

Minutes are intended to note: (a) the date, time, and place of the meeting; (b) those members of the public body who were present and those who were absent; and (c) the substance of all matters proposed, discussed and/or action was taken on. Minutes are not intended to be a verbatim report of a meeting. An audio recording of the meeting is available for inspection by any member of the public interested in a verbatim report of the meeting. These minutes are not final until approved by the Committee at a future meeting.

COMMUNITY COLLEGE WORKFORCE TRAINING & PROGRAMS COMMITTEE
(AB 450 - Chapter 246, Statutes of Nevada, 2021)

College of Southern Nevada
Student Union, Ballroom, West Charleston Campus
6375 W. Charleston Boulevard, Las Vegas
Monday, February 28, 2022

Video Conference Connection from the Meeting Site to:
System Administration, Reno
2601 Enterprise Road, Conference Room
and
Great Basin College, Elko
1500 College Parkway, Berg Hall Conference Room

Call to Order: Chancellor Melody Rose, serving as the Committee's Co-Chair, called the meeting of the Community College Workforce Training & Programs Committee (Committee) to order at 3:11 PM. Co-Chair Rose stated she looks forward to continuing the conversation that began at the January meeting. She also appreciates the effort everyone has put into attending and being prepared for this important conversation.

Members Present:

Dr. Melody Rose, Co-Chair
Mr. Derrick Hill, Co-Chair
Ms. Stacey Bostwick
Ms. Myisha Boyce
Ms. Jhone Ebert
Mr. Kurt Thigpen
Mr. Chris Trolson
Mr. Ryan Woodward
Dr. Federico Zaragoza

1. Information Only – Public Comment:

Dr. Sondra Cosgrove: History Professor at College of Southern Nevada (CSN), and the Vice Chair of the Nevada Advisory Committee to the U.S. Commission on Civil Rights. Dr. Cosgrove stated in November 2021 this committee released a report on the impact of remote learning on education equity. She said one of the most concerning findings they encountered was the scope and depth of the mental and behavioral health crisis in schools. Dr. Cosgrove stated a large contributing factor to this crisis is the lack of behavioral and mental health professionals. She said even if they had the \$235 million dollars needed to hire all the professionals needed to meet national student to professional ratios, there simply are not the people to hire. In other words, this is a workforce development issue. In addition, to including workforce training programs into the NSHE funding formula, Dr. Cosgrove stated she hopes this committee is also willing to communicate support for legislation currently moving

through Congress to reform the PELL grant. She said House Bill 6425, the Aid Act will go a long way to help community members also receive stackable certifications needed to become a mental health professionals.

Written: Vice Chancellor Cage read two written public comments that were submitted through the Committee email address, ab450input@nshe.nevada.edu.

Angela Brown: Specialized training certificates may include manufacturing, maintenance, automation, and technology. It should also include serviced based jobs in Hospitality.

Jessica Shearin: Members of the community college workforce training and programs committee, my name is Jessica Shearin, I am the President of the Nevada Association of School Psychologists, and I'd like to discuss student mental health and higher education workforce development. Currently, Nevada is short approximately 740 school psychologists. According to recent data, approximately 14% (or 1 in 7) of youth in Nevada have experienced a mental illness. Of these students accessing mental health supports, 70-80% of them access supports solely in schools. This means that 78% of Nevada's students do not have access to the direct and consultative services that school psychologists provide. For example, school psychologists help analyze resilience and risk factors of students; deliver mental and behavioral health services; and provide preventative, intervention, and post intervention crisis services through integrated systems of support. And these mental health supports are just a fraction of our skillset and support we provide to schools as school psychologists.

Nevada only has 1 school psychologist training program in the state, and of its graduates, only about 4 practitioners enter the school districts annually. Our current model is not sustainable and will not help us end these shortages. Additional training programs and pipelines are needed. We feel it is the role of the Nevada System of Higher Education to support the development of pathways to school mental health professions, specifically school psychology. Thank you for your time and consideration.

Co-Chair Rose noted she would be taking items on the agenda out of their listed order. Specifically, Co-Chair Rose noted that the Committee would take agenda item 7 earlier in the agenda.

2. For Possible Action – Consideration of January Meeting Minutes:

Member Federico Zaragoza moved approval of the minutes. Member Thigpen seconded the motion. There was no discussion on the motion and the minutes were approved by all members except Mr. Hill who was not present at the time of the vote.

3. Discussion Only – Report from the Co-Chairs: Co-Chair Rose provided a general update on the activities since the last meeting on January 27, 2022.

Co-Chair Rose stated NSHE staff has been preparing materials for this meeting and developing informational items the committee members requested during the last meeting. She stated NSHE recognizes that for many of the committee members background information, institutional research, and assistance with understanding NSHE's four community colleges is necessary. While NSHE may not address all informational requests during the meetings, given the time restraints of this committee

she is dedicated to completing the work of the committee over the next five months. Co-Chair Rose stated she and Co-Chair Hill want to ensure everyone has access to any additional information needed during the committee's work. She thought it would be helpful to ensure each committee member is aware of the NSHE website as well as each of the community college's websites. These sites offer in-depth information on student recruitment and outreach efforts, interesting programs and strategic goals, metrics, and funding information. Co-Chair Rose stated that in mid-March, committee members will receive an e-mail containing links to all the websites with specific reports and dashboards. The data dashboards on the NSHE website are currently under construction. Co-Chair Rose also wants to offer NSHE staff as an additional resource for any information needed by the committee. She requested that committee members reach out if they need clarification and if so, individual meetings can occur to answer questions.

Co-Chair Rose stated she also wanted to use this opportunity to provide updates on her NSHE team. This committee is a portion of NSHE's overall Strategic Initiative Coordination Effort which has moved forward since the last meeting in the following ways:

The Workforce and Talent Development Task Force met and is preparing to finalize their report for the committee's consideration. The Task Force is charged with establishing well-lit pathways for lifetime learners by providing recommendations on stackable credentials, credit for prior learning, and increased opportunities for access for all Nevadans. She stated this work will certainly compliment the work of this committee.

NSHE has announced the remaining Strategic Planning Listening Sessions to occur from now to April, and members of the Committee should have received invitations to attend.

Co-Chair Rose has also established an advisory committee for the NSHE strategic planning process comprised of community leaders throughout the state. This group will meet for the first time on March 14.

Finally, the quarterly meeting of the NSHE Board of Regents will take place on Thursday, March 3 and Friday, March 4. NSHE staff will provide the Regents with updates on the work of the AB 450 Committee.

Member Hill arrived at the meeting. Member Boyce, who had been attending the meeting through Zoom arrived in person at the meeting.

Member Boyce thanked NSHE for providing the background information packet, particularly with respect to making recommendations related to diversity, equity, and inclusion. Member Boyce also noted her appreciation for the information and data provided on the individual institutional websites.

7. **Discussion Only – Proposed Work Plan:** Co-Chair Rose stated the work plan is a fluid document that will be a standing agenda item for the committee to consider and shape moving forward. She noted two items that members can expect to hear presentations on at the March meeting:

- A review of the 2014-2015 Interim Study Concerning Community Colleges; and

- A review of the NSHE Community College Structure and Institutional Advisory Councils

Co-Chair Rose noted she appreciates the support from Governor Sisolak and his team. She stated the announcement the Governor made last week during his State of the State address is evidence of that support and ongoing interest in workforce development. Co-Chair Rose introduced Daniel Stewart, the Chief Strategy Officer from the Governor's Office, and asked him to provide the committee with updates from the Governor's Office that may have a direct impact on the work of the committee.

Mr. Stewart read several remarks from Governor Sisolak's State of the State address into the record as it relates to this committee. Governor Sisolak is focused on the path forward in the post-COVID Nevada and where we go from here. Governor Sisolak also laid out both long and short-term goals. One goal is workforce development and Governor Sisolak spoke specifically to this committee by exploring ways to make community college or other apprentice and training programs free for more Nevadans by 2025. Governor Sisolak asks that this committee explore options to fund community colleges and other apprenticeship training programs in a way so that more Nevadans will be able to access them free of charge by 2025. Determining how to get there will be up to this committee and many other stakeholders throughout Nevada and state government. The Governor is vested and interested in making this goal a reality and his office stands ready to help assist in this endeavor.

Member Zaragoza asked Mr. Stewart if the Governor has determined which one of the models for community colleges would be more viable for Nevada. Mr. Stewart said the Governor has not to his knowledge. The Governor is looking to see what kind of analysis this committee can develop and is open to all options.

Co-Chair Rose thanked Mr. Stewart for his remarks and stated she is thankful for the connectivity to the Governor's Office. As the committee continues its work the workplan will need to be adjusted to reflect this request that has come from the Governor's Office. As President Zaragoza mentioned, there are some distinct models around free community college, and they vary in important ways. Co-Chair Rose said she looks forward to diving into this question further and adjusting the workplan accordingly.

4. **Discussion Only – Report on Committee Materials:** Vice Chancellor, Dr. Constance Brooks to provide an overview of the materials which have been provided to committee members and are also available to members of the public. These materials are:

- Assembly Bill 450
- Links to the NSHE Community College Presidents
- NSHE Funding Formula
- NSHE Strategic Initiative Coordination Effort
- NSHE Strategic Initiative Coordination Effort Presentation
- State Workforce Development Plan
- Nevada Recovery and Resiliency Plan
- National Governor's Association (NGA) Equity Based Strategies
- Community College Institutional Advisory Councils
- Nevada Legislative Reports
 - 2013 Interim Study on Funding for Higher Education
 - 2014-2015 Interim Study on Nevada's Community Colleges

Member Thigpen stated he appreciated the materials.

5. **Discussion Only - Overview of the NSHE Funding Formula:** NSHE Chief Financial Officer, Andrew Clinger provided an overview of the NSHE funding formula, especially as it pertains to community colleges.

CFO Clinger explained the current funding formula is not only for community colleges but also universities. The major components of the funding formula are:

- General Fund: Determines the level of state general fund support for the seven instructional institutions. Non-general fund revenues are not included within the new funding formula and institutions retain all fee and tuition revenues, with no offset to General Fund support
- Focus on Outputs: The primary driver is based on student course completions (outputs), not student enrollment (inputs)
- Discipline Matrix: A matrix is utilized that weights courses based on the relative cost of instruction by discipline and course level
- Weighted Student Credit Hours: Weighted student credit hours are determined by multiplying the weights in the discipline matrix by the number of credit hours
- Application of Weighted Student Credit Hours (WSCH): Funding is based on a dollar amount per WSCH that is the same amount for all teaching institutions
- Non-Resident Students (for tuition purposes) Not Included: Student credit hours from students deemed non-residents are excluded from the formula. Institutions retain non-resident tuition and fees, but do not receive state support for non-resident generated student credit hours
- No Impact on Line-Item Budgets: Funding for the professional schools, as well as NSHE's remaining 14 budget accounts, stay as separate line-item budgets
- Small Institution Factor: A base level of support for administrative costs is provided. The factor provides additional administrative funding to Western Nevada College and Great Basin College due to the small number of students at each institution
- Research Factor: To recognize the research mission at UNR and UNLV, the university discipline matrix includes an additional 10% additional weighting factor that is applied to all upper division undergraduate and graduate credit hours to account for costs related to universities' research mission
- Operation & Maintenance (O&M) of Plant: O&M of the physical plant is included in the base funding for all institutions. An exception is made for certain research facilities at UNLV and UNR that do not directly generate student credit hours

CFO Clinger stated the State of Nevada did not perform their own cost study to look at each of the institutions to determine costs. Instead, the state looked at studies from other states on how costs compare, which is called "cost informed".

Member Bostwick asked CFO Clinger who decides the weights? CFO Clinger stated weights were decided by the legislature when the interim study was conducted in 2011. CFO Clinger stated NSHE did go back in 2017 and requested a change in the weighting for CTE courses which was approved.

Co-Chair Rose stated the conversation prompts her to mention some of the tools this committee may have at their disposal in terms of recommendations. Recently at the NSHE budget presentations, some presidents requested a recalibration of the weighting for particular health fields which are very cost intensive.

CFO Clinger said if the WSCH is adjusted in weights those dollars are simply shifting between the institutions. The exception to that under the funding formula is the research factor and small institution factor.

Co-Chair Rose asked Member Zaragoza to share with the committee some of the pain points within the existing funding formula.

Member Zaragoza stated he believes it is important to look at the funding formula from the context of workforce development and the impact it has on economic development. Especially when looking at demographics in urban areas and high need communities. Things like childcare, and unemployed or underemployed services. He stated the funding formula does not account for those. Member Zaragoza also stated that community colleges have many part-time students, in fact, many are working and trying to complete degree certificates while they are also in the labor market. He stated community colleges are therefore not funded on a calculated basis but instead on a full-time equivalency basis.

Member Zaragoza stated that 70% of the students at CSN are part-time. He said the number of staff support to onboard an individual whether they are full-time or part-time is the same. Member Zaragoza stated open entry institutions that serve all sectors of the community are not degree seeking students. These students do not benefit at all from the funding formula. He stated this creates significant workforce gaps. Nursing programs include a lot of variables – this funding formula costs CSN \$800 per graduate they produce in the nursing area which results in CSN taxing other programs to be able to produce more nurses.

President Hilgersom echoed Member Zaragoza as it relates to part-time students. She stated TMCC has a similar mix and the average credit load for TMCC students is 9, which is on the border of part-time/full-time but because these students have jobs and families, they are unable to take additional credits. President Hilgersom asked for clarifications on the discipline matrix. She stated it looks like a small booklet with hundreds of courses with the weight. Therefore, the freshman/sophomore experience at a two-year college is devalued when many of those students at a two-year college require much more support than the typical university admitted student. President Hilgersom knows of no other state that has a discipline matrix factoring that is quite so specific and has never seen anything quite like it. President Hilgersom suggested the committee might be interested to know when looking at the discipline matrix and they must realize that every weighted student credit hour is multiplied by approximately \$166.00. President Hilgersom also asked CFO Clinger to clarify, when an institution does earn more weighted student credit hours based on their weight that could lead to caseload growth and new money assuming the legislature continues to fund that growth overall for all institutions, is that correct? CFO Clinger confirmed that is correct, to the extent in which institutions generate weighted student credit hours in the count year, with the pandemic and lower enrollments we are potentially looking at that caseload growth table ending up negative. NSHE could end up in a case in fiscal 2022 where institutions have less weighted student credit hours than they did in fiscal year 2020, resulting in negative caseload growth.

Co-Chair Derrick Hill asked CFO Clinger, in a period like we just experienced with the pandemic resulting in lower enrollment is there a process to normalize for anomalies like what we just went through? CFO Clinger stated there is not but as

we have gone through and prepared for the next budget cycle the number one priority, speaking for the institutions is exactly what you speak to, a potential hold-harmless funding so institutions do not see cuts or reductions. The funding formula does not contemplate that but through the process that is certainly something NSHE would request under the current funding formula.

CFO Clinger resumed his PowerPoint Presentation and stated that based on student FTE, it does not account for the number of students going into higher education. Per capita would be a very different chart. For the students that do come through NSHE on an FTE basis compared with the national average, Nevada is funded very well based on fiscal year 2020 data. Since the great recession, higher ed in general in the State of Nevada has been funded very well. Even in 2020, relative to other states compared to the high point in 2006/2007 NSHE has lost state funding over that time. Because higher education in Nevada is relatively affordable the student portions have not grown. CFO Clinger stated the universities with more full-time students result in a higher average weighting per course.

Co-Chair Derrick Hill stated he wonders if there are any additional insights committee members should take out that relate to what Member Zaragoza referred to regarding balancing the funding appropriately for community colleges versus universities. CFO Clinger stated he believes for students who attend community colleges there are the student support services. He stated that is something the funding formula does not consider. CFO Clinger stated, if you have a community college student taking six credits for 1.0 weighted courses that is 6 student credit hours vs. a university student who is taking 15 credits. If they are a freshman and their courses are weighted at 1 that is still more than double the weight for those courses which is why the graph looks the way it does. Co-Chair Hill stated the explanation does answer his question. He said that by looking at it – it almost incentivizes the full-time four-year institution versus the community colleges. CFO Clinger agreed.

Co-Chair Rose stated to be mindful as the committee has these conversations and look for places to hold up the community colleges and invest more deeply in them. She stated she would be remiss since she represents all the institutions, that there is some fear among the four-year institutions that resources may be taken away from the universities to better support the community colleges. Co-Chair Rose does not want to undermine the high-performing four-year institutions while raising up the community colleges. She stated it is important to note this is one of the concerns from the larger NSHE community.

Co-Chair Hill stated that as the committee addresses their work it does seem like an area of discussion.

Co-Chair Rose stated that on the full-time, part-time component, it may be good for the committee to understand there is nationally a challenge around getting students to enroll full-time because when they do, they are more likely to complete. However, community college students are traditionally a different student population and that is the reality of the complexity of their lives. She stated that while the committee may see a national dialogue around how to support these students to get closer to full-time enrollment, we also have to take them where they are and support them as they are.

CFO Clinger stated he does not think taking the current formula and adjusting weights is the answer because the money is simply shifting around. He stated that by raising the weights at community colleges you would be taking money from the universities.

Co-Chair Hill thanked CFO Clinger and agreed the committee needs to find a way to fund community colleges in a way where the community college presidents can fulfill their mission which is workforce development.

CFO Clinger stated he also would like to touch bases on the performance pool. He stated the metrics are designed to reward performance that contributes to the goals of the Board of Regents and the needs of the state. The current formula cut 20 percent and put those monies within a performance pool in which the institutions can earn it back. CFO Clinger stated it is important to understand that because in the 2021 legislative session, there were legislators who thought the institutions should not count on that money. CFO Clinger stated NSHE had to explain that if the performance pool dollars are taken away, it results in a 20 percent cut to the budget. He stated these are not incentive funds or a pool of funds where colleges who exceed receive extra funding. Institutions are earning back what the funding formula already determined they should have.

Co-Chair Rose asked if there were any questions or comments. Member Boyce thanked CFO Clinger for the information and asked if there is a carve out for at-risk populations which require different supports? CFO Clinger stated there is not, Nevada's funding formula only focuses on the courses.

Member Ebert also thanked CFO Clinger for the presentation. She stated she appreciates seeing how Nevada is funded in higher education compared to the rest of the nation. This drastically differs from how K-12 in Nevada is funded compared to the rest of the nation.

Co-Chair Rose commented when she and CFO Clinger presented the budgets during the 2021 legislative session she was pleased and thanked the legislature for their investment. She said she is also grateful to the Board of Regents for keeping the tuition and fees lower than the national average. Students in Nevada enjoy a lower than median price point. Nevada also has tuition predictability, which is important, especially for at-risk families. Co-Chair Rose stated that while it is an equity-based decision and a positive for our students, it does leave the institutions with lower-than-average fees which results in lower-than-average operating dollars for their campuses. Co-Chair Rose stated this also results in conversations around compensation and other real operating expenses and does come at a cost for the institutions. She stated that NSHE is facing some challenging employee needs which also must be addressed.

Co-Chair Rose called for a five-minute break at approximately 4:40pm.
Co-Chair Hill called the meeting back to order at approximately 4:45pm.

6. Discussion Only – Community College Workforce Certificate Productivity:

Co-Chair Hill stated the committee will be hearing from community college leaders in the state. He stated that a version of the upcoming presentation was first provided to the NSHE Board of Regents during their quarterly meeting in

December 2021. The information provided by NSHE leaders was extremely important and is valuable to this committee's considerations here as well.

Western Nevada College (WNC) Chief Academic Officer Dr. Kyle Dalpe provided the committee with the credential definitions typically associated with community colleges:

- Associate Degrees (60+ credits)
- Certificate of Achievement (30+ credits)
- Skills Certificate (9-30 credits requiring an industry recognized credential built in)

College of Southern Nevada (CSN) Chief Academic Officer Dr. James McCoy provided a productivity chart referencing the different levels of credentials of value by each institution. Dr. McCoy showed an uptick in associate degree earners and a modest uptick in skills certificates at CSN.

Dr. McCoy stated the mission at CSN is to continue to be a transfer opportunity for students. Ensuring that what industry and business indicate they need for a hireable workforce is what the community colleges are producing in the curriculum. He stated that CSN will potentially offer a short-term accelerated program where a student earns a skills certificate in a few credits and earning industry recognized credentials.

The three major buckets in CSN's path forward are:

- Build an Academic Master Planning Framework with a Stackable Credential Approach
- Skills Certificates under 9 Credits that meet business and industry needs
- Intentional Dual Credit Pathways for high school students focused on a CTE pathway and ensuring these students can get college credit at the same time

Dr. McCoy also spoke to the ability to benefit GED seeking students. He stated that while these students are at CSN earning their GED the goal is to ensure they are also experiencing college level coursework simultaneously. If we can leverage as a state a scaled approach to the ability to benefit model where current GED students across the community colleges are provided with an access point to prove that they are college ready by engaging in college level courses through "dual enrollment", and they successfully complete 6 college credits they are now eligible for federal financial aid while they are still pursuing their GED.

Alignment to NV Industry Sector Growth Areas in terms of the industries that are driving economic mobility in Nevada. It is important for our community colleges to align all our growth potential, all of the new programming directly to the industry sectors that are in growth mode.

Great Basin College (GBC) Vice President for Student and Academic Affairs Mr. Jake Rivera stated GBC saw a small increase of 1.2 percent in skills certificates between 2014-15 and 2019-20, a 273 percent increase in certificate of achievements over 10 years, a 38 percent increase in associate degrees over 10 years and 110 percent increase in bachelor's degrees over 10 years.

Mr. Rivera stated GBC offers 15 skills certificates and another 18 certificates of achievement in the areas of business, technology, education, health sciences, and CTE. In addition, GBC is the only NSHE institution offering a transferrable general

certificate of achievement for dual enrollment students.

GBC is responding to Rural Nevada's Workforce needs by providing short- and long-term training programs that create a productive workforce. The CTE enhancement funding the legislature approved allowed for several CTE programs to expand their offerings which allowed GBC to meet industry demands across their service area. More recently, industry asked for programs that address new technologies surrounding autonomous equipment operations. GBC is looking at short-term existing pathways for students that may fit into the broader program as a new BAS degree in engineering technology, which they hope to begin offering next fall.

Challenges for community colleges looking to increase their certificate enrollments are:

- Creating both stackable and portable credentials
- Labor-Market Driven
- Transferability of Courses to 4-year institutions
- Industry creating their own training programs
- Equity Lens
- Financial Aid

Truckee Meadows Community College (TMCC) Vice President of Academic Affairs Dr. Jeffrey Alexander shared TMCC's data. He stated the Jacobs Program is a donor-funded CTE support program specifically for unemployed and underemployed adult learners who wish to pursue a career in technical education pathways.

Dr. Alexander stated that certificates of achievement are achieved in smaller numbers by design. The thought is to attract students and provide progression to larger awards.

Western Nevada College (WNC) Chief Academic Officer Dr. Kyle Dalpe finished the presentation by providing WNC's data. He stated that WNC was able to increase skills certificates through a relationship with an apprenticeship partner who asked for an associate degree.

8. Discussion Only – Items for Future Agendas:

Member Zaragoza stated the mission aligns to the conversation of workforce development. A lot of the workforce development conversations are on the demand side and not the supply side. This committee really needs to understand both sides of the equation to make good decisions. Therefore, he would like to see this on a future agenda.

9. Information Only – Public Comment:

None

Co-Chair Rose thanked President Zaragoza and the team at College of Southern Nevada for hosting the committee and providing logistical and technical assistance. In addition, a thank you to NSHE and SCS staff for providing support in putting these meetings together and logistical support.

Meeting Adjournment: The meeting adjourned at order at 5:25 PM.