

MINUTES

KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY

October 30-31, 2007

Johnson County Community College

Carlsen Building, Room 234

Overland Park, Kansas

Members Present

Joseph Glassman, Chair
Clark Coco
Eddie Estes
Sheila Frahm
Robin Harris, representing Alexa Posny (October 31)
David Kerr (October 31)
William Quattlebaum
Jack Wempe
Steve Wilkinson (October 31)

Members Absent

Jim Garner
Jim Grier

Staff

Diane Duffy, Vice-President for Finance and Administration, Kansas Board of Regents
Blake Flanders, Director, Career and Technical Education, Kansas Board of Regents
Rita Johnson, Senior Associate Director of Career and Technical Education, Kansas Board of Regents
Dawn Ressel, Associate Vice President, Accountability Planning and Institutional Effectiveness, Kansas Board of Regents
Janice Haberman, Executive Assistant, Kansas Postsecondary Technical Education Authority
Gary Deeter, Acting Secretary

Conferees

Lori Usher, Consultant, Postsecondary Technical Education Authority
Terry Calaway, President, Johnson County Community College
Bill Osborn, Dean, Community Outreach and Media Resources
Andy Solter, Kansas Career Pipeline

**Afternoon Session
Tuesday, October 30, 2007**

The Chairman called the meeting to order at 3:54 p.m. and welcomed Dr. Terry Calaway, President, Johnson County Community College, who introduced a panel of business and industry resource individuals who serve on various advisory councils for the college. Dr. Calaway referenced an information packet of courses and services offered by the college and provided an overview of Career and Technical Education (CTE), demonstrating a continuum of learning from high school through an associate degree with emphasis on articulation with Kansas Board of Regents institutions. He commented on CTE's success in matching business needs with student preparation, placement, and retention; he noted that the college excels in marketing, establishing business partnerships, and developing affiliations as well as offering a guarantee of student competency to an employer. He identified funding sources and listed workforce development programs and enrollments (Attachments 1 and 2).

Johnson County Community College Introduction

Answering questions, Dr. Calaway said the college tries to keep staff salaries competitive, but a graduate often earns a higher salary than the teacher. A member commended the college for offering training to meet certification requirements. Dr. Calaway replied to another question indicating there is a waiting list for some courses, such as nursing and dental hygiene. Bill Osborn, Dean, Community Outreach and Media Resources, replied that the college has 40 advisory councils involving 500 resource individuals from the community.

Mr. Osborn presented information regarding college partnerships with local area high schools, explaining four facets of interaction with secondary students (Attachment 3). He stated that Career Life Planning is introduced to sophomore students, that selected freshman and sophomore and all juniors and seniors are offered a college credit program (College Now) at their respective high schools, that Quick Step provides classes at the college taught by JCCC faculty, and that Technical College Preparation coordinates high school curricula with postsecondary career programs, including advanced standing options. He distributed a sample articulation agreement between JCCC and Shawnee Mission School District (Attachment 4).

Mr. Osborn introduced Wendy Thill, Director of Career and Technical Education, Shawnee Mission School District, and Gretchen Sherk, Director, Career and Technical Education, Olathe Unified School District; both testified regarding the partnerships of their respective school districts with JCCC. Ms. Thill gave examples of the staff connections between the schools and the college and how the students benefited from these associations. She reviewed the 15 year history of the consortium which has fostered cooperation between JCCC and the secondary schools and has created a seamless transition to postsecondary experience for the students. Responding to questions, Ms. Thill stated 46 students have advanced standing, that 17 CTE programs are offered for students, that CTE is first introduced in 7th grade, and that of the 9000 students, 7000 are enrolled in CTE courses. She replied that once a student receives advance standing, he/she may enroll in college courses without tuition charge.

Dr. Sherk listed activities on the JCCC campus that help secondary students become oriented to a technical education: seminars, entrepreneurial encounters, certification programs, and scholarships for tech-ed students. She emphasized the importance of coordinating services between the college and secondary schools.

President Calaway returned to comment on the members of the advisory councils, whom he called “the heart and soul” of technical education at JCCC. He related how their expertise enhances CTE courses and workforce development. He then asked advisory council members to comment briefly about their work background and what they expect from technical education. Mr. Osborn, responding to an Authority member’s question, said advisory council members are program-driven and that division deans attend council meetings. Twice a year an institution-wide advisory council offers recommendations to the college. Mr. Osborn said excellence is developed through informal discussions to ascertain levels of training needed, through continuing education, and through sequential certifications to assure continued competence. He replied that the courses emphasize not only technical competence, but communication and relational skills as well.

Morning Session
Wednesday, October 31, 2007

After discussion regarding corrections, the minutes for the October 17-18 Authority meeting were accepted as corrected. (Motion, Mr. Kerr; second, Mr. Estes)

Lori Usher, Authority Consultant, discussed with members future meeting dates, locations, and topics (Attachment 5). Members agreed that holding meetings at various institutions was valuable, but time constraints should limit travel activities. Ms. Usher said the January Authority meeting was scheduled to mesh with the annual workforce conference January 23-24. The Chair announced the Governor’s appointment of Dr. Debra Nichols as a General Public member of the Authority. Dr. Nichols is Vice President of Science and Technology at Hill’s Pet Nutrition.

Mr. Quattlebaum reported on the search for an Authority executive vice-president, saying that the Search Committee had, through a teleconference call with the Chair and KBOR President Reggie Robinson, defined its role as initiating the search process and identifying candidates but not making an offer to any prospect. He said the position had been posted, with a resume response deadline of November 23. The Search Committee plans to evaluate the resumes by November 30 and select 3-5 candidates by December 4 (in time for the December Authority meeting), with the final interview by the Authority and the Board of Regents occurring by January 11, 2008.

Mr. Wempe reported on the work of the Budget Committee. Diane Duffy presented a plan for disbursing to technical schools, technical colleges, and community colleges the \$4 million authorized by a proviso in the Omnibus Appropriations bill (Attachment 6). She included a draft RFP (Request for Proposal); saying proposals must be submitted by November 26, 2007. A motion was made, seconded, and unanimously passed to adopt the process set forth in Attachment 6. (Motion, Mr. Wempe; second, Mr. Wilkinson)

Ms. Duffy reviewed the Authority's operating budget of \$817,687 for FY 2008 appropriated through HB 2256, noting the list of duties and designated staff (5-6 FTEs) established by the bill (Attachment 7). She commented on the FY 2009 Higher Education budget request, its 17.2% increase augmented by the Higher Education Price Index. The Chair requested an organizational chart reflecting Regents' administration. In reply to a member's question about SB 345 funding, Ms. Frahm said the funding envisioned by SB 345 was never fully met.

Blake Flanders briefed the Authority on curriculum alignment, explaining that program standards are important to validate business/industry requirements and to improve workforce development (Attachment 8). Standardizing programs will improve seamless transitions, increase system efficiency, and promote funding equity. He provided two illustrations of the principle: the Kansas Workforce Education Curriculum Project began at the Wichita Area Technical College in 2004, which created common standards for 12 programs, but did not result in standardization; and the Practical Nursing Project through a State Leadership Grant awarded to Hutchinson Community College in 2006, which did accomplish standardization with common program standards, common program name and length, and common course titles. He referred to the Georgia model, which achieved standardization through state mandate.

Dr. Flanders answered members' questions as follows:

- Taking more hours in a course may or may not be of value to a student.
- The Georgia system is more robust and better funded, but it may not articulate to a four-year institution as well.
- Although the Georgia model is more authoritarian, the Authority has delegated authority to streamline technical education to make it more effective; however, the variety of curricula and associated funding issues are major challenges.
- Standardization generally relates to a common core of programs and emphasizes a common base level, not necessarily a maximum competency level.
- Technical education has no "sheepskin effect," but rather is based on skill levels.

During the discussion on standardization, members offered several observations:

- Variations in courses impact the funding formula, and funding is the driver for courses and programs.
- Emphasizing common base levels for standardization may make it more difficult to create excellence.

- Further discussion is needed before deciding whether to fund outcomes or to fund time. A way must be found to parallel funding and time.
- Industry should provide standards for technical education, and not the other way around. One way a course can develop standards is by using industry codes.

Dawn Ressel, Associate Vice President, Accountability Planning and Institutional Effectiveness, Kansas Board of Regents, provided information regarding the data collection process for tracking postsecondary students, which was initiated in 2003 in response to SB 345 ([Attachment 9](#)). She said the Kansas Postsecondary Database includes student data and program inventory and is becoming more relational, more detailed, and more comprehensive, recently listing programs by CIP codes (Classification of Instructional Program) and expanding collection in order to provide wider dissemination to the public. She said the database will be ready for implementation by February 2008. Answering a question, she said the database would eventually cover K-20.

Andy Solter, Kansas Career Pipeline, explained the origin and mission of the Kansas Career Pipeline, saying that the Pipeline links student goals with the business community and with available jobs, connecting K-12 with postsecondary and workforce systems ([Attachment 10](#)). He said the program starts in elementary grades 5-6 with career discovery, uses the Kuder interest assessments in grades 7-8, and builds on those interests in 9-12. He stated that his database of 157,000 students can assist the business community not only in recruitment, but in estimating future needs. He noted that the key to job satisfaction is linking a student's interests with job placement.

Afternoon Session Wednesday, October 31, 2007

Lori Usher led members in discussing and developing a Mission Statement, a Vision Statement, and formulating Strategic Priorities, the latter for the next nine months. She used examples of mission, vision, and strategic statements to help members decide what values need to be expressed and what system processes need to be stated ([Attachment 11](#)). Members offered various comments, after which Ms. Usher divided members into groups to create a mission statement.

Two such mission statements were developed:

- The KPTEA shall coordinate an information-centered, demand-driven, time-sensitive seamless technical education delivery system for the purpose of creating an educated, skilled workforce.
- The KPTEA shall make immediate and long-term technical training recommendations based on data-driven factors, ensuring that the delivery system matches a skilled workforce with business demand.

Ms. Usher led a further discussion with members regarding strategic priorities.

Ms. Usher synthesized members' comments regarding a mission statement and strategic priorities, offering the synthesis as a draft for further discussion. The synthesis follows:

Mission Statement

Make immediate and long term technical training recommendations based on data-driven factors ensuring that the delivery system matches a skilled workforce with business demand.

CTE staff will be tasked with developing an implementation plan (action steps) for the priorities identified by Authority members on October 31 that includes responsible party(ies), resources needed, and timeline. Additionally, the plan will include opportunity for community college and technical college dialogue. The implementation plan will be brought back to the Authority for input and endorsement.

Organizational Priorities

- o Review existing reports and studies to determine workforce demand on a regional level for existing and emerging industry clusters;
- o Raise awareness and image of technical education in Kansas;
- o Standardize state-funded technical education programs;
- o Hire vice president and remaining team and define roles of department members.

Parked Priorities (for later consideration)

- o Explore funding models;
- o Establish accountability indicators and benchmarks for programs;
- o Increase volume and quality of customized training;
- o Measure educational outputs (certifications by discipline or clusters chosen);
- o Establish centers of excellence in institutions across the state.

Values

- o Relevancy/outcomes
- o Leadership
- o Effective delivery
- o Analysis of demand
- o Demand driven system
- o Data-driven, seamless delivery system
- o Understand limitations
- o Business/education partnership
- o Respect
- o Educated workforce

- o Organizational management
- o Flexibility
- o Innovation
- o Job preparation
- o Skill development
- o Focus on Kansas taxpayer/citizens
- o Globally competitive

A member voiced the importance of forums to gather input from professionals in the field before making major decisions such as hiring a vice-president.

Ms. Usher discussed the December meeting, saying that the meeting will be hosted by the aerospace industry and suggested presentations regarding rules and regulations and industry clusters.

Bill Osborn provided a tour for Authority members and staff highlighting JCCC programs: BNSF Railroad technical training, HVAC service, automotive repair, and nursing clinical simulation.

The meeting was adjourned at 5:55 p.m. The next meeting is scheduled for December 5-6, 2007, at Spirit AeroSystems, Wichita, the December 5th meeting beginning at 3:00 p.m.

Prepared by Gary Deeter