

## Community College System of NH, GOFERR Presentation, April 29, 2020: COVID Impacts, Relief Needs for Program Completion and Workforce Training

### Impact of COVID-19 on our Students and Colleges

National estimates are that half of community college students lost a job in the last month, and another quarter had a parent who lost a job. Our students are in tough financial straits, with lives upended by unprecedented public health and economic crises. Our colleges immediately put several forms of relief in place: payment plan deadlines were modified and extended, small fees waived, campus food pantries remained open and we have provided assistance for many elements of daily life. CCSNH purchased online mental health services to help students meet with licensed clinicians without having to pay a fee, in order to deal with the daily stress during these emergency times, and we have seen significant uptake of this service. And tuition will remain frozen for 2020-21, based on the budget passed for FY20-21.

CCSNH made an extremely effective transition to remote learning thanks to our robust online learning platform already in broad use at all seven colleges, faculty who embraced these changes and staff who quickly shifted to remote forms of student support. So far, thanks to those institutional capabilities there have been hardly any drops in in-progress coursework this term. That said, the greatest present risk is in whether students can remain enrolled after the spring semester or must forgo their future while they address their immediate needs. Support for program completion and tuition relief in the near term, as outlined on these pages, will be critical to enable students to complete their education.

For programs where hands-on components cannot be completed online, we will need to bring students “back to the lab” safely this summer so they can complete their programs. We must also fit-up other classroom and labs to support socially distanced learning anticipated for summer and fall. This is the first component of our request for funding support, further outlined on page 3.

A second high priority is to bring tuition relief to students and the NH population experiencing job loss and economic disruption, and this means immediate steps to support NH residents to enter certificate and degree programs that will lead to employment, stability and economic growth. CCSNH proposes a strategic approach to tuition assistance to help residents enroll this Summer and Fall in the programs that lead to in-demand jobs. Doing so will concurrently help the economies of our communities and state, as outlined starting on page 4, and reduce the drain on unemployment payments.

History would suggest that the population will turn to CCSNH during this time of crisis. With skyrocketing unemployment and the devastation of entire sectors of the economy, the

countercyclical effect upon enrollment may take place. Those looking to begin their college education may now find out of state four-year residential institutions too far away, too uncertain, and too expensive. Adults in vulnerable employment sectors will seek ways to retrain. A significant role for CCSNH is to hone in on its ability to help displaced workers, and to enroll students who can begin their college pathway locally, preserving their ability in the future to transfer to a four-year institution in a flexible and affordable way when they are ready.

Because of the pandemic, CCSNH expanded its technology portfolio to support more online learning and remote work. We increased use of our enterprise advising system for pathways and intervention with struggling students. We have established a 300-bed medical surge site for the Concord region, working under the FEMA framework with the State, National Guard and area hospitals, and will host mobile testing clinic for the Lakes Region. While CCSNH itself has experienced revenue loss as outlined below, overall the system is well-positioned to deliver what NH residents need. Directing stimulus funds toward tuition support will be critical to providing relief to students and the unemployed.

The State of NH is asking entities to step up in their efforts, and high on the list is the immediate need to have a workforce ready to address the public health crisis and its economic aftermath. If the state can provide tuition assistance and academic support, it will be better able to weather and even rebound from the concurrent health and economic crises, leading the way in providing opportunity out of crisis and serving as a model for other states across the country.

#### Relief Needs in Response to Coronavirus - CCSNH:

Need – See descriptions on page 3 and 4-9	Cost	Covered by Higher Ed Grants?
“Back to the Lab” Learning Supports and Socially Distanced Learning fit-up (pg. 3)	\$ 2,500,000	
Tuition relief for enrollment in career programs to mitigate dramatic unemployment upswing (FastForward pg. 4-9)	\$29,450,000	
COVID Testing (pg. 3)	Unknown	
Emergency aid to students (cannot be applied by the college to students’ tuition needs)	\$ 950,000	√
Refunds for room and board and other fees	\$ 790,000	√
Supplies and labor for deep-cleaning/sanitizing	\$ 210,000	√
Technology – additional licenses, equipment, labor for immediate adoption of all remote learning operations	\$ 80,000	√
Loss of revenues from equipment/facility rentals/other	\$ 175,000+	
Loss of revenues from auxiliary operations	\$ 770,000+	

## Immediate Relief to keep students in college - 2 areas of need:

**1. “Back to the Lab” learning supports for Spring/Summer completers and Fall courses:** While CCSNH successfully transitioned to online instruction, many lab and hands-on courses still need to be delivered in-person. As restrictions begin to lift we will need to bring students back into labs safely so they can complete their programs. This need is critical for our senior students who are completing degrees and certificates in the technical trades. Some need to complete lab hours to meet the licensing hours requirements of their trade; others need to complete the skills portion of their program. For example, students in the lineworker program must demonstrate their skills in climbing safety to qualify for positions that are already earmarked for them upon completion of the program and students in certain automotive programs require lab practice in order to qualify for the ASE examinations that enable them to begin work as technicians at auto dealerships. This will require funds across our seven regionally dispersed colleges to pay instructors for extended hours so that we can accommodate small numbers of students in lab spaces, additional supplies and equipment.

**Funds to Enable Socially Distanced Learning:** CCSNH must outfit facilities for new forms of more socially distant on-campus learning so that expanded onsite and hybrid learning can be offered and managed safely in immediately upcoming semesters. This includes expanded lab times and instruction, setting up additional lecture capture technology, and other new elements of remote engagement.

With small class sizes in normal times, CCSNH anticipates being well able, with some social distancing modifications, to continue to deliver outstanding education. CCSNH already has a common online learning platform used by all seven colleges and we have transitioned our instructors with near-100% adoption rate, making hybrid forms of course delivery a highly feasible and effective option.

Back to the Lab and Socially Distanced Learning Cost estimate: **\$2,500,000**

**2. COVID Testing:** CCSNH will need to undertake broad COVID-19 testing in order to safely bring students and faculty back to campus and monitor their health.

Cost: **Unknown.**

**Strategic Tuition and Educational Assistance: CCSNH’s Fast Forward program.**

**Partners: NH Employment Security, NH BEA**

CCSNH already aligns its education and training with in-demand careers and economic opportunity, producing work-ready graduates quickly, and at the highest graduation, median earnings and student loan payback rates in the New England region. More than 90 percent of our graduates stay in state, most employed and most of the rest continuing on to baccalaureate education (CCSNH transfer students ultimately make-up one-in-ten USNH graduates).

CCSNH represents the first line of attack for battling high unemployment rates, prolonged payouts of unemployment assistance, and a sustained dip in NH’s economic productivity. CCSNH resolves structural unemployment in our state, preparing those in need of work for new careers. Today, with retail and service industries decimated, New Hampshire must retrain displaced workers in the immediate term. We can operate in every region of NH to take the unemployment rate down. This can be done by spending a fraction of the funds furnished from the federal level for coronavirus relief.

This effort encompasses two parts: financial assistance for students tied to full-time attendance in key program areas; and academic advising for placement in short-term certificate and associate degree programs in high-impact sectors of the NH economy.

Below is what we need to do more of in the immediate term, and cost projections.

<i>Fast-Forward NH</i>	
<p><b>Tuition Assistance</b></p> <ul style="list-style-type: none"> <li>• Incentivize NH residents to move from unemployment benefits to tuition benefits and a career in a sector the state needs, <b>assessed in conjunction with NH BEA</b></li> <li>• Our students already graduate and place in needed areas</li> </ul> <p>Tuition assistance, in complement or substitution of unemployment benefits, is roughly <b>\$27,500,000</b></p>	<p><b>Academic Advising</b></p> <ul style="list-style-type: none"> <li>• System-wide Workforce Development Coordinator who oversees contingent of eleven academic/career placement advisors who construct academic plans into workforce re-entry</li> <li>• <b>Technology integration with DES</b> to share labor, student and job-seeker data</li> </ul> <p><b>\$1,950,000</b></p>

## Impact and Focus of CCSNH FastForward Program

Thanks to the success of our graduates, and the fact that they stay in state, we estimate New Hampshire sees a *fifteen-fold* income return on each dollar appropriated to the community colleges. The NH GDP impact is fast and strong. This is not a surprise. Full-time students, who are no longer part of official unemployment ranks, quickly pick up the exact training they need for middle-skill jobs that remain in-demand even in economic depressions, and that boom during inevitable recoveries. Retail and service workers who find themselves unemployed need work, and that income, in turn, refills the state's tax base.

FastForward will mitigate the most pernicious effects of the coronavirus pandemic in three ways:

1. Immediately meet occupational needs to address the public health crisis
2. Work with the recently unemployed in more constructive ways than through unemployment insurance alone as they retrain for high-demand areas and move into more stable, lucrative jobs
3. Meet students in their time of high financial need and insecurity of the “traditional” college landscape

By focusing on financial assistance for full-time students entering six sectors as outlined in the following pages, a fraction of COVID-response funds will go far towards immediate relief and ultimately to support economic recovery. The six sectors we propose are three with utmost workforce needs – information technology, health science, and manufacturing – followed by those that will come back and will require workforce as social distancing regulations loosen, namely: business and industry, hospitality and tourism, and transportation and supply chain. This is the time to upskill our workforce so that New Hampshire is prepared to support good jobs when the state shifts into recovery mode.

## Healthcare

The need for greater numbers of healthcare workers is clear and includes roles across the spectrum of clinical care and medical administration. A workforce shortage area before the pandemic, recent events have only highlighted the dangers of inadequate numbers of nurses, health care aides, medical administrative professionals, specialists, and more. Even with recent furloughs of healthcare professionals, this sector has long been an area of workforce shortage, which will only be exacerbated once demand resumes with the pent-up needs of the population as social distancing lifts.

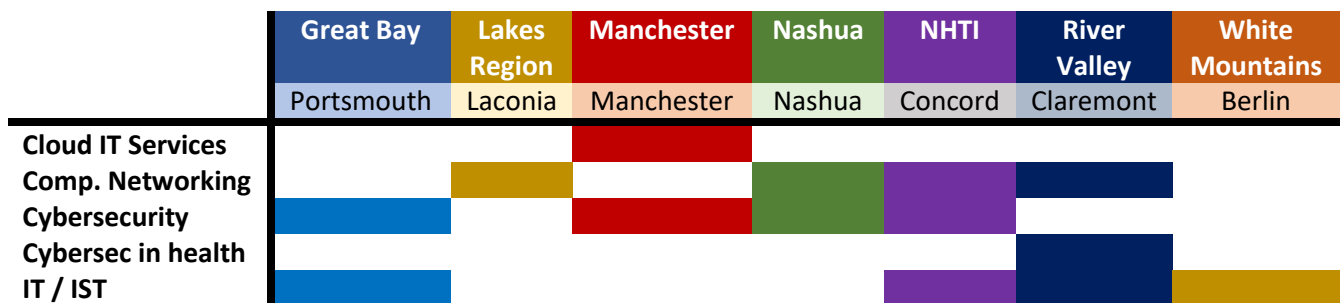
The chart below shows high-need healthcare programs that already exist across NH's seven community colleges.

	Great Bay	Lakes Region	Manchester	Nashua	NHTI	River Valley	White Mountains
	Portsmouth	Laconia	Manchester	Nashua	Concord	Claremont	Berlin
Health Info. Tech.							
Medical Assistant	■	■	■		■	■	■
Medical Lab Tech						■	
Nursing	■	■	■	■	■	■	■
Paramedic EMT							
Phlebotomy			■			■	
Radiography Tech						■	
Respiratory Tech						■	
Surgical Tech	■						

## Information technology

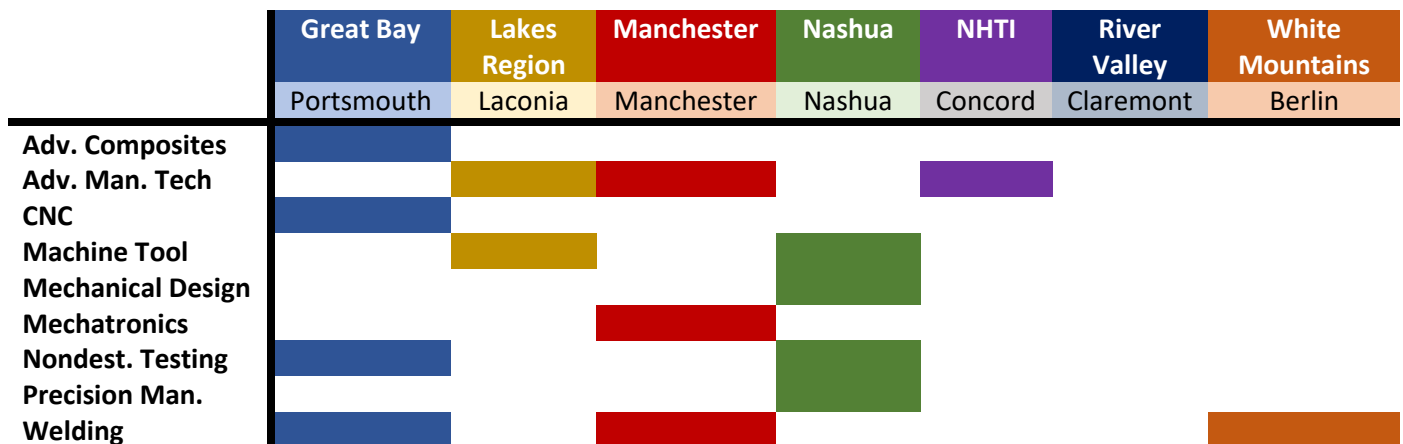
The near universal shift to remote work heralds a new and dramatically heightened emphasis on information technology support, from managing back-end servers and networking, to securing these devices and Web-driven software, to managing a company’s technology footprint. Like healthcare, IT was already a high-growth sector for New Hampshire, but the pandemic has had a profound impact on work patterns that will create a “new normal” as companies and workers adapt to remote work.

The chart below shows high-need information technology programs that already exist across NH’s seven community colleges.



## Advanced manufacturing

Advanced manufacturing is not only a perennially in-demand career area, but specific crises create immediate needs to manufacture goods that not only buttress the economy but literally have life or death impacts. In addition, vulnerabilities and liabilities associated with a global supply chain has created an emphasis on onshoring more manufacturing. The chart below shows high-need advanced manufacturing programs that already exist across NH’s seven community colleges.



It is critical that individuals laid off from restaurants, bars, hotels, retail environments and elsewhere have access to affordable, high-tech, skills-driven education – which prepares for fulfilling, lucrative careers, especially those with the word “technician” at the end of the job title. These go beyond the three sectors above, into **Industry and Transportation**, including in high-need trades areas like HVAC, automotive technology, electrical technology. Into **Business** – HR, finance, accounting and facilities management. And into **Hospitality and Tourism** fields that will once again be seeking skilled workers once social distancing disappears.

In the Great Recession, the Community College System of New Hampshire helped the state move quickly into recovery by partnering with businesses to develop successful training programs, identify growth industries, and respond quickly to critical needs as they arose.

Today, seventy-eight percent of our full-time students, or about four-in-five, use financial aid, in the form of grant-based aid such as Pell grants, or in loans. We know that students who received Pell grants were retained at a rate nineteen percentage points higher from last Spring-to-Fall cycle than were other students. CCSNH has, for the last ten years, been committed to affordability, only raising tuition five dollars per credit total during that decade and introducing an open educational resources initiative last year that saved students at least \$750,000 in 2019-2020 alone on textbooks and other course materials. Being there for them now will build on our commitment to student affordability and state economic refresh.

We estimate this cost to be \$27,500,000. This figure keeps students financially able to attend college, despite unexpected COVID-19 impact, and in high-demand areas. It assumes expected increased reliance on financial aid due to job loss. **The upshot will be that NH maintains as low an unemployment rate as possible and produces workforce in exactly those sectors of the economy that require them.**

We know this is a large figure.

We would not put it forward if we were not confident it would have the effect of arresting state unemployment rates. In normal circumstances, one dollar in state appropriations to the Community College System returns fifteen in new income that stays in state. By helping those with the fewest advantages, and scoping to programs with immediate outcomes, we believe we can lead the country in definitively pro-business economic recovery.

We have seen the success of scholarship programs for the Community College System in the past. For instance, the Governor’s Scholarship program for Running Start students, which was funded at \$5M, helps high school students get college credit. The availability of funding fueled a 50% jump in Running Start enrollments. The FastForward proposal takes the principles of the Governor’s Scholarship but applies them to students who will, in all likelihood, stay in state at far greater numbers, as 95 percent of our enrolled college students start in-state and roughly the same number stay.



Finally, our students will need a high-level of support in a time of social distance and new classroom experiences. We need to hire FastForward career placement advisors, who work with students to build academic plans that lead directly to workforce outcomes. We would place two each in our larger, southern colleges, and one in each rural college, for a total of eleven, all of whom would laterally report to a Vice President of Workforce Development that will coordinate the team and partner with the Department of Employment Security and local businesses to facilitate direct-to-work outcomes. These are staff dedicated specifically to outcomes associated with the Fast Forward program.

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