

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)

Nevada System of Higher Education
Board Room
4300 South Maryland Parkway
Wednesday, April 13, 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: Ms. Crystal Abba, serving as the Committee's Co-Chair, called the meeting of the Community College Workforce Training & Programs Committee (Committee) to order at 3:01 PM.

Members Present:

Mr. Derrick Hill, Co-Chair
Ms. Crystal Abba, Co-Chair
Ms. Stacey Bostwick
Ms. Myisha Boyce
Ms. Jhone Ebert
Mr. Kurt Thigpen
Mr. Chris Trolson
Dr. Federico Zaragoza

Mr. Ryan Woodward was absent from the meeting.

1. Information Only – Public Comment:

Mr. John Gwaltney, Former President at Truckee Meadows Community College stated he has kept up with the activities of the committee. He congratulated the members as these things are hard to do and time consuming. He would like to remind the committee there have been six of these done before and virtually nothing was accomplished or changed. He hopes the mission of this committee is much more productive. He stated he would also like to talk about the formula. He noticed the question of the formula was raised by the committee and some discussion has taken place on the issue. He encouraged the committee resurrect the articles written by Bethany Barnes in Las Vegas. He stated Ms. Barnes investigated how we got where we are. Mr. Gwaltney stated he believes the committee will find that the unit cost study was not done and that much of the information utilized to create the formula was not necessarily verified. The distribution of the resources for use of education in the state have been affected by that formula for over a decade. He suggested that Nevada has for the most part a regressive tax structure, taxing the

folks who make average or below-average incomes at a higher percentage than the people who have above-average incomes. He said Nevada tends to put that money into the education system at a higher level and often ends up supporting the activities of upper-income students more than lower-income students. He challenges the committee to take the time to figure out how to correct this over time. Mr. Gwaltney stated there are six retired community college presidents in the area and hopes that before the committee concludes the work that they might gather them and use their combined wisdom, well over one hundred years of community college employment. They are a source of information that could be very helpful.

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

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

3. Discussion Only – Report from the Co-Chairs:

Co-Chair Abba introduced herself to the committee. She is currently the Officer in Charge at NSHE and will be in the role until such time as the Board of Regents selects an interim or acting Chancellor. She will serve as the Co-Chair of this committee and welcomes the opportunity. She said the committee has worked diligently for several months and she is catching the committee in the middle and will do her best to catch-up. Co-Chair Abba said she is excited about today's agenda, particularly the difficult but extremely rewarding work of looking to the future and establishing ways to expand free college opportunities for students in Nevada.

Co-Chair Hill welcomed Co-Chair Abba to the committee. He said he feels confident that Co-Chair Abba's experience and insight will help steward the committee to an outcome which will be positive for the constituents of Nevada and on behalf of the students that we serve.

4. Discussion Only – Workforce Development in Nevada:

Co-Chair Abba welcomed Mr. Craig Statucki, Director, Office of Career Readiness, Adult Learning, and Education Options of the Nevada Department of Education. He is joined by Ms. Elisa Cafferata, Director of the Nevada Department of Employment Training and Rehabilitation, and Mr. Bob Potts, Deputy Director of the Governor's Office of Economic Development.

Mr. Potts stated the presentation will be conducted in the order of the PowerPoint slides. He will talk at a high level about economic development in the state, Nevada's economy and what has happened over the last decade including the pandemic. The plan for recovery and resilience which is built on an assessment done prior to the pandemic and prior to Governor Sisolak's first term in office. Stanford Research Institute mapped Nevada's assets and identified statewide strengths and weaknesses in six principal areas to meet the vision statement of the Governor's Office of Economic Development (GOED).

Mr. Potts said Nevada has a very post cyclical economy, where diversification is a priority. There has been much progress made but there is still work to be done.

There is a lot of focus on energy, broadband, transportation, and housing. The quality-of-life areas when we look at health, safety, education, and recreation, every one of these were strengths and opportunities and none of this has really changed post pandemic. On the recreation side, a lot of folks just think about leisure and hospitality and in the state of Nevada when it comes to recreation, the outdoor recreation opportunities accelerated through the pandemic.

Mr. Potts said in 2019, GOED Executive Director, Michael Brown began working on a 5-year strategic plan. Then the pandemic hit and turned everything around. GOED restructured and turned it into a recovery and resiliency plan focusing on getting resources to people and helping small businesses operate through the pandemic. Regarding workforce, GOED had to determine how to best help dislocated workers not only during the pandemic but also how to set up systems to help beyond the pandemic. GOED is in the process of developing another five-year strategic plan.

Mr. Potts said the current job counts for the state are currently a little over 1.4 million and are within 15,000 workers of what Nevada was at pre-pandemic. The state has regained approximately 95 percent of the lost jobs, but it is uneven. Jobs in leisure and hospitality that were particularly exposed to the economic downturn are only about 84 percent recovered. The service sector was hit the hardest, particularly in Southern Nevada where roughly 28 percent of jobs are directly related to leisure and hospitality. Currently, leisure and hospitality are still down about 33,000 jobs. Other industries like transportation, warehousing, and distribution are up 20,000 jobs over pre-pandemic. Diversification is happening and there are opportunities especially in Northern Nevada based on how transportation, distribution, warehousing, and logistics have grown.

Workforce and education in Nevada need to be proactive as our economy evolves and grows. Nevada's procyclical economy always reflects higher highs and lower lows than the national average. Nevada lost 186,000 jobs in the great recession and it took 10 years to get 337,000 jobs back to the peak of 1.45 million workers in February 2020. Then, in a matter of 6 weeks, Nevada lost them all due to COVID-19. Nevada is currently at a high for the second quarter in a row. However, because this is the traditional pattern of the state, we know what lies around the corner when things begin to shift. This is the reason we need to continue to push to diversify our economy.

Mr. Potts said the Hachman index measures diversification and compares Nevada to competing states. Utah is at 95.5, Arizona is at 96 percent, Colorado is at 94 percent and Nevada is at 74 percent. Within the regions of the state, Washoe County is at 86 percent while Clark County is at 46 percent. In the rural counties, they are almost a one industry county. Therefore, if there is a low within the industry, everyone is affected.

Within Nevada, tourism, gaming, and entertainment has two times the number of employees than the national average. Mining in Nevada has over three times the number of employees than the national average.

Member Thigpen arrived at the meeting.

Southern Nevada looks much like Nevada as a whole, which is what you would expect because seventy-five percent of the economy lives within Southern Nevada.

Northern Nevada is a very different picture where logistics and operations, manufacturing, and natural resources technologies are growing. This is why Northwestern Nevada fared much better than Southern Nevada during the downturn.

Prior to 2019, the ten largest companies fell within four industries, accommodation and food services, education, public administration, and retail/trade. Since 2019, Nevada has added healthcare, manufacturing, mining, and transportation and warehousing as the eight largest industries in the state. If public administration is removed and we look at private sector only, Nevada went from three industries to six. These include manufacturing, mining, and transportation and warehousing. Leisure and hospitality jobs are still down 34,000 jobs since February 2020, specifically in accommodation and food services. However, transportation and utilities jobs are up by 22,600 over pre-pandemic highs. All the non-store retail sales such as Amazon is a trend that no one believes will dissipate, it is part of our new normal.

A survey by Site Selection Magazine states the top ten areas companies look at when looking to expand or relocate are: Number one, workforce skills and education development, tied for third is workforce development and tied for seventh is higher education sources. Nevada's current labor force participation is below 60 percent, which means all the residents who are working age, only 60 percent are in the labor force. The demography of the country is changing, and Nevada is no exception. The population is aging, we are going to get ourselves to a point where we have more work than workers. Of the top 100 in-demand occupations, almost half, or 46 percent require somewhere between a high school diploma and a 4-year degree. Of those 46 percent, 75 percent require some level of experience, on-the-job training, job shadowing or apprenticeship.

The procyclical economy leaves Nevada particularly exposed to economic downturns. All the regions of the state are diversifying but at different rates. Northern Nevada fared much better than Southern Nevada because of a more diversified economy. The pandemic has created an opportunity window in many ways because it has accelerated diversification across the state and taken 10 years and collapsed it into one year.

Co-Chair Abba stated thanked Mr. Potts and asked the committee for questions.

Member Ebert commend Deputy Director Potts and acknowledged that on prior reports, education was desegregated into elementary, middle, secondary, and special education. She appreciated the fact he has now grouped areas of education together.

Member Zaragoza encouraged the committee to look at the formula because many program areas are what are called high-cost program areas. He said for community colleges to grow these programs there is an issue as to whether the formula supports those occupations.

Member Trolson commented that he has a \$93 million-dollar solar project in Clark County that was put on hold while waiting on permits. Today, he received word the permitting is approved and therefore he can put eight individuals to work. He would like to know if something could be established where similar jobs could take precedence to put more people back to work.

Member Boyce asked if the information related to in demand occupation rankings is an assessment of current industry or if it considers emerging industries? Mr. Potts stated the data does take emerging industries.

After hearing no further questions, Co-Chair Abba introduced Ms. Elisa Cafferata, Director of the Nevada Department of Employment, Training and Rehabilitation (DETR). Ms. Cafferata introduced herself to the committee and stated one of the reasons her job is so exciting is because the state economy is rebounding, which gives Nevada the opportunity to focus on workforce solutions. She said DETR is focusing on a partnership with the Governor's office and an overview of the specific workforce roles at DETR.

Ms. Cafferata said that while there are systems within workforce, it is truly a workforce ecosystem. She said her goal is to focus on projects where we can work together to leverage a significant return on investment. The Governor's Office of Workforce Innovation (OWINN) now lives at DETR. NSHE and the community colleges have a key role to play in this ecosystem in terms of training but also credentialing. NSHE also provides support to not only job seekers but also employers. NSHE is very much at the center of the workforce ecosystem along with the Nevada Department of Education (NDE). DETR is working with the Governor's office and Governor Sisolak has been focused from the beginning on jobs and the economy. This effort represents the opportunity to really build on the priority and the vision to make sure we have a resilient and aligned workforce ecosystem within the state. We are all focused on getting people back to work, helping them move up in their careers, helping businesses hire the people they need and making sure those businesses can be more successful. She expressed appreciation for Director Potts focus on middle skills, because if there is one key lever it is helping Nevadans get "middle skills". Middle skills are more than a high school diploma but less than a four-year degree. The work of this task force is one of the most critical levers we have to really moving our economy forward. There will be ongoing work for the strategic plan of NSHE, NDE and others. One of the pieces we need is more robust data that is linked together and can help us ensure we are investing our workforce dollars wisely. DETR has Workforce Innovation and Opportunity Act (WIOA) research being developed which over the next several years will result in in a significant move forward as it relates to data. There is also an effort focusing on quality credentials. Having a shared definition of what that is and making sure people can find what those credentials are whether they are offered at community colleges or private institution. There are funding dollars for people to complete credentials, so DETR wants to make it easy for individuals. There are also industry specific teams working on specific needs throughout the state. NDE and NSHE are working on the teacher pipeline, there is also a health care pipeline, childcare initiatives, and a climate initiative. All these things are happening, and this committee is central to more free training in community colleges and apprenticeships.

DETR is central in directing WIOA funds and resources, partnering with folks including the community colleges on WIOA funded training and support services. DETR also provides business services to employers looking for people to hire by offering pre-screens, hosting job fairs, running recruitments, and providing dollars to support individuals to get credentials. The website, www.employnv.gov has these resources. It also contains information related to the commission for postsecondary education, which licenses any private providers post-secondary education outside of NSHE. During the pandemic, DETR received a couple disaster specific grants to

help employers hire people to deal with the pandemic and provide additional supports due to the magnitude of the pandemic.

DETR partners with Workforce Connections in Las Vegas and Nevadaworks in Reno which offer similar services. The Governor's Office of Workforce Innovations (GOWINN) houses the Nevada P-20 WF Reporting (NPWR). This is a data system which assists the state in keeping track of children who go through Nevada's K-12 or Preschool-12 system. It shows whether those children then receive workforce training, go onto higher education, or go directly into employment, etc. GOWINN also received several grants before and during the pandemic such as the SANDI grant, Supporting and Advancing Nevada's Dislocated Individuals. This grant has given money to the community colleges for workforce training that does not have another funding source. The SANDI grant is already helping people in the state and hopefully this committee will soon begin seeing the results of that investment. DETR also has workforce vocational rehabilitation, which is a key part of Nevada's workforce for individuals with disabilities. DETR's research and analysis team provides labor market information, employment reports, unemployment reports and are working to develop the WIOA evidence-based research plan which can make more evidence-based investments. Community colleges are critical partners in all this work.

Member Bostwick thanked Director Cafferata and inquired about the substantial WIOA investments. First, how much money is going into workforce training from those WIOA dollars? Second, how much are the community colleges receiving for those workforce programs that are not on the credit side? Director Cafferata stated she does not have the numbers available but does know the infusion of the grants was received and will ask her team to gather the information and provide it to the committee.

Co-Chair Abba welcomed Mr. Craig Statucki, Director, Office of Career Readiness, Adult Learning and Education Options. Mr. Statucki stated the enrollment in secondary Career and Technical Education (CTE) programs of study has been steadily increasing in enrollment. Secondary CTE courses are up 5.1 percent from the 20-21 school year and up 10.28 percent since the 19-20 school year. In addition to the primary support of secondary CTE programs the department also supports the four community colleges through Perkins V funding. The department has at least one secondary CTE program of study in each of the national career clusters which include education and training, hospitality and tourism, human services, Information technology, manufacturing and transportation, distribution, and logistics. The department utilizes a variety of resources including the GOED in demand occupation list as well as Nevada Workforce Development reports such as West Ed and LVGEA to ensure the CTE programs are directly aligned or developed transferrable skill sets with high skill, high wage in-demand occupations within the state. Our office has a process to review requests from school districts and public charter schools for new CTE programs of study which has 12 criteria that need to be met including alignment to post-secondary programs, priority career pathways identified by GOWINN and GOED and workforce training needs. The development of new CTE programs of study and emerging occupations can be difficult for the department to initiate and implement since our CTE educators are experts in their respective field. School districts and employers are competing for the same personnel and school districts cannot necessarily match the salaries being earned in the high skill, high wage, in-demand occupations. To develop an effective future workforce, the CTE programs of study need to be sustainable on both the short and long term to provide opportunities

for expansion across the state. As the department develops and revises CTE programs of study and the standards for each program of study, we engage with secondary and post-secondary educators and our business and industry partners. If our secondary CTE programs of study are going to be successful in preparing the future workforce, we must include each of these stakeholder groups to ensure our students are developing the skill sets and knowledge to be successful after high school graduation. Our standards revision process includes providing surveys to relevant business and industries to evaluate existing standards as necessary for survival. As the department revises CTE programs standards, we are utilizing business and industry feedback to guide our work to ensure the content and standards being taught are aligned with business and industry needs. In addition, our standards writing team includes members from secondary, post-secondary and business partners. One of the sticking points we have come across over the process of doing standard revisions and standard development is making sure we are engaging and having engagement of our business and industry partners in the surveys and participating in the writing teams. The percentage of students participating from each student population group has not changed significantly over the past three years and mirrors the enrollment data from students across the state. For data reporting purposes, the department utilizes the term concentrator. A concentrator is a student who completes two years in the same CTE program of study. CTE students who participate in the same CTE program for two years graduate at a higher rate than their peers in every student population group. CTE concentrators in the class of 2021 primarily earned a standard diploma followed by the college and career ready diploma and the advanced diploma. The CTE concentrators who did not enroll in an NSHE institution could have gone directly into the workforce, headed out of state to attend college or at a private institution or joined the military. Each community college operates their own CTE college credit programs based on their CTE programs or programs within the school district which they serve. This does provide flexibility for community colleges based on their programs but does create concerns around equity when one community college provides more articulated credit for a CTE program of study than at another institution. For example, with the automotive technology CTE program of study, a student living in one part of the state could receive 13 credits from the community college in their district but a student living in a different part of the state would only receive two credits even though the CTE standards for the automotive technology program are the same regardless of where the student lives. Due to the flexibility the department provides schools and school districts around the CTE advanced study courses, we do not have an accurate way of capturing dual enrollment and CTE programs across all districts and public charter schools. The NSHE Dual Credit Dashboard developed by Vice Chancellor Abba and her institutional research team does capture the information when the student is enrolled in an NSHE institution. One of the best models for dual enrollment is the Jump Start Teaching and Training Advanced Studies Courses in the Clark County School District (CCSD) in collaboration with Nevada State College (NSC). Not only are we seeing many students earning dual credit but the partnership between CCSD and NSC includes professional development for secondary educators to ensure that high school teachers are providing the rigor, which meets the expectations of success for a post-secondary student. Currently, both institutions are looking at a model for internships that will be piloted at two schools in the fall. We do have excellent examples with the community colleges as well, Carson City School District has a great partnership with Western Nevada College (WNC) around graphic design. Churchill School District has nursing assistant programs with WNC, and Washoe County's Career Education has

a long and strong standing of CTE Dual Enrollment program with Truckee Meadows Community College (TMCC). The department is currently in the process of revising the course sequences to become two-year sequences which will allow school districts the flexibility to do what is best for their students to provide more opportunity to engage in CTE programs during their high school career. A revised course sequences will increase the opportunity for students to earn dual credit and for schools to provide concurrent enrollment within their normal school day. Part of the revision process involves focusing on standards development on the foundational skills that are necessary for survival for those students to be successful after graduation. This structure will not only increase students access to CTE but also provide opportunities for increased access to dual credit industry recognized credentials and work base learning. With a cohesive system that provides concurrent enrollment, identifies industry recognized credentials of value that will lead directly to employment and partnerships between businesses and school districts providing work base learning opportunities we can ensure that Nevada's high school graduates are ready to enter the workforce and be successful in their post-secondary education pursuits. I'm available for any questions or comments.

Co-Chair Abba thanked Mr. Statucki and asked for any questions. Member Bostwick stated her question was not addressed during the presentation, so she understands if the information needs to come back to a future meeting. Member Bostwick said she wonders about the post-secondary Perkins and how the community colleges benefit from those CTE investments. Mr. Statucki stated he could send the committee specifics dollar figures that are going to the community colleges through Perkins V. He stated post-secondary institutions receive funds through Perkins V through two sources. The first, is a competitive grant portion, approximately \$400,000 dollars that only the four post-secondary institutions are eligible to apply for and must focus on the establishment or increasing access to high skill, high wage occupations. The second, is an allocation based on the number of PELL grant recipients and a couple of other factors in the formula for post-secondary. All community colleges utilize those funds to drive high-skill, high wage, in demand occupations as required by Perkins V.

Member Boyce asked about the demographic distribution for dual enrollment. Co-Chair Abba stated the Dashboard which Mr. Statucki mentioned earlier includes the demographic data. She stated users can drill down to the high school and know how many students have had a dual enrollment experience at the time they graduate. When you look at that in terms of the students who are enrolled anywhere between their freshman and senior year of high school you can drill down by race and ethnicity.

There were no further questions.

5. Discussion Only – State Supported Financial Aid Programs:

NSHE Officer in Charge Crystal Abba stated her team has put together an opportunity to discuss the incredible challenge that Governor Sisolak has offered us in terms of expanding the free college opportunities within Nevada. Ms. Abba stated she was fortunate enough during her career to be an NSHE lead in the development of the Silver State Opportunity Grant. Ms. Abba introduced Acting Vice Chancellor for Academic and Student Affairs and Community Colleges Ms. Renée Davis. Both had the opportunity to craft the legislation, work on the equation engine and help to

develop the Silver State Opportunity Grant and when you look at the outcomes from that grant for those students who were in the first cohort, for certain institutions the percent of students who graduated with an award approaches 80 percent. So, when you look at standard graduation rates, it's amazing what was created. Ms. Abba expressed that she did not think at this juncture of her career that she would have the opportunity to develop another program where we can put money in the pockets of students, change their lives and support the state, which is gold.

What we want to do today, is talk about the direction where we are headed. Keep in mind, after today we have two meetings to go. We have been harnessed with a task that in some respects is incredibly difficult given our short time line but the beauty of it is you have access to subject matter experts that have done this before, and a way we can deliver in a way where we take those funds the Governor has graciously allocated to this task force and we can actually put those dollars in the pockets of students.

Right now, we have three state supported financial aid programs. The Governor Guinn Millennium Scholarship (GGMS) created in 1999, The Silver State Opportunity Grant (SSOG) and The Nevada Promise Scholarship (NPS) which provides free college for students who are recent high school graduates and enter a community college. Co-Chair Abba shared the analogy of a crop of grain and the crop circle represents existing programs. What we are trying to hit with this new program are the dormant corners. We do not want to give this money to the students already receiving money through an existing program, we want to hit those students who are currently not receiving any financial aid through these programs so we can have the strongest return on investment possible. When the committee meets in May Co-Chair Abba will provide the committee with a detailed proposal. This will allow her to vet the details with the community college presidents and the financial aid directors across NSHE. We need to ensure the program is easy to implement because the goal is to have a pilot program in place for Fall 2022. At the June meeting, the committee could have a work session where members can vote. The Governor's commitment was to give the committee up to \$5 million dollars in federal aid to explore ways to make community college and other apprenticeship and training programs free for more Nevadans by 2025. Let's not wait until 2025, let's start in Fall 2022 and spend those dollars wisely.

Co-Chair Abba stated she is grateful to the Governor and the Governor's Office as they have been incredibly supportive during initial conversations. Co-Chair Abba thanked Mr. Stewart from the Governor's office and asked that he relay her gratitude to Governor Sisolak.

Ms. Abba introduced Acting Vice Chancellor for Academic, and Student Affairs and Community Colleges Ms. Renée Davis walked the committee through the existing programs and what student populations they target. Ms. Davis introduced herself to the committee and began providing background on the GGMS scholarship which was established and first awarded in 2000-2001. The program's target population is high-achieving recent high-school graduates. The eligibility window is six years after high school graduation with limited exceptions and a cap of up to \$10,000 dollars. The awards are calculated at a tier-specific per-credit rate. The maximum at a community college is \$1,200 for both fall and spring semesters. The funding source is from the tobacco settlement funds but the program has also received several infusions over the years from the state general fund.

The next program, SSOG was established by the legislature during the 2015 session and was first awarded in 2015-2016. The program's target population are those students with high financial need who are college ready in math and English. The age range does cover all students, there is no time or age limit unlike the Millennium scholarship. The minimum enrollment level to receive an award is 12 credits, but those students taking 15 credits are funded first. The program has never awarded money to students taking less than 15 credits because the money runs out. The way the award is calculated is much different, the maximum is \$5,500 per year and based on the shared responsibility model that considers the full cost of attendance. There is no limit on the number of years SSOG can be received although it is a year-by-year decision unlike the Millennium scholarship where if the student maintains eligibility, they receive the award for six years. Funding comes from the NSHE budget. Traditionally it is \$5 million dollars per year meaning \$10 million per biennium.

The third program is the Nevada Promise Scholarship (NPS) which was first awarded in 2018-2019. The program's target population are recent high school graduates who do not have other aid to cover registration fees but is not merit based or needs based, it is "last dollar". Meaning it is for students not receiving state or federal aid. The eligibility window is up to three years or until they have earned an associate degree with a minimum of 12 credits per semester. The award amount is based on the registration plus mandatory fees not covered by other state or federal aid. There is no cap on the award and is funded through the state general fund via the Treasurer's office and based on legislative appropriation.

Co-Chair Abba stated one thing she wants everyone to keep in mind, and two items she believes the committee needs to follow in terms of a philosophy. Number one, we need to make sure we have an eye towards implementation so we can create something we can implement quickly for Fall 2022. Number two, because it is a pilot program, the messaging to students will be especially important. A student receiving this grant will go for free because that grant amount will cover the base registration fee and other fees associated with that. The messaging given to students participating, will all be contingent upon completing the FAFSA because we are looking at students who have financial need. We will be telling them we will award these dollars until we run out of money. If we have up to \$5.5 million, and we are still working on the numbers with the Governor's office, what does that mean in terms of the number of students served. Co-Chair Abba stated she does not know yet, within the data not everyone completes the FAFSA, so she does not know the need piece. That is why the pilot program is so important because it gives us a chance to evaluate that for those students who do fill out the FAFSA and receive the grant.

Co-Chair Abba stated she wanted to talk about why it's so important and so appropriate for this program to focus on community colleges and not include the universities. Looking back to pre SSOG, pre-2015, there was one state supported financial aid program which was merit based, the GGMS. The vast majority of those dollars went to the universities and created an inequity between the institutions. Approximately 90 percent of those dollars went to university students and 10 percent went to community college students. This happened because the way the program was setup. The dollar amounts, which have not changed since 1999 are: \$40.00 per credit at the community colleges, \$60.00 per credit at Nevada State College and \$80.00 at the universities. In Fall 2000 that \$80.00 at the universities covered the full base registration fee, so the dialogue was not free college but that is basically what

GGMS did. The problem is that the \$40.00 at the community colleges did not cover the base registration fee, so those students who are less affluent and needed those dollars the most, did not get the same coverage as the more affluent student going to the universities. NSHE was aware of the inequities and began access and affordability task force where we had those dialogues with the Board of Regents and proposed the SSOG. After the SSOG, then came the NPS program. Where the dollars were allocated by those existing programs. There is still an inequity to this day. Because only 22.8% of the state supported financial aid ends up going to students at two-year institutions so that means that 77% goes to the universities. Co-Chair Abba stated this is why she is so excited because we are going to be able to shift that. We were at 90/10, let's keep aiming for 50/50 so we can have a level playing field.

There are guiding principles, who are students that are not currently covered? Non-traditional students are eligible for the SSOG but only if they are full-time. Co-Chair Abba stated she wants to hit the non-traditional students, ages 25 or older who do not receive the SSOG and are part-time. We know particularly with the community colleges especially for institutions like CSN most students are part-time students. We also want to provide incentives for these students to pursue workforce degrees or certificates. Mr. Potts stated during his presentation that students who are in that middle skill area, and it is the population on which we will focus. We have initially started to look at this and based on the in-demand occupation lists that GOED created by region we are selecting the occupations that are most appropriate for the region, for example, occupations that are needed in the northeastern corner of the state are different from those in the southern portion of the state. We are then taking those occupations and mapping the programs at the community colleges to that occupation and student who enroll in those programs, including skills certificates which are less than 30 credits and traditionally not eligible for financial aid we are hitting those students who may not be getting financial aid through the state supported programs and they are also not receiving federal financial aid. That is a huge step forward in terms of balancing that. The final piece to this is we want this to be easy to explain to students and we want to utilize the existing infrastructure we have within the financial aid offices. We also do not want to create any type of infrastructure that creates significant capital. When a financial aid office gets a new financial aid program that might be privately supported, they plug it in to their existing infrastructure. I want to be able to plug and play this with our financial aid offices. My next step in aiming for Fall 2022, I will do my very best to deliver for the committee and the Governor because I feel so strongly about it. What that means is we've got to move quickly. My next step is to vet this with the community college presidents followed by the financial aid directors. Co-Chair Abba stated she plans to have a formal written proposal at the May meeting.

Co-Chair Hill thanked Co-Chair Abba and Ms. Davis for the presentation and stated her passion leaked through the room and energized the committee. In addition, the creative thinking around how we can create a program that can be implemented in time for students to take advantage of it beginning in Fall 2022 is outstanding. Co-Chair Hill stated the presentation was inciteful and tells the committee where we can fill in to help additional students. Co-Chair Hill asked for any additional questions.

Member Ebert stated she appreciated the energy. She asked about the time frame for Fall 2022 and is concerned about recruitment and ensuring people are aware of this great opportunity. Co-Chair Abba recognized it is a short timeline but believes

that given where the committee is at it is the right thing to do. Some of the preliminary conversations have begun and programs are already in place to incentivize students to complete the FAFSA. The FAFSA must be completed for SSOG and the NPS program. Students would not be asked to complete an application for this grant, the students will be identified through the completion of the FAFSA.

Member Bostwick stated it seems one of the items that is consistent across the three programs is part-time students in general, not just part-time adult students. She wonders if Co-Chair Abba is open to including those students and not just defining it for adult students because they are missed in the existing programs. Co-Chair Abba stated when she says non-traditional students, she is talking about age but as of now when we look at the minimum threshold for those three programs the lowest number of credits is 9. This program would target students taking 6 credits; therefore, this would capture all of the students with 6 credits who can not avail to the existing programs. Member Bostwick thanked Co-Chair Abba and asked if students will be identified who are not eligible to take advantage of the SSOG because the money runs out at 15 credits, will this program allow for those students taking less credit to be eligible? Co-Chair Abba stated yes, she believes the key to understanding that is we are trying to prioritize students of need who are in the dormant corners. The key is students of need, which is why it is important that they complete the FAFSA. Member Boyce asked one of the things I've seen in your guiding principles is the idea workforce degrees or certificates and I want to ensure there is a level of coordination in the conversation because the question I asked Ms. Cafferata about how much money is coming from the WIOA space and workforce space is an area we need to pay attention to in terms of duplication. I am sure your presidents can speak to you on that and where all those programs might be eligible for WIOA but where are they seeing it and where are the needs still there is a level of coordination that is not just within NSHE but especially in those external workforce programs. Co-Chair Abba stated member Boyce's point is very well taken.

Member Zaragoza stated the community colleges are working in the WIOA system and it is going to be especially important that the community colleges have some flexibility to collaborate and coordinate with the WIOA system and be able to serve individuals that may be in the non-credit space. In addition, the WIOA systems ITA's (tuition assistance) is based on full cost components because often there are infrastructure issues. Member Zaragoza stated this is why he raised the issue earlier of the formula because some of these areas need to align with the needs of industries.

Co-Chair Abba stated the other thing to remember is especially for teachers and nurses she would like to focus on associate's certificates and skills certificate programs but there are some bachelor's degree programs such as at GBC which we want to be sure to include. She stated the non-credit piece is challenging because under federal financial aid it is not eligible. She stated we may need to put this in a second tier for down the road because we would have to create an internal infrastructure within the financial aid programs to address that.

Member Thigpen stated he loves the energy. He stated he is on board and believes aiming for Fall 2022 is great. He said he does believe the state needs to look at education and medical industries and the shortages statewide. He also asked that the Governor's office look into increasing wages for educators. Also, regarding

getting the word out about the program he believes as a marketing and advertising person this will generate a buzz. He does want the committee to keep in mind how to reach some of these communities who are traditionally hard to reach such as Spanish speaking communities. Member Thigpen stated his last concern is related to funding and ensuring this program is sustainable long term. Co-Chair Abba stated that looking at the current FAFSA data it is difficult to determine due to issues with the data sets that are in separate places. She stated the bigger issue is that if she looks at the enrollment in the programs now the students have not all completed the FAFSA. She may be able to produce a broad number but the other problem with basing that figure for the basis of projection on enrolled students.

Member Boyce stated she challenges Co-Chair Abba to think about the future sustainability but also asked if there is an opportunity to consolidate these programs because it feels like we are plugging holes in the boat and while she is supportive of that because the committee is not tasked with figuring that out. She does feel this is something that needs to be dealt with but at the same time maybe the long-term pitch is what are some of the resources we do have in the long run and how are they are best implemented effectively and efficiently for the community colleges.

Co-Chair Hill asked for any further questions, hearing none, he thanked Co-Chair Abba and Ms. Davis.

6. Discussion Only – Proposed Work Plan:

Co-Chair Abba stated the proposed work plan for the committee has been discussed throughout the meeting. She stated she does if the committee can move forward with the proposal in May and then come back together in June. She also stated she feels the other issue that needs to be discussed is the funding formula. She asked that members begin to think about the fact that it has been 10 years since the funding formula was implemented and the committee has an opportunity to recommend to the legislature a full study by an external expert. She stated it one of the most important things that happens in the NSHE system office.

Co-Chair Abba proposed the committee look towards a work session in June and we look at recommendations to provide the Governor's office and to the legislature in the 2023 session. Co-Chair Abba asked Vice Chancellor Brooks to review the workplan with the committee.

Vice Chancellor Brooks stated that as a standing agenda item the review of the work plan and a discussion around what we can expect at our next two meetings. Co-Chair Abba has laid the ground work well and we understand what is before us which is a more detailed analysis of the proposal that she and Ms. Davis have presented today. In addition, as a requirement of the bill we are to look at presentations on national best practices and we endeavor to do that, but we have challenges in respect to scheduling. We will still work towards getting a national presentation either at the May or June meeting. The floor was then opened for any questions or discussion around the workplan as it has been developed and what we can expect for both the May and June meetings.

Member Trolson stated earlier in the meeting before Mr. Potts spoke there was a comment by a gentleman who stated there were a lot of subject matter experts which the committee could talk to and asked if it would be possible to have them at future

meeting. Co-Chair Abba stated we can make an effort to contact him and get recommendations.

Member Zaragoza clarified the gentleman who spoke was referring to previous community college presidents because he mentioned over 100 years of combined experience within that group.

7. Discussion Only – Items for Future Agendas:

Co-Chair Hill asked for input for consideration for inclusion or future agendas. The discussion we just had regarding the workplan provides us with the direction we needed to develop much of the content for our future agendas, but we have provided some time under this agenda item to see if there were other items which you would like more information on and asked for input. Hearing none, Co-Chair Hill went to agenda item #8.

8. Information Only – Public Comment:

Dr. Karin Hilgersom, President at Truckee Meadows Community College stated she considers herself a subject matter expert. She said she started her first job at a community college in 1986, has been a faculty member, a dean, a vice president at a small college and large college, a president at a small college and now a president at a mid-size college. She stated that first, she is very appreciative and thankful to the Governor for providing \$5 million dollars. She said she is also grateful to Vice Chancellor, Crystal Abba for the concept of offering a new aid program to non-traditional students entering workforce programs. However, she thinks the funding formula does require study and exploration and the sooner the better. The \$5 million dollars will be wonderful for families, but it may not help TMCC sustain its current programs. For many of those students, there are other types of aid and scholarships, particularly, in some of the workforce areas. She wants to remind the committee that NSHE receives approximately \$9 million dollars system-wide called capacity enhancement dollars. Many of the community colleges have coded workforce programs, support services, and sometimes staff onto those dollars. President Hilgersom said they are being told these dollars will disappear. Therefore, on one hand aid will be expanded to more students but on the other hand, she must determine how to get an extra \$2.5 million dollars for TMCC so they can sustain the high quality of programs.

President Hilgersom also stated the committee heard today that there are gaps. More needs to be provided in some places but yet there is no funding she can identify to fund that extra work. Therefore, the expectations are going up, but the money isn't following, and she stated she is worried because there are only two meetings remaining. She said she still has high hopes, this is a wonderful committee, and I want to reiterate my thanks and the ideas discussed today.

Co-Chair Abba thanked NSHE and SCS staff for providing support in putting these meetings together and logistical support.

Meeting Adjournment: The meeting adjourned at order at 4:56 PM.