

Postsecondary Technical Education Authority

AGENDA

Kansas Board of Regents

1000 SW Jackson, Suite 520, Topeka, KS

10:00 AM - Thursday, December 5, 2019

I. CALL TO ORDER

- A. Approve Previous Minutes (October 31, 2019) Chair Frederick

II. REPORTS

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

III. CONSIDERATION OF DISCUSSION AGENDA

- A. Advocacy and Marketing Committee Committee Chair Estes
 1) TEA Talking Points Member Anderson

B. Budget and Finance Committee Committee Chair M. Johnson
 1) Distribution of State Safety Funds Associate Director Chambers
 • *Commercial Driving Training Fund (K.S.A. 8-272)*
 • *Motorcycle Safety Fund (K.S.A. 8-267)*

C. Program and Curriculum Committee Committee Chair R. Johnson
 1) Program Review Update

IV. OTHER MATTERS

- A. GAP Analysis Vice President Frisbie
B. Excel in CTE/AO-K Proviso Projections Vice President Frisbie
C. Delegate Authority for Excel in CTE, AO-K Proviso, GED Accelerator Funds Vice President Frisbie
D. Excel in CTE (Completions/Credentials) Associate Director Chambers
E. Get Ahead Update Senior Project Director Tim Peterson
F. ICE3 Update Senior Project Director Tim Peterson
G. Excel in CTE Fees Legislation Vice President Frisbie and Vice President Smathers
H. Fiscal Year 19 Funding Overview Vice President Smathers

V. COLLEGE PRESENTATIONS

- A. Fort Scott Community College President Johnston
B. Kansas City Kansas Community College President Mosier

- VI. NEXT MEETING REMINDER** (Wednesday January 22, 2020) Chair Frederick

VII. ADJOURNMENT

**PRELIMINARY MINUTES
KANSAS POSTSECONDARY
TECHNICAL EDUCATION AUTHORITY
MEETING**

The October 31, 2019 meeting of the Kansas Postsecondary Technical Education Authority (TEA) was held at the Kansas Board of Regents office, 1000 SW Jackson Street, Suite 520, Topeka, Kansas.

Members Present

Ray Frederick Jr., Chair	Delia Garcia, by Skype
Rita Johnson	Mark Hess
Mike Johnson	Eddie Estes
Debra Mikulka	Jason Cox
Mike Beene	Tiffany Anderson

Others Represented

Northwest Kansas Technical College	Manhattan Area Technical College
Kansas City Kansas Community College	Hutchinson Community College
Cowley Community College	Fort Scott Community College
Salina Area Technical College	Seward Community College
Pratt Community College	Butler Community College
North Central KS Technical College	Highland Community College
Washburn Institute of Technology	WSU Tech
Heather Morgan (KACCT)	Steve Kearney (KTC)

Kansas Board of Regents Staff Present

Scott Smathers	Connie Beene
Charmine Chambers	April Henry
Chris Lemon	Lisa Beck
Erin Guardiola	Sue Grosdidier
Tobias Wood	Eric Tincher
Vera Brown	Susan Henry

CALL TO ORDER

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

Chair Frederick informed members that Dr. Sheree Utash from WSU Tech would be giving the report from WSU Tech and her report on the American Workforce Policy Board earlier in the Agenda, ahead of the K-TIP Report under "Other Matters" due to a scheduling challenge.

Approval of Previous Minutes

Motion: Member M. Johnson moved to approve the minutes of September 26, 2019. Following a second by Member Estes, the motion carried.

REPORTS

Introductions

Chair Frederick recognized Cheryl Runnebaum, Dean of Career and Technical Education at Kansas City Community College, who introduced their new Director of Adult and Continuing Education, David Beach.

Chair's Report

Chair Frederick reported that on October 2, 2019 he attended the Kansas Manufacturing Summit in Manhattan where Member Cox served on a panel along with Manhattan Area Technical College President Genandt. He invited Member Cox to share additional details in his member liaison report. He reported that the event was sponsored by the State Chamber of Commerce, and it was informative on the state of manufacturing in Kansas and the future of robotics. On October 7th and 8th he attended the Workforce Innovation Conference in Wichita, where he moderated a panel of human resources managers and discussions included the concerns about the shrinking labor pool in Kansas. He reported the event was coordinated and well attended. On October 10th he visited with Dr. Utash at WSU Tech and toured the campus observing remodeling and updates in progress.

Member Liaison Reports

Chair Frederick invited TEA member activity reports.

Member Cox reported that he was on a panel at the Kansas Manufacturing Summit in Manhattan discussing advanced technology, automation and robotics, and workforce needs for the future.

Member Hess reported that on October 22, 2019 he attended the Open House at Northwest Kansas Technical College at the new Quinter, Kansas location, which is home to a new welding program and in the future, possibly a new CNA program will also be at that location.

Member Mikulka reported that she attended the Workforce Innovation Conference in Wichita on October 7th and 8th and she commended staff on a well-attended, informative conference. She reported that she attended the grand opening of the Workforce Technical Center at Labette Community College, where the new welding program was highlighted, and she participated in an hour-long conference call with Neosho County Community College President Brian Inbody, hearing updates on the campus and getting feedback and suggestions from Dr. Inbody.

Member Estes commented that he has noticed an increased interest in the institutions' Board of Directors elections, in some cases with full-page advertisements, and he views the interest as positive for education.

Member Garcia reported that she visited WSU Tech and had the opportunity to review some of their programs and was a speaker at a Jobs for American Graduates meeting.

Member Beene expressed his appreciation for the new welding program at Labette County Community College and noted that community and business and industry participation in the program is impressive. He reported that Governor Kelly and the Department of Commerce have contracted with the McKinsey Group out of Chicago to update the Kansas Framework for Growth program, which is a strategy to accelerate economic growth in the state. He encouraged members to participate in a survey on the kansasgrowth.com website as well, which will assist in gaining information for economic strategy in the future.

Vice President for Workforce Development Report

Chair Frederick called on Vice President Smathers to provide Members with a Workforce Development report. Vice President Smathers reported that staff has been traveling this Fall. Vice President Smathers travelled to Seattle with two other staff members for an Adult Education Conference that was very informative, and he also travelled to Indianapolis for an International Economic Development Conference, connecting with a national firm for apprenticeships with future meetings scheduled. He reported that Senior Director Beene attended the National Governor's Association conference in Chicago, and Director Henry and Associate Director Chambers attended the Kansas Core Outcomes conference in Kansas City for course transfer discussions. In addition, Vice President Smathers has met with nine institutions and appreciates meeting and sharing ideas. Work continues the Perkins V State plan and the plan will be released for public comment in the next two weeks. He encouraged institution participation and comments. He spoke with several companies regarding diesel construction programs, and attended a meeting at Washburn Tech, working to set-up a statewide internship program. He met with two economic development groups and two school districts and was asked to speak with a group of school superintendents, discussing issues with the fees associated with the Excel in CTE program. Some institutions have changed their fee structure in response to concerns expressed about the amount of fees charged. KBOR will be exploring options of adjusting the fee structure legislatively, exploring how the fees can be limited or controlled for high school students. GED Administrator Grosdidier attended Topeka's "Clean Slate" day, to assist in recruiting people for the GED programs, signing up over 30 people. Vice President Smathers requested that TEA members RSVP for the January Mid America Workforce Summit in January by the December 5, 2019 TEA meeting.

Report from the Community Colleges

Chair Frederick called upon Seward County Community College President Ken Trzaska to provide members with a report from the community colleges.

Report from the Technical Colleges

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

CONSIDERATION OF DISCUSSION AGENDA

Advocacy and Marketing Committee

TEA Talking Points

Topeka Center for Advanced Learning and Careers (TCALC)

Chair Frederick called upon Advocacy and Marketing Committee Chair Estes to provide members with an update from the Advocacy and Marketing Committee. Advocacy and Marketing Committee Chair Estes shared with members that the Mid America Workforce Summit agenda will include bringing in the most current information from the Federal Reserve regarding occupational opportunities, and a focus on driving outcomes for workers without a bachelor's degree. In addition, he will be attending a meeting at the US Department of Agriculture with hopes of bringing them to the Summit to assist in the Rural Workforce Innovation Network discussions.

Chair Estes called on Member Anderson to lead the discussions regarding the TEA talking points. Member Anderson provided a brochure handout for member review, inviting input and feedback from members. Member Anderson informed members that the feedback will be compiled, and another draft of the brochure will be forwarded to members for review prior to the December 5, 2019 TEA meeting. In addition, she provided members with a print-out of a recent newspaper article featuring the Topeka Center for Advanced Learning and Careers (TCALC). She invited TEA members to tour the facility. Pathways featured at the facility include teaching, fire science, agriculture science, digital communications and culinary science, emphasizing students exiting the programs with industry credentials. Currently approximately 200 students are enrolled at TCALC.

Budget and Finance Committee

Kansas Technology Innovation Grants

Chair Frederick called upon Budget and Finance Committee Chair M. Johnson to present the Kansas Technology Innovation Grant requests, submitted to the Technical Education Authority for discussion and approval as follows:

\$41,170.00 Coffeyville Community College

Project: Requested grant funds will purchase a mobile Caterpillar heavy equipment simulator system for the Construction Technology program. The simulator is a cost-effective way to provide hands-on training in all weather conditions and terrains. It will allow the construction technology students to prepare for a variety of scenarios in the industry. The required business/industry match for this project is provided by Crossland Construction in Columbus, Kansas and totals \$52,017, which includes installation costs, and the industry partner is providing (in-kind) training for Coffeyville Community College faculty and staff.

\$12,000.00 Hutchinson Community College

Project: Requested grant funds will purchase the smartphone application development to the web development for the computer support technology and visual media design programs. The goal of the project is to meet the local industry need for smartphone/mobile application developers and to increase student interest and enrollment in these programs. The required business/industry match for this project is provided by Data Center, Inc. (DCI) of Hutchinson, Kansas and totals \$13,900.00. The industry partner will donate laptops, desktop computers, and a server in support of this project.

\$23,000.00 North Central Kansas Technical College

Project: Requested grant funds will purchase a nursing communication simulator ALEX Plus, which will be shared by the allied health, pharmacy technician, ADN and practical nursing students on the Beloit campus. This simulator is portable and will allow multiple programs to gain experience with patient communication in a wide range of scenarios. The required business/industry match for this project is provided by Hays Medical Center, of Hays, Kansas and is valued at \$40,000.00. In addition, the industry partner will provide 4 hospital beds, 4 over bed tables and 4 bedside cabinets for the simulation lab at NCK Tech. Medical supplies will also be donated to allow students to practice on real-world medical materials

\$25,400.00 Northwest Kansas Technical College

Project: Requested grant funds will purchase an 8-row planter unit for the precision agriculture program. The comprehensive goal of this project is to sustain agricultural economic viability in western Kansas

through workforce development focused on increased adoption of precision agriculture and innovative technologies. The required business/industry match for this project is provided by Franklin Farms of Goodland, Kansas, Golden Plains Agricultural Technologies, of Colby, Kansas and Fontanelle Hybrids of Lincoln, Nebraska, and totals \$91,598.00. In addition, the industry partners will donate a FlexiCoil Sprayer, Outback Rebel guidance system, RTK base radio, and crop seeds.

\$30,000.00 Salina Area Technical College

Project: Requested grant funds will purchase a tractor in order to provide hands-on experience for the diesel technology program students. The new equipment will aid in improving the curriculum and training modules to uphold the high industry standards. The required business/industry match for this project is provided by Central Power Systems and Services of Salina, Kansas and totals \$135,000.00. In addition, the industry partner will donate a VIS machine.

\$19,500.00 Washburn University Institute of Technology

Project: Requested grant funds will purchase a set of industry-standard tools for training for the locomotive diesel technology program. The goal of the grant project is to provide students with exposure to locomotive engine repairs and to prepare mechanics for servicing a variety of locomotive systems. The required business/industry match for this project is provided by BNSF Railway and totals \$34,280.00. In addition, the industry partner will provide tools and components for the training lab, and Washburn Tech will receive NARS industry-standard Locomotive Mechanical curriculum.

\$29,500 WSU Campus of Applied Sciences and Technology

Project: Requested grant funds will purchase seven sets of Hololens 2 augmented reality goggles to train students in the automotive technology program, allowing instructors to set up repair scenarios aiding students in improving problem-solving skills. The required business/industry match for this project is provided by BG Products, Inc., of Wichita, Kansas and totals \$40,000.00. In addition, the industry partner will develop applications for the goggles to match specific WSU Tech curriculum in brake systems and deliver all necessary upgrades to the goggle software.

Motion: Member Frederick moved to approve the Kansas Technology Innovation Grants as submitted. Following a second by Member Beene, the motion carried. Member Mikulka abstained from the vote.

Technical Program and Curriculum Committee

Program Review Update

Chair Frederick called upon Technical Program and Curriculum Committee Chair R. Johnson to provide members with a Program Review Update. Member Johnson informed members that the Technical Program & Curriculum Committee are examining programs for justification of whether some programs should continue to receive tiered technical state funding, focusing on programs that over a four-year period have 10 or less students that have graduated and are employed. The list of programs is being evaluated CIP code by CIP code, which is a lengthy process and approximately one half of the three-page list was completed at the October 17, 2019 committee meeting. KBOR staff has reached out to institutions for their feedback and additional information for justification to continue receiving tiered technical funding for the programs, with responses that some programs are being phased out and some are being reformatted with other programs. Review will continue in November and the Committee hopes to finish the remainder of list with recommendation to the TEA on the programs by either the December 5, 2019 or January 22, 2020 TEA meetings.

OTHER MATTERS

College Presentation

Chair Frederick recognized President Sheree Utash to provide members with a report and update on recent activities from Wichita State University Campus of Applied Sciences and Technology.

American Workforce Policy Board

President Utash provided members with information regarding her participation in the American Workforce Policy Board. President Utash is one of 25 people from business and industry and educational facilities in the Nation, who serve on the board that focuses on American people for American jobs. There are four workgroups that meet quarterly, and by phone twice monthly, promoting pathways to career success, increasing data transparency to better match workers and jobs, modernizing candidate recruitment, and measuring and encouraging employer led training investments. The Board was formed to address the skills gap of 6.3 million unfilled jobs across the Nation, addressing policy changes and federal funding for apprenticeships.

K-TIP Report

Chair Frederick called on Associate Director Chambers to present the AY2018 Kansas Information Training Program (K-TIP) highlights. The AY2018 K-TIP report was provided to members. Associate Director Chambers explained that K.S.A. 74-32,418 (previously K.S.A. 72-4451) established the Kansas Training Information Program (K-TIP), which is published annually by program and by institution. K-TIP shows employment placement rates and average salaries earned by students completing career technical education programs in the state during the most recently ended fiscal year, as well as the overall number of career technical program majors, number of career technical program graduates, and students pursuing additional education or training by program and institution. Compiled from data submitted to the Kansas Board of Regents by the individual institutions, K-TIP includes data for all approved postsecondary career technical education programs offered by technical colleges, community colleges, Washburn University Institute of Technology, and Wichita State University Campus of Applied Sciences and Technology. Employment and wage information is reported for program graduates who have left public postsecondary education. Supplemental employment data provided by the Kansas Department of Labor and Missouri Department of Labor has been included where available. Many factors influence actual annual earnings, such as regional differences, self-employment status, and data availability.

Associate Director Chambers invited input from members as to any specific data they would like to see in the future regarding data on programs.

High School Equivalency

Chair Frederick called on Senior Director Beene to provide members with an update on High School Equivalency (GED). Senior Director Beene reported that over the past year, KBOR staff have worked to increase the frequency of testing in correctional centers, and each correctional facility now has a GED Administrator on site. Staff have increased marketing, and distributed brochures to workforce centers, libraries and community organizations with brochures also printed in Spanish. There are over 50 GED testing sites across state. Senior Director Beene reported that there has been an increase in the number of

students submitting compulsory paperwork to leave high school to test with GED, and staff connects those students with adult education centers in their area for resources. Members were provided GED Comparison data, which is used to measure progress and evaluate growth of the program.

Fall Preliminary Enrollment Summary

Chair Frederick called on Vice President Smathers to provide members with a Fall 2019 Preliminary Enrollment Summary. Vice President Smathers reported that there was a slight decrease in enrollment numbers by Full Time Equivalency (FTE) and Headcount in universities and the system over-all. He explained that FTE is calculated by dividing the total number of undergraduate credit hours taken by 15. There was approximately a 3% drop in enrollments at the community colleges, with an approximate 3% increase in enrollments for technical colleges.

Excel in CTE Results

Chair Frederick called on Vice President Smathers to provide members with AY2019 Excel in CTE results. Vice President Smathers informed members that annually, KBOR provides a report that shows participation in the Excel in CTE program. He reported participation has grown significantly in headcount, college credit and credentials from AY2018 to AY2019. The Accelerated Opportunity Kansas program (AOK) comes out of the Excel in CTE Funding, so the performance of the AOK program is listed separately. The Excel in CTE data for the most recent semester of this year should be available soon, to aid in the projection for funding from the legislature. The percentage of students achieving credentials has decreased, indicating that more students are seeking more hours than can be accomplished in high school and further TEA discussions may be merited on evaluating the student pathways in the Excel in CTE program.

Military Articulation Update

Chair Frederick called on Associate Director Wood to provide members with a military articulation update. Associate Director Wood reported that the Military Articulation Portal (MAP) is active and will soon be linked to armyuniversity.edu. Associate Director Wood provided a PowerPoint presentation to illustrate for TEA members what a user sees when checking for course credit for their military service. He reported that bridge programs have increased, and that Kansas is one of two states set to pilot the “Military Specialty to Employment” model development, linking to labor market data, the Department of Commerce, Army University and the Kansas Commission for Veteran’s Affairs, with funding for the pilot provided by the federal government.

College Presentation

Chair Frederick recognized President Mike Calvert to provide members with a report and update on recent activities from Pratt Community College.

NEXT MEETING REMINDER

Chair Frederick reminded members that the next TEA meeting will be held at the Kansas Board of Regents offices on December 5, 2019 at 10:00 AM.

ADJOURNMENT

Motion: Member M. Johnson moved to adjourn the meeting. Following a second by Member Cox the motion carried, and Chair Frederick adjourned the meeting at 12:33 P.M.

Respectfully submitted by:
Susan Henry, Executive Assistant

Distributions for FY2020 State Safety Funds

Summary and Staff Recommendation

Purpose: *The Kansas Safety Fund was established per K.S.A. 8-267 and 8-272, and (in addition to other driver’s education programs) provides for the distribution of those funds to 1. community colleges conducting approved courses in motorcycle safety, and 2. to Commercial Driver (CDL) Training Programs at community and technical colleges. These funds are available on an annual basis from driver’s license fees and distributed to institutions based on the number of students completing their programs and passing examination.*

Eligible Institutions: *Public postsecondary career technical institutions delivering approved courses in motorcycle safety or Commercial Driver Training technical education programs in Kansas. 12/5/2019*

Commercial Driver Training Participating Institutions, and Allocations:

Purpose of the Funds **FY20 Available Fee Funds \$129,443**

Provide additional funding to institutions providing training for Commercial Driver Training. Institutions providing the Commercial Driver training program are contacted to provide student names, dates of training, and dates of licensure testing for the fund.

Institution	# of students	Amount paid per student	Allocation per Institution
Seward County Community College	48	\$600	\$28,800
Northwest Kansas Technical College	4	\$600	\$2,400
Salina Area Technical College	13	\$600	\$7,800
Washburn University Institute of Technology	44	\$600	\$26,400
TOTAL	109		\$65,400

Motorcycle Safety Participating Institutions, and Allocations:

Purpose of the Funds **FY20 Available Fee Funds \$77,766**

Provide additional funding to institutions providing approved courses in motorcycle safety. Institutions providing the training courses are contacted by KSDE, and KSDE provides a total headcount and dollar amount per institution for distribution of the fund from KBOR.

Institution	Headcount	Allocation per Institution
Butler Community College	85	\$9,750
Hutchinson Community College	271	\$17,472
Johnson County Community College	514	\$40,248
Kansas City Kansas Community College	127	\$15,600
TOTAL	997	\$77,766

The Technical Education Authority’s Budget and Finance Committee has reviewed the data provided, and distributions have been made per statute. This data is provided for information purposes.

Receive Information on Analysis of State Appropriations (“Gap Report”)

Summary

2011 Senate Bill 143 created a new formula for distributing state aid for postsecondary technical education courses, which was intended to take effect in FY 2012. Within that formula is the cost model that calculates institutions' costs at a course level and recognizes the cost differential in delivering technical courses. The state funding process updates the state course rates using actual credit hour enrollments and institutions' costs to provide the courses and calculates the state's share to finance those costs. The cost model then produces a gap report that identifies the funding shortfall for each college when considering local resources and available state funding. The current year's gap report was in production at the time this issue paper was drafted and will be provided at the TEA's meeting.

12/5/2019

Components of the cost model are updated annually based on the Cost and Productivity Study produced by the National Community College Benchmarking Project at Johnson County Community College. Every year KBOR staff generates new funding results which are then provided to the TEA and the colleges. The funding results for FY 2019 are under review at the time this issue paper was drafted but will be provided at the meeting. Within its unified budget request to the Governor and Legislature, the Board of Regents has historically requested additional state funds to finance the state's share of the cost model. Every year since development of the cost model there has been a state funding shortfall.

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

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

Instructor Costs = Faculty salary costs as reported to the National Community College Cost and Productivity Project conducted by Johnson County Community College (JCCC) annually.

Extraordinary Costs = Costs to purchase additional supplies, materials and specialized equipment needed to provide intensive, hands-on learning opportunities within technical education (e.g., welders, patient simulators, cattle feeders, lab supplies).

Instructional Support Costs = Costs associated with academic support and student services (e.g. computer labs, instructional materials, library).

Institutional Support Costs = The institutional costs associated with administration, facilities, and maintenance (e.g., operation/maintenance of physical plant and facility upgrades).

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

The “state’s share”¹ of the total calculated cost was to be determined based on student credit hours:

- Community College in-district SCH² = 1/3 student, 1/3 local taxing district, 1/3 state
- Community College out-district SCH = 1/3 student, 2/3 state
- All Technical College SCH = 1/3 student, 2/3 state
- Secondary students in SB 155 = 100% state

Recommendation

This is for discussion purposes only and no action needs to be taken.

¹ The calculated share of the student, local community and the state under the cost model are based on a number of assumptions, including “full funding” by the Legislature. This budget enhancement is intended for the aid program to attain “full funding.”

² An in-district community college student resides within the college’s taxing district (which is the local county with the exception of Montgomery County which has two community colleges, so the county is divided roughly in half).

Excel in CTE Initiative (“SB 155”) Enrollment Projections and State Cost Estimates

Summary

Excel in CTE (SB 155) is a critical component of the state’s technical education efforts. Based on Fall 2019 enrollment data provided by the institutions, it is now estimated that the existing state appropriation for FY 2020 will not cover the state’s cost for student tuition. Historical data and projections are attached for the current year. The Division of the Budget, in its budget recommendations for FY 2020 and FY 2021, recommended additional state appropriations beyond those provided by the 2019 Legislature; however, they are not sufficient to cover anticipated enrollments. The Board of Regents appealed to Governor Kelly to include the funds estimated to be needed to finance current enrollment projections in her proposed budget to the 2020 Legislature, as well as additional funds for the coming year. In addition, the Board has requested authority be continued to carry over unspent dollars in this appropriation so that they remain committed to this program, rather than lapse back to the State General Fund. 12/5/2019

The state’s Excel in CTE initiative provides high school students avenues to technical education programs. Excel in CTE (originally known as Senate Bill 155) was passed by the Legislature during the 2012 Session and implemented during the 2012-2013 school year. Allowing for state-financed tuition for high school students enrolled in approved technical courses at Kansas technical and community colleges, Excel in CTE has been extremely successful.

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Participants	3,475	3,870	6,101	8,440	10,275	10,023	10,600	11,690	13,675
Credit Hours	28,000	28,161	44,087	62,195	76,756	79,488	85,150	92,092	105,084
Credentials	--	548	711	1,419	1,682	1,224	1,459	1,420	1,803

Based on Fall 2019 semester numbers provided by the institutions, it is now estimated there will be a shortfall relative to the legislative appropriation of approximately \$5.5 million. The Budget Division recommended to the Governor she add \$4.5 million, and the Board of Regents has appealed for another \$1.0 million for FY 2020. Trending the program’s tuition costs forward to FY 2021 generates an estimate for FY 2021 of \$38.0 million, or \$9 million more than the base appropriation of \$29.05 million. The Budget Division has recommended the Governor add \$8.5 million, for a total of \$37.55 million, or approximately \$500,000 less than projected for next year.

Excel in CTE	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020</u>	<u>FY 2021</u>
Appropriations:	\$20,750,000	\$28,050,000	\$33,550,000	\$29,050,000	\$29,050,000
Carry Over from Prior Year				\$1,526,841	--
Budget Division Recommendations:				\$4,500,000	\$8,500,000
Current Amount Recommended:				\$35,076,841	\$37,550,000
Projected Tuition Reimbursement Cost:				\$36,095,130	\$38,000,000
Board of Regents Budget Appeal:				\$1,000,000	\$500,000

Recommendation

Staff recommends that the TEA, the Board of Regents, and the colleges make this information widely available for legislators when considering appropriation of additional funds to the Excel in CTE program.

Delegate Distribution of State Funds for Technical Education (Excel in CTE, AO-K Proviso) and Postsecondary Education Performance Based Incentives Fund (GED Accelerator)

Summary and Staff Recommendation

The Board of Regents typically approves the first of two payments to participating institutions in January of each year for the Excel in CTE, the Accelerating Opportunity: Kansas (AOK) and the GED Accelerator initiative. The schedule of meetings for the TEA and the Board of Regents prevents the usual approval sequence of presenting distributions first to the TEA and then to the Board of Regents. Staff recommends the TEA delegate its approval of the distributions to the TEA's Budget and Finance Committee, which will have a meeting January 9, 2020, prior to the Board of Regents' meeting on January 15-16, 2020, and then the TEA receive a briefing on the distributions at its January 23, 2020 meeting.

12/5/2019

Background

K.S.A. 72-4489 was enacted by the 2012 Legislature to establish the Career Technical Education Incentive Program. The program offers state-financed college tuition for high school students in postsecondary technical education courses resulting in an industry-recognized credential in high demand occupations. As the program has been promoted, its success was not matched with greater appropriations from the State General Fund for two years. FY 2016 was the first year when the appropriation for the program was insufficient to finance eligible tuition payments to the participating colleges. The colleges' distributions were reduced by \$1,379,353 or 5.7 percent. In FY 2017, the distributions were reduced again, this time by \$3.7 million, or 17.9 percent. In FY 2018 and FY 2019 the Legislature provided sufficient appropriations to reimburse the colleges for eligible tuition payments.

The Postsecondary Education Performance-Based Incentives Fund (known as the GED Accelerator initiative) provides incentives to eligible institutions—community colleges, technical colleges and Washburn University Institute of Technology—for adults seeking and earning a GED/high school equivalency diploma and/or an identified industry credential while enrolled in an eligible postsecondary technical education program. Eligible institutions can receive \$170 for each adult enrolled in a postsecondary technical program while pursuing a GED/high school equivalency diploma (\$150 of which must be used for the GED/high school equivalency tests), \$500 for each adult earning a GED/high school equivalency diploma, and \$1,000 for each adult earning an identified industry credential while enrolled in an eligible postsecondary technical education program.

Since the programs' inception, funding for has been distributed twice a year based on live student enrollment data submitted by the institutions in the fall and spring. The proposed distribution amounts for January 2020 will be calculated based on current FY 2020 enrollments.

Staff Recommendation

Staff recommends authority be given to the TEA Budget & Finance Committee to approve the distribution of funds at their committee meeting on January 9 so that the fund distributions can move forward for Board approval at the January meeting, and then be distributed to the colleges. The timing of the TEA meeting and the Board's meeting in January 2020 prevent the usual sequence of approvals. This delegation is a one-time authorization and a report on the distributions will be made to the full TEA at the meeting on January 23.

Excel in Career Technical Education (Excel in CTE) Results

Summary

Excel in CTE (commonly referred to as SB 155) provides state financed college tuition for high school students in postsecondary technical education courses and incentives to school districts for students earning industry-recognized credentials in high-demand occupations.

The Technical Education Authority will review industry-recognized certification data.

12/5/2019

Background

K.S.A. 72-4489 was enacted by the 2012 Legislature to establish the Career Technical Education Incentive Program. The program offers state-financed college tuition for high school students in postsecondary technical education courses resulting in an industry-recognized certification in high demand occupations.

Annually, KBOR provides a report that shows participation in the Excel in CTE program. The next document summarizes the results from Academic Year 2019 as well as historical information for comparison purposes. The spreadsheet provides information on Academic Year 2019 industry-recognized certifications by program as well as Excel in CTE participation by student grade levels.



Excel in Career Technical Education Initiative (SB-155)

October 2019

In 2012, a plan was launched to enhance career technical education in Kansas and better prepare high school students for college and careers. Under the Excel in Career Technical Education Initiative, Kansas high school students qualify for state-funded college tuition in approved technical courses offered by Kansas technical and community colleges. Postsecondary career technical education has experienced significant growth in the number of students participating in Excel in CTE courses since the program's inception.

PARTICIPATION

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	AY 2018	AY 2019
Headcount	3,475	3,870	6,101	8,440	10,275	10,023	10,600	11,690	13,675
College Credit	28,000	28,161	44,087	62,195	76,756	79,488	85,150	92,092	105,084
Credentials	--	548	711	1,419	1,682	1,224	1,459	1,420	1,803

Source: KBOR KHEDS AY Collection 2010-2019; KSDE Credential Production

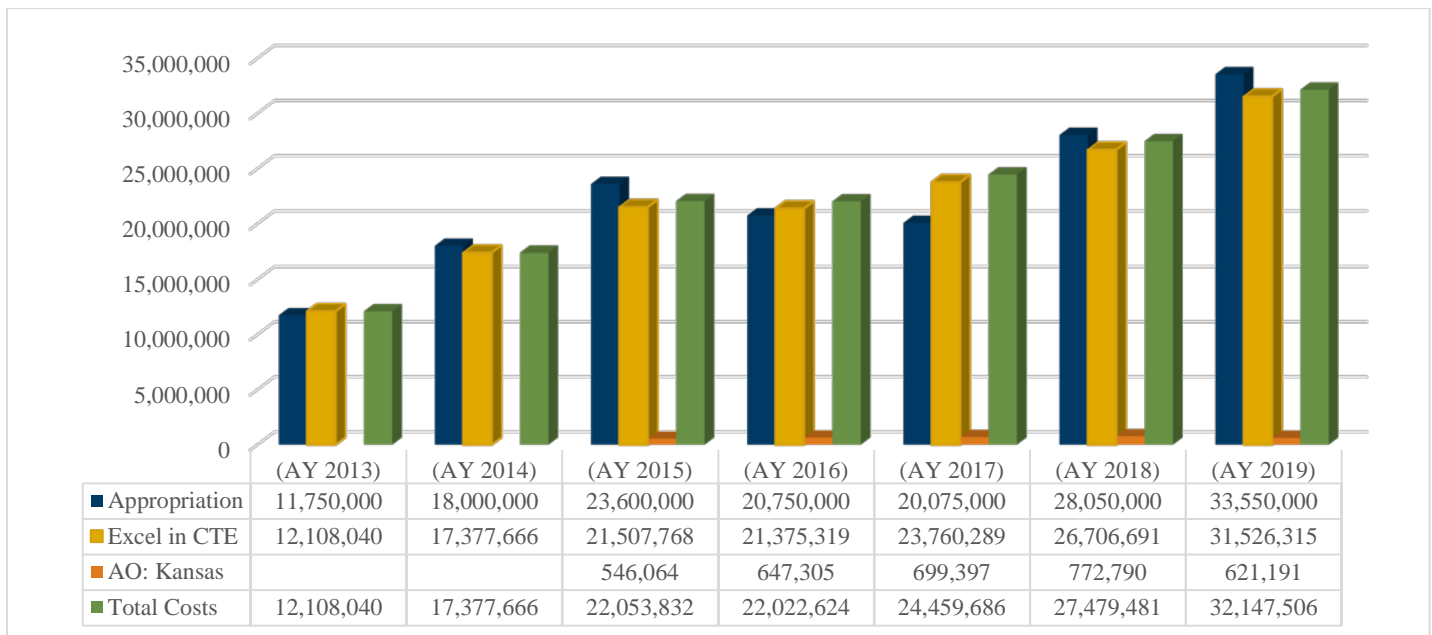
RESULTS

- Approximately 30% of participants complete a college-level certificate/degree in high school
- Nearly two-thirds of Excel in CTE students enroll in college and go on to earn more credits/degrees than traditional CTE students
- Excel in CTE credits lead to higher employment and higher wages of approximately \$3,500 per year
- Excel in CTE give high school students a “head start” on college
- Excel in CTE provides talent for Kansas businesses

Source: Donna K. Ginther, Director, Center for Science, Technology & Economic Policy at the Institute for Policy & Social Research(2016)

STATE FUNDING

State funding for student tuition has not always been adequate to cover costs as enrollments grew. Colleges are prohibited from charging tuition to the high school students, so they absorb that cost from other sources.



Total Costs does not include reductions to institutions due to allotment, proration, or performance agreements.

Academic Year 2019 - High School Students Participating in Courses Receiving Tuition Funded by Excel in CTE by Grade & Program

CIP Code	Excel in CTE (or related) Program Name	Grade 9		Grade 10		Grade 11		Grade 12		Home Schooled or Private		Unknown Grade		Total	Total	# of Industry Certifications Reported
		Declared Majors	Graduates or Completes	Declared Majors	Graduates or Completes	Declared Majors	Graduates or Completes	Declared Majors	Graduates or Completes	Declared Majors	Graduates or Completes	Declared Majors	Graduates or Completes	Declared Majors	Graduates or Completes	
51.39	NURSING ASSISTANT		2	89	123	587	815	717	1130	1	3	210	426	1604	2499	1340
49.021	TRUCK AND BUS DRIVER/COMMERCIAL							4	1					4	1	12
51.081	PHARMACY TECHNICIAN/ASSISTANT	1		1		4		9				4	1	19	1	0
48.051	WELDING TECHNOLOGY/WELDER.			45		265	46	299	159			14	1	623	206	100
43.02	FIRE SCIENCE/FIRE-FIGHTING.			5		16		26	6			1		48	6	1
47.02	HEATING, AIR CONDITIONING, VENTILATION AND REFRIGERATION					33		38	13			1		72	13	7
47.061	AIRFRAME MECHANICS AND AIRCRAFT MAINTENANCE TECHNICIAN.			3	2	2	2	3	2					8	6	0
47.061	AIRCRAFT POWERPLANT TECHNOLOGY/TECHNICIAN.					1	2	1	2					2	4	
51.0810	EMERGENCY CARE ATTENDANT (EMT AMBULANCE).			1	1	9	12	55	55			26	13	91	81	12
51.09	EMERGENCY MEDICAL TECHNOLOGY/TECHNICIAN (EMT PARAMEDIC).					37	2	56	13			2	2	95	17	
01.0205	AGRICULTURAL MECHANICS AND EQUIPMENT/MACHINE TECHNOLOGY.			2		3		1		2	2	1		9	2	125
47.06	AUTOMOBILE/AUTOMOTIVE MECHANICS TECHNOLOGY/TECHNICIAN.			20		131		147	46			30		328	46	
47.061	MEDIUM/HEAVY VEHICLE AND TRUCK TECHNOLOGY/TECHNICIAN.			3		58		47	13					108	13	
47.03	HEAVY EQUIPMENT MAINTENANCE TECHNOLOGY/TECHNICIAN.					5		6	3					11	3	
47.061	DIESEL MECHANICS TECHNOLOGY/TECHNICIAN.					2	1	2	1					4	2	
47.06	AUTOBODY/COLLISION AND REPAIR TECHNOLOGY/TECHNICIAN.			2		52		72	24			1		127	24	
11.101	COMPUTER SUPPORT SPECIALIST.					2		21	9			2		25	9	22
11.01	COMPUTER AND INFORMATION SCIENCES, GENERAL.					3	1							3	1	
11.09	COMPUTER SYSTEMS NETWORKING AND TELECOMMUNICATIONS.	1		2		40		40	6			2		85	6	
11.1	COMPUTER AND INFORMATION SYSTEMS SECURITY/INFORMATION ASSURANCE.					4		7	3	1				12	3	
11.02	COMPUTER PROGRAMMING/PROGRAMMER, GENERAL.					7		6						13	0	
11.02	COMPUTER PROGRAMMING, SPECIFIC APPLICATIONS.					1		1						2	0	
11.08	WEB PAGE, DIGITAL/MULTIMEDIA AND INFORMATION RESOURCES DESIGN.			1		2		6						9	0	91
11.08	MODELING, VIRTUAL ENVIRONMENTS AND SIMULATION.					4		5	3					9	3	
46.02	CARPENTRY/CARPENTER.			33		202	15	145	57	1		18	2	399	74	
48.07	CABINETMAKING AND MILLWORK.					4		9	1					13	1	
46.04	BUILDING/PROPERTY MAINTENANCE.					27	2	50	10			10	10	87	22	
46.01	MASON/MASONRY.					5		1						6	0	
46.042	BUILDING CONSTRUCTION TECHNOLOGY.					2								2	0	13
46.03	ELECTRICIAN.					9	6	57	31			10	6	76	43	
47.03	INDUSTRIAL MECHANICS AND MAINTENANCE TECHNOLOGY.					13		17	8					30	8	
48.05	MACHINE TOOL TECHNOLOGY/MACHINIST.			7		24	1	42	45			2	1	75	47	
01.0000	AGRICULTURE, GENERAL.											1		1	0	28
01.0102	AGRIBUSINESS/AGRICULTURAL BUSINESS OPERATIONS.			1										1	0	
01.0104	FARM/FARM AND RANCH MANAGEMENT.			3		12		14	1			2		31	1	
01.0308	AGROECOLOGY AND SUSTAINABLE AGRICULTURE.					4		2	2			1	1	7	3	
12.0500	COOKING AND RELATED CULINARY ARTS, GENERAL.					2		6				1		9	0	52
12.051	FOOD PREPARATION/PROFESSIONAL COOKING/KITCHEN ASSISTANT.					6		46	8			36	2	88	10	
Total for Excel in CTE and Related Programs		2	2	218	126	1578	905	1958	1652	5	5	375	465	4136	3155	1803
32 Total Programs and/or program areas, (including 24.0101) reporting Graduates		5	0	342	13	977	211	1334	527	5	5	206	68	2869	824	
60 programs (and/or program areas) with no Graduates Reported		0	0	42	0	196	0	236	0	3	0	237	0	714	0	
MAJOR NOT SPECIFIED		154	0	1101	0	1490	0	2149	0	103	0	959	0	5956	0	
Total AY2019 High School Students Participating in Excel in CTE		161	2	1703	139	4241	1116	5677	2179	116	10	1777	533	13675	3979	

AY2021: Program changes from Technical to Non-Technical

Get AHEAD Returning Adult Student Project Update

Summary

The Kansas Board of Regents received a \$50,000 Lumina Foundation Strategy Labs technical assistant grant in October 2017 to launch the Get AHEAD returning adult student initiative. Get AHEAD was designed to encourage the 37,000 Kansas potential completers to finish what they started. A second grant for \$20,000 was awarded in June 2019 to engage community partners across the state to further encourage and assist the potential completers, targeted CTE concentrators in three program areas, and many other Kansas adults with some college and no degree to earn a high-quality postsecondary education credential.

12/5/2019

Background

According to the National Student Clearinghouse Research Center (Shapiro, Ryu, Huie, and Liu, 2019), Kansas has more than 345,000 adults who have some college and no degree, 31,000 of whom are “potential completers” with two or more years of college but no degree. Nationally, potential completers are more likely to return and complete a degree, and most of them (58 percent) are below age 30. Those who re-enrolled and completed were more likely to do so at an institution other than the one they last attended, but in the same state (only 38 percent returned to the same institution). Online enrollees were also more likely to return to an online institution.

Like many other states, Kansas is becoming increasingly older, more diverse, and more urban. Between 2000 and 2016, 78 percent of the 105 Kansas counties experienced a population decline and a growing proportion of older residents. However, the Hispanic population in the state is projected to increase by 287 percent or nearly 1.3 million more people by 2066 (Hunt and Panas, 2018). Higher education also faces a looming demographic storm. According to Grawe (2018), many northeastern and midwestern states will experience a 15 percent or greater decrease in the number of high school graduates by the end of the next decade due to declining birth rates. During this same time, 60 percent of Americans will need some type of high-quality credential beyond high school. The Kansas attainment rate is currently 52 percent, and to reach 60 percent the state will not only have to maintain current rates of attainment but also significantly increase the number of people who enroll in programs and earn all types of credentials beyond high school. (Lumina, 2019).

However, in Academic Year 2019 nearly two-thirds of the students (65.1 percent) enrolled in Kansas public postsecondary institutions participated part-time, and a quarter (25.5 percent) of the students were 25 years of age or older (KBOR, 2019). Additionally, during Academic Year 2016 alone, nearly 1,000 CTE concentrators (students who completed at least 12 hours of technical course credits) in healthcare, information technology, and law enforcement related certificate and associate degree programs exited without earning a credential.

The Kansas Board of Regents received a \$50,000 Lumina Foundation Strategy Labs technical assistant grant in October 2017 to launch the Get AHEAD returning adult student initiative. Get AHEAD was designed to increase the state’s attainment rate by encouraging the Kansas potential completers to finish what they started. A second grant for \$20,000 was awarded in June 2019 to engage community partners across the state to further encourage and assist the potential completers, targeted CTE concentrators in three program areas, and the other Kansas adults with some college and no degree to earn a high-quality postsecondary education credential.

New Awareness, Ambassadors, and Grants for Adult Students

With the help of the second Lumina grant and the Kansas Association of Community Foundations, the Kansas State Library, the Kansas Department of Commerce, and other organizations, a new set of partnerships are being formed with local foundations, public libraries, and workforce centers to (1) recruit and train a volunteer corps of Get AHEAD/ Complete to Compete returning adult student ambassadors, (2) pilot an outreach effort to contact 295 of the CTE concentrators who exited a program in AY 2016 without completing a credential, and (3) raise \$1 million in private funds for the proposed Kansas Adult Student Assistance (KASA) grant program.

Many adults who have some college credit but no credential work full-time, have families, and do not reside close to a college or university campus. Most are probably unaware that the 32 Kansas public postsecondary educational institutions offer more than 80 online certificate and associate degree programs and 90 online bachelor's degree programs. To increase their awareness of these opportunities the Adult Higher Education Accessible Degrees (AHEAD) project initially emphasized online programs. A 15 second radio ad and a 30 second television ad were created and broadcast on several public and commercial stations. The television ad was run again statewide on more than a dozen Cox Media cable networks and streaming venues during October 2019 and are scheduled for November 25th through December 8th.

A poster with the Get AHEAD theme and logo was created and distributed to the 325 public libraries, 103 county extension offices, 38 Kansas National Guard installations, 23 workforce centers, 27 staffing agencies, 23 chambers of commerce, the Fort Riley and Fort Leavenworth education centers, and the five Service, Education and Re-Training Corporation offices (the SER Corporation is a nonprofit organization that assists Hispanics with job training and career services). A new brochure will also be distributed to all of the public libraries and workforce centers by the end of this calendar year.

The creation of a statewide volunteer corps of Get AHEAD ambassadors will also help inform their friends, colleagues, family members, and others within their respective communities of the dozens of postsecondary educational programs offered by the 32 public institutions. The ambassadors will have business cards with the www.getaheadkansas.org address to share with potential completers and other adults who have some college but no credential. They will also offer ongoing encouragement to adult students to keep going until completion.

Both time and money are required to complete any postsecondary education program. Online programs can help some adults address the time demands of completion, but many also lack the financial resources to return to school and finish a postsecondary education program. The Get AHEAD/Complete to Compete project will seek to raise \$1 million for the proposed Kansas Adult Student Assistance (KASA) grants to help address the cost of completion. At their meeting in August 2019, the Board of the Kansas Association of Community Foundations (KACF), which is leading the "Keep 5 in Kansas" campaign for their respective 94 community foundations, endorsed the Get AHEAD project. Many of the community foundations and several large private foundations will be key partners in funding the new KASA grants program over the next several years.

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Innovative Career Education Program Update

Summary

The Kansas Board of Regents partnered with the Kansas Department of Commerce to create the Innovative Career Education (ICE³) internship program in 2016. The initiative was based on company demands for a robust internship program in collaboration with the state and our postsecondary education system. The program provides an opportunity to partner with colleges and universities to develop guided, paid work experience for students interested in a career with the participating company. Ad Astra Information Systems located in Overland Park, Kansas, will be the ICE3 partner in 2020 and 2021.

12/5/2019

Background

The Kansas Board of Regents partnered with the Kansas Department of Commerce to create the Innovative Career Education (ICE³) internship program in 2016. The initiative was based on company demands for a robust internship program in collaboration with the state and our postsecondary education system. ICE³ is a three phase, exponential initiative, that yields greater returns depending on the duration of the experience.

In Phase 1, the company identifies and selects student interns for participation in an eight-week paid internship, with opportunities for students to be contributing members to important, ongoing projects, learn company culture and be guided by a company peer mentor. This initial, paid internship is financially supported by a shared public/private partnership.

Phase 2 follows successful completion of the eight-week paid internship. Students will have an opportunity to continue paid employment (paid in full by the company) on a part time basis while they are completing their college career, along with coaching and mentoring from a company assigned mentor, networking opportunities and support in building leadership skills. A key component of the ICE³ initiative provides for either party to opt out of further participation without any penalty, at completion of either the paid internship or part time employment. With an eye towards retention and the opportunity for reduction of tuition expense, the exponential return on investment for both the student and the company is the result of their early connection.

In Phase 3, students who continue as full time, permanent employees of the company will be eligible to receive up to a total of \$10,000 towards their tuition expenses, in exchange for either one year (\$5,000) or two years (\$10,000) of service to the employer.

Ad Astra Information Systems

Ad Astra Information Systems is based in Overland Park, Kansas, and serves higher education institutions and systems worldwide. They offer data-informed software solutions and professional services to effectively allocate space and faculty resources, forecast student demand, and accelerate student completions. Ad Astra has collaborated with more than 1,000 higher education campuses and state systems that prioritize the stewardship of instructional resources and improved student outcomes.

Ad Astra Information Systems has developed a unique internship program designed for individuals interested in entering the fields of marketing, sales, business development, account management, technical services, or software development. An overview of the ICE3 program and Ad Astra Information Systems was sent to 18 administrators at nine Kansas postsecondary educational institutions early this fall. They have also been invited to participate in a program webinar from 3-4 p.m. on December 5, and to encourage all of their students who may be interested in the program to attend the webinar, which will cover the hiring process, the interview process, and internship basics including mentoring, philanthropy, and repeated skills.

Excel in Career Technical Education (Excel in CTE) Fees Legislation

Summary

Excel in CTE (commonly referred to as SB 155) provides state financed college tuition for high school students in postsecondary technical education and incentives to school districts for students earning industry-recognized credentials in high-demand occupations.

The Board is recommending changes to the associated statute that includes requiring all fees charged to students be approved by the Board and requiring KSDE to use the certification funds received from the state to pay for student certification tests. The Board is also seeking language clarification within the statute and removing reference to a statute that has repealed.

12/05/2019

Background

K.S.A. 72-4489 was enacted by the 2012 Legislature to establish the Career Technical Education Incentive Program. The program offers state-financed college tuition for high school students in postsecondary technical education courses resulting in an industry-recognized credential in high demand occupations.

Legislation currently allows institutions to charge students fees in addition to the tuition currently being paid for by the state. However, the fees being charged by institutions vary significantly which leads to some students in the state having no fees to pay while others are paying well over \$500 for a single class. While many of the fees currently being charged are for items the students own, in certain instances students are being asked to pay for items that are covered by the state's cost model.

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

Instructor Costs = Faculty salary costs as reported to the National Community College Cost and Productivity Project conducted by Johnson County Community College (JCCC) annually.

Extraordinary Costs = Costs to purchase additional supplies, materials and specialized equipment needed to provide intensive, hands-on learning opportunities within technical education (e.g., welders, patient simulators, cattle feeders, lab supplies).

Instructional Support Costs = Costs associated with academic support and student services (e.g. computer labs, instructional materials, library).

Institutional Support Costs = The institutional costs associated with administration, facilities, and maintenance (e.g., operation/maintenance of physical plant and facility upgrades).

By changing the Excel in CTE statute, the Board will be able to ensure that consistent practices are occurring throughout the state and students are provided the same opportunity.

The other significant change being proposed to the statute will require, where applicable, all industry-recognized certifications be funded by the career technical education incentive funds currently paid out to KSDE. This would remove that expense from both the students and colleges by using funds allocated to KSDE in support of Excel in CTE.

Action

The Board would like the TEA's input regarding these proposed changes.

72-3810. Tuition and fees of students; liability; schedule. (a) Students admitted to a career technical education course or program which is conducted by the school district in which the student is enrolled may be charged fees but shall not be charged tuition.

(b) Postsecondary students admitted to a career technical education course or program shall pay tuition and fees as provided by laws applicable thereto.

(c) (1) Secondary students admitted to a career technical education course or program which is conducted by a community college, technical college or institute of technology ~~may~~ shall not be charged fees, ~~but shall not be charged~~ or tuition, except as specifically authorized by policies of the state board of regents.

(2) Each school year, to the extent there are sufficient moneys appropriated to the career technical education secondary program, the state board of regents shall distribute state funds to community colleges, technical colleges and the Washburn institute of technology for the cost associated with secondary students enrolled in postsecondary career technical education programs as determined by the state board of regents.

(3) For purposes of this subsection:

(A) "Community college" means any community college established in accordance with chapter 71 of the Kansas Statutes Annotated, and amendments thereto.

(B) "Fees" means those charges assessed against a student by a community college, technical college or the institute of technology for student services, such as health clinics, athletic activities and technology services, or for books, uniforms, tools, supplies or other materials necessary for a particular course or program, or any other assessment charged to a student by an institution, the expense of which is not covered by tuition.

(C) "Institute of technology" means the institute of technology at Washburn university.

(D) "Secondary student" means a pupil who: (i) Has not attained a high school diploma or a general educational development (GED) credential; and (ii) is regularly enrolled in and attending a public or private secondary school.

(E) "State board of regents" means the state board of regents provided for in the constitution of this state and established by K.S.A. 74-3202a, and amendments thereto.

(F) "Technical college" means a technical college designated pursuant to K.S.A. 2018 Supp. [74-32,458](#), [74-32,460](#), [74-32,461](#), [74-32,462](#), [74-32,464](#) or [74-32,465](#), and amendments thereto.

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

(d) Students admitted to a vocational education course or program ~~which~~ that is not conducted by the school district in which the student is enrolled shall be charged tuition and fees determined in accordance with subsection (e), subject however to the following: (1) Tuition or fees, or tuition and fees may be paid for the student in accordance with any agreement made under K.S.A. 2018 Supp. [72-3814](#), and amendments thereto; or

(2) if tuition of a student is not paid under paragraph (1) of this subsection, the tuition of the student shall be paid by the school district in which the student is enrolled. No school district shall pay tuition for a student who is a postsecondary student, and no school district shall be required to pay tuition or fees of a student who is eligible to have tuition and fees for the course or training the student selects paid by any state or federal agency from moneys, funds or appropriations made available under any one or more state or federal programs. Any state agency administering any one or more such programs shall pay such tuition and fees upon proper application by a student therefor.

(e) All tuition and fees charged for career technical education by any board shall be in such amounts as are authorized by rules and regulations or policies adopted by the state board of regents,

which shall establish general guidelines for tuition and fee schedules in career technical education courses and programs, ~~except that tuition of postsecondary students shall be fixed in accordance with K.S.A. 72-4433*, and amendments thereto.~~ The particular tuition and fee schedule of every career technical education program shall be subject to annual approval of the state board of regents. A current complete schedule of tuition and fees for each career technical education course and program of each board as approved by the state board shall be maintained on file in the office of the state board, and shall be open for public inspection at any reasonable time.

72-3813. Career technical education fund; source of payment of tuition; transfers from general fund authorized, when. The school district in which a student is enrolled shall pay the tuition of such student to attend any career technical education course or program when such attendance is approved as provided in K.S.A. 2018 Supp. 72-3812, and amendments thereto, from its vocational education fund, except that any board receiving funds under an agreement under K.S.A. 2018 Supp. 72-3814, and amendments thereto, shall pay such tuition when the student is enrolled in a school district which is a party to the agreement if the agreement so provides. In the case of a school district which is not a party to an agreement under K.S.A. 2018 Supp. 72-3814, and amendments thereto, should there be insufficient or no moneys in the career technical education fund to pay such tuition, the board of education shall transfer from the general fund to the career technical education fund such amount as will satisfy the insufficiency. School districts receiving a career technical education incentive pursuant to K.S.A. 72-3819, and amendments thereto, shall pay for students to take certification tests required to obtain an industry-recognized credential in an occupation that has been identified by the secretary of labor, in consultation with the state board of regents and the state board of education, as an occupation in highest need of additional skilled employees at the time the student entered the career technical education course or program in the school district.

72-3819. Career technical education incentive program. (a) The state board of ~~regents~~ education shall establish the career technical education incentive program.

(b) (1) Each school year, to the extent there are sufficient moneys appropriated to the career technical education incentive program, the state board of ~~regents~~ education shall make an award to those school districts who have at least one pupil who graduates from a high school in the school district having obtained an industry-recognized credential either prior to graduation from high school or by December 31 immediately following graduation from high school in an occupation that has been identified by the secretary of labor, in consultation with the state board of regents and the state board of education, as an occupation in highest need of additional skilled employees at the time the pupil entered the career technical education course or program in the school district. Such school districts shall receive an award in an amount equal to \$1,000 for each such pupil graduating from a high school in the school district. Such awards shall be paid at such times as established by the state board of ~~regents~~ education. Such awards shall be expended for the expenses incurred by the board of education of the school district under this subsection, and any moneys remaining after distribution in accordance with this subsection may be expended as determined by the board of education of a school district towards operating the school from which the pupils graduated. Upon receipt of such award and application by a pupil who has not attained a high school diploma and is currently or was previously enrolled in a career technical education course or program in the school district, the board of education of each school district shall pay ~~½ of~~ the costs of the industry-recognized credential assessment

specified in such application in an amount not to exceed \$1,000. Such industry-recognized credential assessment shall be related to the career technical education course or program which such pupil is currently or was previously enrolled as determined by the board of education. No board of education shall be required to pay $\frac{1}{2}$ of the cost of three or more industry-recognized credential assessments for the same or substantially the same industry-recognized credential for a pupil if such pupil fails to earn the industry-recognized credential within two attempts of taking the industry-recognized credential assessment.

(2) The state board of education shall certify to ~~the state board of regents and~~ the director of accounts and reports the amounts due to each school district pursuant to this subsection. Such certification, and the amount payable, shall be approved by the director of the budget. The director of accounts and reports shall draw warrants on the state treasurer payable to the district treasurer of each school district entitled to payment of such award amount, pursuant to vouchers approved by the state board of ~~regents~~ education. Upon receipt of such warrant, each district treasurer shall deposit the amount of such award in the general fund of the school district.

~~(c) (1) Each school year, to the extent there are sufficient moneys appropriated to the career technical education incentive program, the state board of regents shall make an award to a community college, technical college or institute of technology who has at least one secondary student who is currently or was previously admitted to a career technical education course or program in accordance with subsection (c) of K.S.A. 2018 Supp. 72-3810, and amendments thereto, and such secondary student is regularly enrolled in and attending a private secondary school. The purpose of such award is to reimburse such community college, technical college or institute of technology for paying $\frac{1}{2}$ of the costs of an industry recognized credential assessment in an occupation that has been identified by the secretary of labor, in consultation with the state board of regents and the state board of education, as an occupation in highest need of additional skilled employees at the time the secondary student was admitted into such career technical education course or program. Upon receipt of such award and application by a secondary student who is currently or was previously enrolled in a career technical education course or program in accordance with subsection (c) of K.S.A. 2018 Supp. 72-3810, and amendments thereto, and is regularly enrolled in and attending a private secondary school, the governing body of the community college, technical college or the institute of technology which admitted such secondary student shall pay $\frac{1}{2}$ of the costs of the industry recognized credential assessment specified in such application in an amount not to exceed \$1,000. Such industry recognized credential assessment shall be related to the career technical education course or program in which such secondary student is currently or was previously enrolled as determined by such governing body of a community college, technical college or institute of technology. No governing body of a community college, technical college or institute of technology shall be required to pay $\frac{1}{2}$ of the cost of three or more industry recognized credential assessments for the same or substantially the same industry recognized credential for a secondary student if such secondary student fails to earn the industry recognized credential within two attempts of taking the industry recognized credential assessment.~~

~~(2) Each governing body of a community college, technical college or institute of technology shall certify to the state board of regents the amount of any payments such community college, technical college or institute of technology will pay based on applications submitted by students pursuant to paragraph (1). The certification shall be on a form prescribed and furnished by the state board of regents, shall contain such information as the state board of regents shall require and shall be filed at the time specified by the state board of regents.~~

~~(3) In each school year, each governing body of a community college, technical college or institute of technology is entitled to receive from appropriations for the career technical education incentive program an amount which is equal to the amount certified to the state board of regents in accordance~~

~~with the provisions of paragraph (2). The state board of regents shall certify to the director of accounts and reports the amount due each governing body of a community college, technical college or institute of technology. The director of accounts and reports shall draw warrants on the state treasurer payable to the treasurer of each governing body of a community college, technical college or institute of technology entitled to payment under this subsection upon vouchers approved by the state board of regents.~~

~~(4) Moneys received by a state board of regents under this subsection shall be deposited in the postsecondary technical education fund of each community college and at Washburn university for the Washburn institute of technology or the general operating fund in the technical college in accordance with K.S.A. 2018 Supp. 71-1808, and amendments thereto, and shall be considered reimbursements to the community college, technical college or institute of technology.~~

~~(d) Each school year, at such time as agreed to by the secretary of labor, the ~~president~~ chief executive officer of the state board of regents and the commissioner of education, the secretary shall provide the state board of regents and the state board of education with a list of those occupations in highest need of additional skilled employees. If the occupations identified in such list are not substantially the same as those occupations identified in the list from the prior year, reasonable notice of such changes shall be provided to school districts, community colleges, technical colleges and the institute of technology.~~

~~(e) (d) The state board of regents and the state board of education, jointly, may adopt such rules and regulations necessary to implement and carry out the provisions of this section.~~

K.S.A. 72-3810, 72-3813, and 72-3819 are hereby repealed.

This act shall take effect and be in force from and after its publication in the statute book.

Fiscal Year 2019 Funding Overview

Summary

Community and Technical Colleges are eligible for various state and federal funding streams. Board Staff attempted to summarize each funding stream, eligibility, and amount awarded to each college during the 2019 Fiscal Year (July 1, 2018 to June 30, 2019). 12/5/2019

State Aid

- Non-Tiered Credit Hour Grant is allocated to the two-year sector for delivering non-tiered courses. Institutional amounts were set in 2011 and fluctuate if the legislature appropriates additional funds or issues a budget reduction.
- Tiered Technical Education State Aid is allocated to the two-year sector for delivering tiered courses. The amount was set in 2011 and fluctuates if the legislature appropriates additional funds or issues a budget reduction.

In the GAP calculation, the actual annual credit hour production from each institution is run through the funding model. The annual production of both non-tiered and tiered credit hours is calculated and compared against standard institutional award.

- Vocational Capital Outlay is distributed to the six technical colleges, nine of the community colleges with merged technical schools, and Washburn Institute of Technology. Capital outlay aid, according to the statute, is to be distributed to the institutions based on need and the condition of existing facilities and equipment. Since FY 2005, the following formula has been used for the distribution of vocational education capital outlay aid: 1) provide each school a base distribution of \$100,000, recognizing that each school has significant need regardless of size, and 2) distribute the remaining portion of funds based on enrollment production.
- Technology Grant authorizes the Kansas Board of Regents to provide grants for the purchase of technology equipment, in accordance with Board guidelines. The guidelines state that grant funds shall be used for the purchase of instructional technology equipment and a 50 percent local match shall be provided.

State Incentive Funding

- Excel in Career Technical Education funds college tuition for Kansas high school students enrolled in technical courses offered by Kansas community and technical colleges.
- Accelerating Opportunity: Kansas (AO-K Proviso) funds college tuition for students without a high school diploma or equivalent enrolled in approved AO-K programs. Only technical courses within the pathway are eligible.
- Accelerating Opportunity: Kansas (AO-K TANF) is a scholarship program funded through a partnership with the Department for Children and Families that pays the full composite rate for both tiered and non-tiered courses in approved AO-K pathways.
- GED Accelerator is an incentive program funded by legislative appropriations to reward institutions for assisting students to concurrently achieve a GED® certificate and an industry-recognized credential. The GED Accelerator funding stream does not require the student, program, or institution to be designated “AO-K.”
- Commercial Driver License Training Program provides additional funding to institutions delivering full program training for Commercial Driver. Funding is distributed annually using the data provided by institutions for students completing the program and obtaining their CDL license. A per student dollar amount is determined based on the funds available in the State Safety fund that year.

- Motorcycle Safety Fund provides additional funding to institutions delivering approved courses in motorcycle safety. The Kansas Department of Education collects course and student data directly from institutions. KBOR makes the distributions based on the report from KSDE, which uses a per student dollar amount based on the total funds available annually.
- State Innovative Technology Grant is a competitive cost-reimbursement grant to support innovative technical courses or programs in emerging technologies or areas of skill shortages. Applicants must obtain a 1-1 match from a business & industry partner and demonstrate benefits to student learning.
- State Innovative Technology Internship Grant provides funds to support CTE faculty in upgrading knowledge and skills in their profession, vocation, or trade. The grant is also available to business & industry experts who teach in a postsecondary classroom. 1-1 business & industry match is required along with a justification of how new skills and knowledge will benefit students.
- Kansas Nursing Initiative Grant addresses the growing nursing shortage in the state by providing resources to nursing education programs. This competitive grant supports new nursing faculty salaries and necessary salary increases, professional development, and purchase of nursing supplies.

Kansas Department of Commerce Funds

- Workforce AID is a project led by the Kansas Department of Commerce, in partnership with the Kansas Board of Regents, to align workforce training and education with industry opportunities and demands. Employers drive the training process by outlining the skills employees need for success. A competitive RFP process is used to select the training provider.
- Jobs & Innovative Industry Skills Training (JIIST) is a project lead by the Kansas Department of Commerce pursuant to House Bill 2002, Section 136(e). The purpose of the grant is to 1) provide innovative programs with private companies in Kansas needing specific job skills; and 2) provide for other industry training needs that cannot be addressed with current funding streams. A competitive bid process is used to select recipients who best meet the grant's purpose.

Adult Education Grant

- The Adult Education and Family Literacy Act (AEFLA) is Title II of the Workforce Innovation and Opportunity Act (WIOA). AEFLA provides funding for eligible applicants to implement allowable adult education activities across the state. Funded programs currently include 17 community and technical colleges and 3 USDs. State and federal adult education funds are distributed using the state's performance-based funding formula and a three-year average of program performance data.

Carl D. Perkins Grants

- Carl D. Perkins Basic Grant is a federally-funded initiative afforded by the Strengthening Career and Technical Education for the 21st Century Act. The funds are intended for development, coordination, implementation, and improvement of CTE programs to meet the needs of business & industry in the state. Formula-based institutional allocations are based on the Annual Full Time Equivalent (FTE) generated by the institution's Pell Grant recipients in the previous academic year.
- Perkins Reserve Grants are awarded to institutions on a competitive basis in order to foster innovation and promotion of promising and proven CTE programs, practices, and strategies.

Academic Year 2019 - High School Students Participating in Courses Receiving Tuition Funded by Excel in CTE by Grade & Program

CIP Code	Excel in CTE (or related) Program Name	Grade 9		Grade 10		Grade 11		Grade 12		Home Schooled or Private		Unknown Grade		Total	Total	# of Industry Certifications Reported
		Declared Majors	Graduates or Completes	Declared Majors	Graduates or Completes	Declared Majors	Graduates or Completes	Declared Majors	Graduates or Completes	Declared Majors	Graduates or Completes	Declared Majors	Graduates or Completes	Declared Majors	Graduates or Completes	
51.3902	NURSING ASSISTANT		2	89	123	587	815	717	1130	1	3	210	426	1604	2499	1340
49.0205	TRUCK AND BUS DRIVER/COMMERCIAL							4	1					4	1	12
51.0805	PHARMACY TECHNICIAN/ASSISTANT	1		1		4		9				4	1	19	1	0
48.0508	WELDING TECHNOLOGY/WELDER.			45		265	46	299	159			14	1	623	206	100
43.0203	FIRE SCIENCE/FIRE-FIGHTING.			5		16		26	6			1		48	6	1
47.0201	HEATING, AIR CONDITIONING, VENTILATION AND REFRIGERATION					33		38	13			1		72	13	7
47.0607	AIRFRAME MECHANICS AND AIRCRAFT MAINTENANCE TECHNICIAN.			3	2	2	2	3	2					8	6	0
47.0608	AIRCRAFT POWERPLANT TECHNOLOGY/TECHNICIAN.					1	2	1	2					2	4	
51.0810	EMERGENCY CARE ATTENDANT (EMT AMBULANCE).			1	1	9	12	55	55			26	13	91	81	12
51.0904	EMERGENCY MEDICAL TECHNOLOGY/TECHNICIAN (EMT PARAMEDIC).					37	2	56	13			2	2	95	17	
01.0205	AGRICULTURAL MECHANICS AND EQUIPMENT/MACHINE TECHNOLOGY.			2		3		1		2	2	1		9	2	
47.0604	AUTOMOBILE/AUTOMOTIVE MECHANICS TECHNOLOGY/TECHNICIAN.			20		131		147	46			30		328	46	
47.0613	MEDIUM/HEAVY VEHICLE AND TRUCK TECHNOLOGY/TECHNICIAN.			3		58		47	13					108	13	125
47.0302	HEAVY EQUIPMENT MAINTENANCE TECHNOLOGY/TECHNICIAN.					5		6	3					11	3	
47.0605	DIESEL MECHANICS TECHNOLOGY/TECHNICIAN.					2	1	2	1					4	2	
47.0603	AUTOBODY/COLLISION AND REPAIR TECHNOLOGY/TECHNICIAN.			2		52		72	24			1		127	24	
11.1006	COMPUTER SUPPORT SPECIALIST.					2		21	9			2		25	9	
11.0101	COMPUTER AND INFORMATION SCIENCES, GENERAL.					3	1							3	1	
11.0901	COMPUTER SYSTEMS NETWORKING AND TELECOMMUNICATIONS.	1		2		40		40	6			2		85	6	
11.1003	COMPUTER AND INFORMATION SYSTEMS SECURITY/INFORMATION ASSURANCE.					4		7	3	1				12	3	22
11.0201	COMPUTER PROGRAMMING/PROGRAMMER, GENERAL.					7		6						13	0	
11.0202	COMPUTER PROGRAMMING, SPECIFIC APPLICATIONS.					1		1						2	0	
11.0801	WEB PAGE, DIGITAL/MULTIMEDIA AND INFORMATION RESOURCES DESIGN.			1		2		6						9	0	
11.0804	MODELING, VIRTUAL ENVIRONMENTS AND SIMULATION.					4		5	3					9	3	
46.0201	CARPENTRY/CARPENTER.			33		202	15	145	57	1		18	2	399	74	
48.0703	CABINETMAKING AND MILLWORK.					4		9	1					13	1	
46.0401	BUILDING/PROPERTY MAINTENANCE.					27	2	50	10			10	10	87	22	
46.0101	MASON/MASONRY.					5		1						6	0	
46.0415	BUILDING CONSTRUCTION TECHNOLOGY.					2								2	0	
46.0302	ELECTRICIAN.					9	6	57	31			10	6	76	43	
47.0303	INDUSTRIAL MECHANICS AND MAINTENANCE TECHNOLOGY.					13		17	8					30	8	
48.0501	MACHINE TOOL TECHNOLOGY/MACHINIST.			7		24	1	42	45			2	1	75	47	13
01.0000	AGRICULTURE, GENERAL.											1		1	0	
01.0102	AGRIBUSINESS/AGRICULTURAL BUSINESS OPERATIONS.			1										1	0	
01.0104	FARM/FARM AND RANCH MANAGEMENT.			3		12		14	1			2		31	1	
01.0308	AGROECOLOGY AND SUSTAINABLE AGRICULTURE.					4		2	2			1	1	7	3	
12.0500	COOKING AND RELATED CULINARY ARTS, GENERAL.					2		6				1		9	0	
12.0505	FOOD PREPARATION/PROFESSIONAL COOKING/KITCHEN ASSISTANT.					6		46	8			36	2	88	10	
Total for Excel in CTE and Related Programs		2	2	218	126	1578	905	1958	1652	5	5	375	465	4136	3155	1803

32 Total Programs and/or program areas, (including 24.0101) reporting Graduates	5	0	342	13	977	211	1334	527	5	5	206	68	2869	824
60 programs (and/or program areas) with no Graduates Reported	0	0	42	0	196	0	236	0	3	0	237	0	714	0
MAJOR NOT SPECIFIED	154	0	1101	0	1490	0	2149	0	103	0	959	0	5956	0

Total AY2019 High School Students Participating in Excel in CTE	161	2	1703	139	4241	1116	5677	2179	116	10	1777	533	13675	3979
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AY2021: Program changes from Technical to Non-Technical