past 18 months, with the majority in manufacturing.

Advancing Economic Prosperity

Intentional Economic Activity / Community and State Benefits - MATC received a donation of industrial production equipment from Smithfield Foods (Junction City) valued at over \$500K for the Industrial Maintenance Technology program. This addition is helping provide applied learning and skills assessment of value for several regional companies.

Salina Area Technical College

Helping Kansas Families

Success - SATC hosted Holm Auto on campus for the students to get an idea of industry opportunities. Great attendance with auto and collision repair programs. Instructors indicated that it is likely that all students are either currently working in the field during their training or have a job lined up with employers.

Affordability - SATC was awarded a \$200,000 appropriation from the US government to help equip the industrial maintenance and automation program. These additional resources will build a high tech program ready to meet industry needs.

Act on Request(s) for Degree and/or Certificate Programs

Background

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

Institution: Manhattan Technical College (MATC)

I. General Information and Program Identification

Program Title	Electrician
Degree Level(s) and Credit Hours	Technical Certificate B/34 credit hours, and Associate of Applied Science/61 credit hours
Responsible Department or Unit	Kerri Belamy, Chief Academic officer
CIP Code	46.0302 Electrician
SOC Code	47-2111 Electricians
Industry-Recognized Certifications	Journey Worker Licensure Exam, OSHA 10
Clinical Sites/Work-Based Learning	Two work experience courses are required, and multiple business and industry partners are committed to capacity.
Number of Projected Enrollments	Year 1: 12 Year 2: 24 Year 3: 24
Accrediting Body Approval Status	NA
Aligned Program Status	Yes
Proposed Implementation	Fall 2026

II. Program Rationale and Information

Manhattan Area Technical College (MATC) explained that while the Electrician program has been requested by regional industry partners for several years, MATC can now launch this program due in large part to the opening of MATC’s new building, which provides the space and infrastructure needed for training. Employer engagement and financial stability have increased in recent years as well, and MATC has been able to recruit the qualified faculty required.

This program has undergone the process of Program Alignment at the system level, and MATC indicated they intend to meet the statewide program alignment. A degree map was provided in the application, and this program consists of a single pathway or track. A letter of support was included from Manhattan-Ogden USD 383 as the program will be offered to high school students.

III. Program Demand – Note: High Demand/High Wage occupation, 2025 Kansas Occupational Employment Demand listing.

A. Source: Kansas Department of Labor Long-term Occupation Projections 2022-2032 for 47-2111

Occupational Demand Ranking	65 of 796
Annual change in employment:	.9%
Annual median wage:	\$61,830
Annual openings:	642
Typical education for occupation entry:	High school diploma or equivalent and apprenticeship

B. Source: Lightcast Job Postings: November 2024 – November 2025 for the state of Kansas

Total postings: 1,240 Total, (450unique)

Annual median advertised salary: \$75,000

Removing job postings with no education level listed, 87% of postings indicate a high school diploma or GED as the minimum education for entry in the occupation. (Including job postings with no education level listed, 2,425 total postings (1,005 unique) were reported, with an advertised salary of \$69,000, and 55% of the job postings listed no education level requirement for entry.)

MATC explained that the Electrical occupation area was identified on the most recent Perkins Comprehensive Local Needs Assessment (CLNA) as a program with too few concentrators, with 43 concentrators for 107 job openings.

Four letters of support for the proposed program were received from Torgeson Electric, Economy Electric Inc., Stanion Wholesale Electric Co., and Heineken Electric. Supports and commitments for the program include interviewing graduates for available positions, facility tours, donations, and apprenticeships.

IV. Duplication of Existing Programs and Collaboration

Currently 12 institutions offer this program based on CIP code and/or program title. Below are the colleges, programs, total number of concentrators, total number of graduates, total number of graduates exiting the higher education system and employed, and average wage of graduates who exited the higher education system and are employed information from the 2024 K-TIP report, which includes only technical programs in two-year postsecondary institutions.

Kansas Training Information Program						
2024 K-TIP Electrician 46.0302						
CIP Code	Program Name	Institution	Total # Concentrators	Total # Graduates	Total # Graduates Exited & Employed	Average Wage: Graduates Exited & Employed
46.0302	Electrician	Butler Community College	10	20	^	^
46.0302	Electrician	Coffeyville Community College	9	8	6	\$29,696
46.0302	Electrician	Dodge City Community College	14	^	^	^
46.0302	Electrician	Fort Hays Tech North Central	57	26	23	\$55,144
46.0302	Electrician	Fort Hays Tech Northwest	34	33	16	\$40,593
46.0302	Electrician	Highland Community College	23	7	6	\$59,491
46.0302	Electrician	Hutchinson Community College	10	^	^	^
46.0302	Electrician	Johnson County Community College	118	61	39	\$53,991
46.0302	Electrician	Kansas City Kansas Community College	84	30	18	\$36,160

46.0302	Electrician	Neosho County Community College	31	5	^	^
46.0302	Electrician	Salina Area Technical College	11	8	^	^
46.0302	Electrician	Washburn Institute of Technology	76	52	30	\$32,856
Total			477	247	152	\$46,347

(^) small cell protection applied.

MATC explained that they reached out to collaborate with Salina Area Technical College, Fort Hays Tech | Northwest, and Highland Community College, and planned campus tours at Fort Hays Tech | Northwest and North Central in November.

V. Cost and Funding for Proposed Program

The college estimates the initial cost of the proposed program at \$192,200 total. Funding sources include the general fund and state grant funding.

- Equipment: \$100,000
- Tools/Supplies: \$20,000
- Instructional Supplies/Technology: \$2,500
- Facility requirements/modifications: \$5,000
- Faculty: \$64,700 for one new, full-time faculty member

Institution: Washburn University Institute of Technology (Washburn Tech)

I. General Information and Program Identification

Program Title	Medical Assistant
Degree Level(s) and Credit Hours	Technical Certificate B/38 credit hours
Responsible Department or Unit	Dr. Pam Masters, Assistant Dean Health Occupations
CIP Code	51.0801 Medical/Clinical Assistant
SOC Code	31-9092 Medical Assistants
Industry-Recognized Certifications	Certified Clinical Medical Assistant (CCMA) through National Healthcare Association (NHA)
Clinical Sites/Work-Based Learning	Two practicum courses are required for a total of 180 hours, existing clinical site partnerships are committed to capacity.
Number of Projected Enrollments	Year 1: 28 Year 2: 40 Year 3: 40
Accrediting Body Approval Status	NA – Not being sought
Aligned Program Status	Yes
Proposed Implementation	Fall 2026

II. Program Rationale and Information

Washburn University Institute of Technology (Washburn Tech) explained that the need for this program was identified due to being a high demand occupation in the northeast Kansas region with Highland Community College being the only institution currently offering the program in the area.

This program has undergone the process of Program Alignment at the system level, and Washburn Tech indicated they intend to continue to meet the statewide alignment. A degree map was provided in the

application, and this program consists of a single pathway or track. Letters of support were included from Burlingame USD 454, Topeka Public Schools, Seaman USD 345 as the program will be offered to high school students.

III. Program Demand – Note: High Demand occupation, 2025 Kansas Occupational Employment Demand listing.

A. Source: Kansas Department of Labor Long-term Occupation Projections 2022-2032 for 31-9092

Occupational Demand Ranking	53 of 796
Annual change in employment:	1.2%
Annual median wage:	\$39,090
Annual openings:	707
Typical education for occupation entry:	Postsecondary non-degree award and no on-the-job training

B. Source: Lightcast Job Postings: December 2024 – December 2025 for the state of Kansas

Total postings:	3,495 Total, (1,292 unique)
Annual median advertised salary:	\$44,700
Removing job postings with no education level listed, 77% of postings indicate a high school diploma or GED as the minimum education for entry in the occupation. (Including job postings with no education level listed, 6,602 total postings (2,070 unique) were reported, with an advertised salary of \$43,100, and 48% of the job postings listed high school diploma or GED as the education requirement for entry.)	

Washburn Tech explained that the FY25-26 Perkins Comprehensive Local Needs Assessment (CLNA) for the Topeka region identified Medical Assistant as a program with “too few concentrators for the job openings”, with 28 concentrators for 150 annual openings.

Three letters of support for the proposed program were received from the Lawrence Memorial Hospital, Stormont-Vail Health, and the University of Kansas Health System. Supports and commitments for the program include interviewing graduates for available positions, providing clinical site opportunities, and serving on the advisory committee.

IV. Duplication of Existing Programs and Collaboration

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

Kansas Training Information Program						
2024 K-TIP Medical/Clinical Assistant 51.0801						
CIP Code	Program Name	Institution	Total # Concentrators	Total # Graduates	Total # Graduates Exited & Employed	Average Wage: Graduates Exited & Employed
51.0801	Medical/Clinical Assistant	Barton Community College	25	^	16	\$41,967
51.0801	Medical/Clinical Assistant	Coffeyville Community College	7	^	^	^

51.0801	Medical/Clinical Assistant	Fort Hays Tech Northwest	7	7	^	^
51.0801	Medical/Clinical Assistant	Garden City Community College	7	^	^	^
51.0801	Medical/Clinical Assistant	Highland Community College	27	11	10	\$38,365
51.0801	Medical/Clinical Assistant	Kansas City Kansas Community College	55	14	7	\$26,934
51.0801	Medical/Clinical Assistant	Neosho County Community College	13	^	^	^
Total			141	38	25	\$31,759

(^) small cell protection applied.

Washburn Tech explained that they connected with Highland Community College and Barton Community College to collaborate on their specific offerings in this program.

V. Cost and Funding for Proposed Program

The college estimates the initial cost of the proposed program at \$98,790 in total. Funding sources include the general fund.

- Equipment: \$5,000
- Instructional Supplies/Technology: \$5,000
- Facility Modifications/Renovations: \$3,500
- Professional Development: \$3,200
- Faculty: \$78,090 for new, full-time faculty, and \$4,000 for existing adjunct part-time faculty

Act on Request(s) for New Promise Act Program(s)

Background

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

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

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

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

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

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

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

Recommendation

The following programs are seeking approval to become Promise Act eligible programs. The programs have been reviewed by the Kansas Postsecondary Technical Education Authority’s Program and Curriculum Committee and are recommended for approval by the Technical Education Authority:

- Manhattan Area Technical College: Electrician (46.0302) falls under the Advanced Manufacturing and Building Trades category specified in legislation. SOC 47-2111 for Electricians was identified as a High Wage occupation on the 2025 High Demand Occupations list from the Kansas Department of Labor.

- Washburn University Institute of Technology: Medical Assistant (51.0801) falls under the Mental and Physical Healthcare category specified in legislation. SOC 31-9092 for Medical Assistants was identified as a High Demand occupation on the 2025 High Demand Occupations list from the Kansas Department of Labor.

Act on Excel in Career Technical Education Fees

Background

K.S.A 72-3810 states:

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

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

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

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

Allowable fees include:

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

Unallowable fees include:

- Student fees (general)
- Technology fees
- Health fees
- Consumable project materials
- Program or Institution Application fees
- Lab Fees
- Equipment/tool maintenance, usage, replacement
- Rental (such as tools, books, or uniform/gear)
- Student kits
- Accuplacer or other placement tests
- Student ID
- Student organization memberships (such as Skills USA)
- Fees charged on a per credit-hour basis
- Any other fee not on the allowable list

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

Recommendation

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

- Washburn University Institute of Technology: Total of 1,025.40 submitted for Excel in CTE fees. Itemized list of course and program fees is attached to this packet.

<i>Per statute (K.S.A. 72-3810), the Kansas Board of Regents shall establish general guidelines for tuition and fee schedules in career technical education courses and programs. The Excel in CTE tuition and fee schedule of every technical education program shall be subject to annual approval.</i>		
<i>Please include all costs charged to high school students for the proposed new program.</i>		
Institution Name:	Washburn University Institute of Technology	
Program Title:	Medical Assistant	
Program CIP Code:	51.0801	
<i>Please list all fees associated with this program: Only list costs the institution is charging students.</i>		
Fee	Short Description	Amount
	Patches & Nametags	\$23.00
	CCMA Study Guide & Practice Tests	\$82.33
	CCMA Certification Exam	\$144.52
	MA Skills Builder Clinical Plus eBook	\$112.99
	MA Skills Builder Administrative Plus eBook	\$112.99
	Personal Ability eBook	\$70.07
<i>Please list all courses within the program and any fees associated to those courses: Only list costs the institution is charging students. Do not duplicate expenses.</i>		
Course ID	Short Description	Amount
HCT 160 & HCT 164 Phlebotomy & Lab	Phlebotomy Textbooks	\$150.00
HCT 160 & HCT 164 Phlebotomy & Lab	Lab Fee	\$75.00
HCT 105 First Aid & CPR	First Aid & CPR Registration	\$40.00
<i>Please list items the students will need to purchase on their own for this program: Institution is not charging students these costs, rather students are expected to have these items for the program.</i>		
Item	Short Description	Estimated Amount
	Scrubs	\$100.00
	Verified Credentials	\$114.50
TOTAL FEES		\$1,025.40

Act on the reclassification of courses from Tiered to Non-Tiered status

Background

Senate Bill 143, enacted during the 2011 Legislative Session, established a new postsecondary technical education formula to be used for technical education (tiered technical education state aid) and for “transfer”, “general education”, and general instruction credit hours (non-tiered course credit hour grant). During the 2012 Legislative Session, SB 155 was enacted providing state funded college tuition for high school students in postsecondary tiered technical education courses and incentives to school districts for students earning industry-recognized credentials in high demand occupations. The KBOR Instructional Cost Model calculates costs at a course level and recognizes the cost differential in delivering technical education courses for all state funding line items.

When the Instructional Cost Model was developed, K.S.A. 71-1802 definitions were used to designate each program course as “Tiered” or “Non-Tiered”:

“(f) “Non-tiered course” means any postsecondary credit-bearing course offered by an eligible institution and identified by the state board as not meeting the definition of a tiered technical course. Non-tiered courses include courses that are generally designed to:

- (1) Contribute to academic knowledge or skills across multiple disciplines and occupations, such as communication, writing, mathematics, humanities, social or behavioral science and natural or physical science courses, some of which may be considered for transfer as general education credit toward a baccalaureate degree;*
- (2) contribute to general knowledge or skills in areas such as critical thinking and reasoning, problem solving, use of technology and teamwork skills;*
- (3) provide instruction in basic or foundational skills necessary for individuals to effectively participate in technical programs;*
- (4) prepare individuals for certification or licensure exams or re-certifications and skill updates; or*
- (5) allow individuals to explore various career opportunities. Seminars, workshops, or other courses that are supplemental to the primary instruction required for the occupationally specific technical program shall be considered non-tiered courses, unless otherwise specified by the state board.*

“(j) “Tiered technical course” means

- a postsecondary credit-bearing course,*
- included in the sequence of courses comprising a technical program,*
- which course is itself designed to provide competency-based applied instruction to prepare individuals with occupationally specific knowledge and skills necessary for employment, and*
- which the state board has identified as a tiered technical course.”*

All courses in the system were reviewed during the implementation of the Kansas Higher Education Data System (KHEDS) for designation as “Tiered” or “Non-Tiered” based on the information available at the time. Additional review of Tiered courses was initiated in 2014 by the TEA Tier/Non-Tier Course Reclassification Subcommittee, which was formed due to concerns identified by the Process Management Committee (PMC) after the inception of Excel in CTE (SB155). The charge to the subcommittee from the TEA in May 2014 was the review, validation and update of all tiered course designations based on the existing framework, to move tiered courses to non-tiered status where there was consensus and/or the course clearly aligned with the non-tiered criteria, and for any courses lacking consensus or clear alignment with criteria was to be presented to the TEA for consideration.

While all relevant criteria were noted, courses meeting *at least one criterion* on the statute matrix (example below) were recommended to be moved from tiered to non-tiered status. In February 2015, the TEA reviewed and approved over 40 courses to be reassigned from Tiered to Non-Tiered status based upon review of the statute.

T/NT Course Status Review (First Round)

2/2/2015

Tiered Courses to be moved to Non-Tiered Status

Current Bucket	#	Bucket/Course Description	New Bucket #	Transfer Gen.Ed to university	Required Gen.Ed for associate degrees	Can fulfill Gen.Ed. requirement	Academic knowledge/skill delivered in applied manner	Knowledge/Skill for college student across disciplines	Basic/foundational skill for Tech program participation	Supplemental to primary instruction for occupationally specific tech program	Knowledge/Skill occupationally specific & necessary for employment	Notes
	2	A&P	42--Non-Tier	X	X	X			X		No	often pre-req
	539	Substance Abuse Awareness	42--Non-Tier			X					No	soc/behavSci
	360	Bloodborn Pathogens	42--Non-Tier							X	No	ConEd
	468	Business Communications	42--Non-Tier			X	X	X			No	Communic
	364	Intro to Criminal Justice	42--Non-Tier			X					No	soc/behavSci
	175	Criminology/Criminal Behavior	42--Non-Tier			X					No	soc/behavSci
	104	Juvenile Delinquency	42--Non-Tier			X					No	soc/behavSci
	25	Constitutional /Criminal/Intro to Law	42--Non-Tier			X					No	soc/behavSci
	154	Computer Apps	42--Non-Tier	X	X	X		X	X		No	Comp/Technolog
	288	Computer Apps/For	42--Non-Tier			X		X	X		No	Comp/Technolog
	524	Computer Apps/Integrated	42--Non-Tier			X		X	X		No	Comp/Technolog
	471	Computer Apps/Internet	42--Non-Tier			X		X	X		No	Comp/Technolog
	289	Computer Apps/MAC	42--Non-Tier			X		X	X		No	Comp/Technolog
	630	Computer Apps/Presentation	42--Non-Tier			X		X	X		No	Comp/Technolog
	542	Computer Apps/Spreadsheet/Excel	42--Non-Tier			X		X	X		No	Comp/Technolog
	441	Computer Apps/Windows	42--Non-Tier			X		X	X		No	Comp/Technolog
	328	Computer Apps/Word	42--Non-Tier			X		X	X		No	Comp/Technolog
	332	Desktop Publishing	42--Non-Tier			X		X	X		No	Comp/Technolog
	30	Outlook	42--Non-Tier			X		X	X	X	No	Comp/Technolog
	442	Computer Info Systems (Intro)	42--Non-Tier			X					No	Comp/Technolog
	241	Computer Science (Intro)	42--Non-Tier			X					No	Comp/Technolog
	155	CPR/First Aid	42--Non-Tier			X		X	X	X	No	Health/Well/prereq

After the Subcommittee conducted further course reviews and assessment of the appeal process, the second round of changes were implemented effectively in AY2017.

The Course Bucket Review Process initiated in 2023 has identified courses which

- are utilized consistently as general education course offerings within technical and transfer programs, indicating
 - o academic knowledge or skills across multiple disciplines and occupations, and
 - o general knowledge or skills, and
 - o demonstration of foundational knowledge applicable across multiple academic disciplines and occupations, and
- are Kansas Regents Shared Number (KRSN) courses identified for Systemwide Transfer by the majority of two-year institutions, and
- do not include competencies or activities demonstrating applied instruction.

Therefore, these courses cannot be accurately assigned to a single program based upon use by each institution within multiple programs.

Recommendation

Based upon the initial review, KBOR staff is recommending:

1. The following courses be moved from Tiered to Non-Tiered status based upon the statutory course definition effective AY2027:
 - A. Introduction to Business
 - B. Principles of Marketing
 - C. Principles of Management
2. Resume the process to review, validate and reclassify tiered course designations based on the existing framework, moving tiered courses to non-tiered status where the course clearly aligns with the non-tiered criteria and that any courses lacking clear alignment with criteria be presented to the TEA for consideration.

Documents attached to this meeting packet include:

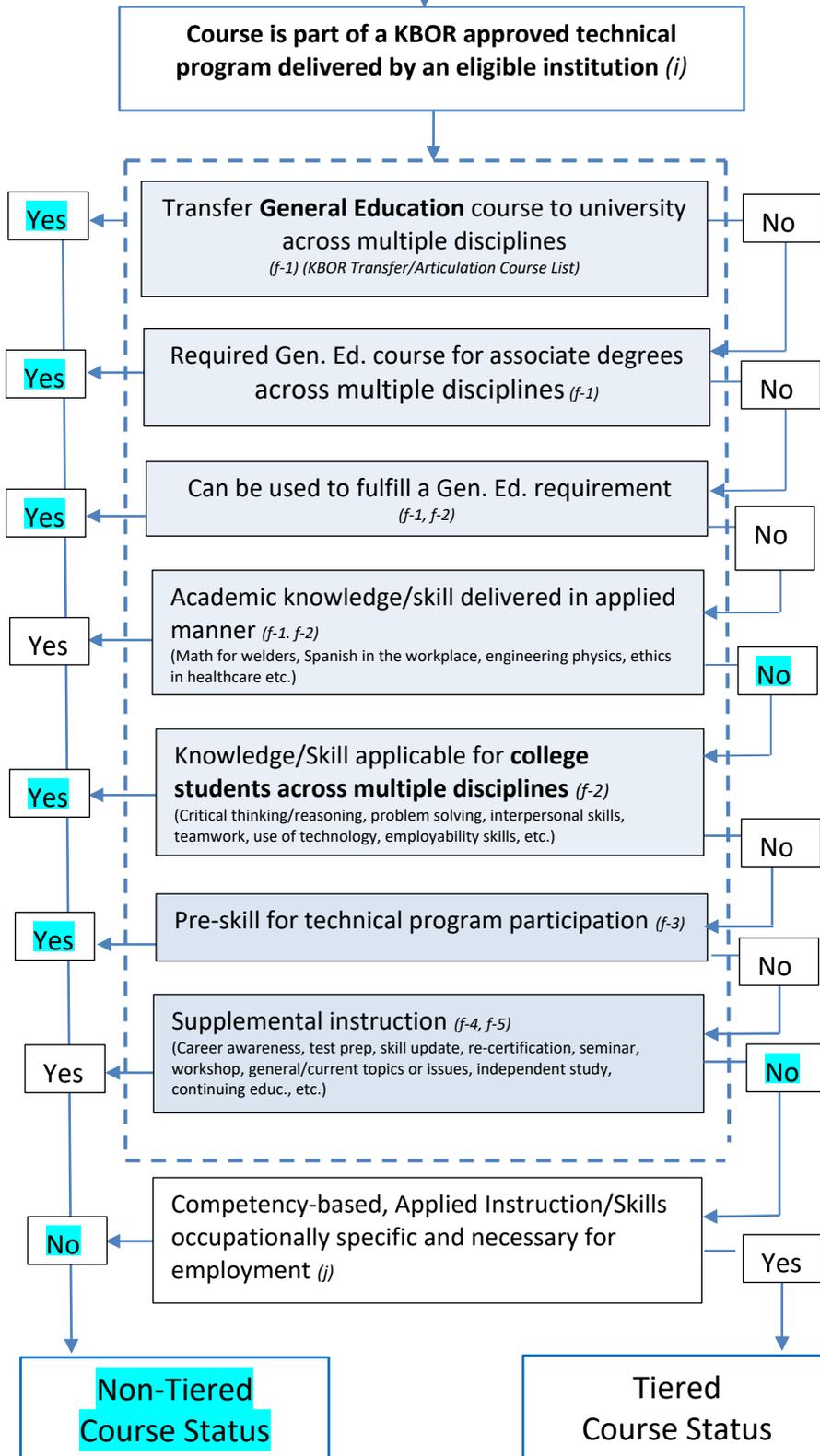
- Example T-NT Decision Tree – documents provide a step-by-step view of how the individual statutory requirements are met by the three courses listed above.

Review Process for Tiered/Non-Tiered Course Status

Introduction to Business 2/19/2026 Review

Process

Statute—K.S.A. 71-1802



(i) **Technical Program:** means any program of study comprised of a sequence of tiered technical courses and non-tiered courses, which program is identified by the state board as a technical program for funding purposes. Technical programs must:

- Be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advance degree;
- lead to technical skill proficiency, industry-recognized credential, certificate, or associate degree; and
- Be delivered by an eligible institution.

(f) **Non-Tiered Course:** means any postsecondary credit-bearing course offered by an eligible institution and identified by the state board as not meeting the definition of a tiered technical course. Non-tiered courses include courses that are generally designed to:

1. **Contribute to academic knowledge or skills across multiple disciplines and occupations,** such as communications, writing, mathematics, humanities, social or behavioral science, and natural or physical science, some of which may be considered for transfer as general education credit toward a baccalaureate degree;
2. **contribute to general knowledge or skills in areas such as critical thinking and reasoning, problem solving, use of technology, and teamwork skills;**
3. **provide instruction in basic or foundational skills necessary for individuals to effectively participate in technical programs;**
4. **prepare individuals for certification or licensure exams or re-certifications and skill updates; or**
5. **allow individuals to explore career opportunities.** Seminars, workshops, or other courses that are supplemental to the primary instruction required for the occupationally specific technical program shall be considered non-tiered courses, unless otherwise specified by the state board.

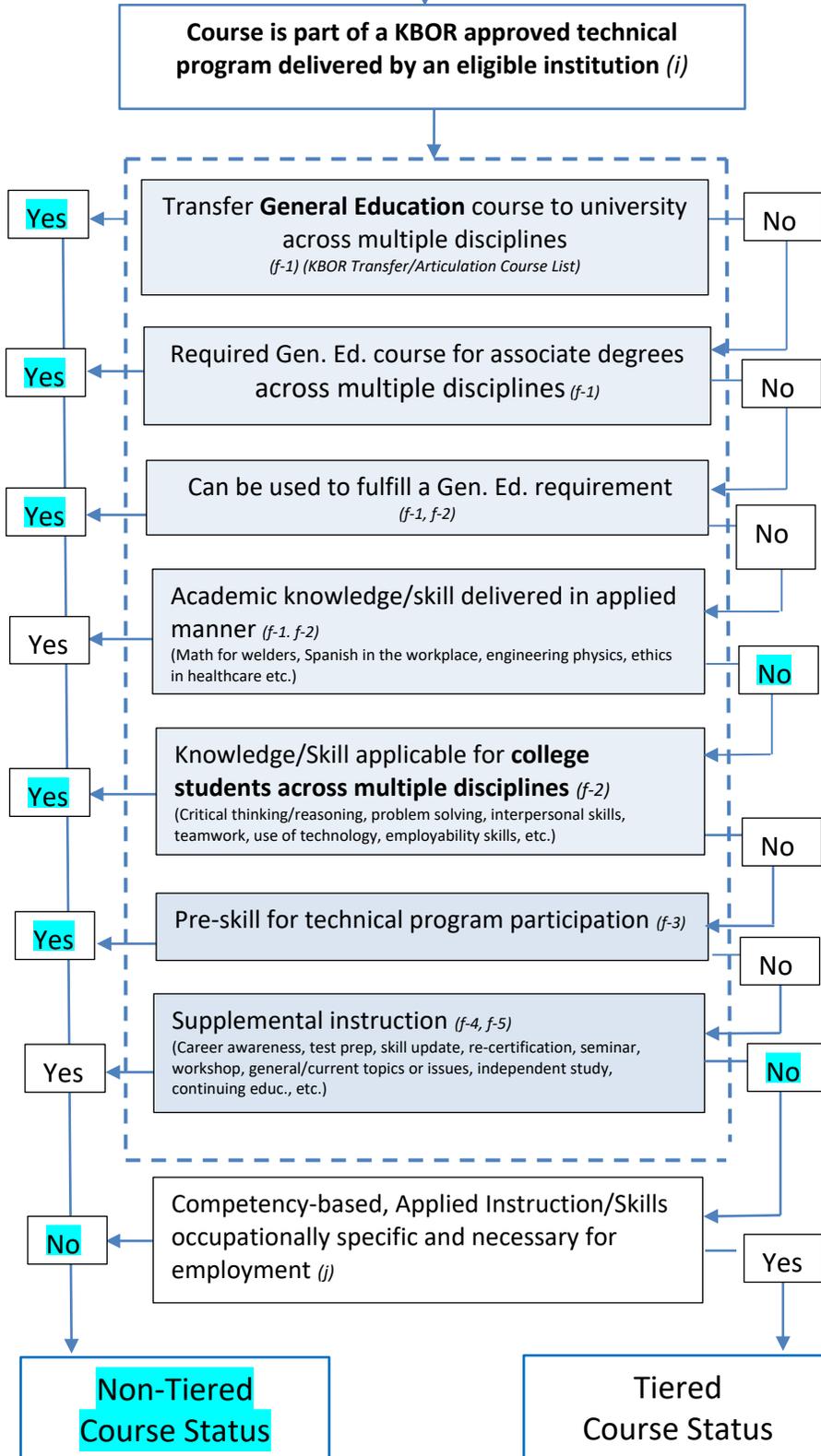
(j) **Tiered Technical Course:** means a postsecondary credit bearing course included in the sequence of courses comprising a technical program, which course is itself designed to provide:

- **Competency-based applied instruction**
- **To prepare individuals with occupationally specific knowledge and skills necessary for employment,** and which the state board has identified as a tiered technical course.

Review Process for Tiered/Non-Tiered Course Status Principles of Marketing 2/19/2026 Review

Process

Statute—K.S.A. 71-1802



(i) **Technical Program:** means any program of study comprised of a sequence of tiered technical courses and non-tiered courses, which program is identified by the state board as a technical program for funding purposes. Technical programs must:

- Be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advance degree;
- lead to technical skill proficiency, industry-recognized credential, certificate, or associate degree; and
- Be delivered by an eligible institution.

(f) **Non-Tiered Course:** means any postsecondary credit-bearing course offered by an eligible institution and identified by the state board as not meeting the definition of a tiered technical course. Non-tiered courses include courses that are generally designed to:

1. **Contribute to academic knowledge or skills across multiple disciplines and occupations,** such as communications, writing, mathematics, humanities, social or behavioral science, and natural or physical science, some of which may be considered for transfer as general education credit toward a baccalaureate degree;
2. **contribute to general knowledge or skills in areas such as critical thinking and reasoning, problem solving, use of technology, and teamwork skills;**
3. **provide instruction in basic or foundational skills necessary for individuals to effectively participate in technical programs;**
4. **prepare individuals for certification or licensure exams or re-certifications and skill updates; or**
5. **allow individuals to explore career opportunities.** Seminars, workshops, or other courses that are supplemental to the primary instruction required for the occupationally specific technical program shall be considered non-tiered courses, unless otherwise specified by the state board.

(j) **Tiered Technical Course:** means a postsecondary credit bearing course included in the sequence of courses comprising a technical program, which course is itself designed to provide:

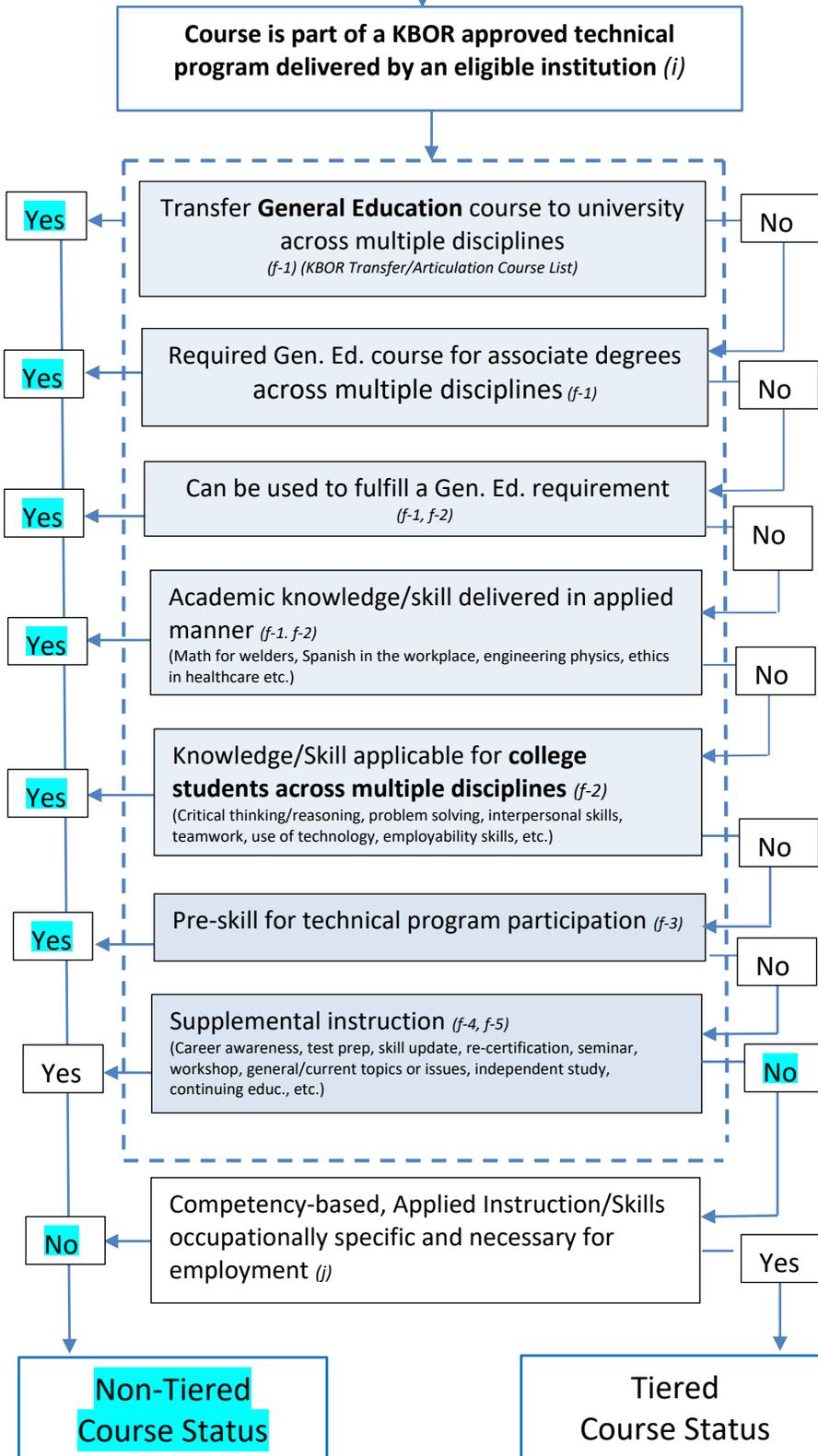
- **Competency-based applied instruction**
- To prepare individuals with **occupationally specific knowledge and skills necessary for employment,** and which the state board has identified as a tiered technical course.

Review Process for Tiered/Non-Tiered Course Status

Principles of Management 2/19/2026 Review

Process

Statute—K.S.A. 71-1802



(i) **Technical Program:** means any program of study comprised of a sequence of tiered technical courses and non-tiered courses, which program is identified by the state board as a technical program for funding purposes. Technical programs must:

- Be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advance degree;
- lead to technical skill proficiency, industry-recognized credential, certificate, or associate degree; and
- Be delivered by an eligible institution.

(f) **Non-Tiered Course:** means any postsecondary credit-bearing course offered by an eligible institution and identified by the state board as not meeting the definition of a tiered technical course. Non-tiered courses include courses that are generally designed to:

1. **Contribute to academic knowledge or skills across multiple disciplines and occupations,** such as communications, writing, mathematics, humanities, social or behavioral science, and natural or physical science, some of which may be considered for transfer as general education credit toward a baccalaureate degree;
2. **contribute to general knowledge or skills in areas such as critical thinking and reasoning, problem solving, use of technology, and teamwork skills;**
3. **provide instruction in basic or foundational skills necessary for individuals to effectively participate in technical programs;**
4. **prepare individuals for certification or licensure exams or re-certifications and skill updates; or**
5. **allow individuals to explore career opportunities.** Seminars, workshops, or other courses that are supplemental to the primary instruction required for the occupationally specific technical program shall be considered non-tiered courses, unless otherwise specified by the state board.

(j) **Tiered Technical Course:** means a postsecondary credit bearing course included in the sequence of courses comprising a technical program, which course is itself designed to provide:

- **Competency-based applied instruction**
- To prepare individuals with **occupationally specific knowledge and skills necessary for employment,** and which the state board has identified as a tiered technical course.

Receive the State of Nursing Workforce Report

Background

The Kansas Nursing Workforce Center is based at the University of Kansas School of Nursing. The Center is an official member of the National Forum of State Nursing Workforce Centers.

Focus Areas

- Measure the things that matter to educate, retain, and sustain the nursing workforce
- Identify nursing care deserts across the state, and across nursing specialties
- Convene stakeholders to address systemic issues
- Facilitate research

The Center's goal is to collaborate with partners across industries to improve the lives of nurses, Kansans, and their communities by connecting stakeholders to the data required to make informed decisions about the nursing workforce.

The State of Nursing Education in Kansas Advance Report provides an overview of prelicensure nursing programs in Kansas. A comprehensive report, the State of Nursing Education in Kansas, will follow in mid-2026. These reports provide baseline information that stakeholders can use to verify the success of projects and solutions designed to bolster the Kansas nursing workforce.

Access the Report

All nursing reports can be accessed at:

<https://www.kumc.edu/school-of-nursing/about/kansas-nursing-workforce-center/research/kansas-nursing-reports.html>

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