

CCB Webinar

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TRANSCRIPT

 JR Jim Reed

0:21

I think we are going to go ahead and get started here. It is 1105 . And so I want to certainly respect everyone's time. Thank you very much for taking time out of your day to be part of this webinar and to here what we have found and how things are going. So, uh, let me start By first of all, saying that this webinar will in fact be recorded, we want to make sure that we have it and some people who are not able to attend have asked to ask for the information. Secondly , it we will provide after the webinar a copy of the Powerpoint, we will sort of get that all together and get in PDF form and get it out to you as well, certainly because we have so many people on the call encourage you to use the chat feature or the reactions. If you want to raise a hand, we will try and seek out hands as we as we see them and and I can certainly encourage questions and and inquiries.

 JR Jim Reed

1:24

So with that, I will go to my share screen and we will have the agenda every.

 EG Emily Goldman

3:40

Thank you, Jim. Thanks so much for having me. Can you hear me okay? Okay, great. For some reason, my camera is not working, so apologize. This is my first time using this video system . So that could be why, but I am glad to be here in any event. And as many of you I am sure know the the Joyce Foundation , we invest in public policies and strategies to advance racial equity and economic mobility for the next generation in Illinois and across the Great Lakes . And as Jim mentioned, I lead the Foundation's post secondary success portfolio, which really recognizes that a post secondary degree is still the surest path to social and economic mobility. And so we strive to eliminate barriers to college access and success and it is in service of that goal that I think years ago, who Jim is referencing is my predecessor Samir Gay, decided to invest in this work and why we continue to do so today.

 EG Emily Goldman

4:43

You know, evidence shows that c CBS can play an integral role in expanding access to affordable, high quality bachelor's degrees in areas where there is high workforce demand like IT and healthcare advanced manufacturing , e.g., and also limited access to 4 year options. So C, CBS expand access for students who are not and likely never will be in the traditional 4 year transfer pipeline, which I think we all know here in Illinois is a robust and important part of the higher education Asian landscape . These are students instead who are seeking economic security for themselves and their families, but who are unlikely to pursue a 4 year degree if not in their own backyard, they are more likely to be older, taking care of children or aging family, they are more likely to be place based or working, and in many cases are too far from a Public university, these are students that Illinois cannot a few cannot afford to lose and yet under existing structures, structures and policies we are poised to and we are not losing students to necessarily to other institutions or out of state, but in many cases to high cost and sometimes low value for profit colleges or frequently as is the case to Nowhere the research in the case making for C.

 EG Emily Goldman

6:10

C. B's is growing, and I want to thank Jim Reed, Dr. Debra Bragg and Tim Harman , who you will hear from in a bit for helping Illinois identify those regions in the state where there is, you know, we are unemployed community college back program could help local employers meet high demand workforce needs in targeted industries and and and so doing they can improve local economies and help more students access and complete 4 year degrees. And so I am excited about this work and really happy that the Joyce Foundation can be a small part of it and look forward to engaging with you more in this conversation . So back over to you, Jim.

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7:47

Morgan, Chris.

 TH Timothy Harmon

15 :03

Thank you so much, Jim. And let me say how much we appreciate our partnership with you and work together on this important initiative. And it has been a privilege also for me to work with with Dr. Bragg, I have learned more then I can possibly explain to you about how post secondary education works in the United States as well. As Illinois, of course. And so it has been a real treat to have have this opportunity to, you know, bring my workforce perspective to bear on this on this work. I think it is important work and and I am excited to be involved in it and we would like to do for you this morning is to kind of give You first an overview of the overall kind of what we try to accomplish with our research during Phase 2 and we are very grateful I should say at the outset for the support of the Joyce Foundation throughout this work and not just in this work in Illinois, but also in our work with other great Lake states as a Debra will perhaps mention in more detail, we have been privileged to be involved with the foundation on this work and with other foundations that have supported the work of the Community College Bald Association and our research as around this work across the United States .

 TH Timothy Harmon

16 :30

So this has been a great privilege of mine and we we really want you all to know how much we appreciate your attention and your ability to be part of this webinar today. We would encourage you before I get into that, if you have questions, please use your chat feature to record those. We will try at the end of this to reserve some time to get to as many of those as we can and if We can get to them in our session this morning, we will get to them later because we want to encourage a dialogue. We see this as sort of kicking off a kind of public dialogue discussion with stakeholders throughout the state. And so we are excited to be to kind of get started with that and go out past this fantastic advisory committee that we have had to work with to include a broader group of folks that are involved softness and we are thrilled to see the number of people that are here today.

 TH Timothy Harmon

17 :18

But so before I jump it in, let me just say that from the very beginning, going back into phase 1 of our work, we always have been animated by sort of 2 key ideas around why you would want to have a community college, you know, confer a baccalaureate degree now. So we we have been referring to this as the case making process or the case making methodology. And that by the way, is a case that is still needs to be made in Illinois. But it is a case that is been made in about half the states in the United States. So we will talk more about that in a minute. But we see there being 2 main ideas around why a community college would want to be able to confer a bachelor degree. The first is that they could use those degrees to help address substantial workforce needs, including high demand well paid occupations in key sectors of the economy in the state.

TH Timothy Harmon

18:15

And secondly, and equally importantly, CCP degrees can be used to provide equitable access to backlot completion for students who would not otherwise be likely to attain the degree. And we can talk more about what that entails, but We have alluded to some of those components already around geographic access, financial access program, programmatic access, etc. And so we see the C. C. B. Degree as playing a key role potentially in our ability to address both of these fundamental dimensions. And so we think that both should be addressed and the strongest case would occur in cases where both things were being satisfied. So just with that as kind of background of sort of where we are coming from, if we could take a look at the next slide. And also I would remind folks if you are not if you are make sure you are muted so that we are not given the background.

TH Timothy Harmon

19:33

Still not seeing the next slide, Jim. Oh, thank you. So during our Phase 2 research, we hear the some of the high points of what we took on the we started with continued development of the case making method methodology including our supply and demand analysis and equity analysis. And you will see some of the results of that in our discussion this morning. We also completed the 20 frequently asked questions about community college back law degrees in Illinois and that is a a document that was prepared by by Debra Bragg and that is available on the I. C. C. TA website and I encourage you all to take a look at that. It is really it is I am not going to say it is everything everyone wanted to know about community college back degrees, but it is it is it is sneaking up on that.

TH Timothy Harmon

20:27

So I will I will break on her a little bit about that and then but she is going to walk you through some of the highlights of that. We can not, you know, go through all 20 questions maybe, but we are going to hit some of the key ones. And then we completed 3 CC B occupational briefs, which I am going to be highlighting in a little bit. As Jim mentioned, information security analyst, respiratory therapist and advanced manufacturing. And then finally, I suppose maybe most importantly, we spent a fair amount of time consulting with stakeholders via the advisory committee. As Jim has mentioned and that conversation and those meetings, I think we were very critical to guiding our research work and helping us us clarify our own thinking as researchers around this and identifying issues that we knew would need to be addressed and helping us to begin thinking about what some of the components of a of AC C B policy might look like in Illinois going forward.

TH Timothy Harmon

21:23

So that is kind of where we sort of what we what we tried to get done in phase 2. We think we have accomplished that, but we wanted to switch now to to Dr. Bragg and give Debra a chance to going to give us the highlights from the frequently asked questions. Document.

DB Debra Bragg

21:43

Well, thank you, Tim and Jim. I just want to echo what a pleasure it is been to work with this group and my thanks to the Joyce Foundation and Emily Goldman for all of her support. I am going to do this relatively quickly, but I do have some perspectives I would like to share with you. I I began researching back laureates and offered by community colleges and Applied Bachelor suffered by universities actually back in 2,007, so I have been studying these degrees nationwide and also internationally for a long time and that could take a lot of time, but I will try to just hit the highlights here today. And as Tim said, the F. A. Q is is much more detailed than what we will be able to share so we can go to the the next slide and so in the F A Q here is the link if you go to the I C C TA website, it is under the the header of Education and the Community College back alerts are the very first entry there, and if you you click that and scroll down, you will see the F A Q is linked there, what we talk about and I appreciate my support from Tim Harman who is part of this, the creation of this document.

DB Debra Bragg

23:10

We do talk about national trends. I also mentioned international trends. The United States is is not even leading this work. This is happening internationally. So it is a much bigger movement than we even know about here in the United states. But I will tell you a little bit about we know what we know about that in and in the FAQ, there are sections. We talk about the factors that influence the adoption other degrees. We talk a little bit about the concerns that are raised by the higher education sectors and what we know about those concerns and how They are they are being resolved or not across the states. We talk about who these students are and I will share what we know about that a little bit here and about the graduates we report, the research we have done and others have done on access and outcomes that relate to college completion as well as employment and wage increases.

DB Debra Bragg

24:16

And that body of research is growing. We talk about what we know about program design and implementation and and why program design is so critical to meet the needs of the students in these programs. And then we kind of end with a relatively short but important section. What are the lessons for Illinois and what woven through the F. A. Q are discussions of how these issues relate to our own state of it, Illinois. So I do encourage you to take a look at the F. A. Q. There is much, much more than we will talk about today. But if we can, we could advance the slide, I am going to just Tim mentioned, 24 states now have community Colleges that that confer bachelor's degrees are approved to confer a bachelor's degrees. I do want to say there are more states in which to your campuses of universities confer both associates and bachelor's degrees.

DB Debra Bragg

25:25

So if we if we looked at everything we would we would have some color on almost every state on this. Map, but being very true to what we define as a community college back Laurie institution, that is an institution that has the associate degree and sub those sub bachelor degrees are the predominant degrees that are conferred by the institution. They add to that mix a bachelor's degree, so but they continue to emphasize the community colleges mission, the commitment to open access to commitment to reaching their regional constituents, all of those things continue in the institutions that we will be talking about today as C C B conferring institutions. And I do want to say that some state laws do say these institutions must continue to to be associate dominant institutions, so that is a part of not Only the legislation, but the commitment that these institutions are making, you can see we do have some great lake state neighbors that do confer bachelor's degrees.

DB Debra Bragg

26:44

So Michigan, Indiana, Ohio and Missouri, all are all conferring these degrees. Ohio and Missouri are relatively new on the on the list and Ohio is scaling up very rapidly. 14 of Their 23 community colleges are now approved or conferring a bachelor's degree. So lots of growth. So I am going to show that to you on the next slide. So this slide shows you how these institutions have been growing since 1989, which is the first recognized as the first state to chain state law to authorize what were 2 year branch campuses of the University of West Virginia and those institutions continue to be recognized as the first in the country. As you can see, it is a long time 30 4 years since this started. So when we talk about it being new in Illinois, it is new to Illinois, but it is not new to Too much of the country, there is a few states I want to point out along here, Arizona is the most recent state to adopt and 2021, and that state is also rapidly scaling up, but other very major states with with large community college systems are on this slide, California has adopted Bachelard degrees, is rapidly scaling up Texas, Florida, as I said, Ohio, Colorado, you know, I could go on it is it is and you saw the map, but the this is this is growing nationally and the states that I will talk and we have studied mostly are Florida and was Washington and that is because those 2 states have

the most students and they also have the best data, so that is where we have learned a lot about these degrees and hopefully someday Illinois will be on this map that that is my hope.

DB Debra Bragg

29:04

Next slide, please. So I wanted to share with you what these programs are. We are actively engaged in working with the Community College Back Laureate Association, which is a national group that works with institutions that are associate granting community colleges, predominantly that award that gates. So we now track all of the programs that are being offered nationwide and you will Notice on this slide 2 years ago, we created the first inventory. There are about 560 programs today. There are about 700 programs and only the last 2 years

DB Debra Bragg

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we have grown by about 140 programs.

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29:53

that.

DB Debra Bragg

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So we can see here what what these programs are the largest area and has been historically are programs related to business and those programs are often customized for people who are working learners. People have spent some time in the labor force and they have an opportunity for promotion. The and these programs bring together often folks who have graduated from a community college, they have been out working for 1015 years, their employers are seeking an opportunity to advance these employees and they would like for them to have a bachelor's degree and the community colleges develop a program that that really focused on supervision, organizational leadership management that that brings together groups of students who completed a technical degree at a community college and advances of their careers that is historically kind of the roots of these programs, but Those programs do continue.

DB Debra Bragg

31:03

I would point out though if you look at the next 4 program areas health professionals, education, nursing and computer and information sciences, those are the program areas that are growing the most over the last 2 years. So we do see tremendous growth in those areas and including areas like teaching and nursing where we have documented shortages across this country and frankly in this state of Illinois, the other thing I think is important to know is about half of these degrees are bachelors of Applied Science degrees, bas are bachelors of applied technology or batch of technology. There is a lot of permutations of that. About half of these degrees are of that degree type, the B S N is another type of degree that is conferred and then the remaining degrees are typically Bachelor of Science degrees.

DB Debra Bragg

32:14

I do want to say that we should not assume that every state structures its college credentials the way we do in the state of Illinois. So some of what we see in terms of which degrees are adopted has more to do with state history on how a higher education structures credentials than it does on maybe assumptions we might make about which programs are a BAS or a B. S. So there is a longer discussion we could have and we have had in our advisory group, but please know that most if not all of these programs are applied and technical programs. We do not see very many Bachelor of Arts anywhere in the country. There are a few, but those are not the degrees we are talking about here. So we can go to the next slide. Who are the students, we have done deep deeper research, as I said in Florida and Washington, and we found very common characteristics of students who are enrolled in completing C C B programs.

DB Debra Bragg

33:29

These are older students, they are working learners and like students who are in career and technical education programs, which is where most of these students are enrolled. When they are at that first and second year of college college, they are in an associate applied arts program. If you look at those students in the state of Illinois, you will also find our students in Illinois and C. T. Certificate and associate programs are much like the students on this list there. There are students who are were older than traditional age, they are more racially and ethnically diverse than the students we see in our universities or even in our transfer programs for they tend to be first generation college, they are working learners, they have dependents, children and family they are caring for, and I like to say it is not necessarily that their place bound, although we can use that term in our interviews of students, what we find is they are rooted and tied to their communities in a deep and steadfast way.

DB Debra Bragg

34:42

It is their intention to get their degree, stay in their community and help grow the strength of their economy and of their communities, and so that is a critically important understanding of who these students are. And then finally, while students are working, we found in Washington a higher proportion of our CC B students are Pell recipients, so they are working a lot of hours, but the income is not lifting them out of that Pell eligible category. And so that is why these students need to need to pursue a bachelor's degree. And I will say a little bit more about students as we go ahead. So go we can go to the next slide. I also want to say something about geography. I am very proud of the higher education system in Illinois as I know all of you are there is many, many parts of our system that We we can we can and should be proud of 1 of the things that came as a surprise to me was we conducted an analysis to identify education deserts in the state of Illinois and I am not aware that anyone has done this analysis, we talked to Nick Hillman, who is an expert and really the author originator of education deserts who is at the University of Wisconsin, and he helped kind of hold her hand through how to do this analysis.

DB Debra Bragg

36:13

And 1 of the things we found is, guess what we have education deserts in the state of Illinois and some other students we are talking about live in these deserts and our preliminary Analysis shows these are students who are not likely to transfer, they are not likely to ever get a bachelor's degree. And part of that is proximity. It is about geography. So we use the Hillmann's definition of using commuting zones. Now what this means is we have a 102 counties in the state. Of Illinois and the federal government who creates this, this definition of commuting zone says we have 25, so that means there is around 4 counties in each of these commuting zones and the maps across the state in 4 of these commuting zones, we have no public higher education, no community colleges, no public universities, that is Clearly an education desert, according to Hillman, but we actually have 8 more commuting zones where there is no public university or no public university within 50 mi of the community college that too qualifies as an education desert that is about half of the state has a geography that makes it very difficult for these students to commute To get a bachelor is bachelor's degree and by the way, this does extend to students who are online, even online students prefer proximity to the back conferring institution to provide support for their education.

DB Debra Bragg

37:58

So it is not an issue that does not exist. It does exist in Illinois and in fact, 5 more of our commuting zones do have a community college, no public university, but we do have a public university within 50 mi. So we do not consider that an education desert, but it is there is less accessibility, and then finally, we have 8 of our commuting zones that do have a public university and the most predominant region is Cook County and up In Illinois, although even there we have challenges with geography for some of our student students, so I just want to when we are talking about why are we talking about this, access to higher education is critically important and we have not solved that problem for all of our students and the community College Mario degree really says, let us face This let us deal with this in a way that we can provide back right access and

then let us let us go to the next slide.

DB Debra Bragg

39:10

I also want to talk just a little bit about money. I found this at this slide as part of an F a Q on the Illinois Commute College Board website. So what we see Here are real differences intuition. According to our sectors and what we know based on our research is most community college bachelor degrees in the country are either offered at the same tuition rate as the associate degree program. So in our state, around 4,000 versus almost 15,000 for public universities or they may raise that to 150 % of that lower division When the student gets to the upper division, we do not find many states where the tuition equals the public universities, but we do have some states where that does happen. So those decisions are made by states, but the fact that these degrees are affordable is extremely important when we talk to the students who are enrolling in these programs and Then I just want to make 1 last comment about transfer because and and I want to show the next slide then to wind down here.

DB Debra Bragg

40:36

Lots of comparisons are made between these community college back alert programs and transfer programs. When I was in Washington, we did the analysis and we looked at the completion of the students who were in Their back community college bachelor programs on the university transfer graduation rates, we found them to be very similar, very similar completion rates. But the point I want to make to you is these are not the same groups of students. The 68 % who are competing in the bachelor programs are all Bachelor of Applied Science students who completed an applied associate degree that was not part of the direct transfer agreement. These are students who would have never been served, they would have never been able to transfer without credit loss.

DB Debra Bragg

41:32

So they are in addition to the transfer students in Washington. And frankly, Washington has like Illinois as 1 of the most robust transfer systems in the country offering the BAS programs in the Community College has not weakened transfer, it has strengthened transfer. And these coexist to grow back attainment in this state and others where the backs are awarded. So with that, I am going to hand it off to my colleague, Tim Harman.

TH Timothy Harmon

42:15

Thanks, Deb. I really appreciate that presentation. And I again would encourage you all to go to the website and you know download the full document and you will come away from that experience knowing a lot more than you do now about community college backwards. I can guarantee it. So Jim, if we get slipped to the next slide, then I would like to spend a few minutes here and I apologize in advance for kind of giving you a bit of a drink from the fire hose as we say. But we are going to we are going to show some data here. Got to have David Data can do with that data. So we are going to show some data. We are going to move through some slides fairly quickly here. And again, I would encourage you to go out to the website and look at these briefs to get the more detailed version.

TH Timothy Harmon

42:59

But we wanted to give you a taste of what we found out when we did our supply and demand analysis. So I want to start with a little discussion about what we did did and why we did it, what data we use that sort of thing so we can just be transparent about how we approached it and then we will go through the the various briefs and the results. So we had a handful of questions that we were trying to tackle with with this work. And the the first is, you know, what occupation should we even look at for this and what related programs of study should we be including in that? So we have to look at both occupations and the programs of study that respond to those, prepare people to enter those occupations, right? So we selected 3 occupations or occupational areas to use as examples for illustrating the potential for C C B development and and and we when we did that, we looked at some things like, you know, some criteria, but we we were looking for occupations with strong demand that had good weight pages that had demand for a bachelor's degrees, right and that there was applied.

TH Timothy Harmon

43:58

Applied focus for program development is as Debra said. And then we also looked at, you know, what was going on in other states. You know, there is a lot of other states out there as we as you have heard that are doing this and we have access to the inventory of of all those programs. And so we looked at that as well to see, you know, who else is what else, you know, what are people doing out there in the other parts of the country? And then where do we have some as social degree programs in Illinois that could potentially feed into that. So those are some of the criteria that we use and there it is Not a precise science, but these are sort of the rules of thumb that we used when we are trying to decide which which occupations should we look at and there is a lot that we could we we picked the ones that you are seeing here today.

TH Timothy Harmon

44:36

The second question is like what what about geography? You know, we know that regions and regional differences are extremely important as has been mentioned once or twice already this morning. But what region should you use? Well, we used the state's 10 official economic development regions, but, you know, you could use other other regions could be used like community college districts or state higher education planning districts or or commuting zones or even a state wide view. What you are seeing is today is just going to be state wide data. The briefs have the you know, the 10 regions broken out, but that is, you know, that is too much of a blizzard of data to go through here today. But you you know, you can you can get that stuff. But you know, with the with the tools that we had available to us, we have the you know, the option of looking at different regional configurations.

TH Timothy Harmon

45:22

But that is what we settled on was the official state regions now. So the next question is there substantial go back if there is substantial current and projected demand for workers in the occupation and for that, we use the Bureau of Labor Statistics, occupational employment statistics, projections of vacancies due to growth and replacements and the light cast job posting analytics, which measures online job openings, regardless of the reason for the opening. So just maybe mentioned, this is the first times I use the word light cast. Let me just mention that We have we were fortunate to be able to subscribe to the light cast data analytics package. It allows us to both seamlessly get to all these official sources of, you know, BLS and census and ipads.

TH Timothy Harmon

46:16

Data makes it simpler to get to those, but it also allows us to access the the data that likes aggregates. Every day from every online job opening posted in, you know, the United States or the western world. And so we can look at those and they turn that into data and allows us to know a lot of things about what employers are saying right now, but what they need. So we will allude to that. But then when I talk about job placement analytics that is that is kind of what I am referring to. So finally, can workers expect of what kind of money can they get from these from these jobs? And that is an important part of demand. So we use the BLS median earnings data and then the job placement analytics advertise median salary data because Employers not always, but many times put the potential salary in the job posting and like case uses that to create, you know, median salary data, sometimes those are very similar and sometimes they are very different.

TH Timothy Harmon

47:12

So you will see that in a second. All right, sorry, next slide, Jim. And so the next question is there, so we got demand that is great, it is great to have demand is great to have wages, but what about demand for back laureates for for graduates who have a bachelor degree? Because not not necessarily all demand consists of back laureate demand, right? So we need to sort of See what component of that is back laureate. So for that, we looked at the light cast P, a reported term and minimum and preferred employer educational requirements because employers have the option when they post a job opening to say what kind sort of educational level they are looking for and

many do, and so we use that data. And then is there sufficient supply of graduates to meet the current and projected needs?

TH Timothy Harmon

47:57

So now we are looking we switch to the supply side and use the iPad data and for the related, you know, CIP or classification of structural program categories to kind of get a sense of what is going on with that and we compare those measures of demand to arrive at an overall assessment of supply and demand balance between what is going on the demand side and what is going on the supply side. And then we have a couple other questions. What are the skill requirements? So like has job placement analytics report allows us to look at skill requirements. And so they categorize those into, you know, on specialized general software skills. So we look at the most frequently mentioned skills in those aggregated analytics to see what what is interesting about that in terms of skill requirements.

TH Timothy Harmon

48:44

And then finally, how does student demographics compare across sectors and our community colleges position to contribute to improvement and equitable access and completion. So from there, we use the IB graduate characteristics data by CIP code to compute the percentage of graduates in each of the top institutions by gender and race ethnicity to give us a sense of what is going on in those institutions relative to sort of what is happening in the whole state for all programs in that category at least allows us to get a sense of which institutions seem to be doing a better job of serving them a more diverse population. So that was that was a component of our work as well. Okay, sorry, Jim, next slide. All right. So now let us let us drill into some of these results if we could for a few minutes.

TH Timothy Harmon

49:35

So I am going to take a take a minute on this like because it is the first 1 and it is kind of we are going to walk through that because we going to be using a slide that looks like this on each of the occupational areas. So these these figure 1 is the key supply and demand indicators for information security analysts, which is our first occupation. So these 4 bar that you are looking at correspond to 4 metrics that we examine. First bar is the number of graduates from the related program of study, which is information system security in this case and it is across all graduates regardless of credential. In other words, everybody the second bar is the BLS projected annual vacancies. That is the number of vacancies due to growth and replacement of those permanently leaving the occupation.

TH Timothy Harmon

50:19

We kind of consider that as sort of a floor, frankly on demand. Because the BLS projections are designed to go cross foot and balance and they are fairly conservative frankly. And they do not always pick up on shifts across occupational categories, but it is sort of the floor. So we look at it that way, the 3rd bar is the count of persons currently employed in the occupation again according to BLS. And the last part are is the number of unduplicated online job openings on an annual basis for the occupation from the light cast online job posting data that I mentioned. So that includes all the vacancies, including turnover regardless of the reason, right? So obviously when you look at there is a lot of demand for information security analysts in Illinois and it is also surprising to me to see that the online vacancies on an annual basis or greater than the BLS estimate of total employment in the occupation.

TH Timothy Harmon

51:12

So to me, that is an indicator of how information system security roles are shifting, you know, to this job title. So in other words, it is rather than just, you know, software engineers or software developers or network security or network work and administrators, employers are looking for people that have specific information security skills, and that is that is reflected in these job openings next slide. So another measure of demand is how much you are going to make if you do this, and we are looking for ones where you make good money, and so in this case, when we sort of look look at this, we had 2 sources, we have the the BLS wage and salary survey data, which is the first bar and Then the light cast advertised salary data from the online job posting.

TH Timothy Harmon

51:59

Now in this case, they are very similar and they are very good. So your information security analysts in Illinois can expect to earn nearly 100 \$20,000 per year. That is the media and that is not going to be the starting probably, but that is that is your median value for that. So a pretty good job next slide. Okay. So we have a lot of demand. Obviously, we have a good job, it makes good money. But what about back its how many of these roles need back laureate? So that is what this figure is. So, so in other words, we need to identify or at least come up with a way of estimating the proportion of The demand that is really for bachelor's degree folks as opposed to to any to any degree or no degree. So for you to do that, we use the light cast online job openings data to look at what employers are seeking Visa v education level and and so this particular chart is focused on what employers said were the minimum requirements and they are mostly bachelors or above for this 1.

TH Timothy Harmon

53:02

As you can see that 60% or so bachelor or above, although some employers 27% did not include a requirement for a job for an educational requirement in their job openings. So they were saying, well, you know, I do not I do not care about Your degree, I just want you to be able to do x, y, and z. Here is my skills. So employers do not always say what they want, and but many do. And in this case, most did next slide. Okay. So we have strong demand, good wages, a lot of bachelors needed. What about the supply what are we doing on the supply side to respond to all this great stuff? Are we producing enough graduates to fill these openings? Well, there is kind of it is kind of a good news, bad news situation here. The good news is that we are producing a lot more of these persons these graduates than we used to.

TH Timothy Harmon

53:56

I mean, it is really doubled from 2016 to 2021, which the most recent date I had. I did that chart. The bad news is it is not nearly enough not even close to what employees are saying they need right now. So So we got a good mix of gradus to across different types of credentials. 1 of the things that was interesting to me about the what is going on here is that there are programs across the range here from from certificates, short term certificates, all the way up through master's degrees around information system security. So it is a very popular field, but it is not as popular as employers would like to see, I think is is sort of the bottom line on this. Next slide, okay. So now we want to switch to our second occupation, which was respiratory therapist and that is a very different picture here, but it is similar in this regard.

TH Timothy Harmon

54:53

We see a similar pattern, if you will, in terms of the demand versus the supply. So a relatively small number of respiratory therapy graduates only 160 321 versus 355 BLS annual vacancies and 2,800 online unduplicated job posting. So a huge difference between you know, BLS and the online data here and actually our online vacancies, although not not like information system security where there was more of those, then there were people in the job right now, at least there is, you know, it is about half. It is a pretty good chunk of the total employment in this occupation are current vacancies, if you will. So a similar pattern maybe not quite as strong as as the information security as but still pretty Darnton. All right, in the next slide. Okay.

TH Timothy Harmon

55:48

So what about earnings? So while the it is an interesting picture here too, the while the BLS earnings data has this occupation at around \$66,000 a year was pretty which is pretty solid when we look at the light cast advertised salary media and it is much higher 93. So to me, that is another indication that we have strong competition by employers for available talent, right? That is a that would be the sort of you are looking for like, you know, the canary and the coal mine kind of indicator of a mismatch between supply and demand. These escalating wages and current job openings would be a pretty good indicator of that to me. Next slide. Okay, so what about bachelor's

degree demand though? So this is more nuanced picture and I think we will take a minute to walk through this.

 Timothy Harmon

56:43

So most employers, as it turns out, do not specify an educational requirement for this occupation. You know, nearly 60% do not say they are not specifying 1 that is possibly. And I did not talk to the employer, so I am speculating a little bit here, but it is possibly because this is a license occupation and to be a respiratory therapist in Illinois. And frankly, most states you have to have at least an associate's degree just to enter the occupation that goes license occupation. So, you know, if you if you are an employer and you need someone with an associate degree, you do not need to ask for it in your job opening because, you know, you if you say I need you to be a registered or certified respiratory therapist, you will have covered that so it is not necessary really to say it. And most did not but among those that did talk about education where they had like a range, you know, like a low and high or a minimum and a preferred, a lot of those did not express a preference for a bachelor's degree.

 Timothy Harmon

57:48

About a 3rd of a little over a 3rd of them expressed a preference for a bachelor's degree, so to me, in the case, at least, there is an interest and a preference on the part of many employers for respiratory therapist to hold a bachelor's degree next slide. Okay. Now this is the supply side on this, and it is take take a minute because there is a little bit of a story here, so in part from employer preferences, which we talked about prior slide, what will ultimately determine or ultimately drive requirements for this occupation are the national accreditation requirements for respiratory therapist programs along with state licensing agency policy, the educational requirements for entering to this occupation are in transition. I think it is the fairest thing to say the American.

 Timothy Harmon

58:41

So a little bit of background in the American Association for Respiratory Care or A. R. C. Is the primary professional members organization for respiratory therapists and allied health professionals, and since 2010, they in their Conferences and related research have supported the baccalaureate degree as the minimum educational requirement for new entrants into the profession. Now the Commission on Accreditation of Respiratory Care or Co ARC, that is the body that accredits respiratory care instructional programs throughout the United States. Now Cork has indicated they will be undertaking a comprehensive revision of the accreditation standards for entry into professional respiratory care practice, I know that is all that is that is a moniker there, but that is what they call it.

 Timothy Harmon

59:27

They are doing that and that is going to be adopted in 2025. They so we expect a transition to bachelor's preparation for this occupation for New entrance in the next few years. However, if you see when you look at these data, we see that we are not in Illinois. At least we are not preparing any bachelor's graduates in this program at all, not 1. And also the associate degree program outcomes have been declining as well. So this is an area where we feel Like we are sort of, you know, heading toward a bit of a problem down the road because if we see professional requirements for entry, it is shifting and we are not, you know, we are not going to be ready to respond to it unless we start thinking now about what to do about that, okay. So that is kind of The bottom line on our Jim, next slide.

 Timothy Harmon

1:00:23

And before I proceed to I will say please put your questions in the chat. We were going to make attempt to get to those at the end. And I know I already seen a couple good questions along the way. So I appreciate your help with that. So finally, advanced manufacturing, okay, so that this is quite different from the other 2 occupations that we looked at advanced manufacturing, you know, refers to a set of functions and technologies rather than a specific occupation. So Advanced Manufacturing includes production activities that depend on information automation, computation software sensing, networking. Some examples of the technologies used in advanced manufacturing include additive manufacturing, advanced composite materials, robotics automation, laser machining, welding, nanotechnology and network IT integration in the manufacturing process.

 Timothy Harmon

1:01:18

So for this reason, it is necessary it was necessary for us to define which occupations and which related programs and study should be included in our analysis of the potential for C C B degree development. Now the by the way, just I should mention that looking at advanced manufacturing itself was an idea that came out of our work with the advisory committee who said, you know, this is an area of emphasis for the state of Illinois as part of its overall economic development strategy, it is made significant investment in advanced manufacturing programs at the state and local level across the state. And so you know, we should be looking at this as a potential area for C C B development and that is really kind of what is driving this, but to figure out which occupations we should include in this mix, we we we examine light cast employment projections and job postings, information for numerous occupations focusing on industrial production management and engineering technology.

 Timothy Harmon

1:02:20

There is 2 main categories and we use the following criteria to help us select the occupations that would have the greatest potential for some C C P development we look does the occupation have substantial employment in Illinois and reasonable projected job vacancies is their current substantial demand for employment as reflected in light cast online job openings. So we got good BLS projections and good openings. And then is there adequate demand for back glory? It prepared employees in the occupation because not all of these necessarily require back Laurie, not all potential occupations in the field as it will, but many of them do and those are the ones you are looking at and what are the potential earnings. So we wanted to kind of, you know, check those balances on each of those or at least have a group that you know together.

 Timothy Harmon

1:03:02

Was was good for that. So we have our occupations. You see those there. What about the related programs to study? So based on our review of existing ipad data along with the iccb manufacturing program data which they shared with us and a sock SIP crosswalk that we could access to list and as well as our look At CCP programs offered in other states, we have selected C C B codes that seem to make most closely related to the occupations of interest. So so for industrial production managers that includes engineering industrial management and operations management and supervision and for the the engineering technicians and technologists and the 9CP codes that you see there and this table is in the will be in the BRIE brief. And so let me just mention on the briefs, 2 of the 3 briefs are on the website.

 Timothy Harmon

1:03:58

Now this 1 that you are we are talking about right now is not there yet, not quite there. We are still doing some edits on that, but we hope to have that brief available soon. So armed with all that background discussion, I apologize for the, you know, drilling into that too deeply maybe. But I think it is important to understand how to where we are coming from because it is a different kind of a critter than the the other occupations that we looked at. So what did we learn? So we learned that the number of job vacancies posted by employers many times a number of graduates across all credential types on an annual basis for both occupations. Now if we compare it to the BLS annual vacancies, the more conservative sort of the floor, it is a little bit More mixed, it looks good.

 Timothy Harmon

1:04:41

It looks very good for industrial production managers and it is a little bit more and I would say it is more in balance for the engineering technologists and technicians category. But again, pretty good demand on both for both occupations on both sides. Next slide, what about demand for back laureate You know, total demand, but now we got to look at demand for back glories, so for 63.4% of job postings for industrial production managers had a minimum educational requirement of a BA or above and 997% basically all of them had a that had a range of educational preferences. In other words, That they had. Yes, I would like it to be this, but would be better if it was this that they

were looking for BAS or above. So really in terms of preferred educational level for industrial production managers, universally back gate really.

 Timothy Harmon

1:05:38

And then for engineering technicians a little bit more nuanced situation there, the corresponding values are 16%. And 63.4. So if we look at the minimum requirement, it is not as high. But if we look at sort of like my preferred maximum level, it is 2 thirds or so. So I think pretty good indication of preference or back load in both categories, but especially in industrial production managers next slide. What about earnings? I guess I thought was another interesting way of looking at the earnings data that gave us some sense of demand for back laureates. So we see a real wage bump for in both categories for employees with a back laureate versus those. In other words, where the employer is saying, I want I want to back laureate for this and here is my advertised wage.

 Timothy Harmon

1:06:34

It is a 100 thousand dollars for production managers and when they are not saying they want a back, it is 85,000, so \$15,000 bump in employers willingness to pay, if you will, and a similar numbers for a lower, of course, but similar numbers On the engineering technicians, about 60 grand for those where they do not request a back load in about 72 for ones where they do. So that to me, that seems to me again, as we talked about with respiratory therapist, you know, it is an indication that there is a preference there for the back prepared student. All right. Next slide and last slide, I think so despite strong demand for industrial production managers, the trend in graduates in this program have been down really across all credential categories, if you will.

 Timothy Harmon

1:07:31

So that is a bit of a concern and we are sort of because kind of heading in the wrong direction there. And then next slide. For engineering technician programs, the 99CP codes that we swept up for that, it is a little bit more of a mixed situation. Those the number of Illinois graduates and in these programs increased from 2016 to 2018 then declined somewhat to 20 drop during the pandemic, of course and recovered partially recovered at least to 22. But over the course of that whole period, you know, it is gone up some but not not dramatically. So it we are kind of holding our own on those and you see that mix of credentials is remained pretty similar over the years as well. So that kind of gives you a sense of what we learned from this. I Again, hope you know we can answer any questions that you have and encourage you to look at these briefs and then you know you will there is a lot more a deeper dive and there is a lot more data in the briefs that we did not talk about today, although it seems like I am sure we talked about everything.

 Timothy Harmon

1:09:00

right?

 Juan Salgado

1:09:48

I am on Jim, good to see you all virtually here. You know, first I just want to share appreciation to you know you Jim, to the ICC, TA, you know for this tremendous leadership that you have taken and really, you know you know, taking a data driven approach, you know, understanding that you know that we do need to have a great deal of information to make sure that, you know, we are approaching the work, you know, in the right way and and so it is been a really great experience to, you know, be side by side to have Debra, you know, experience from the field all across the country, you know, and so I guess what I would have to say, you know, is when you have the mix, if you look at, you know, the the information that is been shared with us, you have a you have an economic development imperative, you know, anytime there are, you know, well paying jobs that are going on filled, that is a major loss to the economy, you know, regional economy, but Also, you know, local economies and it is a major impediment to those institutions, you know, that are not being able to benefit from that workforce.

 Juan Salgado

1:11:21

It could impact their growth, it definitely could impact is impacting their bottom lines that impacts their ability to further invest. And at the same time, you know, people are going without those occupations. And so it feels like a couple of really important areas. There is this huge economic development imperative that, you know, we need to meet and we need to meet sooner rather than later. The second thing that is clear to me is that there is a community development imperative here. You know that there as Debra was talking about, there are localities, you know, that are deserts and even where there are not deserts, like in Chicago,

 Laretta Henderson

1:11:55

You know that there.

 Juan Salgado

1:12:06

they are serious access challenges that students face and we are talking about a very diverse set of students not just racially, you know, and ethnically, but diverse in terms of their education, journeys and their, you know, abilities to, you know, access the current infrastructure that exists even when it exists in those localities. And so, you know, it seems to me we can not afford to not have a all in approach, you know, how do you make sure that you are actually reaching the totality of the potential future workforce that is available to us and we know right now With the shortage in labor force, that is not just a short term challenge. This is the medium to long term, you know, opportunity if you will, you know, for for us to, you know, you know, tap into new talent or talent that is been right there all along.

 Juan Salgado

1:13:07

We just have to find a better way that is happened into So there is a huge community development imperative those communities, you know, that are not being, you know, fully represented or fully tapped into in the existing ways of doing the work, you know, will now have the potential, you know, as a result of us having more access points and you know, there is a student experience imperative that is really Clear here, right when you are. You know, what what our students, you know, are looking for is the opportunity and high quality opportunities and you know, we all know to that transition points are challenging and some of the students do not make it through those, you know, transition points necessarily. And so again, there is a student experience imperative.

 Juan Salgado

1:13:58

You know, I just say that the 1 thing, you know, 2 that is, you know, really is a constant reminder, this is not a zero sum game, you know, I mean, it is really clear, you know, that, you know, the c CV would be absolutely additive in every way and and not duplicative and so that is, you know, something that, you know, we just need to continue to, you know, keep in our mind and so it is, you know, I will just leave with this reflection, you know, Jim, it is that, um, given that there is an economic imperative development impaired community student experience imperative, you know, I I do not see what the imperative is to not doing C C B in a focused way, you know, um, I was trying to find like the right, you know, like what, you know, and and and that is what, you know, you try to figure out because from my standpoint it is an all solutions, you know, approach when you have these, you know, mismatches between, you know, what we need in the marketplace.

 Juan Salgado

1:15:06

And what we currently have and student choice certainly should be driven the more choices that students have, the better off they are going to be. And so, you know, I am trying to figure out what imperative would hold us back from actually moving in this direction, right? What does that force that is saying to us? Absolutely not, you know, you should not do this and why given that the evidence that you all have shared, you know, points to so many beneficiaries, right, you know, of this kind of an effort.

 David Sam

1:16:12

Thank you very much, obviously very compelling at the last meeting I indicated my willingness to is with the convener of the University President's Council to to even though we have an indication of how they feel to test and see, and in the meantime, it is moved from the presence of N you, Dr. Freeman to the President. Of Chicago State, but because I have a good relationship with the president of n you I decided still to go there and talk to her and I did I was able to meet with her yesterday and I was not surprised by the response still strongly opposed. In fact, I said she said that the University Presidents Council is very disappointed that this is being pushed and then she modified and indicated that they are more than disappointed by all of this and they were hoping that we will continue to work with them to solve any desert issues that are there and any related issues.

 David Sam

1:17:36

And I in the conversation, which was generally which was more than cordial I threw out Some like Weldon, you have for someone to have the full education of Worden of today and tomorrow, uh, you need to exceed the 60 h and so forth and she said, hey, for many of these career programs, the universities would like to do 3 + 1, so the the issues that we are raising could be addressed. And so my general understanding view of is that they simply would not like to see our noses in the That is the bottom line and it was not anything that we did not know, but I just wanted to hear it directly from someone that. I have very good relationship with and we spend a considerable time on bilateral relationship and things that we are going to do and that was very fruitful.

 David Sam

1:18:46

But since I promised I was going to do it, I wanted to be sure that I report back that it is nothing new. They are going to fight strongly. That is what They plan to do fight strongly every step of the way.

 Bill Kelley

1:19:19

I will just briefly, Jim, I will I will just I just I just think incredibly appreciative and impressed with Debra and Tim's data driven analysis. I have always understood that that the access and equity and workforce development, community development, economic development where they are core reasons to the compelling reasons to but just to drive the community college back lower, but they have the data 1 the overwhelming need for it and to the that that that these are students who it would but to me it dispels these are students who would not necessarily be going to the 4 year public or private public, as Debra mentioned, they are rooted in their community or place, but as I used to call it but and they are either for economic reasons because they are they have parents and children that they are that they are taking care of their the commuting issues, transportation issues, this is they need if they are going to further their their education and their ability to hurt sustainable wages are going to be have To be addressed by the community colleges, there is no option and it is a wonderful complement to the 2 + 103 + 1.

 Bill Kelley

1:20:48

And I am just I am incredibly grateful by the way, that there is so much interest here among the public universities about the C C B and that they are here to come in with an open mind to look at the data. So I just I am I think it is a compelling argument and I would love to see us go, you know, go forward with the to the next step of authorizing Illinois to award allow community colleges to offer authorized back, especially in advanced manufacturing and the IT field, the respiratory therapy with a need to so overwhelmingly powerful. So thank you so much. I love to hear the questions here too. Thanks.

 Debra Bragg

1:24:10

So a comment I would I would like to make I would like to to respond a little bit to Dr. Sam's conversation with the president of NU, you know, I understand that it is important for us collectively to meet the needs of the state of Illinois in terms of our higher education system and all of our partners And colleagues in that system, I just want to reiterate these are students that we are not meeting their needs. These are students who are not going to be to continue to baccalaureate degrees that is well documented in other states. We have more and more data, we can look at the students who are attending our our public And private universities. In fact, we have done that these students are not students who are attending our universities and they probably will not attend.

 Debra Bragg

1:25:18

So I you know, it is it is hard to hear that we will not consider meeting the needs of these students because frankly it is not about not letting the community colleges do this. It is About not meeting the the needs of a group of students who we need to to be able to fulfill the needs of their communities and their regional economies, that is what we are saying no to. And like Dr. Salgado, why are we doing that? I do not understand why we will close the door. It is additive, it is another pathway, it is not denying. Let us do 3 + ones, let us do let us create these pathways, let us get out of this view that we have a system that is working perfectly Because it is not and I think that is what we need to face in Illinois and the back is a part of that, but we are not going to address our equity needs, our access needs, our outcome needs if we do not get out of our boxes and start to look toward the future.

 Debra Bragg

1:26:38

So anyway, my my little comment, but I it is just Dr. Song, thank you for sharing and thank you for having the conversation because we all need to have that conversation. We all need to be talking about what it is going to take to change our system and I hope we will do that.

 Debra Bragg

1:27:30

Yeah, I saw those questions. They are very we do have the data states vary a lot. Some states for your institution give associate degrees. We do not do that much in Illinois, we very much distinguish institution. Other states do not make those distinctions the way we are. There are about 200 programs in the state of Florida with 28 community colleges that is the densest and most scaled up state in the country. In other states. There are not as many programs, but there might not be as many community colleges. I we can calculate those statistics for you and we would be happy to do that, but I cannot do it off the top of my head right now.

 Debra Bragg

1:28:31

Well, I just say that is not the target audience largely for these degrees. We are talking about adult working learners because we know most of our students are in dual enrollment or dual credit programs. Our students are directly out of high school are either choosing community colleges to to begin or they are going to our universities and those those are not really the students were talking about here. So largely I have not seen that analyzed because that is not really what what is going on in states that confer their degrees. They are not really you are not really focused on that high school matriculate because we know those students are going there is some documentation of slightly increased Enrollments in institutions that do adopt bachelors agree, but they are not large.

 Debra Bragg

1:29:28

So this this is not this is not about, you know, huge numbers of enrollments. These programs tend to be very targeted and relatively small because they are meeting a regional need.

 Timothy Harmon

1:29:44

I could maybe add a little bit, this is not exactly the same question, but if the question is more about what happens to students after they complete there is a little bit of information on that that is available to us as researchers. We have not incorporated that into any of our briefings, but but we are able to look At if you find people that, you know, have a degree in X or in a particular occupation and you say, Well, where did you go to school and that allows you to, you know, like can find those people out there in their social media pos post at LinkedIn or what have you and kind of get a sense of Did they leave the state where they went to school or are they still in the state where they went to school? And there is some evidence there that supports what we would kind of imagine would be the case from a common sense perspective, which is that community college students are more likely to stay then leave which kind of fits in with, you know, the the importance of having options available for students that are more tied to their communities and want to stay, we heard this in prior work that I have done in talent pipelines where employers have the problem of recruiting people in particular occupations, because when they go away to go to university, then they do not come back, and so then then till sometime later and then they have this trouble of trying to retain them in the occupations and with the employers.

 Timothy Harmon

1:31:25

So they see that they see the advantage of giving them options that allow them to remain in the community. And I think the data backs that up.

 Juan Salgado

1:31:34

Jim, I would like to jump in with 1 thing, if you do not mind. I think, you know, you know, have been on the advisory the the 1 thing that, you know, you and others always reminded us of with both by the way, I B and I c CV at the table is that, you know, our governing bodies Right. In I B and iccb would oversee this. They would control it at the end of the day for good reason, right, control the ultimate outcome and control the quality, but they would also have more tools, right, so to the additive point, right, you know, and more tools to deal with, you know, the diversity of career paths, diversity of geographies, diversity of students, right? They just have more tools. And the second thing that is striking to me is just over time, the elegance of legislation that has emerged in other states, you know, that, you know, you made mention of it, Jim, you know that that address some of these, you know, you know, you know, concerns that People might have right and and that in some cases give our for your partners an opportunity to, you know, put a viable plan in front, you know, to be a part of the solution and then give the accrediting bodies ICCV and I B, the ability to say, my gosh, we now have, you know, 2 good additive options We are going to go with 2, you know, or we should have been with the 4 year 1, you know, or you know, we like the 2 year 1 better in this instance, right?

 Juan Salgado

1:33:23

So, you know that, you know, that seems to me like when, you know, you are given a little bit more choice from a crediting body standpoint more tools to serve your community and to serve your region's economy and your state's economy, you would, you know, want that in, you know, additive tool and and so I think, you know, it is really important. The the last thing I would like to say is, you know, this ends up being about all of us working to create solutions, right? You know that mean a broader set of people. So I think it activates us in higher education, you know, in a way that is additive and the beneficiaries of that will be our employers and our students, right, you know. So if there is a little back and forth, it is quite healthy. And really quite good, um, for the ultimate people that need to benefit and those are our students and our employers.

 Avis Proctor

1:34:38

I would like to offer just a few having been in the space in Florida and having to lead the shared development of bachelor programs. I you know, I think about our higher education system and the lens that we should be using in terms of the economic development for the state and using all of its assets. And so our strategic plan talks about, you know, a thriving Illinois and 1 of the main goals is centered on equity, and I really appreciate the data that you gathered and I think about, you know, our top research institutions in our in our state and they use evidence to inform decisions, yet here are some compelling evidence that they are not wanting to embrace is what I am hearing. And so in Florida, all 28. Community colleges are authorized to confer bachelor programs, bachelor degrees, but the statute, as you mentioned, Jim, as well as Chance Salgado really talks about the regional approach, the conversations that should take place the data collection to demonstrate this is not looking to become a university, this is really about there is a local regional workforce need that we are trying to address and here is how we are going to go about it and not be duplicative, but really addressing the gaps and really strengthening our ability to meet the needs.

 Avis Proctor

1:36:21

And so I would hope we can engage in a meaningful discussion around some of the research that you have already shared here today on how we can collectively address this. And as John just said right, we are looking at all solutions here approaching this from different angles. Not many adult learners have the option of picking up and moving to another location across the C 2 access to bachelor degree. So I I truly hope and and that we can have some fruitful conversations using the evidence And embracing the concept that this is in select areas where there is high demand that we are not meeting the needs and we can work together to solve the challenge.

 Debra Bragg

1:37:52

Well, that is exactly right, Jim. Some states say that tuition can be higher than the lower division tuition. So state set tuition rates in different ways and sometimes that is even set by local boards. I would be curious though, Sophia, I do not know if you can come online, I am curious about what do you mean should this be considered, it is definitely considered, but I am not quite sure what you are getting at here.

 Sophia Gehlhausen Anderson

1:38:14

Hi. Thank you, Deb. Hi, Jim. No, I was really my question was.

 Debra Bragg

1:38:21

That might help.

 Sophia Gehlhausen Anderson


1:38:23

Is it being considered, you know, how how will that in terms of equity equity equity and funding of our public hires to education institutions? Is that something that would be considered in in setting these rates? That is what I was trying to ask.

 Debra Bragg

1:38:51

Mm hmm. Yeah, states fund the programs in in different ways, so and some reimburse at the same rate that they would reimburse similar courses already.

 Sophia Gehlhausen Anderson

1:39:06

Yeah.

 Sophia Gehlhausen Anderson

1:39:07

Thank you.

 Debra Bragg

1:39:10

the different funding models across these states. And again, we could we could definitely have a longer conversation about that. You are welcome.

 Debra Bragg

1:39:36

Now just thank you, Jim.

 Timothy Harmon

1:39:39

I appreciate it very much. So.