

Community College Workforce Training and Programs Committee

NSHE Bulletin
July 2022



NSHE Bulletin

COMMUNITY COLLEGE WORKFORCE TRAINING AND PROGRAMS COMMITTEE

Assembly Bill 450 - 2021 Session

Members

Crystal Abba, Co-Chair

Nevada System of Higher Education

Derrick Hill, Co-Chair

Cox Communications

Jhone Ebert

Nevada Department of Education

Stacey Bostwick

Nevada Governor's Office of Economic Development

Myisha Boyce

MYS LLC

Kurt Thigpen

Ace Studios

Chris Trolson

Southern Nevada Operating Engineers JATC

Ryan Woodward

National Technical Institute

Dr. Federico Zaragoza

College of Southern Nevada

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Reports of the Committee

Introduction

This report is submitted in compliance with Section 8 of Assembly Bill 450 (A.B. 450) of the 81st Session (2021 Legislature) of the Nevada Legislature. AB 450 established the Community College Workforce Training and Programs Committee. The Committee consisted of 9 members:

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

Overall, the Committee was charged with conducting an interim study concerning opportunities to align the need for workforce training and the programs offered by community colleges to meet the needs of the evolving economy in Nevada. In carrying out its responsibilities, Section 1 of A.B. 450 required the Committee to analyze the coordinating and governance structures of and funding mechanisms for community colleges in Nevada to ensure efficient coordination among all of the workforce development partners in the state.

Meetings of the Committee

The Committee met 6 times with the first meeting occurring on January 27, 2022, and the final meeting on June 7, 2022. The meetings of the Committee were videoconferenced between the Nevada System of Higher Education (NSHE) system office, Las Vegas, the NSHE system office, Reno, and Great Basin College, Elko campus. However, on one occasion the Committee held its meeting at the College of Southern Nevada, Las Vegas instead of NSHE system office, Las Vegas, and on one occasion the meeting was videoconferenced to the Desert Research Institute, Reno campus instead of the NSHE system office, Reno. At its meetings the Committee heard testimony from students and faculty of the NSHE and members of the public.

Assembly Bill 450 of the 81st Session of the Nevada Legislature (2021)

Assembly Bill No. 450–Committee on Education

CHAPTER 246

AN ACT relating to workforce development; directing the Governor of the State of Nevada to appoint a committee to conduct an interim study concerning opportunities to align workforce training and programs offered by community colleges in this State; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

This bill directs the Governor to appoint a committee to conduct an interim study concerning opportunities to align the need for workforce training and the programs offered by community colleges in this State to meet the needs of the economy of this State. This bill: (1) establishes the membership of the committee; (2) establishes the subjects that the committee is required to study; and (3) requires the committee to report its findings to the Governor, the Chair of the Board of Regents of the University of Nevada and the Legislature on or before August 1, 2022.

WHEREAS, The workforce development system in Nevada is in need of meaningful transformation to meet the needs of the evolving economy in this State, a need that has only been magnified by the current public health crisis; and

WHEREAS, The Nevada System of Higher Education, which is governed by the Board of Regents of the University of Nevada, encompasses several different types of institutions of higher education, including, without limitation, community colleges; and

WHEREAS, Community colleges have always been and will remain critical to efforts to develop the workforce in this State as the economy continues to expand and diversify, both in the areas of existing trades and professions and the emerging careers of the future economy; and

WHEREAS, Community colleges in this State provide a broad spectrum of education, from traditional degree programs to certificate and training programs, all of which are essential to developing the workforce in this State; and

WHEREAS, Certain community colleges provide essential public higher education services for vast areas of rural Nevada; and

WHEREAS, Recent economic downturns in this State highlight the need for community colleges to be more closely aligned with the diverse students, business communities and regions of this State that they serve; and WHEREAS, In order to maximize the opportunities offered by community colleges in this State and the expanding economy, Nevada must take a cooperative approach to identifying opportunities for realigning education and training funding, increasing coordination and collaboration among partners within the workforce system and establishing accountability for statewide workforce development going forward; and

WHEREAS, With an evolving state economy and workforce, Nevada must ensure that the higher education funding formula incentivizes the education and training of tomorrow's workforce; and

WHEREAS, It is important to determine whether new methods of coordinating, governing or funding community colleges in this State are necessary to improve and advance the purpose of community colleges in this State; now, therefore,

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. 1. The Governor of the State of Nevada shall appoint a committee to conduct an interim study concerning opportunities to align the need for workforce training and the programs offered by community colleges to meet the needs of the evolving economy in Nevada. The committee shall analyze the coordinating and governance structures of and funding mechanisms for community colleges in this State to ensure efficient coordination among all of the workforce development partners in Nevada.

2. The committee shall be composed of:

(a) One member who is a representative of the Office of Economic Development;

(b) Three members who are representatives of local chambers of commerce or economic development entities, one of whom must be a representative from northern Nevada and two of whom must be representatives from southern Nevada;

(c) One member who is a representative of a labor organization in this State and who has, or has had, a defined role in a jointly administered apprenticeship program recognized by the State Apprenticeship Council;

(d) The Superintendent of Public Instruction;

(e) The Chancellor of the Nevada System of Higher Education; and

(f) One member who is a president of a community college in the Nevada System of Higher Education.

3. The Chancellor of the Nevada System of Higher Education and one representative from private industry shall serve as co-chairs of the committee.

4. The co-chairs of the committee may jointly create and appoint subcommittees, if necessary, to achieve the mission of the committee.

5. Members of the committee serve without compensation and are not entitled to any per diem.

6. The committee shall consult with and solicit input from persons and organizations, including, without limitation, the Association of Governing Boards of Universities and Colleges, the American Association of Community Colleges and the National Association of System Heads, with expertise in matters relevant to the coordinating and governing structures of and funding methods for community colleges in this State.

7. In conducting its study, the committee shall review and examine areas that include, without limitation, the following:

(a) National best practices of governance of and funding for community colleges;

(b) Effective relationships among local school districts, workforce development and community colleges, including, without limitation, any recommendations concerning how this State can strengthen such relationships to improve student achievement;

(c) Effective relationships between business and industry and community colleges, including, without limitation, any recommendations concerning how this State can strengthen such relationships to better prepare students for entry into the workforce;

(d) The mission of each community college in this State, which must include a determination of whether, over the 10-year period immediately preceding the review, the mission of the community college has changed and whether changes to the academic programs of the community college have enhanced or undermined that mission; and

(e) Other matters that are necessary to fulfill the mission of the committee, as determined by the co-chairs.

8. The committee shall submit a report of its findings, including, without limitation, any proposed changes to the coordinating and governance structures of or funding methods for community colleges in this State and any recommendations for legislation to the Governor of the State of Nevada, the Chair of the Board of Regents of the University of Nevada and the Director of the Legislative Counsel Bureau not later than August 1, 2022, for transmittal to the 82nd Session of the Nevada Legislature.

9. The Office of the Governor and the Nevada System of Higher Education shall provide administrative and technical assistance to the committee or any subcommittee appointed pursuant to this section.

10. As used in this section, “labor organization” has the meaning ascribed to it in NRS 613.230.

Sec. 2. Notwithstanding the provisions of NRS 218D.430 and 218D.435, a committee, other than the Assembly Standing Committee on Ways and Means and the Senate Standing Committee on Finance, may vote on this act before the expiration of the period prescribed for the return of a fiscal note in NRS 218D.475. This section applies retroactively from and after March 22, 2021.

Sec. 3. This act becomes effective upon passage and approval.

Reports to the Committee

Overview of NSHE Community Colleges’ Workforce Development

At its January 27, 2022 meeting, the Committee heard an overview of NSHE community colleges with an emphasis on workforce development activities (See Appendix A).

Overview of the NSHE Funding Formula

At its February 28, 2022 meeting, the Committee heard a presentation from NSHE Chief Financial Officer Andrew Clinger providing a general overview of the NSHE funding formula. (See Appendix B)

Community College Workforce Certificate Productivity

At its February 28, 2022 meeting, the Committee heard a presentation from NSHE community college representatives on current strategies and efforts to increase the productivity of skills certificates and certificates of achievement in order to support student success. (See Appendix C)

Community College Workforce Certificate Productivity

At its March 22, 2022 meeting, the Committee heard a presentation from NSHE Regent Jason Geddes, Ph.D. and NSHE Vice Chancellor of Academic and Student Affairs and Community Colleges, Crystal Abba providing a general overview of NSHE Community College governance structure and the 2014-2015 Interim Study Concerning Community Colleges. (See Appendix D)

Economic Development in Nevada’s Changing Economy

At its April 13, 2022 meeting, the Committee heard a presentation from Craig Statucki, Director, Office of Career Readiness, Adult Learning, and Education Options of the Nevada Department of Education, Elisa Cafferata, Director of the Nevada Department of Employment Training and Rehabilitation, and Bob Potts Deputy Director of the Governor’s Office of Economic Development providing an overview of workforce development efforts. (See Appendix E)

Workforce Incentive Grant Pilot

At its April 13 meeting, the Committee heard a presentation regarding the Workforce Incentive Grant (WIG) pilot (See Appendix F), a proposed financial aid program which incentivizes enrollment in degrees and certificates at NSHE community colleges leading to in-demand occupations. The Committee also reviewed a draft of the pilot proposal (See Appendix G) at its May 11 meeting.

Patterns of State Coordination and Governance of Community and Technical Colleges and Other Less-than Baccalaureate Institutions

At its June 7, 2022 meeting, the Committee reviewed a report from consultant Aims McGuiness which provides a recent review of state-level governance and coordination of community colleges across the nation, particularly in the context of the increasing demand on community colleges to be responsive to evolving state and regional economic development and workforce needs. (See Appendix H)

Recommendations of the Committee

At its final meeting on June 7, 2022, the committee adopted 5 recommendations:

1. Endorsing the establishment of the Workforce Incentive Grant (WIG) pilot, contingent on American Rescue Plan (ARP) funding that is subject to Interim Finance Committee (IFC) approval. A copy of the WIG pilot proposal is included in Appendix I.
2. Supporting the approval of the application to utilize \$5 million in ARP funds for the WIG pilot program. A copy of the letter of support is included in Appendix J.
3. Urging the Board of Regent to include the Workforce and Economic Development Investment Fund in the items for special consideration for NSHE's 2023-25 state operating budget request. A copy of the letter of support is included in Appendix K.
4. Supporting a study during the 2023-25 interim of the NSHE funding formula that is used in allocating state funding to the NSHE's teaching institutions, including its community colleges. A copy of the letter of support is included in Appendix L.
5. Supporting the proposed changes to NSHE policies and procedures revisions governing community college institutional advisory councils and workforce advisory boards. A copy of the letter of support is included in Appendix M.

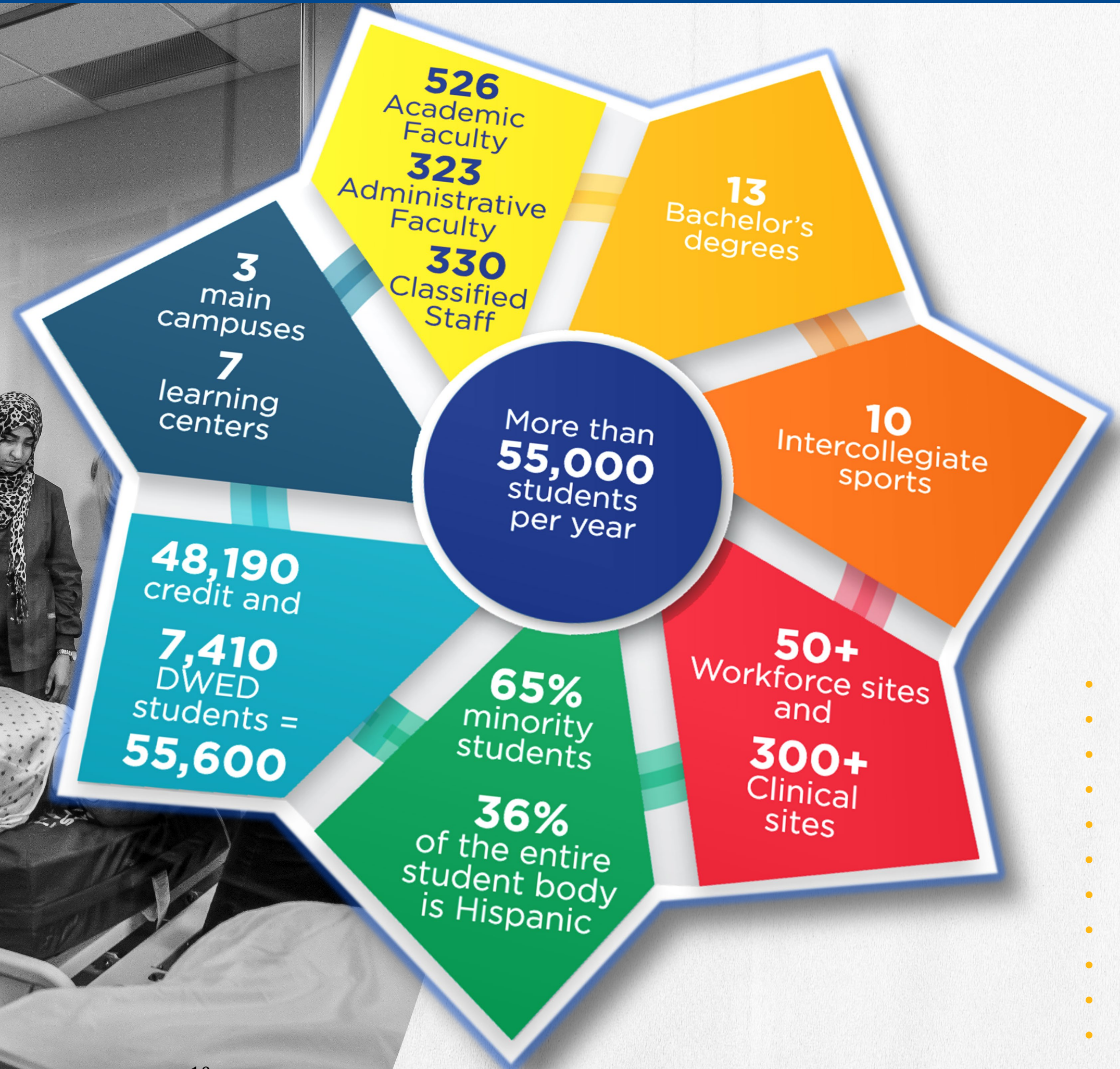
Appendix A

Overview of NSHE

Community Colleges



SCOPE



Workforce & Economic Development @ CSN

AB 450 Committee Presentation
Dr. Federico Zaragoza, President



CSN IMPACTS BY INDUSTRY (JOBS SUPPORTED)



2,444

Accommodation & Food Services



2,141

Health Care & Social Assistance



2,060

Retail Trade



1,543

Professional & Technical Services



1,154

Administrative & Waste Services

One out of every 81 jobs in the CSN Service Area is supported by the activities of CSN and its students.

The average associate degree graduate from CSN will see an increase in earnings of **\$8,500** each year compared to a person with a high school diploma or equivalent working in Nevada.

CSN Special Response Plan

Employment in Pre-COVID Industries

Holistic Assessment



Through NV Career Explorer (OWINN) and Work Keys Testing

Path 1:
Workers needing immediate employment

Employability Job Readiness

Reemployment Services**

Immediate Reemployment

Path 2: Workers seeking short-term training 6 mo.+

Short-term Skill, Industry, or CA Cert Training

Reemployment Services**

Rapid Reemployment

GED Dual Credit Bridge (GDB) Financial Aid Degree Path

Path 3:
Workers seeking longer-term training

Longer-term Training Towards Stackable Certifications and/or Associate Degrees

Reemployment Services**

Life/Career Change Reemployment

Emerging Critical Industries

Manu-
facturing

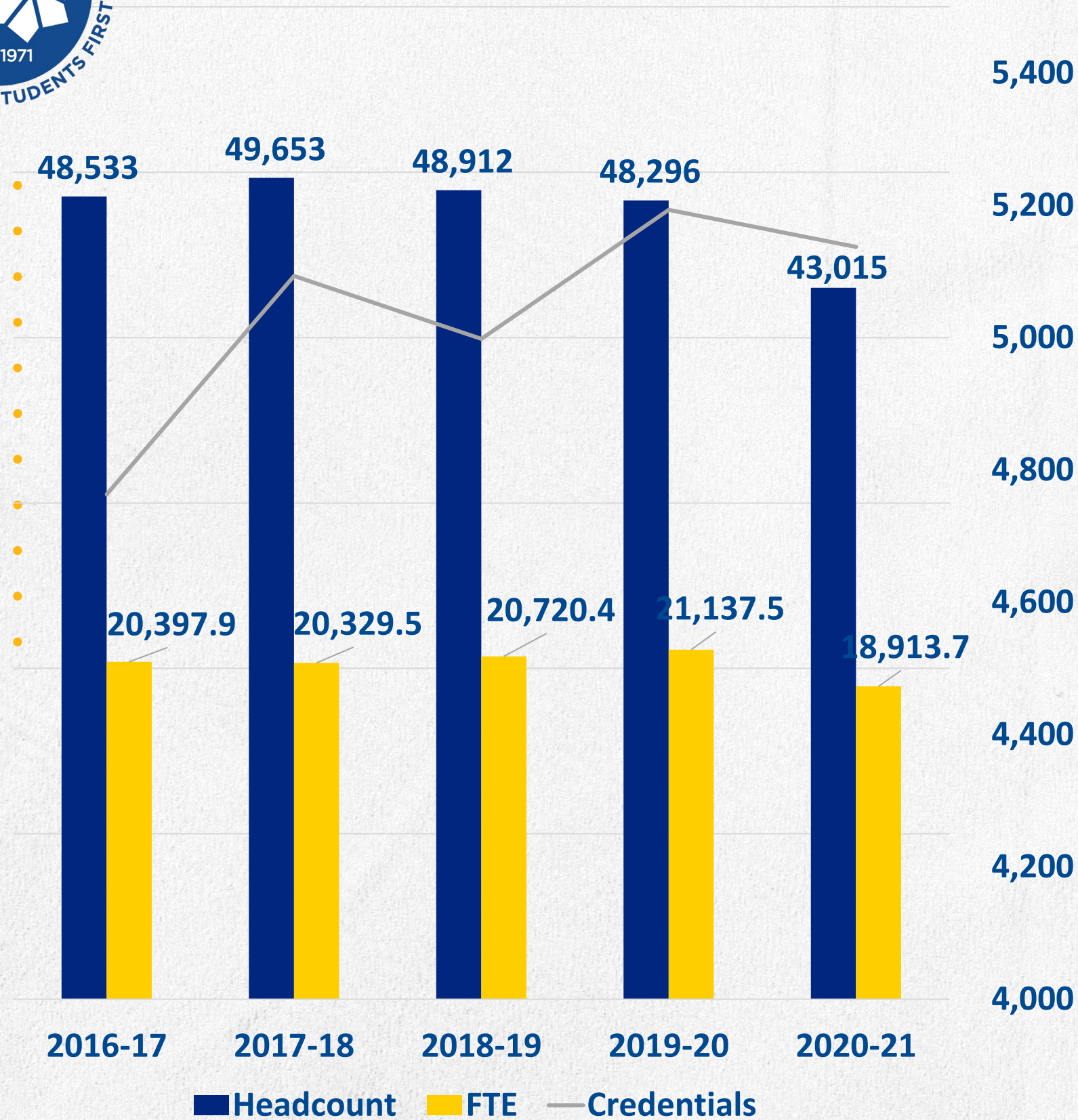
Health Care

Information Technology

Skilled Trades

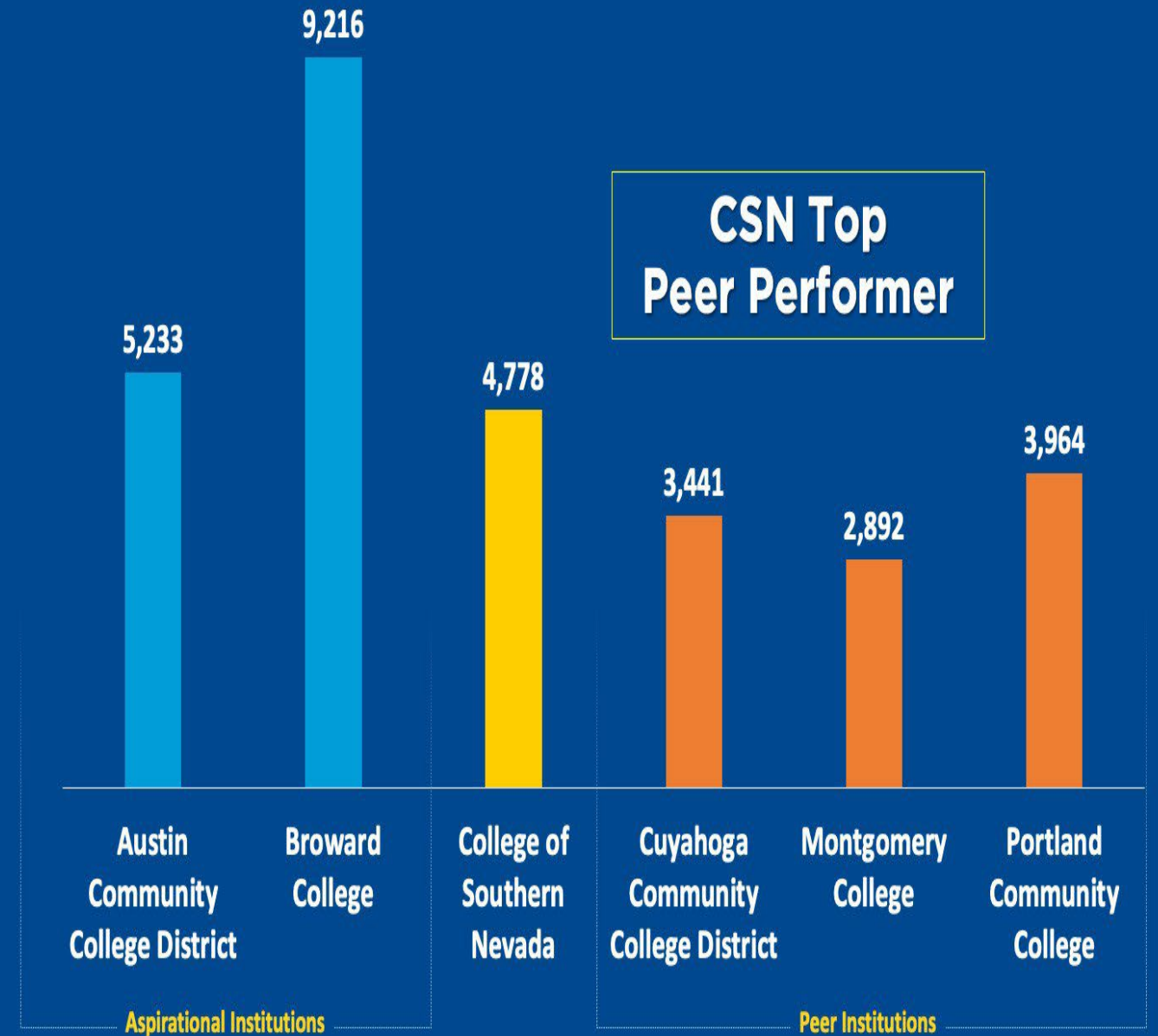
Logistics

** In partnership with DETR, OWINN, Goodwill, Workforce Connections



IPEDS Completions - Peer Comparison

NSHE GOAL
CLOSING THE
ACHIEVEMENT GAP




Source: IPEDS Data Comparison Tool, 2019-2020



Responding to Southern Nevada High-Demand Occupations

 **Healthcare and Emergency Response**
2,220 students*

 **Gaming, Tourism, and Conventions**
750 Students*

 **Computer and Information
Technology/Cybersecurity**
510 Students*

 **Manufacturing, Logistics, and Supply Chain**
6,800 Students in the pipeline

**50 specialized
accreditations**
attesting to program quality

**1,800
apprenticeship
students per year**

NSHE GOAL
WORKFORCE

*Includes credit-based degree & certificate completers & non-credit students from 2016 to 2020

Source: CSN Institutional Research;
CSN Division of Workforce Education



Division of Workforce and Economic Development Apprenticeship Studies

Employer Registered CSN Sponsored Apprenticeship

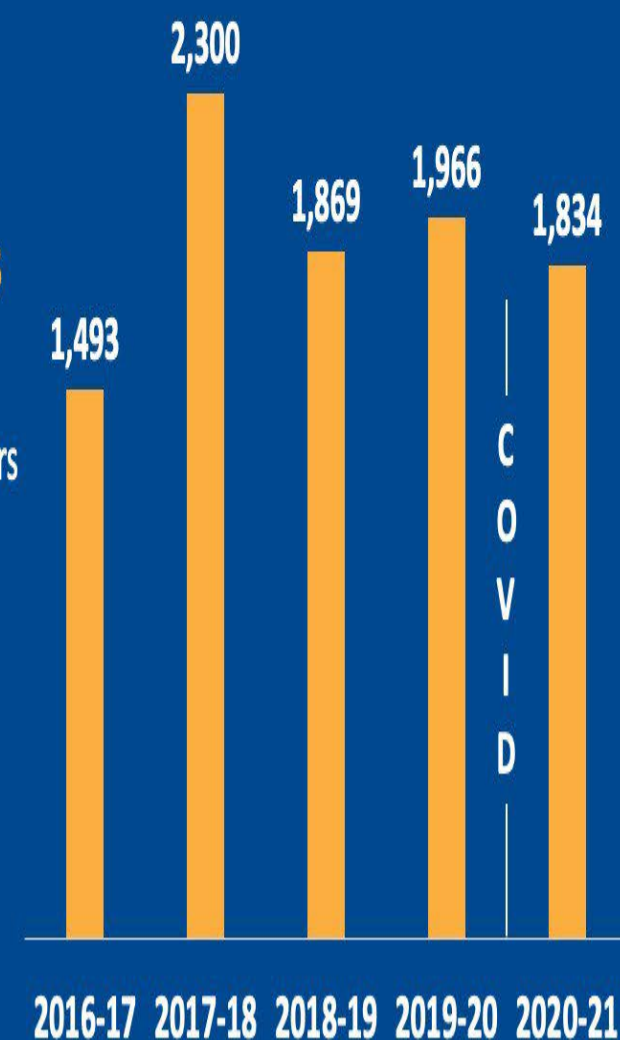
- Titanium Metal Corporation (TIMET)
- 12 Apprentices
- On hold due to business impact from COVID-19

Organized Labor Apprenticeships Building Trade Unions

- Asbestos
- Bricklayers & Tile Setters
- Carpenters
- Electricians
- Floor Coverers
- Glaziers
- Ironworkers
- Laborers
- Operating Engineers
- Operating & Maintenance Engineers
- Painters
- Plasterers & Cement Masons
- Plumbers & Pipe Fitters
- Roofers & Waterproofers
- Sheet Metal Workers
- Teamsters Convention Training

Active Apprenticeship Grants

- AACC ECCA Grant (\$140K)



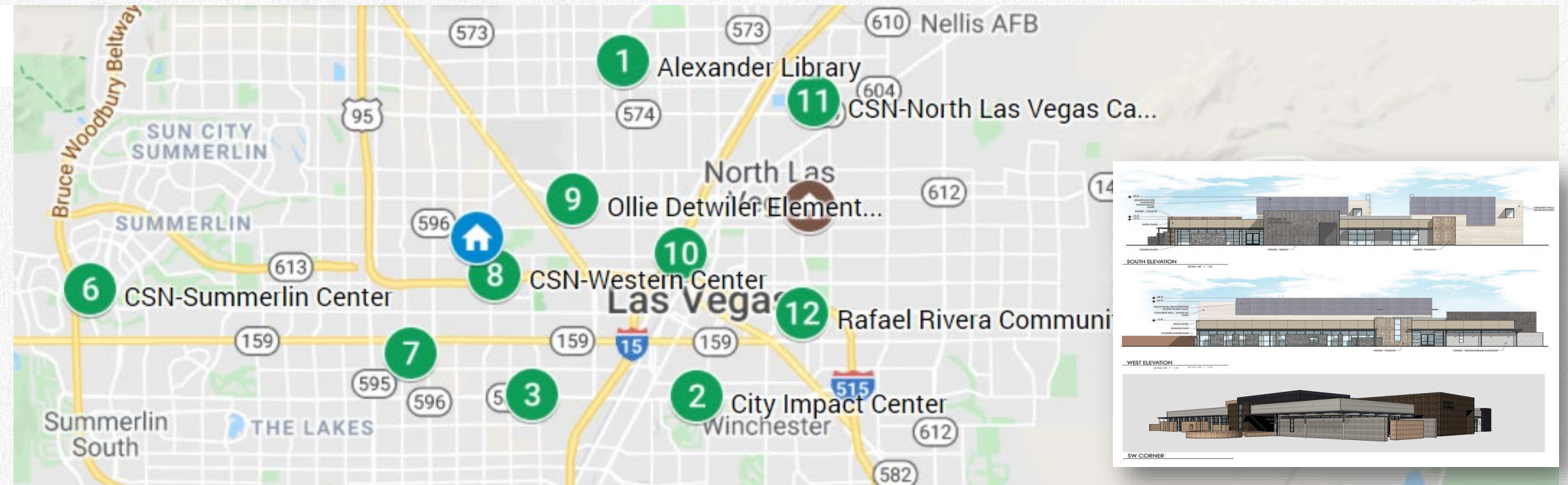
NSHE GOAL
WORKFORCE

Source: CSN Division of Workforce and Economic
Development; CSN Institutional Research

CSN Literacy and Skill Centers

CSN ACES 2020-2021 Sites

- 1 Alexander Library
- 2 City Impact Center
- 3 CSN-Sahara West Center
- 4 CSN-Water Street
- 5 CSN-Green Valley Center
- 6 CSN-Summerlin Center
- 7 CSN-Charleston Campus
- 8 CSN-Western Center
- 9 Ollie Detwiler Elementary Sc...
- 10 Historic Westside School
- 11 CSN-North Las Vegas Campus
- 12 Rafael Rivera Community Ce...



Population Age 25+ with Less Than High School Graduation

County: Clark

223,588 Persons
(13.98% of Population: Age 25+)

State: Nevada 289,073 Persons (13.24% of Population: Age 25+)

Female Population Age 25+: Less Than High School Graduation

County: Clark

112,420 Persons
(13.83% of Female Population: Age 25+)

State: Nevada 144,154 Persons (13.08% of Female Population: Age 25+)

Male Population Age 25+: Less Than High School Graduation

County: Clark

111,168 Persons
(14.14% of Male Population: Age 25+)

State: Nevada 144,919 Persons (13.40% of Male Population: Age 25+)

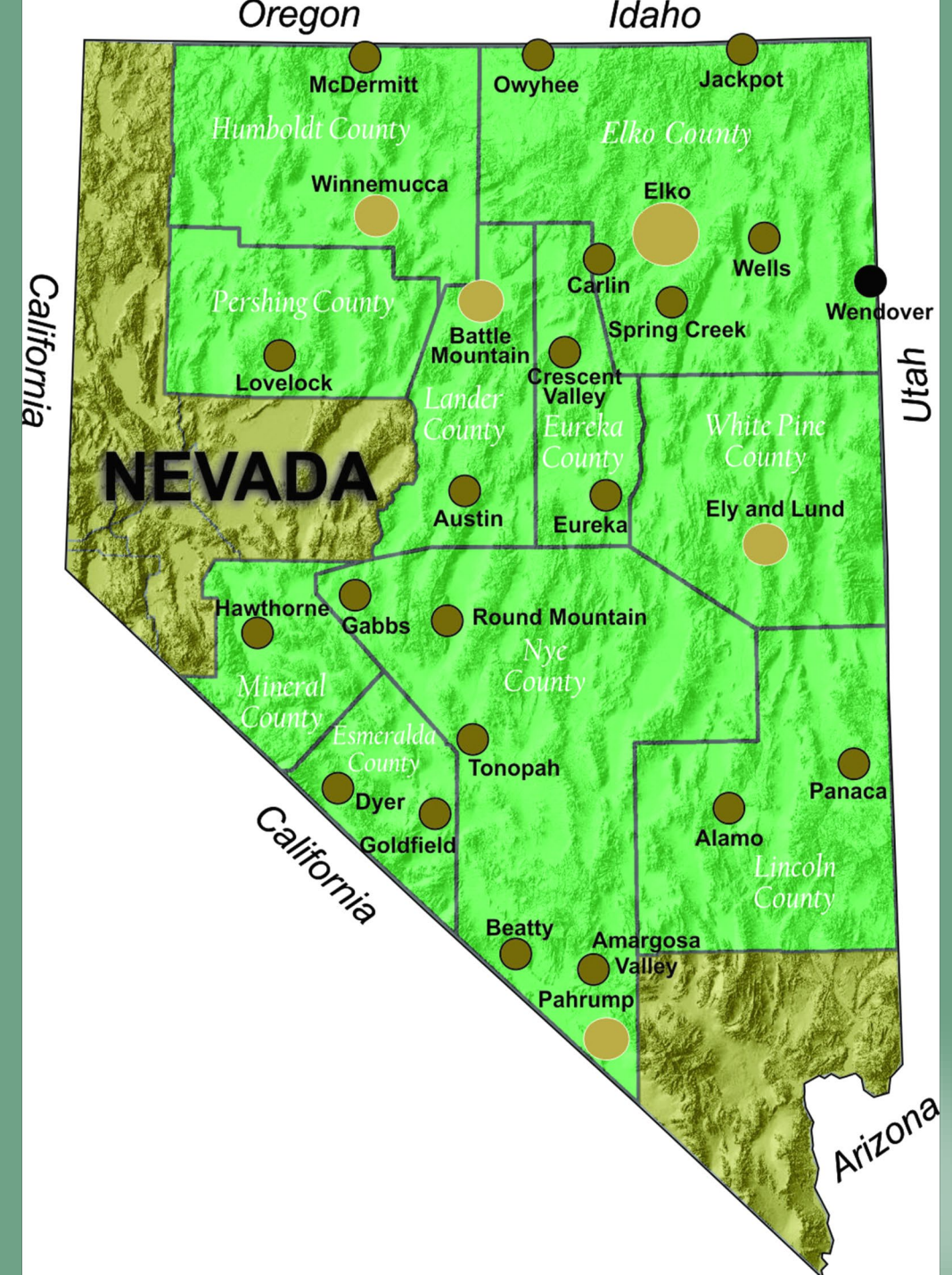
	2020 Population	Change in Population (2010 to 2020)	% W/AA Degree or Higher
Asian/Pacific Islander	272,000	+77,000	49.3%
Black	304,000	+86,000	26.4%
Hispanic	890,000	+174,000	16%
White	1,588,000	-198,000	40.7%

Great Basin College

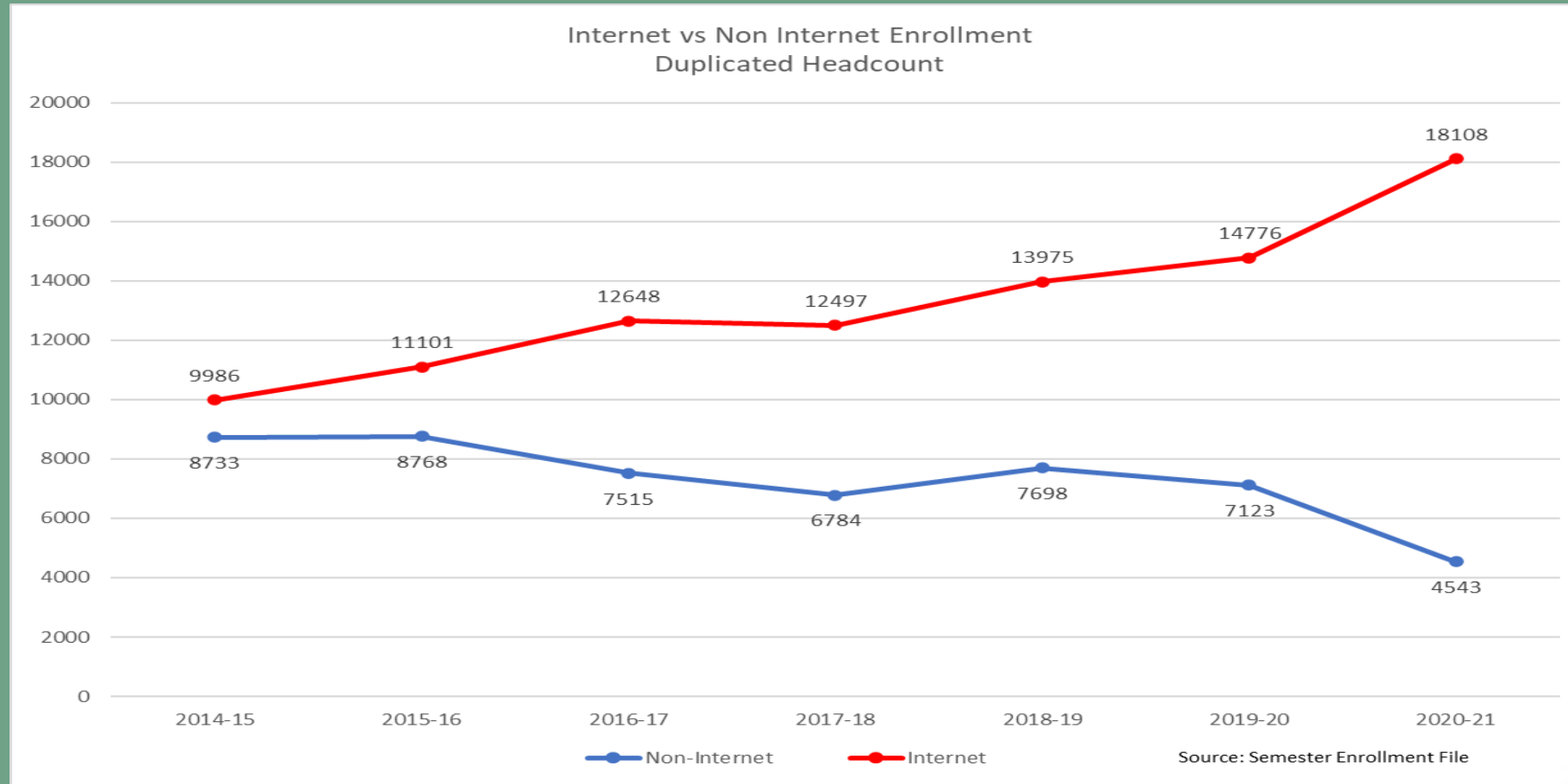
**Serving Rural &
Frontier Nevada
and Beyond**



- Over 86,000 square miles
- 2 Time Zones
- Multiple Campus & Satellite Locations
- Offer Certificates, Associates and Baccalaureate degrees



Great Basin College: NSHE's Online Education Leader



GBC Students

- GBC serves a diverse demographic across rural Nevada with excellence
 - 90% Nevada students
 - Average age 25.2 yrs.
 - 66% Female, 34% male
 - 71% part-time students
 - 43% minority: 21% Hispanic/Latinx, 6% Black, 16% other minorities. 57% white
- GBC provides students at all levels of preparation, a well-lighted pathway to reach their goals for a better quality of life through higher education
 - 619 associates and baccalaureate degrees; 242 skills certificates awarded 2019-2020
- GBC supplies the well-skilled workforce for rural Nevada necessary for economic development as well as advancing innovation through partnerships that create new industries and jobs



Great Basin College

Providing a well skilled rural workforce for over 50 years

- **Nursing**
- **CTE (Career Technical Education)**
Diesel, Welding, Electrical,
Instrumentation, Construction,
Manufacturing
- **Teacher Education**



Maintenance Training Cooperative (MTC)

- **Established 1994 to build a highly skilled Nevada workforce**
- **60-80 Scholarships of \$5,000 each awarded annually**
- **Paid internships: students working in industry while attending a CTE program**
- **10 industry sponsors**



Mining Center of Excellence

- **GBC/UNR Collaboration to improve services & add value to industry needs**
- **Mining Industry needs assessment**
- **Summit with industry partners**
- **Creation of Mining Center of Excellence**



Truckee Meadows Community College



Community College Workforce Training and Programs Committee
AB 450

January 27, 2022

President Karin Hilgersom



TMCC: A Comprehensive Community College

Full-Time Employees



FULL-TIME FACULTY

146

PART-TIME FACULTY
(CREDIT)

281

PART-TIME FACULTY
(NON-CREDIT)

150

FULL-TIME STAFF

264

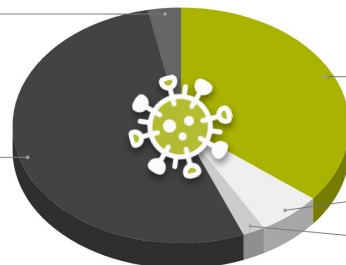
PART-TIME STAFF

130

FTE Generated by Campus Location

Health Science Center (172)
3.2%

Web/Other (2967)
52.9%

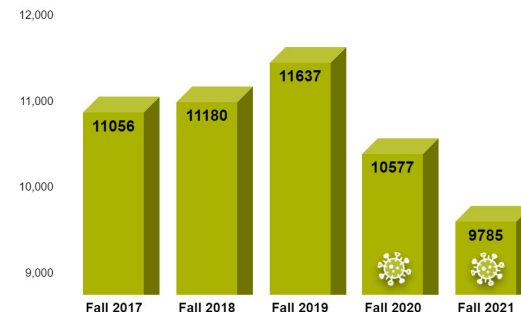


Dandini Campus (1914)
35.7%

Applied Tech Center (333)
6.1%

Meadowood Center (39)
2.1%

Fall Enrollment



5 Instructional Divisions



Liberal Arts



Math and Physical
Sciences



Life Sciences,
Allied Health
and Public
Safety



Business and
Social Sciences



Technical Sciences

24

Educational Goal

EARN A DEGREE
OR CERTIFICATE

67%

NOT
DEGREE-SEEKING

33%

Personal Interest, Improve Job Skills,
Take a Class for Transfer, etc.



COVID Effect

Workforce Programs

- **4 Bachelors of Applied Science**
 - Emergency Management & Homeland Security
 - Cyber-Physical Manufacturing
 - Logistics Operations Management
 - Career and Technical Education Leadership
- **2 Bachelors of Science**
 - Dental Hygiene
 - RN to BS Nursing
- **41 Associate of Applied Science**
- **36 Certificates of Achievement**
- **49 Skills Certificates**
- **1789** students enrolled in workforce programs in Fall 2021
- **1429** workforce awards in 2020-21

Source: TMCC 2021-2022 Catalog and TMCC IR Data Warehouse



Workforce Programs - Promotion

Partnerships with NevadaWorks, DETR and Local Employers

- Direct marketing to unemployed/underemployed
- New Certifications landing page - tmcc.edu/comeback
- Continuing outreach with dedicated recruiter

The Role of IAC

Grant funds from Tesla
created the new
Tool and Die program for
dual-enrolled TMCC/ACE
High School students



Non-Traditional Delivery and Adapting to Industry Demand

- Open-Entry and flexible schedule courses
- Modularized courses for employer customized programs
- Accelerated and block-scheduled programs
- Online and hybrid format courses

New Courses & Programs

- Tech Careers FastTrack
- IT Basics
- IT Specialties

Apprenticeships

- Employer Registered/TMCC Sponsored
- Organized Labor

Source: **Division of Technical Sciences**



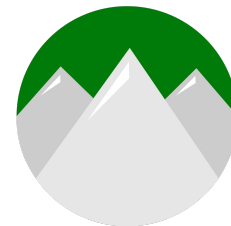
Industry *Partners*. Skilled *Talent*. Middle Skills *Jobs*.



TESLA



Washoe Cou
School Dist



HAMILTON



Sustaining Workforce Development and Equity

Questions?



WNC Workforce Development Overview

**Presentation to the Community
College Workforce Training and
Programs Committee
(AB450)**

January 27, 2022

**Presented by J. Kyle Dalpe, WNC
Officer in Charge and Provost**

Western Nevada College



WNC Values, Mission and Core Themes

NSHE STRATEGIC GOALS



VALUES

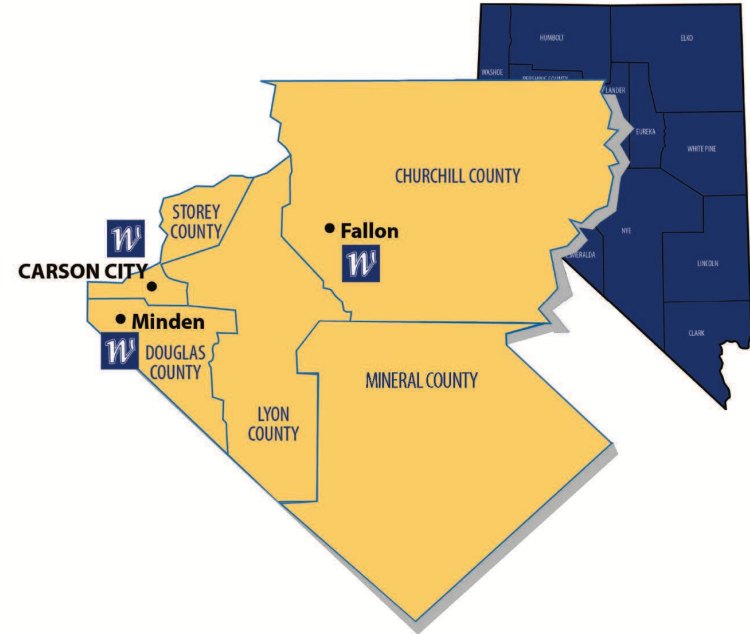
WNC is **student centered**, inquiry driven, and data informed as we nurture **community connections** and promote an environment of equity and inclusion.

MISSION

WNC contributes to **solutions for the 21st century** by providing effective educational pathways for the students and communities of Nevada.

CORE THEMES

- Transfer Education
- Professional Education
- Lifelong Learning



Workforce Initiatives (highlights)

- Working with local industry to solve labor shortage
- Rural nursing and allied health
- Commercial Driver's License (CDL)
- Siemens Mechatronics Systems Certification (only partner college and training provider in Western U.S.)
- HVAC at the Fallon Campus (2021)
- ROADS Program
- Higher Education in Prison Program
- Program with Tesla to combine Tesla's orientation with WNC's Manufacturer Technician 1 training in six-week blocks
- BAS in Organizational and Project Management
 - Online, 8 week classes
- Create transfer pathways for students needing four year degrees (education, graphic design, criminal justice)
- WNC Training Center in Fernley (emerging project)



Apprenticeships

274 students (fall 2021)

22% increase

William N. Pennington Foundation

NEVADA COPPER



Nevada Governor's Office of
ECONOMIC DEVELOPMENT

Panasonic

Banner Health

CHROMALLOY® | long live your engine®



WELLS
FARGO



HARLEY — DAVIDSON
FINANCIAL SERVICES



Briggs Electric, Inc.



NDA | Northern Nevada
Development Authority



High School Dual Enrollment

In fall 2021, WNC served 349 students in the JumpStart program.

The college served a population of **1,102 students** in Dual Enrollment as a whole.

Participation in dual enrollment courses has grown by **284%** from 2014 to 2021.

553 associate degrees since 2014.

148 industry skills certificates/certificates of achievement since 2014.

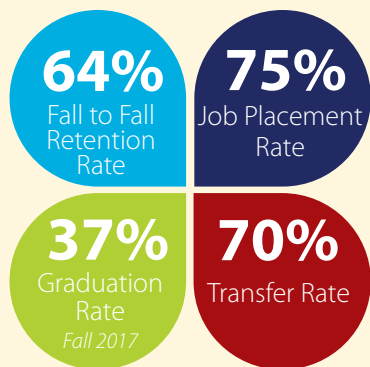
79% of the full-time, Jump Start students who entered the program in fall 2019 graduated from high school in spring 2021 with a WNC associate degree.



Western Nevada College

Quick Facts

as of October 15, 2021



403 students received **SCHOLARSHIPS** from the WNC Foundation this year.

DEGREES/CERTIFICATES

Bachelor of Applied Science
Associate of Arts
Associate of Science
Associate of Business
Associate of General Studies
Associate of Applied Science
Certificate of Achievement
Industry Certification

AREAS OF STUDY

Art, Music & Graphic Design
Automation & Industrial Technology
Automotive, Machining & Welding
Biological, Physical &
Environmental Sciences
Business, Finance & Marketing
Computer Programming, Networking & Cybersecurity
Construction Management, OSHA & Inspection
Criminal Justice & Law Enforcement
Education, History & Humanities
Engineering, Mathematics & Physics
Healthcare & Nursing
Language & Communications
Leadership & Project Management
Para-medicine & Emergency Medical Services
Social Work, Psychology & Behavioral Sciences

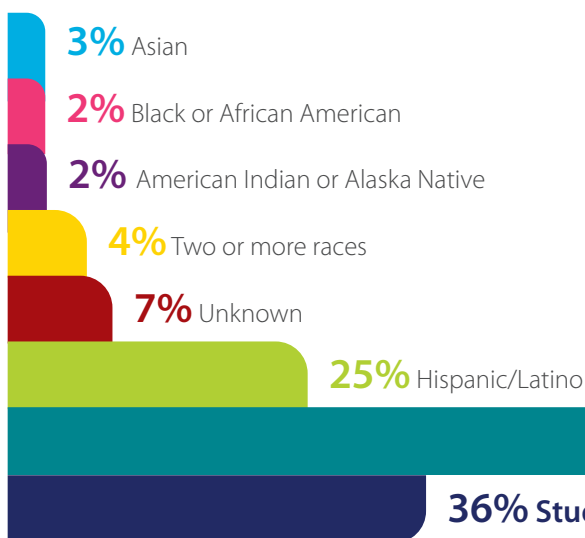
STUDENT DEMOGRAPHICS

3,528
Total Students Fall 2021

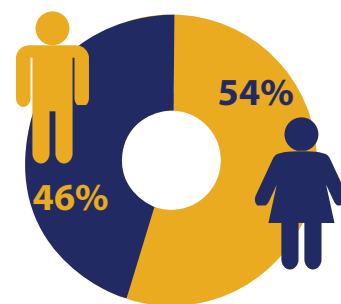


Nearly **5,000**
Students Annually

ETHNICITY



GENDER

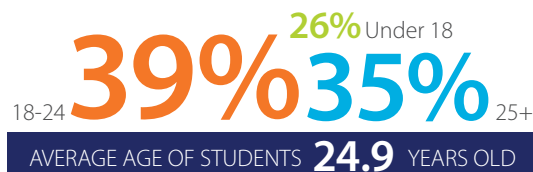


68% PART TIME



32% FULL TIME

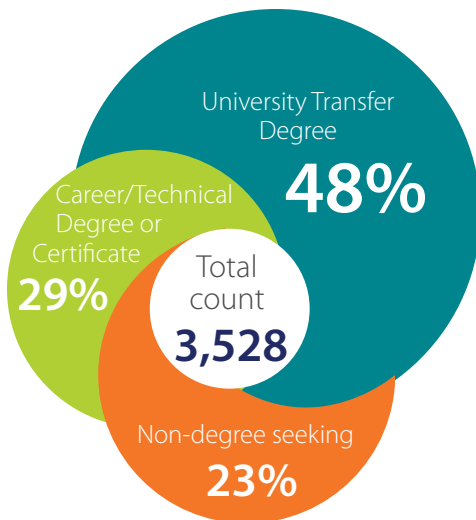
STUDENT AGE



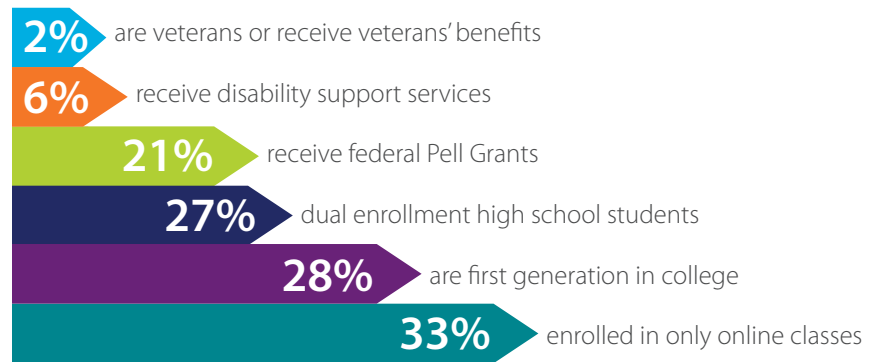
AVERAGE CLASS SIZE **17** STUDENTS



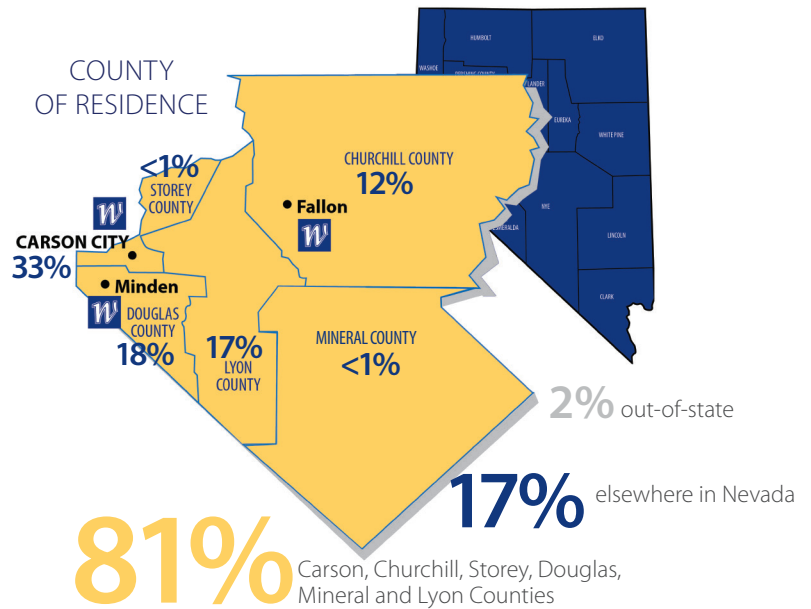
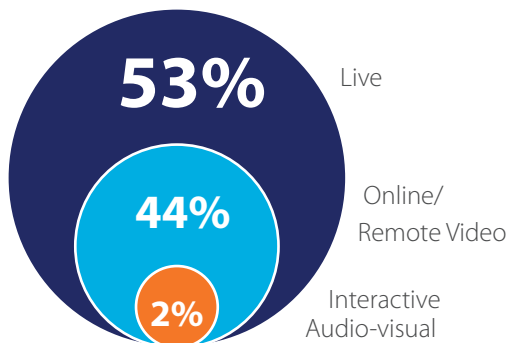
EDUCATIONAL GOAL



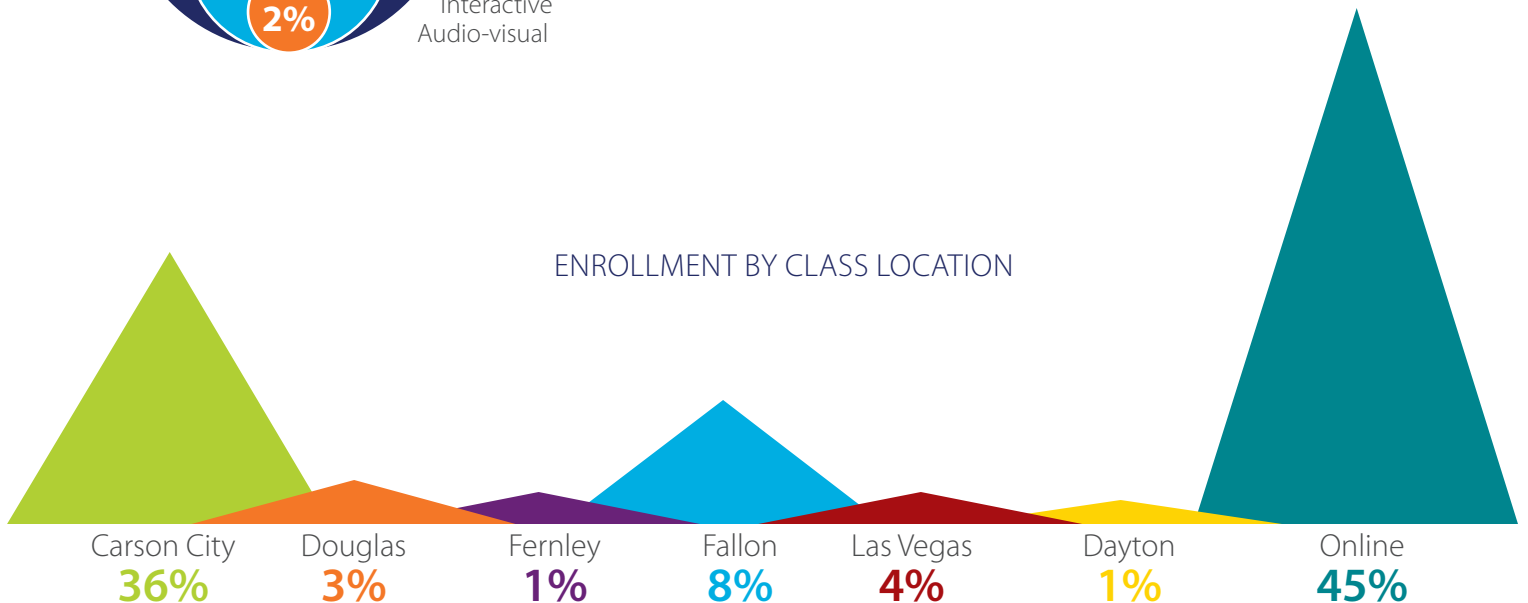
SPECIAL POPULATIONS



MODE OF INSTRUCTION



ENROLLMENT BY CLASS LOCATION



Appendix B

NSHE Funding Formula

Review

Nevada System of Higher Education

Funding Formula Review

Community College Workforce Training and Programs Committee

February 28, 2022



Topics For Today

- Major Components of the Funding Formula
- Funding Formula Calculations
- Historical Analysis of the Formula
- Performance Pool

Funding Formula Review

Major Components of the Funding Formula



Funding Formula

Major Components:

- **General Fund Only:** Determines the level of state General Fund support for the seven instructional institutions – non-General Fund revenues are not included within the new funding formula and institutions retain all fee and tuition revenues, with no offset to General Fund support.
- **Focus on Outputs:** The primary driver is based on student course completions (outputs) – not student enrollments (inputs).
- **Discipline Matrix:** A matrix is utilized that weights courses based on the relative cost of instruction by discipline and course level.
- **Weighted Student Credit Hours:** Weighted student credit hours are determined by multiplying the weights in the discipline matrix by the number of credit hours.



Funding Formula (continued)

- **Application of WSCH:** Funding is based on a dollar amount per weighted student credit hour that is the same amount for all teaching institutions.
- **Non-Resident Students (for tuition purposes) Not Included:** Student credit hours from students deemed non-residents are excluded from the formula. Institutions retain non-resident tuition and fees, but do not receive state support for non-resident generated student credit hours.
- **No Impact on Line-Item Budgets:** Funding for the professional schools, as well as NSHE's remaining 14 budget accounts, stay as separate line-item budgets.

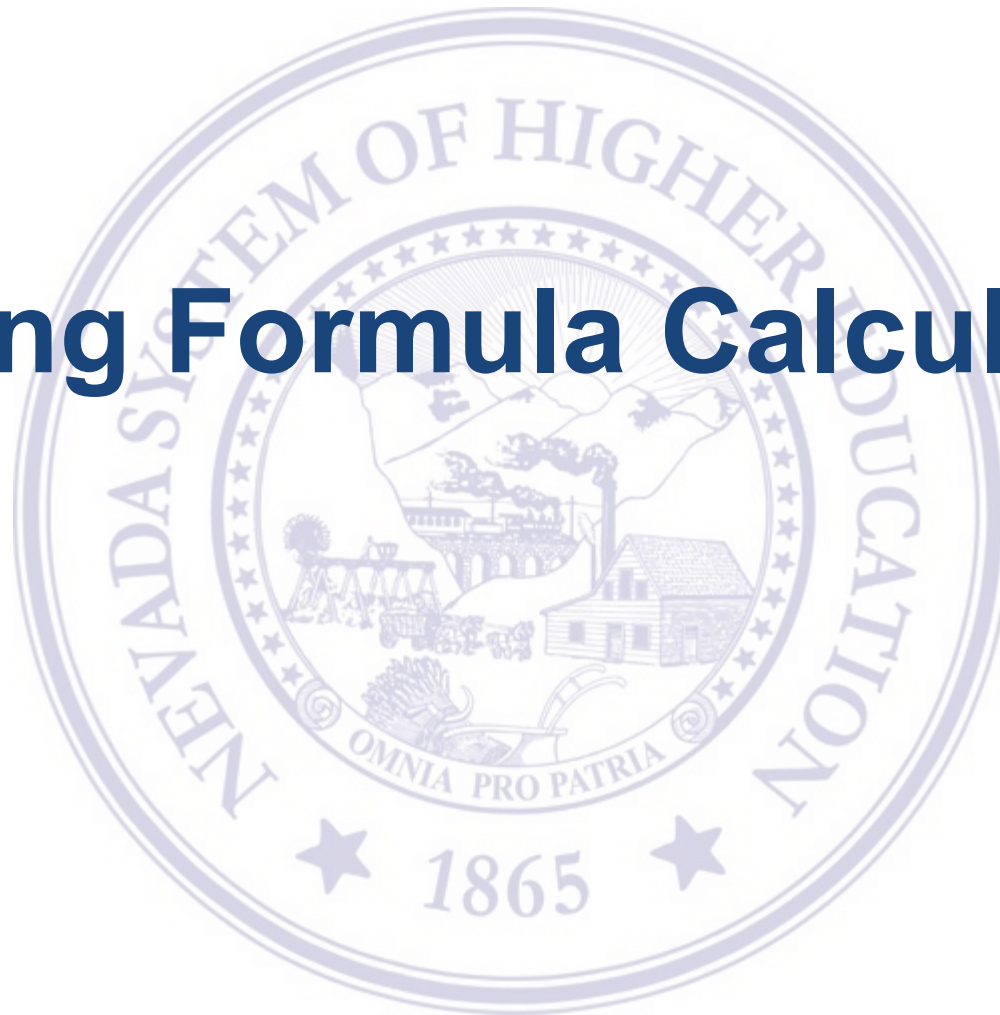


Other Formula Factors

- **Small Institution Factor:** A base level of support for administrative costs is provided – the factor provides additional administrative funding to Western Nevada College and Great Basin College due to the small number of students at each institution.
- **Research Factor:** To recognize the research mission at UNR and UNLV, the university discipline matrix includes an additional 10% additional weighting factor that is applied to all upper division undergraduate and graduate credit hours to account for costs related to universities' research mission.
- **Operation & Maintenance (O&M) of Plant:** O&M of the physical plant is included in the base funding for all institutions. An exception is made for certain research facilities at UNLV and UNR that do not directly generate student credit hours.



Funding Formula Calculations



Weighted Student Credit Hours (WSCH)

Lower Division Math Weighted 1.0

X

3 Student Credit Hours

$$\text{WSCH} = 3.0$$



Weighted Student Credit Hours (WSCH)

Lower Division Trades/Tech Weighted 4.0

X

3 Student Credit Hours

$$\text{WSCH} = 12.0$$



Funding Formula UNLV – Research O&M

FY 22 & FY 23 Research O & M	
FY 20 O & M Budget	\$38,452,916
Divided by:	
Net Maintained Gross Square Feet	3,368,749
Net Rate Per Gross Square Foot	\$11.41
Multiply by:	
Dedicated Research Space	399,789
Research Space O & M	\$4,563,431
Less:	
FY 20 Research O & M	\$4,151,084
M200 Research O & M Adjustment	\$412,347

Funding Formula

Small Institution Factor (SIF) – FY 22 & 23

Great Basin College (GBC)	
WSCH Target	100,000
Less:	
FY 20 Actual WSCH	87,716
Difference	12,284
Multiply by:	
\$30 per WSCH =	\$368,520
Less:	
FY 20 SIF	\$710,280
M201 Small Institution Factor	\$(341,760)

Western Nevada College (WNC)	
WSCH Target	100,000
Less:	
FY 20 Actual WSCH	87,071
Difference	12,930
Multiply by:	
\$30 per WSCH =	\$387,885
Less:	
FY 20 SIF	\$411,480
M201 Small Institution Factor	\$(23,595)

Funding Formula – FY 22 & 23

M203 – Caseload Growth Adjustment

Institution	FY 18 Actual WSCH	FY 20 Actual WSCH	WSCH Change FY 18 vs. FY 20	Caseload @ FY 21 WSCH Rate \$164.61
UNLV	1,078,174	1,115,625	37,451	\$6,164,743
UNR	763,270	783,516	20,246	\$3,332,678
CSN	627,075	663,630	36,555	\$6,017,236
GBC	76,324	87,716	11,392	\$1,875,237
TMCC	218,966	227,510	8,544	\$1,406,428
WNC	86,284	87,071	787	\$129,466
NSC	126,472	157,417	30,945	\$5,093,774
Total	2,976,565	3,122,483	145,918	\$24,019,562



Funding Formula – FY 22

Total Base + Maintenance

Institution	Adjusted Base Budget	M100 Statewide Inflation	M300 Fringe Benefits Rate Adjustment	M200 Research O & M	M201 Small Institution Factor	M203 Caseload Adjustment	Total Base + Maintenance
UNLV	\$185,809,886	\$(1,894)	\$(2,017,022)	\$412,349	\$0	\$6,164,743	\$190,368,062
UNR	\$134,197,868	\$(6,703)	\$(1,615,241)	\$291,966	\$0	\$3,332,678	\$136,200,567
CSN	\$105,017,312	\$134	\$(1,017,497)	\$0	\$0	\$6,017,236	\$110,017,185
GBC	\$13,546,797	\$(612)	\$(149,366)	\$0	\$(341,760)	\$1,875,237	\$14,930,296
TMCC	\$36,676,141	\$(377)	\$(348,895)	\$0	\$0	\$1,406,428	\$37,733,297
WNC	\$14,854,033	\$(450)	\$(133,350)	\$0	\$(23,595)	\$129,466	\$14,826,104
NSC	\$21,100,464	\$64	\$(176,151)	\$0	\$0	\$5,093,774	\$26,018,151
Total	\$511,202,501	\$(9,838)	\$(5,457,522)	\$704,315	\$(365,355)	\$24,019,562	\$530,093,663

Funding Formula – FY 23

Total Base + Maintenance

Institution	Adjusted Base Budget	M100 Statewide Inflation	M300 Fringe Benefits Rate Adjustment	M200 Research O & M	M201 Small Institution Factor	M203 Caseload Adjustment	Total Base + Maintenance
UNLV	\$185,809,886	\$(10,211)	\$(1,266,376)	\$412,349	\$0	\$6,164,743	\$191,110,391
UNR	\$134,197,868	\$(14,807)	\$(1,001,502)	\$291,966	\$0	\$3,332,678	\$136,806,202
CSN	\$105,017,312	\$(4,839)	\$(617,367)	\$0	\$0	\$6,017,236	\$110,412,342
GBC	\$13,546,797	\$(1,316)	\$(89,324)	\$0	\$(341,760)	\$1,875,237	\$14,989,634
TMCC	\$36,676,141	\$(2,049)	\$(211,109)	\$0	\$0	\$1,406,428	\$37,869,411
WNC	\$14,854,033	\$(1,021)	\$(80,457)	\$0	\$(23,595)	\$129,466	\$14,878,426
NSC	\$21,100,464	\$(389)	\$(108,782)	\$0	\$0	\$5,093,774	\$26,085,067
Total	\$511,202,501	\$(34,632)	\$(3,374,917)	\$704,315	\$(365,355)	\$24,019,562	\$532,151,474

Funding Formula WSCH Rate Calculation

FY 22 WSCH Rate Calculation

FY 22 Base + Maintenance \$530,093,663

Less:

FY 22 Research O & M \$(10,259,637)

FY 22 Small Institution Factor \$(756,405)

Subtotal \$519,077,621

Divided by:

FY 20 WSCH 3,122,483

Equals FY 22 WSCH Rate \$166.24

FY 23 WSCH Rate Calculation

FY 23 Base + Maintenance \$532,151,474

Less:

FY 23 Research O & M \$(10,259,637)

FY 23 Small Institution Factor \$(756,405)

Subtotal \$521,135,432

Divided by:

FY 20 WSCH 3,122,483

Equals FY 23 WSCH Rate \$166.90

Funding Formula – FY 22

M220 – Distribution Based on WSCH Value

Institution	(A) FY22 Base + Maintenance	(B) FY20 Actual WSCH	(C) GF Dist. @ FY22 WSCH Rate \$166.24	(D) FY22 M200 + M201	(E = C + D) Total FY22 GF Distribution	(E – A) FY22 M220 Redistribution
UNLV	\$190,368,062	1,115,625	\$185,460,021	\$4,563,431	\$190,022,344	\$(345,718)
UNR	\$136,200,567	783,516	\$130,250,691	\$5,696,206	\$135,949,853	\$(250,915)
CSN	\$110,017,185	663,630	\$110,320,928	\$0	\$110,320,186	\$302,831
GBC	\$14,930,296	87,716	\$14,581,797	\$368,520	\$14,950,473	\$20,154
TMCC	\$37,733,297	227,510	\$37,820,974	\$0	\$37,820,872	\$87,517
WNC	\$14,826,104	87,071	\$14,474,490	\$387,885	\$14,862,553	\$36,410
NSC	\$26,018,151	157,417	\$26,168,720	\$0	\$26,168,440	\$150,389
Total	\$530,093,663	3,122,483	\$519,077,621	\$11,016,042	\$530,094,721	

Funding Formula – FY 23

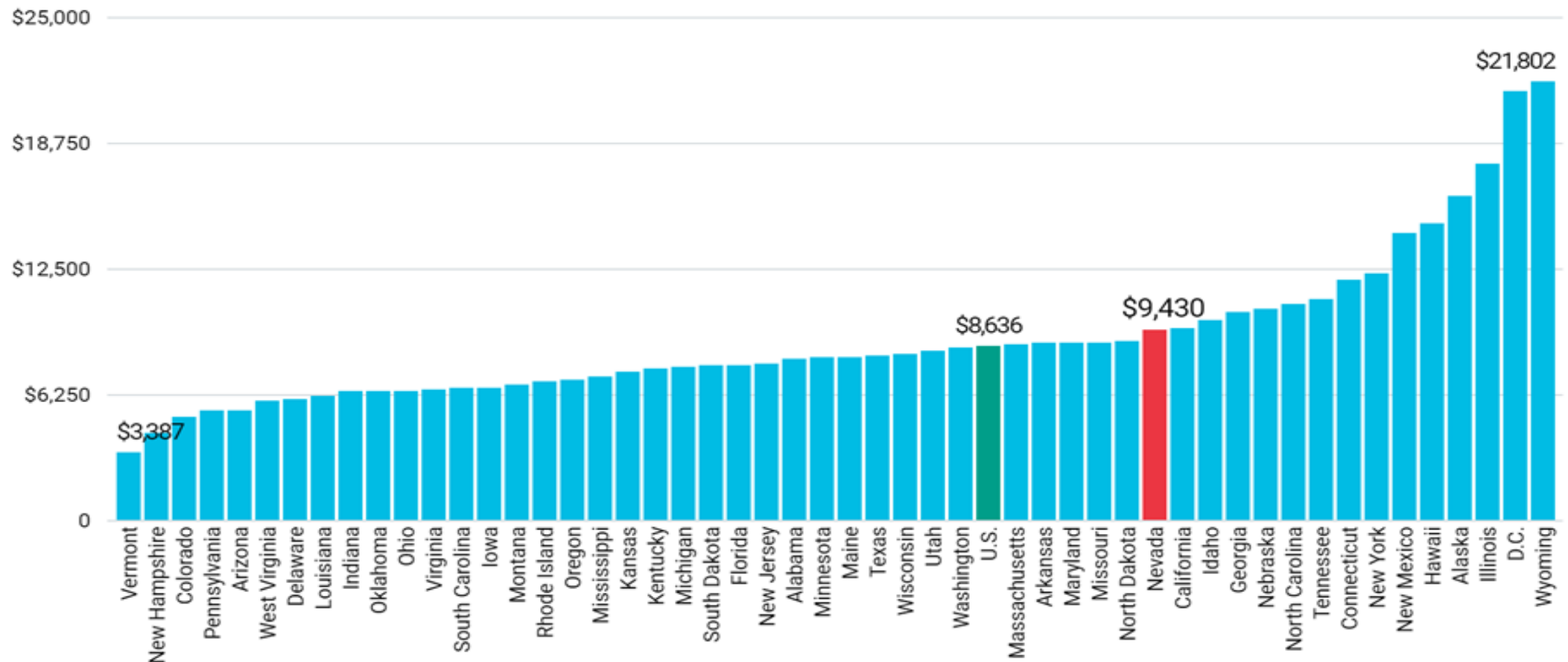
M220 – Distribution Based on WSCH Value

Institution	(A) FY23 Base + Maintenance	(B) FY20 Actual WSCH	(C) GF Dist. @ FY23 WSCH Rate \$166.90	(D) FY23 M200 + M201	(E = C + D) Total FY23 GF Distribution	(E – A) FY23 M220 Redistribution
UNLV	\$191,110,391	1,115,625	\$186,195,252	\$4,563,431	\$190,759,146	\$(351,245)
UNR	\$136,806,202	783,516	\$130,767,052	\$5,696,206	\$136,466,772	\$(341,558)
CSN	\$110,412,342	663,630	\$110,758,280	\$0	\$110,758,148	\$345,872
GBC	\$14,989,634	87,716	\$14,639,604	\$368,520	\$15,008,350	\$18,603
TMCC	\$37,869,411	227,510	\$37,970,910	\$0	\$37,971,010	\$101,550
WNC	\$14,878,426	87,071	\$14,531,872	\$387,885	\$14,919,971	\$41,438
NSC	\$26,085,067	157,417	\$26,272,462	\$0	\$26,272,330	\$187,329
Total	\$532,151,474	3,122,483	\$521,135,432	\$11,016,042	\$532,155,728	

Funding Formula Historical Analysis

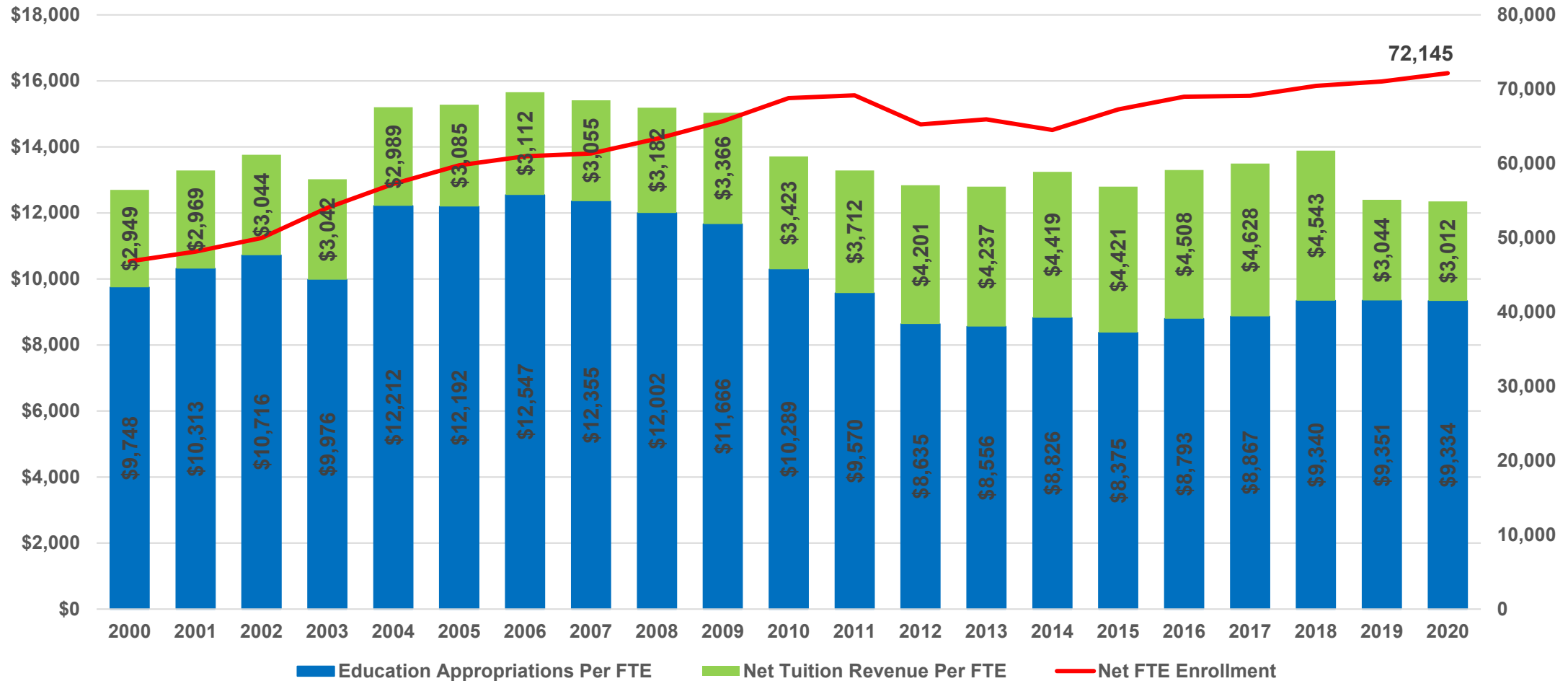


2020 Educational Appropriations per FTE



Source: State Higher Education Executive Officers, State Higher Education Finance Report, accessed at <https://sheeo.org/project/state-higher-education-finance/>.

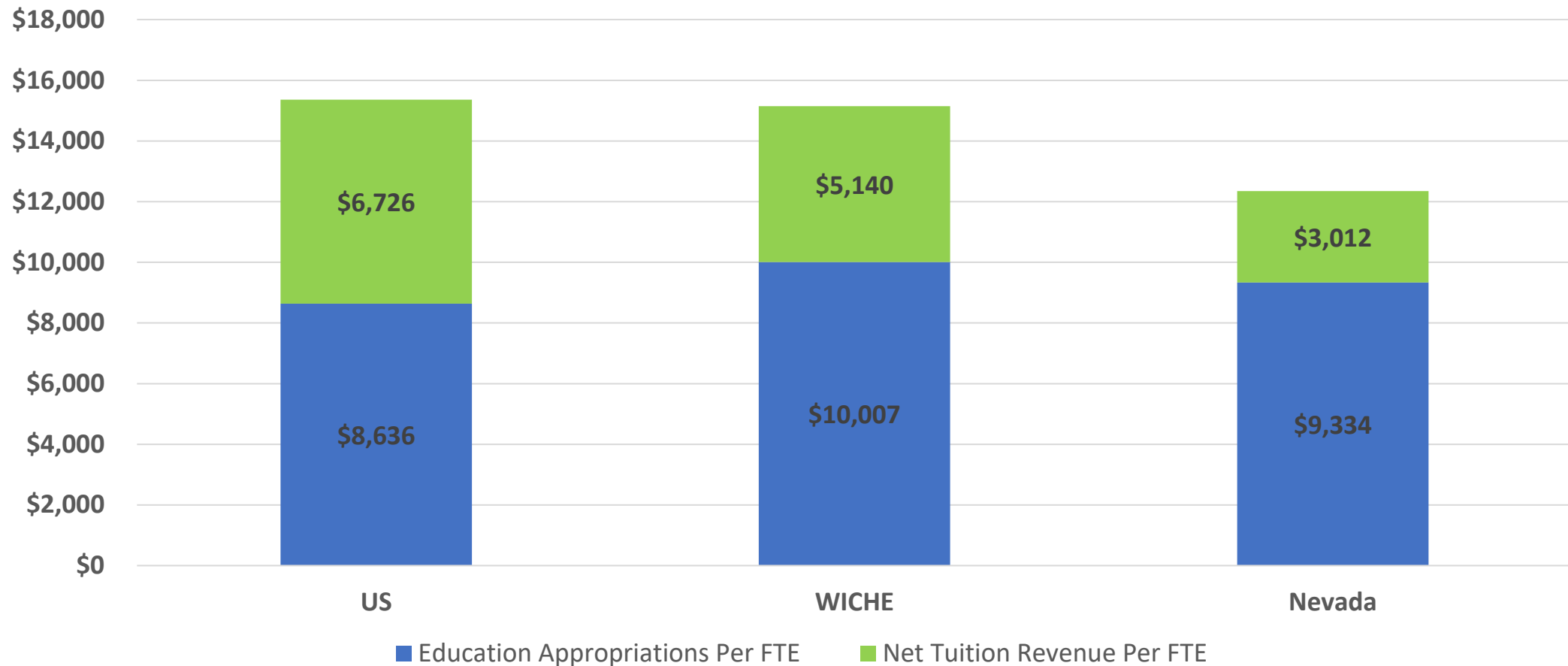
NSHE Total Educational Revenue per FTE



Source: State Higher Education Executive Officers, State Higher Education Finance Report, accessed at <https://sheeo.org/project/state-higher-education-finance/>.

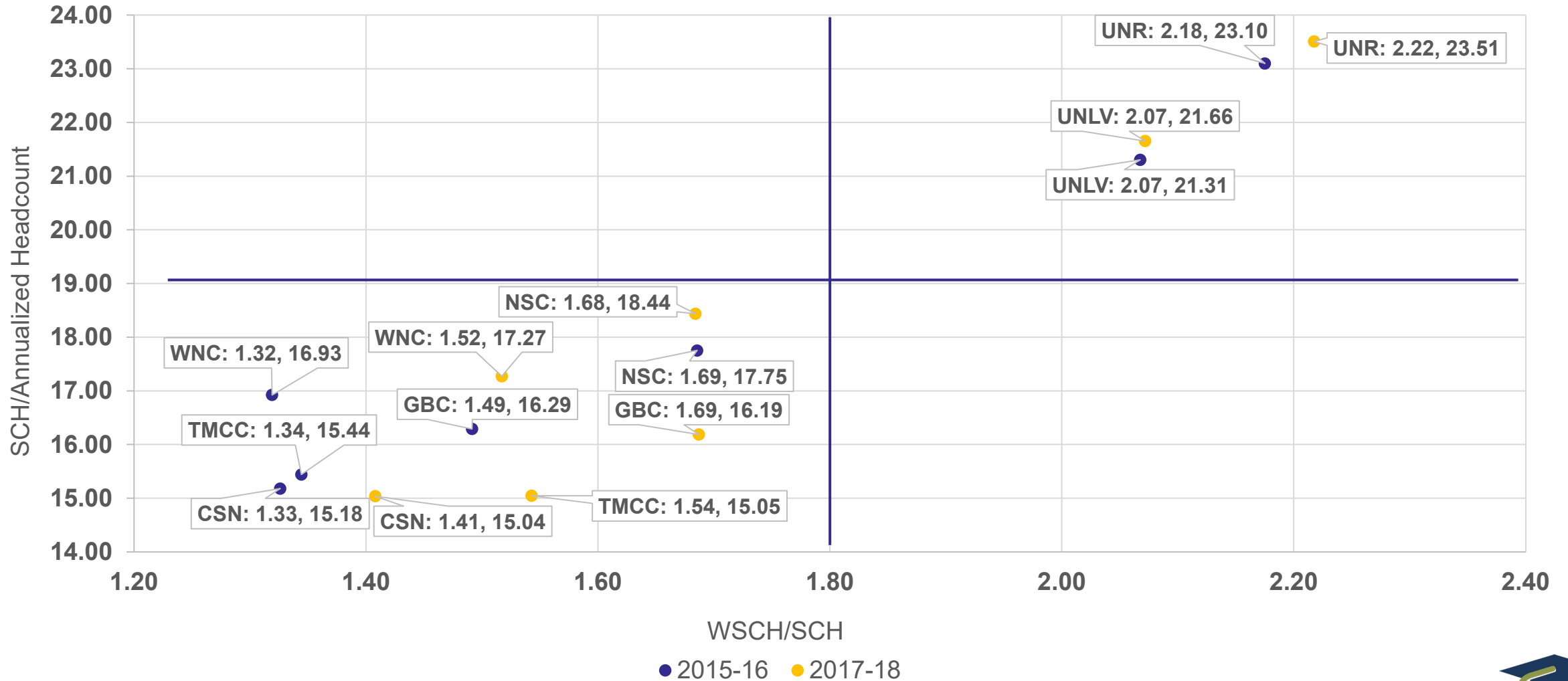


FY 20 Total Educational Revenue per FTE



Source: State Higher Education Executive Officers, State Higher Education Finance Report, accessed at <https://sheeo.org/project/state-higher-education-finance/>.

SCH/Headcount & Average Weight per SCH



Source: NSHE Student Data Warehouse



Performance Pool



NSHE Performance Pool

- **Rewards Performance:** Metrics designed to reward performance that contribute to the goals of the Board of Regents and the needs of the State.
- **Year 9 and 10 Targets Set:** At the recommendation of a working group and approval of the Board of Regents, Year 9 and Year 10-point targets have been established. Targets for Year 11 and Year 12 will be made in the coming months.
- **20% Carve-Out:** From the base budget, 20% is carved-out and must be earned back by the institutions through performance outcomes.
- **Calculation of Award:** A point target is set for each institution. Amounts awarded from the performance pool based on the ratio of actual points compared to the point target for each institution.



The seal of the Nevada System of Higher Education is a circular emblem. The outer ring contains the text "NEVADA SYSTEM OF HIGHER EDUCATION" at the top and "1865" at the bottom, flanked by two stars. The inner circle features a landscape with a factory, a windmill, and a building, with the motto "OMNIA PRO PATRIA" at the bottom.

Questions?

Appendix C

Community College

Workforce Certificate

Productivity

A person wearing a white lab coat and gloves is using a pipette to transfer liquid into a small vial. The background is a laboratory setting with various equipment and a blue cloth.

Community College Workforce Certificate Productivity

Presentation to the NSHE Community
College Committee

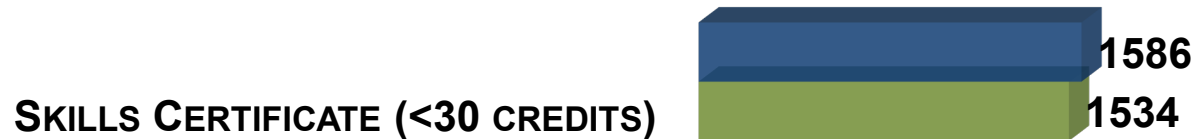
Overview

- Credentials
- Meeting Employer and Student Demands
- Input from Workforce Development Agency
- Current National Data and Trends
- Non-Credit to Credit Pathways
- Considerations and Next Steps

Credential Definitions

- Skills Certificates (9-30)
 - Industry recognized credential built in
- Certificate of Achievement (30+)
- Associate Degrees (60+)

■ 2019-20 ■ 2014-15 ■ 2009-10



Source: NSHE Data Warehouse

College of Southern Nevada

A Path Forward...

Academic Master Planning Framework

- Build Out Stackable Credential Approach
 - Skills Certificates
 - Certificates of Achievement
 - Associate Degree (as applicable)

Skills Certificates under 9 Credits

- Meeting Business and Industry Needs
- Embedded Industry Recognized Credentials

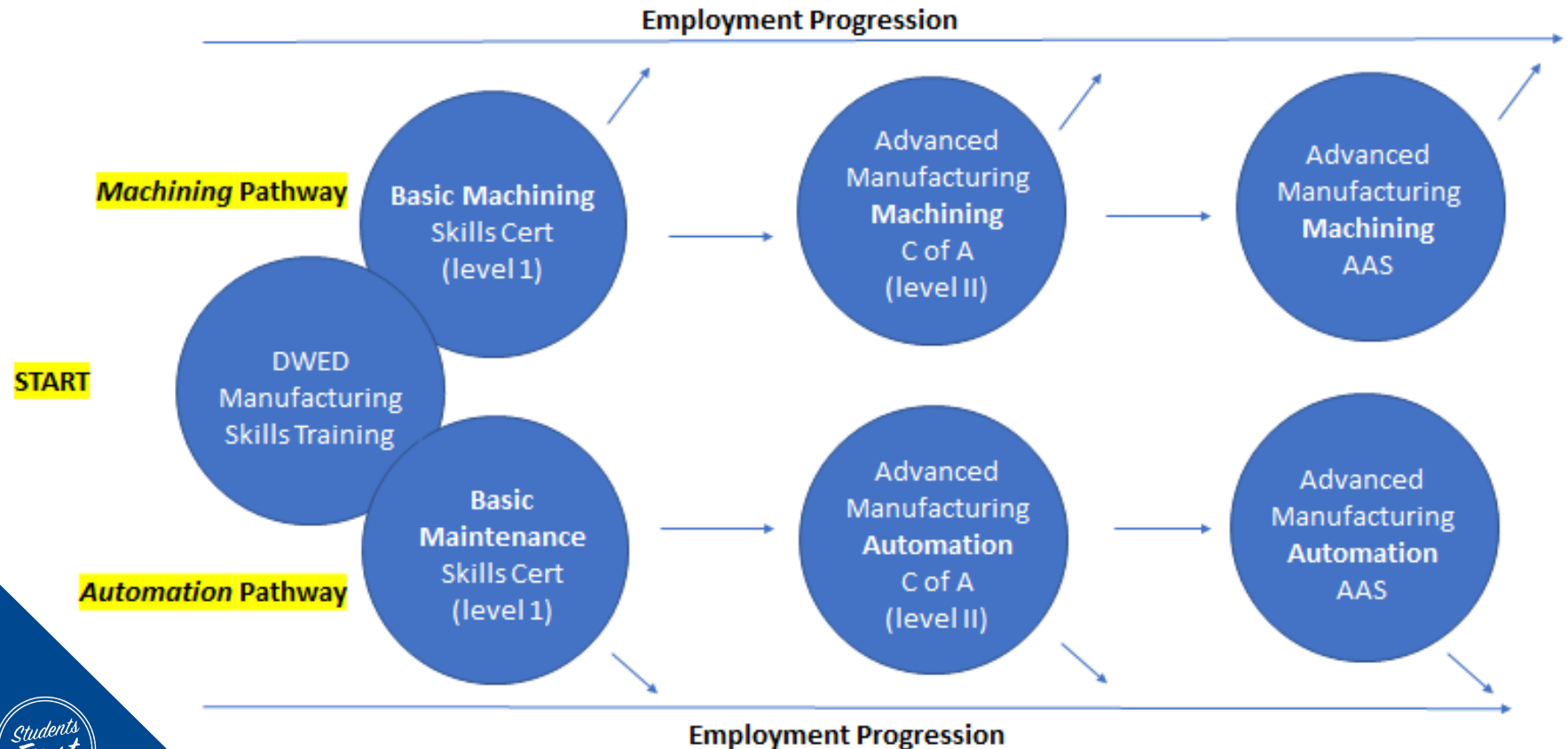
Intentional Dual Credit Pathways

- Career Technical Education (CTE) Pathways
- Embedded Certificates as Outcome



CSN Stackable Credential Approach Example

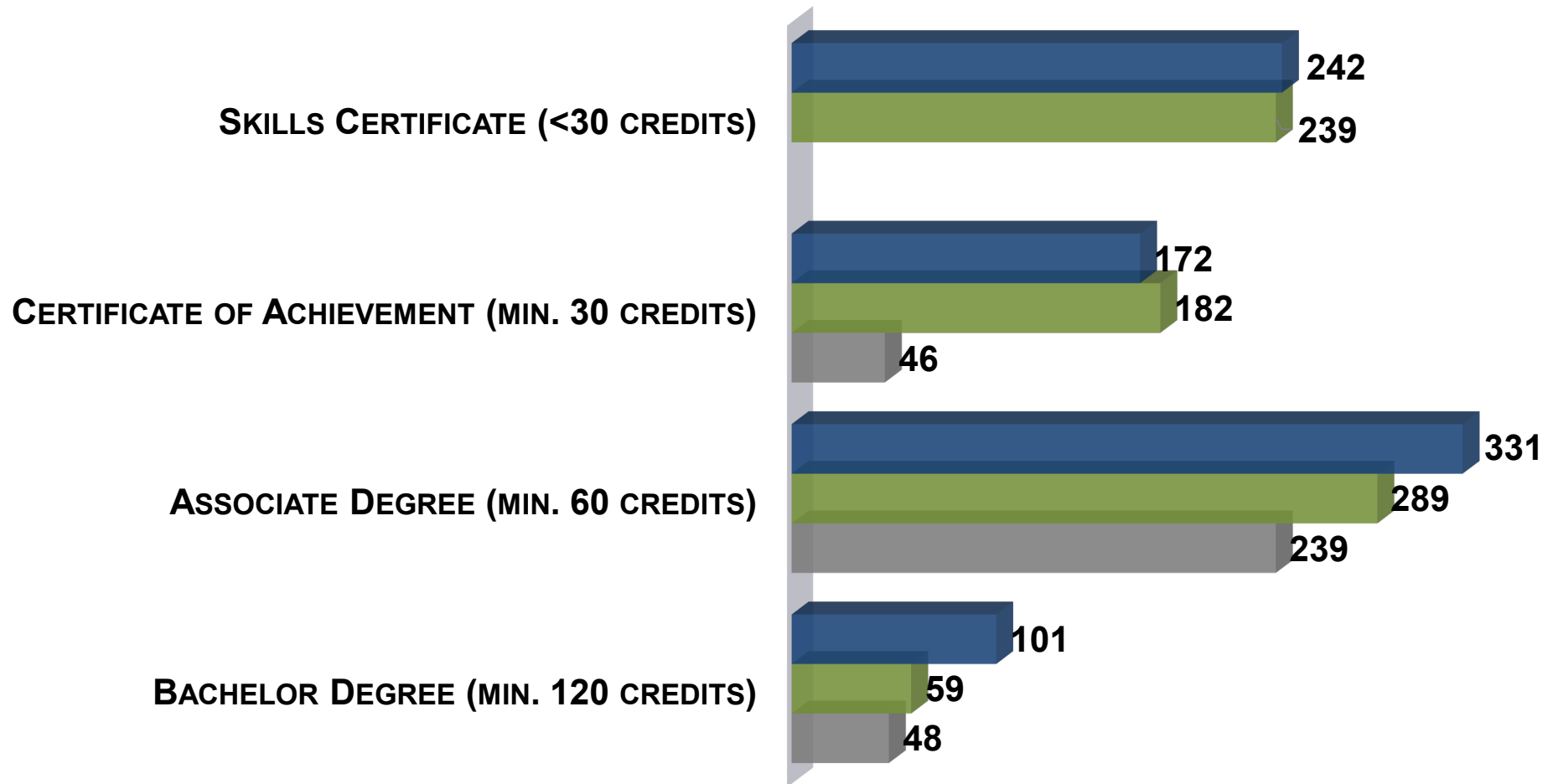
CSN Advanced Manufacturing Stackable Credentials



Non-Credit to Credit Integrated Model

- Unbundling the Curriculum
 - Focus on student learning outcomes
 - Crosswalk industry recognized credentials to outcomes
- I-Best Model
- Stackable Credentials
- Ability to Benefit Model for GED Seeking Students
- Alignment to NV Industry Sector Growth Areas

■ 2019-20 ■ 2014-15 ■ 2009-10



Source: NSHE Data Warehouse



GBC OVERVIEW

CURRENT SKILLS
CERTIFICATES OFFERED

GBC DATA



CHALLENGES

CREATING BOTH
STACKABLE AND
PORTABLE
CREDENTIALS

LABOR-MARKET
DRIVEN

TRANSFERABILITY
OF COURSES TO 4-
YR INSTITUTIONS

INDUSTRY CREATING
THEIR OWN
TRAINING
PROGRAMS

EQUITY LENS

FINANCIAL AID



SOLUTIONS

DUAL ENROLLMENT

Offer more skills certificates through dual enrollment programs at GBC

INDUSTRY RECOGNIZED CREDENTIALS

Bring industry recognized credentials into GBC's curriculum sooner

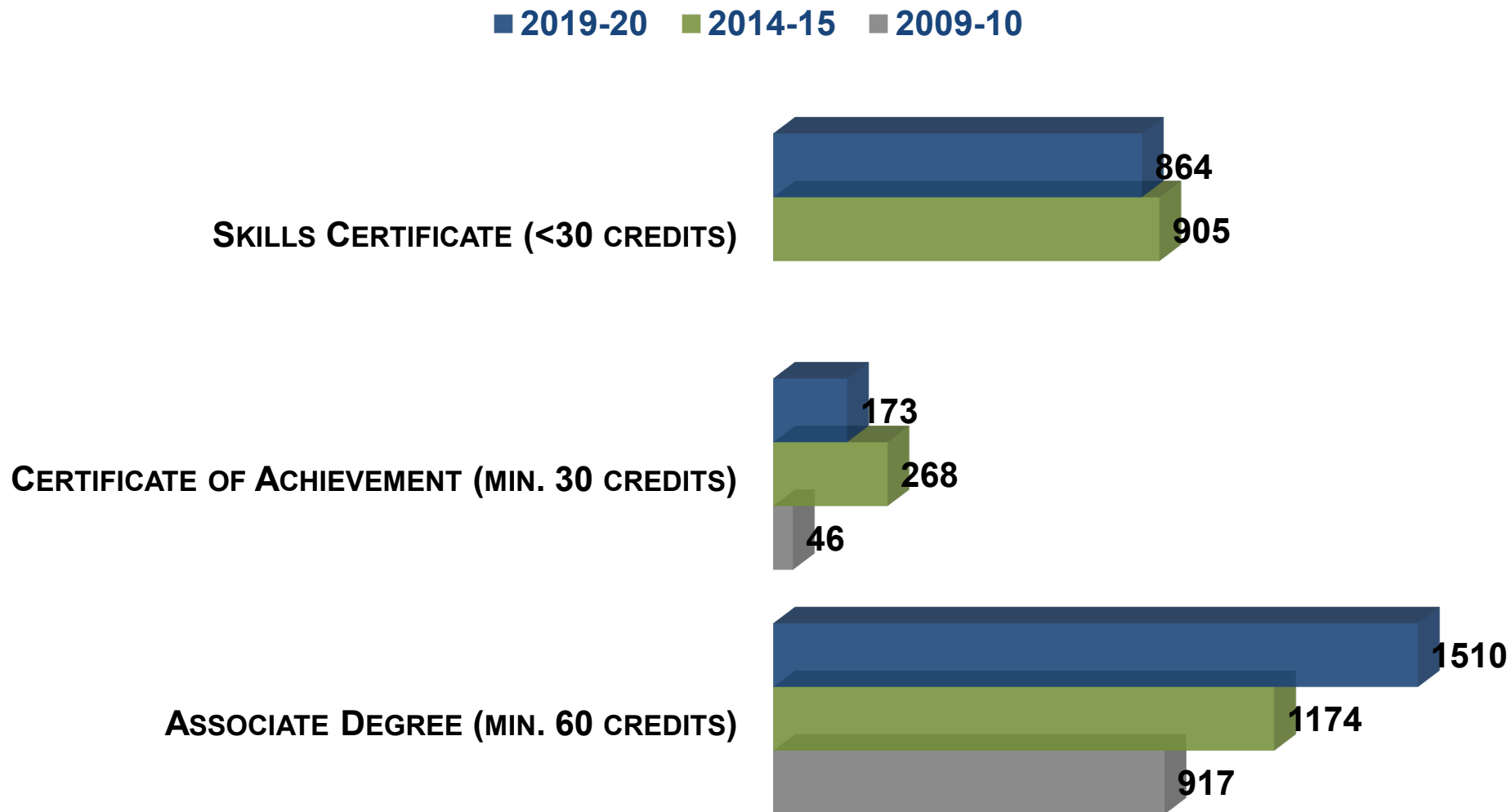
PATHWAYS AND PARTNERSHIPS

Develop pathways and partnerships similar to the BYU-Pathway Program that allow GBC students to earn a skills certificate at the beginning of their educational experience

PROMOTE SKILL CERTIFICATES

Increase marketing efforts throughout rural Nevada. Establish a rural Nevada workforce conference that focuses on industry training priorities.





Source: NSHE Data Warehouse

TMCC Students Receiving Awards, Summer 2015 – Summer 2021

Award Earned	Graduates	Percentage
1 or more Skills Certificates only	3,525	32.1%
1 or more Certificates of Achievement only	349	3.2%
Both types of Certificates only	155	1.4%
Skills Certificate only plus Associate degree	893	8.1%
Certificate of Achievement only plus Associate degree	402	3.7%
Both Certificates plus Associate degree	141	1.3%
Associate degree only	5,525	50.3%
Total	10,990	100%

“Generally speaking we hear from primary employers that as long as the training meets industry needs, and matches industry recognized standards, the shorter certificate programs more closely match the needs of the community which has many open positions not requiring an Associate’s Degree. A combination of foundational learning and on the job experience is the preference so that is why internships and apprenticeships are so highly valued. More time in the classroom doesn’t necessary close the skills gap without some form of work experience, work based learning, or soft skills development.

...given the college slogan of “Get in, Get out, Get a job” and with the demand for workers in the area and high cost of living, seekers don’t have the luxury of just going to school, so getting enough education to get them going quickly on a career path is important, with the opportunity to stack onto their initial education once they have employment, and even perhaps tuition aid.

...Per EMSi 12,000 out of 23,000 of current jobs posted in the MSA do not require any education at all on the jobs posting, so a quick certificate or credential is a plus to get them on their way and stand out from other candidates, without having spent too much time and money.”

Nancy McCormick

Senior Vice President Retention, Expansion and Workforce Development

Economic Development Authority of Western Nevada (EDAWN)

O 775.829.3719 | C 775.240-6344

mccormick@edawn.org | www.edawn.org

401 Ryland Street Suite 101, Reno, NV 89502



Americans prefer short-term learning



QUICK LINKS

E-mail Alerts

Jobs

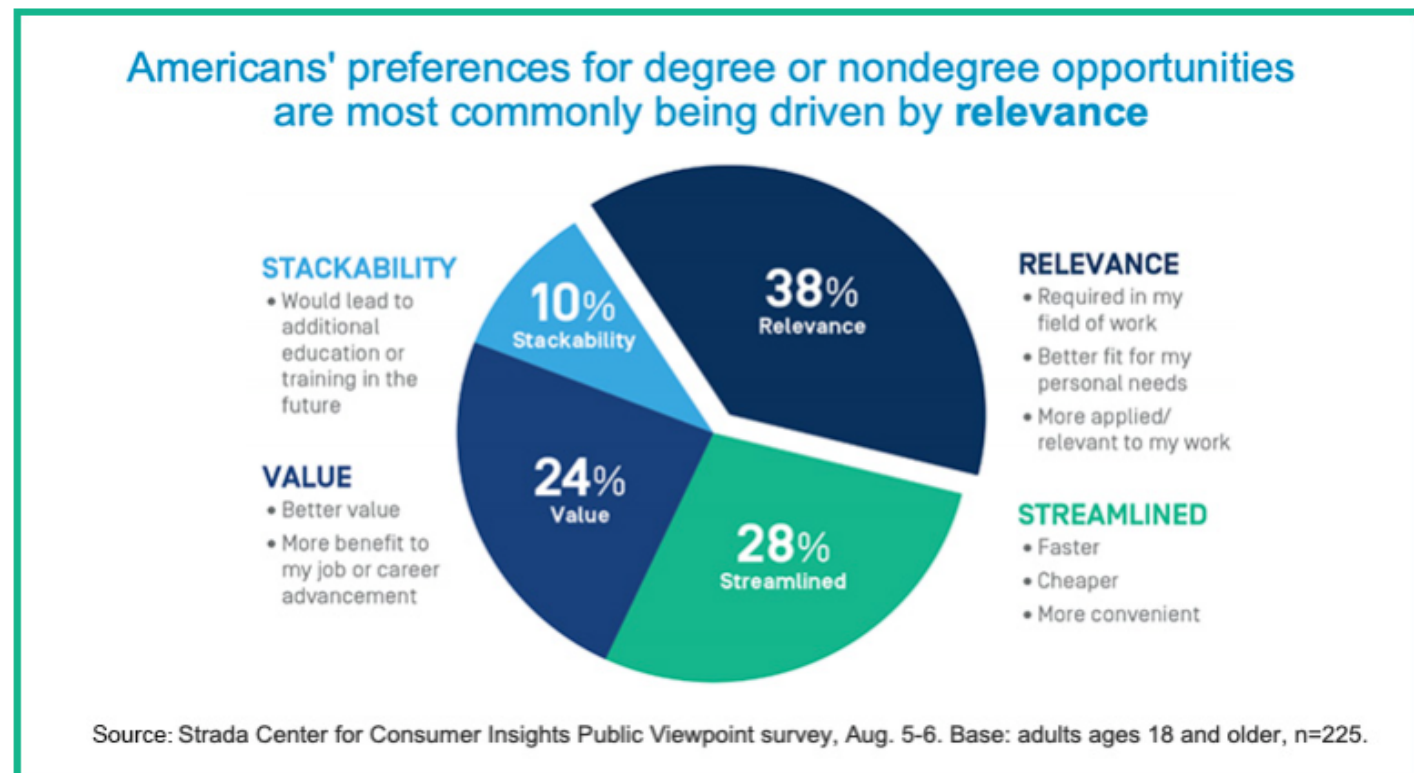
Advertise

Contact Us

Home

Relevance is important

When asked why they prefer a particular educational option, the largest number of survey respondents, 38 percent, said their choice was driven by relevance. They were most interested in an education program that is required in their field of work or better fits their personal needs.



The second most important reason, selected by 28 percent of respondents, is the need for a streamlined educational option – that is, faster, less expensive and more convenient.

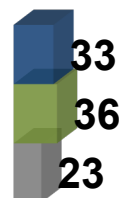
Twenty-four percent cited value, and 10 percent chose stackability as their most important reason for selecting a particular option.

■ 2019-20 ■ 2014-15 ■ 2009-10

SKILLS CERTIFICATE (<30 CREDITS)



CERTIFICATE OF ACHIEVEMENT (MIN. 30 CREDITS)



ASSOCIATE DEGREE (MIN. 60 CREDITS)



BACHELOR DEGREE (MIN. 120 CREDITS)



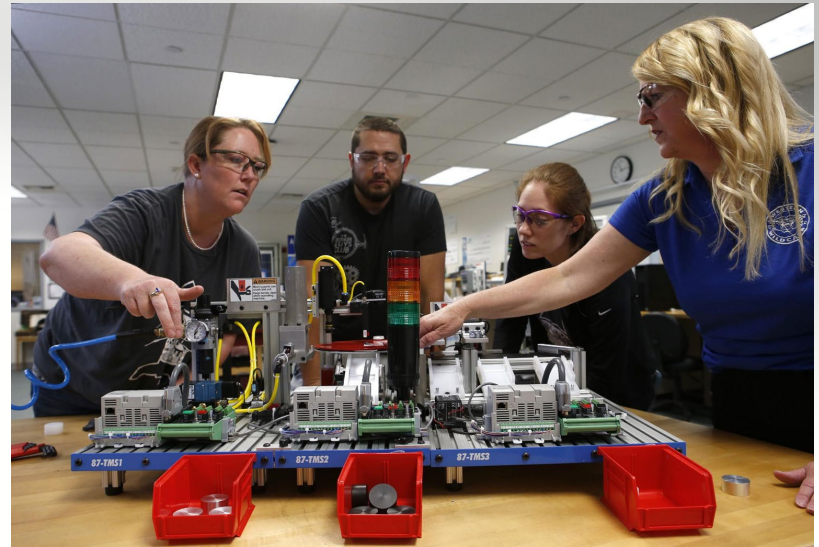
WNC Increase in Spring 2020

New pathway identified and created in fall 2019

Stackable credentials

Skills → COA → AAS

Response to
apprenticeship partner



WNC Certificates of Achievement

Students don't complete general education requirements of certificates

COAs are more for full-time students

WNC informs students they are eligible for a cert, and to opt OUT if they do not want the award

New certifications in Construction and Computer Info Tech being developed



WNC Apprenticeship Skills Certificate

Skills Certificate (11 credits)

Certificate of Achievement (32 credits)

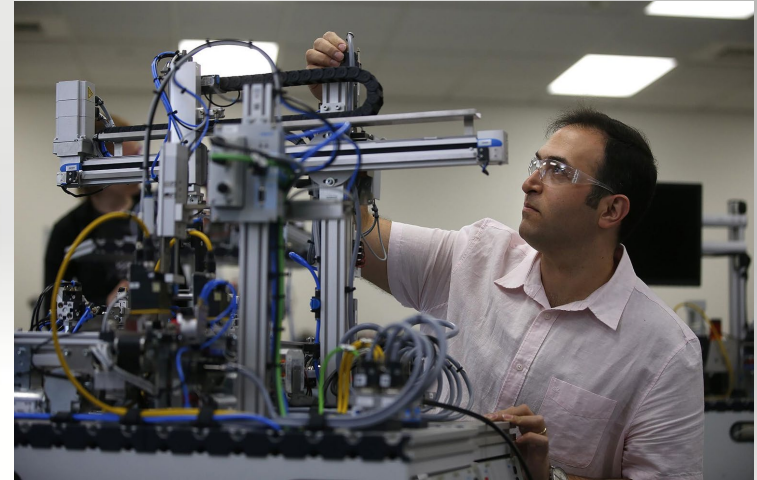
Associate of Applied Science Degree (60 credits)



WNC Skills Certificate

CERTIFICATION PREPARATION - MANUFACTURING TECHNICIAN

The Manufacturing Technician program is the entry point for Advanced Manufacturing, Robotics and Mechatronics studies as it prepares students to earn the Manufacturing Technology Level 1 (MT1) credential. The MT1 documents that an individual is prepared for above entry-level industrial technology positions with fundamental knowledge and skills in general manufacturing concepts and technologies. The nationally recognized MT1 certification is embedded into this 3-course series and is issued by the Manufacturing Skills Institute as well as endorsed by the National Association of Manufacturers.



10 UNITS

AIT 101	Fundamentals of Applied Industrial Technology	4
AIT 155	Applied Industrial Technology Hands-on Labs	3
AIT 200	Applied Industrial Technology Projects	3



WNC Automotive ASE Preparation

CERTIFICATION PREPARATION - AUTOMOTIVE SERVICE EXCELLENCE

Prepares students for the National Automotive Service Excellence Exams.

AUTOMOTIVE TRANSMISSION/TRANSAXLE

10 UNITS

AUTO 101	Introduction to General Mechanics	3
AUTO 115	Automotive Electricity & Electronics I	4
AUTO 210	Automatic Transmission and Transaxles I	3

AUTOMOTIVE ENGINE REPAIR

10 UNITS

AUTO 101	Introduction to General Mechanics	3
AUTO 115	Automotive Electricity & Electronics I	4
AUTO 130	Engine Reconditioning	3

AUTOMOTIVE HEATING AND AIR CONDITIONING

10 UNITS

AUTO 101	Introduction to General Mechanics	3
AUTO 115	Automotive Electricity & Electronics I	4
AUTO 160	Automotive Air Conditioning and Heating	3

AUTOMOTIVE MAINTENANCE AND LIGHT REPAIR

11 UNITS

AUTO 101	Introduction to General Mechanics	3
AUTO 115	Automotive Electricity & Electronics I	4
AUTO 227	Engine Performance II and Emission Control	4



Overall Considerations/Next Steps

Value of a credential

Non-credit to credit pathways

Non-credit and credit integrated model

Continue to work with partners to define best pathways

Develop and scale up stackable options

Market next level to students

Appendix D
Committee to Conduct An
Interim Study Concerning
Community Colleges
Bulletin 54

Community Colleges

BULLETIN NO. 15-4



January 2015

**COMMITTEE TO CONDUCT AN INTERIM STUDY CONCERNING
COMMUNITY COLLEGES**

BULLETIN NO. 15-4

JANUARY 2015

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SUMMARY OF RECOMMENDATIONS

COMMITTEE TO CONDUCT AN INTERIM STUDY CONCERNING COMMUNITY COLLEGES

Senate Bill 391
(Chapter 494, *Statutes of Nevada 2013*)

This summary presents the recommendations adopted by the Committee to Conduct an Interim Study Concerning Community Colleges at its June 17, 2014, meeting. The Committee submits the following recommendations and bill draft requests (BDRs) to the 78th Session of the Nevada Legislature.

RECOMMENDATIONS FOR LEGISLATION

Need-based Financial Aid

1. Draft legislation to create a State-supported, need-based \$5 million grant program for the 2015–2017 Biennium, to provide financial aid to low-income students attending community colleges and the Nevada State College. **(BDR –593)**

Workforce Development Grants

2. Draft legislation to establish a \$6 million workforce development rapid response investment fund for the 2015–2017 Biennium, intended to assist community colleges in establishing new programs to address workforce needs outside of the biennial budget process. **(BDR –592)**
3. Draft legislation to establish a \$3.5 million science, technology, engineering, and mathematics (STEM) workforce challenge grant program for the 2015–2017 Biennium, which would award funds to regional consortia to support the development and implementation of STEM programs in postsecondary education. **(BDR –594)**

COMMITTEE ACTIONS

In addition, the Committee directed its staff to:

4. Draft a letter to the Board of Regents (Board) of the Nevada System of Higher Education (NSHE) expressing support for NSHE's shared services initiative, the Nevada College Collaborative, and the concept of community colleges operating as a system within a system. The letter will request NSHE to provide a report to the Legislature on all actions taken in this regard prior to the commencement of the 2015 Legislative Session.

5. Draft a letter to the Board expressing support for the creation of a vice chancellor position within NSHE to act as a coordinator of community colleges and an advocate for the colleges within the system, as well as the establishment of a standing committee of the Board specifically focused on community colleges. The duties of the new vice chancellor should include, but not be limited to: (1) the coordination of transfer and articulation agreements; (2) involvement with the industry sector councils and other initiatives to align workforce development needs with community college programs; and (3) the development of programs to increase alignment with K-12 education, including advanced placement courses, career and technical education, dual enrollment, and remedial education. The letter will also request NSHE to provide the Legislature with a report on all actions taken to address the vice chancellor position and the standing committee of the Board no later than December 31, 2014.
6. Draft a statement of support in the final Committee report for the expansion of: (1) advanced placement courses; (2) dual credit courses, including apprenticeships and certificate opportunities; and (3) community college high schools, in order to create additional opportunities for high school students to earn college credits on more campuses and align K-12, community college, and university courses to eliminate students taking duplicative coursework.
7. Draft a letter to NSHE requesting the community colleges to review the various advisory boards and committees that provide input to the colleges on such matters as coursework, curriculum, and program development to ensure the boards and committees are effective and not duplicative. The letter will request that NSHE report on the findings of the review to the Legislature on or before December 31, 2014. This report should also address whether or not the various boards and committees are involved with workforce development and, if so, provide an indication of whether the board or committee is aligned with one or more of the industry sector councils.
8. Draft a letter to the members of the 2015 Nevada Legislature forwarding all policy briefs, presentations, and reports submitted by the Lincy Institute for the members' consideration, no later than December 31, 2014.

**REPORT TO THE 78TH SESSION OF THE NEVADA LEGISLATURE BY THE
COMMITTEE TO CONDUCT AN INTERIM STUDY CONCERNING
COMMUNITY COLLEGES**

I. INTRODUCTION

The Committee to Conduct an Interim Study Concerning Community Colleges was created by the 2013 Nevada Legislature's enactment of Senate Bill 391. (see Appendix A for a copy of the measure.)

The bill provides a legislative declaration concerning the importance of community colleges to the State's economic development efforts; their presence in underserved rural communities; and their responsive nature to needs of employers and the surrounding communities within their service areas. It sets forth the scope of review of the Committee, including the option of shifting the administration of the community colleges (see Sections 1.5 and 3.2(e) of S.B. 391) to another governmental entity and, if it is deemed advisable to do so, the Committee is required to identify the best method of making such a transfer. Should such a transfer be deemed inadvisable, the measure calls for a review of other options for improving the governance structure and funding methods for Nevada's community colleges.

Members of the Committee during the 2013–2014 Interim included the following legislators:

Senator Joyce Woodhouse, Chair
Assemblyman Paul Aizley, Vice Chair
Senator Barbara K. Cegavske
Senator Debbie Smith
Assemblyman Pat Hickey
Assemblywoman Marilyn Kirkpatrick

Legislative Counsel Bureau (LCB) staff services were provided by:

Kelly S. Richard, Principal Research Analyst, Research Division
H. Pepper Sturm, Interim Research Director, Research Division
Diane C. Thornton, Senior Research Analyst, Research Division
Alex Haartz, Principal Deputy Fiscal Analyst, Fiscal Division
Brody Leiser, Program Analyst, Fiscal Division
Brenda J. Erdoes, Legislative Counsel, Legal Division
Karly O'Krent, Deputy Legislative Counsel, Legal Division
Christina Harper, Senior Research Secretary, Research Division
Sally Trotter, Principal Administrative Assistant, Research Division

II. COMMITTEE ACTIVITIES

Senate Bill 391 required the Committee to appoint two subcommittees to assist with the study: (1) the Subcommittee on Governance and Funding, which consisted of representatives of local government; the Board of Regents of the University of Nevada (Board); K-12 public education; legislators from the Committee; and individuals appointed by the Committee Chair; and (2) the Subcommittee on Academics and Workforce Alignment, which consisted of representatives of business and economic development sectors, including rural representatives; the Board; the Department of Employment, Training and Rehabilitation; legislators from the Committee; and individuals appointed by the Committee Chair.

The full Committee met for the first time in January 2014 and held a final work session on June 17, 2014. Both meetings were held at the Grant Sawyer State Office Building in Las Vegas and videoconferenced to the Legislative Building in Carson City and Great Basin College in Elko. In between meetings, the two subcommittees conducted hearings concerning the topics to which they were assigned. The Subcommittees' reports to the full Committee are attached to this report as Appendix B. The agendas, summaries of testimony, and exhibits for meetings of the full Committee and both Subcommittees are available online at: <http://www.leg.state.nv.us/interim/77th2013/committee/>.

Throughout the course of the study, the Committee and Subcommittees were provided with formal presentations in addition to expert and public testimony focused on the governance of community colleges and the alignment of community colleges with the needs of Nevada's workforce. Presentation topics included: (1) alignment with workforce and economic development goals; (2) alignment of K-12 career and technical education with college preparatory programs; and (3) models and best practices of governance throughout the states.

During its final meeting and work session, the Committee adopted three recommendations as bill draft requests (BDRs) for consideration during the 2015 Session of the Nevada Legislature. These recommendations for legislation include BDRs concerning need-based financial aid for students attending Nevada's community colleges and Nevada State College, and workforce development grants. The BDRs are compiled in Appendix E.

III. DISCUSSION OF TESTIMONY AND RECOMMENDATIONS FOR THE STATE OF NEVADA

Several topics were reviewed and discussed at the meetings of the Committee and Subcommittees. This section provides background information and discusses only those issues for which recommendations were made. These issues relate to:

- A. Community College Governance;
- B. Support for Academic Program Alignment;
- C. Workforce Development Grants; and
- D. Need-based Financial Aid.

A. Community College Governance

Governance Models—During its first meeting, the Committee heard a presentation from Aims C. McGuinness Jr., Ph.D., Senior Associate, National Center for Higher Education Management Systems, on the various models of governance and funding for higher education throughout the states, including the historical origins of the models. Some of these models included separate centralized systems for community colleges, community colleges operating under regional authorities, and distinct divisions for community colleges within the same system as universities. Dr. McGuinness also testified at a meeting of the Subcommittee on Governance and Funding, where he provided additional details on certain models.

Members of both Subcommittees discussed the benefits and costs of each of the models of governance and, after some deliberation, gravitated toward a model that involves coordination of community colleges within the existing higher education system by a central office or high-level official. Dr. McGuinness indicated other states had been successful in implementing such a model and recommended it for the Nevada System of Higher Education (NSHE) as a cost-effective way to increase the level of coordination between the community colleges as well as ensure additional consideration was given to those institutions by the Board and system office.

In 2013, NSHE undertook a study to examine the costs and benefits related to the sharing of non-student related services by the three northern community colleges (Great Basin College, Truckee Meadows Community College, and Western Nevada College). The goal of the study was to identify potential cost savings realized through the elimination of redundant processes, systems, and organizations providing “back-office” services to the colleges. The consultant conducting the study gave a presentation during the Committee’s first meeting on the potential outcomes identified by the study and outlined how the system would move forward to pursue the initiative, now called the Nevada College Collaborative. In April 2014, the Board hired Frank R. Woodbeck, then Director of Nevada’s Department of Employment, Training and Rehabilitation, to serve as the Executive Director of the Nevada College Collaborative, reporting to the Chancellor.

The Chancellor also relayed the commitment of the Board to have a standing agenda item for community colleges for each regular meeting. Evidence of these endeavors provided members of the Subcommittees assurance that community colleges would receive additional resources from NSHE and the Board in the future. Both the Subcommittees recommended the full Committee support the Nevada College Collaborative and continued governance of the community colleges by the Board, with the understanding the community colleges would operate as a system within a system, coordinated by a vice chancellor level office, which would act as an advocate for those colleges with the Board and within NSHE.

Following discussion of the Subcommittees' recommendations, the Committee agreed to:

Draft a letter to the Board of NSHE expressing support for NSHE's shared services initiative, the Nevada College Collaborative, and the concept of community colleges operating as a system within a system. The letter will request NSHE to provide a report to the Legislature on all actions taken in this regard prior to the commencement of the 2015 Legislative Session.

AND

Draft a letter to the Board expressing support for the creation of a vice chancellor position within NSHE to act as a coordinator of community colleges and an advocate for the colleges within the system, as well as the establishment of a standing committee of the Board specifically focused on community colleges. The duties of the new vice chancellor should include, but not be limited to: (1) the coordination of transfer and articulation agreements; (2) involvement with the industry sector councils and other initiatives to align workforce development needs with community college programs; and (3) the development of programs to increase alignment with K-12 education, including advanced placement courses, career and technical education, dual enrollment, and remedial education. The letter will also request NSHE to provide the Legislature with a report on all actions taken to address the vice chancellor position and the standing committee of the Board no later than December 31, 2014.

Advisory Boards and Committees—At its final meeting and work session, the Subcommittee on Academics and Workforce Alignment discussed the large number of advisory boards and committees providing guidance to various entities within the community colleges. Testimony revealed oftentimes the input provided was redundant and unnecessary in certain areas, while other areas, such as new, industry-specific program development, did not receive enough direction. The Subcommittee recommended the full Committee request the community colleges, through NSHE, to conduct a review on the effectiveness and necessity of their various advisory boards and committees.

Following deliberation on this issue, the Committee approved the following action:

Draft a letter to NSHE requesting the community colleges review the various advisory boards and committees that provide input to the colleges on such matters as curriculum, coursework, and program development to ensure the boards and committees are effective and not duplicative. The letter will request NSHE to report on the findings of the review to the Legislature on or before December 31, 2014. This report should address whether or not the various boards and committees are involved with workforce development and, if so, give an indication of whether the board or committee is aligned with one or more of the industry sector councils.

Lincy Institute Study— Each Subcommittee solicited recommendations from interested parties to be considered during its final meeting and work session. At its June 9, 2014, meeting, the Subcommittee on Governance and Funding received information concerning a study conducted by The Lincy Institute at the University of Nevada, Las Vegas on community college governance. Magdalena Martinez, Ph.D., Director of Education Programs at the Institute, presented two policy briefs titled, “Understanding Nevada’s Higher Education Governance for Two-Year Colleges: Challenges and Solutions” and “The Case for a New College Governance Structure in Nevada: Integrating Higher Education with Economic Development.”

The policy briefs provide historical information concerning the governance of Nevada’s two-year colleges; an overview of governance models used in other states; and a proposal to modify the governance structure of Nevada’s community colleges to promote the State’s economic development goals. Because the proposal was not provided until the Subcommittee’s final meeting and work session, the Subcommittee on Governance and Funding did not take action on the recommendations outlined by Dr. Martinez. However, during the final meeting and work session of the full Committee, Senator Cegavske requested the research, policy briefs, and recommendations provided by The Lincy Institute be forwarded to the members of the 2015 Nevada Legislature for the members’ consideration.

After discussion, the Committee agreed to:

Draft a letter to the members of the 2015 Nevada Legislature forwarding all policy briefs, presentations, and reports submitted by the Lincy Institute for the members’ consideration, no later than December 31, 2014.

B. Support for Academic Program Alignment

Expansion of College Programs for High School Students—The Subcommittee on Academics and Workforce Alignment heard lengthy testimony concerning the benefits of allowing high school students to participate in programs awarding credit for postsecondary work, resulting in credits toward college degrees, apprenticeships, or certificate programs. Students enrolled in these programs were reported to not only graduate from high school at higher rates, but also demonstrate more success in college than students without exposure to postsecondary coursework. Chris Giunchigliani, Commissioner, Clark County, a member of the Subcommittee on Governance and Funding, requested the Committee support the expansion of advanced placement courses, dual credit courses, and community college high schools to allow more students to take advantage of these programs.

Following deliberation on this issue, the Committee approved the following action:

Draft a statement of support in the final Committee report for the expansion of: (1) advanced placement courses; (2) dual credit courses, including apprenticeships and certificate opportunities; and (3) community college high schools, in order to create

additional opportunities for high school students to earn college credits on more campuses and align K-12, community college, and university courses to eliminate students taking duplicative coursework.

C. Workforce Development Grants

Workforce Development Rapid Response Fund—Both Subcommittees received testimony concerning the need to align community college programs with the industry sectors targeted by the State’s economic development efforts. Frank R. Woodbeck, Executive Director, Nevada College Collaborative, NSHE, proposed the creation of a grant program to assist community colleges in responding to requests to develop or modify curricula to meet workforce development needs more quickly than allowed by the biennial budget process. Grant funds could be used to develop curriculum, purchase equipment, or provide up to two years’ salary and benefits for key instructors. Mr. Woodbeck testified that several other states were using similar grant funds to fast-track curriculum development.

Science, Technology, Engineering and Math (STEM) Workforce Challenge Grant—Mr. Woodbeck also proposed the establishment of a grant program to award funds to regional consortia to align postsecondary education and skills training with workforce demands. The grant program would support the development and implementation of programs to meet the needs of local or regional STEM industries. Grant awards would require matching outside funds from private for-profit or nonprofit sources and programs must demonstrate the ability to become self-sustaining in order to be eligible for funding.

After discussion, the Committee approved the following action:

Draft legislation to establish a \$6 million workforce development rapid response investment fund for the 2015–2017 Biennium, intended to assist community colleges in establishing new programs to address workforce needs outside of the biennial budget process. (BDR –592)

AND

Draft legislation to establish a \$3.5 million STEM workforce challenge grant program for the 2015–2017 Biennium, which would award funds to regional consortia to support the development and implementation of STEM programs in postsecondary education. (BDR –594)

D. Need-Based Financial Aid

Crystal Abba, Vice Chancellor, Academic and Student Affairs, NSHE, provided information to the Subcommittee on Governance and Funding concerning need-based financial aid for students of Nevada’s community colleges and the Nevada State College. Data provided by NSHE demonstrated Nevada ranked lowest among all states in two-year college participation rates for students from low-income families. The system attributed this to the

percentage of total family income required for a low-income student to attend one year at a Nevada community college (62.4 percent in 2011, after deducting support provided by other financial aid programs).

Ms. Abba proposed creation of a state-supported, need-based financial aid grant program for the 2015–2017 Biennium to assist low-income students attending a community college or the Nevada State College. As proposed, the grant program utilizes federal methodology and criteria to identify students with financial need who are academically prepared for college-level coursework. The cost of the program would be \$5 million over the biennium, and eligible students could be awarded up to \$2,000 per semester, if enrolled full-time. The Subcommittee deferred taking formal action concerning the proposal and recommended the full Committee membership consider NSHE’s request during its final meeting and work session.

Following deliberation on this issue, the Committee approved the following action:

Draft legislation to create a State-supported, need-based \$5 million grant program for the 2015–2017 Biennium to provide financial aid to low-income students attending community colleges and the Nevada State College. (BDR –593)

IV. CONCLUSION

This report presents a summary of the bill drafts requested by the Committee for discussion before the 2015 Nevada Legislature and other Committee actions to express its position on important matters.

V. APPENDICES

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APPENDIX A

Senate Bill 391 (Chapter 494, *Statutes of Nevada 2013*)

Senate Bill 391
(Chapter 494, *Statutes of Nevada 2013*)

Senate Bill No. 391—Senators Cegavske, Goicoechea, Hammond,
Hutchison, Roberson, Gustavson, Hardy and Settelmeyer

CHAPTER.....

AN ACT relating to education; directing the Legislative Commission to appoint a committee to conduct an interim study concerning the governance structure of and funding methods for community colleges in this State; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law provides for the administration of community colleges by the Board of Regents of the University of Nevada within the Nevada System of Higher Education. (NRS 396.020) Section 2 of this bill directs the Legislative Commission to appoint a committee to conduct an interim study concerning the governance structure of and funding methods for community colleges in this State. Section 3 of this bill requires the committee to appoint two or more subcommittees, including the Subcommittee on Governance and Funding and the Subcommittee on Academics and Workforce Alignment, and to develop the mission and duties of each subcommittee. Section 3.5 of this bill requires the Legislative Counsel Bureau and the Nevada System of Higher Education to provide administrative and technical assistance to the committee and its subcommittees at the request of the Chair of the committee.

EXPLANATION - Matter in **added matter** is new; matter between brackets **revised-matter** is suggested to be omitted.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. The Legislature hereby finds and declares that:

1. The Nevada System of Higher Education, which is governed by the Board of Regents of the University of Nevada, encompasses several different types of institutions of higher education, including, without limitation, community colleges;
2. Community colleges are a key component of the State Plan for Economic Development developed by the Executive Director of the Office of Economic Development;
3. Certain community colleges have a regional presence for vast areas of rural Nevada;
4. Recent economic problems in this State highlight the need for community colleges to be responsive to the students, business communities and regions of this State that they serve; and
5. It is important to determine whether a new method of governing and funding community colleges in this State is necessary to improve and advance the purpose of the State's community colleges.



Sec. 2. 1. The Legislative Commission shall appoint a committee to conduct an interim study concerning the governance structure of and funding methods for community colleges in this State.

2. The committee must be composed of six Legislators as follows:

(a) Two members appointed by the Majority Leader of the Senate;

(b) Two members appointed by the Speaker of the Assembly;

(c) One member appointed by the Minority Leader of the Senate; and

(d) One member appointed by the Minority Leader of the Assembly.

3. The Majority Leader of the Senate shall appoint a Chair and Vice Chair of the committee.

4. The committee shall consult with and solicit input from persons and organizations with expertise in matters relevant to the governance structures of and funding methods for community colleges in this State.

5. The committee shall submit a report of its findings, including, without limitation, any proposed changes to the governance structure of or funding methods for community colleges in this State and any recommendations for legislation, to the 78th Session of the Nevada Legislature.

Sec. 3. In studying the governance structures of and funding methods for community colleges in this State, the committee appointed pursuant to section 2 shall:

1. Appoint two or more subcommittees, which must include:

(a) The Subcommittee on Governance and Funding, which consists of:

(1) Three members who are members of the committee appointed pursuant to section 2 of this act, appointed by the Chair of the committee;

(2) One member who is a member of the Board of Regents of the University of Nevada, appointed by the Chair of the Board;

(3) One member who is a representative of K-12 education, appointed by the Superintendent of Public Instruction;

(4) Two members who are representatives of local governments, appointed by the Nevada Association of Counties, or its successor organization;

(5) One member who is a representative of local governments, appointed by the Nevada League of Cities, or its successor organization; and



(6) Any other members appointed by the Chair of the committee.

(b) The Subcommittee on Academics and Workforce Alignment, which consists of:

(1) Three members who are members of the committee appointed pursuant to section 2 of this act, appointed by the Chair of the committee;

(2) One member who is a member of the Board of Regents of the University of Nevada, appointed by the Chair of the Board;

(3) Three members who are representatives of the business and economic development communities of this State, one of whom must be a representative of northern Nevada, one of whom must be a representative of southern Nevada and one of whom must be a representative of rural Nevada, appointed by the Executive Director of the Office of Economic Development;

(4) One member who is a representative of the Department of Employment, Training and Rehabilitation, appointed by the Director of the Department; and

(5) Any other members appointed by the Chair of the committee.

2. Develop the mission and duties of each subcommittee appointed pursuant to subsection 1, which must include, without limitation:

(a) Reviewing national best practices of governance of and funding methods for community colleges;

(b) Examining effective relationships among local school districts, workforce development and community colleges and making recommendations concerning how this State can strengthen such relationships to improve student achievement;

(c) Examining effective relationships between business and industry and community colleges and making recommendations concerning how this State can strengthen such relationships to better prepare students for entry into the workforce;

(d) Reviewing the mission of each community college in this State, which must include a determination of whether, over the 10-year period immediately preceding the review, the mission of the community college has changed and whether changes to the academic programs of the community college have enhanced or undermined that mission; and

(e) Determining whether it is advisable to transfer the administration of community colleges from the Board of Regents of the University of Nevada to another governmental entity and:



(1) If such a transfer is determined to be advisable, determining the best methods of accomplishing the transfer; and

(2) If such a transfer is determined not to be advisable, determining whether there are other options available that would improve the governance structure of and funding methods for community colleges.

Sec. 3.5. The Legislative Counsel Bureau and the Nevada System of Higher Education shall provide administrative and technical assistance to the committee appointed pursuant to section 2 of this act and its subcommittees as requested by the Chair of the committee.

Sec. 4. This act becomes effective on July 1, 2013.



APPENDIX B

Reports of Subcommittees

MARILYN K. KIRKPATRICK
ASSEMBLYWOMAN
District No. 1

SPEAKER OF THE ASSEMBLY

COMMITTEES:
Vice Chair
Commerce and Labor
Member
Taxation
Ways and Means



State of Nevada Assembly

Seventy-Seventh Session

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Email: Marilyn.Kirkpatrick@asm.state.nv.us
www.leg.state.nv.us

June 10, 2014

Senator Joyce Woodhouse, Chair
Committee to Conduct an Interim Study Concerning Community Colleges
246 Garfield Drive
Henderson, Nevada 89074-1027

Dear Chair Woodhouse:

On June 2, 2014, the Subcommittee on Academics and Workforce Alignment held its final meeting and work session. During the meeting, the Subcommittee voted to forward several recommendations to the Committee to Conduct an Interim Study Concerning Community Colleges. The purpose of this letter is to convey those recommendations to you for your consideration and possible inclusion in the work session of the full Committee.

Vice Chancellor of Community Colleges. The idea of supporting a position within NSHE to act as a liaison and coordinator for community colleges has been discussed since the first meeting of your Committee. Our Subcommittee had several conversations concerning the creation of this position and felt strongly that the Vice Chancellor position should be considered by the full Committee during its final meeting. In our discussions, we identified several issues that the Committee may wish to consider, including: the position's reporting structure, job duties, accountability, and preservation of independence for position. The members voted to recommend to the full Committee that the position be created within NSHE.

Support for Programs Allowing High School Students to Earn College Credit. The Subcommittee received a letter from Senator Smith, Chair, Subcommittee on Governance and Funding, containing recommendations submitted by Clark County Commissioner Chris Giunchigliani related to academics and workforce alignment. After discussion, the members voted to express support for the recommendations, which include the expansion of community college high schools to create high school student opportunities on more campuses, and the expansion of dual credit courses, including apprenticeships and certificate opportunities. The members also expressed support of the expansion of advance placement courses in Nevada high schools.

Senator Joyce Woodhouse
Page 2
June 10, 2014

Advisory Boards and Committees. The final recommendation addresses the various advisory boards and committees providing input to community colleges on such matters as curriculum and course and program development. The members voted to recommend to the Committee that a review of all boards and committees be conducted by the community colleges to ensure they are effective and not duplicative, and that a report on the findings on the review be provided to the 2015 Session of the Nevada Legislature.

Please contact me if you have any questions regarding any of the recommendations outlined in this letter.

Sincerely,

A handwritten signature in black ink, appearing to read "Marilyn K Kirkpatrick". The signature is fluid and cursive, with the first name "Marilyn" and the last name "Kirkpatrick" clearly distinguishable.

Assemblywoman Marilyn Kirkpatrick, Chair
Subcommittee on Academics and Workforce Alignment
Committee to Conduct an Interim Study Concerning Community Colleges

MK/ch:W142288

cc: Kelly Richard, Senior Research Analyst, Research Division, LCB

DEBBIE SMITH

SENATOR

District No. 13

ASSISTANT MAJORITY LEADER

COMMITTEES:

Chairman

Finance

Vice Chair

Health and Human Services

Member

Revenue and
Economic Development



State of Nevada Senate

Seventy-Seventh Session

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June 13, 2014

Senator Joyce Woodhouse, Chair

Committee to Conduct an Interim Study Concerning Community Colleges

246 Garfield Drive

Henderson, Nevada 89074-1027

Dear Chair Woodhouse,

At the conclusion of its June 9, 2014, meeting, the Governance and Funding Subcommittee of the Committee to Conduct an Interim Study Concerning Community Colleges approved two recommendations for consideration by the Committee at its June 17, 2014, final meeting. The purpose of this letter is to convey those recommendations to you for your consideration and possible inclusion in the work session of the full Committee. The two recommendations that the Subcommittee unanimously adopted are:

1. The Committee send a letter to the Board of Regents recommending that under the Board of Regents direction, the community colleges operate as a "system within a system" and from a statewide, shared services perspective on issues such as grant funding, academics and workforce development; and
2. The Committee send a letter to the Board of Regents and Chancellor recommending that the Board of Regents establish a Vice Chancellor of Community Colleges position, and that the Board of Regents establish a standing committee focused specifically on community colleges.

Additionally, the Governance and Funding Subcommittee heard testimony and discussed three additional recommendations that were forwarded from the Subcommittee on Academics and Workforce Alignment, as presented in a letter from Assemblywoman Marilyn Kirkpatrick, Chair, dated June 4, 2014. While the Governance and Funding Subcommittee did not take action on these three items (as noted below), members did concur that two of the three recommendations should be forwarded for consideration by the full Committee. The three recommendations are as follows:

1. State Funding for Workforce Grant Programs: Consider recommending funding or support for either or both a Rapid Response Investment Fund (\$6.0 million for 2015-17 biennium) and STEM Challenge Grant Program (\$3.5 million for 2015-17 biennium). Both items were presented by the Nevada System of Higher Education. *Because this proposal was presented to the Subcommittee at the Subcommittee's Work Session, the Subcommittee took no formal action other than concurring that the proposal should be forwarded for consideration by the full Committee.*
2. Support for Need-Based Student Financial Aid: Consider supporting the establishment of a state-funded, need-based financial aid program for students. (\$5.0 million over the 2015-17 biennium). This item was presented by the Nevada System of Higher Education. *Because this proposal was presented to the Subcommittee at the Subcommittee's Work Session, the Subcommittee took no formal action other than concurring that the proposal should be forwarded for consideration by the full Committee.*
3. Support for Certain Tuition Freezes/Guarantees to Promote Completion: Promote student completion by freezing/guaranteeing the cost of attendance for 3 years or earning of degree/certificate, whichever is shorter. *The Subcommittee did not take action on this item as the Chancellor of the Nevada System of Higher Education testified that existing Board of Regents' policy allows for these types of initiatives by individual institutions.*

Please contact me if you have any questions.

Sincerely,



Senator Debbie Smith, Chair
Subcommittee on Governance and Funding,
Committee to Conduct an Interim Study Concerning Community Colleges

cc: Assemblywoman Marilyn Kirkpatrick, Chair, Subcommittee on Academics and Workforce Alignment
Kelly Richard, Senior Research Analyst, Research Division, LCB
Alex Haartz, Principal Deputy Fiscal Analyst, Fiscal Analysis Division, LCB

APPENDIX C

Letter From NSHE Responding to Committee Recommendations

Nevada System of Higher Education

www.nevada.edu

System Administration
4300 S. Maryland Parkway
Las Vegas, NV 89119
Phone: 702-889-8426
Fax: 702-889-8492



System Administration
2601 Enterprise Road
Reno, NV 89512
Phone: 775-784-4901
Fax: 775-784-1127

November 24, 2014

Nevada State Legislature
Committee to Conduct an Interim Study Concerning Community Colleges
c/o Kelly S. Richard, Senior Research Analyst
Legislative Counsel Bureau
401 S. Carson Street
Carson City, NV 89701-4747

Via E-Mail: krichard@lcb.state.nv.us

Dear Committee Members:

When the committee adjourned earlier this year, the NSHE committed to addressing the concerns of the committee regarding the viability, stability and growth of our community colleges. On behalf of the Board of Regents and Chancellor Klaich, I'd like to provide a progress report to you, and let you know that on November 21, 2014 we reached a number of milestones that establish a platform for growth that will serve our communities, your constituents, for decades to come.

Our System Within a System is rapidly taking shape. The steps taken and now confirmed include:

- The appointment by Chair Kevin Page of an ad hoc Committee on Community Colleges, to expedite work toward elevation of our community college objectives. The committee is chaired by Regent Andrea Anderson, with Regent Kevin Melcher as Vice Chair. The committee is slated to become the Standing Committee on Community Colleges following ad hoc committee meetings on September 26 and November 21 to approve the committee charge, and make necessary changes in the Board of Regents Handbook, now scheduled for the first of two scheduled votes by the full Board of Regents on December 5, 2015 to codify the Committee. The second and final vote will occur on March 5, 2015.
- The establishment of locally empowered Institutional Advisory Councils at each of our four community colleges will be completed by December 31, 2014. The committee charge and framework were approved by the ad hoc Committee on November 21, following input being extensively solicited from stakeholders in the public and private sector of every community served by our colleges, large and small, urban and rural. We received some excellent suggestions which we included in the council charge. The nominees for each council, as recommended by the college president, and reflective of the community served by the college, were submitted by Chancellor Klaich to Chair Kevin Page. Chair Page has the final list of nominees and we expect letters of invitation will be drafted and sent to each nominee within the next week.
- The plan for the inaugural meetings of the four Institutional Advisory Councils was outlined to the ad hoc Committee on November 21, and will include the following:
 - o The simultaneous opening of the four council meetings at 9 AM, February 4, 2015, highlighted by a video-conferenced address from Las Vegas by Dr. Walter Bumphus, President and CEO of the American Association of Community Colleges. Dr. Bumphus will visit from Washington for this event, and will give an overview of the role of community colleges in today's education and

workforce development environment, and the part our community stakeholders can and should play in the growth and development of community college service to constituents and employers. He will also take questions from our audiences.

- o Following the common video conference opening, individual meetings of the Councils will be hosted by our four college presidents, to welcome the members, address the challenges faced in each community, and explain how the members may engage with the college leadership. We would be happy to share the Institutional Advisory Council charge with you.
- The approval of the position description and plan for the Chancellor to create the position of Vice Chancellor for Community Colleges was ratified by the ad hoc Committee on November 21. The Vice Chancellor for Community Colleges will be granted broad latitude to oversee the System Within A System, and in collaboration with the various NSHE departments serving college administrations, faculty and students, be the primary advocate for the colleges with the Board of Regents and other stakeholders, including legislators. In addition, the Vice Chancellor will interact with the Institutional Advisory Councils, along with the College President, to achieve the progress that will best serve the community in which the college resides. The Chancellor has committed to completing this step as soon as practical. Of great importance to the committee, the Vice Chancellor was specifically charged to work with each of our institutions to ensure the most efficient and seamless transfer and articulation among our colleges and universities.

At the committee meeting, we were pleased to report that working together our colleges applied for and were awarded \$9,921.00 - virtually the maximum amount available under phase four of the Trade Adjustment grants. Future meetings of the committee will continue to focus on critical college issues such as our response to building the necessary skilled workforce for Tesla and all companies we attract to our State.

We think the prompt deliberations and actions of this committee, and the committee's commitment to efficient and effective solutions, are laudable, and by the results noted above, evidence that this legislative process served our citizenry very well. We deeply appreciate the light your work has shone on our colleges and pledge to continue the daily work that you started.

Sincerely,

A handwritten signature in blue ink, appearing to read "Frank R. Woolcock", with a large, looping flourish extending from the end of the signature.

Frank R. Woolcock
Executive Director
Nevada College Collaborative

APPENDIX D

Community College Active Advisory Boards

APPENDIX D

Community College Active Advisory Boards

College of Southern Nevada

Advisory Boards Required for Accreditation

Health Information Technology Committee
Dental Hygiene Committee
Dental Assisting Committee
Physical Therapy Assisting Committee
Nursing Advisory Board
Emergency Medical Services Advisory Board
Medical Office Assisting (Patients Assistant Advisory Board)
Ophthalmic Dispensing (Ophthalmic Technology Advisory Board)
Pharmacy Technology Advisory Board
Radiation Therapy Advisory Committee
Sonography, General (Cardiac Advisory Committee)
Surgical Technology Advisory Board (ARC/STSA)
Veterinary Technology Advisory Board
Deaf Studies Advisory Committee
Accounting Advisory
Board Business/Management Advisory Board
Paralegal Advisory Board

Discipline Specific Advisory Boards/Committees

International Languages Advisory Committees

- Italian
- French
- Spanish/Portuguese
- English as a Second Language
- Russian
- Chinese

Communications Department Advisory Committee
Fine Arts Advisory Committees
Theatre/Theatre Technology
Music
Music Business and Technology Hospitality Management
Casino Management
Culinary Arts/Pastry Arts
Food and Beverage Management
Hotel Management

Engineering Tech Joint Technical Skills Committee
Design Tech JTSC Committee
Construction Tech Committee
Business and Marketing Committee
Health Science Joint Tech Committee
Culinary, Hospitality, Tourism Tech Committee
Human Services Joint Tech Committee
Media Tech Committee Transportation Tech Committee

Other Advisory Boards

CSN Performing Arts Center Advisory Committee
Business Advisory Board
Latin American and Latina/o Studies Advisory Committee (Proposed)

Great Basin College

Advisory Boards Required for Accreditation

Teacher Education in Elementary and Secondary Education (Council for the Accreditation of Teacher Preparation)
Nursing (Accreditation Commission for Education in Nursing)
Radiologic Technology (Joint Review Committee on Education in Radiologic Technology)
Human Service Education (Council for Standards in Human Service Education)

Discipline/Industry Specific Advisory Boards

Business Administration
Accounting
Computer Technologies
Graphic Communications
Network Technology
Office Technology
Criminal Justice
Corrections
Law Enforcement
Diesel Technology
Early Childhood Education
Electrical Systems Technology
Industrial Millwright Technology
Welding Technology

Other Advisory Boards

Great Basin College Advisory Board (Advises the President on behalf of the community, and has been very active for decades. A portion of this board will form the Institutional Advisory Council, with members serving in an official or ex-officio capacity.)

Truckee Meadows Community College

Advisory Boards Required for Accreditation

Paramedic Program Committee (reports to Commission on Accreditation of Allied Health Education Programs - CAAHEP)

Veterinary Technician Advisory Committee (Animal Veterinary Medical Association)

Automotive and Diesel Program Advisory Committee (National Automotive Technicians Education Foundation)

Law/Paralegal Advisory Board (American Bar Association)

Culinary Arts Advisory Committee (American Culinary Federation)

Dental Assisting (Commission on Dental Accreditation)

Dental Hygiene (Commission on Dental Accreditation)

Dietetic Technician (Accreditation Council for Education in Nutrition and Dietetics)

Childhood Education (National Association for Early Childhood Educators) - College commended for establishing this committee.

Nursing (Accreditation Commission for Education in Nursing)

Discipline/Industry Specific Advisory Boards

Building Trades Apprenticeship

Computer Technologies

Construction and Design Technologies (Architecture, Construction Management, HVAC)

Criminal Justice

Energy Technologies

Fire Science

Emergency Medical Services

Graphic Communications

Logistics Management

Manufacturing Technologies (Machining, Welding, Production)

Radiologic Technology

Western Nevada College

Advisory Boards Required for Accreditation

Nursing/Allied Health Division Advisory Board (Accreditation Commission for Education in Nursing)

Discipline/Industry Specific Advisory Boards

Automotive Technology Advisory Board
Construction Management Advisory Board
Criminal Justice Advisory Board
Graphic Communications Advisory Board
Information Technology Advisory Board
Machine Tool Technology Advisory Board
Welding Technology Advisory Board

Other Advisory Boards

Business Advisory Boards (Fallon and Carson City)
Carson City Campus Advisory Board
Douglas Campus Advisory Board
Rural Advisory Board

APPENDIX E

Suggested Legislation

APPENDIX E

Suggested Legislation

The following bill draft requests (BDRs) will be available during the 2015 Legislative Session, or can be accessed after “Introduction” at the following website: <http://www.leg.state.nv.us/Session/78th2015/BDRList/page.cfm?showAll=1>.

- BDR -592 Provides for the creation, administration and funding of a Workforce Development Rapid Response Investment Fund to make grants to Community Colleges for the development of curriculum and infrastructure to meet the qualified workforce needs of industries relocating to or expanding in Nevada.
- BDR -593 Provides for the establishment of a financial aid grant program for students enrolled in community colleges and Nevada State College. .
- BDR -594 Provides for the creation, administration, and funding of a STEM Workforce Challenge Grant Program.

Appendix E

Economic Development in Nevada's Changing Economy

Economic Development in Nevada's Changing Economy

April 13, 2022



Nevada Governor's Office of
ECONOMIC DEVELOPMENT

GOED Vision: A Diverse, Innovative, Sustainable and Resilient Economy

SRI mapped Nevada's assets and identified state-wide strengths and weaknesses in six principal areas:

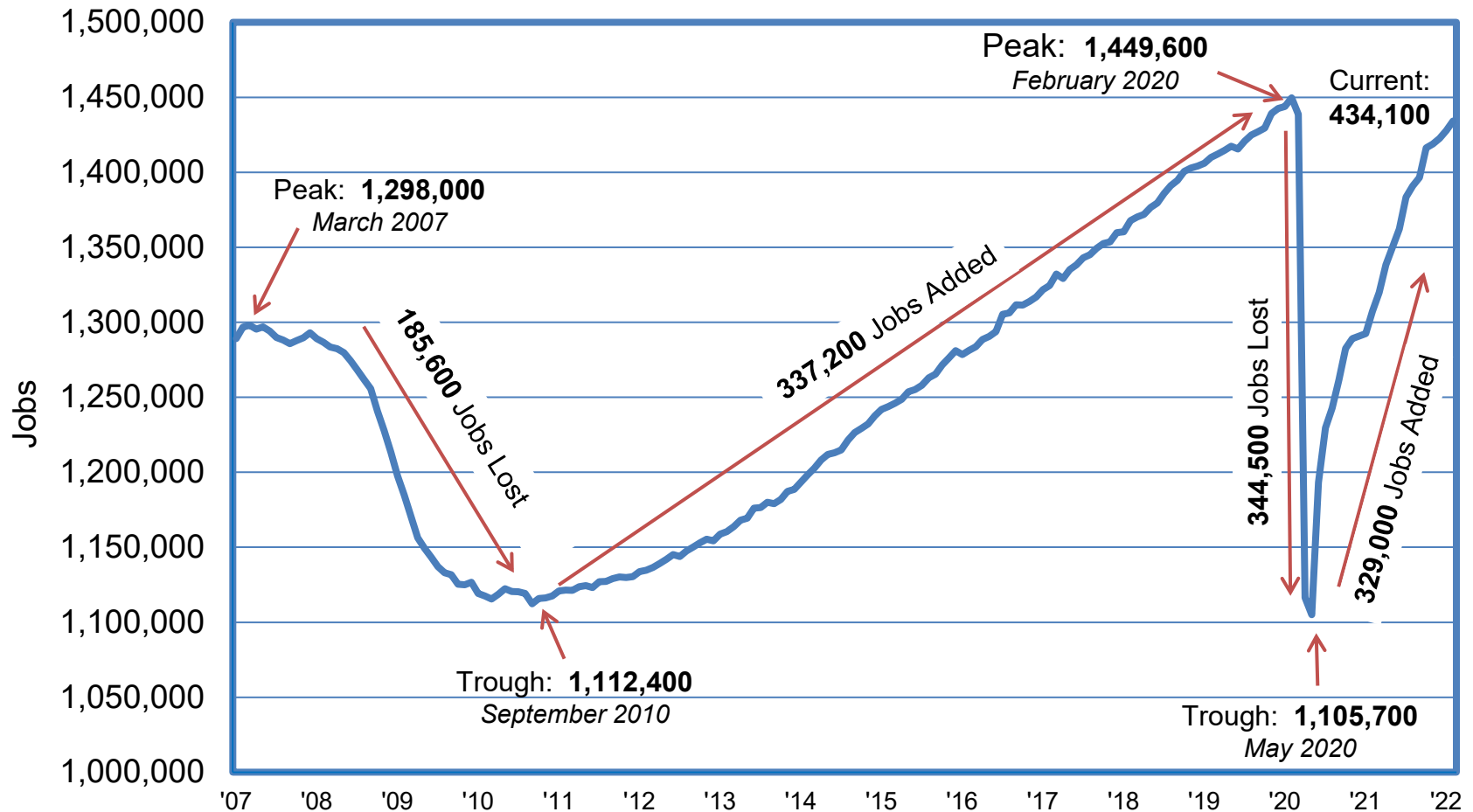
- Innovation ecosystem
- Economy
 - Diversification of Economic Base
 - Skilled Workforce Attraction/Retention
- Physical Infrastructure
 - Energy, Broadband, Transportation, Housing
- Quality of Life
 - Health, Safety, Education, Recreation
- Governance
 - Institutional Assets, Taxation, Business-Friendly Environment
- Natural Resources
 - Land, Minerals, Water

- February jobs: 1,434,100

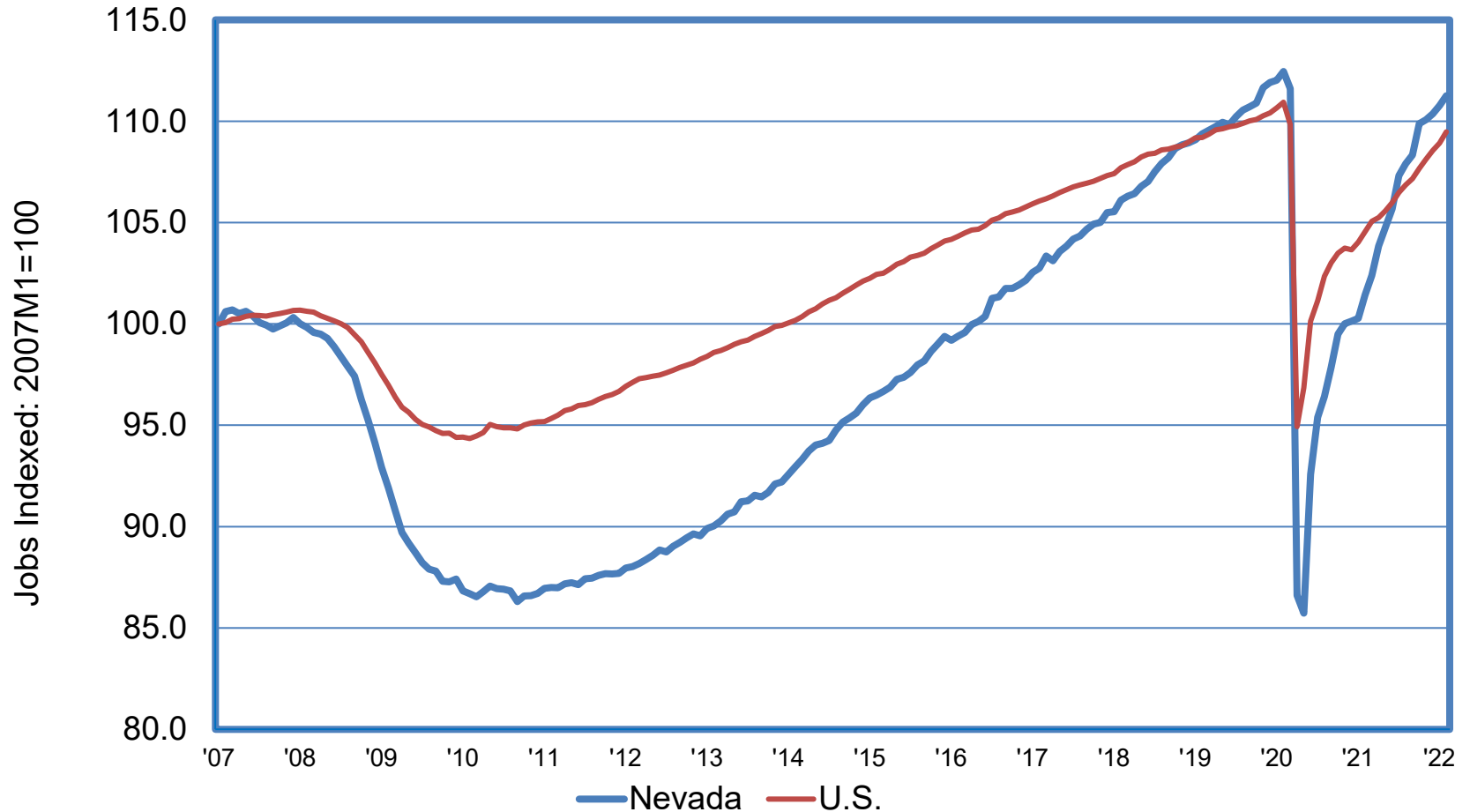


- In April 2020 we lost 333,200 jobs with an unemployment rate of 28.5 percent
- 282,100 of the 333,200 lost jobs were in Clark County (85 percent)
- Service based industries most exposed to the economic downturn
 - Service producing down 24.7 percent vs. goods producing down 8.2 percent
- As of February, we have recovered 95.3 percent or 317,700 of the lost jobs
 - Still down 15,500 total jobs, 32,300 of which are in Accommodations and Food Services; 34,000 in Leisure and Hospitality as a whole.
 - We lost 210,000 Leisure and Hospitality jobs and have regained 176,000 (83.8%)
- February state unemployment rate: 5.1 percent
 - Las Vegas unemployment at 5.3 percent and Reno at 2.8 percent
- Labor Force Participation Rate now at 59.6 percent

Nevada's Procyclical Economy

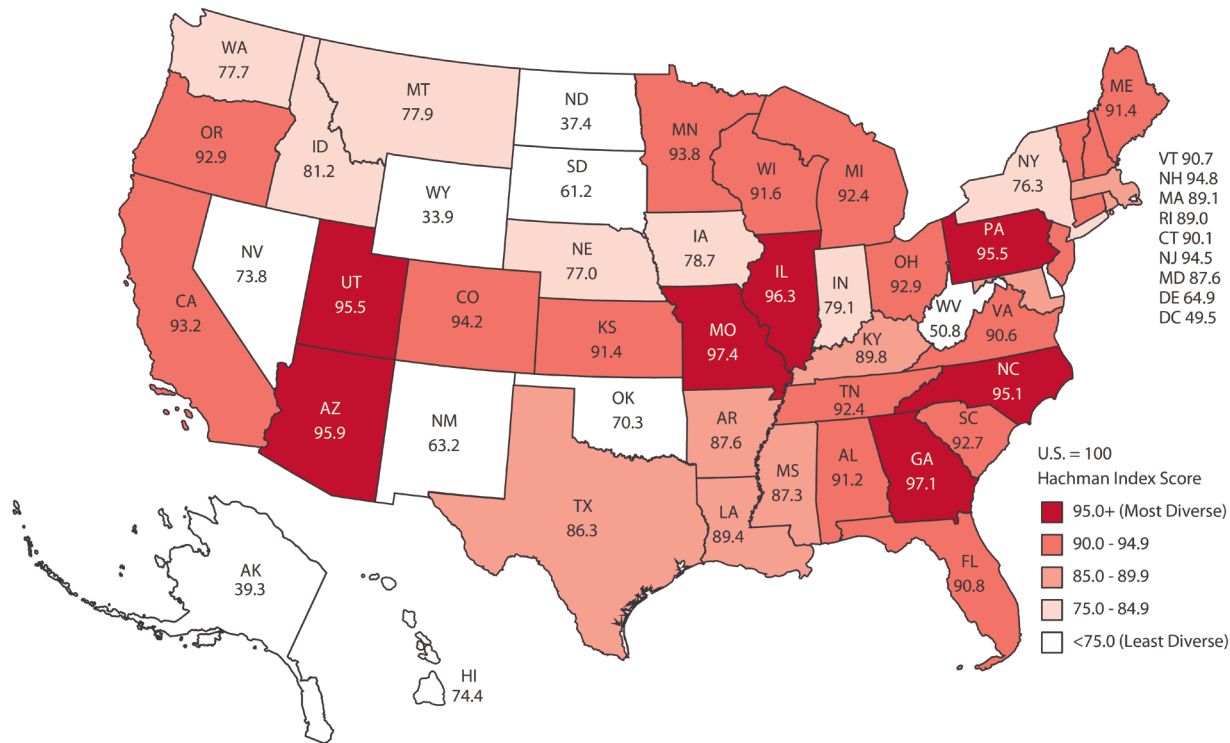


Nevada's Procyclical Economy

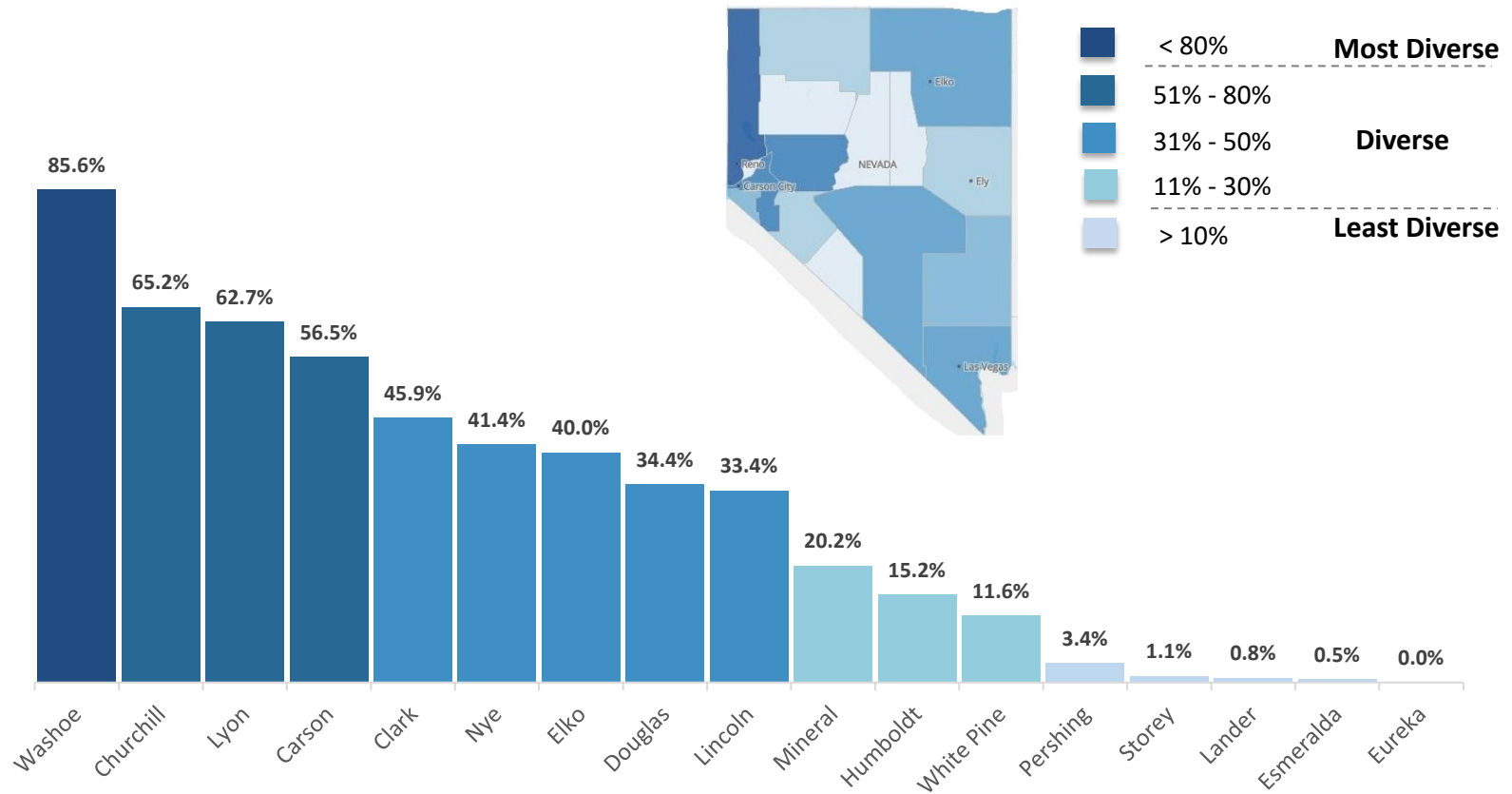


Nevada's Procyclical Economy

Competitive Environment:	UT	AZ	CO	NV
Measure of Economic Diversity (Hachman Index)	95.5 Most Diverse	95.9 Most Diverse	94.2 Diverse	73.8 Least Diverse
Top Four Targeted Industries for Diversification	Same	Same	Same	Same



Industry Diversity Index – Nevada Counties

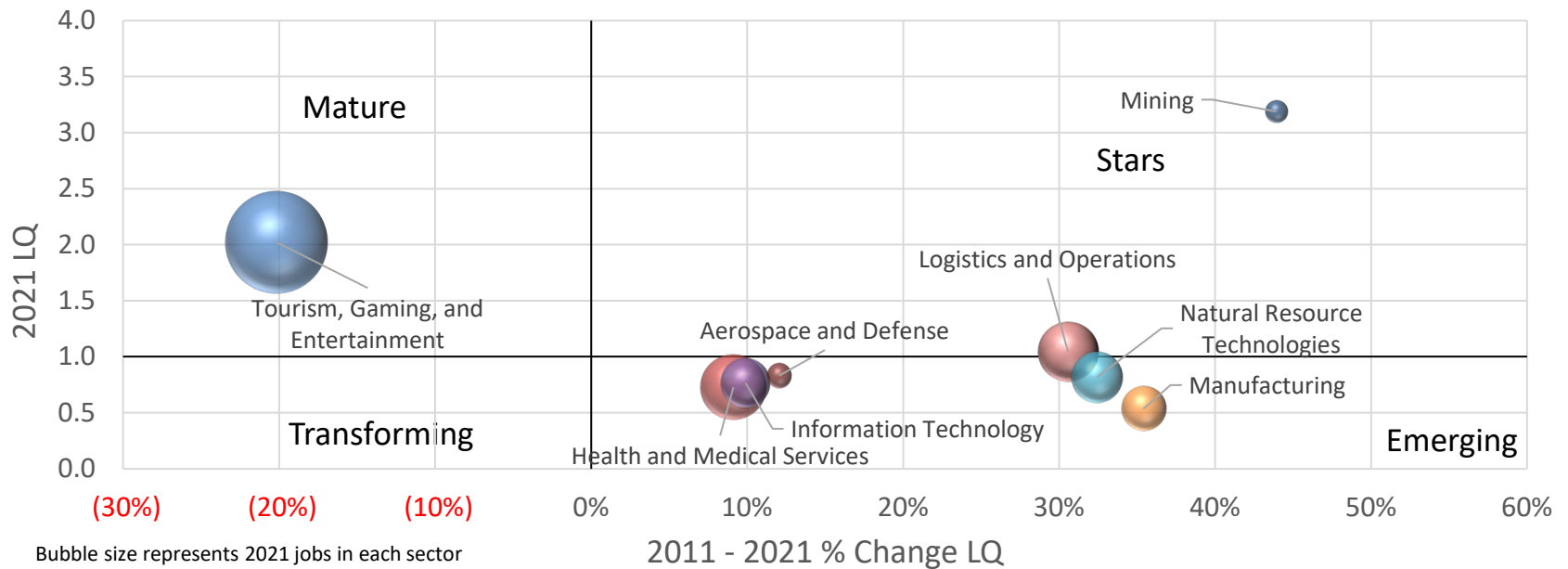


Source: Economic Modeling, LLC (Emsi)

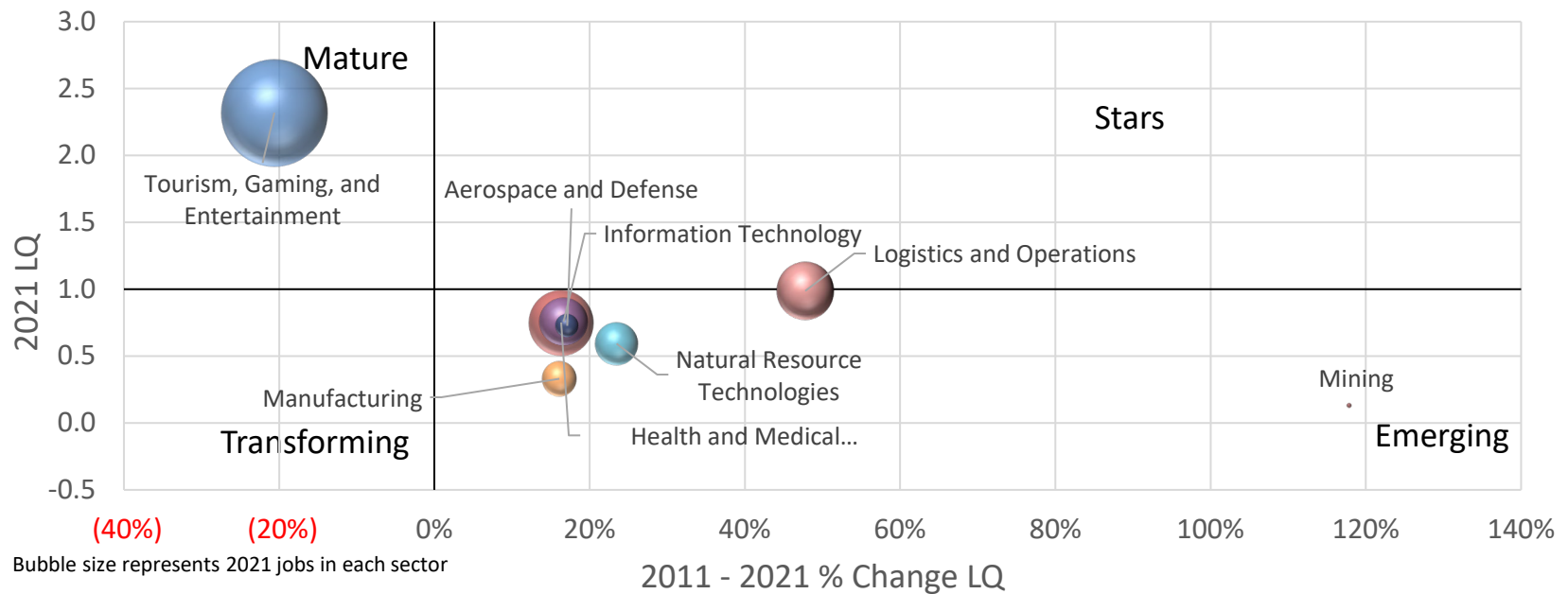
Structural Differences within Nevada's Economy



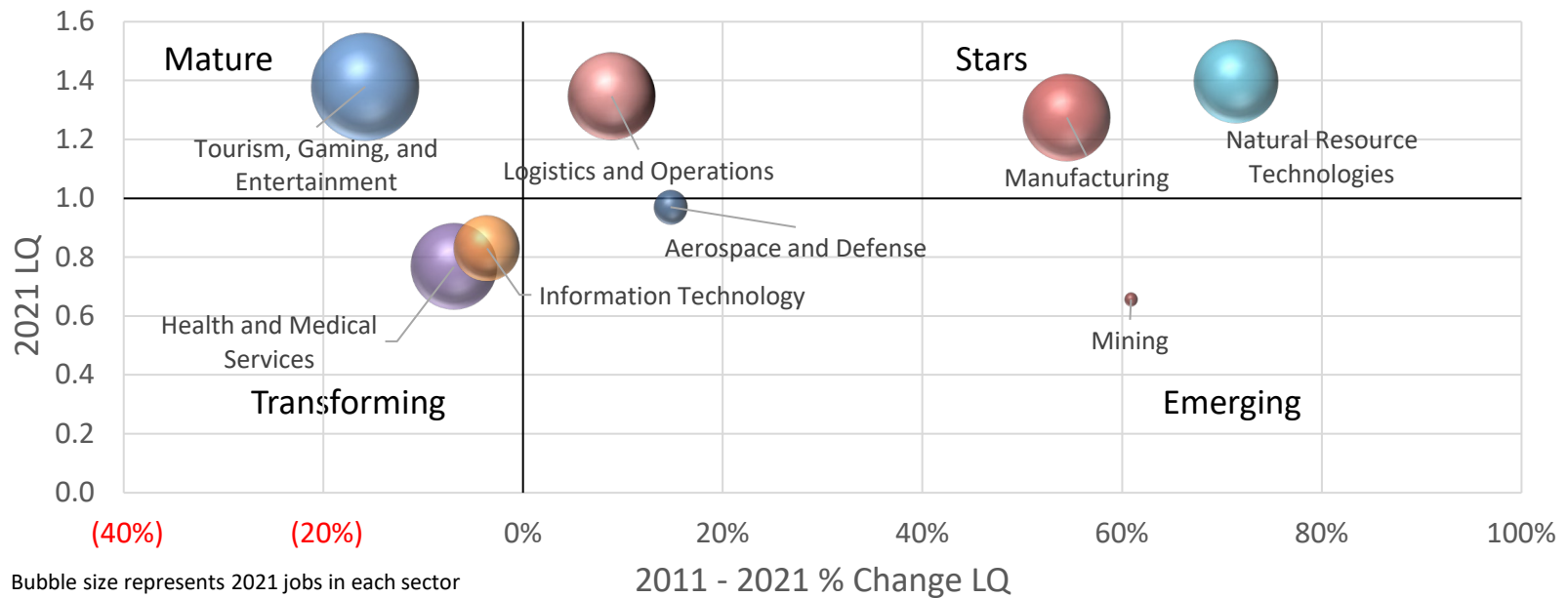
Nevada Governor's Office of
ECONOMIC DEVELOPMENT

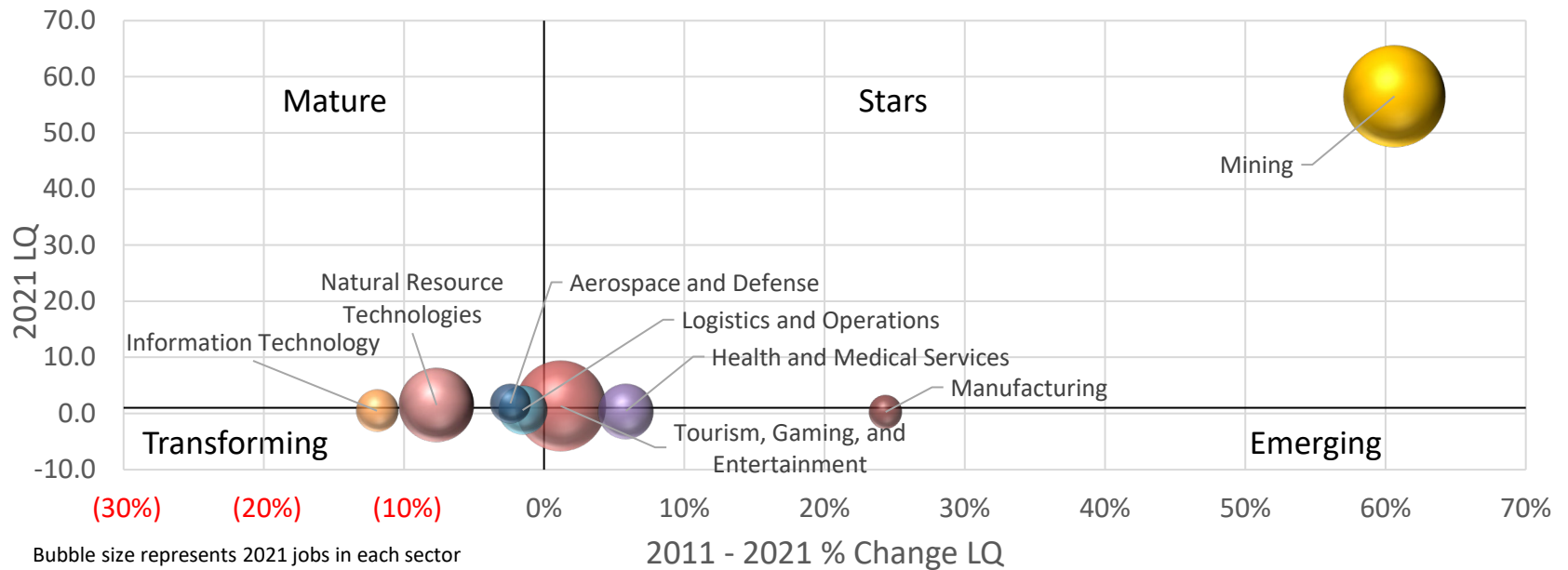


Sector	2011 Jobs	2021 Jobs	2021 LQ	Percent Change LQ	Earnings Per Worker
Mining	14,061	15,024	3.19	44%	\$121,600
Manufacturing	39,613	60,079	0.54	35%	\$86,496
Natural Resource Technologies	47,400	77,247	0.82	32%	\$92,590
Logistics and Operations	65,433	110,010	1.04	31%	\$73,241
Aerospace and Defense	13,530	18,021	0.83	12%	\$112,407
Information Technology	51,868	74,584	0.77	10%	\$77,591
Health and Medical Services	91,805	131,247	0.73	9%	\$75,268
Tourism, Gaming, and Entertainment	392,419	318,850	2.02	(20%)	\$41,954

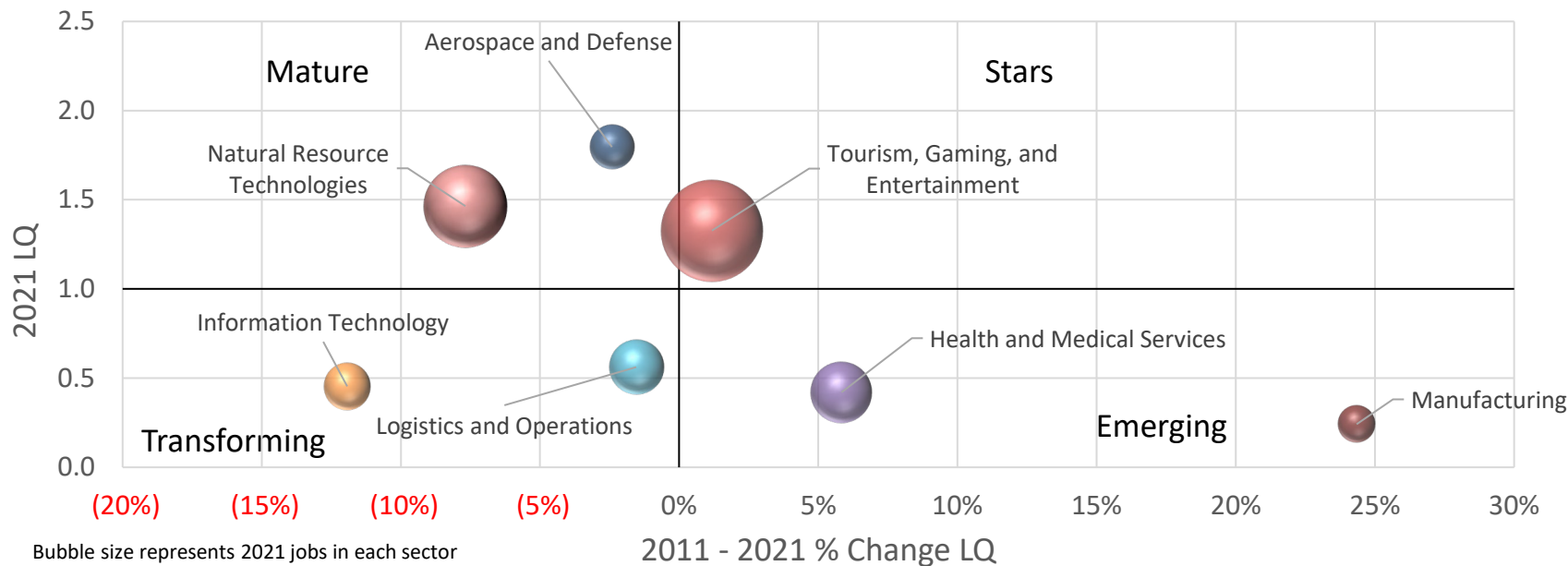


Sector	2011 Jobs	2021 Jobs	2021 LQ	Percent Change LQ	Earnings Per Worker
Mining	276	439	0.13	118%	\$86,088
Logistics and Operations	39,168	73,351	0.99	48%	\$71,160
Natural Resource Technologies	26,445	39,546	0.59	23%	\$89,129
Aerospace and Defense	8,123	11,128	0.73	17%	\$113,920
Information Technology	34,759	52,202	0.76	17%	\$77,449
Health and Medical Services	63,783	95,676	0.75	16%	\$74,554
Manufacturing	20,428	26,140	0.33	16%	\$72,881
Tourism, Gaming, and Entertainment	324,999	258,390	2.32	(21%)	\$43,231

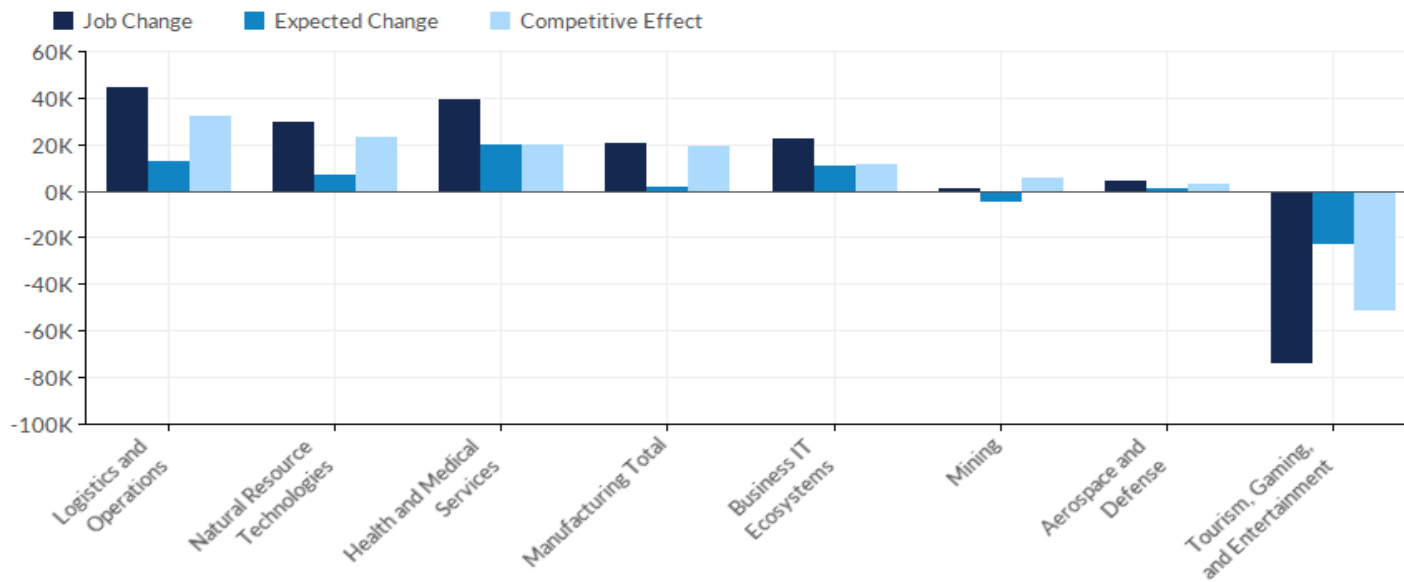




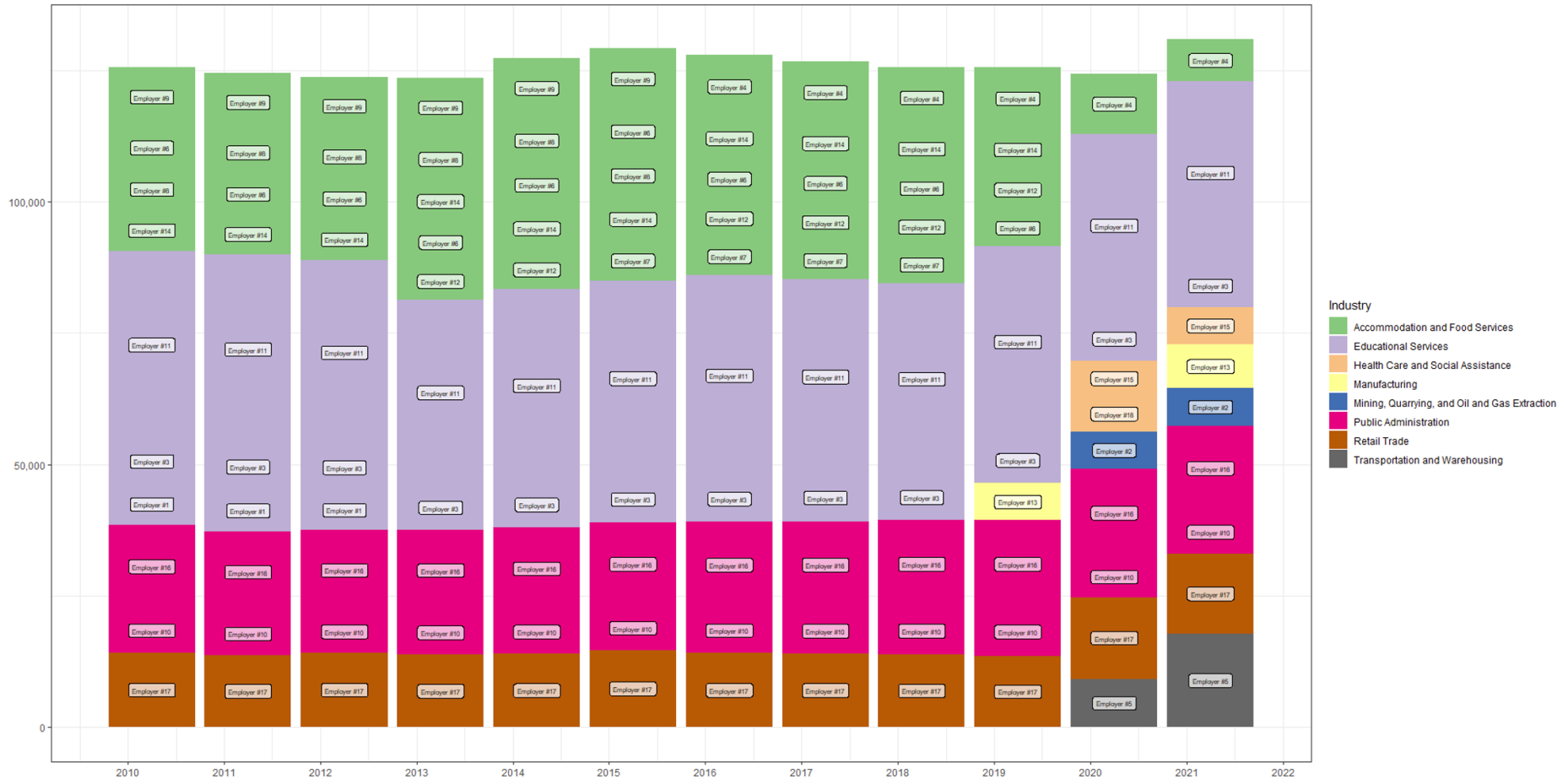
Sector	2011 Jobs	2021 Jobs	2021 LQ	Percent Change LQ	Earnings Per Worker
Mining	13,050	13,882	56.52	61%	\$122,683
Manufacturing	1,140	1,416	0.24	24%	\$77,721
Health and Medical Services	3,196	3,953	0.42	6%	\$62,841
Tourism, Gaming, and Entertainment	11,863	10,896	1.33	1%	\$30,902
Logistics and Operations	2,723	3,079	0.56	(2%)	\$85,208
Aerospace and Defense	1,963	2,031	1.80	(2%)	\$123,519
Natural Resource Technologies	7,121	7,215	1.46	(8%)	\$81,411
Information Technology	2,241	2,303	0.45	(12%)	\$73,806

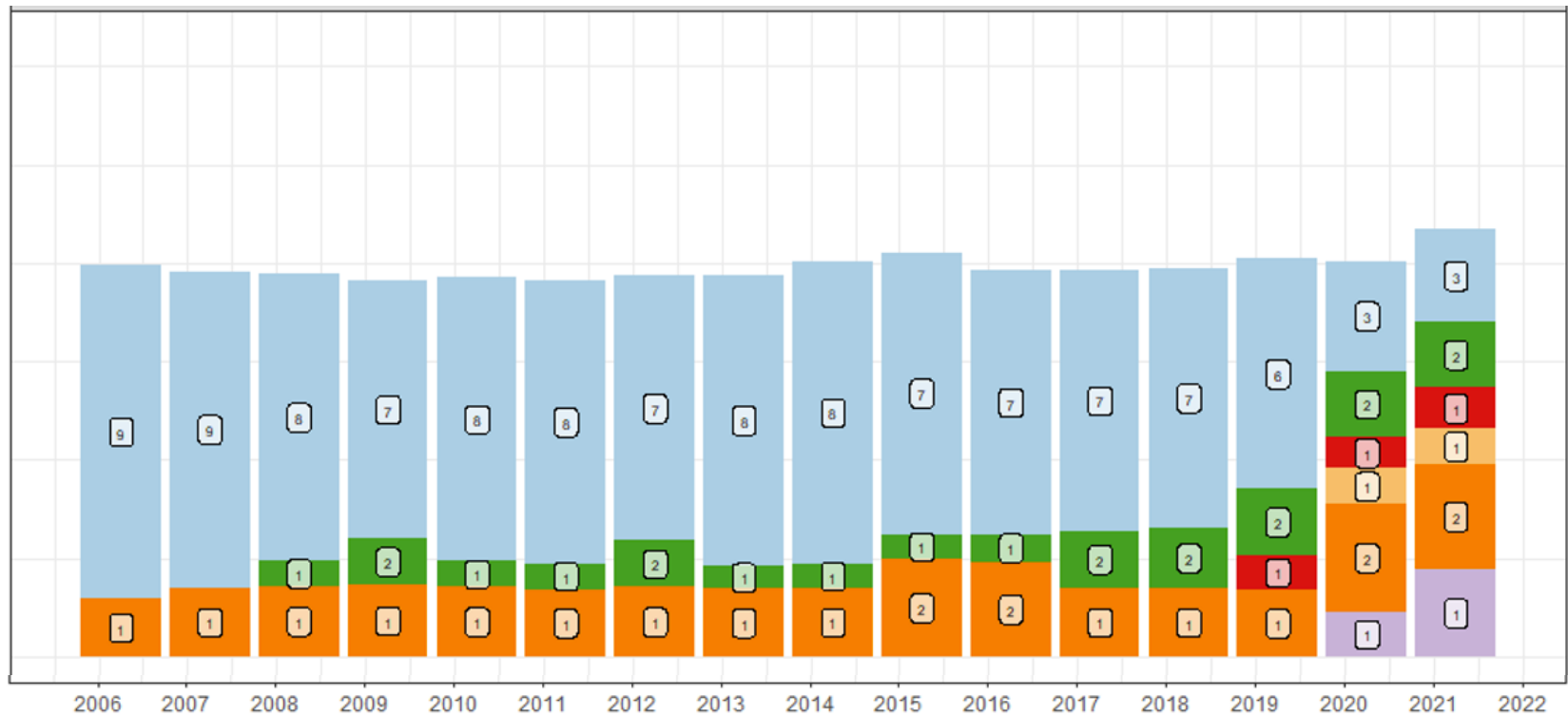


Sector	2011 Jobs	2021 Jobs	2021 LQ	Percent Change LQ	Earnings Per Worker
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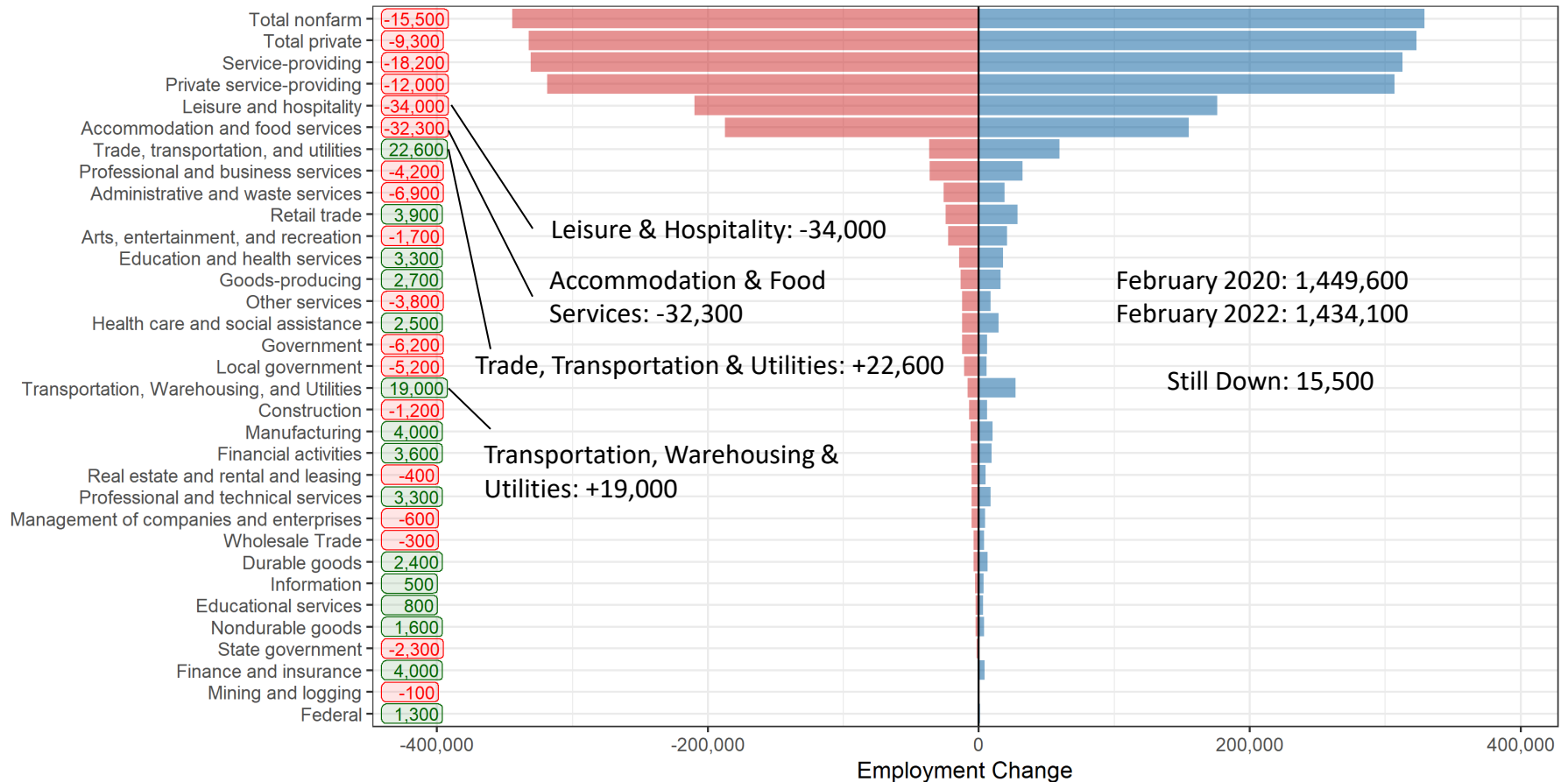
Sector	Job Change 2011 - 2021	Expected Growth Explained by National Growth and National Industry Growth	Northern Nevada's Competitive Effect Over the Past Ten Years	Earnings Per Worker
Logistics and Operations	44,577	12,591	31,986	\$73,241
Natural Resource Technologies	29,846	6,616	23,230	\$92,590
Health and Medical Services	39,442	19,585	19,857	\$75,268
Manufacturing	20,466	1,475	18,991	\$86,496
Information Technology	22,716	10,979	11,737	\$77,591
Mining	963	(4,394)	5,357	\$121,600
Aerospace and Defense	4,491	1,364	3,127	\$112,407
Tourism, Gaming, and Entertainment	(73,569)	(22,547)	(51,022)	\$41,954





Jobs Lost and Gained, Nevada

Jobs Lost Feb 2020 to May 2020, Gained May 2020 to February 2022



Seasonally Adjusted Data

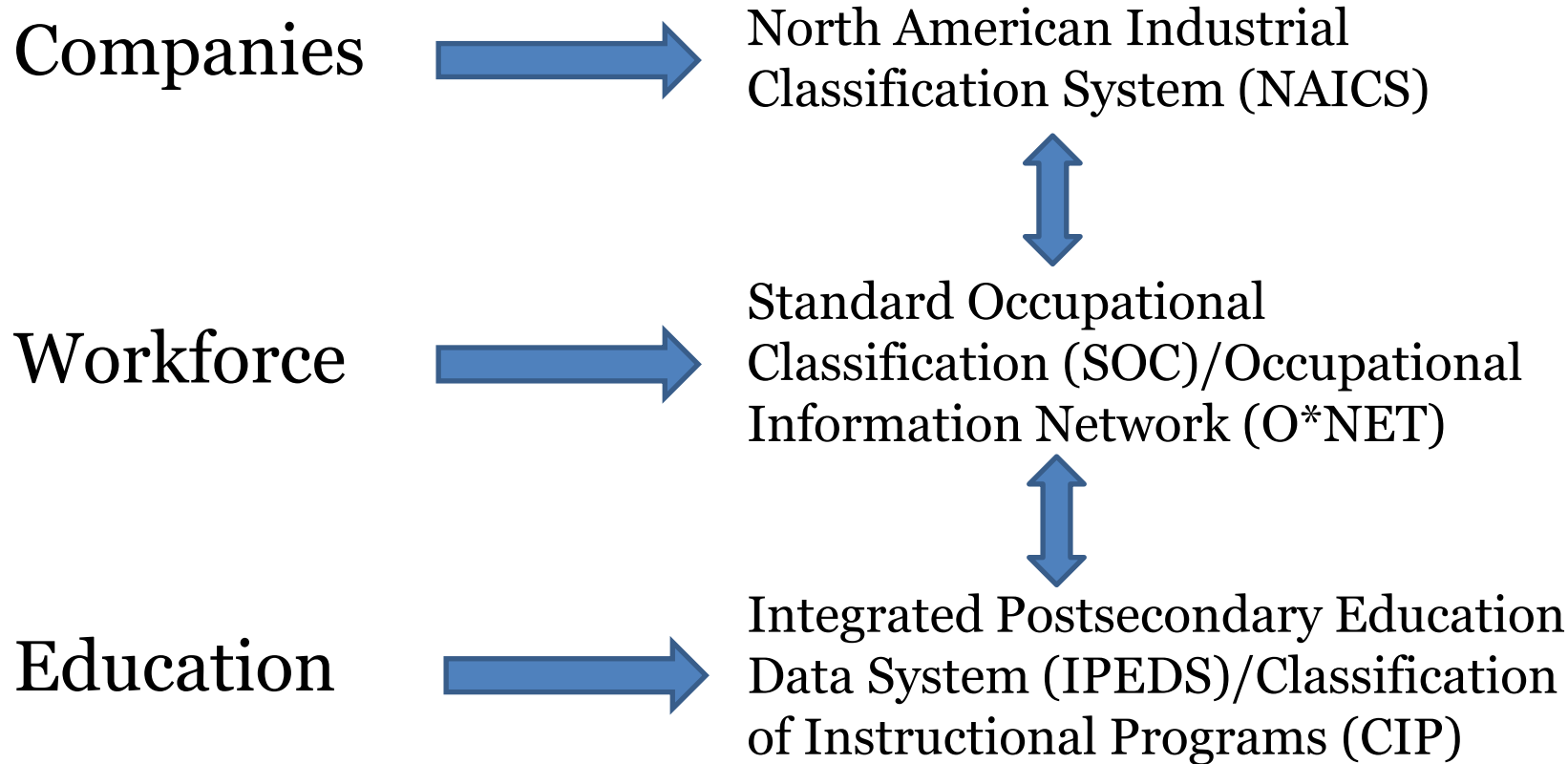
Using Data and Information to Align Economic and Workforce Development: Workforce Analysis



Nevada Governor's Office of
ECONOMIC DEVELOPMENT

Strategic Location Drivers

- 1 Workforce Skills
- 2 Transportation infrastructure
- T3 Ease of permitting and regulatory procedures
- T3 Workforce development
- 5 Utilities (cost, reliability)
- 6 Right-to-work state
- T7 Higher education resources
- T7 State and local tax scheme
- T9 Economic development strategy
- T9 Land/building prices and supply



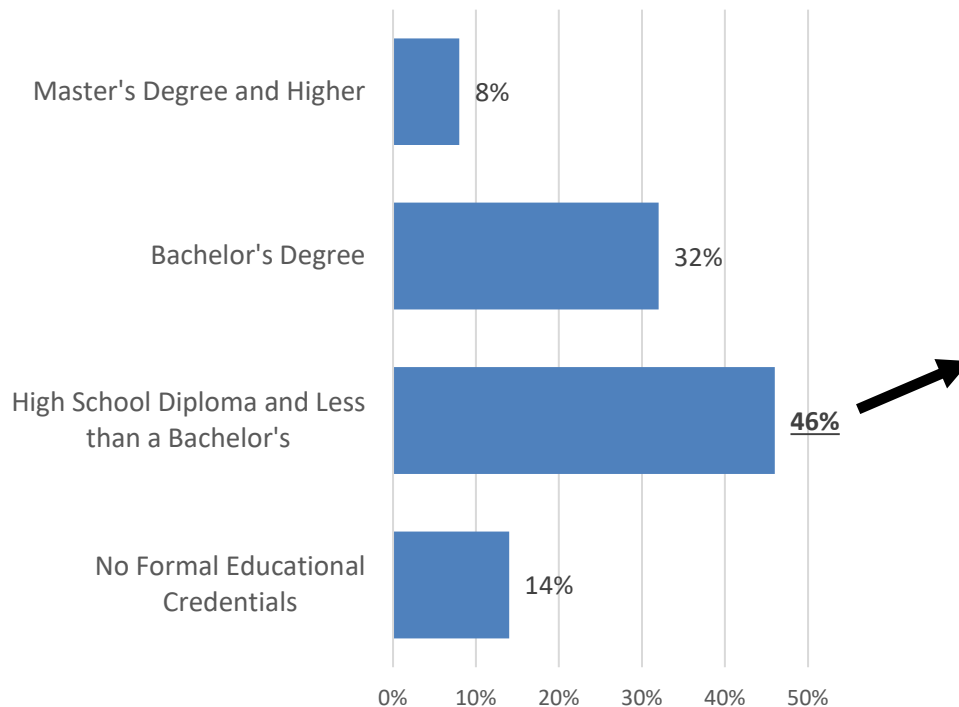
Identifying high demand occupations

- Target Sector approach
- Real-time job postings
- DETR Occupational Employment Projections
- Brookings STEM Score
- Job openings
- Wages
- Automation
- Covid risk

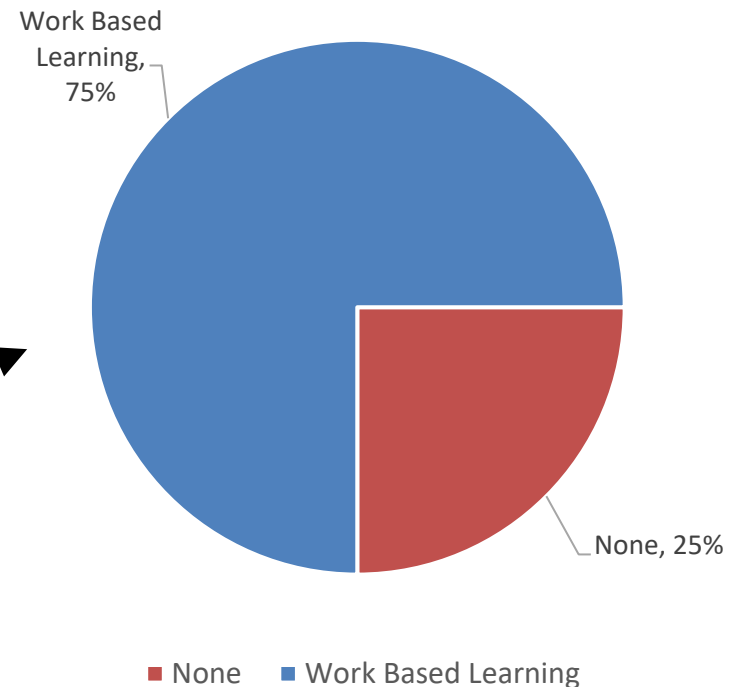
Description	State Rank	Southern Nevada Rank	Northern Nevada Rank	Northeastern Nevada Rank	Central Nevada Rank
Healthcare Diagnosing or Treating Practitioners	1	1	1	1	1
Other Production Occupations	2	2	2	4	5
Construction Trades Workers	3	3	3	2	2
Other Installation, Maintenance, and Repair Occupations	4	4	4	3	3
Engineers	5	5	5	5	4
Metal Workers and Plastic Workers	6	6	7	10	10
Health Technologists and Technicians	7	7	6	7	7
Other Management Occupations	8	8	9	6	6
Business Operations Specialists	9	9	8	8	8
Computer Occupations	10	10	10	13	9
Material Moving Workers	11	11	11	9	13
Counselors, Social Workers, and Other Community and Social Service Specialists	12	12	12	16	11
Drafters, Engineering Technicians, and Mapping Technicians	13	13	13	11	14
Preschool, Elementary, Middle, Secondary, and Special Education Teachers	14	15	14	20	19
Information and Record Clerks	15	14	15	15	12
Life Scientists	16	16	17	17	17
Vehicle and Mobile Equipment Mechanics, Installers, and Repairers	17	17	16	14	16
Financial Specialists	18	18	19	23	25
Extraction Workers	19	25	21	12	15
Art and Design Workers	20	19	18	19	20
Social Scientists and Related Workers	21	20	20	28	27
Textile, Apparel, and Furnishings Workers	22	22	29	29	34
Electrical and Electronic Equipment Mechanics, Installers, and Repairers	23	23	23	21	22
Life, Physical, and Social Science Technicians	24	21	24	18	18
Operations Specialties Managers	25	24	22	22	21
Physical Scientists	26	26	26	24	23
Material Recording, Scheduling, Dispatching, and Distributing Workers	27	27	25	25	26
Other Office and Administrative Support Workers	28	29	27	33	35
Plant and System Operators	29	30	32	26	29
Other Healthcare Support Occupations	30	28	28	27	24

Work-based Learning for Nevada's In-Demand Occupations

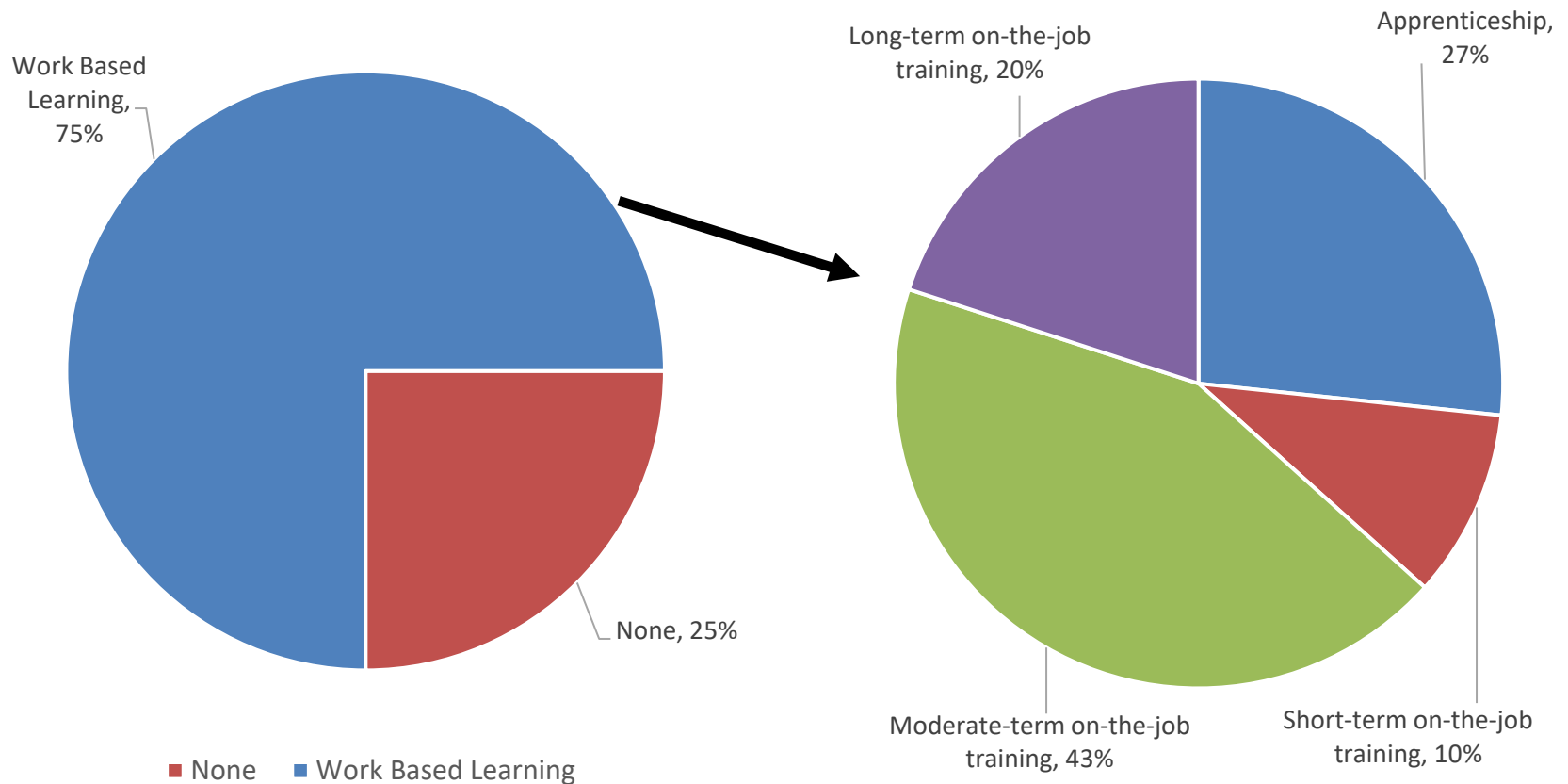
Typical Entry Level Education for Top 100 In-Demand Jobs



Typical On-The-Job Training for In-Demand, Middle Skill Jobs

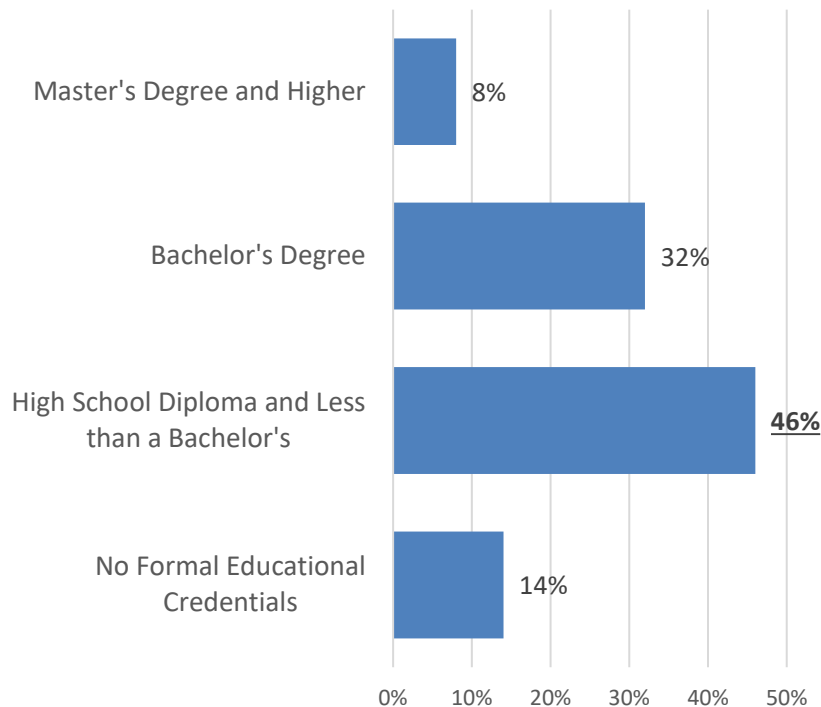


Typical On-The-Job Training for In-Demand, Middle Skill Jobs

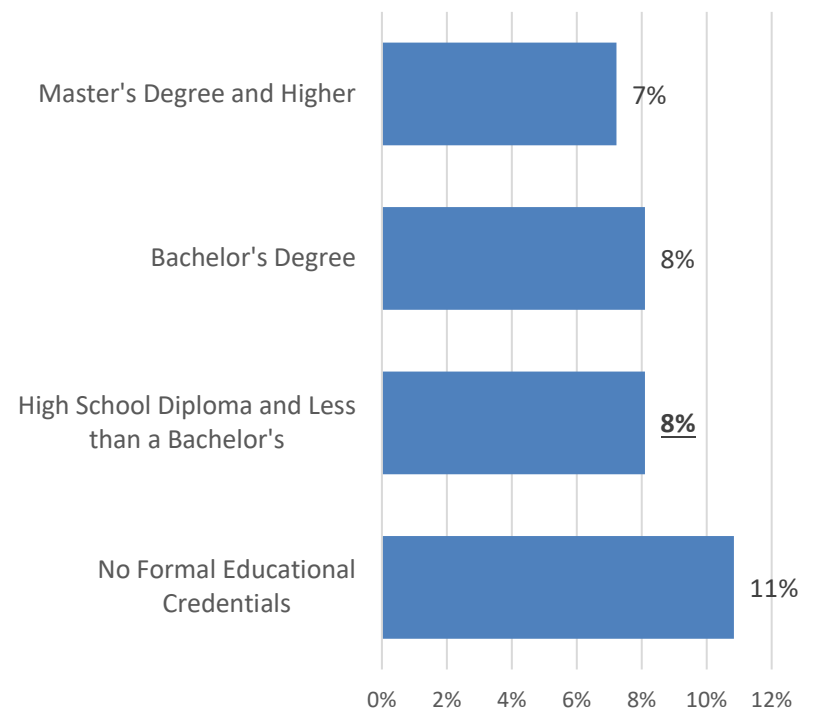


Education Projections: Is Growth Meeting Demand?

Typical Entry Level Education for Top 100 In-Demand Jobs



Percent Change of Education Cohort Populations 2019-2026



The Story

- Water
- Land
- Workforce

Governors Office of Economic Development

Bob Potts

Deputy Director

775-687-9900



NEVADA'S WORKFORCE ECOSYSTEM

DEPARTMENT OF EMPLOYMENT,
TRAINING AND REHABILITATION

PRESENTATION TO AB450 COMMITTEE

APRIL 13, 2022

- Workforce ecosystem
- High level priorities
- DETR workforce roles





WORKFORCE ECOSYSTEM



Workforce Innovation & Opportunity Act (WIOA) funding, grants



Service and training providers



Credentials and credentialing agencies

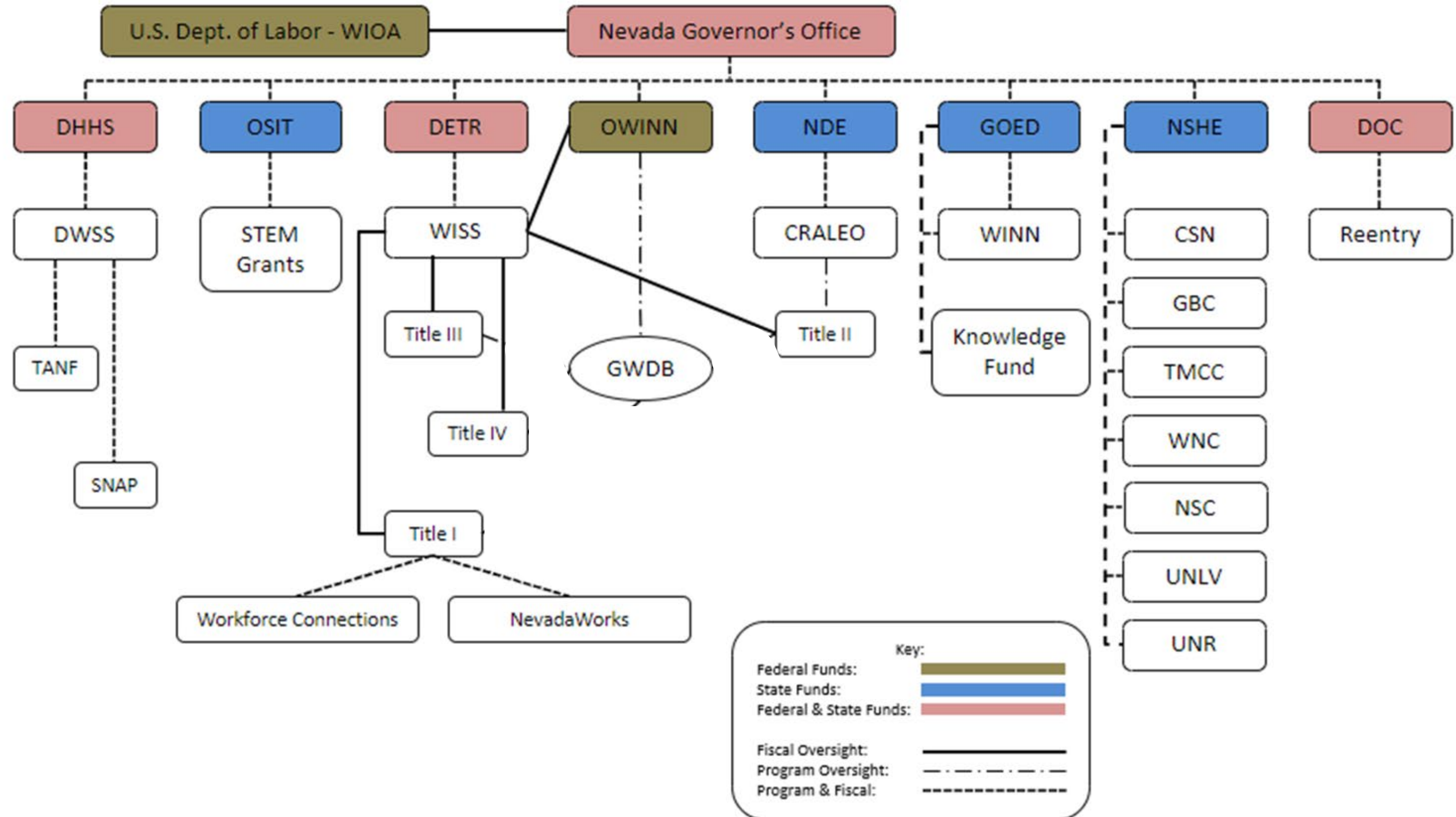


Employers, labor, and job seekers



Policy makers and regulators

Nevada's Public Workforce System





WORKFORCE ECOSYSTEM PRIORITIES



Build on the Governor's vision to be sure we have a resilient, aligned and effective workforce ecosystem



Help Nevadans get "middle skills" (more than high school diploma, less than four year degree)





LEVELING UP OUR WORKFORCE ECOSYSTEM IS UNDERWAY

- Strategic initiatives started for key priorities
- Community colleges critical partners



CRITICAL INITIATIVES UNDER WAY

- Data to optimize investments
- Quality credentials
- More free training, community college and apprenticeships
- Industry specific teams: education, health care, childcare, climate



DETR Workforce Roles

- Employment Security Division
 - Governor's Office of Workforce Innovation
 - Commission for Postsecondary Education
- Vocational Rehabilitation
- Research & Analysis





EMPLOYMENT SECURITY DIVISION



WIOA TRAINING AND SERVICES



COMMISSION FOR
POSTSECONDARY
EDUCATION



WIOA BUSINESS SERVICES



EMPLOYNV.GOV



ESD WORKFORCE GRANTS

- Department of Labor
Disaster Recovery Grant -
\$4,363,745
- Department of Labor
Employment Recovery
Grant - \$10,948,823



TRAINING & SERVICE PROVIDERS



DETR
Job Connect offices
statewide



Workforce Connections -
Las Vegas



Nevadaworks - Reno



GOVERNOR'S OFFICE OF WORKFORCE INNOVATIONS



Governor's Workforce
Development Board



Industry Sector Councils



Nevada P-20 WF Reporting (NPWR)

GOWINN WORKFORCE GRANTS

- Department of Labor State Apprenticeship Expansion 2020
- \$450,000
- Department of Education Reimagine Grant for Project
SANDI - Supporting and Advancing Nevada's Dislocated
Individuals - \$13,818,298
- Department of Labor H-1B Rural Healthcare Grant -
\$2,500,000
- Department of Labor Accelerating Nevada Apprenticeships
for All (ANAA) Grant - \$3,999,997

VOCATIONAL REHABILITATION

- Bureau of Services to Persons who are Blind and Visually Impaired
- Bureau of Vocational Rehabilitation
- Supported Employment Program



DETR



Research & Analysis



- Labor Market Information
- Employment Reports
- Unemployment Tracking





COMMUNITY COLLEGES ARE CRITICAL PARTNERS



Services and training for job seekers



Credentials & degrees



Nimble industry specific training



Research & data



QUESTIONS?



DETRAdmin @detr.nv.gov

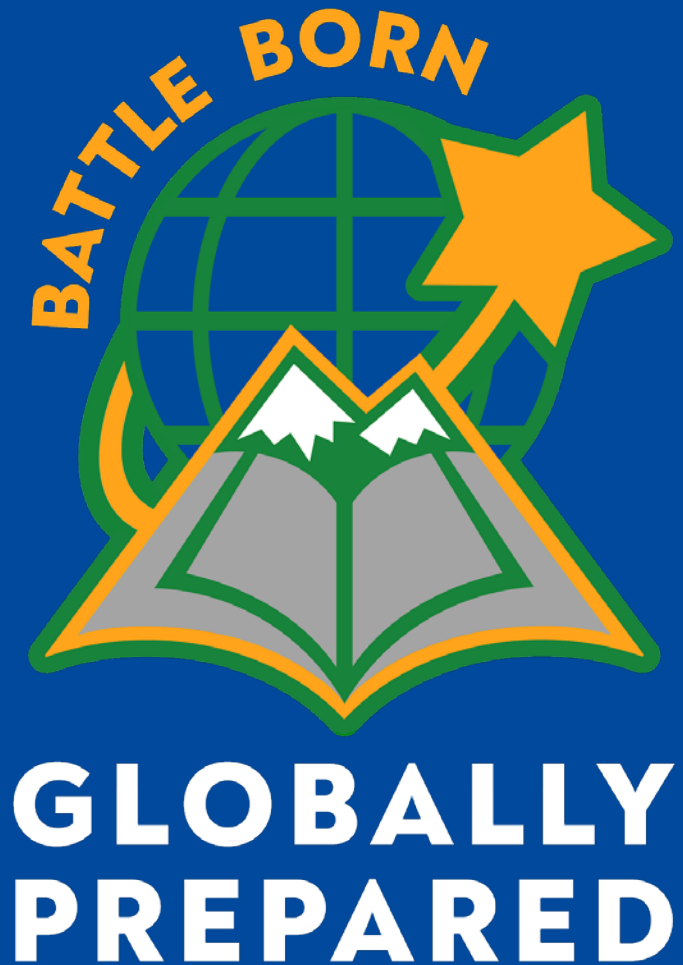


775 -684 -3911



detr.nv.gov





Presentation to the Community College Workforce Training & Programs Committee

Craig Statucki

**Director, Office of Career Readiness,
Adult Learning, and Education Options**

Nevada Department of Education

Overview of Career and Technical Education (CTE)

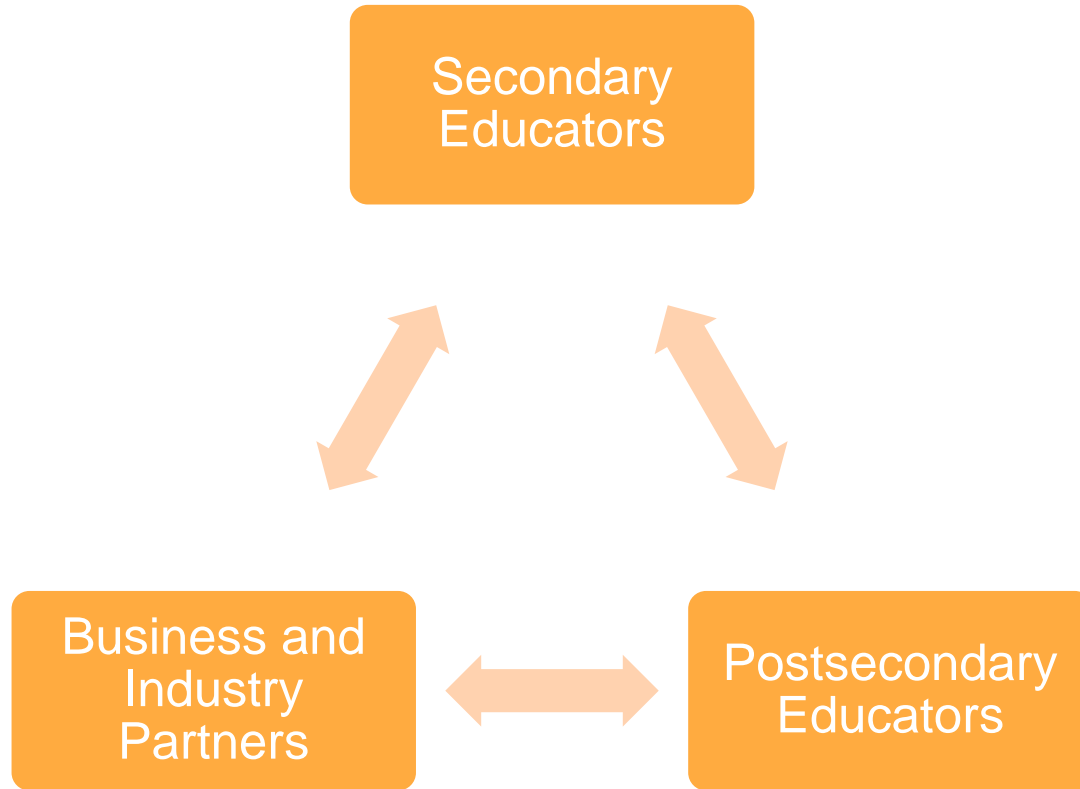


CTE Career Clusters



Agricultural, Food and Natural Resources	Architecture and Construction	Arts, A/V Technology, and Communication	Business Management and Administration
Education and Training	Finance	Government and Public Administration	Health Science
Hospitality and Tourism	Human Services	Information Technology	Law, Public Safety, Corrections, and Security
Manufacturing	Marketing	Science, Technology, Engineering, and Mathematics	Transportation, Distribution, and Logistics

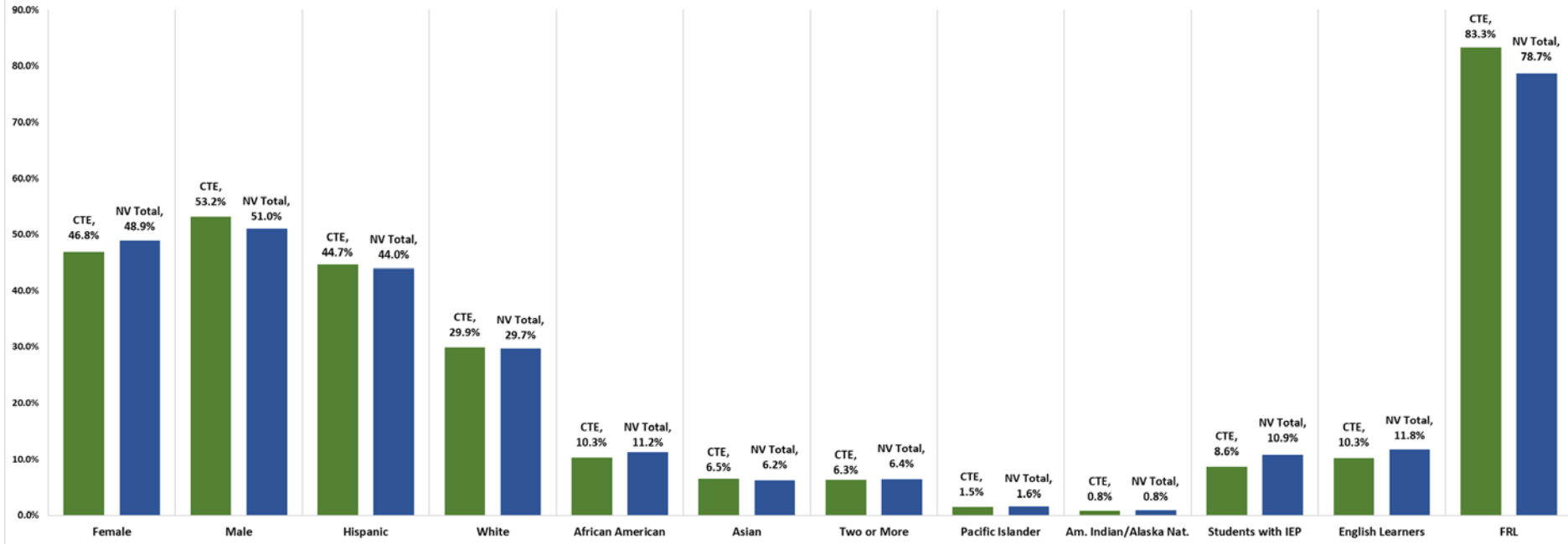
CTE Program and Standards Development



Secondary CTE Enrollment



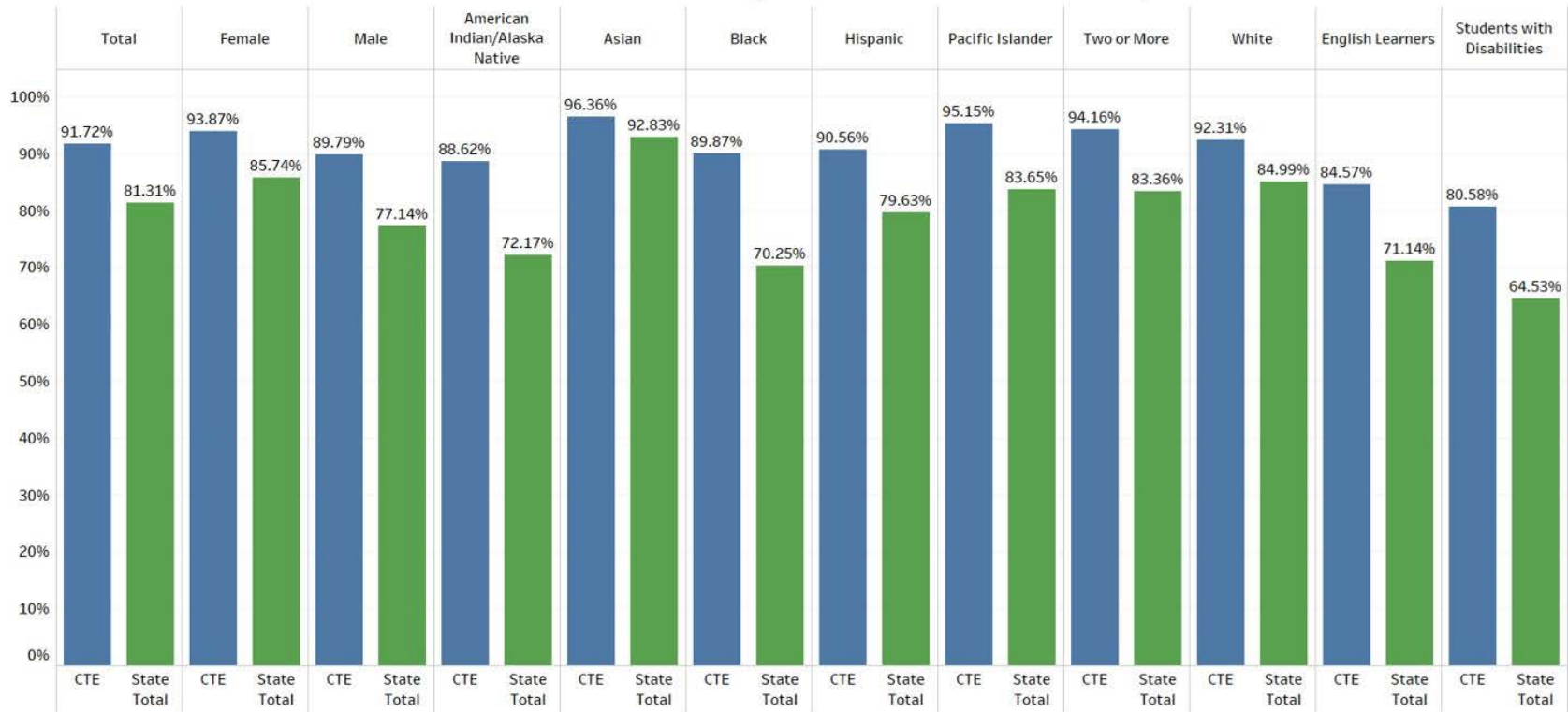
Disaggregated 2021-22 CTE and Statewide Enrollment Data



CTE Graduation Rates



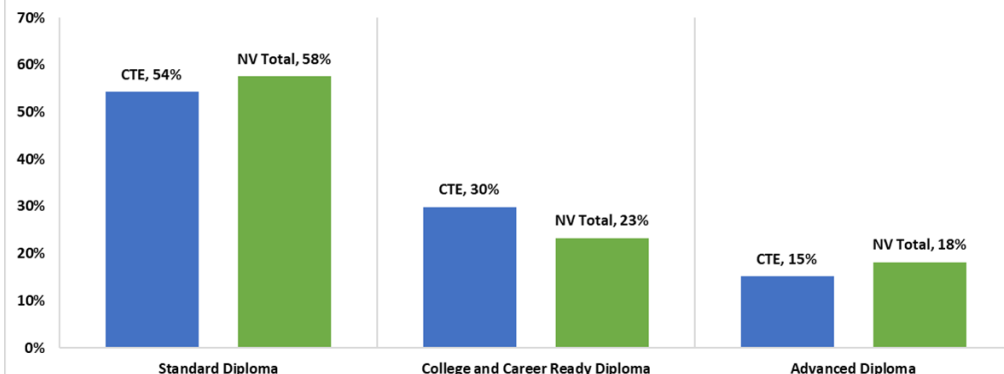
2020-2021 Graduation Rate (CTE Concentrator and State Total)



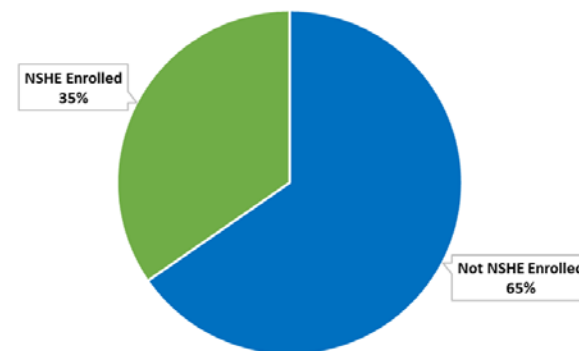
CTE Concentrator Diplomas Earned



2021 Diplomas Earned by CTE Concentrators and Total Graduating Class



2020 CTE Concentrator Graduates, Fall 2020 NSHE Enrollment







NSHE Dual Enrollment Data Dashboard

About Dashboard I - Dual Enrolled High School Students II - High School Graduating Class III - NSHE Capture Rate

Dual Enrolled Summary Institution Race/Ethnicity Courses

Courses Taken by Dual Enrolled High School Students

Students enrolled in formal dual/concurrent enrollment programs and students that enrolled in courses independently (not part of formal dual enrollment programs) are counted as dual enrolled.

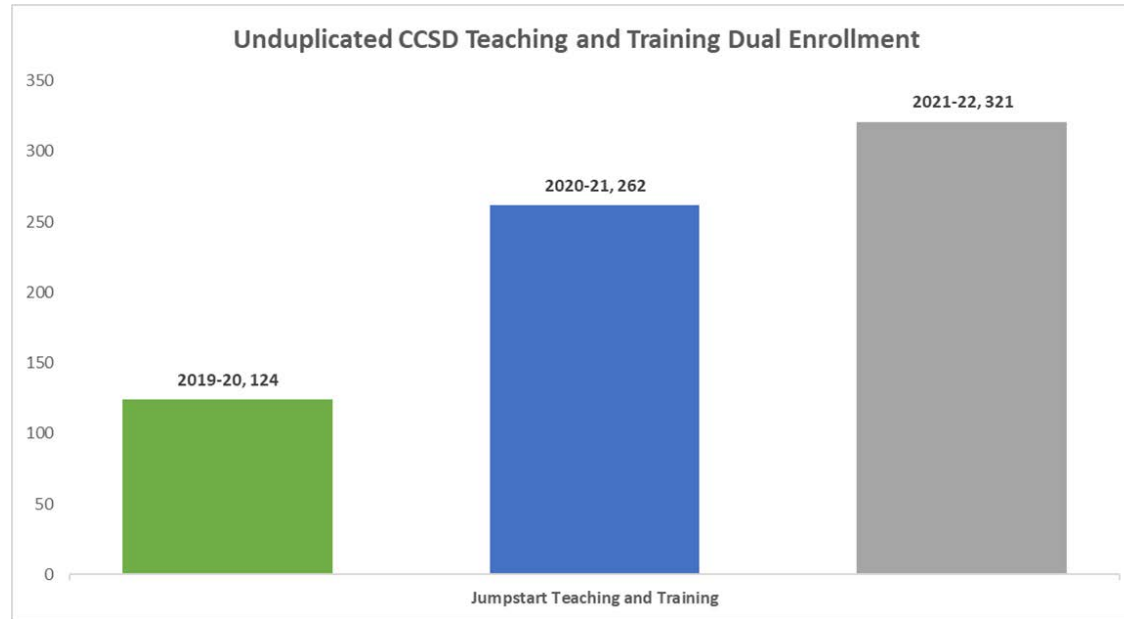
NSHE Academic Year: 2019-20 Institution: (All)

NSHE Academic Year 2019-20

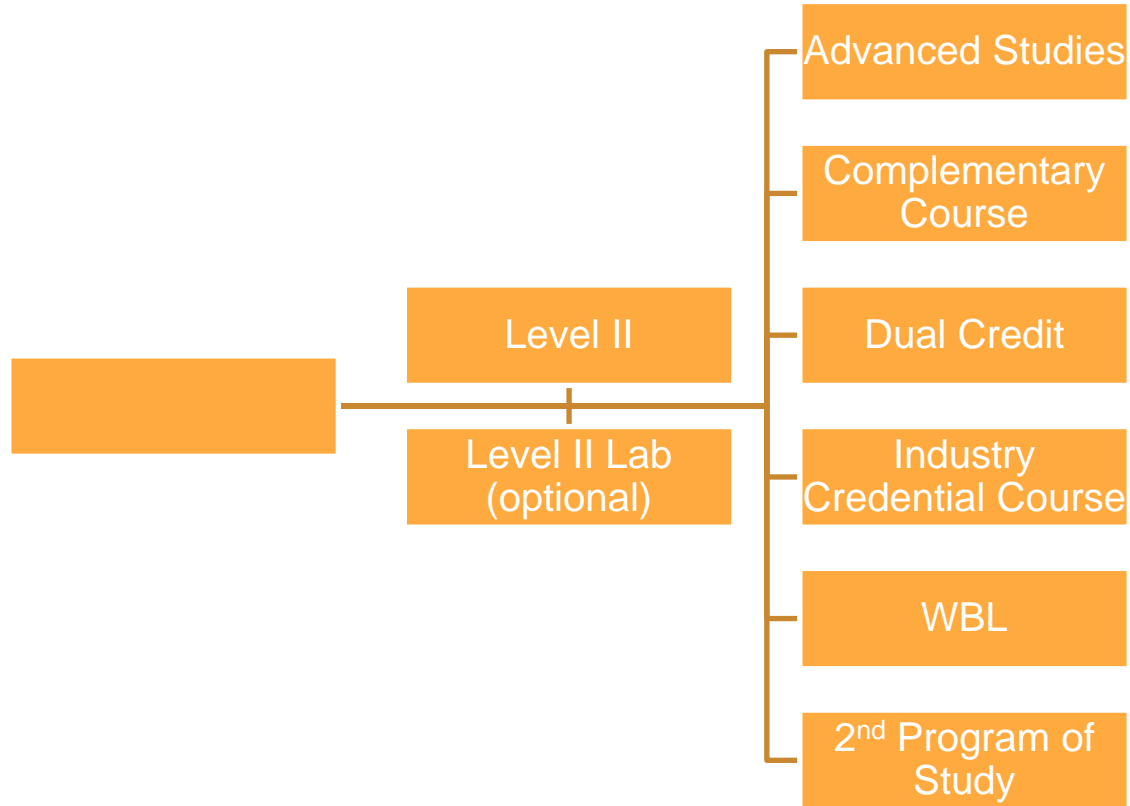
Institution All

NSHE Course	F	CSN	GBC	NSC	TMCC	UNLV	UNR	WNC	Grand Total	F
ENG 101 - Composition I		1,372	252	579	543			267	3,009	
ENG 102 - Composition II		1,274	133	555	883	2	4	230	2,577	
MATH 126 - Pre-Calculus I		638	105	212	255	1	11	251	1,471	
HIST 101 - US History I		428	365	215	68	3		203	1,276	
PSC 101 - Intro to American Politics		136	443	164	441	1		81	1,214	
HIST 102 - US History II		430	152	209	75			180	1,044	
MATH 96 - Intermediate Algebra		638	76		78	1		227	1,014	
PSY 101 - General Psychology		464	74	114	176	17	3	133	981	
MATH 95 - Elementary Algebra		626	115	1	36			182	950	
MATH 127 - Pre-Calculus II		379	27	178	122	2		198	906	
COM 101 - Oral Communications		603	47		18	25	1	210	904	
EPY 101 - Ed, Career & Pers Dev					627				627	
ENG 100 - Composition - Enhanced		311	218	1				1	529	
SOC 101 - Principles of Sociology		225	22	86	72	11		57	472	
BUS 101 - Introduction to Business		305	19		5			17	345	
ALS 101 - College Success		306							306	
MUS 121 - Music Appreciation		117			100		5	53	275	
HPD 101 - Intro to Hospitality		254			13				267	
COM 102 - Intro Interpersonal Comm		222				1		27	250	
EPY 150 - Strategies Academic Success								237	237	
MKT 210 - Marketing Principles		209	2		1			5	216	

Dual Enrollment



Increasing Access and Opportunity





**GLOBALLY
PREPARED**

Contact Information

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cstatucki@doe.nv.gov

Appendix F

Workforce Incentive Grant Pilot Presentation



April 13, 2022

**Prepared by the NSHE Department of Academic and Student Affairs
for presentation to
Community College Workforce Training and Programs Committee**

- Governor Sisolak's Commitment
- State Financial Aid Context
 - Program characteristics
 - Unmet state and student needs
 - Disbursements
- Proposed Workforce Incentive Grant
 - Eligibility criteria
 - Targeted occupations

On March 22, 2022, Nevada Governor Steve Sisolak announced he has set aside up to \$5 million in federal American Rescue Plan Act dollars toward the goal to explore ways to make community college or other apprentice and training programs free for more Nevadans by 2025... The federal funding, as set aside from the Governor, will help kickstart any initial recommendations from the committee while they work toward the larger goal of making these programs free for more Nevadans by 2025.



A high school education isn't enough, and we should recognize that it's no longer "pre-school through grade 12," but at least "pre-school through community college or other post high school training."

First Awarded in 2000-01

- **Target population:** high-achieving recent high-school graduates (merit-based)
- **Eligibility window:** six years after high school graduation (with limited exceptions)
- **Enrollment requirement:** minimum at community colleges is 9 credits per semester
- **Award amount:** calculated at a tier-specific per-credit rate, maximum annual amount is \$1,200 (fall/spring, community college, lower division)
- **Cap:** maximum of \$10,000 over entire eligibility period
- **Funding:** Tobacco Settlement and State General Fund (all eligible students are funded)

First Awarded in 2015-16

- **Target population:** students with high financial need who are college ready in math and English (need-based)
- **Eligibility window:** no time or age limit
- **Enrollment requirement:** minimum is 12 credits per semester, but those in 15 credits are funded first
- **Award amount:** maximum \$5,500 per year, based on a shared responsibility model that considers full cost of attendance
- **Cap:** No limit on number of years an award can be received
- **Funding:** State General Fund via Treasurer's Office (funding limited based on legislative appropriation)

First Awarded in 2018-19

- **Target population:** recent high school graduates who don't have other aid to cover their registration fees ("last dollar" – neither merit-nor need-based)
- **Eligibility window:** up to three years or until they have earned an associate degree
- **Enrollment requirement:** minimum is 12 credits per semester
- **Award amount:** based on registration plus mandatory fees not covered by other state or federal aid
- **Cap:** No limit on award amounts for semester or entire eligibility period
- **Funding:** State General Fund via Treasurer's Office (funding limited based on legislative appropriation)

- Statewide financial aid program targeted to attract students to critical workforce programs, including nursing, teaching and other in-demand occupations
 - [GOED In-Demand Regional Analyses](#)
- Focused need-based support for adult students (25 and older)
- Need-based support for part-time students

Four-Year Institutions

Program	Students	Dollars
GGMS	18,604	\$35,008,176
SSOG (NSC only)	439	\$1,175,000
Subtotal	19,043	\$36,183,176

Two-Year Institutions

Program	Students	Dollars
GGMS	6,767	\$4,515,520
SSOG	1,347	\$3,757,774
NPS	1,130	\$2,386,065
Subtotal	9,244	\$10,659,359

Only 22.8% of state financial aid dollars are expended on students at NSHE's two-year institutions, yet students at these institutions account for 52.9% of undergraduate degree-seeking student headcount (IPEDS, 2019-20).

This is one important reason to focus a new state financial aid program on students at NSHE's community colleges.

- Propose a statewide financial aid pilot program that:
 - Supports Nevadans with no or limited eligibility for existing state financial aid programs
 - Adult (25 or older), part-time or full-time
 - Provides incentive for prospective students to pursue workforce degrees or certificates in critical occupations to the State
 - Is simple to explain to students and implement
- The pilot would take place in 2022-23

- Governor's Office of Economic Development (GOED) – [In-Demand Regional Analyses](#)
- In-demand occupations will be mapped to degree and certificate programs at Nevada's community colleges

[Central Nevada](#)

GBC

WNC

[Northeastern Nevada](#)

GBC

[Northern Nevada](#)

TMCC

WNC

[Southern Nevada](#)

CSN



Appendix G
Workforce Incentive
Grant Pilot Draft
Proposal

DRAFT as of 05/02/2022

Overview

In January 2022, Governor Steve Sisolak announced his intention during the State of the State address to make workforce training programs offered by NSHE community colleges free for more Nevadans by 2025. Specifically, he tasked the Community College Workforce Training and Programs Committee (AB 450, Chapter 246, *Statutes of Nevada 2021*) with developing recommendations that build on existing programs like the Nevada Promise Scholarship (NPS), which currently allows certain Nevada high school graduates to attend community college in the State for “free.”

The proposal presented here is intended to address the Governor’s charge and outlines the parameters of the Workforce Incentive Grant (WIG). This program is designed to address populations that are currently not covered under the Governor Guinn Millennium Scholarship (GGMS), the Nevada Promise Scholarship (NPS) and the Silver State Opportunity Grant (SSOG). These existing state-supported programs allow certain student populations to attend an NSHE community college and have their registration fees paid by state funds.

The GGMS program is a merit-based scholarship established by the Nevada State Legislature for recent Nevada high school graduates to attend a public or private non-profit institution in the state. The Nevada Legislature also established the Nevada Promise Scholarship for recent Nevada high school graduates to attend community college at a substantially reduced cost. As a last-dollar scholarship, the NPS covers up to three years of the base registration and certain other mandatory fees not covered by other state and federal aid received by the student. The SSOG Program is a need-based grant established by the Nevada Legislature and awarded to low-income students who are college-ready to pay for a portion of the cost of education at an NSHE community college or state college. The program is built on a shared responsibility model and guided by a philosophy for awarding grant aid based on the total cost of attendance (tuition and fees, books and supplies, room and board, and other living expenses) being shared by partners (the state, federal government, family, and the student).

The proposed WIG program is designed to support those students who don’t meet eligibility requirements for the GGMS or NPS programs by virtue of not being a recent high school graduate and are ineligible for the SSOG program due to credit load requirements. WIG further targets in-demand occupations identified by the State and/or local entities. Initial awards will be made for Spring 2023. Funds permitting, awarding will continue through Academic Year 2023-24 and possibly into Fall 2024.

Who is Eligible?

Eligible institutions include NSHE community colleges:

- College of Southern Nevada;
- Great Basin College;
- Truckee Meadows Community College; and
- Western Nevada College.

To be eligible for a WIG award, a student must:

- Be enrolled in a program of study leading to a degree or certificate for an eligible in-demand occupation;
- Enroll in at least six (6) credit hours that apply to the student's chosen program of study;
- Be classified as a resident for tuition purposes;
- Meet institutional Title IV financial aid satisfactory academic progress requirements;
- Have not previously earned a bachelor's degree; and
- Complete the Free Application for Federal Student Aid (FAFSA) and qualify for the Pell Grant.
 - For the duration of the pilot, DACA students who complete the FAFSA will be considered for WIG eligibility. Because DACA students cannot receive the Pell Grant, to qualify for WIG funding, they must have a household income at or below 200 percent of the federal poverty guidelines.
 - Beginning in Fall 2023, students prohibited by law from completing the FAFSA may complete an alternative needs analysis form prescribed by the Board of Regents (currently under development for the SSOG program). To qualify for WIG funding, they must have a household income at or below 200 percent of the federal poverty guidelines.

Targeted In-Demand Occupations and Corresponding Eligible WIG Programs

The eligible degree and certificate programs will be selected based on the in-demand occupations identified by the Governor's Office of Workforce Innovation (GOWINN). Specifically, GOWINN identifies in-demand occupations by regional area. The programs that are eligible for WIG funding will differ for each institution based on the occupational demands of the regional area and are selected in consultation with the President of each college. Should the program receive permanent funding, this list shall be reviewed at least every five years and may be adjusted annually as the program evolves to meet changing workforce needs of the State.

See **Appendix A** for eligible programs by institution.

To be eligible for an award, students taking courses toward the completion of a skills certificate in an identified program area must have declared, as their educational goal, a certificate of achievement or an associate degree in the same discipline. These stackable credentials provide students an opportunity to demonstrate acquired knowledge in their field and gain relevant, up-to-date skills that may increase their employability while progressing toward a certificate of achievement or an associate degree.

Award Amount

Eligible students will receive an award based on enrollment load for the academic year as follows. Award amounts will be split between fall and spring.

Semester Enrollment Level	WIG Maximum Semester Award Amount	WIG Maximum Annual Award Amount
6 – 8.5 credits	\$1,000	\$2,000
9 – 11.5 credits	\$1,500	\$3,000
12 or more credits	\$2,000	\$4,000

If a student's enrollment level varies between semesters, awards will be adjusted accordingly. For example, a student in 6 credits in fall and 11 credits in spring would receive an annual award of \$2,500 (\$1,000 for fall and \$1,500 for spring). A student who is eligible to receive the SSOG and WIG award will receive the larger of the two awards but will not receive both. Awards will be made until funds are exhausted, which means it is possible not all eligible students will be awarded.

Continuing Eligibility

WIG recipients who wish to receive an award in subsequent years must file the FAFSA every subsequent year of enrollment. Students who receive a WIG award will remain eligible for future semesters providing they meet Title IV Financial Aid Satisfactory Academic Progress (SAP) requirements.

Students who have failed to meet SAP requirements may appeal to regain eligibility for WIG funding with the financial aid office at their institution. Alternately, students may regain eligibility for WIG funding in future semesters by regaining Financial Aid Satisfactory Academic Progress.

Maintaining or regaining eligibility is not a guarantee of receiving a WIG award in future award periods.

Program Timeline

Initial awards will be made for the Spring 2023 semester. Awards will continue for following academic year (Fall 2023/Spring 2024). Depending upon available funding, awarding may continue through Fall 2024.

Allocation of Funding

To be determined.

Messaging

NSHE Department of Academic and Student Affairs staff will create a website with program information and links to contacts at the eligible institutions. Outreach to students will primarily be carried out by institutional staff beginning in Fall 2022.

WIG award letters must include the following points:

- WIG is a pilot program;
- Receipt of the WIG award does not guarantee receiving WIG awards in future years; and
- Awards are subject to available funding.

Appendix A

The programs listed herein are currently under review by Presidents at the four NSHE community colleges and are subject to change. All occupations on this list and future versions will map to the Governor's Office of Economic Development (GOED) – [In-Demand Regional Analyses](#).

College of Southern Nevada

1. Registered Nurses, Licensed Practical and Licensed Vocational Nurses^{1, 2, 3, 4, 5}
 - a. Nursing: RN to BSN (51.3801)
 - b. Nursing, AAS (51.3801)
 - c. Nursing: LPN to RN, AAS (51.3801)
 - d. Practical Nursing, CA (51.3901)
 - e. Practical Nursing - Military Medic/Corpsman to LPN, CA (51.3901)
2. Computer Systems Analysts, Software Developers, Systems Software, Database Administrators, Web Developers^{1, 2, 3, 4, 5}
 - a. Computing and Information Technology: Software-Programming, AAS (11.0201)
 - i. CompTIA Project+, SC
 - b. Computing and Information Technology: Software-Database, AAS (11.0802)
 - c. Computing and Information Technology: Software-Web Development, AAS (11.0802)
 - d. Computing and Information Technology - Cyber Security, AAS (11.1002)
 - e. Computing and Information Technology: Information Management, Virtual Computing Analyst, AAS (11.0103)
 - f. Computing and Information Technology: Information Management, Software Analyst, AAS – (11.0501)
3. Network and Computer System Administrators^{1, 2, 3, 4, 5}
 - a. Computing and Information Technology: Networking-Network Administration, AAS (11.1002)
 - i. Cisco Certified Network Associate, SC
 - ii. Cisco Certified Network Professional, SC
 - b. Computing and Information Technology: Networking-System Administration, AAS (11.1002)
 - i. CompTIA A+ and Network+, SC
 - ii. CompTIA Security+, SC
 - iii. CompTIA Project+, SC
 - c. Computing and Information Technology: Information Management, Network Infrastructure Analyst, AAS (11.0901)
4. Medical and Clinical Laboratory Scientists/Technicians^{1, 2, 3, 5}
 - a. Medical Laboratory Scientist, BAS (51.1005)
 - b. Medical Laboratory Technician, AAS (51.1004)
 - i. Phlebotomy, SC
5. Welding^{1, 2, 3, 5}
 - a. Welding Technology: Advanced Level Welder, AAS (48.0508)
 - i. Welding Technology: Entry-Level Welder, CA (48.0508)
 1. Gas Tungsten Arc Welding, SC
 2. Entry-Level Weld Manufacturing, SC

- 3. Entry-Level Structural Welding, SC
- 4. Entry-Level Pipe Welding, SC
- 6. EMT/Paramedic^{1, 2, 3, 4, 5}
 - a. Paramedic Medicine, AAS (51.0904)
 - i. Paramedic Medicine, CA (51.0904)
 - 1. EMT Intermediate, SC
 - 2. EMT Basic, SC
- 7. Radiologic Technicians^{1, 2, 3, 4, 5}
 - a. Diagnostic Medical Sonography, Cardiac/Vascular Ultrasound, AAS (51.091)
 - b. Diagnostic Medical Sonography, General/Vascular Ultrasound, AAS (51.091)
- 8. Marketing^{1, 2, 3, 4, 5}
 - a. Marketing, AAS (52.1801)
- 9. HVAC^{1, 2, 3, 4, 5}
 - a. Air Conditioning Technology, AAS (47.0201)
 - i. Air Conditioning Technology, CA (47.0201)
 - 1. Entry-Level Air Conditioning Technician, SC
 - b. Air Conditioning Technology: Building Automation, AAS (47.0201)
 - c. Air Conditioning Technology: Central Plant, AAS (47.0201)
 - i. Air Conditioning Technology: Central Plant, CA (47.0201)
 - d. Air Conditioning Technology: Critical Systems, AAS (47.0201)
 - i. Air Conditioning Technology: Critical Systems, CA (47.0201)
 - e. Air Conditioning Technology: Food Service Refrigeration, AAS (47.0201)
 - i. Air Conditioning Technology: Food Service Refrigeration, CA (47.0201)
- 10. Accounting^{1, 2, 3, 4, 5}
 - a. Accounting, AAS (52.0302)
 - i. Bookkeeping, CA (52.0302)
 - 1. Bookkeeping, SC

1. Registered Nurses
 - a. Nursing, BS (51.3801)
 - b. Nursing AAS (51.3801)
2. K-12 Teachers
 - a. Early Childhood Education, BA (13.121)
 - b. Elementary Education, BA (13.1202)
 - c. Secondary Education, BA (13.1205)
 - d. Early Childhood Education, AAS (13.121)
 - i. Early Childhood Education, CA (13.121)
 - e. Infant/Toddler Education, AAS (13.121)
 - i. Infant/Toddler Education, CA (13.121)
 - f. Early Childhood Education, AA (13.121)
3. Managers, Business, Business Operations Specialists^{1, 3, 4, 5}
 - a. Management and Supervision, BAS (52.0201)
 - i. Business Administration, General Business, AAS (52.0201)
 1. Business Administration, CA (52.0201)
4. Electricians^{1, 2, 3, 4, 5}
 - a. Electrical Systems Technology, AAS (15.0303)
 - i. Electrical Systems Technology, CA (46.0302)
5. Industrial Machinery Mechanic^{1, 2, 3, 4, 5}
 - a. Industrial Millwright Technology, AAS (15.0612)
 - i. Industrial Millwright Technology, CA (47.0303)
6. Mobile Heavy Equipment Mechanics^{1, 2, 3, 4, 5}
 - a. Diesel Technology, AAS (15.0803)
 - i. Diesel Technology, CA (47.0613)
7. Emergency Medical Technicians and Paramedics^{1, 2, 3, 4, 5}
 - a. Emergency Medical Services-Paramedic Emphasis, AAS (51.0904)
 - i. Emergency Medical Technician, Basic, SC
 - ii. Advanced Emergency Medical Technician, SC
8. Welders, Cutters, Solderers^{1, 2, 3, 5}
 - a. Welding Technology, AAS (15.0614)
 - i. Welding Technology, CA (48.0508)
 1. Pipewelding, SC
 2. 3G/4G welding, SC
9. Machinists^{1, 2, 3, 4, 5}
 - a. Manufacturing Machining Technology, AAS (48.051)
 - i. Manufacturing Machining Technology, CA (48.051)
10. Radiologic Technicians^{1, 2, 3, 4, 5}
 - a. Radiology Technology, AS (51.0911)
 - b. Radiology Technology, AAS (51.0911)

Truckee Meadows Community College

1. Registered Nurses^{1, 2, 3, 4, 5}
 - a. Nursing, BS (51.3801)
 - b. Nursing, AS (51.3801)
2. Industrial Engineers, Mechanical Engineers, Electrical Engineers, Civil Engineers, Engineers – all others^{1, 2, 3, 4, 5}
 - a. Engineering, AS (15.9999)
3. Computer Systems Analysts, Software Developers, Systems Software, Database Administrators, Web Developers^{1, 2, 3, 4, 5}
 - a. Computer Information Technology – computer programming, AAS (11.0202)
 - i. Computer Technologies, CA (11.0103)
 1. CompTIA Certification Preparation, SC
 - b. Computer Science, AS (11.0202)
 - c. Graphic Design, AA
 - d. Graphic Design, AAS
 - i. Graphic Communication, CA
4. Network and Computer Systems Administrators, Computer Network Architects^{1, 2, 3, 4, 5}
 - a. Computer Information Technology – networking, AAS (11.0901)
5. Machinists^{1, 2, 3, 4, 5}
 - a. Machining, AAS (48.051)
 - i. Computer Numeric Controlled (CNC) Machining, CA (48.0501)
 1. Machining Level 1, CNC Milling: Operations and Programming, SC
 2. Machining Level 1, CNC Turning: Operations and Programming, SC
6. HVAC^{1, 2, 3, 4, 5}
 - a. Heating, Ventilation, Air Conditioning/Refrigeration, AAS (47.0201)
 - i. Heating, Ventilation, Air Conditioning/Refrigeration, CA (47.0201)
 1. Heating, Ventilation, Air Conditioning/Refrigeration, SC
 - b. Construction Technologies, Critical Systems, AAS (47.0201)
 - i. Construction Technologies, Critical Systems, CA (47.0201)
 - ii. Air Conditioning Critical Systems, CA
7. Welding^{1, 2, 3, 5}
 - a. Welding, AAS (48.0508)
 - i. Welding Technology, CA (48.0508)
 1. Welding: Flux-Cored Arc Welding & Gas Tungsten Arc Welding, SC
 2. Welding: Shielded Metal Arc Welding & Gas Metal Arc Welding, SC
8. Construction Management^{2, 3, 4, 5}
 - a. Construction Management, AAS (46.0415)
 - i. Construction Project Management, SC
 - ii. Construction Estimating, SC
9. Logistics^{1, 2, 3, 4, 5}
 - a. Logistics Operations Management, BAS
 - i. Logistics Management, AAS
 1. Logistics, CA
10. Transportation^{1, 2, 3, 4, 5}
 - a. Diesel Technician, AAS

- i. Diesel General Service Technician, CA
 - 1. ASE Diesel Technician: Basic, SC
 - 2. ASE Diesel Technician: Electrical, SC
 - 3. ASE Diesel Technician: Heavy Duty Diesel Engines, SC
- ii. Diesel ASE Technician, CA
 - 1. ASE Diesel Technician: Basic, SC
 - 2. ASE Diesel Technician: Electrical, SC
 - 3. ASE Diesel Technician: Heavy Duty Power Trains, SC
- b. Automotive Certified Technician, AAS
 - i. Automotive General Service Technician, CA
 - 1. ASE Basic, SC
 - 2. ASE General Service, SC
 - ii. ASE Master, SC

1. Registered Nurses^{1, 2, 3, 4, 5}
 - a. Registered Nursing, AAS (51.3801)
2. Computer Systems Analysts, Software Developers, Systems Software, Database Administrators, Web Developers^{1, 2, 3, 4, 5}
 - a. Computer Information Technology, AAS (11.0101)
 - i. Computer Information Technology, CA (11.0101)
 - b. Computer Information Technology – Cybersecurity pathway, AAS (11.0101)
 - i. Cybersecurity, CA
3. Network and Computer Systems Administrators, Computer Network Architects^{1, 2, 3, 4, 5}
 - a. Computer Information Technology – Network technician Pathway, AAS (11.0101)
 - i. Computer Information Technology, CA
 - b. Computer Information Technology - System Administration, AAS (11.0101)
 - i. Computer Information Technology, CA (11.0101)
4. Machinists^{1, 2, 3, 4, 5}
 - a. Technology – Machine Tool Technology, AAS (48.0501)
 - i. Machine Tool Technology, CA (48.0501)
5. Welders, Cutters, Solderers, and Brazers^{1, 2, 3, 5}
 - a. Technology – Welding, AAS (48.0508)
 - i. Welding Technology, CA (48.0508)
 - ii. Welding, SC
6. Construction Managers and Supervisors of Construction Trades and Extraction Workers,^{1, 2, 3, 4, 5}
 - a. Construction Management, BAS (46.0412)
 - b. Technology – Construction, AAS (46.0415)
 - i. Energy Technology, SC
 - ii. HVAC, SC
 - iii. Heating, Air Conditioning, and Refrigeration Mechanics and Installers, SC
 - iv. Certified Inspector of Structures, SC
7. First-Line Supervisors of Production and Operating Workers^{1, 2, 3, 4, 5}
 - a. Technology – General Industrial, AAS (15.0612)
 - i. General Industrial Technology, CA (15.0612)
 - ii. Manufacturing Technician, SC
8. Accountants and Auditors, Bookkeeping, Accounting, and Auditing Clerks^{1, 2, 3, 4, 5}
 - a. Business – Accounting, AAS (52.0301)
 - i. Bookkeeping, CA (52.0302)
9. Managers, Business, Business Operations Specialists^{1, 3, 4, 5}
 - a. Organization & Project Management, BAS (52.0211)
 - b. Associate of Business, (52.0201)
 - c. Business – Management, AAS (52.0201)
 - d. General Business, AAS (52.0101)
 - i. Business, CA (52.0101)
10. Emergency Medical Technicians and Paramedics^{1, 2, 3, 4, 5}
 - a. Emergency Medical Services, AS (New program)
 - b. Emergency Medical Services, CA (51.0904)
 - c. Paramedicine, CA (51.0904)

Legend:

- 1: Southern Nevada GOED High Demand Occupation Analysis
- 2: Northern Nevada GOED High Demand Occupation Analysis
- 3: Northeastern Nevada GOED High Demand Occupation Analysis
- 4: Central Nevada GOED High Demand Occupation Analysis
- 5: Statewide GOED High Demand Occupation Analysis

BAS: Bachelor of Applied Science

BS: Bachelor of Science

AA: Associate of Arts

AAS: Associate of Applied Science

AS: Associate of Science

CA: Certificate of Achievement

SC: Skills Certificate

DRAFT

Appendix H

Patterns of State Coordination and Governance

**Patterns of State Coordination and Governance of Community
and Technical Colleges and Other Less-than Baccalaureate
Institutions**

Background Information for the Nevada System of Higher Education

June 1, 2022

Aims McGuinness

Introduction

The patterns for organizing community and technical colleges across the fifty states defy easy classification. Each state has evolved different modes for delivering services commonly thought of as being within the purview of “community colleges”, differences that are based on the state’s unique demographic, economic, geographic context as well as the existing configuration of public institutions. Each state’s structure for governing, coordinating, regulating, and financing the provision of these services reflects the state’s unique legal structure and political culture. The purpose of this paper is to summarize key points to assist in understanding the differences among states and to outline how the structures have changed over the past few decades and are continuing to change to meet the realities of the current demographic, economic and educational environment.

Array of community college services

In conceptual terms, a comprehensive community college has the institutional capacity to provide a range of services to several different student or client groups within certain policy parameters related to accessibility, price, cost, and flexibility to meet client needs. These characteristics distinguish community colleges from most other providers:

- Open access and focus on student goal attainment
- Lower price (tuition and required fees) than university sectors made possible by higher share of state funding per student and a greater focus on the instruction function
- Cost-effectiveness
- Flexibility and responsiveness to client needs

Community colleges commonly serve four different client groups:

- In-school youth (students enrolled primarily in secondary education but also early intervention and services to students at the elementary and middle-school levels to ensure strong preparation for college-level work and, in some cases, vocational/technical skills for immediate employment or subsequent education/training at the postsecondary level). These students may enroll concurrently in high school and a community college.
- Recent high school graduates (typically students who graduated from high school within the previous six months to a year).
- Adults, including:
 - Young adults who left secondary education before obtaining a high school diploma who

are seeking adult basic education or preparation for the GED, or in some cases, an industry-based certification necessary for employment

- Young adults who obtained a high school diploma or equivalent and entered the workforce directly from high school, and who seek additional education/training for skills necessary for employment/career advancement
- Older adults with work experience and a wide range of prior learning, including adults with from less-than-high school education seeking adult basic education or preparation for the GED; and adults with one or more years of postsecondary education seeking further education or training for skills necessary for employment/career advancement
- Employers. This client group differs from the general adult population because the principal source of demand is the employer, not the adult – although adults are the clients served. Another distinguishing point is that the venue for service provision is often (but not necessarily) at the worksite, not on campus.

A community college must tailor its programs and services to the unique needs of each of its client groups. The principal programs and services are as follows:

- Learning support services for youth and adults who are less than college-ready
- General education
- Transfer preparation
- Career preparation: certificate and associate degree programs in occupational fields. An increasing number of colleges are also delivering bachelor's degrees in applied science (BAS) degrees in fields in which professional licensure and specialized accreditation standards require more preparation than students can accomplished within the traditional 60-hour associate degree framework.
- Customized training and rapid response workforce development
- Community service (non-credit and other services to the community)
- Brokering the services of, or and functioning as a delivery site for, other providers (e.g., four-year institutions offering upper-division baccalaureate programs on a community college campus)

What services community and technical colleges deliver and how varies significantly among the states and in some cases, within regions of the same state. In some states, comprehensive community colleges conduct most, if not all, these services. In other cases, different institutions provide portions of these services, e.g., technical colleges focused on career preparation and workforce training primarily for recent high school graduates, university branch campuses

focused primarily on transfer preparation, or workforce training centers focused on customized training and rapid-response workforce development for adults. Community/technical colleges often provide or coordinate rapid-response workforce training functions through a workforce unit separate from the college's academic (degree credit granting) structure and financed primarily through employer contracts and state workforce development sources.

Differences in how institutions are governed and financed

The manner in which institutions evolved determines to a considerable extent how they are governed. The following is a summary of the principal development patterns:

- Colleges that evolved, often as junior colleges, primarily through local initiative based on school districts and the K-12 system with limited state oversight
- Colleges that developed through state law that established a framework for local governance, a statewide coordinating/regulatory structure, and financing
- Colleges that evolved from postsecondary vocational/technical systems—usually linked to the state board for vocational education (typically the state board of education).
- Colleges that evolved from branch campuses linked to state universities

Some states experienced the proliferation of two or more of these developments resulting in highly fragmented networks of less-than-baccalaureate-level institutions. Many of the governance controversies in the period from the 1970s through the 1990s revolved around rationalizing these networks.

State-level governance, coordination, or regulation

Most states have a state-level structure for oversight of community and/or technical colleges. These state-level structures vary as widely as the origins and governing arrangements for community colleges. (See Appendix C). This report makes a careful distinction between three types of state function: *governing boards* have centralized responsibilities for appointing presidents, conducting other governing, administrative and back-office functions, and delegating powers to local colleges; *coordinating boards* have planning, budget and oversight responsibilities but governance of colleges is the responsibility of local college boards; *regulating agencies* carry out basic oversight functions but the governance of colleges is the responsibility of local college boards.

The main types of state-level structures as illustrated on Appendix C include

- A unit under the State board of education that is responsible primarily for K-12 education (Florida, Iowa, and Pennsylvania) *regulates* community colleges. Governance of community colleges (or community college districts) in these states is the responsibility of local

governing boards.

- A state-level board *governs* both universities and the community and/or technical colleges or other types of campuses mainly providing certificate and associate programs. These boards fulfill typical governing responsibilities as well as providing administrative and other back-office functions for both state universities and community/technical colleges. Despite this commonality, these systems differ significantly in the characteristics of their constituent institutions and in the authority and responsibility of the system board. In addition to the Nevada System of Higher Education, other states in this category include Alaska, Connecticut, Georgia, Hawaii, Idaho, Massachusetts, Minnesota, Montana, New York (CUNY), North Dakota, Rhode Island, Utah, and Vermont. There are nuances reflecting unique conditions in each of these states making comparisons problematic. Appendix A provides a brief profile of four of these systems that include research universities.
- A state-level governing board for state universities is also responsible for *coordinating* locally governed community colleges (Kansas and New York (State University of New York (SUNY))). Governance of community colleges (or community college districts) in these states is the responsibility of local boards. While the governance of SUNY community colleges is largely the responsibility of local boards, the SUNY Board of Trustees retains certain governing responsibilities including appointing college presidents.
- A coordinating board or agency for all higher education *coordinates* locally governed community colleges. In these states, there is no state-level agency dedicated explicitly to community colleges; however, the statewide community college association commonly plays an important coordinating and advocacy role for community colleges. Examples are the community college associations in Arkansas, Maryland, Mississippi, Missouri, Nebraska, New Jersey, New Mexico, Ohio, Oregon, Pennsylvania, and Texas.
- An independent state board *coordinates* locally governed community and/or technical colleges. These boards have coordinating and regulatory authority for locally governed institutions. Examples include the California Community College System, Illinois Community College Board, the Washington State Board for Community and Technical Colleges, the West Virginia Community and Technical Colleges, and the Wisconsin Technical College System Board.
- An independent state board *governs* community and/or technical colleges. Examples include the Colorado, Kentucky Community and Technical College System, the Georgia Technical College System, Indiana Ivy Tech Community College of Indiana, Louisiana Community and Technical College System, the Maine Community College System, the Community College System of New Hampshire, the North Carolina Community College System, the South Carolina Technical College System, the College System of Tennessee (Tennessee Board of Regents), and the Virginia Community College System. The Kentucky, Louisiana, North

Carolina, and Tennessee systems resulted from consolidation of existing community colleges with technical institutions previously under the state's designated state board of vocational education. The systems in Georgia, Indiana, Maine, and New Hampshire evolved from previous postsecondary technical institution systems.

- The state has no state-level board or entity with authority over locally governed community colleges (Arizona and Michigan).
- Several states continue to have postsecondary technical schools linked to the secondary school system offering non-degree technical programs for immediate entry to the labor market following high school graduation. These schools are commonly linked to career and technical education division of the state education department.

Sources of financing and state and local structure

How community and technical colleges are governed relates to the extent to which they are financed by state appropriations or through local tax revenues. Appendix B shows the funding for community colleges in each state from state appropriations, tuition, and local appropriations). States are listed according to the level of local funding starting with those states in which community colleges receive no local funding. While there are some exceptions, most states that fund community colleges primarily through state appropriations organize their community colleges systems under statewide governing boards. These boards are either statewide governing boards for higher education systems such as Nevada, or statewide governing systems for community or technical colleges such as Alabama, Georgia, Indiana, Kentucky, Louisiana, Maine, New Hampshire, North Carolina, and South Carolina, Tennessee, Vermont, and Virginia. If local boards exist in these governing systems, they are only advisory and function within the legal authority of the statewide governing board.

Among states funded primarily by state appropriations and tuition revenue, only two are under the authority of a statewide *coordinating* board rather than governing board: Washington State and West Virginia. Colleges in each of these states have local governing boards appointed by the governor that operate within the oversight of a statewide coordinating board.

Most community colleges/technical colleges that are funded primarily from local appropriations have local governing boards. Most of these colleges also operate within the authority of a state coordinating/regulator agency responsible either for just the community college sector or for the overall public higher education system. Arizona, which eliminated its state community college entity in 2003, is an exception to this pattern. State agencies in several other states, such as the New Mexico Department of Higher Education, have a role limited primarily to developing and recommending state funding formulas for community colleges.

Trends in state-level system and community/technical college governance

Just as governance structures are unique to each state, the major changes in state-level community college governance over the past fifty years have taken place because of unique state circumstances. Changes have occurred in broad phases:

The 1960s: Dramatic development

The extensive development of community colleges, postsecondary technical institutions, and two-year university branches occurred during the massive higher education enrollment growth period of the 1960's. Fueling the development were several forces: local leaders seeking new institutions to spur regional development, advocates of the emerging model of the comprehensive community college; the federal vocational education acts of 1963 and 1968 which provided funding for postsecondary career and technical education; and university leaders seeking to provide access to university programs and extend their institutions' political influence in regions away from the main campus.

A few states developed fairly coherent statewide systems in which career/technical programs were integrated with comprehensive community colleges and in which universities generally did not develop competing two-year branches (California, Illinois, Virginia, and Washington State, as examples). In several other states these developments resulted in highly fragmented, uncoordinated networks of institutions providing less-than-baccalaureate education linked to different statewide entities, each competing for state funding.

1970s: Growth of state coordinating and oversight entities

Beginning in the mid-1960s, numerous states faced with highly fragmented networks of public institutions developed statewide coordinating agencies intended to curb unnecessary duplication in programs and facilities. The need for better coordination of public, less-than-baccalaureate institutions, all serving the same region, was a major task of these new entities; their success in fulfilling this objective has varied significantly.

1980s and 1990s: Period of consolidation of community college and technical college systems

In an effort to achieve efficiencies, curb unnecessary duplication, promote improved student pathways, and enhance workforce responsiveness, several states enacted major consolidations under a single statewide governing board for community colleges, technical colleges, and other institutions. New statewide community and technical college systems were established in North Carolina (1979), Connecticut (1989 and 1992), Kentucky (1997), and Louisiana (1998). In each of these cases, reforms consolidated previously separate systems.

In Alaska and Montana, community colleges were linked to existing state universities. In Alaska, community colleges were integrated with the three university campuses and renamed community campuses. In Montana, the colleges became campuses of one of the universities while maintaining their missions as two-year campuses.

Two states, Minnesota (1991) and Connecticut (2011) went further and consolidated existing state university systems (not including the states' research universities) with community and technical college systems. Kansas (1999) consolidated oversight of locally governed community colleges under a statewide university governing board. Kansas (1999).

Meanwhile, several states (Georgia, Indiana, Maine, and New Hampshire) expanded the mission of existing statewide networks of postsecondary technical institutions to encompass elements of the broader community college mission (e.g., granting academic credit in applied associate degrees and, in some cases, transfer associate degrees) in addition to their traditional technical and workforce training missions. 2010 – 2020: Strengthening the link between higher education, future economy of the state, and the state governance of community and technical colleges

Both Tennessee and Utah illustrate new systemic strategies to link the state higher education system to the future of the state's economy and, within that strategy, to strengthen the role of community and technical colleges.

The Tennessee public higher education system includes the University of Tennessee System, the College System of Tennessee governed by the Tennessee Board of Regents (TBR), and six state universities. The Tennessee Higher Education Commission (THEC) is the overall coordinating body for the higher education system. Prior to 2010, TBR governed the six state universities, thirteen community colleges, and twenty-seven technology centers. In 2010, the Tennessee General Assembly enacted legislation to strengthen the existing community colleges as a system (the Complete College Tennessee Act of 2010), and to enhance the role of the technology centers (renamed the Tennessee Colleges of Advanced Technology (TCATs) in 2013). In 2015, legislation was enacted granting the six universities their own governing boards and focusing the role of TBR on governing the community colleges and TACTs and leading the newly named College System of Tennessee.

The TCATS and community colleges have different but complementary missions. The community colleges serve most of the common functions of this sector including certificate and associate degrees programs for recent high school graduates and adults, dual enrollment for secondary school students, and workforce and community development for their regions. The TCATS emphasize state-of-the-art technical training for workers to obtain the technical skills and professional training linked to the needs of their region's business and industry. Training programs are based on clock hours, not academic credits, and are usually full-time for a specified period (in contrast to community college academic calendar). The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) accredits the community colleges; the SACS Commission on Occupational Education accredits the TCATs.

Tennessee has sustained its position over the terms of three governors as a national leader in the efforts to align the higher education system with the state's economic competitiveness. The key is dynamic relationship among key entities: the Department of Economic and Community

Development, the Department of Labor and Workforce Development, the Tennessee Commission on Higher Education (THEC), the University of Tennessee, and the College System of Tennessee. (The THEC 2020 update of the Master Plan, *Tennessee: Enabling the Competitive Edge: Tennessee Higher Education in the New Economy*, Master Plan Update 2020 <https://www.tn.gov/content/dam/tn/thec/bureau/research/other-research/master-plan/finalmp.pdf>)

Utah legislation enacted in 2020 (see Appendix A) consolidating sixteen institutions under the newly constituted Utah System of Higher Education: eight technical colleges, two community colleges, four regional universities, and two research universities. A key element of the change was the consolidation the former Utah College of Applied Technology with its multiple campuses into the new system and elevating their position parallel to, but coordinated with, the community colleges and other academic institutions. The intent of the new system is to:

- Allow for more comprehensive strategic planning that encompasses the full spectrum of higher education
- Increase accessible, affordable opportunities within higher education
- Create seamless education pathways from certificates to degrees
- Improve collaboration between institutions
- Meet the rapidly changing needs of a growing workforce (Landward, Geoffrey T. (2020). "The New University System of Higher Education," *Issue Brief*, May 2020 https://ushe.edu/wp-content/uploads/pdf/reports/issue_brief/2020/2020_New_Combined_System.pdf)

In contrast to the previous divided structure, the new system has a significant advantage as a coordinated means to engage the full scope of Utah higher education in the state's economic development strategies through the Governor's Unified Economic Opportunity Commission. The Commissioner of Higher Education serves on the Commission along with the leaders of the state's major departments: the superintendent of public instruction, agriculture and food, workforce services, transportation, natural resources, the superintendent of public instruction, and the Governor's offices of economic opportunity and planning and budget. Also, non-voting members include representatives of the state's major business organizations. <https://business.utah.gov/unified-economic-opportunity-commission/>

Pandemic and beyond: Increasing role of systems/"systemness"

Rapidly changing environment

The pandemic has only amplified trends that were already having a profound impact on higher education and is leading to rethinking how public institutions are governed and financed. Public

higher education is moving away from a highly decentralized network of separately governed institutions competing for students and limited public resources. What is emerging is a more systemic, integrated network of institutions in which the collective resources of several institutions are utilized to ensure student pathways toward goals and responsiveness to changing state and regional economic development and human resource priorities. The challenge for states will be to realign current structures and policies for governing and financing institutions to adapt to the dramatically changing environment.

- Recent data show that overall enrollment in higher education declined by 4.5% from Spring 2021 to Spring 2022. The decline was most pronounced in community colleges—7.8%. Among age groups, the decline was greatest (5.8%) among adults ages twenty-four and over, a population most often served by community colleges. (National Clearinghouse Research Center: *Current Term Enrollment Estimates, May 26, 2022. From Spring 2021 to Spring 2022* <https://nscresearchcenter.org/current-term-enrollment-estimates/>)

Community college enrollments frequently decline in periods of low unemployment. This time, however, the decline reflects deeper changes in where and how students gain access to postsecondary education and pursue paths to credentials and degrees:

- Students are gaining credits and competencies from multiple providers. Non-traditional providers, including employers, are granting an increasing complex array of credentials certifying specific skills and competencies: certificates, digital badges, and other micro-credentials.
- The pandemic has fundamentally changed where and how people work and learn. The model of students going to the source of instruction has given way to a new requirement that instruction be delivered to students wherever they may be. Student “swirl” among multiple institutions and new credentials and modes by which students gain competencies are making traditional policies regarding articulation and transfer among institutions obsolete. The challenge now is to develop policies and services that facilitate student pathways among multiple institutions and recognize competencies (e.g., through prior learning assessment (PLA) earned toward micro-credentials or other non-academic learning experiences.
- Colleges are facing serious budget challenges as loss of tuition revenue from enrollment decline. This is intensifying the competition for students among institutions, especially those serving the same geographic region. Community colleges are especially vulnerable as more selective universities in the same market area lower their requirements to attract students who otherwise would attend a community college. In some states, serious financial pressures are forcing community colleges, especially those in rural areas, to make serious budget cuts leading to termination of faculty and staff in critical higher-cost occupational and technical programs.

- Faced with skilled workforce shortages, employers are increasingly looking for sources of not only new skilled employees but also ways to retrain and upskill their current workforce. The emerging demand is for rapid-response workforce training and new, more flexible modes of delivery than is available in traditional higher education institutions.

Implications for governance and functions of state higher education systems

For states with existing statewide systems the new environment requires fundamental redesign of traditional functions and embracing new roles and functions internal and external to the system. States with highly fragmented and largely uncoordinated institutional networks will face an extraordinary challenge in developing the needed collaboration among institutions to ensure clear pathways for students toward learning and career goals, and to provide a coherent, coordinated link to external partners (e.g., business, industry, K-12 education, health care, and state economic and workforce development entities).

States established existing higher education systems when college enrollments were exploding, and new institutions were being built to respond to this increasing demand. While the specific issues varied among states, common rationales for the creation of systems were to:

- Provide a single point of accountability to the governor and state legislature for efficient and effective governance and administration of multiple public campuses.
- Mitigate regional competition and conflicts regarding the location of new institutions and high-cost programs (e.g., engineering and health sciences and doctoral programs) and removing these decisions from the political process.
- Reduce or prevent unnecessary duplication of programs; and gain efficiencies in the delivery of programs and the provision of back-office operations.

Most systems emphasized clear mission differentiation (e.g., between research universities, access-oriented state universities, and community/technical college or two-year campuses), as well as policies to eliminate barriers to student transfer and other basic inter-institutional relationships. Finance policies tended to foster inter-institutional competition rather than collaboration by rewarding enrollment growth or credit-hour production. Increasing reliance on tuition revenue further exacerbated competition and worked against collaboration.

Many of the traditional functions remain important. In the current economic environment, achieving economies-of-scale (albeit, with attention to needed reform and innovation) in functions such as budgeting and finance, legal, human resources, information/data systems, procurement, is increasingly important. However, systems must now pursue other critical *inward-facing* and *outward-facing* leadership roles. The following are examples.

Inward-facing roles:

- Using policy tools available to support inter-institutional collaboration and academic program and resource sharing. The goal should be that the system is “more than the sum of its parts” in providing clear student pathways toward career and learning goals and linking the assets of the entire system to regional and statewide priorities.
- Using finance and accountability policies are key means to incentivize collaboration and sharing. Important questions include: what barriers or disincentives exist in current policies? How could the system redesign existing policies to incentivize collaboration and resource sharing?
- Developing system-level policies to facilitate student career and learning pathways between and among institutions and multiple providers.
 - Systemwide standards for prior learning assessment (PLA) to integrate competencies reflected in new credentials (certificates, digital badges) and workplace learning into academic credit toward a degree.
 - System incentives to enhance student pathways such as technology assisted advising/guidance, stackable credentials: combining competencies developed through badges, certificates with academic programs.
- Using the system’s authority and responsibility for presidential appointment/evaluation not only to ensure a proper match with a specific institution’s mission and culture, but also to reward presidential initiative to develop collaborative relationships and support the president in leading campus-level change. Most needed changes will take place at the institutional/campus level. Without firm, consistent support (including training in change management) from system leadership, campus leaders will be hesitant to pursue needed changes, or worse, be forced out by campus resistance.

Outward-facing roles:

Public higher education systems have traditionally focused externally on advocating on behalf of their constituent institutions with the governor and state legislature for operating and capital budgets and other system priorities. Community and technical college systems generally have funding and oversight relationships with the state workforce agencies and state department responsible for career/technical education (e.g., Perkins V).

These traditional relationships continue to be important; however, systems are now playing the far more dynamic leadership role of serving as the link between the full range of system capacities from community colleges to research universities to the future competitiveness of the state’s economy and workforce. In this role, systems have a major responsibility to partner with the governor’s economic development office and key economic development, workforce,

education, and other state agencies as well as with the state's major business, industry, health care, and civic leaders.

How each state responds to these challenges will reflect its unique history, economy, culture, and current higher education structure. The states that have a systemwide structure in place have an advantage compared to those with highly fragmented, loosely coordinated higher education systems. The key, however, is for systems to realign their leadership roles and functions to meet the realities of the new demographic, economic, and educational environment. The cases of Tennessee and Utah illustrate how states are seeking to make this important transition.

In conclusion, systems will be increasingly important:

- To students to provide smooth, affordable pathways through and among the system's institutions toward their educational and career goals
- To employers for ensuring responsiveness to rapidly changing workforce needs from rapid-response training to preparation of highly skilled graduates
- To the state as a single point of contact for engaging all the system's institutions in the state's strategies for developing a competitive economy and workforce

Appendix A. University Systems including universities and community and technical college/two-year campuses

The following are brief profiles of systems that include universities (including research the state's major research universities) and community and technical college/two-year campuses.

University of Alaska System

In July 1987, the Alaska Board of Regents consolidated the university system's thirteen (13) formerly independently accredited community colleges (now called community campuses) into one of the three main independently accredited university campuses to create three multi-campus universities (identified as major administrative units (MAUs)): The University of Alaska Fairbanks (UAF), the system's original Land-Grant, doctoral-granting research university; the University of Alaska Anchorage (UAA); and the University of Alaska Southeast in Juneau (UAS). As a result of the 1987 consolidation:

- All community college programs, faculty, and staff were integrated with UAF, UAA, and UAS.
- The community colleges, now called community campuses, no longer had independent accreditation.
- Each university established a school or college specifically for non-degree vocational-technical programs leading to certificates.
- While the community campuses have a few resident faculty, academic programs are delivered using distance technology across the campuses from the main campuses, and in some cases, from one community campus to others.
- The budgets and financing of the community campuses were integrated with the budgets of each of the three multi-campus universities (MAUs). Consequently, tuition rates for the former community colleges were increased to the level of those for the universities. Differential (lower) tuition rates for community college courses were eliminated. The Subsequent efforts to reinstitute lower tuition rates for community campuses were not successful in part because funding was not available to replace the revenue loss for the university as a whole.

The University of Alaska system office, "Statewide," conducts a full range of common system functions (e.g., academic affairs, facilities planning and construction, finance and budget, human resources). The system-level Office for Workforce Development serves as the coordinating point between the University of Alaska System and the state department of education and other agencies of state government regarding vocational technical education offered through the community campuses. <https://www.alaska.edu/alaska/>

University of Hawai'i System

The University of Hawai'i Community Colleges (UHCC) is a statewide system of seven separately accredited institutions which is part of the larger ten-campus University of Hawai'i System. Each college provides a range of general and pre-professional associate degree programs as well as certificate and associate degrees in career and technical education. Each college has a unit responsible for career and community education providing non-credit education and training to meet workforce and community needs. The community college chancellors report to the Vice President for Community Colleges who in turn reports to the University President. The system community college unit has academic and administrative functions (e.g., facilities planning, human resources, budget, planning and finance) focused on the community colleges. These functions are separate from but coordinated with similar functions for the overall university system (e.g., the Vice President for Administration). In contrast to most other states, the Board of Regents of the University of Hawai'i is the designated state board of vocational education for the purposes of federal law. Reporting to the Board of Regents is a State Board of Career and Technical Education (CTE) which is responsible for overall CTE in coordinating with the State Board of Education, administration of Perkins V funding, and coordinating CTE programs with the community colleges.

Montana University System

The Montana Board of Regents has constitutional authority to govern and coordinate all public higher education in Montana. The Board of Regents has governing authority for the three universities: the Montana State University, University of Montana, and Montana Technological University. The Board of Regents also has coordinating authority for three locally governed community colleges. Montana has six tribal colleges that provide community college services.

In 1994, the Board of Regents consolidated sixteen campuses under two university systems: Montana State University and the University of Montana (UM). In 2017, Montana Technological University was separated from the University of Montana system to report directly to the Board of Regents. Each university president is under the direction of and is responsible to the commissioner of higher education.

Nine campuses in the Montana University System that provide two-year educational opportunities common to the community college mission are linked to one of the three universities: four to Montana State University, four to the University of Montana and one to Montana Tech.

The division of responsibilities for the governance of the community colleges in Montana stems from article X, section 9, paragraph (2)(a) of the Montana constitution. "The government and control of the Montana university system is vested in a board of regents of higher education which shall have full power, responsibility, and authority to supervise, coordinate, manage and control the Montana university system and shall supervise and coordinate other public

educational institutions assigned by law."

Within the Office of Commissioner, a director of dual enrollment and career and technical education is within the unit headed by the deputy commissioner, academic, research, and student affairs. For federal Perkins V funding, the Board of Regents collaborates with the State Board of Education, the federally recognized state board for vocational education.

Utah System of Higher Education

The unified Utah System of Higher Education under the authority of the Utah Board of Higher Education, as established by legislation enacted in 2020, includes sixteen institutions, including eight technical colleges, two community colleges, four regional universities, and two research universities. Prior to the reorganization, the Board of Regents governed the community colleges, regional universities, and research universities. A board of trustees governed the Utah College of Applied Technology (UCAT), a system of eight regional applied technology college (ATC) campuses. The 2020 reorganization transferred the governance of the applied technology campuses, renamed technical colleges, to the reconstituted Board of Higher Education. The new system governing board has following duties and authorities:

- Governing the Utah System of Higher Education
- Establishing a statewide vision and goals
- Setting policies to achieve statewide goals
- Establishing performance metrics
- Collecting, analyzing, and coordinating System data
- Establishing and overseeing institutional roles
- Setting criteria for program approval
- Appointing and evaluating institutional presidents

(Landward, Geoffrey T. (2020). "The New University System of Higher Education," *Issue Brief*, May 2020 https://ushe.edu/wp-content/uploads/pdf/reports/issue_brief/2020/2020_New_Combined_System.pdf)

The legislation calls for the Board of Higher Education to establish two committees, one for technical education and the other for academic education. It further creates the positions of associate commissioner for academic education and associate commissioner for technical education. (S.B. 111, Higher Education Amendments 2020 General Session State of Utah).

Each institution in the Utah Higher Education System has a board of trustees that functions within the overall authority of the Board of Higher Education.

An *Issue Brief* describes the intended benefits of the changes:

- Merging the systems creates more benefits than just structural change, however; some prominent advantages include:
- Allowing for more comprehensive strategic planning that encompasses the full spectrum of higher education
- Increasing accessible, affordable opportunities within higher education
- Creating seamless education pathways from certificates to degrees
- Improving collaboration between institutions
- Meeting the rapidly changing needs of a growing workforce

To seize these advantages, the new System must embrace the view that technical and academic education are not mutually exclusive options for students, but are, in fact, educational opportunities that can complement and build on each other, can provide pathways to better access and outcomes for all students from all backgrounds, and can lead to partnerships within the System that will make higher education more efficient and effective for students moving forward. (Landward, Geoffrey T. (2020). "The New University System of Higher Education," Issue Brief, May 2020 https://ushe.edu/wp-content/uploads/pdf/reports/issue_brief/2020/2020_New_Combined_System.pdf)

The academic institutions and technical colleges are accredited by different organizations. The Northwest Commission on Colleges and Universities (NWCCU) accredits the academic institutions, and the Council on Occupational Education (COE) accredits the technical colleges.

About 25% of technical college students are high school-age students who spend part of their day learning technical skills at technical college campus. The other 75% of college students are adults who are seeking new skills to obtain employment or are upgrading their current employability skills. Technical college students who complete their training programs are awarded certificates that indicate the mastery of specific employability competencies in their area of study.

Another feature of the technical colleges is the customized training program, Custom Fit, which provides state-subsidized training to Utah businesses for incumbent workers. Companies partner with technical colleges and certain degree-granting institutions to design and/or arrange training opportunities to help Utah companies to grow, increase productivity, or gain a competitive edge. Utah System of Higher Education (2020). *Utah System of Technical Colleges 2020 Annual Report*. https://ushe.edu/wp-content/uploads/pdf/reports/general_report/2020/Utech_Annual_Report_2020.pdf

**Appendix B. Funding by Revenue Source Community and Technical Colleges
and Other 2-Year Institutions, 2019-20 Listed by Percent of Local Appropriations &
Nonoperating Grant**

State	Percent of Total Funding by Revenue Source ^{1, 2, 3}			Total Funding by Revenue Source			
	Net Tuition & Fees	State Appropriations & Nonoperating Grants	Local Appropriations and Nonoperating Grants	Net Tuition & Fees	State Appropriations & Nonoperating Grants	Local Appropriations and Nonoperating Grants	Total Funding (Net Tuition & Fees, State & Local Appropriations) per
Connecticut	24.9	75.1	0.0	\$3,429	\$10,330	\$0	\$13,759
Delaware	38.0	62.0	0.0	\$5,694	\$9,306	\$0	\$15,000
Hawaii	17.7	82.3	0.0	\$3,352	\$15,577	\$0	\$18,929
Indiana	30.2	69.8	0.0	\$2,510	\$5,809	\$0	\$8,318
Kentucky	29.5	70.5	0.0	\$2,120	\$5,057	\$0	\$7,177
Louisiana	48.5	51.5	0.0	\$2,894	\$3,068	\$0	\$5,961
Maine	21.2	78.8	0.0	\$1,685	\$6,251	\$0	\$7,936
Massachusetts	34.6	65.4	0.0	\$4,455	\$8,436	\$0	\$12,891
Minnesota	34.2	65.8	0.0	\$3,557	\$6,835	\$0	\$10,392
Nevada	32.8	67.2	0.0	\$2,686	\$5,491	\$0	\$8,177
North Dakota	39.3	60.7	0.0	\$4,070	\$6,282	\$0	\$10,352
Rhode Island	33.1	66.9	0.0	\$2,400	\$4,846	\$0	\$7,246
South Dakota	65.6	34.4	0.0	\$5,700	\$2,987	\$0	\$8,687
Utah	32.1	67.9	0.0	\$3,348	\$7,078	\$0	\$10,426
Vermont	72.9	27.1	0.0	\$9,566	\$3,561	\$0	\$13,126
Tennessee	22.2	77.8	0.0	\$2,030	\$7,132	\$0	\$9,162
New Hampshire	48.9	51.1	0.0	\$6,706	\$7,002	\$3	\$13,710
Georgia	38.5	61.2	0.3	\$2,725	\$4,331	\$22	\$7,078
Virginia	43.6	55.9	0.4	\$3,339	\$4,278	\$32	\$7,650
Alabama	30.1	69.4	0.5	\$2,561	\$5,913	\$41	\$8,514
West Virginia	27.7	71.8	0.5	\$2,035	\$5,276	\$36	\$7,348
Washington	36.0	63.1	0.8	\$3,451	\$6,042	\$80	\$9,572
Florida	28.1	70.2	1.7	\$1,814	\$4,531	\$106	\$6,451
Arkansas	22.6	66.5	10.9	\$2,138	\$6,303	\$1,036	\$9,478
Pennsylvania	44.4	38.9	16.7	\$4,543	\$3,984	\$1,712	\$10,239
Ohio	37.6	45.3	17.1	\$3,181	\$3,838	\$1,448	\$8,467
North Carolina	13.5	69.2	17.2	\$1,344	\$6,878	\$1,710	\$9,933
Mississippi	26.0	56.4	17.7	\$1,835	\$3,983	\$1,247	\$7,065

State	Percent of Total Funding by Revenue Source ^{1, 2, 3}			Total Funding by Revenue Source			
South Carolina	43.3	38.3	18.4	\$3,328	\$2,944	\$1,414	\$7,686
Oklahoma	28.6	50.8	20.6	\$2,372	\$4,217	\$1,706	\$8,294
Montana	29.3	50.1	20.6	\$3,103	\$5,318	\$2,186	\$10,606
Idaho	29.5	48.5	21.9	\$3,147	\$5,172	\$2,335	\$10,654
Colorado ⁴	54.5	21.5	24.1	\$5,577	\$2,197	\$2,463	\$10,237
Wyoming	18.2	57.3	24.5	\$3,349	\$10,543	\$4,504	\$18,395
Iowa	30.2	43.9	25.9	\$3,345	\$4,871	\$2,877	\$11,093
New Jersey	49.5	21.4	29.1	\$3,906	\$1,686	\$2,292	\$7,883
Oregon	24.4	45.3	30.3	\$4,560	\$8,458	\$5,655	\$18,673
Missouri	30.8	32.5	36.7	\$2,676	\$2,822	\$3,188	\$8,686
New York	26.4	34.8	38.8	\$3,220	\$4,232	\$4,725	\$12,177
Wisconsin	15.6	44.2	40.2	\$3,236	\$9,174	\$8,343	\$20,754
Maryland	27.7	30.6	41.6	\$4,363	\$4,825	\$6,555	\$15,744
Illinois	18.1	40.0	41.9	\$2,790	\$6,171	\$6,460	\$15,421
California	8.7	48.8	42.6	\$888	\$5,008	\$4,367	\$10,264
New Mexico	12.1	45.3	42.7	\$1,492	\$5,599	\$5,279	\$12,370
Michigan	30.2	26.8	43.1	\$3,961	\$3,515	\$5,656	\$13,131
Kansas	24.0	29.3	46.7	\$2,953	\$3,610	\$5,744	\$12,306
Texas	20.3	29.5	50.2	\$2,009	\$2,914	\$4,970	\$9,893
Nebraska	14.2	31.6	54.2	\$2,041	\$4,544	\$7,786	\$14,371
Arizona	19.2	7.9	72.9	\$2,022	\$834	\$7,692	\$10,548
Alaska ⁵	NA	NA	NA	NA	NA	NA	NA
DC ⁶	NA	NA	NA	NA	NA	NA	NA

¹ Net Tuition & Fees, State & Local Appropriations & Nonoperating Grants = 100%.

² Figures for Postsecondary Title IV Degree Granting Institutions.

³ This analysis treats institutions with $\geq 75\%$ of their awards at the sub-baccalaureate level to be two-year institutions. Therefore, community colleges and other two-year institutions that offer a limited number of baccalaureate degrees and may be classified by IPEDS as baccalaureate institutions are included in this analysis.

⁴ Colorado State & Local Appropriations includes State Operating Grants and Contracts to reflect student voucher-based appropriations.

⁵ Data for University of Alaska community campuses are not available because these are reported with data for the institution of which they are integrated: University of Alaska Anchorage, University of Alaska Fairbanks, or University of Alaska Southeast.

⁶ Data for the Community College are reported for the University of District of Columbia and not reported separately.

Appendix C: Patterns of State Coordinating of Community and Technical Colleges

State	State Board of Education <i>Coordinates and Regulates</i> Community Colleges	Consolidated Governing Board for both Two- and Four- year Institutions <i>Governs</i> Community	Coordinating Board for All Higher Education <i>Coordinates</i> Locally Governed Community Colleges	Independent State Board <i>Coordinates</i> Community Colleges and/or Technical Institutions	Independent State Board <i>Governs</i> Community Colleges and/or Technical Institutions	Four-year Institutions have Two-year Branches	Postsecondary Technical Institutes Organized Separately from Community Colleges	Some Four- year Institutions Offer Associate Degree Programs
Alabama					X		X	X
Alaska		X ¹				X		X
Arizona								
Arkansas			X ²		X	X		X
California				X				
Colorado				X ³	X			
Connecticut		X						
Delaware					X			
Florida	X ⁴						X	
Georgia		X ⁵			X			
Hawaii		X						
Idaho	X ⁶	X					X	X
Illinois				X				
Indiana					X	X		X
Iowa	X							
Kansas		X ⁷						X
Kentucky					X			X
Louisiana					X	X		X
Maine					X			X
Maryland			X					
Massachusetts		X						
Michigan	X ⁸							X
Minnesota		X						

State	State Board of Education <i>Coordinates and Regulates</i> Community Colleges	Consolidated Governing Board for both Two- and Four- year Institutions <i>Governs</i> Community Colleges	Coordinating Board for All Higher Education <i>Coordinates</i> Locally Governed Community Colleges	Independent State Board <i>Coordinates</i> Community Colleges and/or Technical Institutions	Independent State Board <i>Governs</i> Community Colleges and/or Technical Institutions	Four-year Institutions have Two-year Branches	Postsecondary Technical Institutes Organized Separately from Community Colleges	Some Four- year Institutions Offer Associate Degree Programs
Mississippi				X				
Missouri			X				X	X
Montana		X ⁹						
Nebraska			X					
Nevada		X						
New Hampshire					X			
New Jersey			X				X	
New Mexico			X			X	X	X
New York		X ¹⁰						
North Carolina					X			
North Dakota		X						X
Ohio			X			X	X	X
Oklahoma			X		X	X	X	
Oregon			X					
Pennsylvania	X					X	X	X
Rhode Island		X						
South Carolina					X	X		X
South Dakota							X	X
Tennessee					X			
Texas			X			X	X	X
Utah		X						
Vermont		X						
Virginia					X			
Washington				X				
West Virginia				X				X
Wisconsin					X	X		
Wyoming				X				
Puerto Rico		X						

State	State Board of Education <i>Coordinates and Regulates</i> Community Colleges	Consolidated Governing Board for both Two- and Four- year Institutions <i>Governs</i> Community Colleges	Coordinating Board for All Higher Education <i>Coordinates</i> Locally Governed Community Colleges	Independent State Board <i>Coordinates</i> Community Colleges and/or Technical Institutions	Independent State Board <i>Governs</i> Community Colleges and/or Technical Institutions	Four-year Institutions have Two-year Branches	Postsecondary Technical Institutes Organized Separately from Community Colleges	Some Four- year Institutions Offer Associate Degree Programs
District of Columbia		X						

¹ Community college campuses within the University of Alaska were integrated with three universities in 1987 and are now called community campuses.

² Some Arkansas community colleges are part of either the University of Arkansas System or the Arkansas State University System. Other community colleges have their own local boards of trustees.

³ The Colorado State Board for Community Colleges and Occupational Education (SBCCOE) is the governing board for community colleges and the coordinating board for locally governed community colleges.

⁴ The Florida State Board of Education is the policy body for all public education. Governed locally by district boards of trustees, the community colleges (now called colleges) are under the jurisdiction of the State Board of Education. Administratively, the Chancellor of the Florida College System reports to the Commissioner of Education who serves as the chief executive officer of the Department of Education. Florida also has several postsecondary technical schools that are overseen by another unit within the Department of Education.

⁵ Most of the former two-year campuses of the University System of Georgia have transitioned to institutions granting the majority of their degrees at the baccalaureate level. Only five of the colleges grant 75% or more of their degrees at the associate degree level. With few exceptions, most of these degrees are liberal arts transfer programs, and fields such as nursing, allied health, criminal justice, and business. The colleges in the Technical College Service of Georgia provide primarily certificate, applied associate degrees, and rapid-response workforce training.

⁶ The State Board also serves as the Board of Regents for the University of Idaho and as the Board of Trustees for Idaho State University, Boise State University, Lewis-Clark State College, and the State Board for Career Technical Education, the entity responsible for postsecondary technical colleges. Idaho's four community colleges are each governed by their own separate board of trustees.

⁷ The Kansas Board of Regents serves as the governing body for state universities and the coordinating entity for locally governed community colleges. The former technical institutes are now linked to state universities.

⁸ The Michigan Department of Education has limited authority only to approve certain career and technical programs as recommended by locally governed community colleges.

⁹ The Montana Board of Regents has constitutional authority to govern and coordinate all public higher education in Montana. The Board of Regents has governing authority for the three universities: the Montana State University, University of Montana, and Montana Technological University. Two-year campuses are linked to each of the universities. In addition, it has coordinating authority for three locally governed community colleges. There are six tribal colleges that provide community college services.

¹⁰ SUNY includes both community colleges that are partially financed at the county level, as well as five state-funded colleges of technology. CUNY includes several community colleges.

PROPOSAL: NSHE WORKFORCE INCENTIVE GRANT (WIG)

Overview

In January 2022, Governor Steve Sisolak announced his intention during the State of the State address to make community college or other apprentice and training programs free for more Nevadans by 2025. Specifically, he tasked the Community College Workforce Training and Programs Committee (AB 450, Chapter 246, *Statutes of Nevada 2021*) with exploring and recommending ways to achieve this goal.

The proposal presented here is intended to address the Governor's charge and outlines the parameters of the Workforce Incentive Grant (WIG). This pilot program is designed to address populations that are currently not covered under the Governor Guinn Millennium Scholarship (GGMS), the Nevada Promise Scholarship (NPS) or the Silver State Opportunity Grant (SSOG). These existing state-supported programs allow certain student populations to attend NSHE community colleges with financial assistance paid by state funds.

The GGMS program is a merit-based scholarship established by the Nevada State Legislature for recent Nevada high school graduates to attend a public or private non-profit institution in the state. GGMS recipients meeting minimum enrollment requirements receive an award based on a per-credit amount (\$40 per lower-division credit and \$60 per upper-division credit at community colleges, \$60 per credit at the state college, and \$80 per credit at universities). The Nevada Legislature also established the Nevada Promise Scholarship for recent Nevada high school graduates to attend community college at a substantially reduced cost. As a last-dollar scholarship, the NPS covers up to three years of the base registration and certain other mandatory fees not covered by other state and federal aid received by the student. The SSOG Program is a need-based grant established by the Nevada Legislature and awarded to low-income students who are college-ready to pay for a portion of the cost of education at an NSHE community college or state college. The program is built on a shared responsibility model and guided by a philosophy for awarding grant aid based on the total cost of attendance (tuition and fees, books and supplies, room and board, and other living expenses) being shared by partners (the state, federal government, family, and the student).

The proposed WIG program is designed to support those students who don't meet eligibility requirements for the GGMS or NPS programs and are ineligible for the SSOG program due to credit load requirements. The WIG further targets regionally in-demand occupations identified by the State. Initial awards will be made for Spring 2023. Funds permitting, awarding will continue through Academic Year 2023-24 and possibly into Fall 2024.

Who is Eligible?

Eligible institutions include the NSHE community colleges:

- College of Southern Nevada;
- Great Basin College;
- Truckee Meadows Community College; and
- Western Nevada College.

To be eligible for a WIG award, a student must:

- Be enrolled in a program of study leading to a degree or certificate for an eligible in-demand occupation;
- Enroll in at least six (6) credit hours that apply to the student's chosen program of study;
- Be classified as a resident for tuition purposes;
- Meet institutional Title IV financial aid Satisfactory Academic Progress (SAP) requirements;
- Have not previously earned a bachelor's degree; and
- Complete the Free Application for Federal Student Aid (FAFSA) and qualify for the Pell Grant.

- For the duration of the pilot, Deferred Action for Childhood Arrival (DACA) students who complete the FAFSA will be considered for WIG eligibility. Because DACA students cannot receive the Pell Grant, to qualify for WIG funding they must have a household income at or below 185 percent of the federal poverty guidelines.
- Beginning in Fall 2023, students prohibited by law from completing the FAFSA may complete an alternative needs analysis form prescribed by the Board of Regents (currently under development for the SSOG program). To qualify for WIG funding, they must have a household income at or below 185 percent of the federal poverty guidelines.

Targeted In-Demand Occupations and Corresponding Eligible WIG Programs

The eligible degree and certificate programs will be selected based on the in-demand occupations identified by the Governor's Office of Workforce Innovation (GOWINN). Specifically, GOWINN identifies in-demand occupations by regional area. The programs that are eligible for WIG funding will differ for each institution based on the occupational demands of the regional area and are selected in consultation with the president of each community college. The initial list of eligible programs may expand or contract based on availability of funding. Should the program receive permanent funding, this list shall be reviewed annually and will be adjusted as the program evolves to meet changing workforce needs of the State.

See **Attachment A** for eligible programs by institution.

To be eligible for an award, students taking courses toward the completion of a skills certificate in an identified program area must have declared, as their educational goal, a certificate of achievement or an associate degree in the same discipline. These stackable credentials provide students an opportunity to demonstrate acquired knowledge in their field and gain relevant, up-to-date skills that may increase their employability while progressing toward a certificate of achievement or an associate degree.

Award Amount

Eligible students will receive an award based on enrollment load as follows:

Semester Enrollment Level	WIG Maximum Semester Award Amount	WIG Maximum Annual Award Amount
6 – 8.5 credits	\$1,000	\$2,000
9 – 11.5 credits	\$1,500	\$3,000
12 or more credits	\$2,000	\$4,000

If a student's enrollment level varies between semesters, awards will be adjusted accordingly. For example, a student in 6 credits in fall and 11 credits in spring would receive an annual award of \$2,500 (\$1,000 for fall and \$1,500 for spring). A student who is eligible to receive the SSOG and WIG award will receive the larger of the two awards but will not receive both. Awards will be made for Fall and Spring semesters until funds are exhausted, which means it is possible not all eligible students will be awarded.

As with all other federal and state financial aid programs, WIG awards must fit within the allowable costs in the student's Cost of Attendance (COA), as established in the *Code of Federal Regulations*. A student's COA is established by each community college and includes the cost of tuition and fees, room and board, books and supplies, transportation, and other living expenses.

The award amounts outlined above are based on the cost of registration and mandatory fees for 2023-24 at an NSHE community college. It is not an exact calculation but rather set at a value that will cover a student's registration fees, and in most cases, other mandatory fees. In addition, in some cases, students may have a small amount of WIG funds left over to cover other expenses within the COA. This is consistent with how other aid programs work, and it is important to note that the WIG award is intended to be combined with other sources of financial aid, in particular the Pell Grant, which can also be used to cover any expenses within the COA.

Continuing Eligibility

WIG recipients who wish to receive an award in subsequent years must file the FAFSA (or equivalent form for non-FAFSA filers) every subsequent year of enrollment. Students who receive a WIG award will remain eligible for future semesters providing they meet Title IV financial aid Satisfactory Academic Progress (SAP) requirements.

Students who do not meet SAP requirements may appeal to regain eligibility for WIG funding with the financial aid office at their institution. Alternately, students may regain eligibility for WIG funding in future semesters by regaining SAP.

Due to limited funding, maintaining or regaining eligibility is not a guarantee of receiving a WIG award in future award periods. Institutions will encourage recipients to file their FAFSAs for subsequent award years as early as possible to maximize the likelihood of subsequent awards.

Pilot Program Timeline

Initial awards will be made for the Spring 2023 semester. Awards will continue for the following academic year (Fall 2023/Spring 2024). Depending upon available funding, awarding may continue during Fall 2024.

Allocation of Funding

The Chancellor's office will allocate funds to the community colleges based on the proportion of enrollment across all eligible institutions.

Messaging

The NSHE Department of Academic and Student Affairs staff will create a website with program information and links to contacts at the eligible institutions. Outreach to students will primarily be carried out by institutional staff beginning in Fall 2022. Outreach materials and written communications to students will contain information regarding continuing eligibility requirements, the pilot nature of the program, and the limited availability of funding.

Reporting and Accountability

The NSHE Department of Academic and Student Affairs will publish a preliminary report at the end of Spring 2023 including the number of students eligible for awarding, the number of students awarded, and the degree programs of the awarded students.

At the end of the pilot program, a report will be published with key metrics of the WIG program, including number of students eligible to receive WIG awards; number of students receiving WIG awards; number of recipients earning a certificate or degree; and persistence rate of recipients (continuation from fall to spring and/or fall to fall). Data will be disaggregated by race/ethnicity and income level as available.

ATTACHMENT A

The programs listed herein are currently under review by the community college presidents and are subject to change. All occupations on this list and future versions will map to the Governor's Office of Workforce Innovation (GOWINN)– [In-Demand Regional Analyses](#).

College of Southern Nevada

1. Registered Nurses, Licensed Practical and Licensed Vocational Nurses^{1, 2, 3, 4, 5}
 - a. Nursing: RN to BSN (51.3801)
 - b. Nursing, AAS (51.3801)
 - c. Nursing: LPN to RN, AAS (51.3801)
 - d. Practical Nursing, CA (51.3901)
 - e. Practical Nursing - Military Medic/Corpsman to LPN, CA (51.3901)
2. Teachers^{1, 2, 3, 4, 5}
 - a. Elementary Education, AA
 - b. Secondary Education, AA
 - c. Special Education, AA
 - d. Highly Qualified Substitute Teaching, SC
 - e. Early Childhood Education, AA
 - f. Early Childhood Education: Director, AAS
 - g. Early Childhood Education: Early Care and Education, AAS
 - i. Early Childhood Education: Infant/Toddler Education, CA
 - ii. Early Childhood Education: Preschool Education, CA
3. Computer Systems Analysts, Software and Web Developers and Software, Database, Network, and System Administrators, ^{1, 2, 3, 4, 5}
 - a. Computing and Information Technology: Software-Programming, AAS (11.0201)
 - i. CompTIA Project+, SC
 - b. Computing and Information Technology: Software-Database, AAS (11.0802)
 - c. Computing and Information Technology: Software-Web Development, AAS (11.0802)
 - d. Computing and Information Technology - Cyber Security, AAS (11.1002)
 - e. Computing and Information Technology: Information Management, Virtual Computing Analyst, AAS (11.0103)
 - f. Computing and Information Technology: Information Management, Software Analyst, AAS – (11.0501)
 - g. Computing and Information Technology: Networking-Network Administration, AAS (11.1002)
 - i. Cisco Certified Network Associate, SC
 - ii. Cisco Certified Network Professional, SC
 - h. Computing and Information Technology: Networking-System Administration, AAS (11.1002)
 - i. CompTIA A+ and Network+, SC
 - ii. CompTIA Security+, SC
 - iii. CompTIA Project+, SC
 - i. Computing and Information Technology: Information Management, Network Infrastructure Analyst, AAS (11.0901)
4. Medical and Clinical Laboratory Scientists/Technicians^{1, 2, 3, 5}
 - a. Medical Laboratory Scientist, BAS (51.1005)
 - b. Medical Laboratory Technician, AAS (51.1004)
 - i. Phlebotomy, SC
5. Welding^{1, 2, 3, 5}
 - a. Welding Technology: Advanced Level Welder, AAS (48.0508)
 - i. Welding Technology: Entry-Level Welder, CA (48.0508)
 1. Gas Tungsten Arc Welding, SC

- 2. Entry-Level Weld Manufacturing, SC
 - 3. Entry-Level Structural Welding, SC
 - 4. Entry-Level Pipe Welding, SC
- 6. EMT/Paramedic^{1, 2, 3, 4, 5}
 - a. Paramedic Medicine, AAS (51.0904)
 - i. Paramedic Medicine, CA (51.0904)
 - 1. EMT Intermediate, SC
 - 2. EMT Basic, SC
- 7. Radiologic Technicians^{1, 2, 3, 4, 5}
 - a. Diagnostic Medical Sonography, Cardiac/Vascular Ultrasound, AAS (51.091)
 - b. Diagnostic Medical Sonography, General/Vascular Ultrasound, AAS (51.091)
- 8. Marketing^{1, 2, 3, 4, 5}
 - a. Marketing, AAS (52.1801)
- 9. HVAC^{1, 2, 3, 4, 5}
 - a. Air Conditioning Technology, AAS (47.0201)
 - i. Air Conditioning Technology, CA (47.0201)
 - 1. Entry-Level Air Conditioning Technician, SC
 - b. Air Conditioning Technology: Building Automation, AAS (47.0201)
 - c. Air Conditioning Technology: Central Plant, AAS (47.0201)
 - i. Air Conditioning Technology: Central Plant, CA (47.0201)
 - d. Air Conditioning Technology: Critical Systems, AAS (47.0201)
 - i. Air Conditioning Technology: Critical Systems, CA (47.0201)
 - e. Air Conditioning Technology: Food Service Refrigeration, AAS (47.0201)
 - i. Air Conditioning Technology: Food Service Refrigeration, CA (47.0201)
- 10. Accounting^{1, 2, 3, 4, 5}
 - a. Accounting, AAS (52.0302)
 - i. Bookkeeping, CA (52.0302)
 - 1. Bookkeeping, SC

1. Registered Nurses^{1, 2, 3, 4, 5}
 - a. Nursing, BS (51.3801)
 - b. Nursing AAS (51.3801)
2. Teachers^{1, 2, 3, 4, 5}
 - a. Elementary Education, BA (13.1202)
 - b. Secondary Education, BA (13.1205)
 - c. Early Childhood Education, BA (13.121)
 - d. Early Childhood Education, AAS (13.121)
 - i. Early Childhood Education, CA (13.121)
 - e. Infant/Toddler Education, AAS (13.121)
 - i. Infant/Toddler Education, CA (13.121)
 - f. Early Childhood Education, AA (13.121)
3. Managers, Business, Business Operations Specialists^{1, 3, 4, 5}
 - a. Management and Supervision, BAS (52.0201)
 - i. Business Administration, General Business, AAS (52.0201)
 1. Business Administration, CA (52.0201)
4. Electricians^{1, 2, 3, 4, 5}
 - a. Electrical Systems Technology, AAS (15.0303)
 - i. Electrical Systems Technology, CA (46.0302)
5. Industrial Machinery Mechanic^{1, 2, 3, 4, 5}
 - a. Industrial Millwright Technology, AAS (15.0612)
 - i. Industrial Millwright Technology, CA (47.0303)
6. Mobile Heavy Equipment Mechanics^{1, 2, 3, 4, 5}
 - a. Diesel Technology, AAS (15.0803)
 - i. Diesel Technology, CA (47.0613)
7. Emergency Medical Technicians and Paramedics^{1, 2, 3, 4, 5}
 - a. Emergency Medical Services-Paramedic Emphasis, AAS (51.0904)
 - i. Emergency Medical Technician, Basic, SC
 - ii. Advanced Emergency Medical Technician, SC
8. Welders, Cutters, Solderers^{1, 2, 3, 5}
 - a. Welding Technology, AAS (15.0614)
 - i. Welding Technology, CA (48.0508)
 1. Pipe Welding, SC
 2. 3G/4G welding, SC
9. Machinists^{1, 2, 3, 4, 5}
 - a. Manufacturing Machining Technology, AAS (48.051)
 - i. Manufacturing Machining Technology, CA (48.051)
10. Radiologic Technicians^{1, 2, 3, 4, 5}
 - a. Radiology Technology, AS (51.0911)
 - b. Radiology Technology, AAS (51.0911)

1. Registered Nurses^{1, 2, 3, 4, 5}
 - a. Nursing, BS (51.3801)
 - b. Nursing, AS (51.3801)
2. Teachers^{1, 2, 3, 4, 5}
 - a. Early Childhood Education, AA (13.121)
 - i. Early Childhood Educator 1, SC
 - ii. Early Childhood Educator 2, SC
 - iii. Early Childhood Educator 3, SC
 - iv. Early Childhood Educator 4, SC
 - b. Early Childhood Education: Administration of Early Care and Education Programs, AAS
 - i. Early Childhood Educator 1, SC
 - ii. Early Childhood Educator 2, SC
 - iii. Early Childhood Educator 3, SC
 - iv. Early Childhood Educator 4, SC
 - c. Early Childhood Education: Infant/Toddler, AAS
 - i. Early Childhood Educator 1, SC
 - ii. Early Childhood Educator 2, SC
 - iii. Early Childhood Educator 3, SC
 - iv. Early Childhood Educator 4, SC
 - d. Early Childhood Education: Preschool, AAS (13.1209)
 - i. Early Childhood Educator 1, SC
 - ii. Early Childhood Educator 2, SC
 - iii. Early Childhood Educator 3, SC
 - iv. Early Childhood Educator 4, SC
 - e. Secondary Education, AA (13.1202)
 - f. Secondary Education, AS (13.1205)
 - g. Secondary Education, English, AA (13.1305)
 - h. Secondary Education, History, AA (13.1328)
 - i. Elementary Education Teacher Preparation, AA (13.1202)
3. Industrial Engineers, Mechanical Engineers, Electrical Engineers, Civil Engineers, Engineers – all others^{1, 2, 3, 4, 5}
 - a. Engineering, AS (15.9999)
4. Computer Systems Analysts, Software and Web Developers and Software, Database, Network, and System Administrators,^{1, 2, 3, 4, 5}
 - a. Computer Information Technology – computer programming, AAS (11.0202)
 - i. Computer Technologies, CA (11.0103)
 1. CompTIA Certification Preparation, SC
 - b. Computer Science, AS (11.0202)
 - c. Graphic Design, AA
 - d. Graphic Design, AAS
 - i. Graphic Communication, CA
 - e. Computer Information Technology – networking, AAS (11.0901)
5. Machinists^{1, 2, 3, 4, 5}
 - a. Machining, AAS (48.051)
 - i. Computer Numeric Controlled (CNC) Machining, CA (48.0501)
 1. Machining Level 1, CNC Milling: Operations and Programming, SC
 2. Machining Level 1, CNC Turning: Operations and Programming, SC
6. HVAC^{1, 2, 3, 4, 5}
 - a. Heating, Ventilation, Air Conditioning/Refrigeration, AAS (47.0201)
 - i. Heating, Ventilation, Air Conditioning/Refrigeration, CA (47.0201)
 1. Heating, Ventilation, Air Conditioning/Refrigeration, SC

- b. Construction Technologies, Critical Systems, AAS (47.0201)
 - i. Construction Technologies, Critical Systems, CA (47.0201)
 - ii. Air Conditioning Critical Systems, CA
- 7. Welding^{1, 2, 3, 5}
 - a. Welding, AAS (48.0508)
 - i. Welding Technology, CA (48.0508)
 - 1. Welding: Flux-Cored Arc Welding & Gas Tungsten Arc Welding, SC
 - 2. Welding: Shielded Metal Arc Welding & Gas Metal Arc Welding, SC
- 8. Construction Management^{2, 3, 4, 5}
 - a. Construction Management, AAS (46.0415)
 - i. Construction Project Management, SC
 - ii. Construction Estimating, SC
- 9. Logistics^{1, 2, 3, 4, 5}
 - a. Logistics Operations Management, BAS
 - i. Logistics Management, AAS
 - 1. Logistics, CA
- 10. Transportation^{1, 2, 3, 4, 5}
 - a. Diesel Technician, AAS
 - i. Diesel General Service Technician, CA
 - 1. ASE Diesel Technician: Basic, SC
 - 2. ASE Diesel Technician: Electrical, SC
 - 3. ASE Diesel Technician: Heavy Duty Diesel Engines, SC
 - ii. Diesel ASE Technician, CA
 - 1. ASE Diesel Technician: Basic, SC
 - 2. ASE Diesel Technician: Electrical, SC
 - 3. ASE Diesel Technician: Heavy Duty Power Trains, SC
 - b. Automotive Certified Technician, AAS
 - i. Automotive General Service Technician, CA
 - 1. ASE Basic, SC
 - 2. ASE General Service, SC
 - ii. ASE Master, SC

1. Registered Nurses^{1, 2, 3, 4, 5}
 - a. Registered Nursing, AAS (51.3801)
2. Preschool Teachers
 - i. Early Childhood Education, CA (13.1209)
3. Computer Systems Analysts, Software and Web Developers and Software, Database, Network, and System Administrators, ^{1, 2, 3, 4, 5}
 - a. Computer Information Technology, AAS (11.0101)
 - i. Computer Information Technology, CA (11.0101)
 - b. Computer Information Technology – Cybersecurity pathway, AAS (11.0101)
 - i. Cybersecurity, CA
 - c. Computer Information Technology – Network technician Pathway, AAS (11.0101)
 - i. Computer Information Technology, CA
 - d. Computer Information Technology - System Administration, AAS (11.0101)
 - i. Computer Information Technology, CA (11.0101)
4. Machinists^{1, 2, 3, 4, 5}
 - a. Technology – Machine Tool Technology, AAS (48.0501)
 - i. Machine Tool Technology, CA (48.0501)
5. Welders, Cutters, Solderers, and Brazers^{1, 2, 3, 5}
 - a. Technology – Welding, AAS (48.0508)
 - i. Welding Technology, CA (48.0508)
 - ii. Welding, SC
6. Construction Managers and Supervisors of Construction Trades and Extraction Workers, ^{1, 2, 3, 4, 5}
 - a. Construction Management, BAS (46.0412)
 - b. Technology – Construction, AAS (46.0415)
 - i. Energy Technology, SC
 - ii. HVAC, SC
 - iii. Heating, Air Conditioning, and Refrigeration Mechanics and Installers, SC
 - iv. Certified Inspector of Structures, SC
7. First-Line Supervisors of Production and Operating Workers^{1, 2, 3, 4, 5}
 - a. Technology – General Industrial, AAS (15.0612)
 - i. General Industrial Technology, CA (15.0612)
 - ii. Manufacturing Technician, SC
8. Accountants and Auditors, Bookkeeping, Accounting, and Auditing Clerks^{1, 2, 3, 4, 5}
 - a. Business – Accounting, AAS (52.0301)
 - i. Bookkeeping, CA (52.0302)
9. Managers, Business, Business Operations Specialists^{1, 3, 4, 5}
 - a. Organization & Project Management, BAS (52.0211)
 - b. Associate of Business, (52.0201)
 - c. Business – Management, AAS (52.0201)
 - d. General Business, AAS (52.0101)
 - i. Business, CA (52.0101)
10. Emergency Medical Technicians and Paramedics^{1, 2, 3, 4, 5}
 - a. Emergency Medical Services, AS (New program)
 - b. Emergency Medical Services, CA (51.0904)
 - c. Paramedicine, CA (51.0904)

Legend:

- 1: Southern Nevada GOED High Demand Occupation Analysis as of June 22, 2021
- 2: Northern Nevada GOED High Demand Occupation Analysis as of June 22, 2021
- 3: Northeastern Nevada GOED High Demand Occupation Analysis as of June 22, 2021
- 4: Central Nevada GOED High Demand Occupation Analysis as of June 22, 2021

5: Statewide GOED High Demand Occupation Analysis as of June 22, 2021

BAS: Bachelor of Applied Science

BS: Bachelor of Science

AA: Associate of Arts

AAS: Associate of Applied Science

AS: Associate of Science

CA: Certificate of Achievement

SC: Skills Certificate

Appendix I

Workforce Incentive Grant Pilot Proposal

PROPOSAL: NSHE WORKFORCE INCENTIVE GRANT (WIG)

Overview

In January 2022, Governor Steve Sisolak announced his intention during the State of the State address to make community college or other apprentice and training programs free for more Nevadans by 2025. Specifically, he tasked the Community College Workforce Training and Programs Committee (AB 450, Chapter 246, *Statutes of Nevada 2021*) with exploring and recommending ways to achieve this goal.

The proposal presented here is intended to address the Governor's charge and outlines the parameters of the Workforce Incentive Grant (WIG). This pilot program is designed to address populations that are currently not covered under the Governor Guinn Millennium Scholarship (GGMS), the Nevada Promise Scholarship (NPS) or the Silver State Opportunity Grant (SSOG). These existing state-supported programs allow certain student populations to attend NSHE community colleges with financial assistance paid by state funds.

The GGMS program is a merit-based scholarship established by the Nevada State Legislature for recent Nevada high school graduates to attend a public or private non-profit institution in the state. GGMS recipients meeting minimum enrollment requirements receive an award based on a per-credit amount (\$40 per lower-division credit and \$60 per upper-division credit at community colleges, \$60 per credit at the state college, and \$80 per credit at universities). The Nevada Legislature also established the Nevada Promise Scholarship for recent Nevada high school graduates to attend community college at a substantially reduced cost. As a last-dollar scholarship, the NPS covers up to three years of the base registration and certain other mandatory fees not covered by other state and federal aid received by the student. The SSOG Program is a need-based grant established by the Nevada Legislature and awarded to low-income students who are college-ready to pay for a portion of the cost of education at an NSHE community college or state college. The program is built on a shared responsibility model and guided by a philosophy for awarding grant aid based on the total cost of attendance (tuition and fees, books and supplies, room and board, and other living expenses) being shared by partners (the state, federal government, family, and the student).

The proposed WIG program is designed to support those students who don't meet eligibility requirements for the GGMS or NPS programs and are ineligible for the SSOG program due to credit load requirements. The WIG further targets regionally in-demand occupations identified by the State. Initial awards will be made for Spring 2023. Funds permitting, awarding will continue through Academic Year 2023-24 and possibly into Fall 2024.

Who is Eligible?

Eligible institutions include the NSHE community colleges:

- College of Southern Nevada;
- Great Basin College;
- Truckee Meadows Community College; and
- Western Nevada College.

To be eligible for a WIG award, a student must:

- Be enrolled in a program of study leading to a degree or certificate for an eligible in-demand occupation;
- Enroll in at least six (6) credit hours that apply to the student's chosen program of study;
- Be classified as a resident for tuition purposes;
- Meet institutional Title IV financial aid Satisfactory Academic Progress (SAP) requirements;
- Have not previously earned a bachelor's degree; and
- Complete the Free Application for Federal Student Aid (FAFSA) and qualify for the Pell Grant.

- For the duration of the pilot, Deferred Action for Childhood Arrival (DACA) students who complete the FAFSA will be considered for WIG eligibility. Because DACA students cannot receive the Pell Grant, to qualify for WIG funding they must have a household income at or below 185 percent of the federal poverty guidelines.
- Beginning in Fall 2023, students prohibited by law from completing the FAFSA may complete an alternative needs analysis form prescribed by the Board of Regents (currently under development for the SSOG program). To qualify for WIG funding, they must have a household income at or below 185 percent of the federal poverty guidelines.

Targeted In-Demand Occupations and Corresponding Eligible WIG Programs

The eligible degree and certificate programs will be selected based on the in-demand occupations identified by the Governor's Office of Workforce Innovation (GOWINN). Specifically, GOWINN identifies in-demand occupations by regional area. The programs that are eligible for WIG funding will differ for each institution based on the occupational demands of the regional area and are selected in consultation with the president of each community college. The initial list of eligible programs may expand or contract based on availability of funding. Should the program receive permanent funding, this list shall be reviewed annually and will be adjusted as the program evolves to meet changing workforce needs of the State.

See **Attachment A** for eligible programs by institution.

To be eligible for an award, students taking courses toward the completion of a skills certificate in an identified program area must have declared, as their educational goal, a certificate of achievement or an associate degree in the same discipline. These stackable credentials provide students an opportunity to demonstrate acquired knowledge in their field and gain relevant, up-to-date skills that may increase their employability while progressing toward a certificate of achievement or an associate degree.

Award Amount

Eligible students will receive an award based on enrollment load as follows:

Semester Enrollment Level	WIG Maximum Semester Award Amount	WIG Maximum Annual Award Amount
6 – 8.5 credits	\$1,000	\$2,000
9 – 11.5 credits	\$1,500	\$3,000
12 or more credits	\$2,000	\$4,000

If a student's enrollment level varies between semesters, awards will be adjusted accordingly. For example, a student in 6 credits in fall and 11 credits in spring would receive an annual award of \$2,500 (\$1,000 for fall and \$1,500 for spring). A student who is eligible to receive the SSOG and WIG award will receive the larger of the two awards but will not receive both. Awards will be made for Fall and Spring semesters until funds are exhausted, which means it is possible not all eligible students will be awarded.

As with all other federal and state financial aid programs, WIG awards must fit within the allowable costs in the student's Cost of Attendance (COA), as established in the *Code of Federal Regulations*. A student's COA is established by each community college and includes the cost of tuition and fees, room and board, books and supplies, transportation, and other living expenses.

The award amounts outlined above are based on the cost of registration and mandatory fees for 2023-24 at an NSHE community college. It is not an exact calculation but rather set at a value that will cover a student's registration fees, and in most cases, other mandatory fees. In addition, in some cases, students may have a small amount of WIG funds left over to cover other expenses within the COA. This is consistent with how other aid programs work, and it is important to note that the WIG award is intended to be combined with other sources of financial aid, in particular the Pell Grant, which can also be used to cover any expenses within the COA.

Continuing Eligibility

WIG recipients who wish to receive an award in subsequent years must file the FAFSA (or equivalent form for non-FAFSA filers) every subsequent year of enrollment. Students who receive a WIG award will remain eligible for future semesters providing they meet Title IV financial aid Satisfactory Academic Progress (SAP) requirements.

Students who do not meet SAP requirements may appeal to regain eligibility for WIG funding with the financial aid office at their institution. Alternately, students may regain eligibility for WIG funding in future semesters by regaining SAP.

Due to limited funding, maintaining or regaining eligibility is not a guarantee of receiving a WIG award in future award periods. Institutions will encourage recipients to file their FAFSAs for subsequent award years as early as possible to maximize the likelihood of subsequent awards.

Pilot Program Timeline

Initial awards will be made for the Spring 2023 semester. Awards will continue for the following academic year (Fall 2023/Spring 2024). Depending upon available funding, awarding may continue during Fall 2024.

Allocation of Funding

The Chancellor's office will allocate funds to the community colleges based on the proportion of enrollment across all eligible institutions.

Messaging

The NSHE Department of Academic and Student Affairs staff will create a website with program information and links to contacts at the eligible institutions. Outreach to students will primarily be carried out by institutional staff beginning in Fall 2022. Outreach materials and written communications to students will contain information regarding continuing eligibility requirements, the pilot nature of the program, and the limited availability of funding.

Reporting and Accountability

The NSHE Department of Academic and Student Affairs will publish a preliminary report at the end of Spring 2023 including the number of students eligible for awarding, the number of students awarded, and the degree programs of the awarded students.

At the end of the pilot program, a report will be published with key metrics of the WIG program, including number of students eligible to receive WIG awards; number of students receiving WIG awards; number of recipients earning a certificate or degree; and persistence rate of recipients (continuation from fall to spring and/or fall to fall). Data will be disaggregated by race/ethnicity and income level as available.

ATTACHMENT A

The programs listed herein are currently under review by the community college presidents and are subject to change. All occupations on this list and future versions will map to the Governor's Office of Workforce Innovation (GOWINN)– [In-Demand Regional Analyses](#).

College of Southern Nevada

1. Registered Nurses, Licensed Practical and Licensed Vocational Nurses^{1, 2, 3, 4, 5}
 - a. Nursing: RN to BSN (51.3801)
 - b. Nursing, AAS (51.3801)
 - c. Nursing: LPN to RN, AAS (51.3801)
 - d. Practical Nursing, CA (51.3901)
 - e. Practical Nursing - Military Medic/Corpsman to LPN, CA (51.3901)
2. Teachers^{1, 2, 3, 4, 5}
 - a. Elementary Education, AA
 - b. Secondary Education, AA
 - c. Special Education, AA
 - d. Highly Qualified Substitute Teaching, SC
 - e. Early Childhood Education, AA
 - f. Early Childhood Education: Director, AAS
 - g. Early Childhood Education: Early Care and Education, AAS
 - i. Early Childhood Education: Infant/Toddler Education, CA
 - ii. Early Childhood Education: Preschool Education, CA
3. Computer Systems Analysts, Software and Web Developers and Software, Database, Network, and System Administrators, ^{1, 2, 3, 4, 5}
 - a. Computing and Information Technology: Software-Programming, AAS (11.0201)
 - i. CompTIA Project+, SC
 - b. Computing and Information Technology: Software-Database, AAS (11.0802)
 - c. Computing and Information Technology: Software-Web Development, AAS (11.0802)
 - d. Computing and Information Technology - Cyber Security, AAS (11.1002)
 - e. Computing and Information Technology: Information Management, Virtual Computing Analyst, AAS (11.0103)
 - f. Computing and Information Technology: Information Management, Software Analyst, AAS – (11.0501)
 - g. Computing and Information Technology: Networking-Network Administration, AAS (11.1002)
 - i. Cisco Certified Network Associate, SC
 - ii. Cisco Certified Network Professional, SC
 - h. Computing and Information Technology: Networking-System Administration, AAS (11.1002)
 - i. CompTIA A+ and Network+, SC
 - ii. CompTIA Security+, SC
 - iii. CompTIA Project+, SC
 - i. Computing and Information Technology: Information Management, Network Infrastructure Analyst, AAS (11.0901)
4. Medical and Clinical Laboratory Scientists/Technicians^{1, 2, 3, 5}
 - a. Medical Laboratory Scientist, BAS (51.1005)
 - b. Medical Laboratory Technician, AAS (51.1004)
 - i. Phlebotomy, SC
5. Welding^{1, 2, 3, 5}
 - a. Welding Technology: Advanced Level Welder, AAS (48.0508)
 - i. Welding Technology: Entry-Level Welder, CA (48.0508)
 1. Gas Tungsten Arc Welding, SC

- 2. Entry-Level Weld Manufacturing, SC
 - 3. Entry-Level Structural Welding, SC
 - 4. Entry-Level Pipe Welding, SC
- 6. EMT/Paramedic^{1, 2, 3, 4, 5}
 - a. Paramedic Medicine, AAS (51.0904)
 - i. Paramedic Medicine, CA (51.0904)
 - 1. EMT Intermediate, SC
 - 2. EMT Basic, SC
- 7. Radiologic Technicians^{1, 2, 3, 4, 5}
 - a. Diagnostic Medical Sonography, Cardiac/Vascular Ultrasound, AAS (51.091)
 - b. Diagnostic Medical Sonography, General/Vascular Ultrasound, AAS (51.091)
- 8. Marketing^{1, 2, 3, 4, 5}
 - a. Marketing, AAS (52.1801)
- 9. HVAC^{1, 2, 3, 4, 5}
 - a. Air Conditioning Technology, AAS (47.0201)
 - i. Air Conditioning Technology, CA (47.0201)
 - 1. Entry-Level Air Conditioning Technician, SC
 - b. Air Conditioning Technology: Building Automation, AAS (47.0201)
 - c. Air Conditioning Technology: Central Plant, AAS (47.0201)
 - i. Air Conditioning Technology: Central Plant, CA (47.0201)
 - d. Air Conditioning Technology: Critical Systems, AAS (47.0201)
 - i. Air Conditioning Technology: Critical Systems, CA (47.0201)
 - e. Air Conditioning Technology: Food Service Refrigeration, AAS (47.0201)
 - i. Air Conditioning Technology: Food Service Refrigeration, CA (47.0201)
- 10. Accounting^{1, 2, 3, 4, 5}
 - a. Accounting, AAS (52.0302)
 - i. Bookkeeping, CA (52.0302)
 - 1. Bookkeeping, SC

1. Registered Nurses^{1, 2, 3, 4, 5}
 - a. Nursing, BS (51.3801)
 - b. Nursing AAS (51.3801)
2. Teachers^{1, 2, 3, 4, 5}
 - a. Elementary Education, BA (13.1202)
 - b. Secondary Education, BA (13.1205)
 - c. Early Childhood Education, BA (13.121)
 - d. Early Childhood Education, AAS (13.121)
 - i. Early Childhood Education, CA (13.121)
 - e. Infant/Toddler Education, AAS (13.121)
 - i. Infant/Toddler Education, CA (13.121)
 - f. Early Childhood Education, AA (13.121)
3. Managers, Business, Business Operations Specialists^{1, 3, 4, 5}
 - a. Management and Supervision, BAS (52.0201)
 - i. Business Administration, General Business, AAS (52.0201)
 1. Business Administration, CA (52.0201)
4. Electricians^{1, 2, 3, 4, 5}
 - a. Electrical Systems Technology, AAS (15.0303)
 - i. Electrical Systems Technology, CA (46.0302)
5. Industrial Machinery Mechanic^{1, 2, 3, 4, 5}
 - a. Industrial Millwright Technology, AAS (15.0612)
 - i. Industrial Millwright Technology, CA (47.0303)
6. Mobile Heavy Equipment Mechanics^{1, 2, 3, 4, 5}
 - a. Diesel Technology, AAS (15.0803)
 - i. Diesel Technology, CA (47.0613)
7. Emergency Medical Technicians and Paramedics^{1, 2, 3, 4, 5}
 - a. Emergency Medical Services-Paramedic Emphasis, AAS (51.0904)
 - i. Emergency Medical Technician, Basic, SC
 - ii. Advanced Emergency Medical Technician, SC
8. Welders, Cutters, Solderers^{1, 2, 3, 5}
 - a. Welding Technology, AAS (15.0614)
 - i. Welding Technology, CA (48.0508)
 1. Pipe Welding, SC
 2. 3G/4G welding, SC
9. Machinists^{1, 2, 3, 4, 5}
 - a. Manufacturing Machining Technology, AAS (48.051)
 - i. Manufacturing Machining Technology, CA (48.051)
10. Radiologic Technicians^{1, 2, 3, 4, 5}
 - a. Radiology Technology, AS (51.0911)
 - b. Radiology Technology, AAS (51.0911)

1. Registered Nurses^{1, 2, 3, 4, 5}
 - a. Nursing, BS (51.3801)
 - b. Nursing, AS (51.3801)
2. Teachers^{1, 2, 3, 4, 5}
 - a. Early Childhood Education, AA (13.121)
 - i. Early Childhood Educator 1, SC
 - ii. Early Childhood Educator 2, SC
 - iii. Early Childhood Educator 3, SC
 - iv. Early Childhood Educator 4, SC
 - b. Early Childhood Education: Administration of Early Care and Education Programs, AAS
 - i. Early Childhood Educator 1, SC
 - ii. Early Childhood Educator 2, SC
 - iii. Early Childhood Educator 3, SC
 - iv. Early Childhood Educator 4, SC
 - c. Early Childhood Education: Infant/Toddler, AAS
 - i. Early Childhood Educator 1, SC
 - ii. Early Childhood Educator 2, SC
 - iii. Early Childhood Educator 3, SC
 - iv. Early Childhood Educator 4, SC
 - d. Early Childhood Education: Preschool, AAS (13.1209)
 - i. Early Childhood Educator 1, SC
 - ii. Early Childhood Educator 2, SC
 - iii. Early Childhood Educator 3, SC
 - iv. Early Childhood Educator 4, SC
 - e. Secondary Education, AA (13.1202)
 - f. Secondary Education, AS (13.1205)
 - g. Secondary Education, English, AA (13.1305)
 - h. Secondary Education, History, AA (13.1328)
 - i. Elementary Education Teacher Preparation, AA (13.1202)
3. Industrial Engineers, Mechanical Engineers, Electrical Engineers, Civil Engineers, Engineers – all others^{1, 2, 3, 4, 5}
 - a. Engineering, AS (15.9999)
4. Computer Systems Analysts, Software and Web Developers and Software, Database, Network, and System Administrators,^{1, 2, 3, 4, 5}
 - a. Computer Information Technology – computer programming, AAS (11.0202)
 - i. Computer Technologies, CA (11.0103)
 1. CompTIA Certification Preparation, SC
 - b. Computer Science, AS (11.0202)
 - c. Graphic Design, AA
 - d. Graphic Design, AAS
 - i. Graphic Communication, CA
 - e. Computer Information Technology – networking, AAS (11.0901)
5. Machinists^{1, 2, 3, 4, 5}
 - a. Machining, AAS (48.051)
 - i. Computer Numeric Controlled (CNC) Machining, CA (48.0501)
 1. Machining Level 1, CNC Milling: Operations and Programming, SC
 2. Machining Level 1, CNC Turning: Operations and Programming, SC
6. HVAC^{1, 2, 3, 4, 5}
 - a. Heating, Ventilation, Air Conditioning/Refrigeration, AAS (47.0201)
 - i. Heating, Ventilation, Air Conditioning/Refrigeration, CA (47.0201)
 1. Heating, Ventilation, Air Conditioning/Refrigeration, SC

- b. Construction Technologies, Critical Systems, AAS (47.0201)
 - i. Construction Technologies, Critical Systems, CA (47.0201)
 - ii. Air Conditioning Critical Systems, CA
- 7. Welding^{1, 2, 3, 5}
 - a. Welding, AAS (48.0508)
 - i. Welding Technology, CA (48.0508)
 - 1. Welding: Flux-Cored Arc Welding & Gas Tungsten Arc Welding, SC
 - 2. Welding: Shielded Metal Arc Welding & Gas Metal Arc Welding, SC
- 8. Construction Management^{2, 3, 4, 5}
 - a. Construction Management, AAS (46.0415)
 - i. Construction Project Management, SC
 - ii. Construction Estimating, SC
- 9. Logistics^{1, 2, 3, 4, 5}
 - a. Logistics Operations Management, BAS
 - i. Logistics Management, AAS
 - 1. Logistics, CA
- 10. Transportation^{1, 2, 3, 4, 5}
 - a. Diesel Technician, AAS
 - i. Diesel General Service Technician, CA
 - 1. ASE Diesel Technician: Basic, SC
 - 2. ASE Diesel Technician: Electrical, SC
 - 3. ASE Diesel Technician: Heavy Duty Diesel Engines, SC
 - ii. Diesel ASE Technician, CA
 - 1. ASE Diesel Technician: Basic, SC
 - 2. ASE Diesel Technician: Electrical, SC
 - 3. ASE Diesel Technician: Heavy Duty Power Trains, SC
 - b. Automotive Certified Technician, AAS
 - i. Automotive General Service Technician, CA
 - 1. ASE Basic, SC
 - 2. ASE General Service, SC
 - ii. ASE Master, SC

1. Registered Nurses^{1, 2, 3, 4, 5}
 - a. Registered Nursing, AAS (51.3801)
2. Preschool Teachers
 - i. Early Childhood Education, CA (13.1209)
3. Computer Systems Analysts, Software and Web Developers and Software, Database, Network, and System Administrators, ^{1, 2, 3, 4, 5}
 - a. Computer Information Technology, AAS (11.0101)
 - i. Computer Information Technology, CA (11.0101)
 - b. Computer Information Technology – Cybersecurity pathway, AAS (11.0101)
 - i. Cybersecurity, CA
 - c. Computer Information Technology – Network technician Pathway, AAS (11.0101)
 - i. Computer Information Technology, CA
 - d. Computer Information Technology - System Administration, AAS (11.0101)
 - i. Computer Information Technology, CA (11.0101)
4. Machinists^{1, 2, 3, 4, 5}
 - a. Technology – Machine Tool Technology, AAS (48.0501)
 - i. Machine Tool Technology, CA (48.0501)
5. Welders, Cutters, Solderers, and Brazers^{1, 2, 3, 5}
 - a. Technology – Welding, AAS (48.0508)
 - i. Welding Technology, CA (48.0508)
 - ii. Welding, SC
6. Construction Managers and Supervisors of Construction Trades and Extraction Workers, ^{1, 2, 3, 4, 5}
 - a. Construction Management, BAS (46.0412)
 - b. Technology – Construction, AAS (46.0415)
 - i. Energy Technology, SC
 - ii. HVAC, SC
 - iii. Heating, Air Conditioning, and Refrigeration Mechanics and Installers, SC
 - iv. Certified Inspector of Structures, SC
7. First-Line Supervisors of Production and Operating Workers^{1, 2, 3, 4, 5}
 - a. Technology – General Industrial, AAS (15.0612)
 - i. General Industrial Technology, CA (15.0612)
 - ii. Manufacturing Technician, SC
8. Accountants and Auditors, Bookkeeping, Accounting, and Auditing Clerks^{1, 2, 3, 4, 5}
 - a. Business – Accounting, AAS (52.0301)
 - i. Bookkeeping, CA (52.0302)
9. Managers, Business, Business Operations Specialists^{1, 3, 4, 5}
 - a. Organization & Project Management, BAS (52.0211)
 - b. Associate of Business, (52.0201)
 - c. Business – Management, AAS (52.0201)
 - d. General Business, AAS (52.0101)
 - i. Business, CA (52.0101)
10. Emergency Medical Technicians and Paramedics^{1, 2, 3, 4, 5}
 - a. Emergency Medical Services, AS (New program)
 - b. Emergency Medical Services, CA (51.0904)
 - c. Paramedicine, CA (51.0904)

Legend:

- 1: Southern Nevada GOED High Demand Occupation Analysis as of June 22, 2021
- 2: Northern Nevada GOED High Demand Occupation Analysis as of June 22, 2021
- 3: Northeastern Nevada GOED High Demand Occupation Analysis as of June 22, 2021
- 4: Central Nevada GOED High Demand Occupation Analysis as of June 22, 2021

5: Statewide GOED High Demand Occupation Analysis as of June 22, 2021

BAS: Bachelor of Applied Science

BS: Bachelor of Science

AA: Associate of Arts

AAS: Associate of Applied Science

AS: Associate of Science

CA: Certificate of Achievement

SC: Skills Certificate

Appendix J
Letter of Support
ARP Funding Application
for the Workforce Incentive
Grant

June 7, 2022

Senator Chris Brooks
Chair, Interim Finance Committee
Nevada State Legislature
401 S. Carson Street
Carson City, NV 89701

Re: ARP Funding Application for the Workforce Incentive Grant (WIG)

Dear Senator Brooks:

We are writing on behalf of the Community College Workforce Training and Programs Committee (AB 450, Chapter 246, *Statutes of Nevada 2021*) to express our support, and urge approval of, the application to utilize \$5 million in American Rescue Plan (ARP) funds for the pilot Workforce Incentive Grant (WIG) pilot program.

The Community College Workforce Training and Programs Committee was created to study a number of matters related to the role of NSHE community colleges in supporting Nevada's workforce. However, in January 2022 the focus of the Committee shifted with an announcement from Governor Steve Sisolak. Specifically, he tasked our committee with exploring and recommending ways to make community college apprentice and training programs free for more Nevadans by 2025. In the course of our deliberations, we recommended the WIG pilot proposal as it fulfills these goals identified by the Governor.

The WIG pilot is designed to promote access to workforce training programs at Nevada's community colleges for low-income students, who have been disproportionately impacted by the COVID-19 pandemic. The WIG further targets occupations identified by the Governor's Office of Workforce Innovation (GOWINN) as in-demand statewide or regionally, including teachers and nurses. To respond to the differing economic needs across the State, the eligible training programs differ at each institution based on the occupational demands of the regional area and consultation with the institutional president. We are grateful to the Governor for the opportunity to support access to postsecondary education in this meaningful and pragmatic way.

If the pilot recommendation is funded with ARP funds as proposed, beginning in Spring 2023 the WIG program will help provide the highly skilled workforce needed as Nevada recovers from the effects of the pandemic, at the same time addressing the specific needs of all geographic areas of the State. We believe this is a prudent use of ARP funds and clearly supports the State

in its recovery from the pandemic. Therefore, we urge your support of the allocation of \$5 million for the pilot program. Enclosed is a summary of the proposed WIG pilot.

Thank you for considering this application. We are grateful for any support you may provide.

Sincerely yours,



Crystal Abba
Co-Chair
Community College Workforce Training
and Programs Committee



Derrick Hill
Co-Chair
Community College Workforce Training
and Programs Committee

cc: Assemblywoman Maggie Carlton, Vice Chair, Interim Finance Committee
Wayne Thorley, Fiscal Analyst, LCB
Sarah Coffman, Fiscal Analyst, LCB

enc: WIG pilot proposal

PROPOSAL: NSHE WORKFORCE INCENTIVE GRANT (WIG)

Overview

In January 2022, Governor Steve Sisolak announced his intention during the State of the State address to make community college or other apprentice and training programs free for more Nevadans by 2025. Specifically, he tasked the Community College Workforce Training and Programs Committee (AB 450, Chapter 246, *Statutes of Nevada 2021*) with exploring and recommending ways to achieve this goal.

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- Western Nevada College.

To be eligible for a WIG award, a student must:

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Targeted In-Demand Occupations and Corresponding Eligible WIG Programs

The eligible degree and certificate programs will be selected based on the in-demand occupations identified by the Governor's Office of Workforce Innovation (GOWINN). Specifically, GOWINN identifies in-demand occupations by regional area. The programs that are eligible for WIG funding will differ for each institution based on the occupational demands of the regional area and are selected in consultation with the president of each community college. The initial list of eligible programs may expand or contract based on availability of funding. Should the program receive permanent funding, this list shall be reviewed annually and will be adjusted as the program evolves to meet changing workforce needs of the State.

See **Attachment A** for eligible programs by institution.

To be eligible for an award, students taking courses toward the completion of a skills certificate in an identified program area must have declared, as their educational goal, a certificate of achievement or an associate degree in the same discipline. These stackable credentials provide students an opportunity to demonstrate acquired knowledge in their field and gain relevant, up-to-date skills that may increase their employability while progressing toward a certificate of achievement or an associate degree.

Award Amount

Eligible students will receive an award based on enrollment load as follows:

Semester Enrollment Level	WIG Maximum Semester Award Amount	WIG Maximum Annual Award Amount
6 – 8.5 credits	\$1,000	\$2,000
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12 or more credits	\$2,000	\$4,000

If a student's enrollment level varies between semesters, awards will be adjusted accordingly. For example, a student in 6 credits in fall and 11 credits in spring would receive an annual award of \$2,500 (\$1,000 for fall and \$1,500 for spring). A student who is eligible to receive the SSOG and WIG award will receive the larger of the two awards but will not receive both. Awards will be made for Fall and Spring semesters until funds are exhausted, which means it is possible not all eligible students will be awarded.

As with all other federal and state financial aid programs, WIG awards must fit within the allowable costs in the student's Cost of Attendance (COA), as established in the *Code of Federal Regulations*. A student's COA is established by each community college and includes the cost of tuition and fees, room and board, books and supplies, transportation, and other living expenses.

The award amounts outlined above are based on the cost of registration and mandatory fees for 2023-24 at an NSHE community college. It is not an exact calculation but rather set at a value that will cover a student's registration fees, and in most cases, other mandatory fees. In addition, in some cases, students may have a small amount of WIG funds left over to cover other expenses within the COA. This is consistent with how other aid programs work, and it is important to note that the WIG award is intended to be combined with other sources of financial aid, in particular the Pell Grant, which can also be used to cover any expenses within the COA.

Continuing Eligibility

WIG recipients who wish to receive an award in subsequent years must file the FAFSA (or equivalent form for non-FAFSA filers) every subsequent year of enrollment. Students who receive a WIG award will remain eligible for future semesters providing they meet Title IV financial aid Satisfactory Academic Progress (SAP) requirements.

Students who do not meet SAP requirements may appeal to regain eligibility for WIG funding with the financial aid office at their institution. Alternately, students may regain eligibility for WIG funding in future semesters by regaining SAP.

Due to limited funding, maintaining or regaining eligibility is not a guarantee of receiving a WIG award in future award periods. Institutions will encourage recipients to file their FAFSAs for subsequent award years as early as possible to maximize the likelihood of subsequent awards.

Pilot Program Timeline

Initial awards will be made for the Spring 2023 semester. Awards will continue for the following academic year (Fall 2023/Spring 2024). Depending upon available funding, awarding may continue during Fall 2024.

Allocation of Funding

The Chancellor's office will allocate funds to the community colleges based on the proportion of enrollment across all eligible institutions.

Messaging

The NSHE Department of Academic and Student Affairs staff will create a website with program information and links to contacts at the eligible institutions. Outreach to students will primarily be carried out by institutional staff beginning in Fall 2022. Outreach materials and written communications to students will contain information regarding continuing eligibility requirements, the pilot nature of the program, and the limited availability of funding.

Reporting and Accountability

The NSHE Department of Academic and Student Affairs will publish a preliminary report at the end of Spring 2023 including the number of students eligible for awarding, the number of students awarded, and the degree programs of the awarded students.

At the end of the pilot program, a report will be published with key metrics of the WIG program, including number of students eligible to receive WIG awards; number of students receiving WIG awards; number of recipients earning a certificate or degree; and persistence rate of recipients (continuation from fall to spring and/or fall to fall). Data will be disaggregated by race/ethnicity and income level as available.

ATTACHMENT A

The programs listed herein are currently under review by the community college presidents and are subject to change. All occupations on this list and future versions will map to the Governor's Office of Workforce Innovation (GOWINN)– [In-Demand Regional Analyses](#).

College of Southern Nevada

1. Registered Nurses, Licensed Practical and Licensed Vocational Nurses^{1, 2, 3, 4, 5}
 - a. Nursing: RN to BSN (51.3801)
 - b. Nursing, AAS (51.3801)
 - c. Nursing: LPN to RN, AAS (51.3801)
 - d. Practical Nursing, CA (51.3901)
 - e. Practical Nursing - Military Medic/Corpsman to LPN, CA (51.3901)
2. Teachers^{1, 2, 3, 4, 5}
 - a. Elementary Education, AA
 - b. Secondary Education, AA
 - c. Special Education, AA
 - d. Highly Qualified Substitute Teaching, SC
 - e. Early Childhood Education, AA
 - f. Early Childhood Education: Director, AAS
 - g. Early Childhood Education: Early Care and Education, AAS
 - i. Early Childhood Education: Infant/Toddler Education, CA
 - ii. Early Childhood Education: Preschool Education, CA
3. Computer Systems Analysts, Software and Web Developers and Software, Database, Network, and System Administrators, ^{1, 2, 3, 4, 5}
 - a. Computing and Information Technology: Software-Programming, AAS (11.0201)
 - i. CompTIA Project+, SC
 - b. Computing and Information Technology: Software-Database, AAS (11.0802)
 - c. Computing and Information Technology: Software-Web Development, AAS (11.0802)
 - d. Computing and Information Technology - Cyber Security, AAS (11.1002)
 - e. Computing and Information Technology: Information Management, Virtual Computing Analyst, AAS (11.0103)
 - f. Computing and Information Technology: Information Management, Software Analyst, AAS – (11.0501)
 - g. Computing and Information Technology: Networking-Network Administration, AAS (11.1002)
 - i. Cisco Certified Network Associate, SC
 - ii. Cisco Certified Network Professional, SC
 - h. Computing and Information Technology: Networking-System Administration, AAS (11.1002)
 - i. CompTIA A+ and Network+, SC
 - ii. CompTIA Security+, SC
 - iii. CompTIA Project+, SC
 - i. Computing and Information Technology: Information Management, Network Infrastructure Analyst, AAS (11.0901)

4. Medical and Clinical Laboratory Scientists/Technicians^{1, 2, 3, 5}
 - a. Medical Laboratory Scientist, BAS (51.1005)
 - b. Medical Laboratory Technician, AAS (51.1004)
 - i. Phlebotomy, SC
5. Welding^{1, 2, 3, 5}
 - a. Welding Technology: Advanced Level Welder, AAS (48.0508)
 - i. Welding Technology: Entry-Level Welder, CA (48.0508)
 1. Gas Tungsten Arc Welding, SC
 2. Entry-Level Weld Manufacturing, SC
 3. Entry-Level Structural Welding, SC
 4. Entry-Level Pipe Welding, SC
6. EMT/Paramedic^{1, 2, 3, 4, 5}
 - a. Paramedic Medicine, AAS (51.0904)
 - i. Paramedic Medicine, CA (51.0904)
 1. EMT Intermediate, SC
 2. EMT Basic, SC
7. Radiologic Technicians^{1, 2, 3, 4, 5}
 - a. Diagnostic Medical Sonography, Cardiac/Vascular Ultrasound, AAS (51.091)
 - b. Diagnostic Medical Sonography, General/Vascular Ultrasound, AAS (51.091)
8. Marketing^{1, 2, 3, 4, 5}
 - a. Marketing, AAS (52.1801)
9. HVAC^{1, 2, 3, 4, 5}
 - a. Air Conditioning Technology, AAS (47.0201)
 - i. Air Conditioning Technology, CA (47.0201)
 1. Entry-Level Air Conditioning Technician, SC
 - b. Air Conditioning Technology: Building Automation, AAS (47.0201)
 - c. Air Conditioning Technology: Central Plant, AAS (47.0201)
 - i. Air Conditioning Technology: Central Plant, CA (47.0201)
 - d. Air Conditioning Technology: Critical Systems, AAS (47.0201)
 - i. Air Conditioning Technology: Critical Systems, CA (47.0201)
 - e. Air Conditioning Technology: Food Service Refrigeration, AAS (47.0201)
 - i. Air Conditioning Technology: Food Service Refrigeration, CA (47.0201)
10. Accounting^{1, 2, 3, 4, 5}
 - a. Accounting, AAS (52.0302)
 - i. Bookkeeping, CA (52.0302)
 1. Bookkeeping, SC

1. Registered Nurses^{1, 2, 3, 4, 5}
 - a. Nursing, BS (51.3801)
 - b. Nursing AAS (51.3801)
2. Teachers^{1, 2, 3, 4, 5}
 - a. Elementary Education, BA (13.1202)
 - b. Secondary Education, BA (13.1205)
 - c. Early Childhood Education, BA (13.121)
 - d. Early Childhood Education, AAS (13.121)
 - i. Early Childhood Education, CA (13.121)
 - e. Infant/Toddler Education, AAS (13.121)
 - i. Infant/Toddler Education, CA (13.121)
 - f. Early Childhood Education, AA (13.121)
3. Managers, Business, Business Operations Specialists^{1, 3, 4, 5}
 - a. Management and Supervision, BAS (52.0201)
 - i. Business Administration, General Business, AAS (52.0201)
 1. Business Administration, CA (52.0201)
4. Electricians^{1, 2, 3, 4, 5}
 - a. Electrical Systems Technology, AAS (15.0303)
 - i. Electrical Systems Technology, CA (46.0302)
5. Industrial Machinery Mechanic^{1, 2, 3, 4, 5}
 - a. Industrial Millwright Technology, AAS (15.0612)
 - i. Industrial Millwright Technology, CA (47.0303)
6. Mobile Heavy Equipment Mechanics^{1, 2, 3, 4, 5}
 - a. Diesel Technology, AAS (15.0803)
 - i. Diesel Technology, CA (47.0613)
7. Emergency Medical Technicians and Paramedics^{1, 2, 3, 4, 5}
 - a. Emergency Medical Services-Paramedic Emphasis, AAS (51.0904)
 - i. Emergency Medical Technician, Basic, SC
 - ii. Advanced Emergency Medical Technician, SC
8. Welders, Cutters, Solderers^{1, 2, 3, 5}
 - a. Welding Technology, AAS (15.0614)
 - i. Welding Technology, CA (48.0508)
 1. Pipe Welding, SC
 2. 3G/4G welding, SC
9. Machinists^{1, 2, 3, 4, 5}
 - a. Manufacturing Machining Technology, AAS (48.051)
 - i. Manufacturing Machining Technology, CA (48.051)
10. Radiologic Technicians^{1, 2, 3, 4, 5}
 - a. Radiology Technology, AS (51.0911)
 - b. Radiology Technology, AAS (51.0911)

Truckee Meadows Community College

1. Registered Nurses^{1, 2, 3, 4, 5}
 - a. Nursing, BS (51.3801)
 - b. Nursing, AS (51.3801)
2. Teachers^{1, 2, 3, 4, 5}
 - a. Early Childhood Education, AA (13.121)
 - i. Early Childhood Educator 1, SC
 - ii. Early Childhood Educator 2, SC
 - iii. Early Childhood Educator 3, SC
 - iv. Early Childhood Educator 4, SC
 - b. Early Childhood Education: Administration of Early Care and Education Programs, AAS
 - i. Early Childhood Educator 1, SC
 - ii. Early Childhood Educator 2, SC
 - iii. Early Childhood Educator 3, SC
 - iv. Early Childhood Educator 4, SC
 - c. Early Childhood Education: Infant/Toddler, AAS
 - i. Early Childhood Educator 1, SC
 - ii. Early Childhood Educator 2, SC
 - iii. Early Childhood Educator 3, SC
 - iv. Early Childhood Educator 4, SC
 - d. Early Childhood Education: Preschool, AAS (13.1209)
 - i. Early Childhood Educator 1, SC
 - ii. Early Childhood Educator 2, SC
 - iii. Early Childhood Educator 3, SC
 - iv. Early Childhood Educator 4, SC
 - e. Secondary Education, AA (13.1202)
 - f. Secondary Education, AS (13.1205)
 - g. Secondary Education, English, AA (13.1305)
 - h. Secondary Education, History, AA (13.1328)
 - i. Elementary Education Teacher Preparation, AA (13.1202)
3. Industrial Engineers, Mechanical Engineers, Electrical Engineers, Civil Engineers, Engineers – all others^{1, 2, 3, 4, 5}
 - a. Engineering, AS (15.9999)
4. Computer Systems Analysts, Software and Web Developers and Software, Database, Network, and System Administrators,^{1, 2, 3, 4, 5}
 - a. Computer Information Technology – computer programming, AAS (11.0202)
 - i. Computer Technologies, CA (11.0103)
 1. CompTIA Certification Preparation, SC
 - b. Computer Science, AS (11.0202)
 - c. Graphic Design, AA
 - d. Graphic Design, AAS
 - i. Graphic Communication, CA
 - e. Computer Information Technology – networking, AAS (11.0901)
5. Machinists^{1, 2, 3, 4, 5}
 - a. Machining, AAS (48.051)

- i. Computer Numeric Controlled (CNC) Machining, CA (48.0501)
 - 1. Machining Level 1, CNC Milling: Operations and Programming, SC
 - 2. Machining Level 1, CNC Turning: Operations and Programming, SC
- 6. HVAC^{1, 2, 3, 4, 5}
 - a. Heating, Ventilation, Air Conditioning/Refrigeration, AAS (47.0201)
 - i. Heating, Ventilation, Air Conditioning/Refrigeration, CA (47.0201)
 - 1. Heating, Ventilation, Air Conditioning/Refrigeration, SC
 - b. Construction Technologies, Critical Systems, AAS (47.0201)
 - i. Construction Technologies, Critical Systems, CA (47.0201)
 - ii. Air Conditioning Critical Systems, CA
- 7. Welding^{1, 2, 3, 5}
 - a. Welding, AAS (48.0508)
 - i. Welding Technology, CA (48.0508)
 - 1. Welding: Flux-Cored Arc Welding & Gas Tungsten Arc Welding, SC
 - 2. Welding: Shielded Metal Arc Welding & Gas Metal Arc Welding, SC
- 8. Construction Management^{2, 3, 4, 5}
 - a. Construction Management, AAS (46.0415)
 - i. Construction Project Management, SC
 - ii. Construction Estimating, SC
- 9. Logistics^{1, 2, 3, 4, 5}
 - a. Logistics Operations Management, BAS
 - i. Logistics Management, AAS
 - 1. Logistics, CA
- 10. Transportation^{1, 2, 3, 4, 5}
 - a. Diesel Technician, AAS
 - i. Diesel General Service Technician, CA
 - 1. ASE Diesel Technician: Basic, SC
 - 2. ASE Diesel Technician: Electrical, SC
 - 3. ASE Diesel Technician: Heavy Duty Diesel Engines, SC
 - ii. Diesel ASE Technician, CA
 - 1. ASE Diesel Technician: Basic, SC
 - 2. ASE Diesel Technician: Electrical, SC
 - 3. ASE Diesel Technician: Heavy Duty Power Trains, SC
 - b. Automotive Certified Technician, AAS
 - i. Automotive General Service Technician, CA
 - 1. ASE Basic, SC
 - 2. ASE General Service, SC
 - ii. ASE Master, SC

1. Registered Nurses^{1, 2, 3, 4, 5}
 - a. Registered Nursing, AAS (51.3801)
2. Preschool Teachers
 - i. Early Childhood Education, CA (13.1209)
3. Computer Systems Analysts, Software and Web Developers and Software, Database, Network, and System Administrators,^{1, 2, 3, 4, 5}
 - a. Computer Information Technology, AAS (11.0101)
 - i. Computer Information Technology, CA (11.0101)
 - b. Computer Information Technology – Cybersecurity pathway, AAS (11.0101)
 - i. Cybersecurity, CA
 - c. Computer Information Technology – Network technician Pathway, AAS (11.0101)
 - i. Computer Information Technology, CA
 - d. Computer Information Technology - System Administration, AAS (11.0101)
 - i. Computer Information Technology, CA (11.0101)
4. Machinists^{1, 2, 3, 4, 5}
 - a. Technology – Machine Tool Technology, AAS (48.0501)
 - i. Machine Tool Technology, CA (48.0501)
5. Welders, Cutters, Solderers, and Brazers^{1, 2, 3, 5}
 - a. Technology – Welding, AAS (48.0508)
 - i. Welding Technology, CA (48.0508)
 - ii. Welding, SC
6. Construction Managers and Supervisors of Construction Trades and Extraction Workers,^{1, 2, 3, 4, 5}
 - a. Construction Management, BAS (46.0412)
 - b. Technology – Construction, AAS (46.0415)
 - i. Energy Technology, SC
 - ii. HVAC, SC
 - iii. Heating, Air Conditioning, and Refrigeration Mechanics and Installers, SC
 - iv. Certified Inspector of Structures, SC
7. First-Line Supervisors of Production and Operating Workers^{1, 2, 3, 4, 5}
 - a. Technology – General Industrial, AAS (15.0612)
 - i. General Industrial Technology, CA (15.0612)
 - ii. Manufacturing Technician, SC
8. Accountants and Auditors, Bookkeeping, Accounting, and Auditing Clerks^{1, 2, 3, 4, 5}
 - a. Business – Accounting, AAS (52.0301)
 - i. Bookkeeping, CA (52.0302)
9. Managers, Business, Business Operations Specialists^{1, 3, 4, 5}
 - a. Organization & Project Management, BAS (52.0211)
 - b. Associate of Business, (52.0201)
 - c. Business – Management, AAS (52.0201)
 - d. General Business, AAS (52.0101)
 - i. Business, CA (52.0101)
10. Emergency Medical Technicians and Paramedics^{1, 2, 3, 4, 5}
 - a. Emergency Medical Services, AS (New program)
 - b. Emergency Medical Services, CA (51.0904)
 - c. Paramedicine, CA (51.0904)

Legend:

- 1: Southern Nevada GOED High Demand Occupation Analysis as of June 22, 2021
- 2: Northern Nevada GOED High Demand Occupation Analysis as of June 22, 2021
- 3: Northeastern Nevada GOED High Demand Occupation Analysis as of June 22, 2021
- 4: Central Nevada GOED High Demand Occupation Analysis as of June 22, 2021
- 5: Statewide GOED High Demand Occupation Analysis as of June 22, 2021

BAS: Bachelor of Applied Science

BS: Bachelor of Science

AA: Associate of Arts

AAS: Associate of Applied Science

AS: Associate of Science

CA: Certificate of Achievement

SC: Skills Certificate

Appendix K
Letter of Support
Workforce and Economic
Development Investment
Fund

June 7, 2022

Regent Cathy McAdoo, Chair
Regent Patrick R. Carter, Vice Chair
Nevada Board of Regents
4300 S. Maryland Pkwy
Las Vegas, NV 89119

Re: Workforce and Economic Development Investment Fund

Dear Regents McAdoo and Carter:

We are writing on behalf of the Community College Workforce Training and Programs Committee (AB 450, Chapter 246, *Statutes of Nevada 2021*) to urge inclusion of the Workforce and Economic Development Investment Fund in the items for special consideration for NSHE's 2023-25 state operating budget request.

Based on the direction of Governor Steve Sisolak to expand free college for more Nevadans, the Community College Workforce Training and Programs Committee is recommending the Workforce Incentive Grant (WIG) pilot program to incentivize enrollment in degrees and certificates at NSHE community colleges that lead to in-demand occupations across the state. The WIG pilot is designed to promote access to workforce training programs at NSHE community colleges for low-income students, who have been disproportionately impacted by the COVID-19 pandemic. Specifically, the WIG program targets occupations identified by the Governor's Office of Workforce Innovation (GOWINN) as in-demand statewide or regionally, including teachers and nurses. Unfortunately, many of the training programs that are in greatest demand must cap the number of admits due to limited capacity. The establishment of the Workforce and Economic Development Investment Fund will provide crucial funding for expanding capacity in programs of greatest demand.

While the proposed Workforce and Economic Development Investment Fund goes beyond the community colleges by also including Nevada State College, it will be critical to supporting the WIG pilot for community colleges. This is especially true given the expiration of capacity funding authorized in the 2021 Session. If ultimately funded by the Nevada State Legislature, community colleges will be able to access the Workforce and Economic Development Investment Fund to expand the capacity of programs included in the WIG proposal and provide support services that are vital to ensuring the success of students.

The creation of the Workforce and Economic Development Investment Fund will be crucial in aligning the capacity of the workforce programs offered by the community colleges with the

needs of the evolving economy in Nevada. Therefore, we urge the Board's support of the Workforce and Economic Development Investment Fund and that it be included as an item for special consideration in the NSHE's 2023-25 biennial budget request. Thank you for considering this important matter.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Crystal Abba".

Crystal Abba
Co-Chair
Community College Workforce Training
and Programs Committee

A handwritten signature in cursive script, appearing to read "Derrick Hill".

Derrick Hill
Co-Chair
Community College Workforce Training
and Programs Committee

cc: Members, Board of Regents

Appendix L
Letter of Support
Study of NSHE Funding
Formula

June 7, 2022

Regent Cathy McAdoo
Chair, Nevada Board of Regents
4300 S. Maryland Pkwy
Las Vegas, NV 89119

Senator Chris Brooks
Chair, Interim Finance Committee
Nevada State Legislature
401 S. Carson Street
Carson City, NV 89701

Re: Study of NSHE Funding Formula

Dear Regent McAdoo and Senator Brooks:

On behalf of the Community College Workforce Training and Programs Committee (AB 450, Chapter 246, *Statutes of Nevada 2021*), we are writing to support a comprehensive study of the NSHE funding formula during the 2023-25 interim. The Community College Workforce Training and Programs Committee was created to study a number of matters related to the role of NSHE community colleges in supporting Nevada's workforce. During the committee's deliberations several concerns arose regarding the funding formula that is used to allocate state funding to NSHE's teaching institutions.

During the course of its deliberations, the Committee heard testimony regarding the possible inadequacy of various aspects of the funding formula, including the assigned weights utilized in the weighted student credit hours that are used for the purpose of the funding formula. For example, the student credit hours generated from critical workforce programs such as nursing and allied health (CIP 51) were noted as inadequately weighted in the formula. The funding formula is a complex and often controversial matter that requires a holistic approach when being considered for revisions. We acknowledge that one-off revisions to the formula may have unintended consequences and therefore recommend a broader approach with a complete review of the funding formula.

The NSHE funding formula was last formally reviewed during the 2011-13 interim. We believe that it is now time for a comprehensive formula study that considers the differing missions of

higher education institutions, and the workforce needs of Nevada. Since the funding formula was established, it has been a frequent point of concern among stakeholders and a study would provide the opportunity to address the concerns expressed.

Thank you for considering this important matter.

Sincerely yours,



Crystal Abba
Co-Chair
Community College Workforce Training
and Programs Committee



Derrick Hill
Co-Chair
Community College Workforce Training
and Programs Committee

cc: Members, Board of Regents
Assemblywoman Maggie Carlton, Vice Chair, Interim Finance Committee
Wayne Thorley, Fiscal Analyst, LCB
Sarah Coffman, Fiscal Analyst, LCB

Appendix M
Letter of Support
Community College
Institutional
Advisory Councils
and Workforce
Advisory Boards

June 7, 2022

Regent Cathy McAdoo, Chair
Regent Patrick R. Carter, Vice Chair
Nevada Board of Regents
4300 S. Maryland Pkwy
Las Vegas, NV 89119

Re: Community College Institutional Advisory Councils and Workforce Advisory Boards

Dear Regents McAdoo and Carter:

We are writing on behalf of the Community College Workforce Training and Programs Committee (AB 450, Chapter 246, *Statutes of Nevada 2021*) to express support for the proposed NSHE *Handbook* revisions regarding community college institutional advisory councils (IACs) and workforce advisory boards. The Committee was created to study a number of matters related to the role of NSHE community colleges in supporting Nevada's workforce. During the course of our deliberations we became aware of the proposed revisions to the Board's policy governing the community college IACs and formalizing the role of workforce advisory boards.

The proposed revisions attempt to delineate the respective role the IACs and workforce advisory boards in a manner that supports the overall goal of the colleges – to graduate students with the skills necessary to succeed in Nevada's workforce. Specifically, these revisions allow each community college to establish the role for their respective IAC that best suits the needs of the college and to empower the president to direct the IAC on how they can best support their college and its various initiatives. The proposed formal establishment of workforce advisory boards is also an important step in strengthening the connections between the community colleges and local industry. Most importantly, the workforce advisory boards ensure that workforce and training programs are appropriately designed so that graduates have the skills necessary to succeed within the respective industry.

Thank you for your consideration of this important item. We respectfully ask for your support of the proposed changes.

Sincerely yours,



Crystal Abba
Co-Chair
Community College Workforce Training
and Programs Committee



Derrick Hill
Co-Chair
Community College Workforce Training
and Programs Committee

cc: Members, Board of Regents