

KACCT

Kansas Association of Community College Trustees

19 Colleges- One System

2022 Legislative Priorities & Positions

Support to fully fund Excel in CTE (SB 155).

Senate Bill 155 (now known as Excel in CTE) was passed into law on July 1, 2012 to stimulate growth in Career & Technical Education at both the secondary and post-secondary level in Kansas to meet the increasing demands of employers for a more highly-technical and skilled worker. Since its inception the program has grown every year and is achieving its mission of producing more people who will enter the workforce as highly skilled and with credentials that are in high demand. As one can see from the table below Excel in CTE has been significantly successful in increasing the number of students who have gained both skills and credentials that are desperately needed to fuel the Kansas workforce.

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)

Protect Tiered and Non-Tiered funding for Community Colleges from Cuts.

There is a funding formula (cost model) which is used to fund community colleges. It is termed tiered (which covers the technical education classes) and non-tiered (which covers general education classes). Both formulas are meant to account for the state’s contribution to funding education of community college students. Local tax dollars generated also support costs within this model. However, the cost model has been underfunded for a number of years which has led to a “gap” between what the state should be paying and what they are. The total gap is between \$15-20 million. The community college system understands that closing the gap this year isn’t realistic.

Revenue Source Breakdown for overall funding of the Kansas Community College System	
<i>Source</i>	<i>% of Revenue</i>
Local Taxpayers/Private Funds	36%
State Funds (Tiered, Non-Tiered, Excel in CTE- SB 155)	20%
Tuition & Fees	17%
Federal Funds	14%
Auxiliary & Education Activities Sales	7%
Other Revenue	6%
TOTAL	100%

Kansas Promise Scholarship Act Trailer Bill

The Kansas Promise Scholarship Act is not just another scholarship program but will be a new innovative economic development tool addressing the most pressing challenge facing Kansas businesses, a skilled workforce shortage. The Kansas Promise Scholarship Act will be a “last dollar” program. It targets to the most in-demand occupation fields in the state increasing access to community and technical college education for Kansas high school graduates. Additionally, this Act is a targeted economic development tool focusing these scholarship dollars on jobs within the Kansas economy which are in the highest demand to help companies meet the talent needs they have today and in the future. Of critical importance is the requirement that the student reside in Kansas two years post certificate or associates degree completion. Kansas Community Colleges believe the residency portion of the bill will not only help retain population in the state of Kansas but will provide Kansas companies the best chance at hiring this top-quality talent. The Kansas Promise Act will be an extremely effective rural revitalization tool.

The bill as passed last year needs some “clean up” work done to ensure it can operate in the most efficient and effective manner. Community College support a “trailer” bill to make small fixes to the Kansas Promise Scholarship Act legislation.

Local Control and Affiliations, Mergers, and Acquisitions. All community college trustees are locally elected and through that election entrusted by voters to make decisions related to how to manage the community college most efficiently and effectively. We strongly oppose any effort to reduce the control of Boards of Trustees at each community college. Decisions relating to local funding, policy, and operations of the college should rest solely within each locally elected board. The Kansas Community Colleges also see no reason for additional legislation related to mergers and acquisitions. Kansas Community College Boards of Trustees value the partnership that exists with the Kansas legislature. If a Community College wishes to pursue a merger or affiliation it is strongly believed that the Kansas legislature should be required to approve the final new structure and codify in statute how any taxing authority vested with the Community College Board of Trustees will be handled in the future.

Transfer Credits-Program to Program Articulation: Quicker Baccalaureate degree, increasing affordability.

Currently, Kansas Community College students are losing credits toward degree completion when transferring from a Kansas Community College to a Kansas Regents University. On average 45 of the 60 credits towards the community college associates degree are transferring directly into the students degree pathway program of study. Of the credits not being applied toward the program of study pathway they do transfer, but are counted toward elective credits. Generally, most students do not need additional elective credits so these credits essentially don't count toward the number of hours needed for Bachelor's Degree completion. However, transfer from the Kansas Community College system to the Kansas independent college system does not experience the same transfer difficulties. Generally, the Kansas independent colleges accept all 60 credits from the student's associate's degree directly into the Bachelor's Degree pathway at their college.

Students who are unable to transfer any credits directly into their plan of study lengthens the time it will take them to earn a degree and will also be very costly by essentially lengthening the time it takes to get their Bachelor's Degree by at least one semester. A number of other states have taken steps to ensure community college students are not required to retake general education classes if they have finished an Associate's Degree. For example, in Florida they have a statewide articulation agreement which requires that every associate in arts graduate will have *met all general education* requirements and must be granted admission to the upper division of a state university or Florida College System institution. In Louisiana, the Board of Regents has a statewide articulation agreement that guarantees students who earned an AA or AS and transfer to a four-year institution are deemed to have *met all general education and other core curriculum requirements* and must be admitted to the upper division of the four-year. In Wisconsin, a student who has earned an associate degree containing those system-wide requirements from an institution in the University of Wisconsin System and transfers to another institution in the system will be considered as having *fulfilled the general education distribution or breadth requirements* of the university. Texas also passed SB 25 last year which was aimed at helping students avoid losing course credits when they transfer from community colleges to four-year colleges and universities. The bill was designed to help college students and parents, as well as the state, avoid wasting money on courses that students take at the community college level but that don't end up counting toward their majors. It was estimated in FY 2017 in Texas students and parents spent \$45 million on course credits that would be lost when the students transferred and the state spent \$15 million on those same courses.

KACCT believes that focus on ensuring transfer of courses to ensure students do not have to re-take classes or have classes not transfer into their major at Kansas Regents colleges would increase the number of students transferring to those institutions and help ensure students are able to graduate on-time with less cost to the student and others funding higher education.

Concurrent Enrollment. The Kansas Community College system strongly supports the ability for students to take classes for community college credit while in high school. Each school handles the tuition and fees for these courses differently because each institution is unique in its situation and budgetary needs. The system stands ready to work with the Legislature should they wish to create a program and fund a certain number of these courses to be available for Kansas community college students. The funding to pay for any of these classes from the Community Colleges budget for K-12 students does not exist.

High Wage High Demand. The idea has recently surfaced that money funding education in Kansas should be redirected to focus on

training for high wage high demand occupations only. The community colleges have discussed this notion of directing or redirecting of funds and are unified in opposition to this approach. The two year sector provides the vast majority of technical training in the state. Each college works with their local communities and receives input through elected trustees and/or advisory committees to ensure they are delivering the training needed to meet the workforce demands in their communities, region, and the entire state.

The community colleges are opposed to redirecting funding toward high wage, high demand jobs for a variety of reasons. First, there is no consensus of what a high wage high demand job is. Job demands and wages vary greatly throughout the state. Adopting a policy with such wide implications, which is unable to account for geographic or emerging workforce demand differences, will likely result in a decline in programs that are needed to fuel many industries and communities. For example, welding technology is not listed as high wage, but is in extreme demand and can pay very high wages. Additionally, many of the fundamental jobs in Kansas communities would not meet the high wage, high demand criteria. Jobs like police, fire, EMT's, early childhood education, certified nurse assistants, certified medication assistants, and practical nurses would not qualify as high wage and high demand jobs. However, they are jobs which require a high level of skills and are also high demand. All of these jobs are critical to the successful functioning of the Kansas economic ecosystem and require a high level of skill and training to perform properly.

Second, there are many programs that train students for entry level positions that create a career ladder which lead to higher professional positions. For example, a certified nurse assistant is the first step (and a prerequisite for) advancing up the nursing career ladder. Similarly, emergency medical technicians are often seen as a stepping stone to becoming a paramedic. One priority of technical training is to help those without resources enter the job market with a skill that will lead to a lifetime of learning, opportunities for advancement, and the ability to increase the economic viability of a person's family. In order for Kansas to prosper skilled workers are needed at all levels of the economic spectrum. To limit funding for certain types of workforce training is to limit the options for many Kansans and will create unintended consequences for families, businesses, and weaken job retention and attraction efforts.

Unfunded Mandates. We oppose any unfunded mandates from either the legislature or the Board of Regents. If the state government seeks to promote particular policy objectives, such mandates should be accompanied by an appropriate level of funding.

FASFA Completion. We strongly support efforts to encourage all Kansas high school students complete the FASFA which helps them understand the federal pell grant funds they are eligible for which will enable them to pay for higher education. Frequently, community college students have their entire costs of tuition, fees, and book costs are covered by federal pell grants. The more students that complete the FAFSFA the more students who will be able to understand their options to pursue the higher education they need to be a successful part of the Kansas workforce.

Emerging Issues. The following are emerging issues which we will be monitoring this session for potential action: Service Area Changes, Re-Centering of funding, KPERs working after retirement, Certified Nurse Aid (CNA) instructor qualifications and clinical settings, Maintenance of Effort (MOE) requirements for funding, Critical Race Theory (CRT) bills.

Please don't hesitate to contact Heather Morgan, Executive Director of the Association of Kansas Community College Trustees at hmorgan@kacct.org or 785-221-2828 (Cell) with any questions.