

COMMUNITY COLLEGE WORKFORCE TRAINING AND PROGRAMS COMMITTEE

Work Session

6/7/2022

The Community College Workforce Training and Programs Committee (AB450, Chapter 246, *Statutes of Nevada 2021*) will deliberate on the following recommendations that are brought forward for consideration:

1. **Workforce Incentive Grant (WIG).** 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. At its April 13 and May 11, 2022, meetings the Committee received presentations that generally outlined a financial aid grant program that would build on existing programs like the Nevada Promise Scholarship (NPS), which currently allows certain Nevada high school graduates to attend an NSHE community college for “free.” Under the WIG, eligible individuals may enter into selected workforce certificate and degree programs with a generous grant in addition to other financial aid options, effectively making college “free” for those individuals.

See **Appendix A** for an outline of the Workforce Incentive Grant proposal, including initial and continuing eligibility requirements, targeted occupations and corresponding degree and certificate programs, and reporting requirements. If the Committee endorses the recommended program, the NSHE will establish a pilot that will commence in Spring 2023. This pilot program, if approved by the Committee, is contingent on American Rescue Plan (ARP) funding that is subject to Interim Finance Committee (IFC) approval.

ACTION OF THE COMMITTEE – endorsement of **Appendix A**

- ☐ Approve
- ☐ Do not approve
- ☐ Amend/Revise and Approve

NOTES:

2. **Letter of Support: ARP Funding for WIG Pilot Program.** The Interim Finance Committee of the Nevada State Legislature will consider at its August 2022 meeting an application for American Rescue Plan (ARP) funds to be utilized for the proposed WIG pilot program. If approved by the IFC, funds would be available for the pilot in the Spring 2023 term.

See **Appendix B** for a letter from the Committee to the IFC urging support and approval of the application to utilize \$5 million in ARP funds for the WIG pilot program.

ACTION OF THE COMMITTEE – letter of support – see Appendix B

- ☐ Approve
- ☐ Do not approve
- ☐ Amend/Revise and Approve

NOTES:

3. **Letter of Support: Workforce and Economic Development Investment Fund.** During the Committee’s discussion on the development of the WIG pilot program, some community college presidents expressed concern about incentivizing enrollment in programs that have limited capacity. The Committee came back to that concern several times during its discussions. In an effort to address these concerns, the Chancellor’s Office will recommend an item for special consideration as part of its 2023-25 state operating budget request that will be considered by the Board of Regents at its June 9-10, 2022, quarterly meeting. Specifically, the Chancellor’s Office is recommending a Workforce and Economic Development Investment fund for the community colleges and state college in the amount of \$12 million for each year of the 2023-25 biennium (\$24 million total). If ultimately funded by the Nevada State Legislature, community colleges would then access this funding to support the programs included in the WIG program proposal and would also be able to utilize such funds for student support services.

See **Appendix C** for a letter of support from the Committee to the Board of Regents urging inclusion of the Workforce and Economic Development Investment Fund in the items for special consideration for NSHE’s 2023-25 state operating budget request.

ACTION OF THE COMMITTEE – letter of support - see Appendix C

- ☐ Approve
- ☐ Do not approve
- ☐ Amend/Revise and Approve

NOTES:

4. **Letter of Support: Study of NSHE Funding Formula.** Throughout the deliberations of the Committee, concern was expressed regarding the NSHE funding formula that is used in allocating state funding to the NSHE’s teaching institutions, including its community colleges. A number of suggestions were discussed for revisions to the funding formula, including adjusting the formula weights for CIP 51 (Nursing, Allied Health, Health Professions). However, members recognized that one-off revisions to the formula may have unintended consequences, and therefore recommend a broader approach with a formula study during the 2023-25 biennium. The NSHE funding formula

was last formally reviewed during the 2011-13 interim. This approach would allow the state legislature to review the funding formula in whole and appropriately study the consequences of any revisions to the formula methodology. Support for this formula study should not be construed to limit the State Legislature from considering and making changes to the formula during the 2023 Legislative Session.

See **Appendix D** for a letter of support from the Committee to the Board of Regents and Joint Interim Standing Committee on Education supporting a funding formula study during the 2023-25 interim.

ACTION OF THE TASK FORCE – letter of support – see Appendix D

- ☐ Approve
- ☐ Do not approve
- ☐ Amend/Revise and Approve

NOTES:

5. **Letter of Support: Institutional Advisory Councils/Workforce Advisory Boards.** At their June meeting, the NSHE Board of Regents will deliberate on a proposal to revise the policies and procedures governing the makeup and responsibilities of the community college institutional advisory councils (IACs). If approved, the proposed revisions will allow each community college to establish the role for their respective IAC that best suits the needs of the college and empowers each community college president to direct the IAC on how they can best support their college and its various initiatives. The proposal also recognizes in policy the existing workforce advisory boards at community colleges that are designed to ensure that workforce and training programs are appropriately constructed so that graduates have the skills necessary to succeed within the respective industry.

See **Appendix E** for the proposed IAC/workforce advisory board revisions that are pending Board of Regents consideration on June 9, 2022, and **Appendix F** for the letter of support from the Committee to the Board of Regents.

ACTION OF THE TASK FORCE – letter of support – see Appendix F

- ☐ Approve
- ☐ Do not approve
- ☐ Amend/Revise and Approve

NOTES:

APPENDIX A

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

Great Basin College

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 B

Appendix B

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

Appendix B

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

APPENDIX C

Appendix C

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

Appendix C

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,

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

APPENDIX D

Appendix D

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

Appendix D

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 E

BOARD OF REGENTS BRIEFING PAPER

Handbook Revision, Community College Institutional Advisory Councils and Workforce Advisory Boards

BACKGROUND & POLICY CONTEXT OF ISSUE

In 2014, the Board of Regents established procedures and guidelines effectively creating institutional advisory councils (IACs) for the community colleges. The creation of the community college IACs was the result of discussions and recommendations of the Legislative Committee to Conduct an Interim Study Concerning Community Colleges established with the enactment of [Senate Bill 391](#) (Chapter 494, *Statutes of Nevada 2013*). During its deliberations, the legislative study committee noted the importance of advisory boards and committees in providing guidance to the community colleges. According to [Legislative Counsel Bureau Bulletin No. 15-4](#), the committee requested the community colleges, through NSHE, to conduct a review of the effectiveness and necessity of their various advisory boards and committees. In response to those deliberations, the community college IACs were established.

Now that the IACs have been in place and active for approximately seven and half years, the Chancellor's Office conducted an informal review of the provisions establishing and governing the operations of community college IACs to determine if the councils are meeting the needs of the colleges and if revision of the provisions governing the IACs are necessary. The review included discussions with each of the community college presidents and the chair of each IAC. Throughout those conversations, each IAC chair indicated some dissatisfaction with the current provisions governing IAC operations and the extent to which the currently established councils are meeting the needs of each community college. The IAC chairs expressed strong desire to assist the colleges and respective presidents in the manner that best suits each college individually and recognized that to best suit the needs of the college, IACs should vary across institutions in terms of their roles and functions. Further, the IAC chairs indicated their desire to receive specific direction from the President on how the IAC can best support the college and its various initiatives through advocacy, promoting college programs, and supporting the college in its implementation of strategic goals and objectives.

The community college Presidents all indicated their desire to maintain the IACs, and agreed that allowing each college, through the leadership of the President, to define the role of the IAC that best suits their respective college will better support the institution. The proposal requires each community college President, in consultation with the Chancellor, to submit to the Board of Regents for approval a proposal for their respective IAC. The initial proposals establishing each college's respective IAC must include the founding membership of the new council in order to ensure that the council's membership not only reflect the desired representation of the President, but are also appropriately diverse to ensure broad input from the community. Those proposals will define the role of the council and the number and composition of membership, effectively allowing each President to establish formally the IAC that best suits the needs of their institution.

Further, the legislative study committee noted the role of community college advisory entities in providing input to the colleges on such matters as coursework, curriculum, and program development. While the original provisions establishing the community college IACs noted an expected role in providing advice and guidance on instructional programs, it has not been embraced in practice by the IACs because each college has established workforce advisory boards that essentially fulfill that role. Accreditation standards for workforce programs often require that colleges establish advisory boards, made up of individuals from the industry, for the purpose providing advice and guidance on curriculum to ensure that programs are meeting the needs of employers. This is accomplished by ensuring the programs include curriculum designed to develop the specific skills required for the industry. As such, the proposal recommends that Board policy be revised to formally recognize the current practice of establishing workforce advisory boards that provide advice and guidance on program curriculum necessary to prepare students for the workforce, including but not limited to required competencies for the industry or career field and new and emerging occupations. In addition, the boards typically provide advice and guidance on curriculum development, student recruitment, staff development, equipment and software recommendations, and other matters that will support and improve program quality.

SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED

Establish Board policy (Board of Regents' *Handbook*, Title 4, Chapter 14, new Sections 30 and 31) requiring each community college president to establish an institutional advisory council to provide advice, assist in community relations, assist in institutional development, and provide other assistance as requested by the President to enhance the institution, including supporting institutional initiatives, institutional advocacy, promoting college programs, and strategically supporting the implementation of institutional goals and objectives. The recommended *Handbook* provisions will effectively replace the current provisions of the NSHE *Procedures and Guidelines Manual*, Chapter 15, Sections 1 and 2, that originally established the IACs and currently govern the general operations for the community college IACs. As noted in the policy proposal, as presidents bring forward their respective proposals for an IAC that will be subject to Board approval, each approved proposal will be formally codified in Chapter 15 of the NSHE *Procedures and Guidelines Manual*.

IMPETUS (WHY NOW?)

This recommendation is brought forward at the recommendation of the Chancellor's Office based on a recent informal review of the community college IACs and the extent to which they are meeting the needs of each community college.

CHECK THE NSHE STRATEGIC PLAN GOAL THAT IS SUPPORTED BY THIS REQUEST:

- ☒ **Access (Increase participation in post-secondary education)**
- ☒ **Success (Increase student success)**
- ☒ **Close the Achievement Gap (Close the achievement gap among underserved student populations)**
- ☒ **Workforce (Collaboratively address the challenges of the workforce and industry education needs of Nevada)**
- ☐ **Research (Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile)**
- ☐ **Not Applicable to NSHE Strategic Plan Goals**

INDICATE HOW THE PROPOSAL SUPPORTS THE SPECIFIC STRATEGIC PLAN GOAL

The community college IACs are intended to support the institutions, which generally support all the goals of the Board of Regents. The workforce advisory boards in particular support the workforce goal by ensuring that workforce and training programs are appropriately designed so that graduates have the skills necessary to succeed within the respective industry.

BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION

If approved, the proposed revisions will:

- Allow each community college to establish the role for their respective IAC that best suits the needs of the college; and
- Empower community college presidents to direct the IACs on how they can best support their college and its various initiatives.

POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION

None have been brought forward.

ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED

Maintain the current provisions governing formation, charge, and general operations of the institutional advisory councils as codified in the *Procedures and Guidelines Manual*, Chapter 15, Sections 1 and 2.

RECOMMENDATION FROM THE CHANCELLOR'S OFFICE

The Chancellor's Office supports the recommendation.

COMPLIANCE WITH BOARD POLICY

- ☐ Consistent With Current Board Policy: Title # _____ Chapter # _____ Section # _____
- ☒ Amends Current Board Policy: *Title 4, Chapter 14, new Sections 30 and 31*
- ☒ Amends Current Procedures & Guidelines Manual: *Chapter 15, Sections 1 and 2*
- ☐ Other: _____
- ☒ Fiscal Impact: Yes _____ No ☒ _____
- Explain: _____

POLICY PROPOSAL
Title 4, Chapter 14, *new* Section 30
Community College Institutional Advisory Councils

Additions appear in ***boldface italics***; deletions are [~~stricken~~ and bracketed]

Section 30. Community College Institutional Advisory Councils

- 1. Each community college President shall establish an institutional advisory council to provide advice, assist in community relations, assist in institutional development, and provide other assistance as requested by the President to enhance the institution including supporting institutional initiatives, institutional advocacy, promoting college programs, and strategically supporting the implementation of institutional goals and objectives.***
- 2. Each community college President, in consultation with the Chancellor, shall submit to the Board of Regents for approval a proposal for such a council, to include the proposed role of the council and the number and composition of membership, including the individuals that will serve initially on the council.***
- 3. Members shall serve at the pleasure of the President or for a term established in the proposal for the council.***
- 4. Once approved, the proposal may be amended on the recommendation of the President and the approval of the Board of Regents. Proposals to amend may include changes in the number and composition of membership, the role of the institutional council.***
- 5. The President shall call the meetings of the institutional advisory council and shall set the agenda. All meetings shall be conducted in compliance with the Nevada Open Meeting Law.***
- 6. Members shall serve without compensation.***
- 7. Members shall not take any action which conflicts with their roles as a member of the institutional advisory council.***
- 8. At least biennially, the President shall prepare a written report for the Board of Regents on the activities in support of the President and institution that were undertaken by the council and any changes in council membership that occurred since the last report since the last report.***

Next Steps: No later than December 31, 2022, each community college president will submit for Board consideration provisions establishing their respective institutional advisory council. The provisions, once approved by the Board, will be codified in Chapter 15 of the NSHE *Procedures and Guidelines Manual*.

POLICY PROPOSAL
Title 4, Chapter 14, new Section 31
Workforce Advisory Boards

Additions appear in ***boldface italics***; deletions are [~~stricken~~ and bracketed]

Section 31. Workforce Advisory Boards

- 1. Community colleges may establish advisory boards to provide direction and guidance for specific program areas within the college to strengthen and enhance the success of the program by working closely with the business and labor communities to provide high quality workforce training and education.***
- 2. A board may be established for any academic or workforce training program to provide advice and guidance on program requirements necessary to prepare students for the workforce, including but not limited to required competencies for the industry or career field and new and emerging occupations. In addition, the board may provide advice and guidance on curriculum development, student recruitment, staff development, equipment and software recommendations, and other matters that will support and improve program quality.***
- 3. The Board must include at least three members who are representatives of business and industry with recent, firsthand, and practical experience in the program area.***
- 4. Members will serve at the pleasure of the President or their designee and will serve without compensation.***

NSHE Procedures and Guidelines Manual
CHAPTER 15, SECTION 1
Community College Institutional Advisory Council

Additions appear in ***boldface italics***; deletions are [~~stricken~~ and bracketed]

[~~Section 1. Community College Institutional Advisory Council, Formation, Charge and Procedures~~

Nevada's Board of Regents is committed to ensuring that Nevada's community colleges are operating at their maximum potential, making the most effective and efficient use of available resources while meeting the unique needs of the communities they serve.

Community colleges have been identified as the workforce development engines of our nation, and therefore, the Board of Regents recognizes the need and value in having a direct line of communication with the communities served by the community colleges. As we collectively identify the workforce training necessary for the growth and sustainability of industries in our communities; and we maximize the potential for the community's college to deliver curricula that will meet the needs of a diverse population, the Board will form Institutional Advisory Councils to serve as active links between the college and community.

a. ~~Formation.~~

No later than December 31, 2014, each Nevada community college shall establish an Institutional Advisory Council. On or before December 1, 2014, the Chancellor, after consultation with each college President and local stakeholders, will forward to the chair of the Board of Regents nominations for appointments to the Institutional Advisory Council. The chair of the Board of Regents shall appoint an advisory council for each community college, consisting of not less than seven or more than fifteen members composed of residents from the area in which the community college is located and serves. The elected chair of each local community college advisory council shall serve as an ex-officio advisory member on the Nevada Board of Regents Community College Committee. When circumstances dictate, either the college President or the chair of the college advisory council, upon consultation with the members of the council, may recommend the appointment of additional members to the Chair of the Board. In addition, the President of the college may request the Chair of the Board to name such ex-officio members of the college advisory council as the President may deem necessary or useful to better serve the purposes of the council.

Of members first appointed to the Institutional Advisory Council, one-half of the appointees shall be appointed for five years and the remaining appointees for three years, so that the initial terms shall end on December 31 of an odd-numbered year (i.e. December 31, 2019, and December 31, 2017, respectively for initial appointees). Student members shall serve for one-year terms. Thereafter, terms of non-student members appointed to the Institutional Advisory Council shall be for four years. The members of an advisory council may be reappointed by the Chair of the Board of Regents for a second term. Members of the advisory council shall serve without compensation but any reasonable expenses incurred in attending the meeting shall be reimbursed.

~~b. Institutional Advisory Council Charge.~~

~~The purpose of the local Institutional Advisory Council is to ensure the linkage of the college to the community it serves and to anticipate future regional educational trends. The council will meet at least quarterly to advise the college President, the Vice Chancellor for community colleges, the Chancellor, and the Board of Regents Community College Committee on questions regarding operation of the college. The council shall function and exercise the powers set forth by the Nevada Board of Regents. The responsibilities of the council are to:~~

- ~~• Advise the college President, the Vice Chancellor for community colleges, the Chancellor, and the Board of Regents on the long-term educational needs of the area served by the college, as well as on other matters identified by the college President, the Chancellor, and Board of Regents. The council may provide advice, guidance, and information in the areas of student and employer engagement; access and affordability; operating and capital budgets; land and property acquisition and use; instructional programs, including proposed degrees and certificate programs; serving underrepresented populations; diversity and inclusion issues and admissions and academic standards, including performance indicators.~~
- ~~• Serve, along with the college President, as body of liaisons between the college and area employers in order to facilitate assessment of employment, training and educational needs of students.~~
- ~~• Serve, along with the college President, as a body of liaisons between the college and local school boards, county commissioners, city councils, other local elected officials, and other relevant groups or persons.~~
- ~~• Respond to specific information requests from the Chancellor and the Nevada Board of Regents on behalf of the communities served by the college.~~
- ~~• Promote the college's programs and services.~~

~~c. Membership.~~

~~Except as it may be enlarged as provided above, each council will be comprised of seven to fifteen members who serve a term of four years and are recommended for appointment to the Chair of the Nevada Board of Regents by the college President. Representatives will include members from the various constituencies served by the college to ensure broad input from all critical stakeholders. The membership of the council shall be reflective of the community and stakeholders served by the college. In addition to members who are appointed to serve on the council, a representative of the faculty nominated by the respective faculty senate and a student nominated by the respective student government shall serve as ex officio members of the council. If a member of the council resigns prior to the conclusion of their term, a replacement will be nominated by the college President. The nomination will be forwarded to the Chancellor, who will make the recommendation to the Chair of the Board of Regents for appointment.~~

~~d. Election of Officers.~~

~~The election of chair and vice chair will take place biennially, during odd-numbered years, at the first regularly scheduled council meeting of the state fiscal year (the first regularly scheduled meeting following July 1). The term of these offices shall be two years. Nominations may be made by any member of the council, and the vote of a majority of the council shall be required to elect the chair and vice chair. The chair shall preside at all meetings of the council. The vice chair shall preside at all meetings of the council during the absence of the chair. Should both officers be absent, the college President shall preside. The council chair is to sign all documents to which the council is a party, and which have been approved by the council, including any recommendations made to the standing committee for its consideration. If the chair or vice chair resign or are removed for absenteeism as provided in these guidelines, the council shall elect a new officer.~~

~~e. Meetings and Agenda.~~

~~All meetings of the council shall be conducted in compliance with the Nevada Open Meeting Law. Agendas for meetings of the council shall be compiled by the college President in consultation with the chairperson. Individuals wishing to place items on the agenda must deliver supporting documents to the College President's Office or to the council chairperson not less than 14 days prior to the next meeting of the council.~~

~~f. Minutes.~~

~~The Office of the President shall be responsible for maintaining the minutes of the advisory council. A summary of council decisions and policy recommendations will be included at the conclusion of the minutes. All minutes of the council shall be forwarded to the Regent Community College Committee which may consider any recommendations from the council for inclusion on its next regular agenda.~~

~~g. Attendance~~

~~Council members who miss three (3) consecutive regular meetings may be replaced in the discretion of the chair and college President. An absence may be excused for good cause by the chair if the chair is notified in advance of the meeting. Replacement of any member who has not completed their term shall be made by the Chair of the Nevada Board of Regents from the name or names nominated by the college President.~~

~~h. Council/Member Expenses~~

~~The institution is not authorized to provide office space, cell phones, computers and IT equipment, or business cards to the council or its members. However, any reasonable expenses incurred in attending the meeting(s) shall be reimbursed upon approval by the college President.]~~

NSHE Procedures and Guidelines Manual
CHAPTER 15, SECTION 2
Institutional Advisory Council Operations

Additions appear in ***boldface italics***; deletions are [~~stricken~~ and bracketed]

[Section 2.—Institutional Advisory Council Operations

a.—Introduction.

The Institutional Advisory Council bridges the community colleges and the community(ies) they serve, developing relationships, sharing community perspectives, advancing institutional missions, building partnerships, and providing advice. It is not a governing board, but a community link to the institution, designed to increase connectivity with our service region.

As stated in the Board of Regents *Handbook*, Article III, the elected board maintains exclusive control and administration of the Nevada System of Higher Education and its institutions as established in the Nevada Constitution. The elected Board is responsible for the management and oversight of the colleges and universities. It provides a strategic direction for each as part of a larger statewide plan and also ensures effective collaboration among the institutions to achieve those goals.

Each institution also operates using a shared governance model that requires communication across multiple administrative faculty, staff, and student groups and requires many operational and technical decisions to go through committee processes.

b.—Purpose.

Our community colleges are the workforce development engines of our nation, state and region; and the Nevada Board of Regents recognized the need and value of having a direct line of communication between the communities served by each college, the college administration, and the Board of Regents Community College Committee. Each Institutional Advisory Council, comprised of representatives from the communities' public and private sectors, is charged with providing counsel and feedback to the college President, the Vice Chancellor for community colleges, and the Chancellor on issues brought before the council related to the growth and sustainability of industries in our communities, and methods by which the college may maximize the potential to effectively and efficiently deliver curriculum that most appropriately meets the needs of the diverse population served. Also, in consultation with the college President, certain issues and opportunities will be presented to the Community College Committee for consideration and action by the Committee and/or the Board of Regents.

c.—Council Composition.

The Institutional Advisory Councils are comprised of community volunteers, nominated by the college President and appointed by the Chair of the Board of Regents, who are interested in advancing their college and the education, training and empowerment of their local community.

d.—Council Guidelines for Meetings and Council Conduct.

1. The council is to meet at least quarterly on a regularly scheduled day or sequence of dates mutually agreed to by a majority of the council and the college President. Additional meetings may be scheduled as deemed necessary by the council chair and vice chair, and by mutual agreement of a majority of the council and the college President. Notification

guidelines, meeting agendas and postings must follow the Nevada Open Meeting Law, *Nevada Revised Statutes*, Chapter 241.

- ~~2. The college President in consultation with the chair is to set forth a meeting agenda comprised of issues or questions related to the operation of the college and the programs, and opportunities that will sustain or improve the delivery of service by the college to the communities it serves. Council members wishing to place items on the agenda must deliver a succinct and accurate description of the agenda item, with supporting documents to the College President's Office or to the council chair no less than fourteen (14) days prior to the next scheduled regular meeting of the council; or may propose future agenda items during meetings under "new business" on the agenda. Items suggested in the new business portion of any public meeting may be scheduled for inclusion on the next Institutional Advisory Council agenda at the discretion of the college President and council chair.~~
- ~~3. The council is to identify and advise the college President, Vice Chancellor and Chancellor of any long term educational needs of students, and provide guidance on how to best respond.~~
- ~~4. The council shall hear and respond to specific information requests from the Chancellor, the Nevada Board of Regents Community College Committee and/or the Nevada Board of Regents on behalf of the communities served by the college.~~
- ~~5. Collectively, the council may vote to recommend strategic level counsel to the college President, the Vice Chancellor of Community Colleges, the Chancellor and the Board of Regents Community College Committee on any of the issues designated in the charge approved by the Board.~~
- ~~6. Collectively, the council may ask for documents, data or information from the college to make such recommendations and should do so either through the chair in consultation with the college President or by a vote of the majority during public meetings.~~
- ~~7. The council should promote the college's programs and services within the communities and constituencies served by the college. Collectively and with the college President's input and support, the council may decide to undertake the planning and implementation of events and activities that increase the connectivity of the college to the community. The President must approve of any said events and/or activities if any college resources, including property, equipment or staff, are required.~~
- ~~8. The council should act, along with the college President, as liaisons between the college and area employers to facilitate the assessment of employment opportunities, and the associated training needs; and provide a comprehensive report to the college President for potential inclusion and discussion on the agenda of the next regularly scheduled meeting of the council.~~
- ~~9. The council should act, along with the college President, as liaisons and/or ambassadors for the college with local school boards, city councils, county commissions, and other elected bodies and individual elected officials. However, a council member (or members) should not, under any circumstances, represent themselves as speaking for the college, the college administration, Vice Chancellor or Chancellor, without the express consent of the college President, and full knowledge of the council. Council members wishing to represent the council's opinions and decisions should do so only after the items have been discussed, evaluated and/or voted upon in open public meetings by a quorum of the council. Members~~

of the council wishing to express personal opinions and perspectives about issues pertaining to the college should preface those statements as personal. However, any comments made at a public meeting should never refer to the professional competence or performance of any specific individual, because the Open Meeting Law requires prior written notice to any person whose conduct may be discussed at a public meeting.

- ~~10. Collectively, the council may provide community feedback to the college President on initiatives and programs related to their charge or on items that the President requests their input upon. Community feedback is defined as input from council members' professional and personal contacts that they deem representative of larger constituent groups that stand to benefit from college services. Council members may represent these perspectives by putting items on meeting agendas to discuss in a public venue, where they may collectively vote to discern the council's recommendation to be shared with the President, Vice Chancellor of Community Colleges, the Chancellor, and Board of Regents Community College Committee.~~
- ~~11. Collectively, the council may also deliberate and vote on perspectives to voice to the community to advocate on behalf of the institution and its students.~~
- ~~12. The council chair and college President may jointly create sub-committees, if necessary, that will work on issues beneficial to the work of the council as a whole; and are assigned by the chair, and college President. However, due to the resources the college will have to commit to the operation of sub-committees, the forming of them is discouraged unless absolutely necessary for the effective operation of the council. Procedurally, the chair and the college President (or their designees) shall be a member of each sub-committee. The chair of the subcommittee shall be a council member, and be appointed by the council chair. The membership of the sub-committee shall not exceed seven (7) members. The college President may assign additional college staff to subcommittees as non-voting members. All sub-committee meetings must follow the Nevada Open Meeting Law, Nevada Revised Statutes, Chapter 241.~~
- ~~13. Prior to the Community College Committee regularly scheduled meetings, the council chair, or vice chair in the absence of the chair, shall meet with the college President in person or via a telephone conference to review the minutes of previous council meetings or subcommittee meetings and determine any agenda items that are to be brought before the Community College Committee for their consideration.~~
- ~~14. The council chair is to provide a report to the Community College Committee on council activities and/or selected agenda items that have been discussed at regular council meetings.]~~

Letters of Support



GOVERNMENT AND
COMMUNITY AFFAIRS
DEPARTMENT

RANDY ROBISON
DIRECTOR

CITY HALL
495 S. MAIN ST.
LAS VEGAS, NV 89101
702.229.6011 | VOICE
711 | TTY



April 29, 2022

Board of Regents
Nevada System of Higher Education
2601 Enterprise Road
Reno, NV 89512

Dear Chair and Honorable Regents:

As an original member of the Institutional Advisory Council of the College of Southern Nevada and its current chairman, I am writing to fully endorse proposed policy changes governing IACs and establishing workforce advisory boards.

These changes are a natural evolution of the experience of IACs since their inception and will significantly enhance the value they contribute to the colleges they serve. Of particular note, the proposed changes provide the needed flexibility to the college president to build an IAC that is reflective of the community the college serves, the needs the college has, and the vision of its future. Additionally, the proposal to formally establish workforce advisory boards will enable colleges to be more nimble and timely as they respond to emerging economic trends while maintaining industry-leading training and education for current employment opportunities.

In short, these two proposed changes will allow the college's professional leadership to take more full advantage of the immense value readily available from the wide variety of knowledge, skill, culture, character, and creativity of leaders and professionals within their local community. The changes will further refine and focus the college's responsibility to ensure it is connected with, reflective of, and responsive to the community it serves.

I respectfully ask your thoughtful consideration and support of these recommended changes.

Sincerely,

Randy Robison, Chair
Institutional Advisory Council, College of Southern Nevada

Board of Regents
2601 Enterprise Road
Reno, NV 89512

Dear Regents,

My name is John Tierney. I have been the Chair of the Institutional Advisory Council at Great Basin College for the past two years. Over that time, I have shared the frustrations of many of the members. We feel hamstrung by the abundance of constraints inherent in the current charge to the IAC. We would like to make the council more dynamic and fitting for the college and the community the policy proposal, Title 4, Chapter 15, Section 30 prepared by Vice-Chancellor Crystal Abba addresses these issues.

One issue creating frustration is the term limits placed upon members by the current policy. It not only robs the IAC of experienced membership, it restricts the individual college president in the selection process. The proposed revisions places the construction of IAC directly in the hands of the current president allowing it to be a force tailored to their needs and vision. It also removes the mandatory retirement of members who have volunteered their times while limiting participation in issues which would prove to be a conflict of interest for those members.

Nevada is an exceedingly diverse state politically and geographically. The needs of rural Nevada can vary radically from the needs of the more urban regions of Clark and Washoe county, Distance and communication are major issues as is the diverse economic base of each community. The success of the individual institutions is largely the responsibility of the college presidents and their vision should be supported by IAC members they have selected. The proposal allows the president of each institution to establish an IAC which works best for them while still allowing for a diverse body able to identify and solve work force issues inherent in the communities the college serves. This allows for a dynamic organization that can directly address community needs and issues.

This proposal provides the opportunity to make the IAC a more viable and dynamic institution ready to address an ever-changing Nevada while also being able to coordinate with other NSHE institutions. It recognizes the individuality of each institution while empowering the presidents and IAC to play an active role in the shaping of that community. It is a complete win-win.

I am available to answer any questions or concerns you may have regarding the IAC at Great Basin College and how this proposal would make our institution an integral part of the greater community.

Sincerely,



John Tierney
Chair, Great Basin IAC
Battle Mountain, Elko, Ely, Winnemucca Nevada
johnmtierney55@gmail.com
(775) 778-1091

April 22, 2022

Regent Cathy McAdoo
Board of Regents
2601 Enterprise Road
Reno, NV 89512

Dear Chairwoman McAdoo,

The purpose of this letter is to express my support of the proposed revisions to the IAC Charter (included in the June 2022 board meeting package) being presented by Vice Chancellor Crystal Abba. The Chair of each IAC institution met with Vice Chancellor Abba to discuss the purpose of the IAC and to clarify the scope of the council's responsibility. The proposal that is being presented today will simplify the provisions that cover the community college institutional advisory councils and formally establish workforce advisory boards. It is the belief of the members of the IAC and the Chairs of the different institutions that the IAC's can be better utilized if the Presidents guide the work of the IAC, so that members become aligned with the strategic initiatives of the institution that they serve, as well as be a visible supporter of the institutional initiatives, college programs, and institutional goals and objectives. Therefore aligning with the strategic goals of the board of regents.

Each institution is different. It is critical that the President of each institution, have the ability to build an IAC Board that meets the needs of the institution and the community it serves.

The revisions being presented today will not only strengthen the effectiveness of the IAC members, the President, the institution, and the community, but will also provide a clear direction of the expectations of the members of the IAC and create an environment where members can add value and be impactful in the success of the institution and the community.

The revision will strengthen the IACs therefor, provide better support to the President, the College, and the System.

Should you have any questions, please call me at 775-830-8081.

Sincerely,

/s/

B J North
IAC Chair TMCC

Delivery via e-mail to Crystal Abba --- 4/2/2022 10:15am

Board of Regents
2601 Enterprise Road
Reno, NV 89512

Dear Regents,

I am writing in support of the policy proposal which simplifies the provisions that govern the community college institutional advisory councils (IAC) and formally establishes workforce advisory boards. This proposal recognizes that IACs are better served when the Presidents have the latitude to guide the work of the IAC to allow members to become visible supporters of the institutional objectives. This flexibility and simplification is necessary to insure we address each communities unique challenges and take full advantage of both the attributes of the community and the IACs members.

I feel that this re-envisioning of the IAC will create an environment that will strengthen the IAC and empower its members to support our community institutions.

Respectfully,

Cary Richardson
President
Office: 775-984-4392
Mobile: 775-230-6009



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APPENDIX F

Appendix F

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