

## 2024 0301 PHE Task Force – Staff Notes

*(0904 Meeting Start)*

Overview – S. Appleby – Review of report – draft circulated to TF for input  
Review of recommendations, categories

Motion to approve 2/23 minutes – J. Eastwood, E. Smith seconded, unanimously approved

Public comment received (C. Corrow) – hard copy distributed to TF, posted online

Review of report TOC – does the structure make sense?

J. Gray – add section information to the footer – better for tracking content

N. Toumpas – first paragraph or two of the executive summary section – underline the crisis  
Action is required – need to set the tone for the report

G. Hansel – order of recommendations – important to be deliberate

J. MacDonald – if we want to tie back to the executive order, we want to make this more clear in the  
recommendation sections

N. Toumpas – student success – educational attainment is a focus  
Tie in housing, mental health, other aspects of social services

D. Luneau – the connection of what we're doing to these social aspects is important  
Part of "why we need to act now"  
Solution is not just limited to the study of post-secondary – extends beyond

N. Toumpas – Also – decline in K-12, 25-44 workforce piece – other segments of the population offer  
opportunities for enrollment/recruitment – it isn't just the education  
Goes beyond the traditional student  
Bringing people into the state, into the workforce

D. Luneau – NHTI – making more accessible – any data on impact?

N. Toumpas – interview with students – issues of transportation  
Example – free bussing for students in metro areas with student ID

S. Appleby – large societal issues could derail the TF work – we need to be mindful of how we include  
this information

N. Toumpas – understanding student success goes beyond PHE-TF, much of which we don't have control  
over

M. Rubinstein – alignment – work with state agencies – could be part of a longer-term solution

R. Lavers – Housing, childcare – there is a lot of momentum – with acknowledgment of wider impact comes the connection of these universal issues to needed resources

D. Luneau – colleges can contribute in some respects – example – child care

M. Rubinstein – filling gaps in grand funding has produced positive results

N. Toumpas – first generation challenges – work related to providing support – an important initiative

J. MacDonald – the executive order is person-centered, so we should come at it from this lens  
Adjacencies, what is our scope / what are the recommendations

N. Toumpas – the executive order speaks of economic development, we speak of workforce  
2 systems – listening tour regionally on how to better meet regional economic needs  
Industry itself may want to be an investor – regional development

*(0926 time marker)*

S. Appleby – each area will have paragraphs for context – including more language around the executive order

Also a ‘closing’ piece

Today – looking at the buckets / categories – editing to provide better tracking to the executive order

N. Toumpas – executive order articles looking at duplication, colocation, etc. – right sizing  
May be embedded, but should potentially be called out  
Better titling, description

G. Hansel – regional strategy is cross-cutting, but not reflected in titling

N. Toumpas – unique regional needs – focusing on specific industry to gain traction

R. Lavers – the conversation needs to be continued, sustained

N. Toumpas – autonomy, accountability – follow-through – needs to be an investment of time / energy

B. Locke – there are national examples for best practice

R. Lavers – “system to system” goes beyond CCSNH / USNH... there are more systems – across all systems  
there needs to be more collaboration (example – K-12)

N. Toumpas – CTEs should be part of the conversation as well

C. Provencher – rethinking regional ecosystems

J. Gray – not focus just on CTE... need to consider K-12 at large

C. Provencher – mapping HS / CTE locations – data for regional campaigns  
Inform specific regional / industry focus

D. Luneau – challenges with CTE – accessibility is a significant issue  
Considerations for these challenges? Through policy, something we can do to create efficiencies  
in the system?

*(0940 time marker)*

R. Ladd – 80% of participation comes from within the school in which the CTE is located  
Other 20% - calendar alignment is an issue as well as scheduling  
Also VT law on course length – many other issues exist

D. Luneau – transportation – school time missed  
Recommendations to make CTE schools more efficient?

R. Ladd – sending / receiving – where classes can be taken – making progress

S. Appleby – caution that we be mindful of ‘mission creep’ of the TF  
Do we have data on feeder info to public higher education in NH from CTE?  
What does the data say?

J. Eastwood – provide a comprehensive map, but note it is not our responsibility but a contributing  
factor / addressable market

S. Appleby – looking through each bucket... individual recommendations  
Current authoring is not how they’d be reflected in the report  
Scaffolding to the executive order

N. Toumpas – a priority sequence – top 3/4 with the greatest impact

M. Rubinstein – focus on “necessary changes and investments” as noted in the executive order  
And then the supporting recommendations, the other parts of the report broken down by time –  
what would be the most impactful

B. Locke – “Bottom line up front”

J. Eastwood – at the beginning of the executive summary, we already have a placeholder

*(0956 time marker)*

J. Gray – politically... note setting the stage for future merger discussion

S. Appleby – matrix in report may speak to some of the comments raised

N. Toumpas – what is short- and long-term? Is this related to budget?  
Should be right up front

S. Appleby – vision related to regulation – legislative intervention, system control

J. Eastwood – HB... does this take effect within the next 18 months?

S. Appleby – 18 months is an arbitrary number – more about regulation / legislation

And what can / can't be implemented

Also staying away from specific financials

J. Gray – when referencing bill numbers, need to include the year / enacted date / pending date

N. Toumpas – greater level of communication – an expectation of the systems

Doesn't have to be specifically stated, but needs to continue

*(1006 time marker)*

G. Hansel – 6 factors... not comfortable with this – not a fair statement (in executive summary draft)

Build the points into a set of paragraphs, note merger discussion in more of a narrative format

Be up front – important that we note we are not recommending

A political question that can hang up other work

But note further study – by the legislature – some sort of statement of the fact that it is a political issue, a policy decision

C. Provencher – takes exception to #3... does this hamstring the conversation?

We shouldn't base our actions on a lack of nationwide success

S. Appleby – it is a policy decision – perhaps we reword

N. Toumpas – why do we have to make the assumption that it is going to be a merger?

There are other successes out there – we need to be clear on what needs to be achieved

It shouldn't be 'all or nothing' related to merger long-term

Focusing on what needs to be done now

G. Hansel – need to come out with clear statements – not fluffy language

D. Luneau – how much do we want to write our own headline?

What do we want to focus on?

R. Lavers – we don't want the media outlets to focus on 'no merger' but rather immediate actions

needed – this is the message we want people to pick up on

G. Hansel – "Aggressive strategic alignment" and then line up the initiatives

*(1019 time marker)*

S. Appleby – we also don't want to use the word 'crisis' for reasons of perception

R. Lavers – keeping NH ahead of the nationwide issues

C. Provencher – “Act with urgency”

N. Toumpas – opportunity to use collective assets of the two systems – should be kept up front

M. Rubinstein – “Necessary changes”

Need tangible necessary changes to serve as the headlines

D. Luneau – long-term research – long term engagement with the Paul School to look at long-term marketing plan to meet the educational needs of our residents, for the future

S. Appleby – Carsey School as well, regarding policy – wording for conclusion?

J. Eastwood – be general about outside help, technical assistance (not specifically calling for Paul / Carsey)

S. Appleby – recommendations – future rewrites after input

Next draft – edited sections

Themes, additional content

R. Ladd – 2021 study – discussion of existential threats

“Urgency” of addressing concerns

Now we are 3 years later, writing similar language

*(1030 time marker)*

S. Appleby – encourage TF members to send along language

We will incorporate

J. Eastwood – executive summary should use the executive order language

*(1035 break)*

*(1050 reconvene)*

S. Appleby – suggestion – 2 to 3 top recommendations for each category

Send back to Nick / Steve to be ordered

By Monday PM... TF members submit via email

D. Luneau – pathways – include information in report

### Awareness / Access – Short-Term

M. Rubinstein – back to ‘crisis’

Not a specific moment now, but with no action in the next 5 years crisis is imminent

*(1056 time marker)*

Some language should describe awareness of a need to act

“Act with urgency to avoid a crisis”

- S. Appleby – think of the executive summary as a press release vehicle – important / logical
- J. Gray – appendix references – line up in the narrative
- C. Provencher – what does “coordinate marketing efforts” mean?  
Not combining budgets... “intentional effective campaigns” as opposed to joint ads, etc.
- N. Toumpas – importance of education with HS guidance
- R. Ladd – strengthen engagement of MS / HS... need stronger language  
re: concurrent / dual enrollment, better pathway info + budget discussion  
More of a long-term recommendation?  
Investment creates more structured pathways  
We do have in statute that we need to meet national levels of instruction  
Dual / concurrent as a top item, but also to be reflected in both short-term and long-term
- B. Locke – for a future meeting – discuss removing possible measurement and move to actual metrics
- C. Provencher – setting goals / measures will require a baseline we may not have
- R. Ladd – dual enrollment program was originally focused on STEM – has now been opened up, but has been restricted owing to lack of funding  
Restrictions on the number of courses individual students can take
- M. Rubinstein – there are completers of AS in high school... but anecdotal (not many)  
Not enough availability of courses... becomes a question of how we expand without complicating the system further
- J. Eastwood – pilot opportunity?
- C. Provencher – goals – keeping NH students in NH... how many dual enrollment are staying?  
How do we measure?

*(1119 time marker)*

- M. Rubinstein – opportunities for relationship building, serving regional needs
- G. Hansel – goal of getting into the high schools... if we can make this a goal
- N. Toumpas – pilot – foster the spirit of innovation  
Could come from regional listening sessions – could identify needs for a pilot  
Executive summary – stress innovation

#### Awareness / Access – Long-Term

- R. Lavers – Awareness-building with high school instructors, hearing about how skills are being utilized in jobs within NH

Pathway discussions

Underlying community benefit – conduit is the CCSNH presence

Promoting support programs

Doesn't need to be long-term – builds off of the short-term initiative

J. Eastwood – post-pilot, devleio / fund a southwest program?

R. Lavers – pilot in every region in NH?

M. Rubinstein – reach those who do not already have the opportunity – those beyond schools that already have structure and capacity

C. Provencher – make it simpler for students / families to apply

Working on pathways beyond HB1530

Calendar alignment

Common student services

Tech is a barrier – requires an investment

Needs to be more synergy than there is now

M. Rubinstein – need a degree mapping tool – something we don't have now but perhaps a new platform?

Building off of NHtransfer.org?

J. MacDonald – opportunity for industry to invest?

J. Eastwood – workforce is already trying to do this

G. Hansel – regional collaboration efforts – should be highlighted

#### Academic Programs – Short-Term

N. Toumpas – online / hybrid – we should leapfrog – reaching the next generation

This is an expectation – what can we do?

M. Rubinstein – SNHU filled the void... what kinds of advances can we make to move the online experience forward? Example – augmented reality, virtual reality

R. Ladd – TES... a needed package for cross-system work

How much would it cost?

M. Rubinstein – licensing is not the significant cost – it is the maintenance (labor intensive)

1 to 2 FTE? Could be in the neighborhood over the course of the year

R. Lavers – barriers to hybrid approach? Do we know what they are?

A convenience factor – people need this – do we need to incentivize instructors?

Are we doing enough to encourage these offerings?

M. Rubinstein – need more collaboration , deliberate planning around needs with coordination

R. Ladd – GSC no longer working?

M. Rubinstein – organizational transition currently – needs to be acknowledged  
Online is part of work CCSNH does, but needs to be done better, more deliberately

C. Provencher – “We are not currently behaving as a system”

M. Rubinstein – where students can access on-ground is complementary to online and needs to be considered at the system level

C. Provencher – 3-year degree as a long-term? Need to change to long-term recommendation

#### Academic Programs – Long-term

J. Eastwood – include 3-year degree in the high school AS pilot?

S. Appleby – quite a bit we can whittle down, top 3 will be useful

B. Locke – centralized online support – do we need to clarify this?

C. Provencher – means 24/7 availability of services? Would be something that would leverage scale across both systems

S. Appleby – much of this can be bucketed

*(1155 – break for lunch)*

*(1210 – reconvene)*

S. Appleby – is short-term and long-term categorization the right approach?

N. Toumpas – depends on audience, who is responsible for implementation

C. Provencher – CCSNH / USNH report-out responsibilities

D. Luneau – short-term and long-term would be good for the sake of conveying a sense of urgency  
Prioritizing

S. Appleby – different descriptors, perhaps? Something besides short-term, long-term?

D. Luneau – the terms resonate, are understandable

R. Lavers – action items, investigated items? Change short-term / long-term to this?

E. Smith – some fit in both categories – might create confusion

M. Rubinstein – all will be ongoing... scale based on milestones? With a Gantt chart?

## Workforce – Short-term

M. Rubinstein – education / workforce council – change wording to ‘co-convene’ with DOL, DES, etc.?

C. Provencher – regional workgroups should also be reflected

## Legislation discussion – R. Ladd (handout)

S. Appleby – bill follow-up with R. Ladd to reflect much of what we’ve been talking about

R. Ladd – changed “consolidations” language

Reporting findings – the work being done today

Line 24 – the “meat” of the draft

Listing items directly from the executive order

Bill has to be out of committee in the coming weeks

Lines 29-37 reflect the executive order

Page 2 line 3 – curricular pathways – reference back to HB1530

Report due 6/30/24

Line 5 – RSA 187/88 – CCSNH / USNH

“Collaboratively develop and implement pilot projects” lines 5 – 7

PHE Study Committee already exists – use what we have as the oversight body

Technical support from HE director (Appleby) as non-voting

II. Joint quarterly update progress reports, along with annual report of findings

C. Provencher – what about governance changes? Structural changes?

R. Ladd – this would be done internally, brought forward as policy recommendation in quarterly and annual reporting – fine-tune recommendations for legislation / policy

S. Appleby – report format not prescribed

Could be based on specific identified areas of progress, progress made

D. Luneau – suggest an implementation plan by 6/30/24

R. Ladd – doesn’t want to be too specific with the language, for the sake of seeing what the system chancellors decide to bring forward

M. Rubinstein – for reporting – need to underline the actual benefit to students and not focus on administration – easy to get lost in the minutiae

S. Appleby – reword the bullet points through the lens of the students

*(1240 time marker)*

C. Provencher – we need to be clear, concise, intentional of recommendations

Also – can’t estimate a fiscal note at this time

## Workforce – Long-term

S. Appleby – regional discussion – we will reword to capture more of the regional nature of the efforts

J. Eastwood – long-term – put in a bullet for outside analysis (ongoing)?

N. Toumpas – is our data for demographic fluctuation correct?

In-migration of families accounting for increases, but not to current levels

M. Rubinstein – when looking at workforce needs, difficult to look at specific numbers across all industries, but how do you get info on possibilities out to middle school and high school?

D. Luneau – advisory boards – how are they kept up to date with workforce needs?

Making sure the information is there

#### Alignment – Short-term and Long-term

J. Eastwood – page 23 – change to “to combine systems”

C. Provencher – governance structure change – goes back to systems collaboration work

J. Eastwood – “co-locate” could be rewritten to “analyze co-location”

N. Toumpas – we want a smaller number of actionable items

M. Rubinstein – work with the State could be deeper – supporting training, etc.

C. Provencher – commissioners group – monthly meetings to include chancellors?

To hear what is going on? Staying connected

N. Toumpas – demographics – adjust to consider retirees who also might be re-entering the workforce

Also looking at licensing, certification (boards)

*(1313 time marker)*

S. Appleby – challenges – some boards are backward-looking, not forward

Licensing boards responsive to industry needs

J. Eastwood – long-term – first page seems to assume there will be a merger

Shift to analyzing physical assets

G. Hansel – long-term – anything we can do to lessen competition between the 2 systems?

Leveraging what the two systems can do to work together

M. Rubinstein – the collaboration list – could include information here?

S. Appleby – reporting on current initiatives – could be here, for future discussion

C. Provencher – does examining competition between the systems have an impact on either system’s

bottom line?

- M. Rubinstein – better to focus more time / effort on overall student metrics?  
We need to do a better job of bringing students on board, more affordability for students  
Identifying what metrics can be measured for success
- N. Toumpas – needs to be ongoing  
Additional data to consider – private institutions
- S. Appleby – inter-system competition is secondary to private, out-of-state colleges

#### Affordability

- J. Gray – needs to make sure quid pro quo is included – if/then
- S. Appleby – could be reworded to track better to individual reader perspectives
- R. Lavers – can be targeted to occupations of critical need – example – committing for x years  
Benefit being immediate is more attractive, more likely to result in retention
- J. Eastwood – agreed, but delegate to the people who are going to make it work  
Is it affordability for the students, or for the State of NH?

*(1342 time marker)*

- C. Provencher – part of affordability – right-sizing, faculty to student ratios  
Everything already being examined – must be continued  
Incumbent upon us to stay on it... on everything in the next decade  
Financial literacy is another issue
- S. Appleby – agreed on financial literacy – parents are part of this as well
- J. Eastwood – develop long-term affordability plan for SoNH?  
Also, the joint list created by the systems is an affordability list
- C. Provencher – “Rapid response team” to respond to higher education issues that arise

*(1359 adjourn)*