

SPRING 2019



- ▶ Key dates and meetings that impact career education in the Commonwealth 1



- ▶ Save the Date! Registration soon for the 2019 KACCS Conference and Exhibition 2



- ▶ Legislative Report: Forward progress in the 2019 General Assembly 1

# Career Education *focus*

THE NEWSLETTER OF THE KENTUCKY ASSOCIATION  
OF CAREER COLLEGES AND SCHOOLS

*Reauthorization of Higher Ed Act  
Drives Congressional interactions in 2019*

## Preserving access for veterans, working adults

**Federal law** and regulation that provides access to career education by veterans, working adults and other non-traditional students is up for reauthorization by Congress this year. The act must be reauthorized or continued in order for student grants and loans to be available to college students.

Proposals that could curtail or eliminate participation by career college students in the student aid program have been introduced in the House and Senate. Key provisions include:

- Requiring that at least 15% of a student's education financing come from non-federal sources.
- Eliminating veterans benefits from the 15% calculation

- Stricter administrative requirements for career colleges regarding compensation of employees and contractors engaged in recruiting and admitting students.

One presidential candidate has called for eliminating the eligibility of tax-paying career colleges to participate in federal student aid.

Working through the national career college association (CECU) and with members of the Kentucky Congressional delegation, KACCS will continue to monitor the developments in Washington D.C. and give voice to the needs of career college students in the Commonwealth. (See Inside Higher Ed, 3.27.19)

### Key Dates:

- Tuesday, May 14: *Preliminary Deadline for Exhibitors, 2019 KACCS Conference*
- Sunday, June 2: *Annual Conference of Career Education Colleges and Universities (CECU), New Orleans*
- Thursday, July 25: *Kentucky Commission for Proprietary Education (KCPE) Meeting, Frankfort*
- Friday, July 26: *Registration Deadline, 2019 KACCS Conference in Louisville*
- Thursday, August 15: *Kentucky Workforce Innovation Board (KWIB), location TBD*



## Legislative report: forward progress made in 2019 session

The Kentucky House and Senate adjourned sine die shortly before midnight on March 28, bringing the 2019 General Assembly to an end. KACCS had a good session. Among milestones: SB98, that confirms the executive order on the work ready scholarship, was signed in to law by the Governor. The final version makes clear nationally accredited schools are eligible for the scholarship. KACCS supported the bill.

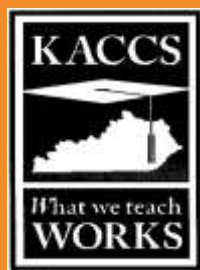
HB 358 was the major legislation considered on the final day; it granted pension relief to quasi-governmental agencies and state universities other than UK and UL. The bill was vetoed by the Governor and will be the focus of a special session sometime in May or June. Add in \$100 million in tax relief granted in 2019, and the cost of implementing SB1 (school safety law), and 2020 is shaping up to be a challenging budget year. (Go to Page 2)

## Forward progress

(From Page 1)

HB 354 (tax legislation) was signed in to law. The final version exempts non-profits from paying sales tax on admissions. The Boards and Commissions bill (HB178) died in House Licensing and Occupations Committee. Any future version likely will be more focused on adherence to the North Carolina Board of Dentistry case.

Among more than 35 bills monitored by KACCS in 2019 that were passed and signed into law: HB61- Educational Excellence Scholarships; HB64 – Pharmacists; HB106 – Emergency Medical Services; HB140 – Center for Education and Workforce Statistics; HB162- Human Trafficking; HB181- Proprietary Education; HB250 – Post-secondary Education Prepaid Tuition Trust Fund; HB354 – Taxation; HB356 – Student Residency; HB392 – Reorganization. – (Report from Impact Government Relations)



Career Education Focus

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## Save the Date!

# Navigating change through innovation.

The 2019 Conference of the Kentucky Association of Career Colleges & Schools

Friday, August 9, 2019 | 8:30 a.m. to 4:00 p.m. (EST) | Louisville, KY

Registration for exhibitors and presenters available now through [kaccscontact@gmail.com](mailto:kaccscontact@gmail.com)

## Career Education News in Brief

### Time to reevaluate “profit” status in higher education

Over the last 10 to 15 years, or so, almost any discussion about higher education policy has required that at some point, the legal profit status of the institution or institutions in question be divulged, followed by instinctive judgements about the institutions based on that tax status. Related to motives or mission or integrity ... judgments based on tax status are becoming more and more tenuous.

There was a time long, long ago, when institutions of higher education fell into two simple camps relative to tax status: For profit and not for profit—and that distinction generally meant something. The non-profits typically did all of the work associated with running a university themselves, their only business was higher education, and they rarely had significant “profits” at the end of a fiscal year.

For-profits were generally family owned and operated, with strong local relationships, and a market driven need for quality outcomes and compliance. The primary difference was not related to profit per se, but rather to which one paid taxes and how ownership was structured. (Excerpts from essay by Wallace Pond, 4.19)

### Harsh take on assessment

At accrediting conference, panelists acknowledge that effort to measure learning outcomes has been a “hot mess” and that it's time for a better approach. Excerpts from the discussion: “...experts on student learning tell attendees at a regional accreditor's conference that most assessment activity to date has been a “hot mess” and that efforts to “measure” how much students learn should be used to help individual students and improve the quality of

instruction, not to judge the performance of colleges and universities.

“...Whenever we try to directly measure what students have learned, what they have gotten out of their education,” John Etchemendy continued, “the effect is tiny, if any. We can see the overall effects, but we cannot show directly what it is, how it is that we’re changing the kids.” (Excerpts from Doug Lederman, Inside Higher Ed, 4.17.19)

### What students do matters much more than where they go

Does the brand name of the college you attend actually matter? The best research on the question suggests that, for most students, it doesn't. Challenge Success...conducted an extensive review of the academic literature on the subject... and found that a school's selectivity is not a reliable predictor of outcomes, particularly when it comes to learning... The 2014 Gallup-Purdue Index found no correlation between college selectivity and future job satisfaction or well-being. The students who benefit most from college, including first-generation and traditionally underserved students, are those who are most engaged in academic life and their campus communities, taking full advantage of the college's opportunities and resources. Studies show a strong connection between certain forms of engagement in college and future job satisfaction:

- Taking a course with a professor who makes learning exciting
- Working with professors who care about students personally
- Finding a mentor who encourages students to pursue personal goals
- Working on a project across several semesters
- Participating in an internship that applies classroom learning

(Excerpted from Denise Pope, 3.22.19)