

# DECEMBER 19, 2024

## Kansas Postsecondary Technical Education Authority VIRTUAL

Curtis State Office Building  
1000 SW Jackson, Suite 520  
Topeka, KS 66612

2024-2025  
Ray Frederick, Chair  
Curtis Sneden, Vice Chair

### **KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY MEMBERS:**

Dr. Tiffany Anderson	Ray Frederick, Jr.	Mark Hess
Cindy Hoover	Keith Humphrey	Debra Mikulka
David Reist	Curtis Sneden	Todd Zimmer
Mike Beene	Amber Shultz	Natalie Clark

### **Building a Future**

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

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

# 2024-2025 KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY GOALS



## Goals

1. Explore opportunities to diversify the funding base for Adult Education services to ensure expansion and sustainability of those services. Activities could include identification and active pursuit of potential funding sources such as grants, private partnerships, and government funding programs.
2. Identify and share best practices in reducing and/or eliminating the actual fees high school students participating in the Excel in CTE programs are assessed and ensure actual costs and potential subsidies are adequately communicated.
3. Explore methods to ensure data used to calculate the components of the instructional cost model represent actual costs.
4. Resume program performance reviews using previously established criteria to validate and communicate the value of technical education in developing a skilled workforce and meeting the needs of business and industry.
5. Improve collaboration and integration of programs between Community Colleges and Technical Colleges and Adult Education centers to streamline joint programs, educational pathways, and communication channels ensuring seamless transitions for learners and between institutions.
6. Explore a methodology to share best practices and communicate student participation rates in work-based learning opportunities.
7. Work with Commerce in expanding the apprenticeship model and include a method for identifying and reporting the number of apprenticeships established and the number of apprentices participating.
8. Explore a method to report participation, promote awareness, and emphasize business & industry partnerships and the value of customized training occurring at the institutions using input from community colleges, technical colleges, and universities.
9. Enhance military articulation and support efforts.
10. Explore opportunities to enhance corrections programs and methods to communicate progress to meet workforce needs.

# MEETING AGENDA

The Kansas Postsecondary Technical Education Authority will meet virtually through Zoom at 1:30pm.

**Thursday, December 19, 2024**

- I. Call To Order** Ray Frederick, Chair
  
- II. Approval of Minutes** Ray Frederick, Chair  
*November 21, 2024*
  
- III. Introductions and Reports**
  - A. Introductions* Ray Frederick, Chair
  - B. Report from the Chair* Ray Frederick, Chair
  - C. Report from TEA members*
  - D. Report from the Vice President for Workforce Development* April White, VP Workforce Development
  - E. Report from Community Colleges* President Seth Carter
  - F. Report from Technical Colleges* President Jim Genandt
  
- IV. Approval of Consent Agenda**
  - A. Technical Program and Curriculum*
    - 1. *Act on Construction Technology Articulated Credit with Kansas State Department of Education* Crystal Roberts, Associate Director, Workforce Development
  
    - 2. *Act on New Technical Program: Hutchinson Community College; Barbering (12.0402)* Charmine Chambers, Director, Workforce Development
  
- V. Consideration of Discussion Agenda**
  - A. Other Matters*
    - 1. Hire Paths Kristin Brighton, New Boston Creative Group
  
    - 2. Kansas Micro-Internship Program Update Tim Peterson, Senior Project Director
  
    - 3. Systemwide General Education Updates Samantha Christy-Dangermond, Director, Academic Affairs and Jenn Bonds-Raacke, Associate Director, Academic Affairs
  
    - 4. Academic Year 2024 Data Summary Charmine Chambers, Director, Workforce Development

5. Carl D. Perkins Core Indicator Performance Update

Jamie Whitmore, Associate  
Director, Career Technical  
Education

**VI. Next Meeting Reminder**

Thursday, January 30, 2025

Virtual

**VII. Adjournment**

**KANSAS POSTSECONDARY  
TECHNICAL EDUCATION AUTHORITY  
MINUTES  
November 21, 2024**

Chair Ray Frederick, Jr. called the Kansas Postsecondary Technical Education Authority meeting to order at 10:00 a.m. According to law, proper notice was given.

MEMBERS PRESENT:                   Ray Frederick, Jr. (TEA Chair)  
  Curtis Sneden (TEA Vice Chair)  
  Natalie Clark  
  Keith Humphrey  
  Debra Mikulka  
  David Reist  
  Dr. Tiffany Anderson  
  Cindy Hoover  
  Amber Shultz  
  Todd Zimmer

MEMBERS ABSENT:                   Mike Beene  
  Mark Hess

**APPROVAL OF THE MINUTES FROM THE PREVIOUS MEETING**

Member Curtis Sneden moved to approve the October 31, 2024 meeting and a second was received from Member Keith Humphrey. The motion carried.

**INTRODUCTIONS**

None

**REPORTS**

**REPORT FROM THE CHAIR**

Chair Frederick briefly noted that he would forgo the chairman's report and invited Vice President April White to present the Workforce Development report.

**REPORT FROM THE VICE PRESIDENT FOR WORKFORCE DEVELOPMENT**

Vice President White explained that the annual Federal reports for both Adult Education and Carl D. Perkins grants are rapidly approaching and expressed her appreciation to the staff from DRP for their assistance with all of the various data requirements for these reports. She also shared that the course/bucketing reassignments discussed and approved by the TEA last month were also approved by the Board of Regents at their last meeting and that the process of reviewing the remaining course reassignments will continue.

Vice President White highlighted efforts to collaborate more closely with the Board's Academic Affairs unit, addressing changes that affect two-year colleges and their funding, including the Board of Regents action regarding the funding for developmental education courses and a new initiative called the "First 15" to provide high school students the first 15 general education credit hours at no cost to the student. The team is working to understand the funding implications for institutions. She also mentioned recent efforts around degree articulations, including pathways to ensure completed computer science, business administration, nursing and social work credit transfers directly to four-year degree programs at any of the state universities.

In alignment with the Board's strategic goal of economic prosperity (Pillar 3), work continues with the six state universities to support their initiatives. Vice President White also noted ongoing collaboration with the Kansas Hospital Association on the virtual healthcare day and integrating micro-internships into healthcare careers.

Lastly, she announced the cancellation of the December 5th Budget and Finance Committee meeting and confirmed that an official email notification would follow.

### TEA MEMBER REPORTS

Dr. Tiffany Anderson highlighted her involvement in a career exploration course for 8th graders, which impacts all middle schools in Topeka Public Schools. The course, held at the Topeka Center for Advanced Learning & Careers (T-CALC), helps students develop Individual Plans of Study (IPS) and explore Career and Technical Education (CTE) pathways. After completing internships and visiting various colleges and career sites, the program will conclude on December 2<sup>nd</sup> with a visit to Washburn Tech, facilitated by Dean Smathers. Select students will present their insights to the committee. She expressed gratitude to Dean Smathers for his support in helping students plan for careers in Topeka.

Dr. Anderson shared her recent testimony in Washington, D.C., addressing the national teacher shortage and advocating for more university support and flexibility to attract teachers. In sharing her experience, she noted there were differing perspectives on the issue, and found the audience, including Civil Rights Commissioners, receptive to her testimony. She felt privileged to represent educational voices, relaying university insights and advocating for improved support.

Chair Frederick congratulated Dr. Tiffany Anderson on her participation in the D.C. events addressing the teacher shortage. Member Deb Mikulka also commended Dr. Anderson's efforts and highlighted the severe teacher shortage in rural districts. She stressed the importance of aligning educational pathways with current needs, praising the collaborative work of community and technical colleges and universities in CTE.

### REPORT FROM THE COMMUNITY COLLEGES

President Seth Carter highlighted the initiatives undertaken by various Kansas community colleges to enhance affordability, access, and student success.

### REPORT FROM THE TECHNICAL COLLEGES

President James Genandt, Manhattan Area Technical College, shared updates from several technical colleges, highlighting key initiatives to expand educational opportunities and support workforce development across Kansas.

### APPROVAL OF CONSENT AGENDA

#### *Technical Program and Curriculum*

#### *Act on New Technical Programs:*

- *Barton Community College – Medical Laboratory Assistant (51.0802) Technical Certificate A/28 credit hours*
- *Washburn University Institute of Technology – Associate Degree Nursing (51.3801) Associate of Applied Science degree/65 credit hours*
- *Wichita State University Campus of Applied Sciences and Technology – Electrical Technology (46.0302) Technical Certificate B/37 credit hours, and Associate of Applied Science degree/60 credit hours*
- *Wichita State University Campus of Applied Sciences and Technology – Mental Health Technician (51.1502) Technical Certificate B/39 credit hours, and Associate of Applied Science degree/60 credit hours*

*Act on Excel in CTE Fees*

- *Wichita State University Campus of Applied Sciences and Technology – Mental Health Technician (51.1502) program, fees totaling \$20 totaling for the Management of Aggressive Behavior (MOAB) textbook.*
- *Barton Community College – Medical Laboratory Assistant (51.0802) program, fees totaling \$684. This includes \$105 for background checks and immunization tracking and \$579 for textbooks.*

*Act on Promise Act Programs:*

- *Barton Community College – Medical Laboratory Assistant (51.0802)*
- *Washburn University Institute of Technology – Associate Degree Nursing (51.3801)*
- *Wichita State University Campus of Applied Sciences and Technology – Electrical Technology (46.0302)*
- *Wichita State University Campus of Applied Sciences and Technology – Mental Health Technician (51.1502)*

Member Hoover moved to approve the Consent Agenda, and a second was received from Member Sneden. Chair Frederick requested that Robyn Meinholdt call the roll and collect the votes. Robyn confirmed the members present: Ray Frederick, Jr. (TEA Chair) voted yes along with Natalie Clark, Keith Humphrey, Debra Mikulka, David Reist, Dr. Tiffany Anderson, Curtis Sneden (TEA Vice Chair), Cindy Hoover, Angela White for Amber Shultz, and Todd Zimmer. The motion carried.

**CONSIDERATION OF DISCUSSION AGENDA***Other Matters***FY2025 SAFETY FUNDS**

Charmine Chambers, Director for Workforce Development, provided in update on the State Safety Fund programs, for which the Kansas Board of Regents (KBOR) oversees distributions. These include the Commercial Driver Training (CDL) and Motorcycle Safety programs.

Total fiscal year 2025 funding of \$60,395 was distributed from the CDL Safety Fund based upon the headcounts of students completing the program and receiving their CDL license.

The Kansas State Department of Education (KSDE) provides a report of the headcount and funding per institution for the Motorcycle Safety Fund annually. For fiscal year 2025, \$89,200 was available for distribution, the same amount as the previous year, and distributions are made based on the headcount reported by each institution.

This was an informational update, with no action required by the Technical Education Authority.

**KANSAS DEPARTMENT OF EDUCATION UPDATE**

Member Natalie Clark shared updates from the Registered Apprenticeship celebration at the Salina airport hangar, where three teacher apprenticeships were being recognized. She outlined several key initiatives tied to the Kansas education vision, emphasizing postsecondary success, academic performance, kindergarten readiness, and civic engagement. Member Clark also highlighted the Kansas Education System Accreditation (KESA) 2.0, which focuses on aligning standards, assessments, and measurement systems for school improvement.

She pointed out changes to graduation requirements for the class of 2028, focusing on the postsecondary assets connected to CTE. Member Clark reviewed recent math assessment scores, noting modest improvements following the impact of COVID-19. Regarding CTE, she reported that, in 2023, Kansas had 55,302 CTE participants, with 30,934 concentrators, and showed strong academic performance for CTE students, with their

graduation rates and assessment scores surpassing state averages. Member Clark also highlighted improvements in chronic absenteeism and shared that 70.05% of CTE concentrators attained college credits during high school.

Further, she discussed the national career cluster framework's proposed changes, moving from 16 clusters to 14, and shared Kansas initiatives in teacher recruitment, particularly through mentorship programs at Pittsburg State University. She also touched on a reserve grant to enhance high school teachers' access to electronics and programmable logic controllers in response to feedback from business and industry. Slides for the presentation are available at [https://www.kansasregents.org/resources/PDF/TEA/KSDE\\_Presentation\\_to\\_TEA\\_11.2024.pdf](https://www.kansasregents.org/resources/PDF/TEA/KSDE_Presentation_to_TEA_11.2024.pdf) on the [KBOR website](#).

#### ADULT EDUCATION UPDATE

Chair Frederick introduced Associate Director Susanna Lee to provide an update. Associate Director Lee began by emphasizing the role of Kansas Adult Education in helping adults by supporting college and career readiness skills, including high school equivalency diploma, English language proficiency, workforce preparation, and more. She shared that in the 2023-2024 program year, Kansas Adult Education served 6,869 participants, marking an 11.4% increase from the previous year. As of November 2024, enrollment has grown by 20.5% compared to the same time last year.

The program serves a highly diverse population, with participants speaking over 70 native languages, and includes individuals with varying educational backgrounds, including those with less than an 8th-grade education and those with foreign postsecondary degrees.

Over a third of participants face barriers to employment, and the program aims to increase job skills and help adults enter the workforce. Although challenges remain, with an estimated 190,000 adults lacking a high school diploma and around 110,000 adults with limited English proficiency, Kansas consistently ranks high in federal performance indicators. The state also ranks above-average in literacy and numeracy levels, but there are still many adults at lower skill levels in literacy and numeracy.

Associate Director Lee highlighted innovations like the "alternative placement" pilot program, which allows certain students to bypass traditional pre-tests and post-tests in favor of other measurable outcomes. This has been particularly useful for students pursuing a fast-track GED or those in workplace literacy programs tailored to specific job skills. Additionally, Kansas is working to help internationally trained professionals re-enter their careers, providing support for fields such as engineering, healthcare, and teaching.

The state continues to expand Integrated Education and Training (IET) programs that offer concurrent academic and career training. Associate Director Lee concluded by stressing the importance of partnerships with employers, educational institutions, and community organizations in supporting adult learners and encouraged members to engage with local agencies to promote adult education programs.

The presentation slides are available on the [KBOR website](#) at [https://www.kansasregents.org/resources/PDF/TEA/Adult\\_Education\\_Update\\_Presentation\\_Nov\\_2024.pdf](https://www.kansasregents.org/resources/PDF/TEA/Adult_Education_Update_Presentation_Nov_2024.pdf)

#### MILITARY ARTICULATION UPDATE

Dr. Vera Brown, Director for Workforce Development, updated the TEA on Kansas efforts to enhance military experience and training to college credit articulation, aiming to increase the number of postsecondary credits awarded. She highlighted a successful partnership across 13 states, supported by the Lumina Foundation, which resulted in a [Military Articulation Portal](#) containing 287 occupations and 853 articulations across all sectors. This portal has become a national model, helping veterans convert their military experience into college credits. Kansas is leading efforts to improve military credit articulation, with further expansion of the portal planned.



Associate Director Tobias Wood presented the Portal and demonstrated its features, which allow service members to search for military occupations and find corresponding academic credits at participating institutions. He also stressed the importance of continued awareness efforts. Member Mikulka praised the Portal and Kansas leadership, emphasizing the need for awareness among both military members and educational institutions.

Director Brown outlined possible steps to increase military-originated credit hours by involving Prior Learning Taskforce in credit acceptance, engaging veteran support personnel on campus to identify barriers in order to propose solutions, engaging registrars who may require training, engaging administrators to update or create articulations and portal information, re-investing into the work of KS-CMC, and promoting military articulation to the public as well as college campuses.

Member Keith Humphrey shared his personal experience with military credit articulation, underscoring its importance for veterans transitioning to civilian careers. Member Mikulka suggested asking the employers if they have had experience with the articulation program and what employer needs may be considered. Chair Frederick emphasized the need for feedback from Portal users and collecting usage and click-through data.

Elaine Simmons, Vice President of Instruction at Barton Community College, shared insights from the institution's long involvement with Fort Riley. She stressed the importance of awareness and training within institutions to ensure military members are aware of available credit opportunities. Simmons also mentioned Barton's successful internal committee, which has developed 33 articulations, and emphasized the need for champions within institutions to spread the word about the program.

Member Hoover agreed with the focus on raising awareness rather than expanding the program's scope. She suggested creating a task force to ensure service members understand the available resources. Member Mikulka agreed, advocating for baseline data on the program's usage and addressing barriers. Chair Frederick and the group agreed that the next steps should focus on refining and defining the program, with an emphasis on improving communication to ensure military members are aware of the opportunities available to them.

#### **Next Meeting Reminder**

Unless otherwise noted, the meeting is scheduled virtually on Thursday, December 19, 2024, at 1:30 pm. [TEA Meeting Dates, Agendas and Minutes](#)

#### **ADJOURNMENT**

Chair Frederick concluded the meeting at 11:42 a.m.



## KANSAS ASSOCIATION OF COMMUNITY COLLEGES

### Technical Education Authority Report-December 2024 Pillar Two-Business



## Independence Community College

### ***Talent Pipeline & Innovation:***

#### *NSF ATE Grant*

Independence Community College earned a \$220,000 proposal for a National Science Foundation Advanced Technical Education grant, prepared through the NSF Mentor Connect program. As its name implies, Mentor Connect provides participant colleges with a consultant—or mentor—to help prepare an ATE grant proposal. ICC's ATE proposal is called: "Success in Mathematics through Project-based Learning Experiences." In the proposal, faculty and staff receive financial support to explore ways to improve mathematics curricula through better utilization of our on-campus fabrication laboratory. We will explore using hands-on concepts and project-based, real-world exercises to better engage students to increase passing rates. Further, we hope to inspire more students with efficacy in learning mathematics and, long-term, increase the number of students who will pursue STEM or technician careers. Active input from industry partners is an essential component of the project.

#### *NSF EPIIC Grant*

The central objective of our collaborative project called Raising Rural Economic Development & Innovation (RREDI) is to find ways to utilize higher-ed based innovation hubs to increase socioeconomic development in rural areas. We approach our objective through the following framework or equation:  $CI + CO = ED$ . We will build 'Collaboration Inside' (CI) our rurally located institutions and 'Collaboration Outside' (CO) of them with industry partners to translate evidenced based programs into 'Economic Development' (ED) practice.

Our RREDI cohort consists of: Angelo State University, Richard Bland College of William & Mary, Independence Community College, and Longwood University. The project's aim is to help one another to 'RREDI' our rural regions for socioeconomic development through academic and industry partnerships.

Through participation in RREDI, ICC aims to establish more formal working relationships with area industries that are sustainable and have the capacity for growth. RREDI will help to create a much-needed framework and community of collaboration that will help ICC develop best practices for generating vigorous internships and apprenticeships with area industries. Numerous manufacturing and other employers across our region request ICC for prospective students to fill positions but barriers exist to extensive participation. Coupled with its on-campus, fully equipped fabrication laboratory, ICC is well positioned to explore and model for other rural schools' innovative programs that link with local industries to strengthen training and career preparation

Hire part-time undergraduate workers as interns to aid the fabrication laboratory. After training they will aid primarily educational programs and community Fab Lab members. This will increase service and efficiency for educational users and benefit the students with greater STEM expertise.

As a part of the NSF EPIIC grant, ICC hired a K-12 Curriculum coordinator to work with and identify different grade levels and design lessons that meet those objectives in a new way—with emphasis on applied learning—for educators using fabrication laboratory facilities.

Rural Postsecondary and Economic Development grant-\$2,225,606.00

In collaboration with several key local organizations, ICC aims to leverage unique regional assets to support students' career and college preparation:

- ICC Fab Lab: Home to a fully equipped and MIT-certified 3-D Fabrication Laboratory since 2014, the Fab Lab will extend its expertise through a Mobile Fab Lab, touring rural schools to provide hands-on learning experiences.
- KansasWorks Employment Center: With a regional office in Independence, KansasWorks will work closely with ICC to seek apprenticeship and internship opportunities for youth pursuing post-secondary careers.
- Delaware Tribe of Indians: The Tribe's Kansas office in Caney will benefit from the Mobile Fab Lab educational tours, extending this resource to the Tribe's wider community.
- William Inge Center for the Arts: As a nationally prominent theater company and producer of Kansas' Official Theatre Festival, the Center will utilize its arts education program to tour a production featuring trained, paid actors.

This project focuses on providing rural schools with services that increase post-secondary education success. Key roles involved include a Pathways Advisor, Professional Tutor, K-12 Fab Lab Learning Facilitator, and Higher Education Recruiter. The initiative targets approximately 2,000 students across the 12 high schools.

d. BILT Academy

ICC was selected to participate in the 5th cohort of the Pathways to Innovation BILT Academy. Pathways to Innovation is a project of the Center for Occupational Research and Development supported by the National Science Foundation Advanced Technological Education Program. The BILT Academy® will provide leadership development for ICC personnel and employers to foster sustainable partnerships yielding measurable benefits for students and local economies. This free technical assistance will help guide ICC's implementation of the NSF BILT model through one-on-one coaching sessions, BILT resources, and facilitation of skills prioritization with employers by a BILT expert.

- ICC's undergraduate welding students have a 100% employment rate following graduation.



## Johnson County Community College

***Talent Pipeline:***

- JCCC's Welding program continues its growth, leveraging digital technology to expand beyond 90 students by building a virtual welding simulation lab. This allows us to meet even more industry need by allowing an up to 20 student expansion when waiting lists are exceeded the number of stations available in our welding program.
- JCCC's Associate Degree Nursing Program had a 98.25% pass rate on the NCLEX during our last graduation cycle.
- JCCC's Plumbing program reached two years old, boasting 11 AA degrees during our last graduation cycle. We have seen nearly 40 students reach the certificate level, but this is our first cohort to complete the full curriculum, making these 11 graduates pioneers.
- JCCC's CNA program saw near record enrollment over the past year, with over 200 successful completions reported during the 2004-25 academic year, which is our last completed reporting.

### ***Innovation:***

JCCC has expanded its College Ready program to two new school districts in the service area beginning fall of 2025. Today the program brings nearly 100 well-prepared high school juniors and seniors to campus to engage in classes each semester. Last spring the program yielded a dozen AA degrees completed co-terminus with high school graduation in our area. Growth continues.

JCCC continues to look toward the future, considering new programming to add to our portfolio in line with the needs of our community and is embarking on a new 10-year facilities master plan to forecast our space needs to expand advanced manufacturing, healthcare, computer science and other programs on the cusp of growth.



## **Kansas City Kansas Community College**

### ***Talent Pipeline:***

Kansas City Kansas Community College (KCKCC) takes pride in its efforts to address employer talent needs in Northeast Kansas. The College collaborates across the region to attract new industry, grow existing and enhance the area's skilled labor force. Serving as an active member and past president of the Wyandotte Economic Development Council, President Greg Mosier actively supports the State's interest to attract and grow business in Kansas.

The College continues to advance new programs and approaches in Career and Technical Education (CTE) and Workforce Development to meet workforce demand.

### ***KCKCC and Orange EV Offer Apprenticeship in Electric Vehicle Production***

- KCKCC and Orange EV, a Kansas City, KS-based electric vehicle (EV) manufacturer, developed a registered apprenticeship for Machine Assemblers. The apprenticeship requires 288 contact hours and can be completed in as little as one year. The apprenticeship supports Orange EV employees in building electric yard trucks. The registered apprenticeship combines traditional college credit education, non-credit professional development, and on-the-job training to master necessary skills through application and mentorship.
- The first cohort began August 19. Apprentices receive the benefit of full-time employment with a guaranteed wage that increases incrementally as they complete the program. At KCKCC, apprentices complete 11 credit-hours (165 contact hours) of CTE classes, such as Automotive and Electrical Technology. Orange EV also provides a KCKCC scholarship for its employees. Apprentices can apply credits earned through the program toward more advanced degrees in the future.
- The partnership with Orange EV is the first registered electric vehicle apprenticeship program at KCKCC. Through this partnership with Orange EV, the College created and established a blueprint to expand registered apprenticeships to meet workforce needs.

### ***KCKCC Engages Industry in Advanced Manufacturing Robotics Apprenticeship***

- KCKCC and members of the Kansas City, KS Federation for Advanced Manufacturing Education (FAME) actively partner to address the growing demand for talent in advanced manufacturing and have created a pathway for students to Associate of Applied Science (AAS) degrees in Automation Engineer Technology (AET) debt-free. The two-year, earn-while-you-learn AAS degree program features two days of in-class instruction and three days working with the partner-employer each week. Students earn wages for time in class and on the job each week.
- FAME member companies also support the Robotics Technician registered apprenticeship program offered through the College. The Robotics Technician apprenticeship is 788 contact hours for the program. KCKCC provides 52 credit-hours of classes to complete the program. This prepares apprentices to become journeymen in robotics and advanced manufacturing.

### ***KCKCC and the University of Kansas Health System (UKHS) Partner to Advance the Health System's Workforce***

- KCKCC partners with the University of Kansas Health System (UKHS) to provide an onsite GED program through the health system's *Because We Care* program. The onsite program allows UKHS employees to earn a GED while working and qualify for more advanced positions. To date, 27 students have graduated with their GED from the program. In recognition of the partnership, the health system honored the College with the *Partner in Excellence Award* at their Hall of Fame dinner earlier this year.

### ***KCKCC Offers "Third Shift" Evening Option for Working Students***

- KCKCC's CTE Division added evening programming at the College's Technical Education Center (TEC) this fall. Currently, KCKCC offers four evening programs in Electrical Technology, Welding, HVAC and Industrial Maintenance Technician.

### ***KCKCC Adds Short-Term Certificates to Better Meet Regional Workforce Demands***

- This fall, KCKCC's CTE Division added a Certificate A in HVAC (offered at both the TEC and Pioneer Career Center (PCC)) and a Certificate B in Welding at the Lansing Correctional Facility. The College is currently reviewing two additional Certificate A proposals in AET and Surveying Technology.

### ***KCKCC Updates Technical Lab Spaces to Enhance Student Learning***

- Earlier this year, KCKCC modified several labs to enhance student learning in career and technical education. Updates featured expansion of AET lab space to nearly 9,000 square feet at the TEC. Additionally, the College recently rebuilt the HVAC labs at both its TEC and PCC locations to segment and support curriculum-specific training in separate parts of the labs.

### ***Innovation:***

#### ***KCKCC Partners with AACC, Panasonic Energy of North America, Tesla and Other Colleges to Develop Apprenticeship Model in EV Manufacturing and Battery Production***

- KCKCC is partnering with the American Association of Community Colleges (AACC), Panasonic Energy Corporation of North America (PECNA), Tesla and four other community colleges from across the country to strengthen the supply of skilled workers in the growing EV field. KCKCC received \$200,000 from the AACC to create the Operator Registered Apprenticeship Program, focused on supporting PECNA's staffing needs at its battery production facility in DeSoto, KS. The partnership is part of the AACC's EV Hub, an initiative with Tesla and PECNA, funded through an \$8 million Apprenticeship Building America grant the AACC received from the U.S. Department of Labor in 2023. The grant aims to "strengthen, modernize, expand and diversify" registered apprenticeships across the United States.
- KCKCC is finalizing the apprenticeship agreement with PECNA to provide a Maintenance Technician Apprenticeship. This apprenticeship will train cohorts of up to 40 students who will work in the plant for two weeks and take KCKCC courses for two weeks, with the goal of producing 200 technicians by May 2026.
- Students in the Maintenance Technician Apprenticeship will be awarded a 16-hour credit certificate upon completion of the program, which ties into the AET AAS degree track. The program will include learning assessments, instructor-led presentations, discussions, lab and learning activities and observation. The courses selected will specifically accelerate the skills needed for Panasonic's Skill Machine Technician I.

#### ***KCKCC Collaborates with the University of St. Mary to Augment Bachelor's Degree Programs and Support Construction Trades***

- KCKCC is collaborating with the University of Saint Mary's (USM) on a dual-enrollment initiative. The program, currently being piloted, allows USM students to enroll concurrently in KCKCC trades programs offered at the PCC while completing their bachelor's degrees. The pilot program kicked-off this fall semester.



## Construction of KCK Community Education, Health and Wellness Center Continues

- With partners CommunityAmerica Credit Union and Swope Health, KCKCC continues construction on the new KCK Community Education, Health and Wellness Center. Demolition and site work have begun. Foundation work will begin in January and the structural steel will begin going vertical in the spring. Estimated completion of the center construction is set for summer 2026, with classes beginning in fall 2026.
- The estimated project cost is \$75 million, and, to date the partnership has raised \$67.8 million in cash, pledges and in-kind gifts.



## Labette Community College

### ***Talent Pipeline:***

LCC had 100% of the Respiratory Care graduates passed their national board exams. For the second year in a row, 100% of our 2024 Nursing graduates passed their national boards. Our Radiography Program had 100% of its graduates pass their national Board exams for the 9<sup>th</sup> straight year. Diagnostic Medical Sonography Program continues to expand and attract students from all over the country. As of now, 100% of Sonography students who sat for their national exams, passed!

Let me clarify, every LCC graduate from the four Health Science Programs who took their national exam, passed! This is the first year to do this.

Registerednursing.org ([Best Nursing Schools in Kansas - ADN, BSN, MSN \(registerednursing.org\)](#)) ranked LCC's Registered Nursing Program higher than all Kansas Regents University programs, fourth overall. In addition, Nursingprocess.org rated LCC's Associate Degree in Nursing Program as the top community college Nursing Program in the state of Kansas. ([10 Best Nursing Schools in Kansas – \(2024 Rankings\) \(nursingprocess.org\)](#))

As important as it is for our students to perform well academically, job placement is the ultimate goal. LCC Health Science Programs continue to place highly demanded skilled employees into our hospitals and clinics here at Labette Health and throughout the four-state region. LCC had 96% (40/42) of our Health Science graduates who were placed in their intended fields of study, many earning upwards of over \$60,000 for a two-year degree.

### ***Innovation:***

Let me share a couple of interesting stories about our Sonography Program. It is a program which attracts students from throughout the country. One graduate is now the Director of Radiology Department in a Minnesota hospital. The hospital has now implemented a program to pay the costs of their employees interested in pursuing DMS Certification at LCC and want to reserve five positions in upcoming cohorts.

Texas A&M Medical School (College Station Texas) contacted our DMS staff and are now working to develop a relationship whereby their students take LCC Sonography courses as a part of Texas A&M's medical program.



## Neosho Community College

### ***Talent Pipeline:***

- NCCC's health programs show outstanding pass rates, for example, Certified Nurse Aide, Certified Medication Aide, Occupational Therapy Assistant, Associate Degree Nurse (RN), Licensed Practical Nurse (PN), and Surgical Technology students together achieved 94.64% success in 2023-2024. Additionally, the industry-recognized Technical Skills Assessments in construction, HVAC, and welding have been incorporated into the curriculum of the program and our students achieve 100%

success in those assessments attempted. Lastly, Health Information Technology graduates show a 100% employment rate within one year of graduation.

- NCCC is attracting new students with our new Automotive Technology Program and Lab. This state-of-the-art laboratory is equipped with the newest technology related to training for automotive service technicians. The funding for this laboratory and the equipment came from various grants, including ARPA funds, Carl Perkins, and private donations.
- NCCC's Outreach and Workforce Development team has generated activities throughout this past year related to promoting CTE education. From newsletters and high school visits to career fairs and community events, they have generated 12,653 contacts through 119 activities in 2024. All these events raise awareness of the CTE programming that NCCC has to offer and generates interest and opportunities for our communities and students.

#### *Innovation:*

- NCCC created an innovative, interdisciplinary lab space for the Construction, Electrical Technology, Plumbing, and HVAC programs. The NCCC "PowerHouse" is approximately 700 sq ft in which rooms can be built and rebuilt over time by students in the various programs. The construction of this lab included an expanded crawl space (approximately 5 ft tall) to allow multiple student and instructor interactions. Additionally, this lab is fully accessible to all students.



- NCCC is participating annually in a NC3 National Signing Day to highlight and honor students who choose to enroll in our CTE programs. Much like we honor high school students who are recruited into collegiate sports, this event recognizes the students who are engaging in CTE programming. These students are introduced at this important event by their CTE instructor and meet with prospective employers. Additionally, students hear from not only the NC3 organization, but also important state representatives such as Mike Beene, Assistant Secretary of Commerce.



## Pratt Community College

#### *Talent Pipeline:*

- Completers of PCC's Electrical Power Technology Program have a 100% job placement rate, with the average starting salary of \$72,000. According to KBOR wage data these workers can earn \$99,000 within five years of employment
- PCC continues to increase the number of CNA's to serve the medical facilities in our area.
- Many talented faculty members prepare our students for the workforce or transfer. Earlier this month, Max Caldwell, PCC Automotive alumnus and current Automotive faculty, was honored with the prestigious **Technician of the Year Award** from the **National Institute for Automotive Service Excellence (ASE)**. Max's hard work and dedication have set him apart placing him among the top scoring ASE professionals.

***Innovation:***

- PCC has several partnerships in place to ensure workforce demands are being met either in our region or other regions of the state. Currently Pratt is partnering with Barton Community College to deliver LPN and RN Nursing Programs on the Pratt campus. The partnership is in year three for RN and year two for LPN. Barton uses PCC's classrooms, skills lab and simulation facility at no cost to Barton. The students are passing the NCLEX at 100% rate!
- Pratt continues to partner with Dodge City, Coffeyville and Wichita State Tech to offer the Electrical Power Technology Program on those campuses. Together with the Pratt location, 100 students are trained each year.
- PCC has recently added a Phlebotomy Class to our schedule to meet an identified area workforce need.



## Seward County Community College

***Talent Pipeline:***

- Seward County Community College (SCCC) continues to expand its business and industry offerings across all sectors. Providing specialized training among other services to the businesses in SW Kansas. Since 2020 SCCC has experienced a 45% increase in business and industry enrollment.
- SCCC has experienced massive growth in all tech programs and wants to expand several program capacities to serve more students.
- SCCC is finishing phase 1 of the new West Campus, which will be home to the diesel tech and CDL programs. This will allow us to expand enrollment in our CDL program by 235%.
  - SCCC had an 85% NCLEX RN pass rate last year.

***Innovation:***

- SCCC worked with National Beef to create a short-term program to improve the skills of new hires at their Liberal facility. We will be able to provide students with a better career path with National Beef.
- SCCC worked with Skyland Grain to develop a new program to serve the needs of the grain elevator field. This program was an excellent partnership and was supported by grant funds as well. This allows us to harvest our 40 acres of soybeans and store them in our new on-campus grain elevator, to be used for the production of biodiesel.





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 of improved access, affordability and success for families, a robust talent pipeline and innovation for businesses, and economic prosperity. Here is how each of the Technical Colleges put the Building a Future strategic goals in action this month.

## Flint Hills Technical College

### Helping Kansas Families

**Access** - Flint Hills Technical College continues to deliver courses and community programs in Spanish as we seek to increase educational access to all members of our community. The 3rd annual En Esto Juntos is an admissions program delivered in Spanish with English translators; Industrial Engineering Technology will deliver first-year courses in Spanish in the spring.

**Success** - Dental hygiene students attended the Oral Health Kansas Conference to experience advocacy initiatives and public awareness to support oral health.

### Advancing Economic Prosperity

**Intentional Economic Activity / Community and State Benefits** - With the announcements by Tyson to shut down their Emporia facility operations February 14, 2025, FHTC has been in rapid response meetings with other community agencies to ensure as little disruption as possible to the families affected by the announcement. Adult education and English language classes are reviewing schedules; CNA, CMA, CDL, robotics, and automation short-term trainings are being scheduled; for-credit programs are looking at flex start dates, and leadership is reviewing Kansas Promise resources and opportunities for these families. Demographic data suggest 40% are between ages 18-24, and 80% are Spanish-speaking.

The community was also hit by an additional announcement of the shutdown of Holiday Resort, a long-term care facility. The total number of employees affected between the two businesses is approximately 879 FT and 100+ PT staff.

## Manhattan Area Technical College

### Helping Kansas Families

**Affordability** - The Patterson Family Foundation Grant provided to MATC will allow the College to work in Geary, Clay, Marshall, and Pottawatomie Counties with mobile virtual reality labs to reinforce rural recruiting and lab instruction with the opportunity for partnering USDs to engage with teacher professional development and dual credit options for eligible students as well as through articulated credit, reducing costs for students.

**Access** - The Patterson Family Foundation Grant provided to MATC will allow the College to work in Geary, Clay, Marshall, and Pottawatomie Counties with mobile virtual reality labs to reinforce rural recruiting and lab instruction with the opportunity for partnering USDs, area businesses, and organizations to bring MATC instruction to the surrounding rural communities as well as to Ft. Riley soldiers and family members.

**Success**- MATC is working with area employers to accelerate opportunities for students who have demonstrated skills and workplace abilities related to attendance, communications, computational skills, and teamwork to explore opportunities for expanded internships to move students more quickly into the workforce often resulting in employer-assisted tuition/fee partnerships with MATC, reducing student financial costs and increasing regional job placement.

### Supporting Kansas Businesses

**Talent Pipeline** - MATC is working with MANKO Manufacturing and Florence Corporation with embedded ESL courses to assist non-English speaking employees with understanding workplace manuals, policies, and procedures. Over 1000 persons have used the MATC adult education program's ESL services over the past six years.

## Fort Hays Tech North Central

### Helping Kansas Families

**Access** – Fort Hays Tech | North Central received a \$750,000 grant from the Patterson Family Foundation to purchase equipment and furnishings for their new Construction Trades facility.

**Additional news** - Fort Hays Tech | North Central honored their long-time board member Dale Montgomery with a Hall of Fame award during their Founder's Week in November. Mr. Montgomery has been a contributing member of the board since 1987!

## Fort Hays Tech Northwest

### Advancing Economic Prosperity

**Intentional Economic Activity & Community and State Benefits** - Fort Hays Tech | Northwest received a \$600,000 grant from the Patterson Family Foundation to support a fund for the Construction program to build homes in Goodland, KS. With the grant funds, the college will build a new home, on-site, in the community every year. This provides real-world application of skills, and also addresses a community need. When the home sells, the proceeds go back into the grant pool to support the next build. Not only will construction students build the home, but electrical and plumbing students will wire and plumb the homes. As the program grows, the goal will be to build two homes each year in Goodland.

## Salina Area Technical College

### Helping Kansas Families

**Access** - SATC is focusing on rural accessibility with an emphasis on housing. Recently, the Patterson Family Foundation provided SATC with a grant to help rural students access technical education by providing housing stipends. Often the cost of housing in urban areas exceeds the rural areas, and we want to help.

**Success** - SATC has grown over the past nine years by focusing on workforce development in high wage and high demand jobs. Five of the last eight programs approved by TEA and KBOR have been high wage, high demand, and critical need. The other three have been critical need jobs with high demand. Graduation rates in these programs exceed 90% annually.

### Supporting Kansas Businesses

**Talent Pipeline** - A focus of our college has been healthcare due to the expanding needs of our community. We recently expanded our Practical Nursing program to meet the increased demand for part-time students. Faculty retention bonuses have been awarded to attract and retain talented instructors to help grow the field.

### Advancing Economic Prosperity

**Intentional Economic Activity & Community and State Benefits** - The industrial maintenance and automation building is nearly complete. We have interior spaces with finishes installed and some exterior work being wrapped up before the winter really sets in. A combination of resources from public, private, and community members have been instrumental in creating this gem on our campus.

## Washburn Tech

### Helping Kansas Families

**Access** - Multiple school meetings and orientations were conducted at Washburn Tech including hosting TCALC's 8th grade class.

### Supporting Kansas Businesses

**Talent Pipeline** - Washburn Tech announced the acquisition of an old Kmart building (90,000 sq. ft.) to allow for the creation and expansion of programs and customized training.

**Additional news from Washburn Tech:** Approximately 1000 toys were created at Washburn Tech to support the Toys for Tots campaign. Hundreds of community volunteers participated to make this happen.

## WSU Tech

### Helping Kansas Families

**Affordability** - WSU Tech has moved to a new tuition model that is a one-price model. The cost of the program or course is not bifurcated with tuition costs and additional fees. We launched this in the fall of 2024, and it seems to have been well accepted by students. No longer do students have to wonder what all those course fees and additional fees are being charged for.

**Access** - WSU Tech recently was awarded a Title III grant from Dept of Ed. This grant will support scholarships and basic needs for our students that are first generation.

**Success** - With a grant from the Patterson Foundation, we will be rolling out a mobile lab across the state to do fast track training for fiber technicians to assist with the implementation of broadband initiatives from the state of Kansas.

### Supporting Kansas Businesses

**Talent Pipeline** - Thank you to the TEA and KBOR for approving the new Mental Health Technician and Electrical program for WSU Tech. These will definitely help to fill talent pipeline needs in Wichita.

### Advancing Economic Prosperity

**Intentional Economic Activity & Community and State Benefits** - As a result of much work on the part of many, certainly proud to announce that Bell Helicopter has chosen Wichita as the city to produce their new defense helicopter. Conversations are beginning about training that is needed to build their workforce. Big thanks to Senator Moran on this one!

**IV. A. 1. Act on Construction Technology Articulated Credit with Kansas State Department of Education**

**Crystal Roberts,  
Associate Director for  
Workforce Development**

**Summary**

*One of the foundational strategic priorities of the Postsecondary Technical Education Authority (TEA) has been to enhance technical education in the state through the alignment of specific technical programs to ensure the needs of business and industry are consistently met.*

*Program Alignment has four primary objectives: provide direct business and industry input regarding required and preferred technical skills needed as well as program exit points matching employment opportunities for graduates; identify nationally recognized third-party industry-recognized certifications; identify common and support courses within a program; and decrease the variability in program length.*

*The TEA and Kansas Board of Regents (KBOR) approved Program Alignment process model was developed through cooperative efforts of community and technical college representatives, authority members, and KBOR staff. Providing aligned articulated course credit between secondary and postsecondary technical education programs across Kansas is an extension of the model.*

**Background**

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

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

Kansas statute §74-32,402(10) states that the TEA shall “coordinate the development of a seamless system for the delivery of technical education between the secondary-school level and the postsecondary-school level.” In addition, the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) outlines that state leadership activities may use funding to establish statewide articulation agreements aligned to approved programs of study. In accordance with both the state and federal statutes, a Perkins Reserve Grant was developed for statewide articulated credit to fall under Phase V of the program realignment process.

**Phase V: Standards Revision – Construction Technology (46.0201)**

The Construction Technology programs at the postsecondary level were last realigned in 2023. With the current program alignment, competencies identified within the common courses represent opportunities for articulation with the Kansas Department of Education (KSDE).

In the fall of 2023, a Perkins Reserve Grant was established to provide a \$2,500 stipend each for up to two postsecondary faculty representatives to create a crosswalk of articulated credit options from KSDE pathway courses to Kansas Board of Regents (KBOR) common courses in aligned programs. The end goal of this grant project was to transform this articulated credit crosswalk into a statewide articulation map for secondary coursework to postsecondary coursework for Construction Technology.

Preferred candidates for the grant were Construction Technology faculty representatives having experience with the postsecondary program alignment process as well as secondary-level pathway/course reviews. Joseph Dobbs from Fort Hays Tech – Northwest was selected for this project. Mr. Dobbs has a background working in the construction industry, is a NCCER-certified curriculum instructor, was a reviewer for the current KSDE Construction & Design Pathway courses, is an instructor for both secondary and postsecondary credit, and has students participate in the SkillsUSA Kansas carpentry competitions.

Construction Technology program faculty and administrators from sixteen institutions, KSDE staff, and KBOR staff met virtually on October 15, 2024, to review the articulated course credit crosswalk proposal initially developed by Mr. Dobbs. The proposed crosswalk was based on comparisons of KSDE pathway course competencies to KBOR common course competencies, NCCER standards for certification, and pre-existing caveats included in KSDE Statewide Articulation Agreements with individual two-year colleges. The articulated credit crosswalk proposal then followed the standard program alignment process for a 10-day faculty comment period.

The proposed articulated credit crosswalk was issued for presidential comment from November 4, 2024, to November 19, 2024. Early in the comment period, it was brought to the attention of Board staff that the proposed crosswalk did not include an essential Drafting & Print Reading course option from the KSDE Construction and Design Pathway. Updates were made and the attached proposed articulated credit crosswalk was re-issued for a combined faculty and presidential comment period from November 8, 2024, to November 22, 2024. No comments requesting modifications to the proposed Construction Technology articulated credit crosswalk were received.

### **Recommendation**

The proposed Construction Technology articulated credit crosswalk has been reviewed by the Technical Program and Curriculum Committee and is recommended for approval by the Technical Education Authority.

### Construction Technology Articulated Credit - KSDE to KBOR Alignment Crosswalk

Recommended that students earn a B or higher for any of the courses listed.

Students must meet listed articulated benchmarks for NCCER Core or complete NCCER Core Certification in high school.

#### Introductory Craft Skills

High School Course	KSDE Course Code	College Common Course
Introduction to Skilled Trades	38001	Introductory Craft Skills (2-3 Credits)
<b>AND</b>		
General Carpentry I	17002	

#### Construction Basics

High School Course	KSDE Course Code	College Common Course
Production Print Reading I	21108	Construction Basics (2-3 Credits)
<b>OR</b>		
Drafting/Print Reading	21102	
<b>AND</b>		
Introduction to Skilled Trades	38001	
General Carpentry I	17002	

#### KSDE Benchmarks: Qualification Requirements for NCCER Core Certification\*

<a href="#"><u>21108/Production Print Reading I</u></a>	BENCHMARK 1: Competencies 1.1 - 1.10
<a href="#"><u>21102/Drafting and Print Reading</u></a>	BENCHMARK 1: IDENTIFICATION AND KNOWLEDGE - Competencies 1.1 - 1.9
	BENCHMARK 2: DEMONSTRATION - Competencies 2.1 - 2.7
<a href="#"><u>38001/Introduction to Skilled Trades</u></a>	BENCHMARK 1: BASIC SAFETY - Competencies 1.1 - 1.7
	BENCHMARK 2: HAND AND POWER TOOLS - Competencies 2.1 - 2.4
	BENCHMARK 3: PRINT READING - Competencies 3.1 - 3.3
	BENCHMARK 4: COMMUNICATION AND EMPLOYABILITY SKILLS - Competencies 4.1 - 4.5
<a href="#"><u>17002/General Carpentry I</u></a>	BENCHMARK 0: Competency 0.1
	BENCHMARK 1: ORIENTATION AND WORK BASED SKILLS - Competencies 1.1 - 1.7
	BENCHMARK 2: SAFETY IN CONSTRUCTION - Competencies 2.1 - 2.5
	BENCHMARK 3: FOUNDATIONAL KNOWLEDGE - Competencies 3.1 - 3.6
	BENCHMARK 4: HAND AND POWER TOOLS - Competencies 4.1 - 4.3

#### NOTES:

**To receive postsecondary credit for Construction Technology courses, the student must:**

1. Complete the KSDE approved high school Career Cluster Pathway (CCP) program with a minimum of a 3.0 cumulative high school GPA. Student must earn a B or higher for any of the KSDE/high school courses listed.
2. Attain completer status through successful completion of high school CCP sequence of courses. (A completer is a student who has earned a minimum of three secondary level credits in a single CTE pathway, with at least two of those credits being a combination of technical and application-level courses. The student must also earn or complete at least one or more of the following aligned to the Pathway/Program: Industry-recognized certification or passing score on a third-party, end-of-pathway assessment; Excel in CTE Qualifying Recognized Credential; Nine + college hours leading to completion of a certificate or postsecondary program; or High-quality work-based learning career preparation experience [KSDE, *Kansas Career Cluster Guidance Handbook 2024-2025*, p.50].)
3. Provide a certified letter or official transcript from high school verifying the completion of the designated CCP to the postsecondary institution's Office of the Registrar.
4. Submit a CCP Credit Award Request Form signed by an authorized high school official verifying completion of the KSDE approved CCP to the postsecondary institution's Office of the Registrar.
5. \*Submit documentation of meeting KSDE Benchmark requirements. In the absence of documentation (e.g., NCCER Testing Record), students may be subject to a placement performance test conducted by the postsecondary institution. This test shall be at no cost to the student and only used when the student is unable to provide the preferred documentation. The purpose for this alternate method is for high schools that do not have access to the NCCER program.
6. Meet all of the postsecondary institution's admissions criteria and program prerequisites.
7. Successfully complete the next postsecondary course in the sequence.
8. Complete a minimum of 12 credit hours of postsecondary institution's undergraduate coursework as a full-time direct from high school student in good standing with at least a 2.0 GPA.



**IV. A. 2. Act on Requests for Degree and/or Certificate Programs Submitted by Community Colleges and Technical Colleges**

**Charmine Chambers,  
Director for Workforce  
Development**

**Summary and Staff Recommendation**

*To develop and enhance the talent pipeline for Kansas business and industry, new programs and/or additional programs are required. The Board office received a request from Hutchinson Community College to offer a Technical Certificate B (38 credit hours) and an Associate of Applied Science (62 credit hours) in Barbering.*

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

**Background**

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

**Description of Proposed Programs:**

**Hutchinson Community College (HCC)** requests approval of the following program:

- Barbering (12.0402) – Technical Certificate B/38 credit hours, and Associate of Applied Science/62 credit hours

The U.S. Department of Education's Classification of Instructional Programs (CIP Code) 12.0402 describes a Barbering/Barbers program as one that prepares individuals to shave and trim facial/neck hair and beards, cut and dress hair, fit hairpieces, give facial and scalp massages, apply cosmetic treatments, and to prepare for licensure as professional barbers at various levels. The curriculum includes instruction in facial shaving; beard and mustache shaping and trimming; shampooing; hair cutting; hair styles and styling art; facial treatments and massage; chemical applications; hair and scalp anatomy and physiology; hairpiece and toupee fitting; equipment operation; health and safety; customer service; and shop business practices.

Cross walking the proposed CIP Code 12.0402 (Barbering/Barbers) to occupations resulted in a match to one Standard Occupation Classification code (SOC): 39-5011 Barbers, which is defined as an occupation in which one would provide barbering services, such as cutting, trimming, shampooing, and styling hair; trimming beards; or giving shaves.

HCC was approached by the Kansas Board of Barbering (KBOB) in 2016 to discuss how HCC may offer a Barbering program to meet the increased demand in the state. Since that time, HCC has been working to lay the groundwork to begin offering Barbering. Facility plans for a Barbering clinic floor were approved by KBOB in 2022, and facility renovations are being finalized currently. The current curriculum requirements from KBOB have been revisited and the curriculum remains current. HCC has applied for school licensure in November 2024, and that licensure is anticipated to run January 2025 – January 2026. In addition to the 38-credit hour certificate and the 62-credit hour Associate of Applied Science, HCC will offer the ability for licensed Cosmetologists to stack their existing licensure with an additional 14 credit hours of training to acquire a Barber License.



The proposed program consists of a 38-credit-hour Technical Certificate, and a 62-credit-hour Associate of Applied Science. The program will be accredited by the Kansas Board of Barbering, and students will be prepared to sit for the Kansas Barber License. HCC anticipates enrollment of 10 students the first year, and 20 full-time and 20 part-time students in years two and three.

The Kansas Department of Labor Long-term Occupation Projections 2022-2032 data is small cell suppressed for Barbers. HCC collaborated with employers to specifically identify data regarding anticipated hiring needs in letters of support, and estimated hiring needs are between 30 to 205 additional barbers in the next five years. The typical education needed for occupation entry is a postsecondary non-degree award.

Lightcast job posting analytics show between October 2023 through October 2024, 114 total postings (45 unique postings) were advertised statewide. The annual median advertised salary was \$65,400. 82% of postings do not indicate a minimum education for entry in the occupation.

HCC explained that the proposed program is included in the FY24-FY26 Perkins Comprehensive Local Needs Assessment, with the O\*NET projections indicating 730 job openings per year in the state.

Six letters of industry support for the proposed program were received from Diamon Dutz, Rebel Cuts, Great Clips Corporate, Shear Energy, Sport Clips, and Black Dahlia. Supports and commitments for the program include mentorships; interviewing program graduates; recommending equipment, tools and supplies; assisting with curriculum development; and advisory committee membership.

Currently, no institutions offer a similar program based on CIP code and/or program title.

The college plans to begin the proposed program in January 2025 and estimates the initial cost of the proposed program at \$124,028 total, including \$55,478 for new, full-time faculty; \$11,000 for facility modifications; \$3,850 for marketing, recruiting, and professional development; and \$53,700 for equipment, instructional supplies and materials, tools, and technology. Jillene Cunningham, Department Co-Chair for Agriculture, Business, Computers and Technology, will assume responsibility for the program.

The proposed program was subject to the 10-day comment period from November 14, 2024, to November 28, 2024, during which no comments were received.

### **Recommendation**

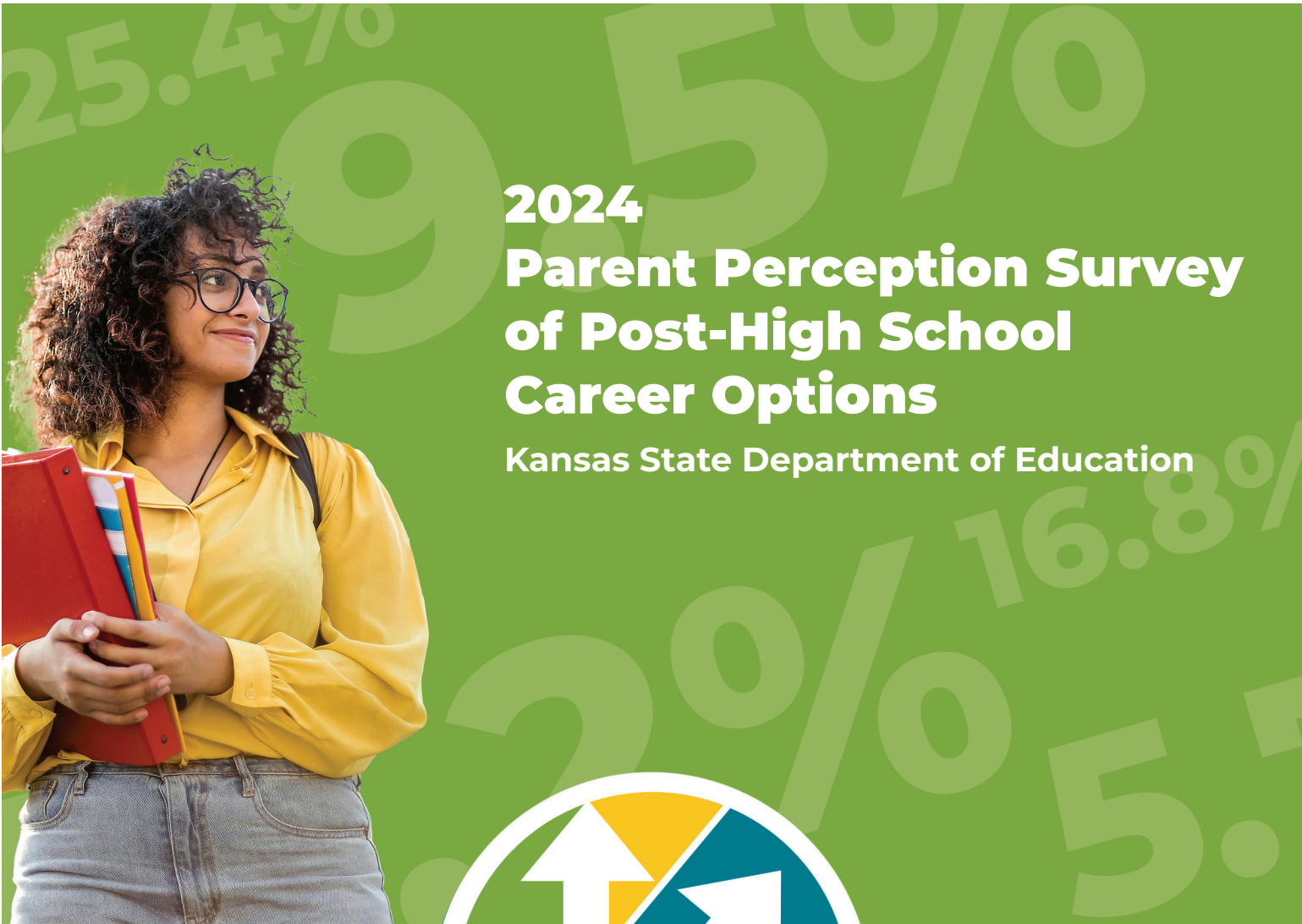
The new program request submitted by Hutchinson Community College for Technical Certificate B for 38 credit hours, and an Associate of Applied Science for 62 credit hours in Barbering was reviewed by the Technical Education Authority's Program and Curriculum Committee and is recommended for approval by the Technical Education Authority.

V. A. 1. Hire Paths

**Kristin Brighton,  
New Boston Creative Group**

**Summary**

*The Technical Education Authority will receive a presentation from Kristin Brighton, a principal and co-owner of New Boston Creative Group, regarding the work being done on Hire Paths.*



**2024  
Parent Perception Survey  
of Post-High School  
Career Options**

Kansas State Department of Education



**HIREPATHS™**

Your Kids. Endless Career Options.

# Executive Summary

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## A Note from HirePaths Founder Kristin Brighton

Much has changed since the team at HirePaths worked with the Kansas State Department of Education to conduct a baseline parent perception study in 2019.

We're excited to see that parents in 2024 are more accepting of their children pursuing all types of post-secondary career preparation. They are also more open to their children pursuing careers that require different training than a traditional bachelor's degree. While we hope our work with HirePaths has contributed to this shift in public perception, we recognize the COVID-19 pandemic significantly changed how our society thinks, behaves and learns. The increasing cost of higher education also contributes to how families determine the best educational paths for their children.

We are more convinced than ever that HirePaths is needed to continue to inform families, educators and students about the array of opportunities available to assist in career exploration and training — and most of all, to ensure that students are exposed to the jobs Kansas will need them to fill in the future. While many kids we meet are very interested in glamorous jobs they see on YouTube and TikTok, we hope our efforts help introduce them to *real jobs real* Kansas businesses need to fill — jobs like an agronomist, an aviation sheet metal worker or a restaurant manager. These jobs are the economic lifeblood of our state.

Please reach out to me with any questions, ideas or interest in getting involved. There's so much work yet to do, and we'd love to include your business or organization in our campaign!



A handwritten signature in black ink that reads "Kristin Brighton". The signature is fluid and cursive.

Kristin B. Brighton  
Founder, HirePaths  
[kristin@newbostoncreative.com](mailto:kristin@newbostoncreative.com)

# Executive Summary

## PARENT PERCEPTIONS OF POST-SECONDARY OPTIONS

In the original 2019 study, we found that 62.7% of parents hope their child will attend a four-year college or university as their next step after high school. Our 2024 data shows that the percentage of parents who hope their child will go from high school directly to a bachelor's degree has dropped to 51.7% from 62.7%.\*

While the percentage who hope their child will choose a *community college* remained relatively flat at around 12%, the percentage who said they hope their child will attend a *technical college* jumped to 13% from 8%. Likewise, the percentage who said they hope their child would *become an apprentice* jumped to 5.8% from 3.5%.

Some other highlights demonstrate perception changes since the 2019 survey. The percentage of parents who hope their child will earn a bachelor's degree someday dropped significantly to 62.1% from 74.2%.

We also saw a drop in the percentage of parents who feel their child needs a bachelor's degree to be successful, to 18.8% from 24.4%.

**We see encouraging increases in parent perceptions about apprenticeships.** When asked how they'd feel if their child chose to learn a skilled trade through an apprenticeship, a much larger percentage of parents chose they'd be *happy* (40.1% compared to 35.5%) or *very happy* (18.3% compared to 8.8%).

### PARENTS HOPE THEIR CHILD GOES DIRECTLY TO COLLEGE AFTER HIGH SCHOOL



We also saw decreases in percentages of parents who chose *neutral*, *unhappy* or *very unhappy*.

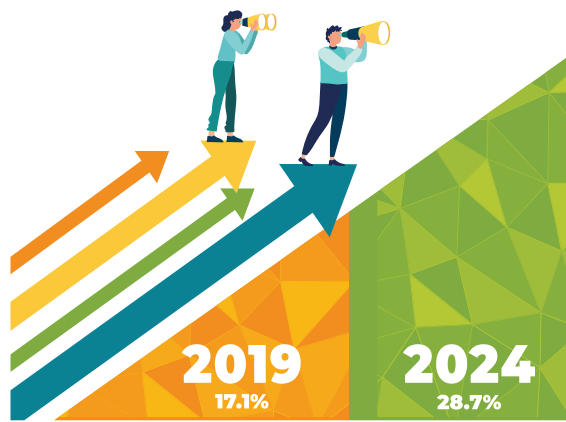
**Why are parents interested in apprenticeships for their children?** The top reason parents said they hope their child would become an apprentice was *to explore a career path he/she could grow into* (increasing to 39.5% from 35.6%). Parents also chose apprenticeships because they want their kids to *be able to financially support themselves*, with the percentage of respondents who chose this option increasing to 24.7% from 18.8%.

\*Note: Survey respondents were asked to answer the questions specifically about their oldest child age 18 or younger on the day the survey was taken.

**Perceptions of technical college improved.** Although the number of parents reporting they'd be *happy* if their child went to technical school decreased slightly (47.1% compared to 48.9%), the percentage that chose they'd be *very happy* jumped to 28.7% from 17.1%. Likewise, the percentage that chose *neutral* declined to 19.6% from 25.3%, and the percentages that chose *unhappy* or *very unhappy* also dropped (to 3.3% and 1.3%, respectively). Most of the reasons why parents felt the way they did about technical college didn't change significantly, although there were some gains in the percentage that felt *attending a technical college will help my child gain the skills necessary for his/her career*, which increased to 30% from 26.5%.

**Community colleges also received strong support,** with a slight drop in the percentages of parents who chose *happy* (49.1% from 53.5%) but a much greater percentage who chose *very happy* (30.3% from 21.9%).

The most common reason parents chose community college is they hope their child will attend a community college then later transfer to a four-year college/university. However, the percentage who chose this option decreased to 37.1% from 45.6%, which could show that fewer parents in 2024 see community college as a steppingstone to a four-year university, and instead as the only training needed to start their career. We can also see this in the increase in the number of parents who said they see community college as a way to *explore a career path he/she can grow into*, which grew to 25.3% from 20.4%.



**PARENTS FEEL VERY HAPPY IF THEIR CHILD ATTENDED A TECHNICAL COLLEGE**

**+11.6**

**PERCENTAGE POINTS**

**Parent attitudes about how they'd feel if their child enrolled in a four-year university were largely unchanged,** although the number decreased enough to require changing the headline from "Almost 90% of parents would be pleased" to "Nearly 85%."

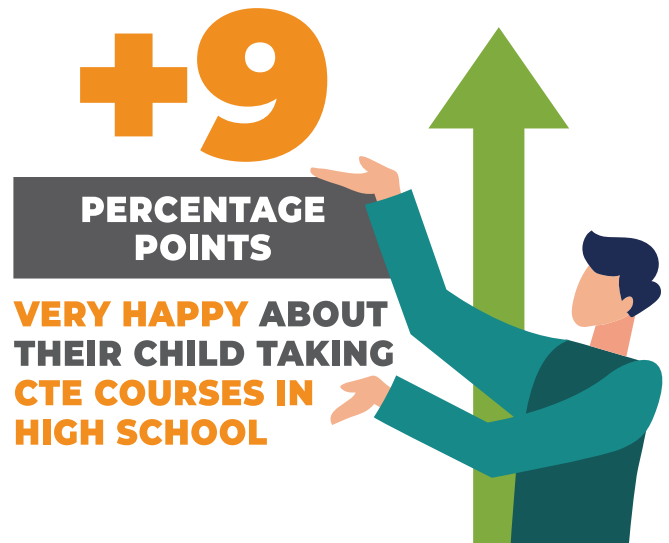
**When asked what they think their child would choose if asked about their plans after high school,** the number of parents who chose *I plan to enroll in a four-year college or university after high school* dropped to 44.5% from 52.2%. All other alternatives — from *not sure* through *I plan to work as an apprentice for a period of time to learn a skilled trade* — increased, except the percentage who said they *plan to enlist in the military*, which stayed about the same (2.2%).

**Parents are appreciative of high school career and technical training programs that allow students to earn dual high school and college credit.** The percentage of parents who reported they'd be *very happy* if their child pursued such career training in high school increased to 62.5% from 53.5%.

**Parents remain anxious about student loan debt.** Approximately 72% chose yes to the question, "Are you concerned about your child acquiring student loan debt to attend a formal education right after high school?" This percentage was up slightly from 71%.

**More parents are deterred by the cost of higher education than they were in 2019.** The number of yes responses

to, "Does the cost of higher education prevent you from wanting your child to enter a formal education program right after high school?" grew to 34.1% from 26%. Less than half (43.7%) chose no, which was a drop from the previous 52.5%.



## **PARENT PERCEPTIONS REGARDING FUTURE SUCCESS IN KANSAS**

Overall, the answers to the question, "Do you believe your child needs to leave Kansas after high school to be successful?" remained mostly the same, although the yes responses increased slightly to 10.4% from 10.1%.

## **PARENT PERCEPTIONS OF 10 HIGH-DEMAND JOBS**

Of the 10 jobs tested in 2019 and 2024, some had significant shifts in parent perception.

**Jobs that had a more positive perception** in 2024 included many of the skilled-trades professions, including electrician, welder, heavy tractor-trailer driver, construction worker and administrative office assistant.

**Jobs with decreases in positive perception** included many careers impacted by the pandemic, including registered nurse, medical technology assistant, elementary school teacher, computer support specialist and police officer.



*Thank you to participating school districts and the parents across the state who took the time to answer the questions on this survey.* Please see the full report for question-by-question responses and a demographic breakdown of participants.



## 2024 Survey Findings

A spring 2024 Kansas Department of Education survey of nearly 5,000 Kansans found that more than half of parents hope their child attends a four-year college or university after high school graduation. Respondents were instructed to answer all the survey questions about their oldest child who was on that day 18 years of age or younger.

Of the 2024 survey respondents, approximately 51.7% (**previously 62.7%**) said they *hope their child attends a four-year college or university as their child's next step right after high school*.

### ABOUT THE SURVEY

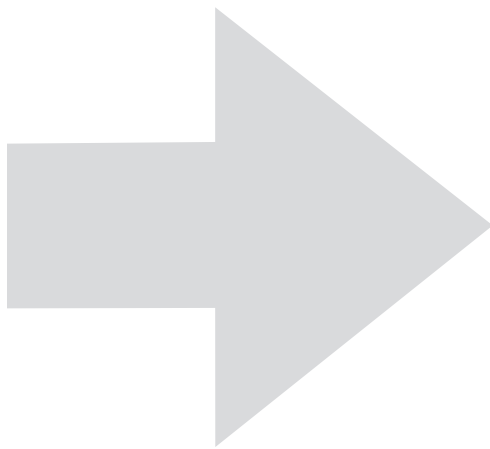
This study was created in partnership with the Kansas State Department of Education (KSDE) and HirePaths, a fund of the Kansas Rural Communities Foundation, a 501(c)3 organization. The HirePaths campaign is produced by New Boston Creative Group LLC. HirePaths educates and inspires parents about the spectrum of career options for their children after high school. This survey serves as benchmark data for that initiative. It was first completed in 2019 and again in 2024 to measure changes in parent perception. Data that differs considerably from 2019 to 2024 is noted in bold text.<sup>1</sup>



**51.7%**  
**HOPE THEIR  
CHILD ATTENDS  
A FOUR-YEAR  
COLLEGE**

<sup>1</sup>Percentages may not add up to 100 due to rounding.





The survey gave participants other multiple-choice options as to what they hope their child does after high school, with 12.2% indicating they hope their child *attends a community college*, 13% (**previously 8%**) hoping their child *attends a technical college*, and 5.8% hoping their child *can serve as an apprentice to learn a trade*. Other options parents were given include *entering the military* (1.3%), and *being hired in an entry-level job* (1.5%). Another 14.5% (**previously 11.5%**) chose *none of the above accurately describes my current feelings*.

All respondents also were asked if they hope their child *someday* earns a bachelor's degree. For this question, 62.1% (**previously 74.2%**) chose *yes*, while 35.8% (**previously 24.9%**) chose *neutral*, and 2.1% chose *no*.

However, more than half of Kansas parents are open to the possibility that their child can be successful without a four-year degree. When asked, "Do you believe your child needs a bachelor's degree to be successful?" only 18.8% (**previously 24.4%**) of the whole chose *yes*, 21% chose *neutral* and 60.2% (**previously 52.9%**) *no*.<sup>2</sup>

<sup>2</sup>It should be noted that the results to this question were significantly different for respondents who completed the survey in Spanish, with 31.3% choosing *yes*, 41.8% (**previously 37.1%**) *neutral*, and 26.9% (**previously 30%**) *no*.

# An In-Depth Look at Parents' Feelings About Post-Graduation Options

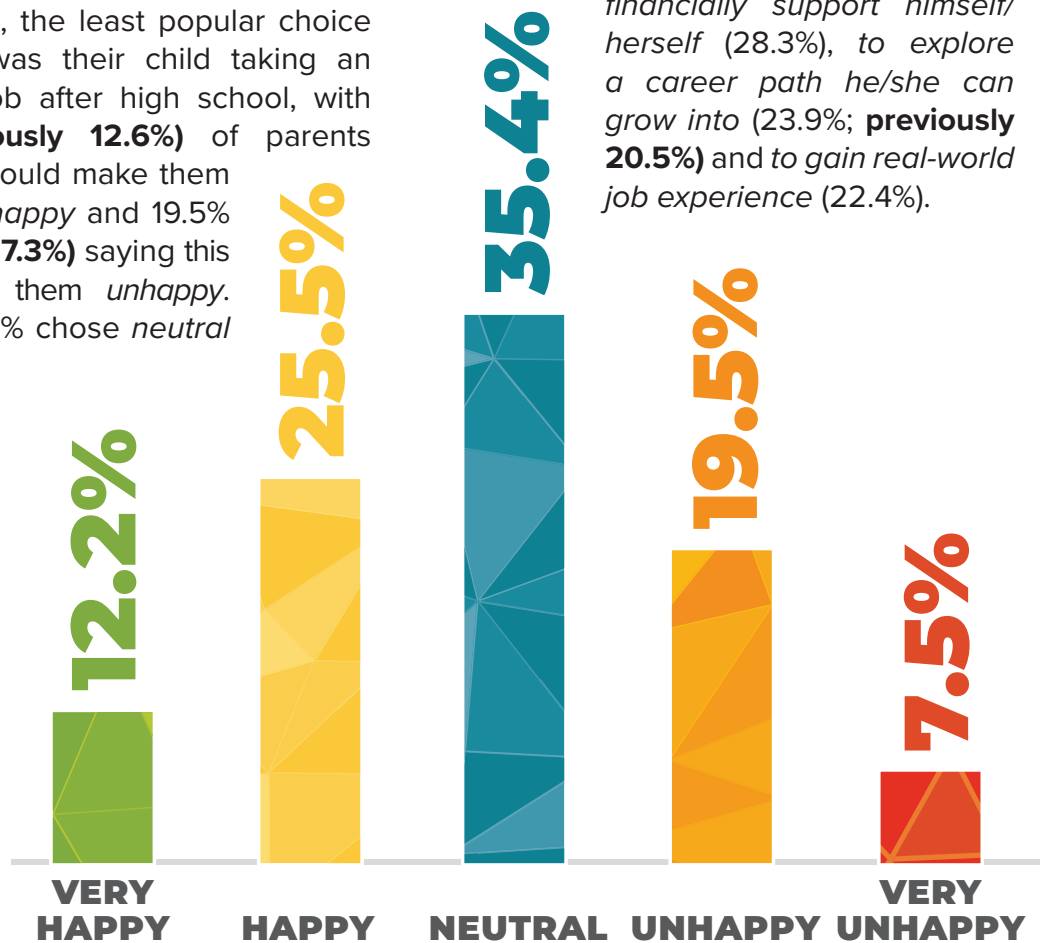
The survey offered a series of questions that looked at parents' feelings about different options their child will have after high school, including going straight into the workforce in an entry-level job, becoming an apprentice, or attending a technical college, community college or a four-year college or university.

## Entry-Level Jobs

By and large, the least popular choice of parents was their child taking an entry-level job after high school, with 7.5% (**previously 12.6%**) of parents saying this would make them feel *very unhappy* and 19.5% (**previously 27.3%**) saying this would make them *unhappy*. Another 35.4% chose *neutral*

on this question, with only 25.5% (**previously 18.9%**) choosing *happy* and 12.2% (**previously 4.5%**) choosing *very happy*.

On a later question that asked those who said they hope their child is hired for an entry-level job after high school why they feel this way, the top answers were so that *my child can financially support himself/herself* (28.3%), *to explore a career path he/she can grow into* (23.9%; **previously 20.5%**) and *to gain real-world job experience* (22.4%).



**ENTRY-LEVEL JOBS**  
are the least popular choice of parents

No one said they want their child to get a job to *save money for formal education*, and 20.9% (**previously 8.4%**) said that their child wants to *pursue a career path that requires on-the-job experience*.

## Apprenticeships

Kansas parents had mixed feelings about their children pursuing apprenticeships, with the largest percentage (40.1%; **previously 35.5%**) choosing they'd be *happy* if their child became an apprentice, 31.2% (**previously 37.8%**) reporting they'd feel *neutral* if their child took this path, and 18.3% (**previously 8.8%**) indicating they'd be *very happy*. Of those who were less positive about apprenticeships, 8% (**previously 13.5%**) said they'd be *unhappy* and 2.4% said they'd be *very unhappy* if their child chose this path.

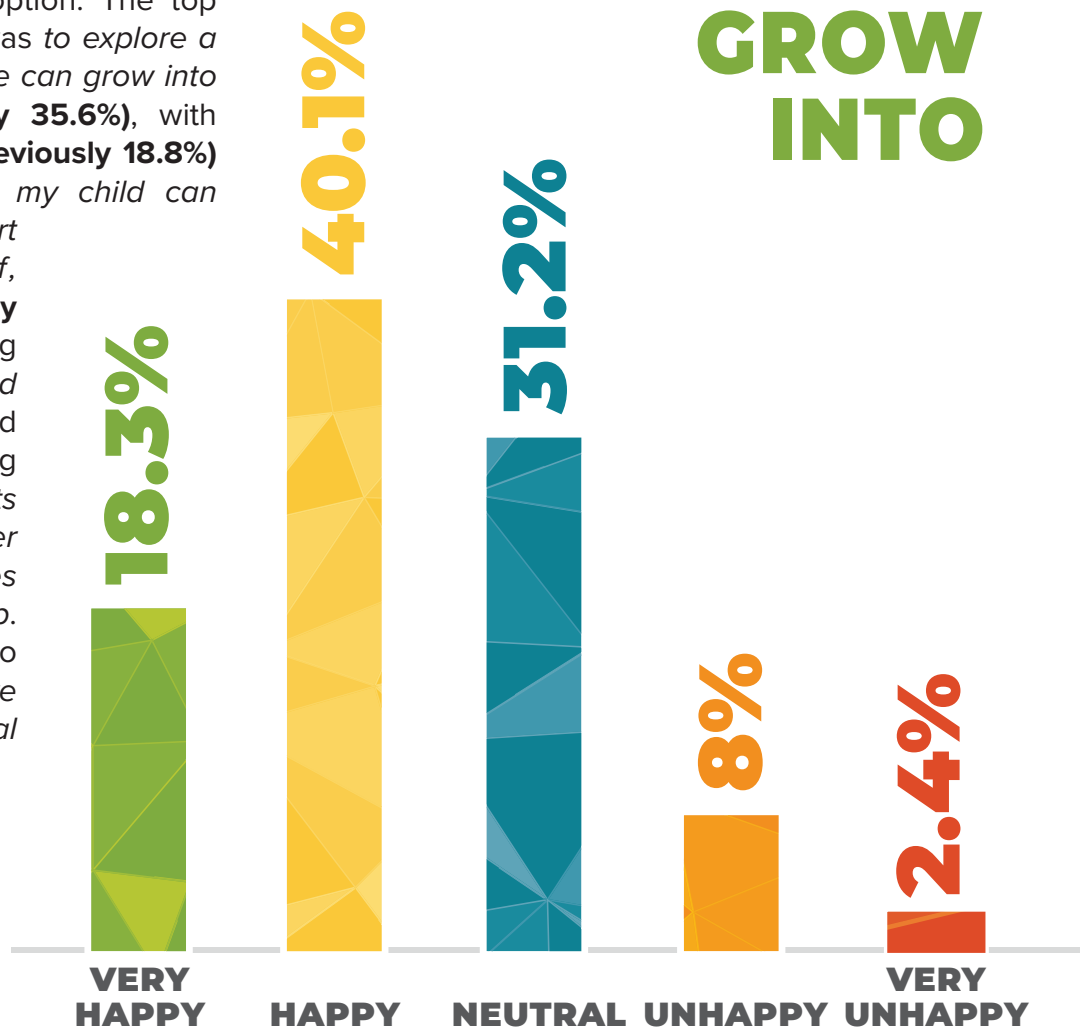
Those who indicated they hope their child will serve as an apprentice after high school were later asked why they chose that option. The top reason selected was *to explore a career path he/she can grow into* (39.5%; **previously 35.6%**), with another 24.7% (**previously 18.8%**) choosing *so that my child can financially support himself/herself*, 14.8% (**previously 20.5%**) choosing *to gain real-world job experience*, and 12.2% indicating that *my child wants to pursue a career path that requires an apprenticeship*. Receiving zero interest was *to save money for formal education* (0%).



# 39.5%

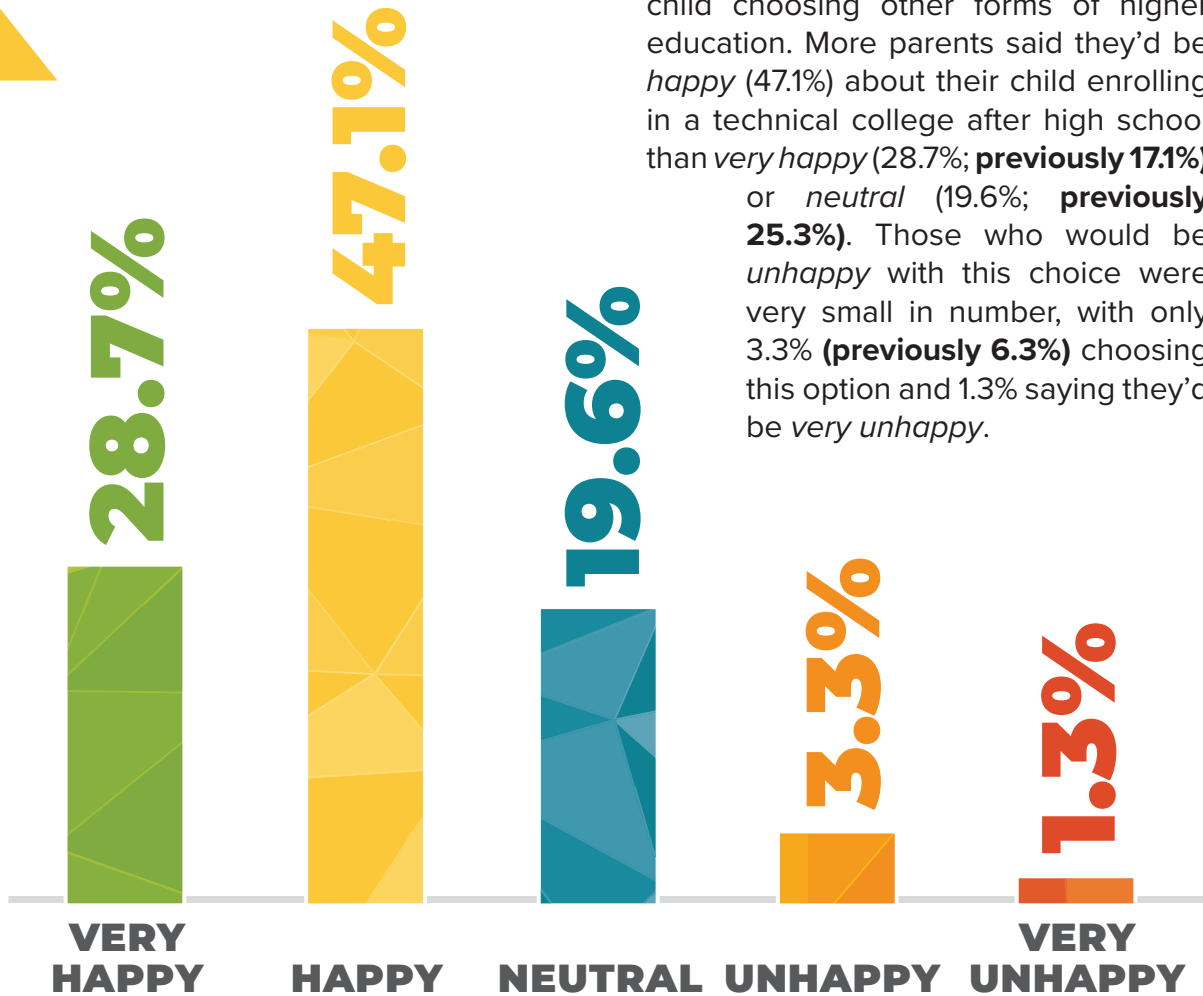
**WANT THEIR CHILD TO  
EXPLORE A CAREER PATH  
THAT HE/SHE CAN**

**GROW  
INTO**



### Technical College

Parents were more positive about their child attending technical college, but not as positive as they were about their child choosing other forms of higher education. More parents said they'd be *happy* (47.1%) about their child enrolling in a technical college after high school than *very happy* (28.7%; **previously 17.1%**) or *neutral* (19.6%; **previously 25.3%**). Those who would be *unhappy* with this choice were very small in number, with only 3.3% (**previously 6.3%**) choosing this option and 1.3% saying they'd be *very unhappy*.



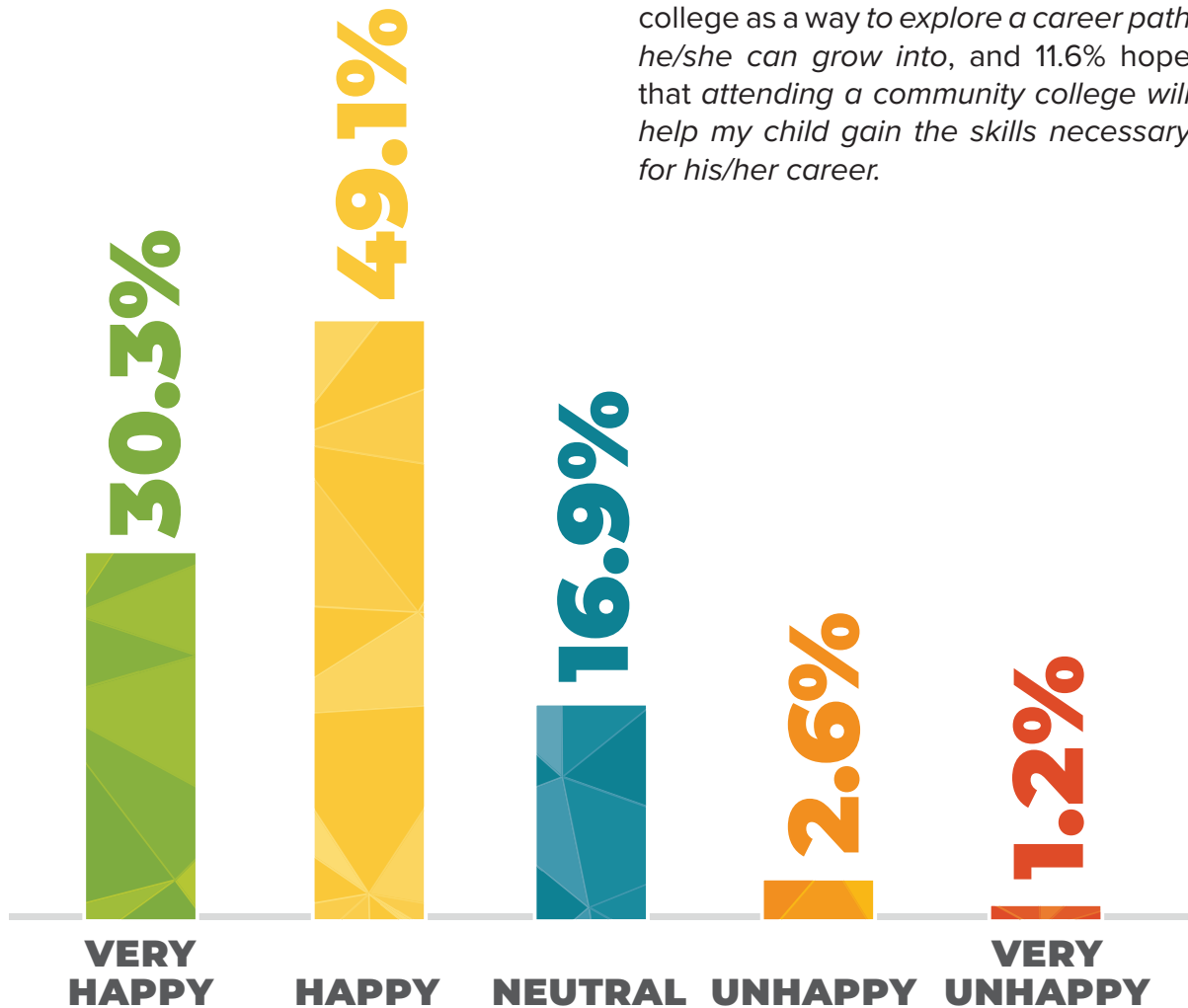
More than  
**75%** would be  
**PLEASED**  
if their child attended  
**TECHNICAL COLLEGE**

When those who said they hope their child will enroll in technical college after high school were later asked why they felt this way, the top response was *my child wants to pursue a career that requires the specialized training best provided at a technical college* (31.2%). Another 30% (**previously 26.5%**) said that *attending a technical college will help my child gain the skills necessary for his/her career*, 12.9% chose so that *my child can financially support himself/herself* and 17.9% chose to *explore a career path he/she can grow into*.

## Community College

Kansas parents feel very positively about community colleges, with 49.1% (**previously 53.5%**) indicating they'd be *happy* if their child went to a community college after high school, and 30.3% (**previously 21.9%**) *very happy*. Another 16.9% said they'd be *neutral* about this choice, 2.6% would be *unhappy* and 1.2% *very unhappy*.

The most common reason parents hope their child will attend a community college is *to help my child later transfer to a four-year college/university* (37.1%; **previously 45.6%**), which could indicate that fewer parents in 2024 see community college as a steppingstone to a bachelor's degree. Another 25.3% (**previously 20.4%**) see community college as a way to *explore a career path he/she can grow into*, and 11.6% hope that *attending a community college will help my child gain the skills necessary for his/her career*.



Parents feel very  
**POSITIVELY** about  
**COMMUNITY COLLEGE**

Nearly **85%** of parents would be **PLEASED**

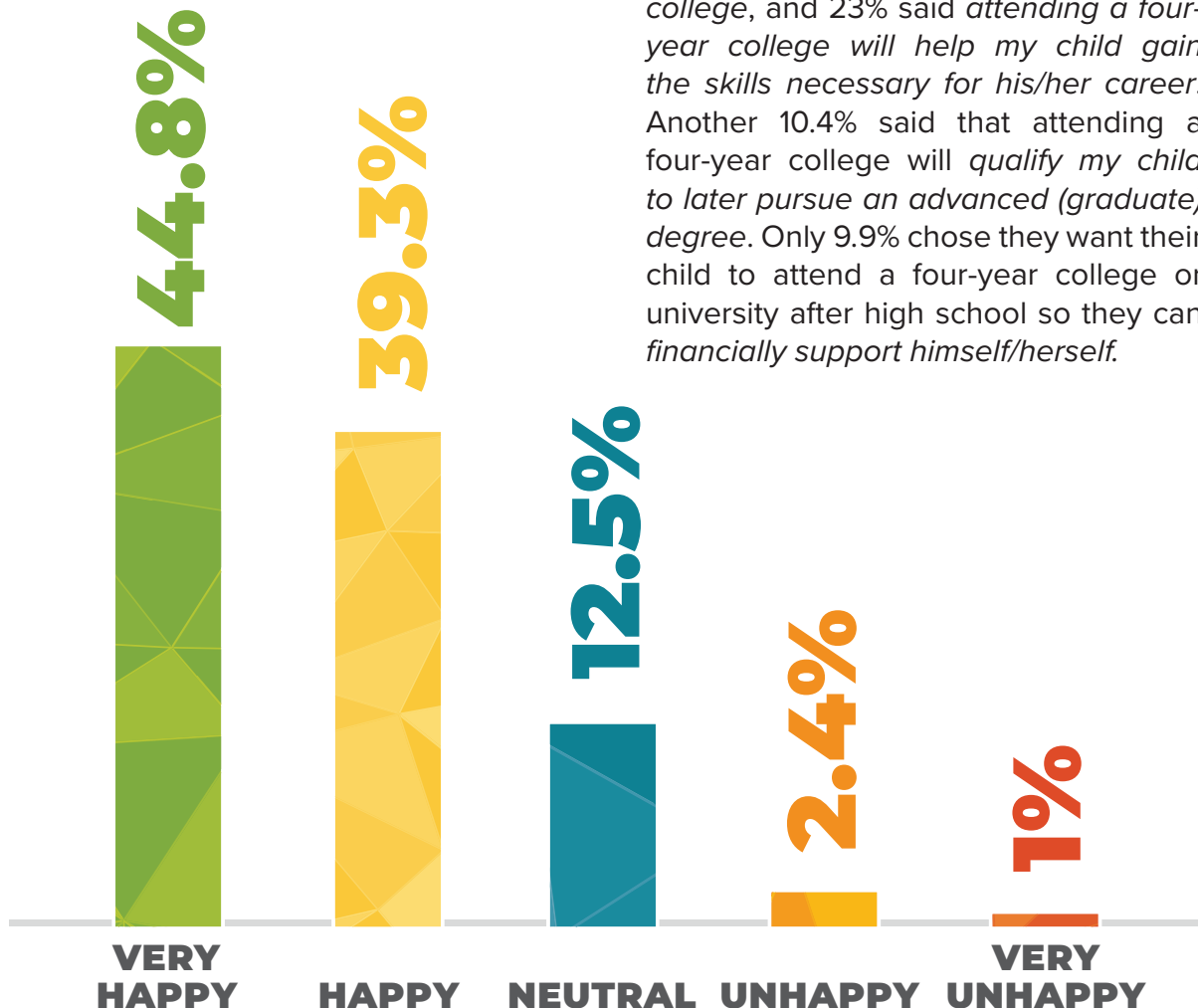


**Four-Year College or University**

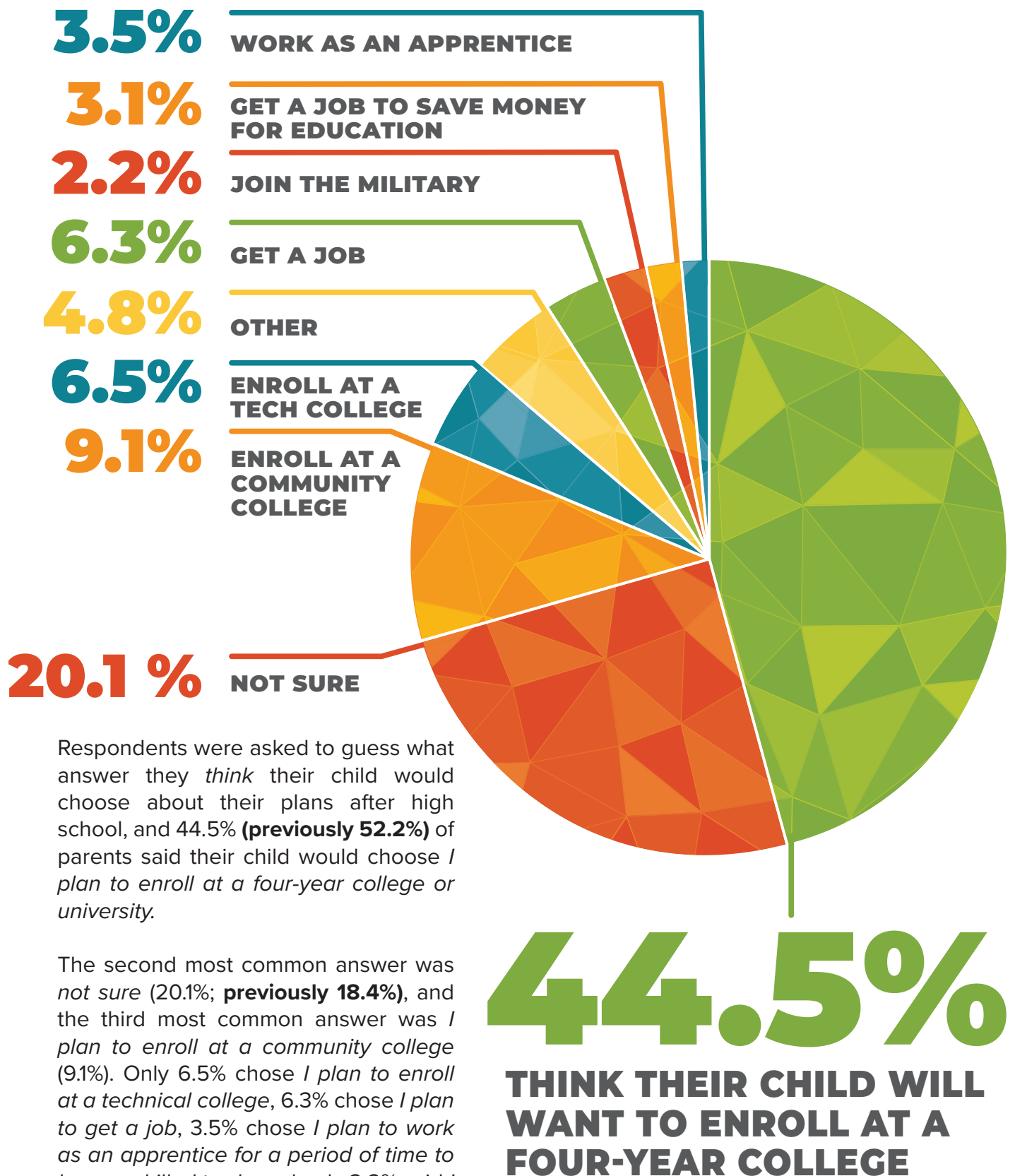
Their child's enrollment in a four-year college/university bachelor's degree program would please the largest percentage of Kansas parents, with 44.8% saying they'd be *very happy* (**unchanged from 2019**) if their child enrolled in a four-year college/university and 39.3% (**previously 42.6%**) selecting *happy*. Only 12.5% said they were *neutral* about this option, 2.4% would be *unhappy* and 1% *very unhappy* if their child enrolled in a four-year bachelor's degree program.

if their child attended a **FOUR-YEAR COLLEGE**

The reason why parents want their child to attend a four-year college? Their child's career interests. Slightly more than 27% (**previously 30%**) said they hope their child goes to a four-year college because their child wants *to pursue a career that requires the specialized training best provided at a four-year college*, and 23% said *attending a four-year college will help my child gain the skills necessary for his/her career*. Another 10.4% said that attending a four-year college will *qualify my child to later pursue an advanced (graduate) degree*. Only 9.9% chose they want their child to attend a four-year college or university after high school so they can *financially support himself/herself*.



## What They Think Their Child Wants



Respondents were asked to guess what answer they *think* their child would choose about their plans after high school, and 44.5% (**previously 52.2%**) of parents said their child would choose *I plan to enroll at a four-year college or university*.

The second most common answer was *not sure* (20.1%; **previously 18.4%**), and the third most common answer was *I plan to enroll at a community college* (9.1%). Only 6.5% chose *I plan to enroll at a technical college*, 6.3% chose *I plan to get a job*, 3.5% chose *I plan to work as an apprentice for a period of time to learn a skilled trade* and only 2.2% said *I plan to enlist in the military*.



## Perceptions of High School Dual-Credit Programs

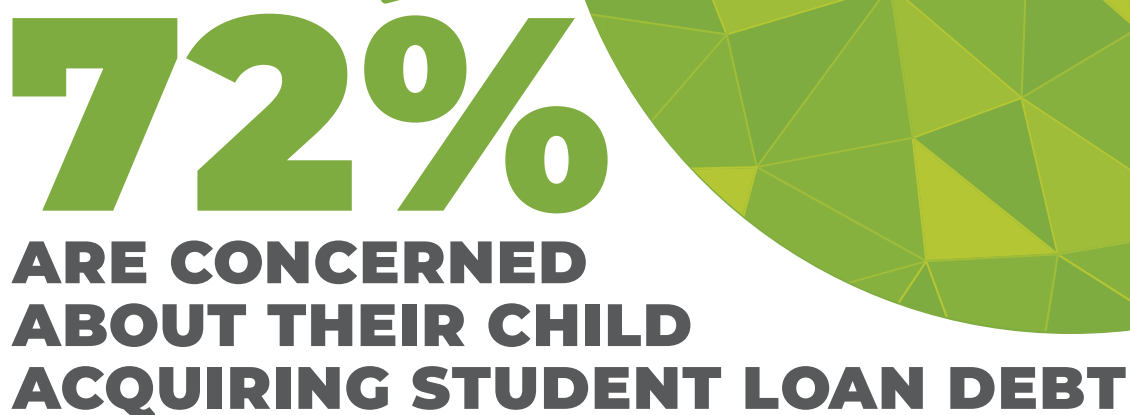
Parents greatly appreciate the opportunities students receive through career-training programs in high school that allow them to earn dual high school and college credit. When asked how they felt (or would feel) about their child pursuing such career training in high school, 62.5% (**previously**

**53.5%**) responded they were/would be *very happy*, 26% (**previously 31.8%**) were/would be *happy*, and 9.9% chose *neutral*. Only a very small percentage of respondents said their child's choice of such programs made them *unhappy* (1%) or *very unhappy* (0.6%).

## Impact of Higher Education Tuition Costs

Respondents were asked, "Does the cost of higher education prevent you from wanting your child to enter a formal education program right after high school?" The results showed that close to half of respondents aren't deterred by the price tag of higher education, with 43.7% (**previously 52.5%**) choosing *no*, 34.1% (**previously 26%**) *yes*, and 22.2% *neutral*.

However, this doesn't mean that parents are not worried about their child acquiring student loan debt. On the contrary, more than 72% chose *yes* to the question, "Are you concerned about your child acquiring student loan debt to attend a formal education program right after high school?" Nearly 10% (9.3%) chose the *neutral* response to this question, and only 18.8% chose *no*.



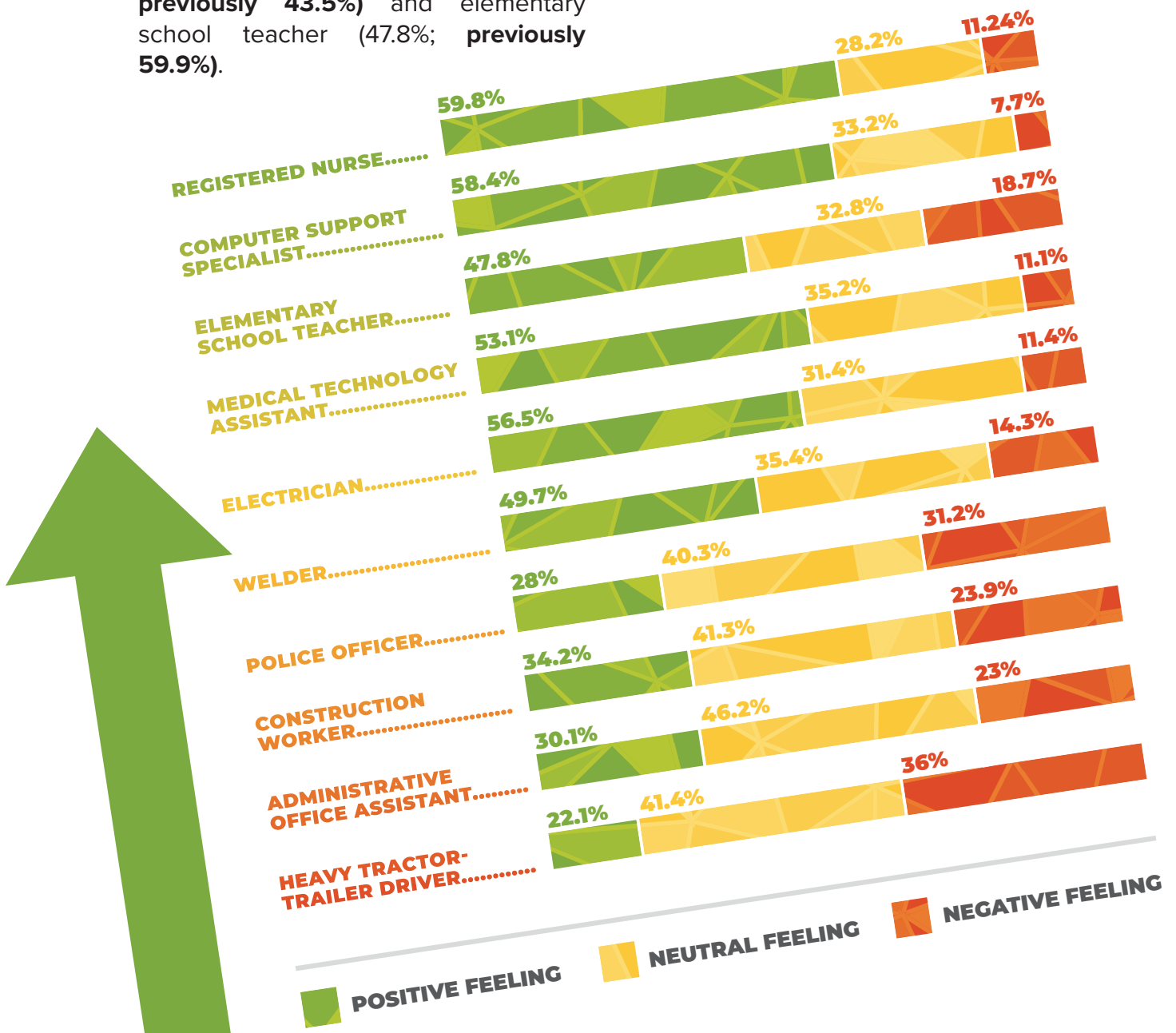


# Perceptions of 10 In-Demand Careers

The survey tested parents' perceptions of 10 in-demand careers in the state of Kansas to see whether they have a *positive, neutral or negative* feeling about their child pursuing employment in that field. Careers that received more *positive* responses than *neutral* or *negative* responses included registered nurse (59.8%; **previously 69.6%**), computer support specialist (58.4%; **previously 64%**), electrician (56.6%; **previously 53%**), medical technology assistant (53.1%; **previously 56.1%**), welder (49.7%; **previously 43.5%**) and elementary school teacher (47.8%; **previously 59.9%**).

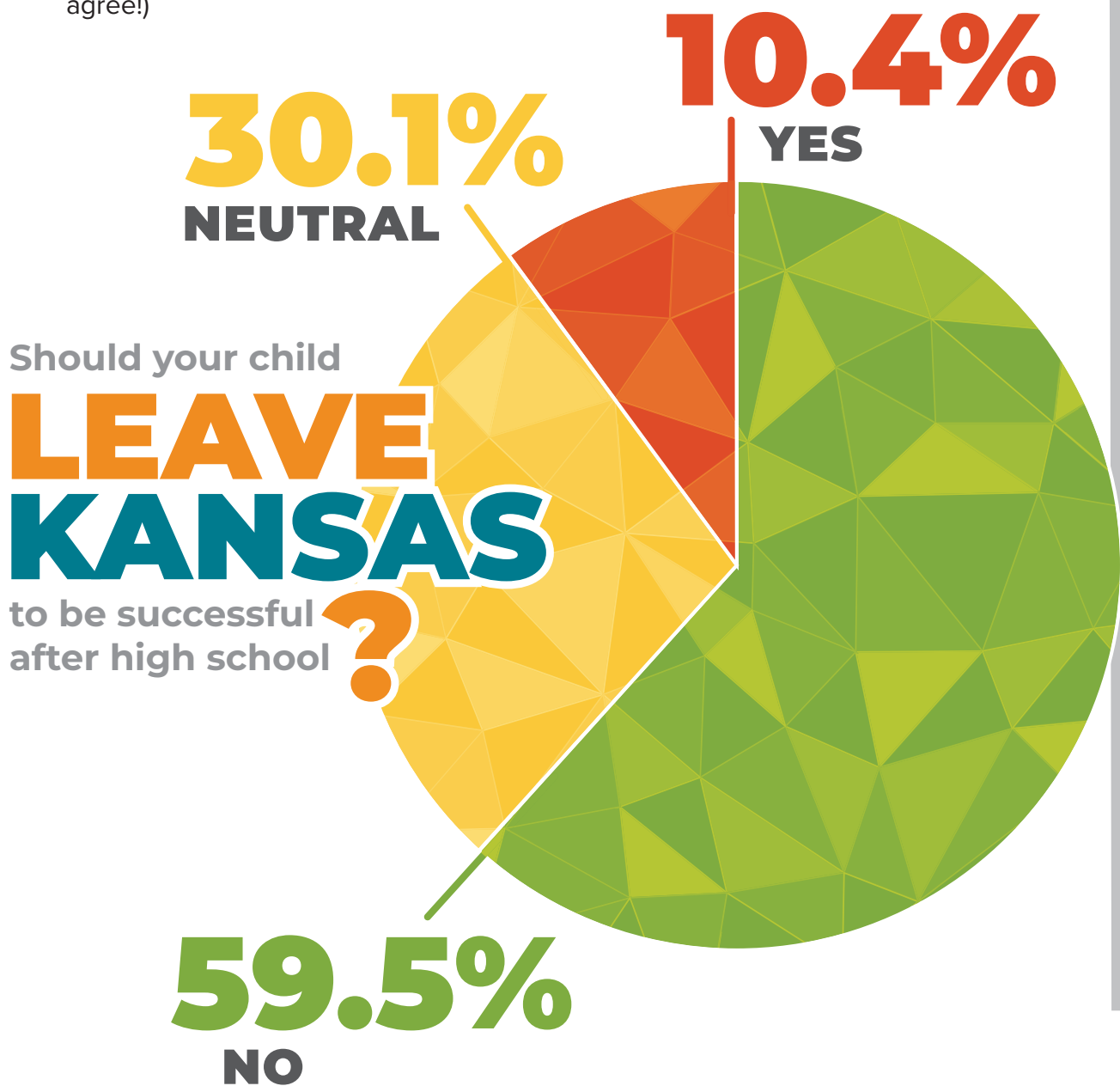
Careers that scored highest on *neutral* responses included heavy tractor-trailer driver (41.4%), construction worker (41.3%; **previously 44.4%**), and administrative office assistant (46.2%).

The careers that received the highest percentage of negative responses were police officer (31.2%; **previously 27.7%**) and heavy tractor-trailer driver (36%; **previously 45.8%**).



## Staying in Kansas After Graduation

Parents were asked if they felt their child should leave the state of Kansas after high school to be successful, and the good news for the state is that only 10.4% of parents chose **yes** (up from 10.1% in 2019) and 30.1% chose *neutral*. An overwhelming majority (59.5%) chose *no*, showing that most Kansas parents believe their children can establish successful lives and careers without leaving the state. (This begs the question as to whether their children would agree!)



## Details About the Survey and Its Participants

**METHODOLOGY** — The KSDE invited all school districts in the state to participate via email. The survey instrument was built in Qualtrics. Districts that chose to participate shared links to the survey with parents either through email or social media. The survey included a cover letter from KSDE explaining the project's goals.

**PARTICIPANT DEMOGRAPHICS** — In total, 4,897 respondents participated, of which all 4,897 participants reported having a child or children 18 years of age or younger. Nearly all respondents (99.4%) reported they live in Kansas.

**GENDER OF RESPONDENTS** — Of those who took the survey, 82.4% (**previously 79.3%**) were female and only 14.9% (**previously 18.1%**) were male, with 2.8% choosing *prefer not to answer* on the gender question.

**AGE** — Most of the participants were in their 30s or 40s, with 33.1% of respondents aged 30-39 and 46.5% aged 40-49.

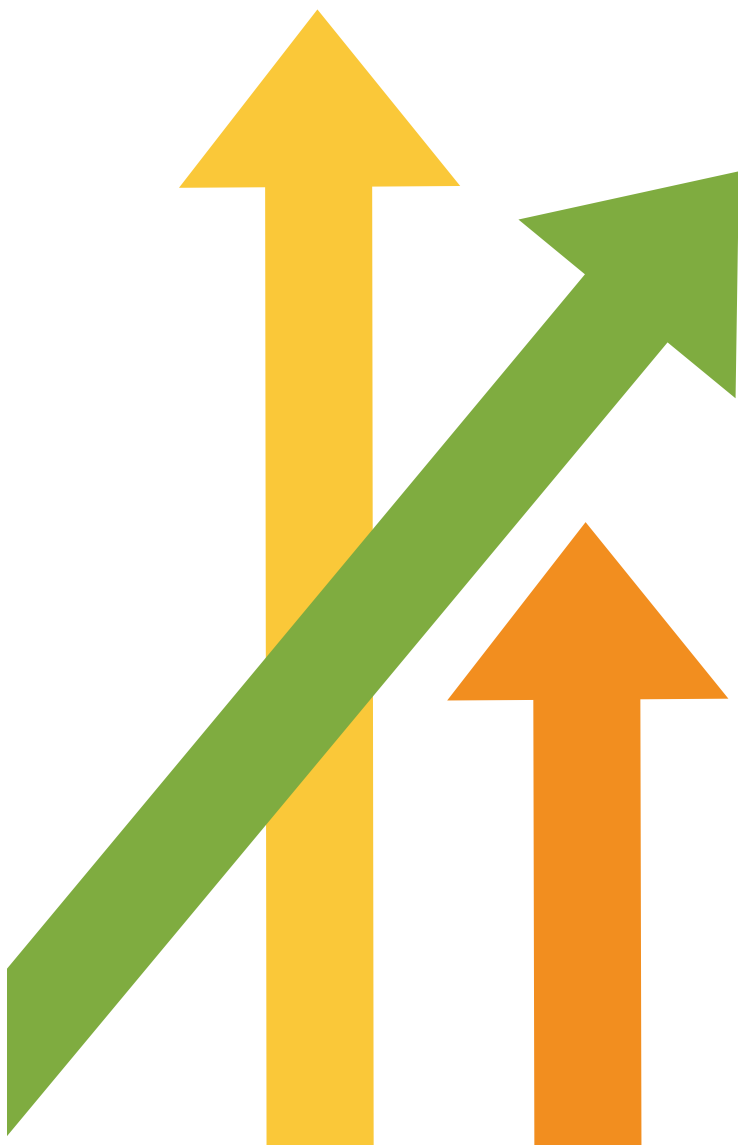
**EDUCATIONAL ATTAINMENT** — When asked what their highest completed level of education was, the most common answer was a *graduate degree* at 32.9% (**previously 26.5%**), with 29.3% reporting a *bachelor's degree*. Another 9.7% had *some post-high school but no degree*, 7.7% had a *post-high school certification or had completed a training program for work in a specific industry*, and 11.9% reported an *associate degree*. Only 7.2% chose *GED or high school degree*, and 1.4% did not have a high school diploma.

**RACE/ETHNICITY OF PARTICIPANTS** — Respondents primarily described themselves as *Caucasian/White* (83%; **previously 86.6%**), with 6.3% choosing *Hispanic or Latino/a*, 1.7% choosing *Multiracial*, 1.1% choosing *American Indian or Alaskan Native* and 1% choosing *Asian*. All other racial/ethnic groups accounted for less than 1% of the respondents, and 5.3% chose *prefer not to answer* on the question about race/ethnicity.

**AGE OF CHILD IN QUESTION.** Respondents were asked to answer questions specific to their oldest child who was age 18 or younger on the day the survey was taken. When the data was analyzed, researchers found most of the respondents answered questions in reference to a child age 11 or older. Only 27.3% reported they were answering questions in regard to a child age 10 or younger.

**GENDER OF CHILD IN QUESTION.** Parents answered questions about a male student 51.3% (**previously 46.7%**) of the time and a female student 44.8% (**previously 50.7%**) of the time. Another 3.9% chose *prefer not to answer regarding the gender of their oldest child*.

**RACE/ETHNICITY OF CHILD IN QUESTION.** When describing their oldest child (age 18 or younger), 77.9% (**previously 82%**) said the child would be best described as *Caucasian/White*, 7.2% *Hispanic or Latino/a*, 5% *Multiracial*, and 5.4% chose *prefer not to answer*. Slightly more than 1% said their child would be best described as *African American/Black* (1.3%) or *American Indian or Alaskan native* (1.3%).





Get Involved with

**HIREPATHS**

**HirePaths** is a public-private partnership created to help better align the expectations and skills of young people with the real needs of Kansas employers. We encourage families and educators to explore a range of careers and post-secondary opportunities with their kids.

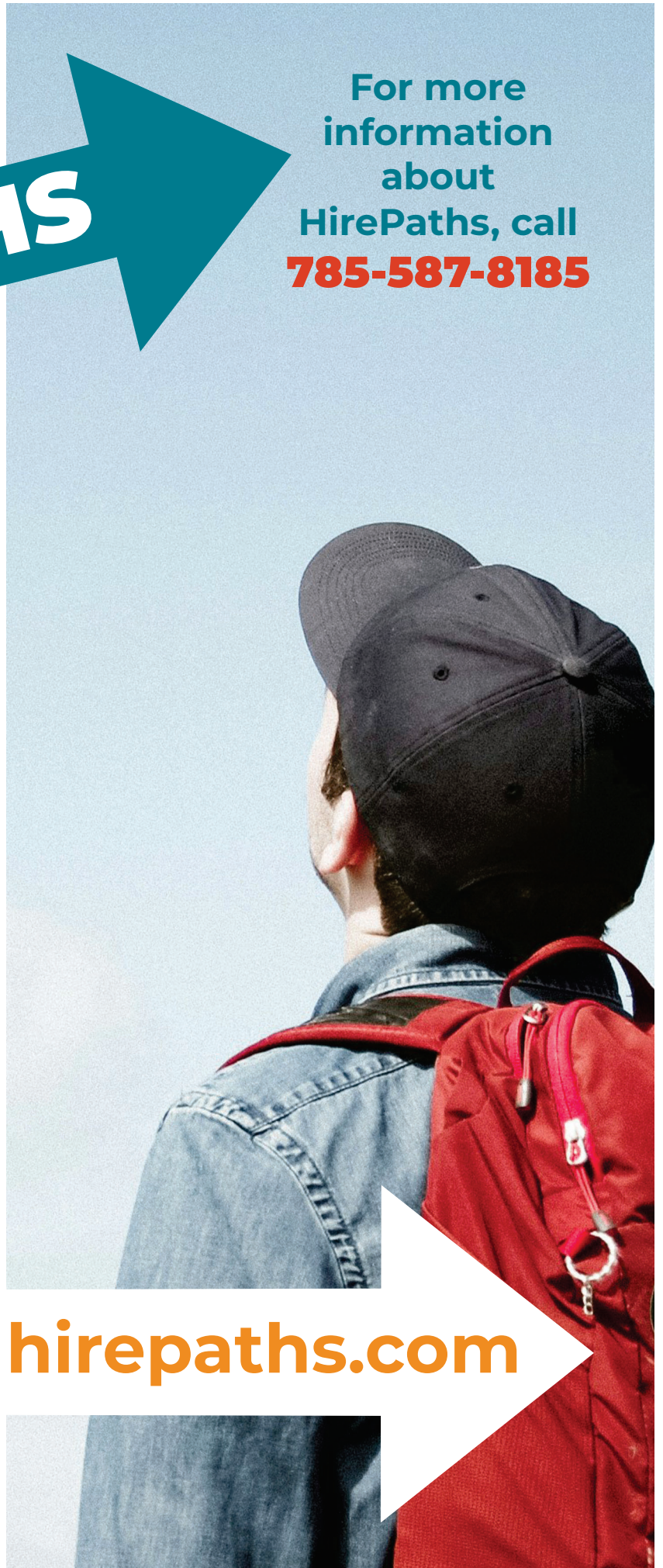
If your company or organization would like to become involved in our program, please contact **Kristin Brighton** with HirePaths at 785-587-8185 or [kristin@newbostoncreative.com](mailto:kristin@newbostoncreative.com).



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V. A. 2. **Kansas Micro-Internships Program Update**

**Tim Peterson,  
Senior Project Director for  
Workforce Development**

**Summary**

*The Kansas Micro-Internships (KMI) program was launched in February of 2021 and provides students at all 32 of the Kansas public postsecondary educational institutions the opportunity to apply for short-term, paid, professional projects. The program also provides on-demand project help for Kansas employers that will help increase the talent pipeline across the state. A total of 2,815 students and 368 Kansas businesses, nonprofit organizations, and entrepreneurs registered for the program as of December 2, 2024. The Kansas Department of Commerce has provided \$500,000 of state funding for the program in FY 2025.*

**Background**

The Kansas Micro-Internships (KMI) program was launched in February of 2021 and provides students at all 32 of the Kansas public postsecondary educational institutions the opportunity to apply for short-term, paid, professional projects. The program also provides on-demand project help for Kansas employers that will help increase the talent pipeline across the state. A total of 2,815 students and 368 Kansas businesses, nonprofit organizations, and entrepreneurs registered for the program as of December 2, 2024.

According to the National Association of Colleges and Employers (NACE) [2021 Student Survey Results](#), students who had paid internships received 30% more job offers than those with unpaid internships, and 75% more job offers than those who had no internships. The survey also found that paid internships are an important path to a job for new college graduates, but women, racial/ethnic minorities, and those who are the first in their family to attend college are much less likely to secure one.

Research by the [Strada Education Foundation in 2021](#) found that bachelor's degree recipients who held paid internships were earning an average of \$4,755 more than those who did not. "The predicted payoff is evident only for paid internships, while unpaid internships, cooperative experiences, and practicums are not associated with a statistically significant increase in post-graduation earnings."

The Business – Higher Education's [2023 National Survey of College Internships](#) (NSCI) discovered that, while an estimated 8.2 million learners wanted to intern, only 3.6 million had the opportunity to do so and that students from 2-year programs faced steep odds in securing an internship.

**Increased Funding Expands the KMI Program in FY 2025**

The Kansas Department of Commerce has provided \$500,000 of state funding for the program in FY 2025. This funding allows for up to 600 paid no cost KMI projects and provides all 32 of the Kansas public colleges and universities access to the new Parker Dewey+ online portal at no cost. The PD+ portal provides real time data on students who register for the program, the projects for which they applied and completed, how much they earned, and the feedback the employers provided to them on their job performance.

The \$400,000 Strada Education Foundation grant awarded to the KBOR in 2023 to engage more employers and community and technical college students with the KMI program will be extended in 2025. It will provide another 200 paid no cost KMI projects, 50 of which will be allocated to a new pilot health care careers micro-internship project developed with the [Kansas Hospital Association](#). The pilot project will help the KHA increase student awareness of the health care career opportunities available throughout the state including the new apprenticeship programs initiated by the [Kansas Department of Commerce](#). If successful, the pilot will be further expanded to include other careers and professional associations.



### V. A. 3. Systemwide General Education Updates

**Samantha Christy-Dangermond,  
Director, Academic Affairs**

**Jenn Bonds-Raacke, Associate Director,  
Academic Affairs**

#### Summary

*The purpose of this document is to provide a concise overview, highlight key policy decisions, and summarize ongoing efforts in two critical areas that align with Board priorities: Systemwide General Education and Math Pathways. These initiatives are designed to enhance institutional collaboration and implement impactful, student-centered strategies that promote transfer and encourage timely degree completion across Kansas.*

#### Systemwide General Education

At the end of FY 2020, the Board expressed a strong desire to develop a more robust, system-based approach to facilitate student transfer. Building on this vision, the Board established a goal in FY 2021 and 2022 to create a systemwide general education (SWGE) package under a common framework. When framing this goal, the Board directed its staff to develop a package that maximizes the application of credit across the system, simplifies processes for transfer students, and eliminates barriers to transfer.

From September 2020 to May 2022, a working group consisting of 19 faculty and administrators from community colleges, universities, and one technical college assisted in developing the framework for the systemwide general education package. Additionally, a nine-member implementation committee composed of registrars and transfer academic advisors was created to discuss specific transfer situations and help draft policy language. Finally, detailed feedback from institutions further shaped the SWGE framework and related policies.

On June 15, 2022, the Board approved the policy revisions and additions related to SWGE and the application of transfer credit. The first major change was the adoption of the Systemwide General Education Program policy (Chapter III.A.18.). This policy establishes a systemwide general education program for state universities, community colleges, and Washburn University. It defines a common system framework, including disciplines, core subjects, and credit hours required. The policy also outlines institutional reporting requirements and establishes a Systemwide General Education Council (SWGEC), which is tasked with reviewing institutional reporting, issuing recommendations for deviations from SWGE requirements for certain majors, and addressing student and institutional complaints related to the SWGE program. The second significant change involved revisions to the Transfer and Articulation policy, specifically, the addition of a new section titled “Transfer of Systemwide General Education Requirements” (Chapter III. Section A.2.g.). This section provides guidance on how the SWGE program applies to transfer students, clarifies the handling of transfer coursework, and outlines how SWGE transfer credit applies in different situations.

The six state universities and the participating coordinated institutions, which include the community colleges and Washburn University, were tasked with implementing the SWGE program by the fall of 2024. It should be noted that the SWGE program does not apply to technical colleges due to their statutorily defined technical function, which limits their degree offerings to the Associate in Applied Science degree. This degree requires significantly less general education and is not primarily designed for transfer.

As this is the first year of full implementation of the SWGE, the Board, the universities, and the community colleges have now entered a maintenance phase. Currently, institutions are updating their master course lists for the next academic year through submissions via the Kansas Higher Education Data System (KHEDS). The SWGEC continues to meet regularly and will review these submissions at its January meeting to ensure alignment with the framework. Additional information about SWGE can be found [here](#).

## Math Pathways

Though College Algebra has historically been the default math course for the general education requirement, national experts indicate that only 20% of majors require the skills taught in College Algebra<sup>1</sup>. In Kansas, enrollment trends highlight the mismatch between course content and student needs. Per the Kansas Higher Education Data System (KHEDS), in AY 2023, over 19,000 students enrolled in College Algebra across the system, but only about 3,800 are likely to need its content for their future careers.

Math Pathways is a proven strategy to address this challenge. Under this framework, students take a general education college-level mathematics course that is aligned with their major or program of study, which better supports students' career goals and aspirations. In a system-based Math Pathways structure, a common alignment between general education math course requirements and majors is used at colleges and universities to facilitate transfer, tailor math requirements around major and career needs, and promote student success. By partnering with the [Charles A. Dana Center](#) at the University of Texas at Austin, Kansas is advancing Math Pathways to improve access, affordability, success, and completion. As part of the Dana Center's Launch Years Initiative, Kansas is one of 22 states scaling math pathways from high school through postsecondary education and into the workplace.

To encourage institutional participation, the implementation of Math Pathways has been integrated into the AY 2024 – AY 2026 Performance Agreements, which now reflect a new project-based model approved by the Board in May of 2023. By the fall of 2025, each institution is responsible for offering at least one section of each of the three general education math courses that align with their academic programs on campus: **Elementary Statistics, Contemporary Math, and College Algebra**. By the fall of 2026, each institution should have fully implemented math pathways and should offer enough sections of each math course on campus to accommodate the needs of all students, based on their chosen programs of study. It is important to note that the focus has been on bachelor's programs at the universities and transfer programs at the community colleges. Technical programs, typically not designed for transfer, may opt for a technical math course or one of the three courses listed above, as appropriate.

As a part of implementing Math Pathways, faculty members from diverse disciplines across the state collaborated to determine which general education math courses best fit the needs of students in their academic programs. These decisions were based on a review of course learning outcomes and alignment with academic and career objectives. The decisions were then confirmed by Chief Academic Officers (CAOs) at the universities. For a detailed list of gateway math courses by program and institution, please refer to the [Gateway Math Course Decisions](#) on the KBOR website.

Finally, to support this work, along with the approval of the new project-based performance agreement model, the Board approved changes to policy in May of 2023. The new Gateway Course Placement and Developmental Education Policy defines Intermediate Algebra as a non-college level course, and, by the fall of 2026, no institution shall allow the course to satisfy a program requirement. As such, any program currently utilizing the course to satisfy a requirement, academic or technical, will have to change to a different math course.

Board staff are working with institutions to achieve full implementation of Math Pathways by the fall of 2026, which aligns with each institution's AY 2024 – AY 2026 Performance Agreement. Additional information about Math Pathways can be found [here](#).

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<sup>1</sup> Herriot, S.R., & Dunbar, S.R. (2009). Who Takes College Algebra? *PRIMUS* 19(1), 74-87.



V. A. 4. Academic Year 2024 Data Summary

Charmine Chambers,  
Director for Workforce  
Development

Summary

*Highlights of the Academic Year 2024 data collection for community and technical colleges will be presented. Participation information for special funding initiatives and enrollment and credentials awarded by program type will be provided, compared against AY2022 and AY2023 results.*

The Excel in CTE initiative was enacted by the Kansas Legislature to provide state-funded college tuition for high school students in approved technical courses offered by Kansas technical and community colleges.

Excel in CTE	Unduplicated Headcount	Total Credit Hours Delivered	Industry-Recognized Certifications Earned by Participants	Calculated Funding
AY2022	13,712	105,510	1,656	\$35,321,981
AY2023	15,284	115,517	1,636	\$40,465,496
AY2024	16,242	126,856	1,418	\$45,751,649
Difference (AY23 to AY24)	958	11,339	-218	\$5,286,153

Provided below is a breakdown of the specific industry-recognized certifications (IRC) earned by Excel in CTE students, comparing AY2022, 2023, and AY2024.

Total Industry-Recognized Certifications - Excel in CTE (SB155)	2022	2023	2024
<b>Grand Total</b>	<b>1656</b>	<b>1636</b>	<b>1418</b>
ASE - Automobile Service Technician (NATEF)	102	135	77
I-CAR Refinish Tech	5	1	-
Certified Nurse Aide (CNA)	1079	974	892
Emergency Medical Technician (EMT)	2	23	13
Firefighter 1 Certification	1	9	10
Pharmacy Technician	1	1	2
Cisco Certified Network Associate - CCNA	0	0	0
CompTIA A+	3	5	6
Microsoft Certified Solutions Associate - MCSA	0	23	-
Microsoft Technology Associate - MTA	2	0	-
HVAC Excellence - Core and Lt. Comm. Air Cond, Gas Heat & Electrical	1	0	0
ICE Core & Residential Air Conditioning & Heating	0	5	1
NATE Core & Air Conditioning	0	1	2
MSSC - Certified Production Technician	0	0	-
NCCER	191	150	102
NIMS Machining	9	3	1
AWS certification	98	120	82
Commercial Driver's License	13	20	13
Pesticide Applicator Certification, Personal or Commercial	14	0	4
Kansas Agriculture Skills and Competencies Certificate	20	26	15
Phlebotomy Technician	-	-	45
Pro-Start	2	0	0
ServSafe - Manager	113	140	153

Accelerating Opportunity: Kansas (AO-K) programs are offered by twenty community and technical colleges. Eligible AO-K students are adults without a GED who are enrolled simultaneously in college-level technical

education and adult basic skills programs. AO-K provides tuition funding for technical coursework within the declared program of study.

AO-K	Unduplicated Headcount	Total Credit Hours Delivered	Calculated Funding
AY2022	132	1,690	\$559,012
AY2023	171	1,968	\$661,963
AY2024	172	1,775	\$601,804
Difference (AY23 to AY24)	1	-193	-\$60,159

The GED Accelerator Initiative provides incentives to community and technical colleges for adults seeking and earning a GED/high school equivalency diploma and/or an identified industry certification while enrolled in an eligible postsecondary technical education program. Eleven colleges participated in AY2024.

GED Accelerator	Pursuing GED		Receives GED		Receives IRC		Total Calculated Funding
	GED \$170 Headcount	GED \$170 Total Funding	GED \$500 Headcount	GED \$500 Total Funding	GED \$1000 Headcount	GED \$1000 Total Funding	
AY2022	65	\$11,050	55	\$27,500	26	\$26,000	\$64,550
AY2023	79	\$13,430	59	\$29,500	40	\$40,000	\$82,930
AY2024	76	\$12,920	50	\$25,000	56	\$56,000	\$93,920
Difference (AY23 to AY24)	-3	-\$510	-9	-\$4,500	16	\$16,000	\$10,990

The following two charts are aggregated from reports available in the Kansas Higher Education Statistics (KHEStats) portal, specifically reporting enrollment by headcount and credentials by program type for AY2024 for community colleges and technical colleges. A one-year percentage change from 2023 to 2024 is included, and, to provide pre-pandemic context, a five-year percentage change from 2019 to 2024 is also provided.

## Community College Enrollments and Credentials by Program Type

	Enrollment by Headcount					Number of Credentials by Program Type				
	Academic Year					Academic Year				
	2019	2023	2024	1 Year Change	5 Year Change	2019	2023	2024	1 Year Change	5 Year Change
<b>Program Type</b>										
Agriculture, Agriculture Operations and Related Science	597	1,360	985	-27.6%	65.0%	171	299	285	-4.7%	66.7%
Business, Management, Marketing, and Related Support Services	2,946	1,069	1,054	-1.4%	-64.2%	296	104	117	12.5%	-60.5%
Communications Technologies/Technicians and Support Services	519	242	228	-5.8%	-56.1%	71	40	41	2.5%	-42.3%
Computer and Information Sciences and Support Services	1,466	1,518	1,601	5.5%	9.2%	225	211	230	9.0%	2.2%
Construction Trades	848	1,183	1,207	2.0%	42.3%	303	406	402	-1.0%	32.7%
Engineering	17	^	^	-	-	^	^	^	-	-
Engineering Technologies and Engineering-Related Fields	752	726	754	3.9%	0.3%	201	238	267	12.2%	32.8%
Family and Consumer Sciences/Human Sciences	574	669	683	2.1%	19.0%	84	72	86	19.4%	2.4%
Foreign Languages, Literatures, and Linguistics	80	132	130	-1.5%	62.5%	26	^	29	-	11.5%
Health Professions and Related Programs	9,736	7,575	8,308	9.7%	-14.7%	6,127	5,207	5,660	8.7%	-7.6%
Homeland Security, Law Enforcement, Firefighting, and Related Services	1,248	870	741	-14.8%	-40.6%	164	201	172	-14.4%	4.9%
Legal Professions and Studies	218	198	177	-10.6%	-18.8%	40	43	46	7.0%	15.0%
Liberal Arts and Sciences, General Studies and Humanities	47,848	45,153	45,757	1.3%	-4.4%	6,686	6,220	6,194	-0.4%	-7.4%
Mechanic and Repair Technologies/Technicians	1,643	1,745	1,778	1.9%	8.2%	454	480	473	-1.5%	4.2%
Multi/interdisciplinary Studies	19	125	138	10.4%	626.3%	^	^	5	-	-
Parks, Recreation, Leisure, and Fitness Studies	^	35	36	2.9%	-	NA	NA	NA	NA	NA
Personal and Culinary Services	1,150	1,198	1,228	2.5%	6.8%	351	428	441	3.0%	25.6%
Precision Production	1,234	1,426	1,516	6.3%	22.9%	552	658	693	5.3%	25.5%
Science Technologies/Technicians	235	123	145	17.9%	-38.3%	40	101	98	-3.0%	145.0%
Transportation and Materials Moving	168	424	553	30.4%	229.2%	104	166	414	149.4%	298.1%
Visual and Performing Arts	695	220	201	-8.6%	-71.1%	99	60	66	10.0%	-33.3%
Undecided	407	56	60	7.1%	-85.3%	NA	NA	NA	NA	NA
Unknown	41,521	28,455	29,075	2.2%	-30.0%	^	^	^	-	-
<b>Total</b>	<b>113,929</b>	<b>94,502</b>	<b>96,355</b>	<b>2.0%</b>	<b>-15.4%</b>	<b>16,008</b>	<b>14,974</b>	<b>15,719</b>	<b>5.0%</b>	<b>-1.8%</b>
<i>Program Types reporting only small-cell suppressed data removed, including Biological and Biomedical Sciences, Communication, Journalism, and Related Programs, Education, and Military Technologies</i>										
<i>^ Indicates a cell has been marked for small-cell protection</i>										

## Technical College Enrollments and Credentials by Program Type

Program Type	Enrollment by Headcount					Number of Credentials by Program Type				
	Academic Year					Academic Year				
	2019	2023	2024	1 Year Change	5 Year Change	2019	2023	2024	1 Year Change	5 Year Change
Agriculture, Agriculture Operations and Related Science	57	75	76	1.3%	33.3%	53	46	56	21.7%	5.7%
Business, Management, Marketing, and Related Support Services	447	234	229	-2.1%	-48.8%	140	116	112	-3.4%	-20.0%
Communication, Journalism, and Related Programs	^	17	17	0.0%	-	^	6	7	16.7%	-
Communications Technologies/Technicians and Support Services	66	90	69	-23.3%	4.5%	32	30	35	16.7%	9.4%
Computer and Information Sciences and Support Services	444	549	586	6.7%	32.0%	123	189	217	14.8%	76.4%
Construction Trades	587	573	565	-1.4%	-3.7%	298	381	388	1.8%	30.2%
Education	^	^	6	-	-	NA	NA	NA	NA	NA
Engineering Technologies and Engineering-Related Fields	1,102	518	426	-17.8%	-61.3%	624	302	235	-22.2%	-62.3%
Family and Consumer Sciences/Human Sciences	25	33	47	42.4%	88.0%	13	20	34	70.0%	161.5%
Health Professions and Related Programs	2,911	2,183	2,437	11.6%	-16.3%	2,606	1,834	2,044	11.5%	-21.6%
Homeland Security, Law Enforcement, Firefighting, and Related Services	79	43	49	14.0%	-38.0%	26	9	8	-11.1%	-69.2%
Legal Professions and Studies	17	^	^	-	-	9	^	^	-	-
Mechanic and Repair Technologies/Technicians	1,369	1,444	1,662	15.1%	21.4%	609	823	923	12.2%	51.6%
Multi/interdisciplinary Studies	809	496	277	-44.2%	-65.8%	40	45	45	0.0%	12.5%
Personal and Culinary Services	211	226	282	24.8%	33.6%	63	66	90	36.4%	42.9%
Precision Production	895	985	979	-0.6%	9.4%	500	670	756	12.8%	51.2%
Science Technologies/Technicians	85	41	27	-34.1%	-68.2%	36	28	10	-64.3%	-72.2%
Transportation and Materials Moving	101	133	155	16.5%	53.5%	73	77	88	14.3%	20.5%
Visual and Performing Arts	125	67	75	11.9%	-40.0%	23	12	9	-25.0%	-60.9%
Undecided	460	597	800	34.0%	73.9%	NA	NA	NA	NA	NA
Unknown	7,981	9,615	9,838	2.3%	23.3%	^	^	^	-	-
<b>Total</b>	<b>17,771</b>	<b>17,919</b>	<b>18,602</b>	<b>3.8%</b>	<b>4.7%</b>	<b>5,268</b>	<b>4,654</b>	<b>5,057</b>	<b>8.7%</b>	<b>-4.0%</b>
<i>Program Types reporting only small-cell suppressed data removed, including Foreign Languages, Literatures, and Linguistics, and Natural Resources and Conservation. and Social Sciences</i>										
<i>^ Indicates a cell has been marked for small-cell protection</i>										

V. A. 5. Carl D. Perkins Core Indicator  
Performance Update

Jamie Whitmore,  
Associate Director for  
Career Technical Education

**Summary**

*Under the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V), states are required to report annually on the core indicators of performance. Institutions are required to set performance goals for each core indicator and work to achieve or surpass the targets each year. The Perkins V law also allows for incentivizing performance for those institutions who meet their performance goals. Performance Incentive Grants are awarded annually.*

**Background**

According to Perkins V, Sec 113(b)(4)(A), each eligible recipient is required to negotiate a performance target for each of the core indicators and strive to achieve those targets.

The levels of performance must, at a minimum:

- be expressed in a percentage or numerical form so as to be objective, quantifiable, and measurable
- require the eligible recipient to continually make meaningful progress toward improving the performance of all CTE concentrators\*
- use valid and reliable data

*\*Concentrator is a student who earns 12 cumulative credits in a single program area or completes a program with fewer than 12 credits (short-term programs). (Perkins V Sec. 3(12)(B))*

Postsecondary Core Indicators:

**1P1: Postsecondary Placement** tracks the percentage of students who, 6 months after graduation, are working, pursuing further education or advanced training, or have enlisted in the military, Peace Corps, etc.

**2P1: Earned Postsecondary Credential** accounts for the percentage of students who received a degree or certificate (industry certificates included) while in a program or within 1 year of exiting the program.

**3P1: Non-traditional Program Concentration** measures the percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields. Non-traditional gender is identified in a given program if individuals from one gender comprise less than 25 percent of workforce for that occupation (ex. women in welding, men in nursing).

Each year, institutions work with Board Staff to negotiate their performance goal for the upcoming fiscal year. Performance data from the previous academic year is compared to the negotiated targets for that year. Institutions who meet or exceed the negotiated targets receive incentive funds for each indicator. If an institution fails to meet at least 90% of the negotiated target, a performance improvement plan must be developed and implemented (Perkins V Sec. 123(b)(2)).

Incentives are awarded for each of the core indicators as follows:

- 1P1 - \$2,500
- 2P1 - \$2,500
- 3P1 - \$3,000

The following chart provides award information for the FY25 Performance Incentive Grant. Awards are made based on academic year 2023 performance (the most recent complete data set). The awards were made to the institutions on December 1, 2024 with the award period ending on June 30, 2025.

<i>Institution</i>	<i>Total Awarded</i>	<i>Core Indicator Targets Reached at 100%</i>
<b>Allen Community College</b>	\$8,000	1P1: Placement 2P1: Credentials 3P1: Non-traditional Concentration
<b>Barton Community College</b>	\$8,000	1P1: Placement 2P1: Credentials 3P1: Non-traditional Concentration
<b>Butler Community College</b>	\$5,500	1P1: Placement 3P1: Non-traditional Concentration
<b>Cloud County Community College</b>	\$8,000	1P1: Placement 2P1: Credentials 3P1: Non-traditional Concentration
<b>Coffeyville Community College</b>	\$2,500	1P1: Placement
<b>Colby Community College</b>	\$5,000	1P1: Placement 2P1: Credentials
<b>Dodge City Community College</b>	\$3,000	3P1: Non-traditional Concentration
<b>Flint Hills Technical College</b>	\$8,000	1P1: Placement 2P1: Credentials 3P1: Non-traditional Concentration
<b>Fort Hays Tech - North Central</b>	\$8,000	1P1: Placement 2P1: Credentials 3P1: Non-traditional Concentration
<b>Fort Hays Tech - Northwest</b>	\$8,000	1P1: Placement 2P1: Credentials 3P1: Non-traditional Concentration
<b>Fort Scott Community College</b>	\$2,500	1P1: Placement
<b>Garden City Community College</b>	\$8,000	1P1: Placement 2P1: Credentials 3P1: Non-traditional Concentration
<b>Highland Community College</b>	\$8,000	1P1: Placement 2P1: Credentials 3P1: Non-traditional Concentration
<b>Hutchinson Community College</b>	\$3,000	3P1: Non-traditional Concentration
<b>Independence Community College</b>	\$8,000	1P1: Placement 2P1: Credentials 3P1: Non-traditional Concentration
<b>Johnson County Community College</b>	\$5,500	1P1: Placement 3P1: Non-traditional Concentration
<b>Kansas City Kansas Community College</b>	\$8,000	1P1: Placement 2P1: Credentials 3P1: Non-traditional Concentration
<b>Labette Community College</b>	\$8,000	1P1: Placement 2P1: Credentials 3P1: Non-traditional Concentration

<b>Manhattan Area Technical College</b>	\$8,000	1P1: Placement 2P1: Credentials 3P1: Non-traditional Concentration
<b>Neosho County Community College</b>	\$8,000	1P1: Placement 2P1: Credentials 3P1: Non-traditional Concentration
<b>Pittsburg State University</b>	\$5,000	1P1: Placement 2P1: Credentials
<b>Pratt Community College</b>	\$5,500	2P1: Credentials 3P1: Non-traditional Concentration
<b>Salina Area Technical College</b>	\$8,000	1P1: Placement 2P1: Credentials 3P1: Non-traditional Concentration
<b>Seward County Community College</b>	\$8,000	1P1: Placement 2P1: Credentials 3P1: Non-traditional Concentration
<b>Washburn (Overall)</b>	\$8,000	1P1: Placement 2P1: Credentials 3P1: Non-traditional Concentration
<b>WSU Tech</b>	\$5,000	1P1: Placement 2P1: Credentials

This data is provided for information purposes.



## Postsecondary TEA Meeting Dates 2024-2025

Conference number: see agenda

Access code: see agenda

### TEA Meeting Dates

### Location

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

Thursday, August 29, 2024	KBOR Office, Topeka - 10 a.m.
Thursday, September 26, 2024	Conference Call - 10 a.m.
Thursday, October 31, 2024	KBOR Office, Topeka - 10 a.m.
Thursday, November 21, 2024	Conference Call - 10 a.m.
Thursday, December 19, 2024	Conference Call - 1:30 p.m.
Thursday, January 30, 2025	KBOR Office, Topeka - 10 a.m.
Thursday, February 27, 2025	Conference Call - 10 a.m.
Thursday, March 27, 2025	KBOR Office, Topeka - 10 a.m.
Thursday, April 24, 2025	Conference Call - 10 a.m.
Thursday, May 29, 2025	KBOR Office, Topeka - 10 a.m.

### Committee Conference Call Meeting Dates

### Location

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

<i>All Committee meetings are conference calls</i>	
Thursday, August 15, 2024	Budget/Finance Committee: 8:30 a.m. to 9:30 a.m.  Program/Curriculum Committee: 3:00 p.m. to 4:30 p.m.
Thursday, September 12, 2024	
Thursday, October 17, 2024	
Thursday, November 7, 2024	
Thursday, December 5, 2024	
Thursday, January 16, 2025	
Thursday, February 13, 2025	
Thursday, March 13, 2025	
Thursday, April 10, 2025	
Thursday, May 15, 2025	



## CURRENT FISCAL YEAR MEETING DATES

### Fiscal Year 2025

#### Board of Regents Meeting Dates

July 29-31, 2024

September 18-19, 2024

October 16-17, 2024 Campus Visit Only (WSU)

November 20, 2024

Nov. 21-22, 2024 Campus Visit (KSU)

December 18-19, 2024

January 15-16, 2025

February 12-13, 2025

March 12-13, 2025

April 16, 2025

April 17, 2025 Campus Visit (PSU)

May 14-15, 2025

June 11-12, 2025

#### Agenda Materials Due to Board Office

August 28, 2024 at **NOON**

October 30, 2024 at **NOON**

November 25, 2024 at **NOON**

December 24, 2024 at **NOON**

January 22, 2025 at **NOON**

February 19, 2025 at **NOON**

October 30, 2024 at **NOON**

April 23, 2025 at **NOON**

May 21, 2025 at **NOON**

## TENTATIVE MEETING DATES FOR FY 2026

September 17-18, 2025

October 15-16, 2025 Campus Visit Only (KU)

November 19, 2025

November 20, 2025 Campus Visit (ESU)

December 17-18, 2025

January 14-15, 2026

February 18-19, 2026

March 11-12, 2026

April 15, 2026

April 16, 2026 Campus Visit (FHSU)

May 20-21, 2026

June 17-18, 2026