

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**FY 2020 Education Stabilization Fund: Reimagine Workforce Preparation (ESF-RWP) Grants Program**

**CFDA # 84.425G**

**PR/Award # V425G200036**

**Grants.gov Tracking#: GRANT13192056**

OMB No. , Expiration Date:

Closing Date: Aug 24, 2020

PR/Award # V425G200036

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="08/24/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="[REDACTED]"/>	* c. Organizational DUNS: <input type="text" value="[REDACTED]"/>
--	--

**d. Address:**

* Street1:	<input type="text" value="Attn: Governor's Workforce Development Board"/>
Street2:	<input type="text" value="555 East Washington Ave, Suite 4900"/>
* City:	<input type="text" value="Las Vegas"/>
County/Parish:	<input type="text" value="Clark County"/>
* State:	<input type="text" value="NV: Nevada"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="891011076"/>

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Ansara"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Martino"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="[REDACTED]"/>	Fax Number: <input type="text"/>
---	----------------------------------

\* Email:

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.425

CFDA Title:

Education Stabilization Fund

**\* 12. Funding Opportunity Number:**

ED-GRANTS-062320-001

\* Title:

Office of Career, Technical, and Adult Education (OCTAE): FY 2020 Education Stabilization Fund: Reimagine Workforce Preparation (ESF-RWP) Grants Program CFDA Number 84.425G

**13. Competition Identification Number:**

84-425G-2020-1

Title:

FY 2020 Education Stabilization Fund: Reimagine Workforce Preparation (ESF-RWP) Grants Program (84.425G)

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Supporting and Advancing Nevada's Dislocated Individuals (SANDI) Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

- \* a. Federal
- \* b. Applicant
- \* c. State
- \* d. Local
- \* e. Other
- \* f. Program Income
- \* g. TOTAL



**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

- Yes
- No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telep  Fax Number:

\* Email

\* Signa  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Governor's Office of Workforce Innovation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**\*Indirect Cost Information (To Be Completed by Applicant)**

If you are requesting reimbursement of indirect costs, you must complete this section.

(1) Do you have an Indirect Cost Rate Agreement?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

PR/Award # V425G200036

Name of Institution/Organization Governor's Office of Workforce Innovation	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1235-NV GEPA Section 427.pdf

Add Attachment

Delete Attachment

View Attachment

**GEPA Statement for Supporting and Advancing Nevada's Dislocated Individuals (SANDI) Project:**

**Background:** Section 427 of GEPA requires each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

**Nevada: Supporting and Advancing Nevada's Dislocated Individuals (Project SANDI)**

**Focus:** Absolute Priority 1(a)(b), Competitive Preference Priority 1: Distance Education

**Project SANDI Objectives:**

Objective 1: Modernize Nevada's current workforce system by building a "Skills Decoder" that translates work experience into credentials, certificates, and degree programs, eventually automating the process;

Objective 2: Expand accelerated degree programs/trainings in Nevada's priority sectors (health care, advanced manufacturing, IT), and the use of digital platforms (e.g. virtual reality) to remotely offer training for in-demand occupations;

Objective 3: Build enhanced career navigation tool that integrates existing career guidance systems, case management interfaces, and online learning; and

Objective 4: Development of online, self-paced entrepreneurship module in training and educational programs in Nevada.

Throughout the implementation of Project SANDI and its activities, Nevada will work to ensure equitable access or participation by individuals regardless of gender, race, national origin, color, age, or disability.

Nevada's Project SANDI will address equitable access in the following ways:

1. Objective 1 acknowledges that many workers in Nevada that have been affected by the coronavirus pandemic are older workers, who have many years of work experience but no formal education or credentials. As such, this program seeks to develop a "Skills Decoder" that can translate the work experience of older workers into skills and credentials. In short, Project SANDI seeks to expand opportunities for dislocated workers who are older.
2. Many dislocated and underemployed workers in Nevada, as well as new job seekers, are Limited English Proficient (LEP). Objective 2 of this grant funds the expansion of nine noncredit, accelerated programs at the College of Southern Nevada in high-demand occupations for LEP adults (using the Integrated Basic Education Skills Training). Nevada's Project SANDI is making tuition assistance/subsidies available to those who are Limited English Proficient.

3. Project SANDI will organize outreach activities designed to ensure equitable access to the scheduled activities. First, Project SANDI is launching a marketing campaign (in English and Spanish) to raise awareness about the accelerated programs available to dislocated workers through Nevada's community colleges and libraries. Project SANDI will conduct outreach through faith-based organizations (mosques, temples, and churches) and partner with local trusted groups. Finally, Project SANDI, with the support of the Nevada State Library, will translate important components of the career navigation tool (Nevada CareerExplorer) into Spanish.
4. Objectives 2 and 3 seek to expand remote access to training and degree programs for in-demand occupations for dislocated and underemployed and new job seekers. Nevada seeks to move the entire workforce ecosystem onto a digital platform. As such, individuals with different abilities can more likely connect to a career navigation system, chat with a career navigator virtually, and enroll in an online course or training.

Please do not hesitate to let us know if you have any questions or need additional information.

---

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> <input style="width: 90%;" type="text" value="Governor's Office of Workforce Innovation"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 50px;" type="text" value="Ms."/>	* First Name: <input style="width: 150px;" type="text" value="Ansara"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 200px;" type="text" value="Martino"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Senior Program Administrator/Officer"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Ansara Martino"/>	* DATE: <input style="width: 100px;" type="text" value="08/24/2020"/>

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix: Ms.	First Name: Isla	Middle Name:	Last Name: Young	Suffix:
----------------	---------------------	--------------	---------------------	---------

Address:

Street1:	Attn: Governor's Workforce Development Board
Street2:	555 East Washington Ave, Ste 4900
City:	Las Vegas
County:	Clark
State:	NV: Nevada
Zip Code	
Country	

Phone Number (give area code)	Fax Number (give area code)

Email Address:

--

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## **Nevada: Supporting and Advancing Nevada’s Dislocated Individuals (Project SANDI)**

### **Focus**

Absolute Priority 1, Competitive Preference Priority 1: Distance Education

### **Goal**

Assist dislocated/underemployed workers by: (1) modernizing Nevada’s workforce system so that it translates work experience into competencies (leading to pathways) and (2) expanding remote access to accelerated trainings for in-demand occupations using digital platforms

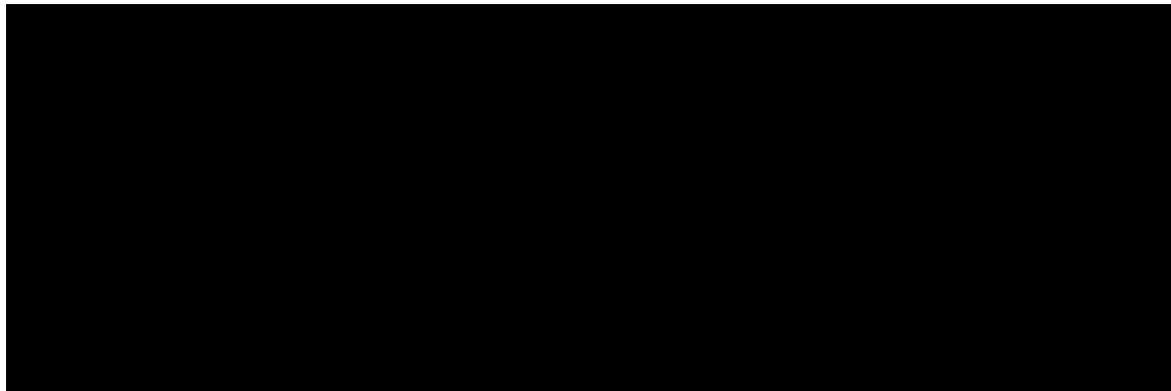
### **Project SANDI Objectives**

Objective (Obj.) 1: Modernize Nevada’s current workforce system by building a “Skills Decoder” that translates work experience into credentials, certificates, and degree programs, eventually automating the process;

Obj. 2: Expand accelerated degree programs/trainings in Nevada’s priority sectors (health care, advanced manufacturing, IT), and the use of digital platforms (e.g. virtual reality) to remotely offer training for in-demand occupations;

Obj. 3: Build enhanced career navigation tool that integrates existing career guidance systems, case management interfaces, and online learning; and

Obj. 4: Develop an online, self-paced entrepreneurship module that is embedded in training/degree programs in Nevada.



### **Key Partners**

Office of Workforce Innovation (lead); Governor’s Office of Economic Development; Nevada System of Higher Education; Four community colleges: College of Southern Nevada, Great Basin College, Truckee Meadows College, Western Nevada College; Nevada State Library; workforce development boards (NevadaConnections, Nevadaworks); Nevada Department of Employment, Rehabilitation and Training & Department of Education; Nevada Grow

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

**Nevada: Supporting and Advancing Nevada’s Dislocated Individuals (Project SANDI)**

**Project Narrative: Supporting and Advancing Nevada’s Dislocated Individuals (Project SANDI)**

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## **Nevada: Supporting and Advancing Nevada's Dislocated Individuals (Project SANDI)**

### **OVERVIEW**

The U.S. Department of Education's Education Stabilization Fund - Reimagine Workforce Preparation (ESF-RWP) Discretionary Grants Program provides Nevada with the opportunity to assist thousands of adult and dislocated workers who have been adversely affected by the pandemic. This proposed project, Supporting and Advancing Nevada's Dislocated Individuals (**Project SANDI**), addresses **Absolute Priority 1(a)(b) and Competitive Preference Priority 1: Distance Education**. Nevada seeks to help its dislocated and underemployed workers and new job seekers by: (Obj. 1) Modernizing its current workforce system and replacing it with one that can translate skills and work experience into credentials; (Obj. 2) Expanding the use of digital platforms (including virtual reality) to remotely offer accelerated training and degree programs for in-demand occupations; (Obj. 3) Building an enhanced career navigation tool (Nevada CareerExplorer); and (Obj. 4) Developing an online, self-paced entrepreneurship module that will be embedded in training and educational programs in Nevada. Nevada seeks [REDACTED] to implement **Project SANDI**. The anticipated **outcomes** of **Project SANDI** include: (1)

- (1) A modernized workforce system that can translate skills and experience into credentials and credit-bearing programs and certificates (e.g. "Skills Decoder"), thereby helping dislocated and underemployed workers who have years of work experience but few, if any, academic credentials.
- (2) More accelerated "just in time" trainings and educational programs that result in stackable, industry-recognized credentials and certificates in Nevada's high-wage, high-growth sectors, thereby allowing workers to get back to work quickly.
- (3) Expanded remote access to accelerated training programs for in-demand occupations and career pathways through the innovative use of digital platforms (e.g., virtual reality, self-paced training, etc.).
- (4) A comprehensive digital career navigator platform that integrates career guidance systems (including the 'Skills Decoder'), case management interfaces, and online learning links, and is embedded in the workforce development ecosystem that serves dislocated workers and new job seekers alike, and
- (5) A stronger entrepreneurial mindset effectuated by embedding an online, self-paced entrepreneurship module in the trainings, and certificate/degree programs that are made available to dislocated workers.

Nevada: Supporting and Advancing Nevada’s Dislocated Individuals (Project SANDI)

**A. NEVADA’S CORONAVIRUS BURDEN**

Nevada, which relies heavily on sales and gaming taxes, has been devastated by the economic and health impacts of the coronavirus. As of May 6, 2020, when the U.S. Department of Education (DOE) published the ESF-RWP RFP, Nevada ranked #14 (61<sup>st</sup> to 80<sup>th</sup> percentile) in the U.S. Coronavirus Burden Index (CBI). In July, the Guinn Center, a Nevada-based research center, replicated DOE’s original analysis and updated the CBI. Based on recent data (as of July 26, 2020), **Nevada ranks #5 (placing it in the 81<sup>st</sup> to 100<sup>th</sup> percentile)** (see **Table 1** for Top 10 States; see Appendix 5 for complete list). The rise in CBI owes to the high unemployment claims and the rise of COVID-19 cases in Nevada. In July, a White House Task Force [report](#) listed Nevada

as one of 18 states that “are in the ‘red zone’ for COVID-19 cases,” meaning that these states had more than 100 new cases per 100,000 population; also, Nevada is one of “11 states that are in the red zone for test positivity,” given that more than 10% of test results were reported positive.

**TABLE 1. CORONAVIRUS BURDEN INDEX: 05/06/2020 VS. 07/26/2020**

State	CBI as of 05/06/2020				UPDATED CBI as of 07/26/2020			
	Burden Rank (05/06/20) (1 = Highest Burden)	1 % of Population Without Broadband Access	2 Unemployment Insurance Claims Filed (as % of Civilian Labor Force)	3 State % Share of COVID-19 Cases Per Capita	Updated Burden Rank (07/26/20) (1 = Highest Burden)	1 % of Population Without Broadband Access	2 Unemployment Insurance Claims Filed (as % of Civilian Labor Force)	3 State % Share of COVID-19 Cases Per Capita
Louisiana	5	17.6	26.14	3.87	1	17.6	17.29	4.01
Puerto Rico	3	33.6	22.96	0.36	2	33.6	19.97	0.85
New York	1	11.7	19.32	9.7	3	11.7	17.30	3.57
D.C.	10	11.7	19.63	4.54	4	11.7	19.29	2.86
<b>Nevada</b>	<b>14</b>	<b>11.3</b>	<b>26.95</b>	<b>1.11</b>	<b>5</b>	<b>11.3</b>	<b>21.46</b>	<b>2.50</b>
Mississippi	13	19.4	17.45	1.69	6	19.4	11.29	3.14
Georgia	8	13.2	31.2	1.69	7	13.2	16.77	2.80
Arizona	45	11.7	14.54	0.78	8	11.7	7.17	3.90
Florida	32	12.5	17.15	1.05	9	12.5	8.77	3.45
Massachusetts	7	8.7	21.08	6.1	10	8.7	14.65	2.83

Nevada has been hard hit in terms of unemployment claims due to the impacts of COVID-19. As of July 21, 2020, the unemployment rate in Nevada was **15.0%**, the fourth highest in the U.S. A survey of small businesses [in southern](#) Nevada found that two-thirds of the 2,630 southern Nevada businesses polled said they are experiencing a decline in revenue as compared to 2019; 58% noted a decline of more than 25% in revenues. The hardest hit industries in

Nevada are accommodations and food services, and retail. As of April 2020, Nevada’s service and tourism industry had experienced a 41% year-on-year job loss rate. **Table 2** presents unemployment claims (as of 07/18/2020) in

**Table 2. Unemployment Claims (as of 07/18/20) in Most Affected Sectors**

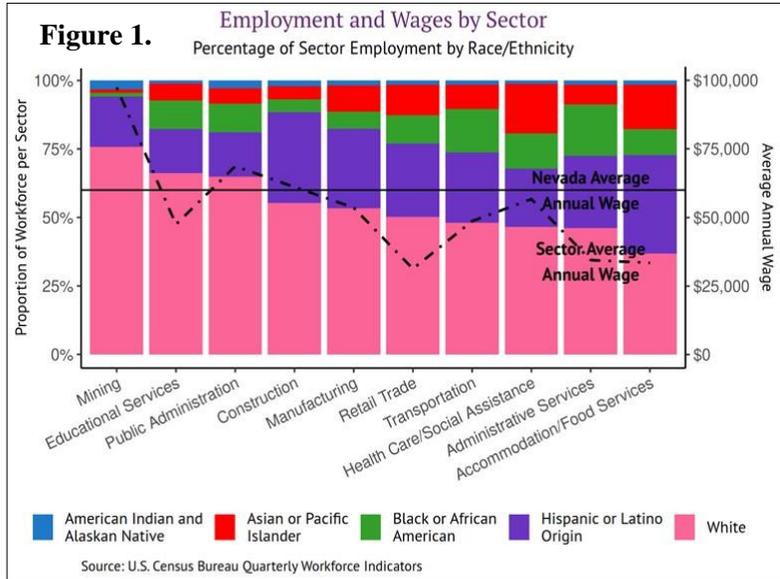
Industry	State	Clark	Washoe	Rural
Accommodation & Food Services (a)	99,351 35.0%	93,007 36.5%	4,452 22.9%	1,892 21.6%
Administrative Support, Waste Management (a)	20,447 7.2%	18,577 7.3%	1,408 7.2%	462 5.3%
Health Care & Social Assistance (a)	7,537 2.7%	6,244 2.4%	821 4.2%	472 5.4%
Manufacturing (a)	4,928 1.7%	3,189 1.3%	1,194 6.1%	545 6.2%
Retail Trade (a)	17,236 6.1%	15,042 5.9%	1,608 8.3%	586 6.7%
Transportation, Warehousing and Utilities (a)	11,328 4.0%	10,228 4.0%	910 4.7%	190 2.2%

(a) % of Unemployment Claims in Sector as % of Total Unemployment Claims (as of 07/18/20)

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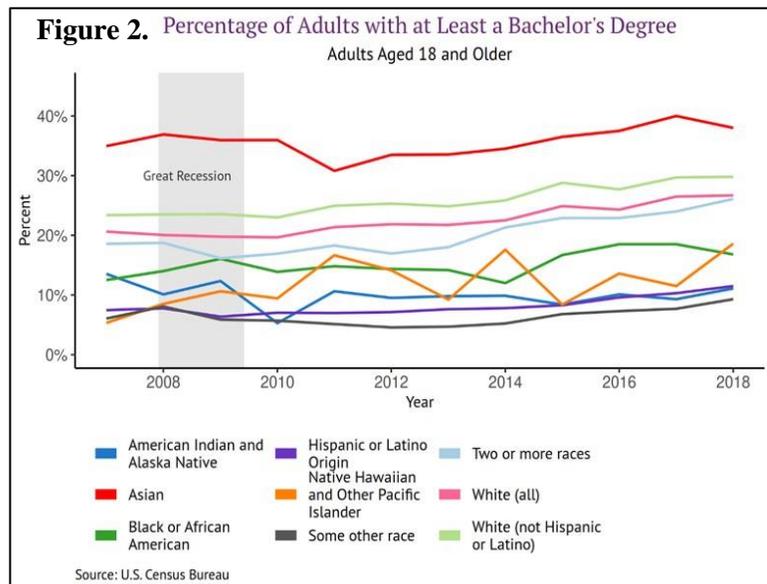
Nevada. Unemployment claims in these six sectors account for **more than 50% of all unemployment claims** in Nevada and its two urban counties, Clark and Washoe, and for 45% in rural Nevada.

Unemployment in these sectors has disproportionately affected members of Nevada’s racial and ethnic groups. **Figure 1** reveals that people of color in Nevada are concentrated in the sectors most affected by COVID-19: accommodation and food services, administrative services and waste management, and retail trade. **Figure 1** shows that the average wage in these sectors is lower than the state average wage.



average wage. In May, the U.S. Bureau of Labor Statistics reported U.S. unemployment rates as follows: Latinos, 20%; African Americans, 16.7%; Asians, 14.5 %; and whites, 14.2%.

Educational attainment rates in Nevada have always been lower than the national average. As of 2019, only 24% of Nevada’s population had received at least a bachelor’s degree compared to 32% of the total U.S. population (U.S. Census Bureau). As **Figure 2** reveals, American Indians, Native Hawaiian/Pacific Islanders, Latinos, and African Americans in Nevada have low rates of educational attainment. Research indicates that unemployment rates are higher for those with lower rates of educational attainment.



Reports suggest that COVID-19 has affected educational outcomes and student retention. One [poll](#)

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[conducted by Boro](#) (a provider of credit) in May found that 13% of current and incoming college students were considering dropping out (or had already done so), and 30% said they had lost a job or source of income as a result of COVID-19. Data from the Nevada System of Higher Education (NSHE) suggests that national trends hold up in Nevada: there was an average 12.7% increase in course withdrawals at Nevada's community colleges in Spring 2020 compared to Spring 2019, and a 6.3% increase in course withdrawals at the universities. The percentage of "withdrawal" grades as a share of all grades also increased in Spring 2020 compared to Spring 2019. In short, the pandemic may put returning students even further behind and thus, less prepared for the jobs of the future. Finally, the stay-at-home order devastated Nevada's economy: the Nevada Legislature met in July 2020 to address the state's historic \$1.2 billion shortfall.

### **B. PROJECT SERVICES AND PROJECT DESIGN:**

**1. Approach:** Nevada's Project SANDI aligns with **Absolute Priority 1(a)(b) and Competitive Preference Priority 1**. Through this project, Nevada will (1) Help **displaced workers** return to gainful employment and transition **underemployed workers** to new fields by: building and piloting a new system ("Skills Decoder") that can translate work experience and skills into competencies, which are then converted into badges and credentials, and later, flexibly bundled into certifications and degree programs (see Obj. 1). This approach responds to developments accelerated by COVID-19 pertaining to decentralized learning (e.g., non-classroom, hybrid classes, on-site training, open-entry/open-exit models) in conjunction with a geographically dispersed workforce (e.g., remote workers) and geographically dispersed learning (e.g., Nevada learners enrolled in national online education programs);

(2) Help **new workers** enter jobs within in-demand sectors and transition **underemployed workers** to new fields by (a) implementing and expanding new accelerated degree programs (Obj. 1), (b) expanding remote access to in-demand occupations through distance education and the innovative use of digital platforms (virtual reality) (see Obj. 2), and (c) directing job seekers to an enhanced Nevada CareerExplorer that integrates career navigation with case management and online training links (see Obj. 3); and

(3) Assist **small business owners** gain the skills needed to create new businesses or grow current businesses and become more resilient by (a) creating a credit-based, on-line, self-paced entrepreneurship

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module that is embedded in all trainings and certificate and degree programs in Nevada, (b) enhancing the online presence of NV Grow, a small business development center located at the College of Southern Nevada (CSN) (c) offering incentives to business start-ups, and (d) launching a student venture accelerator cohort model (see Obj. 4). Nevada will use ESF-RWP funds to implement, replicate, and scale innovative programs that involve partnerships among employers, community colleges, and the Nevada State Library.

**Project SANDI** will address equitable access to participation in the following ways:

<b>TABLE 3: PROJECT SANDI STRATEGIES FOR ENSURING EQUITABLE ACCESS</b>
<ul style="list-style-type: none"> <li>Objective 1 acknowledges that many workers in Nevada that have been affected by COVID-19 are older workers, who have many years of work experience but no formal education or credentials. As such, this program seeks to develop a “Skills Decoder” that can translate the work experience of older workers into skills and credentials. Project SANDI seeks to expand opportunities for dislocated workers who are older.</li> </ul>
<ul style="list-style-type: none"> <li>Many dislocated and underemployed workers in Nevada, as well as new job seekers, are Limited English Proficient (LEP). Objective 2 of this project funds the expansion of nine noncredit, accelerated programs at the College of Southern Nevada in high-demand occupations for LEP adults (using the Integrated Basic Education Skills Training). Project SANDI is making tuition subsidies available to LEP adults (and dislocated workers).</li> </ul>
<ul style="list-style-type: none"> <li>Project SANDI will organize outreach activities designed to ensure equitable access to its efforts. First, Project SANDI is launching a marketing campaign (in English and Spanish) to raise awareness about the accelerated programs available to dislocated workers through Nevada’s community colleges and libraries. Project SANDI will conduct outreach through faith-based organizations (mosques, temples, and churches) and partner with local trusted groups. Finally, Project SANDI, with the support of the Nevada State Library, will translate important components of the career navigation tool (Nevada CareerExplorer) into Spanish.</li> </ul>
<ul style="list-style-type: none"> <li>Objectives 2 &amp; 3 expand remote access to training/degree programs for in-demand occupations for dislocated and underemployed and new job seekers. As such, individuals with different abilities can more likely connect to a career navigation system, chat with a career navigator virtually, and enroll in an online course or training.</li> </ul>

**2. List of Partners:** Table 4 contains a list of the primary project partners who will manage these activities (see Appendix 6 for full list). Office of Workforce Innovation (OWINN), Governor’s Office of Economic Development (GOED), and Nevada System of Higher Education (NSHE) will serve as key leaders.

<b>TABLE 4. LIST OF MAIN PARTNERS ON PROJECT SANDI</b>		
<b>Name</b>	<b>Abbreviation</b>	<b>Role</b>
Governor’s Office of Workforce Innovation	OWINN	Lead Applicant. Supports skilled, diverse, and aligned workforce.
Governor’s Office of Economic Development	GOED	Leads economic development efforts for Nevada
Nevada System of Higher Education	NSHE	Government unit that oversees institutions of higher education (IHE)
College of Southern Nevada, Great Basin College, Truckee Meadows Community College, Western Nevada College	CSN, GBC, TMCC, WNC	Community colleges, each located in a geographic quadrant of Nevada
Nevada State Library, Archives, and Public Records	NSLA	Connects to 87 public library branches. Maintains the Nevada CareerExplorer License
Nevada Department of Employment, Training, and Rehabilitation	DETR	Oversees the disbursement of Workforce Innovation and Opportunity Act (WIOA) funds (Title I, III, IV)
Nevada Department of Education	NDE	State education agency

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Workforce Connections (South), Nevadaworks (North)		Local workforce development boards
Nevada Grow	NV Grow	Nevada small business program that supports small businesses and entrepreneurs

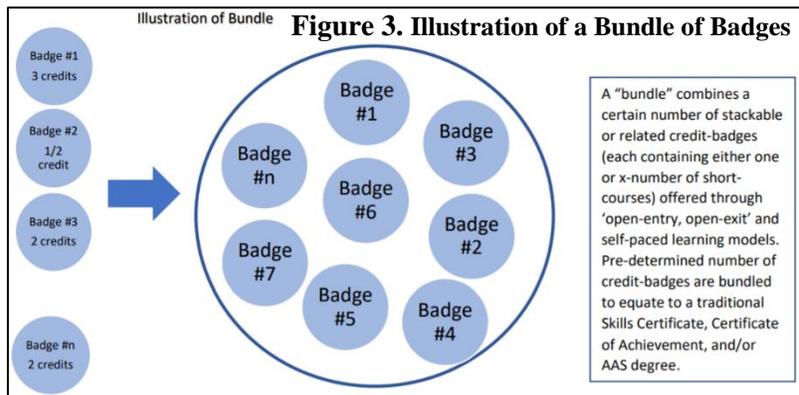
The objectives of Project SANDI include:

**3. Objective 1: Build a modern workforce system that maps skills to competencies and credentials**

Sandi Hernandez is a 53-year old woman who lost her housekeeping job at Tropicana Las Vegas as a result of COVID-19. Like many dislocated workers, Sandi has no formal education or training, but brings to bear years of work experience and strong soft skills, which employers value. However, Nevada’s current workforce system is not able to assess and ‘decode’ a dislocated worker’s experience and skills and translate them into competencies or certificates. With ESF-RWP funds, Nevada (NSHE, GOED, OWINN, DETR, workforce boards, and Nevada Resort Association) will work with Headed2, the architect of Nevada CareerExplorer, to build and pilot a program (“Skills Decoder”) that will modernize the state’s workforce system. The “Skills Decoder” seeks to translate a job seeker’s skills and work experience into competencies, and eventually automate the process. Career navigation tools will use information gleaned from the “Skills Decoder” to direct a job seeker to appropriate open-entry/open-exit courses and self-paced learning modules – either online or in hybrid format (combining online with class room or laboratory instruction) – for which badges (including industry recognized credentials) can be awarded. Badges can then be bundled to equate with traditional certificates and degrees (**Figure 3** provides an illustration of the concept of badge bundling).

The “Skills Decoder” can assist individuals seeking to assess their existing skills and identify skill gaps, as well as companies who want to understand the skills that equate to specific qualifications. Nevada will work with Headed2 to

configure and build the innovative prototype to do the following: (a) Decode the description of the job seeker’s work experiences and qualifications that the job seeker



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feeds into the system, (b) Translate decoded information into a 'basket of skills' the individual currently possesses, (c) Compare an individual’s 'basket of skills' against other relevant information (e.g. desired careers, etc.) and cross reference it to Nevada-specific industry opportunities, and (d) Suggest occupations and job opportunities that align with the existing 'skills basket'. Once job opportunities are narrowed, the job seeker’s skills shortages will be identified and matched with possible solutions (e.g., programs of study).

The first critical aspect of Project SANDI is to build a computer-based platform or function that will automate (and embed) the process of translating work experience into credentials, thereby enabling job training specialists and navigators to assist Nevada’s dislocated and underemployed workers more efficiently. Working with Headed2, Nevada will leverage the big data analytics capacity and machine learning expertise located at its two universities (University of Nevada, Las Vegas (UNLV),| University of Nevada, Reno (UNR)) to process the data and test and validate the “Skills Decoder” prototype. The second critical aspect of Objective 1 is that Nevada will leverage real-time data to populate and inform the development of the “Skills Decoder” prototype. Specifically, GOED and NSHE will access data from the community colleges (CSN, GBC, TMCC, and WNC) that are currently implementing new accelerated training programs which require navigators to administer intensive skill assessments to the job seeker.

Nevada’s leaders believe that community colleges serve as ‘first responders’ to dislocated workers – helping distressed individuals quickly find new paths back into the workforce. As COVID-19 battered Nevada’s economy, Nevada’s four community colleges moved quickly to adapt programs that were already underway to respond to the needs of local employers and displaced and underemployed workers. Here we note that, for the past decade, Nevada’s community colleges and workforce development partners have worked rigorously to align certificates and training and degree programs with real-time labor market information (LMI). **Table 5** lists the Top 10 in-demand occupations, based on LMI, which aligns with Nevada’s priority sectors: health care, advanced manufacturing, information technology, and skilled trades.

1. Health Diagnosing & Treating Practitioners (Health care)	6. Health Technologists & Technicians (Health Care)
2. Other Production Occupations (Manufacturing)	7. Engineers
3. Metal Workers & Plastic Workers (Skilled Trades)	8. Business Operations Specialists
4. Construction Trades Workers (Skilled Trades)	9. Other Management Occupations
5. Other Installation, Maintenance & Repair Occupations (Skilled trades)	10. Computer Occupations (Information Technology)

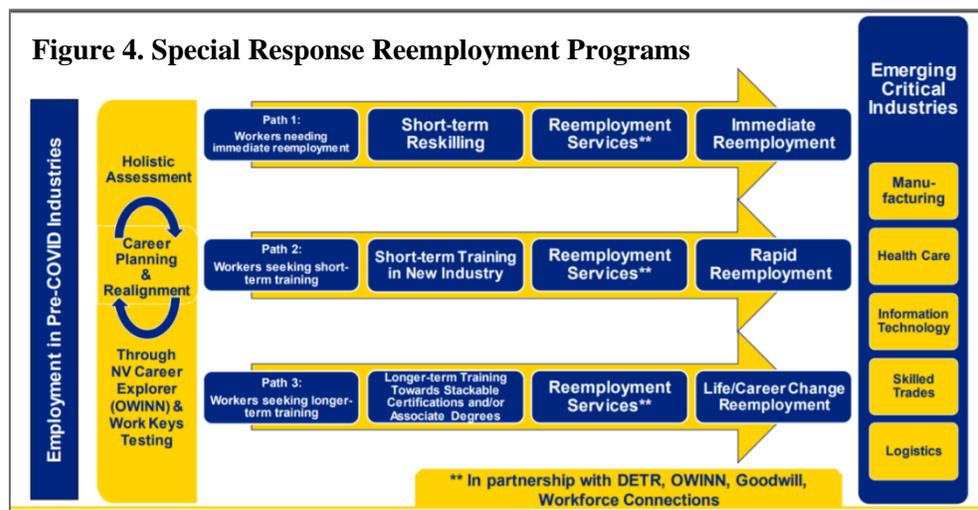
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For example, in response to COVID-19, the College of Southern Nevada (CSN), Nevada’s largest college that is both a Minority-Serving and Hispanic-Serving Institution, launched a new initiative designed to support adult learners and dislocated workers more effectively. Specifically, CSN launched 23 accelerated (6-9 months) credit-earning programs for in-demand occupations (see **Table 6**) and 9 additional non-credit accelerated (3 days-3 months) programs using the Integrated Basic Education and Skills Training (I-BEST) model. When the pandemic struck, CSN packaged these accelerated programs as Special Response Reemployment Programs, which will be offered at various locations (called Workforce Response

<b>Table 6. Accelerated Degree Programs, Special Response Reemployment Programs</b>	
<b>Manufacturing:</b> MSSC Certified Production Technician	<b>Logistics:</b> Logistics & Warehousing
<b>Health Care:</b> Nursing Assistant, Contact Lens Technician, Optical Laboratory Technician, Ophthalmic Dispensing for Registered Apprentice, Phlebotomy, Central Sterile Processing Technician, Patient Registration, Medical Office Practices, Medical Assistant	
<b>Skilled Trades:</b> HVAC Installer, Welding Technology, Steel Welder, Auto Body Technician, Basic Auto Service, Diesel Equipment Maintenance, Gas Pipeline Technician, Electronics Tech, Corrections Officer, Water Treatment Operator	
<b>Information Technology:</b> CISCO Certified Network Associate, CompTia Fundamentals	

Centers/Re-HIRE Centers) throughout southern Nevada. As depicted in **Figure 4**, when a dislocated worker arrives at the Centers virtually or in person, a skilled CSN Navigator will assess their existing education, transferable skills, and competencies; re-align them to high-demand industry sectors; and advise and support them in pursuing one of three paths: (1) reskilling that leads to immediate job placement; (2) short-term retraining based on new industry-recognized credentials or certificates that lead to rapid placement; or (3) longer-term training towards certificates or degrees that lead to placement in priority sectors.

Navigators will provide a series of holistic assessments to determine the dislocated worker’s skills and competencies. This process will enable



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job seekers to be appropriately matched with educational programs.<sup>1</sup> Adult LEPs will be directed to 9 non-credit pathways that incorporate the I-BEST model and vocational English as a Second Language training.

Leveraging this intensive assessment process, Project SANDI leaders, working with Headed2, will collaborate with CSN Navigators (and other navigators) to collect data gathered in the intake process to inform the development of the “Skills Decoder” prototype with the ultimate goal of automating this process so that navigators can connect dislocated adults more efficiently and effectively to high-quality career pathways. Project SANDI leaders and Headed2 will also collect comparable data from other community colleges, workforce boards and service provider partners.

As it relates to Nevada’s approach (and in support of **Absolute Priority 1(b)**), these accelerated short-term training/educational programs have been developed in partnership with industry partners that, in some instances, have co-designed curricula and offered on-site training. For example, CSN worked with HAAS Automation, which anticipates 2,000 skilled job openings by 2021, to launch two new ‘open-entry/open-exit’ Level I Entry Level Certificate programs (i.e., MSSC Certified Production Technician and NIMS Certified Level 1 CNC Machine Operator programs, neither of which is longer than 12 weeks) in support of the needs of advanced manufacturers; these programs provide credits that lead to industry recognized credentials and degrees. Prior to the pandemic, Truckee Meadows Community College (TMCC) was working with IT employers to develop a badge-based associate degree program to expand the workforce pipeline for software-development related occupations. However, the pandemic has accelerated demand for workers with software development and coding skills and for remote working and e-commerce, as well as the expansion of automation-related technology applications. In response, TMCC revised its original program: using available, industry-aligned curriculum (from WozU, Apple and Google), TMCC will work with employers to develop two customized, condensed, non-credit “bundles” that meet the entry-level needs of employers and provide access to jobs for dislocated workers. Western Nevada College (WNC), a Hispanic-Serving Institution and Siemens Company’s only western U.S. educational partner, has

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<sup>1</sup> CSN incorporated national best-practices for every aspect of creating the Workforce Response Centers/Re-HIRE Centers, including the Integrated Basic Education Skills and Training (I-BEST), Pathways to Credentials, and more.

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a Manufacturing Technician Level 1 program, aspects of which had already migrated to online platforms. Responding to growing industry demand while acknowledging the barriers faced by dislocated workers and Latino job seekers in Nevada's outlying communities, WNC is adding a mobile training lab to create 'pop up' labs. These mobile units feature web-based simulators and virtual and augmented reality software.

### **4. Objective 2: Expand remote access to short-term training and educational opportunities using distance education and innovative digital platforms and technologies (e.g. virtual reality)**

Nevada's Project SANDI supports the goals of **Competitive Preference Priority 1- Distance Education**. Social distancing guidelines have forced Nevada's institutions of higher education to revisit traditional service delivery models and explore ways to offer high-quality instruction online or through other digital platforms. However, even before the onset of COVID-19, community colleges and training providers across the country had been exploring innovative ways to remotely offer training and degree programs. Nevada is among those states that has been testing and piloting innovative delivery models.

In 2019, Nevada State Library and Archives (NSLA) and College of Southern Nevada (CSN) partnered to pilot an innovative initiative (e.g., prototype), known as the Workforce Recovery Partnership Project. The NSLA-CSN pilot project offers career exploration using 3D and virtual reality and maps it to a 12-week training program for an in-demand occupation (kidney dialysis technician) that pays living wages. Eleven students are currently enrolled in the Workforce Recovery Partnership Project, which has received [national recognition](#). This fully online (accelerated) degree program for kidney dialysis technicians, which had previously been offered only in Las Vegas, expanded access to a high-quality career pathway by allowing job seekers to complete course requirements and training remotely. Partnering with NSLA, which has a federal mandate to participate in workforce development, helps expand access to workforce development resources for both dislocated workers and new job seekers. NSLA connects to 87 public libraries located across the state, some of which operate in Nevada's hardest hit and poorest communities. About 44% of Nevada's 3 million residents have an active public library card; in 2019, Nevada's public libraries served 9.5 million patron visits. Given the reach of Nevada's public libraries, the Nevada State Library is well positioned to foster local public libraries' ability to engage and partner with

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workforce system stakeholders and employers – offering decentralized learning options to a geographically dispersed workforce, thereby expanding access to the state's most vulnerable workers.

Now that the Workforce Recovery Partnership Project pilot has been tested, NSLA, GOED, OWINN, and CSN seek to finalize the (dialysis technician) course by working with virtual reality content publishers to package the training program so that it can be replicated and scaled. Stakeholders will use ESF-RWP funds to finalize the course and expand the initiative to include additional courses and/or additional services. NSLA and GOED, for example, have identified ways to use virtual reality platforms to offer homework help or test preparation services. NSLA, GOED, and NSHE will prioritize the development of training programs (or courses) that align with in-demand occupations for which access is currently limited. As noted in Table 5, two of the top 10 in-demand occupations in Nevada are (#1) Health Diagnosing & Treating Practitioners and (#6) Health Technologists & Technicians; and there are more than 50 industry-recognized credentials in the field of health. In October 2019, the [Nevada State Board of Nursing](#) revised state policy to allow up to [50 percent of a clinical simulation](#) to replace traditional clinical. This policy change suggests that there is an opportunity to broaden remote access to in-demand occupations in the health care industry sector using innovative, mobile 3D technologies (including virtual reality).

### **5. Objective 3: Build an enhanced career navigation tool (Nevada CareerExplorer) that integrates career services, case management interfaces, and online learning links**

Nevada has invested resources in several types of career navigation tools. In 2017, Nevada launched *LifeWorks*, which provides content to encourage career exploration. In response to COVID-19, Nevadaworks, the northern Nevada workforce investment board, offers Skillup Nevada, which provides job seekers access to free online training (through Metrix). Similarly, many Nevada public libraries offer access to Lynda.com, an online training and learning platform. Employ NV, hosted by DETR, provides both case management (a job seeker can file an unemployment claim) and access to career services.

In 2018, the Nevada State Library launched Nevada CareerExplorer, powered by Headed2, which offers career guidance systems (similar to *LifeWorks*) as well as access to online and learning platforms. Nevada CareerExplorer offers a suite of career exploration and planning resources, including self-

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assessments, resume writing, occupational summaries, and job postings. It provides full coverage for 900 occupations, 8,000 U.S. industry certifications and 1,400 postsecondary institutions, and 3,500 college majors spanning 16 career clusters and more than 50 career pathways. The platform utilizes labor market information provided by GOED and OWINN, thereby allowing the job seeker to explore career opportunities in Nevada's growing industries and align the job seeker's personal career development with economic opportunities. Additionally, companies can populate information on the Nevada CareerExplorer.

Unlike the other platforms that exist, Nevada CareerExplorer has a user interface for managing individual cases; this case management system can be used by public libraries, school districts, community colleges, workforce boards, and WIOA service providers. For example, the Nevada Department of Health and Human Services (DHHS) uses Nevada CareerExplorer's case management interface as a case management tool for its TANF program. However, currently in Nevada, none of the existing career navigation tools and online learning and training platforms are integrated. With the support of ESF-RWP funds, Nevada will enhance Nevada CareerExplorer so that it integrates existing career guidance systems, case management interfaces and online learning links into a "common language" while maintaining the distinct components. Nevada CareerExplorer will integrate (but not replace) the following:

- Individual data sets produced by stakeholders: GOED high-demand occupation data, online-learning opportunities (e.g., Metrix, Lynda), data on industry-recognized credentials, including all non-credit and credit courses, offered at NSHE community colleges;
- General informational content (similar to that located currently on STEM Hub or *LifeWorks*); and
- Information, guidance, and online courses/applications for entrepreneurship courses, and a management interface (e.g. workforce investment boards, industry, libraries, school districts, NSHE).

Nevada CareerExplorer represents a multi-dimensional software platform performing the role of 'virtual comprehensive career guidance coach' (or a 'Digital One Stop-Shop for Career Navigation'). Once enhancements are made, the platform will offer the following features:

1. Expanded access to data: the enhanced Nevada CareerExplorer platform will access a new database that includes all postsecondary credit and non-credit programs, including industry-recognized credentials/

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certificate programs offered by NSHE. The database will support industry-identified, non-credit “skill badges” that can be bundled and awarded college credit.

2. Comprehensive supply-demand matching: the platform will provide comprehensive information on high-demand industries and occupations, and on individual companies including employment opportunities.

3. Virtual Reality (VR), 360-degree component: this platform will provide immersion in leading in-demand occupations within high-growth industries such as health care, advanced manufacturing, and software technology. (This component builds on the Workforce Recovery Partnership Project described in Obj. 2).

4. Skills Decoder: Once Nevada has beta tested Skills Decoder (see Obj. 1) and validated the prototype, Nevada will embed Skills Decoder in Nevada CareerExplorer. Skills Decoder will assist individuals seeking to assess existing skills and identify skill gaps, as well as assist companies that want to understand the skills that equate to certain credentials/qualifications. Skills Decoder will link the skills component to the data augmentation component, allowing the job seeker to find ‘best match’ opportunities at NSHE institutions.

5. Bilingual Features: Nevada CareerExplorer will feature key elements of the information in Spanish.

Once enhancements are made, Nevada will roll out Nevada CareerExplorer in school districts, community colleges, public libraries, and One-Stop Centers, etc.

### **6. Objective 4: Strengthen and expand the entrepreneurship ecosystem**

This objective is related to **Absolute Priority 1 (a) 4** that seeks to “assist small business owners to gain the skills needed to create new businesses or grow current businesses and become more resilient.” At present, Nevada offers very little in the way of training or (credit or non-credit) degree programs on entrepreneurship. TMCC is the only Nevada community college that offers an Associates in Arts degree and a Certificate of Achievement in Entrepreneurship. College of Southern Nevada (CSN) offers a 3-credit course on Entrepreneurship and Innovation. As part of Project SANDI, Nevada will review state and national entrepreneurship training curriculum (e.g., NFTE) and either purchase or create a credit-bearing, self-paced online entrepreneurship learning module. (As an example, the New York Small Business Development Center developed [EntreSkills](#), an online entrepreneurial education course.) Nevada stakeholders will embed this online learning module in the Nevada CareerExplorer; also, it will be made

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available to job seekers, incumbent workers, adult learners, and high school students who participate in trainings and credit (non-credit) courses that are offered at community colleges, Workforce Response Centers/Re-HIRE Centers, local workforce boards and service providers, libraries, Employ NV Hubs, etc.

In recent years, Nevada has invested resources in its infrastructure to support entrepreneurs. In 2015, the Nevada Legislature funded a pilot called Nevada Grow (NV Grow), which was made permanent by the Legislature in 2017. In five years and with an annual budget of \$ [REDACTED] NV Grow has assisted over 204 businesses and created 316 jobs. Housed at CSN, NV Grow provides services to small businesses in Nevada, particularly minority businesses, including training (through classes, coaching, and workshops) and data diagnostics (e.g., geographic information analysis). In the last two years, NV Grow has grown its partnerships with Nevada Small Business Development Centers and others, resulting in an economic impact of \$8.4 million in that time. Demand for NV Grow's services has increased, and NV Grow now serves businesses across Nevada. In response, NV Grow has taken steps to expand its mobile business center across the state, in partnership with the Nevada Minority Business Center, and to enhance its online presence. NV Grow seeks to secure a 3D printer so that entrepreneurs can build prototypes of products.

Finally, Nevada's workforce development leaders acknowledge that training and support for entrepreneurs is a function of the type of business that an entrepreneur seeks to create. Admittedly, the creation of a normal, stable growth business in traditional markets requires different types of support and training than that for a highly scalable start-up in a disruptive market (e.g., technology sector). The instructional model for start-ups in disruptive sectors consists of a student venture accelerator that employs reverse (flipped) classroom teaching methodology and project-based learning. As part of Project SANDI, Nevada will implement a student venture accelerator model that will be offered through dual credit programs with school districts and to traditional community college students as well as to displaced workers receiving training and upskilling courses. The online, credit-bearing course on entrepreneurship described above and existing courses offered at CSN and TMCC will help create a feeder structure for the venture accelerator program to solicit interest in entrepreneurship and stimulate an entrepreneurial mindset. In a second phase, and in collaboration with the two local universities (UNLV and UNR), Nevada will develop

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an eight-week, cohort-based summer program that offers workshops, mentorship, coworking spaces, pitching opportunities, and a small grant to help student entrepreneurs develop their startup ideas into viable, scalable ventures. Participants will include university and community college students. Nevada will also launch an incentive fund (NVenture Fund) to support innovative business start-ups.

### **C. EFFORTS UNDERWAY TO ADDRESS NEVADA'S NEEDS**

Nevada has several programs to address COVID-19 related challenges and long-standing gaps in the workforce development ecosystem; many of these were underway prior to the onset of the pandemic.

Assisting Dislocated Workers by Expanding Short-Term Training & Education Programs: As noted previously, Nevada's community colleges responded to COVID-19 by quickly adapting several programs that were underway and turning them into accelerated degree and certificate programs in in-demand occupations; these programs offer high-quality career pathways to Nevada's dislocated workers and address local employer needs.

Strengthening Employer Engagement: Project SANDI will benefit from ongoing efforts to engage employers in the design of education and training programs. Community colleges continually develop degree and certificate programs in collaboration with employers (e.g., Tesla, HAAS Automotive, RENOWN Health) using the Learn and Earn Advanced-career Pathways (LEAP) process. LEAP was developed by GOED to help learners of all ages navigate multiple career pathway options within an industry framework and facilitate career progression; the LEAP process represents a proven methodology of engagement with employers leading to direct industry impact on career pathway design. Workforce Connections has partnered with several entities (e.g., Las Vegas-Clark County Library District) to open two new One-Stop Centers (Employ NV Business Hubs). The One-Stop Centers will be staffed with personnel trained specifically to serve the needs of employers. Employers can use a one-stop shop to access the resources they need to grow including: Nevada CareerExplorer, free financial guidance services, access to work-ready (based on ACT WorkKeys Assessment/ACT National Career Readiness Certificate) job seekers, employer-driven training programs, financial incentives for training Nevadans, LMI, and licensing support. Employ NV Business Hubs will promote the new Special Response Reemployment Programs.

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In February 2020, NSHE launched the *Workforce Development Education Initiative*. This initiative was launched to address several gaps in the current infrastructure: (1) lack of a comprehensive workforce development education strategy across NSHE institutions; and (2) lack of a methodology to ensure the statewide strategy can respond as workforce education needs evolve. As part of this initiative, an 'Emerging Workforce Pathway' strategy group was assembled to: (1) bring together industry representatives and workforce stakeholders to address "the future of work;" (2) develop systematic approaches to determining workforce needs in Nevada; (3) to understand and respond to the role of technology in workforce education in the future; (4) develop innovative ways to meet Nevada's workforce education needs; and (5) address emerging technologies and how they may affect workforce development and education delivery in the future. Unfortunately, COVID-19 has slowed efforts to assemble and consolidate this work.

In response to the pandemic, business leaders and organizations came together in March 2020 and formed the Nevada Business Information Network (NV-BIN). Seeking to support struggling business and reinforce statewide collaboration, NV-BIN's objectives are to: (1) establish business-to-business (B2B) networks to develop/reinforce supply lines, launch buy local programs, and support relocation efforts; (2) explore cooperative purchasing for small and medium businesses for personal protective equipment; (3) direct grant funding to businesses for physical enhancements to meet new OSHA and COVID-19 requirements; and (4) facilitate business diversification and lead efforts to recruit businesses.

Supporting Small Businesses: In July, Nevada directed \$20 million in federal CARES Act funds to launch a new commercial rental assistance program, aimed at small businesses whose revenues have declined. Clark County, which houses almost 75% of the state's population, launched two programs to help small businesses: Small Business Rental Assistance program and Small Business Protective Retrofit Grant, both of which were funded by CARES Act funds. Nevada Small Business Development Center set up a crisis call center in March to help businesses apply for federal financial assistance and respond to COVID-19.

Injecting Digital Innovation: Nevada State Library, in partnership with North Las Vegas Library and Microsoft, have launched a pilot to use Microsoft TEAMS and leverage Nevada CareerExplorer. The goals of the pilot are to raise awareness about the role of 3D learning in exploring career and technical education

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pathways, and to leverage the library network and tools (e.g., Nevada CareerExplorer) to raise awareness among job seekers who are exploring careers. Specifically, library professionals are leveraging TEAMS visual communication options (video reference services) to connect job seekers to Nevada CareerExplorer where they can explore careers and connect to a post-secondary education or training programs.

Supporting LEP Adults: In May, the Nevada Department of Education Office awarded three community colleges Adult Education & Family Literacy Act, Integrated English Literacy and Civics Education (WIOA Title II) funds to provide adult education programming for LEP job seekers with Literacy Civics Education, Workforce Preparation Skills and Occupational Training. These programs will serve 1,000 students.

### **D. NEVADA’S IMMEDIATE NEEDS**

Reduced Funding for Higher Education: Not surprisingly, the pandemic has significantly affected Nevada’s budget, particularly given the state’s reliance on gaming and sales taxes, which account for almost 50% of Nevada’s General Fund. In July, the Nevada Legislature met to address the state’s \$1.2 billion shortfall. At that time, they reduced NSHE’s higher education budget by over \$135 million, which was higher than cuts to K-12 education (\$112 million). Community colleges are expected to freeze positions, reduce operating costs, reduce classes, programs, and student services (e.g., academic advising). These cuts are expected to affect CSN’s implementation of Workforce Response Centers/Re-HIRE Centers by “limit[ing] the number of [“accelerated short-term workforce training programs](#) in Health Professions, Information Technology, Logistics and Manufacturing, and Skill Trades (automotive, diesel tech, dental hygiene and dental assisting, veterinary nursing) being designed for long-term unemployed and displaced.” Nevada will use the ESF-RWP grant to support the program – and specifically hire three CSN Navigators, one of whom is bilingual.

Limited Organizational Capacity: Nevada’s state apparatus is more limited than many other states. Nevada records 42 public sector employees per 10,000 residents, ranking it 43rd in the U.S. In contrast, Alaska, which ranks 1st, has 245 public sector employees per 10,000 state residents. The current pandemic crisis is requiring Nevada to provide more services and outreach within a capacity-constrained state apparatus. Nowhere is this more apparent than Nevada’s DETR, which has been singularly focused on addressing unemployment claims and maintaining the social safety net on which thousands of dislocated workers

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depend. As such, DETR has not been able to lead and provide rapid response efforts (funded with Title I WIOA Dislocated Worker funds). To build capacity, Nevada will use ESF-RWP funds to hire two Project Coordinators (contract positions housed at GOED and NSHE) who will oversee all aspects of this project.

Digital Online Platforms are Limited: At a time when an even greater number of individuals need services, social distancing guidelines prevent education and training providers from providing full-time, in-class instruction to the same number of participants who previously received services. CSN estimated that social distancing guidelines have reduced classroom and training capacity by 30%. Community colleges in Nevada face challenges moving credit and non-credit programs to a fully digital platform. Project SANDI will help build digital capacity and support the innovative expansion of remote trainings and courses.

Limited Entrepreneurial Programming: In 2020, Nevada ranked 20<sup>th</sup> in the [Kaufman Foundation Early-Stage Entrepreneurship Index](#). Two of the composite indicators – (1) percent of population that starts a new business and (2) average number of jobs created by startups in their first year – have declined in recent years. There are very few entrepreneurship course offerings in both K-12 and higher education institutions. Project SANDI seeks to strengthen the entrepreneurship ecosystem in Nevada.

Adults Have Limited English Language Proficiency: In Nevada, there are 66,013 households with limited English proficiency (LEP), representing 5.8% of households. Over 320,000 individuals in Nevada self-report that they “speak English less than well.” In Clark County, where almost 75% of Nevada’s population lives, 7.1% (or 57,433 households) are LEP. Community colleges have received federal funds (WIOA Title II) to provide adult education programs that target LEP adults (many of whom are underemployed) using the Integrated Basic Education and Skills (IBEST) model with career pathways in high-priority sectors.

### **E. RECRUITMENT PLAN**

Table 3 (on page 6) outlines Project SANDI’s strategies for ensuring equitable access in programs. Additionally, Project SANDI leaders will employ four approaches to reach Nevada’s dislocated worker:

- (1) Nevada will use ESF-RWP funds to hire two Project Coordinators, who will train and educate career navigators and counselors about the new accelerated programs available at Nevada’s community colleges (e.g., Special Response Reemployment Programs) and about Nevada CareerExplorer.

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- (2) Project Coordinators will work with CSN Navigators, located at Workforce Response Centers/Re-HIRE Centers and partners (e.g., providers, community groups) to organize meetings with their clients/members to share information about short-term training/education options (in English and Spanish).
- (3) Workforce development partners will leverage state Title I WIOA Dislocated Worker funds to assemble local rapid response teams to meet with and assist dislocated workers. Previously, Nevada DETR used a portion of its WIOA Dislocated Worker funds to assemble a centralized team of individuals (e.g., DETR unemployment insurance and employment specialists, union staff) to meet with and assist workers, who were being laid off, with enrollment in unemployment insurance and employment services. Unfortunately, DETR’s team was too small to respond to COVID-19 and was redirected to process Nevada’s record high number of unemployment claims. As part of Project SANDI, DETR will direct a share of its WIOA Dislocated Worker funds to partners so that they can assemble ‘National Guard’-type rapid response teams at the local level to support dislocated workers. Rapid response teams will include representatives from unemployment insurance, employment services, vocational rehabilitation, labor, and local workforce boards. Local rapid response teams will allow DETR to focus on maintaining the social safety net (i.e., unemployment insurance system), while local stakeholders focus on connecting dislocated workers to short-term training and educational opportunities.
- (4) Project SANDI leaders will contract with a vendor to develop a marketing campaign in English/Spanish to raise awareness about the short-term training and education opportunities.

**F. DATA COLLECTION AND PERFORMANCE METRICS**

Data collection plan: OWINN, with the support of NSHE and GOED (and the two ESF-RWP funded project coordinators), will lead data collection efforts. OWINN and Project SANDI leaders will rely on Nevada P-20 to Workforce Research Data System ([NPWR](#)), the state’s longitudinal data system (a partnership between OWINN, NSHE, and DETR). Nevada’s workforce development ecosystem leverages this data and NPWR’s [reports](#) to design programs and interventions (such as a new NSHE remedial math program). As such, OWINN and NSHE have demonstrated capacity and success collecting, analyzing, and reporting data.

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Baseline Data: The number of adult and dislocated workers in Nevada served with federal (Workforce Innovation and Opportunity Act-WIOA Title I and Title III) funds in state Fiscal Years 2018 and 2019 are listed below. The average cost of services provided to dislocated workers is \$ [REDACTED] per adult. For those in the Nevada Department of Education Adult Literacy (Adult Education and Family Literacy Act, WIOA, Title II) programs serving adults, including Limited English Proficient (LEP) adults, the average cost of services is \$800. Based on these estimates, Nevada anticipates that **Project SANDI's tuition assistance (subsidies) of \$4.4 million will support an expected increased caseload of almost 1,800 individuals.**

Category & Number of Individuals Project SANDI expects to serve	# Served FY 2018	# Served FY 2019	Yr-o-Yr % change	Cost Per Participant	Exp. 20% increase in enrollment	Anticipated Cost
WIOA Dislocated Worker	467	463	-1%	[REDACTED]	116	[REDACTED]
WIOA Adult	1,861	2,210	19%	[REDACTED]	553	[REDACTED]
NDE Adult Education (AEFLA)	6,057	4,502	-26%	[REDACTED]	1,126	[REDACTED]
TOTAL expected new caseload (program participants who will receive tuition subsidies)					<b>1,794</b>	<b>\$ [REDACTED]</b>

INDICATOR (Q= measured Quarterly; A=measured Annually)	DATA SOURCES	TARGET GROUPS	TARGET GOALS
<b>REQUIRED PERFORMANCE METRICS (OBJECTIVE 1 AND OBJECTIVE 2)</b>			
1. # of students served by the project (i.e. enrolled in new Accelerated Programs offered by community colleges, Library) (Q)	NSHE, WDBs	Dislocated/ Underemployed Workers, LEP Adults	150 quarterly (1,800 total)
2. % of students who enrolled in a program receiving grant funds who completed the program (Q)	NSHE, WDBs	Dislocated/ Underemployed Workers, LEP Adults	80%
3. % of individuals who enrolled in a program receiving grant funds who were employed in the Q2 after exiting the program (Q)	NSHE, WDBs, DETR	Dislocated/ Underemployed Workers, LEP Adults	70%
4. % of individuals employed in Q2 after exit who are employed full-time in an occupation that is related to the program of study (Q)	NSHE, WDBs, DETR	Dislocated/ Underemployed Workers, LEP Adults	70%
5. Median earnings of individuals in (3) and (4). Note: Average hourly wage of CSN accelerated programs is \$ [REDACTED] Goal based on this. (Q)	DETR	Dislocated/ Underemployed Workers, LEP Adults	\$ [REDACTED]
6. # of people served by local Rapid Response Teams (funded by DETR WIOA monies) (Q)	DETR WDBs	Dislocated/ Underemployed Workers, LEP Adults	50 quarterly (600 total)
<b>PERFORMANCE METRICS (OBJECTIVE 3)</b>			
1. # and % of patrons among target groups who get Nevada State Library (NSLA) cards (A)	NSLA ILS reports	Dislocated/ Underemployed Workers, LEP Adults, New job seekers	20% increase for each group in new patron card holders
2. # and % of NSLA patrons who create Nevada (NV) CareerExplorer profiles (A)	Headed2 user records	Dislocated/ Underemployed Workers, LEP Adults, New job seekers	25% of all patrons in each target group create a Profile (or 2,000 year) 20% annual increase
3. # of visits and average length of time each patron visits NV CareerExplorer (A)	Headed2 user records	Dislocated/ Underemployed, LEP Adults, New job seekers	20% annual increase

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4. # and % of patrons who created profiles, looked at NSHE courses, searched for job opportunities, reviewed labor market data (A)	Headed2 user records	Dislocated/ Underemployed Workers, LEP Adults, New job seekers	20% annual increase
5. # and % of patrons who update their profile quarterly, semi-annually (A)	Headed2 user records	Dislocated/ Underemployed Workers, LEP Adults, New job seekers	20% annual increase
6. # of patrons with a profile who are referred by librarian to community college, One-Stop counselor, Career Navigator (Q)	Headed2 user records	Dislocated/ Underemployed Workers, LEP Adults, New job seekers	150 quarterly
7. # of patrons who, after a referral is made, show job-related activity, e.g., an application for WIOA services, job application, enrollment in community college course (Q)	Headed2 user records; DETR	Dislocated/ Underemployed Workers, LEP Adults, New job seekers	150 quarterly
8. # and % of patrons who watch 360 videos explaining an occupation found in NV Career Explorer (Q)	Headed2 user records	Dislocated/ Underemployed Workers, LEP Adults, New job seekers	20% of all patrons in each target group watch a video
9. # and % of patrons who, after watching 360 videos (see #8), complete following activity: create a NV CareerExplorer profile, look up/enroll in NSHE courses, search/apply for jobs, review labor market data (Q)	Headed2 user records	Dislocated/ Underemployed Workers, LEP Adults, New job seekers	150 quarterly
10. # of % of NSLA patrons who create NV CareerExplorer profiles and complete at least one assessment in Project SANDI funded project (virtual reality courses/accelerated courses at community college (see Table 4) (Q)	Headed2 user records	Dislocated/ Underemployed Workers, LEP Adults, New job seekers	15% of all patrons in each target group move from their profile to completing at least one assessment
11. # of % of NSLA patrons who create Headed2 profiles and become students in a program of study leading to an industry credential (A)	Headed2 user records	Dislocated/ Underemployed Workers, LEP Adults, New job seekers	15% of patrons who create Headed2 profiles become clients of local workforce provider and/or enroll in course
12. # of businesses who list company information on NV CareerExplorer (A)	Headed2 user records	Businesses	25% annual increase
13. # of businesses which regularly engage in activities such as updating company profile, listing internships and job opportunities (A)	Headed2 user records	Businesses	25% annual increase
<b>PERFORMANCE METRICS (OBJECTIVE 4)</b>			
1. # of people who complete entrepreneurship online module (Q)	Headed2, NSHE user records	Dislocated/ Underemployed Workers, LEP Adults, New job seekers	50% who start online module complete entire curriculum
2.# of businesses served, growth in sales and revenues (A)	NV Grow	Small business owners, entrepreneurs	100 YR1; 25% annual increase
3.# of people who participate in the student venture accelerator program and # of businesses started after each year; # of those businesses that are still operating after 12-months, 24-months, and 36-months (A)	NSHE	students	25 each year
4. # of business start-ups funded by Nventure Fund (A)	NV Grow	Small business owners, entrepreneurs	10 annually
5. Co-investment funds raised by respective start-ups and in total (A)	NV Grow	Small business owners, entrepreneurs	\$ [REDACTED]
6. # of new staff hired and in which wage bracket after founding; # of staff and wage brackets after 12-, 24-, & 36-months (A)	NV Grow	Small business owners, entrepreneurs	50 annually
7. Revenue growth rate per start-up in Year 1, Year 2, and Year 3 (A)	NV Grow	Small business owners, entrepreneurs	10%

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8. # of businesses achieving profitability after 12-months 24- months, 36-months (A)	NV Grow	Small business owners, entrepreneurs	5 (of the 10) Or half of #4
9. # of subsequent investment rounds, total funds raised per startup, # of start-ups that are in business after 12-, 24-, 36-months (A)	NV Grow	Small business owners, entrepreneurs	

**G. MANAGEMENT PLAN AND ADEQUACY OF RESOURCES**

Nevada has not received any federal or CARES Act funds to support or implement any aspect of Project SANDI. The plan to implement Project SANDI and a timeline for key grant activities is listed below.

ACTIVITIES/TASKS	AGENCY LEAD	TIMELINE	MILESTONES	BUDGET (3 years)
<b>OBJECTIVE 1: Build and pilot a modern workforce system that maps skills to competencies and credentials</b>				
1.1 Hire 2 Project Coordinators (one at GOED, one at NSHE). Salary costs=\$90,000 * 2 people * 3 years	GOED NSHE	Hired by YR1: Q2	Coordinators hired	
1.2 Provide tuition subsidies to dislocated workers (Tuition subsidies for trainings/courses =\$800-\$5,000; will serve expected increased caseload of 1,800 people). <i>Note: WDB= workforce development board</i>	OWINN NSHE NDE WDBs	Initiate YR1: Q1 Ongoing	1,800 adults receive tuition support	
1.3 Develop methodology for how components of short-term educational training opportunities (industry credentials) are assigned credits and how these credits are bundled to correspond to traditional NSHE qualifications (e.g. certificate of achievement, AAS degree).	GOED NSHE DETR WDBs	YR 1-2 Ongoing	Proof of Concept Finalized	
1.4 Contract with Headed2 to develop the “Skills Builder” prototype	NSLA	Initiate YR1; Ongoing	Contract finalized	
1.5 Develop ‘skill decoding’ component utilizing big data analytics, machine learning and traditional testing applications effectively identifying a ‘skill basket’ for every learner. This includes developing methodology for how work experience associated skills are categorized/converted into community college credits.	GOED NSHE NSLA	Initiate YR1: Q2 Completed YR2:Q3	Skills Decoder Proof of Concept finalized	
1.6 Skills Decoder Prototype Launched	GOED NSHE NSLA	YR 2: Q2	Prototype launched	
1.7 Skills Decoder Beta Tested, Revised, Finalized and Embedded in Nevada CareerExplorer	GOED NSHE NSLA	YR 3: Q1	Skills Decoder Finalized	
1.8 CSN hires 3 Navigators to work with dislocated adults at CSN Workforce Response/Re-HIRE Centers	GOED NSHE	Initiate YR1: Q1	Navigators Hired	
1.9 Collect information from Workforce Response/Re-HIRE Centers.	GOED NSHE	Initiate YR1: Q2 Ongoing	System for collecting & coding data	
1.10 Train career navigators at local workforce boards and WIOA partners, Nevada State Library public library branches on Workforce Response/Re-HIRE accelerated programs. (See 1.1 and 3.6)	GOED NSHE	Initiate YR1: Q2 Ongoing	100 Career Navigators Received Training	
1.11 TMCC, GBC and WNC will implement/ expand accelerated programs that will be offered at local Workforce Response/Re-HIRE centers.	TMCC GBC WNC	Initiate YR1: Q1	GBC, WNC, TMCC finalize plans	

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1.11a TMCC will expand its accelerated (‘bootcamp’) IT badge programs	TMCC	YR2: Q1	4 Classes Offered, 120 students enrolled
1.11b WNC will implement/scale mobile advanced manufacturing unit for ‘pop up’ labs in outlying areas	WNC	Initiate Y1: Q1	100 students annually
1.12 NSHE hires vendor to launch statewide marketing campaign (English/Spanish) to advertise accelerated programs (e.g., CSN Special Response Reemployment Programs, TMCC IT bootcamps, WNC popup lab, etc).	OWINN NSHE GOED	Initiate YR1: Q2 Ends YR2: Q2	Marketing Campaign launched
1.13 DETR directs existing WIOA Response Funds to local stakeholders to stand up local response teams. Partners: unions, etc. Note: CCs = community colleges	DETR CCs WDB	Initiate YR 1: Q2	Local response teams launched YR2: Q3
1.14 Workforce stakeholders lead outreach to community partners to raise awareness about pathway options	NSHE GOED OWINN	Initiate YR1: Q2 Ongoing	25 community meetings held
1.15 OWINN will provide ongoing oversight of Project SANDI and fulfill reporting requirements.	OWINN	Ongoing	Project successfully executed
<b>TOTAL OBJECTIVE 1 COSTS</b>			

**OBJECTIVE 2: Expand remote access to short-term training and educational opportunities using innovative digital platforms and digital technologies (e.g., virtual reality, augmented reality)**

2.1 Nevada State Library and Archives (NSLA) & CSN will work with Lifeliqe and XR-Learn to formalize and finalize the kidney dialysis technician pilot.	NSLA NSHE	Initiate YR1: Q1	Finalized course YR1:Q4
2.2 NSLA will work with GOED, NSHE, OWINN to rank highest demand occupations (in health industry), select industry endorsed credentials, and develop respective digital learning components utilizing on-line learning and VR-technologies. (Each class is \$500,000)	NSLA GOED NSHE OWINN	Initiate YR1: Q3	4 courses developed and launched by YR 3: Q1
2.3 Acquisition of VR-technology hardware (VR headsets) & placement of hardware in library branches (corresponding to geographic needs and at community college libraries at CSN, GBC, TMCC, and WNC).	NSLA NSHE	Initiate YR1:Q3 ongoing	Equipment purchased, placement completed (2.2)
2.4 NSLA and NSHE will coordinate community college partnerships offering industry endorsed credentials digital learning components (2.2.) effectively applying CSN kidney dialysis pilot methodology and scaling across entire NSHE system.	NSLA NSHE	Initiate YR1: Q2 Ongoing	Partnerships between NSLA & CCS established
2.5 NSLA will hire a curriculum designer.	NSLA	YR1: Q3	Staff hired
<b>TOTAL OBJECTIVE 2 COSTS</b>			

**OBJECTIVE 3: Build an enhanced career navigation tool (Nevada CareerExplorer) that integrates services, case management interfaces, and online learning links**

3.1. Develop VR and 360-degrees based full immersion components for leading occupations in target industries (e.g. health care, advanced manufacturing).	NSLA GOED	Initiate YR1: Q2 Ongoing	List of occupations complete
3.2. Develop ‘skill decoding’ component utilizing big data analytics, machine learning and traditional testing applications, identifying a skill basket for each learner.	NSLA GOED	Initiate YR1: Q2 Ongoing	Prototype Finalized
3.3. Develop skill decoding component user interface for Navigators and embed in Nevada CareerExplorer.	NSLA	Initiate YR2: Q3 Ongoing	Skills Decoder finalized
3.4 Develop interactive LEAP pathway frameworks feature and user interface within NV CareerExplorer	NSLA GOED	Initiate YR 2: Q2	Interactive frameworks completed and

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(for life sciences/health care, manufacturing, IT) and link to other components of the platform.		Ongoing	integrated into platform	
3.5 GOED, NSLA, and NSHE develop methodologies to apply NSHE credits to classified skills.	NSHE GOED NSLA	Initiate YR1:Q2 Ongoing	Methodology Drafted	
3.6 GOED hires career navigator who (a) trains career navigators (Obj.1.10), (b) trains navigators on Nevada CareerExplorer, (c) conducts outreach to employers (Obj 3.6) on NV CareerExplorer & LEAP process	GOED NSHE	Hired YR1:Q2	100 Career Navigators Received Training	
3.7 Launch employer outreach initiative to recruit employers to become Nevada CareerExplorer users and populate respective company data.	GOED NSLA OWINN	Initiate YR1:Q2 Ongoing	200 new companies registered	
3.8 Develop interactive employer engagement process (e.g. LEAP) and provide to Career Navigators	GOED NSLA NSHE	Initiate YR1:Q3 Ongoing	Career Navigators trained on LEAP process	
3.9 Integrate stakeholders' digital platforms and develop data sharing linkages where appropriate.	NSLA GOED OWINN NSHE	Initiate YR1:Q3	Integration complete YR2: Q2	
3.10 Select and integrate entrepreneurial digital support tools/platforms. Partners: OWINN, SBDC, NV Grow	NSLA GOED	Initiate YR2: Q1	Integration complete YR2:Q2	
3.11 Create user interfaces for Student Venture Accelerator mentors and coaches (see Obj. 4.5) as well as for Nevada SBDC and NV Grow.	NSLA NSHE	Initiate YR 2: Q2	Integration complete YR 2: Q4	
3.12 Hire vendor and launch statewide awareness campaign (English/Spanish) to inform partners and DETR clients of Nevada CareerExplorer as well as training on management interface. This includes awareness for LEAP career pathway frameworks.	OWINN NSHE GOED	Initiate YR1:Q2 Ends YR2: Q4	Marketing Campaign launched	
<b>TOTAL OBJECTIVE 3 COSTS</b>				\$
<b>OBJECTIVE 4: Strengthen and expand the entrepreneurship ecosystem</b>				
4.1 TMCC, CSN, Nevada SBDC, NV Grow and GOED will re-design existing entrepreneurship classes into a self-paced, online entrepreneurship module.	TMCC CSN GOED	Initiate YR1: Q3	On-line course complete YR2: Q1	
4.2 Local workforce boards, community colleges, and partners will embed course on website and provide access to entrepreneurship module as part of trainings.	GOED NSHE	Y2 On-going	On-line course embedded YR2: Q1	
4.3 NV Grow enhances and expands digital platform and technical assistance to start ups around the state and work with GBC, TMCC & WNC campuses	NV Grow	Initiate YR1: Q1; On-going	Enhanced website, platform goes live YR1: Q4	
4.4 NV Grow purchases 3 3D printers and laser cutters to support creation of prototypes (one-time purchase)	NV Grow	Initiate YR 1: Q1	25 clients served in YR1	
4.5 UNR/UNLV will hire instructor to start student venture accelerator cohort-based program at universities, colleges	GOED NSHE	Beginning YR 1: Q3	Program implemented YR 2: Q3	
4.6 Launch incentive fund for business startups (NVenture Fund).	NV Grow NV SBDC	YR 2: Q1	Fund Launched	
<b>TOTAL OBJECTIVE 4 COSTS</b>				
<b>TOTAL PROJECT COSTS</b>				

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# **NV SANDI Project**

# **PROJECT DIRECTOR RESUME**

# ISLA LEILANI YOUNG

## CONTACT

## EDUCATION

**BACHELOR OF SCIENCE**  
**Business & Information Systems**  
**University of Phoenix**  
**2000 - 2002**

**ASSOCIATES OF ARTS**  
**Liberal Arts**  
**University of Hawaii**  
**1991 - 1993**

## SKILLS

- Team Management
- Strong Work Ethic
- Public Speaking
- Creative Problem Solver
- Culture Development
- Communication
- Community Engagement
- Collaboration
- Passionate and Driven
- Authentic and Kind

## PROFILE

Isla Young has over 19 years of experience in education, workforce development, and connecting the community with innovative and meaningful opportunities. Isla builds partnerships and collaborates with local and national leaders in the high-growth/high-priority Industry sectors, K-12 Education, Institutions of Higher Education, Professional organizations, and key community stakeholders. Isla's mission and goal are to connect and inspire her community with amazing opportunities that will positively change lives for the better.

## WORK EXPERIENCE

### SENIOR PROGRAM DEVELOPMENT & ENGAGEMENT SPECIALIST

**Nevada Governor's Office of Workforce innovation (OWiNN) | 2018 - present**

- Building, nurturing, and developing relationships with key stakeholders and external partner organizations throughout Nevada including K12 Education, Higher Education, Community Leaders, Workforce Development Boards, Regional Development Authorities, Chambers of Commerce, State agencies, and Industry.
- Development and growth of Apprenticeship model programs for Nevada
- Develop and execute community engagement and outreach strategy locally, statewide, and nationally.
- Expanded and managed statewide teacher externship program in partnership with the Nevada Department of Education focused on Manufacturing, IT, Healthcare, and Teacher training.
- Expanding and connecting the education to workforce system via work-based learning opportunities (e.g. job awareness, job shadowing, internships, teacher externships, apprenticeships) to support the education-to-workforce pipeline
- Promoting high-quality, high-priority Nevada in-demand Industry sectors.
- Leads our team in effective teamwork, communication, and collaboration.
- Develop and manage grant applications from public and private sources for additional funding streams for OWiNN program development.

# ISLA LEILANI YOUNG

## SKILLS

- Microsoft Word
- Microsoft Excel
- Microsoft Outlook
- Microsoft Powerpoint
- Insightly (CRM)

## BOARDS & SERVICE

- NCWIT Advisory Board, 2019 – present
- Līed STEM Academy Advisory Board, 2019 – present
- CyberHawaii Education & Workforce Development, 2018 – 2019
- Pacific Center for Advanced Technology Training, Board Member, 2015 – 2019
- Code.org Regional Partner, 2017 – 2019
- ISTE, Member, 2015 – current
- National Geographic, Hawaii Advisory Board Member, 2018 – 2020
- Hawaii Geographic Information Coordinating Council (HIGICC), 2015 – 2019

## WORK EXPERIENCE (CONTINUED)

### DIRECTOR, STEM EDUCATION & WORKFORCE DEVELOPMENT

Maui Economic Development Board, STEMworks | 2003 – 2020

- Planned, directed, executed, and led a team providing educational activities for over 200 schools and organizations statewide, 500 teachers and 40,000 participating students annually supported by an average annual budget of \$5 million – with \$2 million utilized for education to workforce.  
[www.STEMworksHawaii.org](http://www.STEMworksHawaii.org)
- Successfully collaborated and led programs with local, national and international leaders in technology and industry, institutions of higher education, and STEM centered professional organizations.
- Organized various leadership committees, workshops and large conferences to promote STEM education & workforce development.
- Collaborated, developed, and scaled of workforce opportunities.
- Nurtured key relationships and secured approximately \$16,000,000 in funds since 2003, from key individuals rooted in the federal, county, state sectors, & private funding.
- Developed the next generation of STEM, Energy and Agricultural professionals by securing industry internships. Providing over 600 high school and college students the opportunity to apply academic and technology skills in real-world situations on quality projects while developing key soft skills.  
<https://www.stemworkshawaii.org/internships>
- Developed and nurtured partnerships with key state and national industry and educational leaders including support from Apple, Google, Trimble, Career and Technical Education, Department of Education, NSA, Microsoft, NASA, and more.
- Secured NSA GenCyber grant to provide cybersecurity and computer science training camps throughout the State of Hawaii.
- Secured Grant In Aid State funding to expand STEMworks and Computer Science focused programs throughout the state.
- Developed STEM Curriculum – STEMworks Energy, STEMworks CAD 3D Drone, STEMworks GIS Curriculum, STEMworks Watershed Curriculum, STEMworks THINKit Curriculum, STEMworks Engineering Design Toolkit Curriculum  
<https://www.stemworkshawaii.org/curriculum-at-a-glance>
- Created the Hawaii STEM Conference regional technology conference to support middle and high school students as well as K-12 educators from across the state to explore cutting edge STEM technologies and engage with statewide and national industry professionals. [www.hawaiistemconference.org](http://www.hawaiistemconference.org)

# **NV SANDI Project**

## **KEY PERSONNEL RESUMES**

# Craig N.R. von Collenberg

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## **Professional Summary**

- I am a visionary leader with strong relationship-building, communication, and public speaking skills. I am an avid advocate for nontraditional career pathways and am dedicated to the design and implementation of programs that lead to high-skill, high-wage careers in technical industries. I am experienced in large budgets, grants, and fiscal responsibility.

## **Education**

### **MASTER OF SCIENCE | AUGUST 2015 | UNIVERSITY OF PHOENIX**

- Major: Marriage, Family, and Child Counseling

### **BACHELOR OF ARTS | JUNE 2011 | NATIONAL LABOR COLLEGE**

- Major: Labor Education

## **Skills & Abilities**

### **MANAGEMENT**

- 10+ years supervisory experience managing staff

### **GRANT ADMINISTRATION**

- 5+ years managing grant programs and outcomes including private, state, and federal funding

### **LEADERSHIP**

- 5+ years casting systemic vision and guiding implementation

### **CURRICULUM DEVELOPMENT**

- 10+ years of experience developing curriculum, training materials, and assessment tools

### **MICROSOFT OFFICE**

- Skilled in all basic Microsoft applications

### **PUBLIC SPEAKING**

- Experience speaking in front of groups up to 500 people

## **Experience**

### **EXECUTIVE DIRECTOR | GOVERNOR'S OFFICE OF WORKFORCE INNOVATION | APRIL 2019-PRESENT**

- Management and supervision of office including multiple staff members and budgets totaling over \$2 million
- Regularly report to Nevada's Governor and state legislature on activities, discussions, findings, and recommendations
- Identify, recommend, and implement workforce development policy for the state

- Suggest improvements for state and federal workforce development funds
- Oversight of the Governor's Workforce Development Board and Nevada State Apprenticeship Council
- Provide guidance and technical assistance to the statewide WIOA system
- Application and administration of grants including two major Department of Labor grants
  - DOL State Apprenticeship Expansion
  - DOL Occupational Licensing Analysis and Reform
  - New Skills for Youth subgrant – Work-Based Learning expansion
  - Workforce Innovation and Opportunity Act – Governor's Reserve funding

**DIRECTOR OF APPRENTICESHIP STUDIES | COLLEGE OF SOUTHERN NEVADA | JUNE 2013–APRIL 2019**

- Development and maintenance of relationships and memorandums of understanding with 17 traditional apprenticeship programs, providing college credits and degree pathways for apprenticeship students
- Direction of Apprenticeship Studies staff and management of approximately \$1.25 million annual budget
- Management of apprenticeship grant totaling up to \$300,000 annually
- Coordinating with other internal departments, outside partners, and customers to keep operations running smoothly and solving both routine and complex problems
- Design and implementation of non-traditional apprenticeships within the higher education system including continuous assessment and improvement models
- Counseling and advising of all registered apprenticeship students
- Continual maintenance and improvement of the college's reputation and positive image in the markets served including government entities, workforce development partners, and economic development boards
- Community education including middle to high school students and counselors, prospective apprenticeship students, and any community partners about opportunities in blue-collar trades
- Provide advisement and feedback on the design and implementation of short-term, non-credit vocational training programs within the Division of Workforce and Economic Development

**SAFETY COORDINATOR | MMC CONTRACTORS WEST, INC | SEPTEMBER 2012–JUNE 2013**

- Management and supervision of safety department staff
- Conducting investigations into incidents and reported findings
- Coaching employees, managers, and executives on effective safety policies
- Writing safety program plans to manage hazards, reduce incidents, and save company money through less time lost and lower insurance payouts
- Regularly inspecting job sites to ensure that they met fire, hazard, and safety standards
- Conducting all safety training including weekly safety briefs, OSHA 10 and 30 classes, and new-hire orientations

**LEAD INSTRUCTOR | SHEET METAL LOCAL 88 JATC | AUGUST 2007 - PRESENT**

- Supervision of apprentices while in program
- Development of curriculum and training materials for all introductory sheet metal skill classes
- Coordination of classroom and hands-on skill training to effectively enhance on-the-job learning for apprenticeship students

- Providing instruction in sheet metal layout and fabrication, mathematics, hand and power tool operation, drafting, trade history, employability skills, communication, and OSHA construction compliance
- Developing assessment tools and providing for continuous improvement of training programs

## **Volunteer Experience**

**TOASTMASTERS CLUB PRESIDENT | EDUCATIONALLY SPEAKING CLUB | 2017 – 2019**

**VOLUNTEER USHER | SMITH'S CENTER FOR THE PERFORMING ARTS | 2018 – PRESENT**

**MARRIAGE AND FAMILY THERAPY INTERN | CANYON RIDGE CHRISTIAN CHURCH | 2014 – 2015**

## **Professional References**

**DR. MELISSA SCHROEDER - (702) 672-8959**

EDUCATION PROGRAMS PROFESSIONAL – NEVADA DEPARTMENT OF EDUCATION

2080 E. FLAMINGO RD. STE. 210

LAS VEGAS, NV 89119

**FRANK WOODBECK - (702) 343-0984**

COLLEGE OF SOUTHERN NEVADA

EXECUTIVE DIRECTOR - GRANTS & SPECIAL PROJECTS

6375 W CHARLESTON BLVD

LAS VEGAS, NV 89146

**DR. TIFFANY TYLER-GARNER - (213) 309-2113**

FORMER DIRECTOR DEPARTMENT OF EMPLOYMENT, TRAINING, AND REHABILITATION

2800 E. ST. LOUIS AVE.

LAS VEGAS, NV 89104

**DR. RICARDO VILLALOBOS - (702) 775-1550**

COLLEGE OF SOUTHERN NEVADA

EXECUTIVE DIRECTOR – DIVISION OF WORKFORCE AND ECONOMIC DEVELOPMENT

6375 W CHARLESTON BLVD

LAS VEGAS, NV 89146

## Summary

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- **State Leader in Innovation Based Economic Development: originating and implementing novel programs and policy initiatives leading to ground breaking change in the state's economy.**
- **Abundant experience in creating strategic initiatives and their implementation: establishing vision, systems thinking, and identifying new opportunities and markets; structuring programs and subsequent execution including effective stakeholder management.**
- **Global executive and multilingual (fluency in German and daily working proficiency in Mandarin): accustomed to and deep curiosity for diverse cultures (US, UK, Europe, East and Southeast Asia); high aptitude bridging culture differences in business conduct and high cross-cultural competence.**

## Current Position and Notable Achievements

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**Nevada Governor's Office of Economic Development** (Carson City, Nevada, United States), Since 04/ 2012

*Director Strategic Programs*

- Introduced and implemented *Innovation Based Economic Development* (IBED) approach offering alternative to existing traditional economic development in Nevada.
- Originated and implemented fully integrated *Advanced Career Pathway frameworks* (LEAP) for Manufacturing, Life Sciences, and Advanced ICT to facilitate the creation of a 21<sup>st</sup> century workforce in Nevada. Concept had not been in existence prior and developed frameworks have been adopted as standard template for implementation of all state-wide career pathway initiatives for multiple industries. This includes constantly building new LEAP components working with Nevada's community colleges and industry utilizing 'Workforce Innovation for the New Nevada' state appropriation (WINN).
- Systems thinker and originator of strategic initiatives responding to workforce development challenges in wake of the 4<sup>th</sup> Industrial Revolution and automation.
- Thought leader for strategic initiatives and programs at the Nevada State library system. Creating and implementing ground breaking workforce development programs for example platforms for career explorations, programs utilizing Virtual Reality technologies etc.
- Devised rational for- and management of \$32.5Mn Nevada Knowledge Fund to spur commercialization of technologies developed at Nevada's universities and research institutions through introducing and implementing the concept of *Applied Research Centres*. These centres have been increasingly supporting the R&D capacity of established as well as early stage companies accelerating the diversification of Nevada's economy. Most recently, drafted and submitted Bill Draft Request (BDR) for a reformed Knowledge Fund to be considered at Nevada's next legislative session (commencing February 2021).
- Originated and structured state venture capital program (Battle Born Growth Escalator) and created non-profit entity incl. required state legislation, and acting as Program Manager for funding early stage high growth companies (also member of US-wide *SSBC/ best practises* working group). The Program has resulted in investments in numerous early stage companies and attracting high profile institutional co-investors from both US East- and West Coasts. Working with entrepreneurial support organization, entrepreneurs and start-ups on a regular basis.
- Created the concept of *Living Laboratories* in the field of synchronized autonomous mobility in the state to conduct collaborative industry-university R&D projects in the state's metro areas (Living Lab Reno, Living Lab Las Vegas).
- Testified in front of State Legislature committees.
- Inaugural recipient of Mike Skaggs Award for Excellence in Economic Development, April 2017
- Member of Nevada State Council for Libraries & Literacy; Mentor at AdamsHub for Innovation, Carson City; Member Board of Trustees DRI Research Park, Reno.

## Previous Positions and Notable Achievements

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### **External consultant to Baron Group, 建勤集, Beijing office, 04/ 2010 – 04/ 2012**

- Developed deal initiations for the acquisition of German medium-size capital goods/ machine tool manufacturers by Chinese companies
- Formed close partnership with Livingstone Partners Germany, which ultimately resulted in the opening of their Beijing office
- Offer to join their Beijing office in January 2012 turned down because of immigration to the United States.

### **Asia Assets Limited, 亚洲资产有限公司 (Beijing, China), 04/ 2008 – 04/2010**

*Vice President*

- Provided strategic advice for the identification of foreign acquisition opportunities as well as domestic projects involving foreign companies
- Built Private Equity investment structures, such as Joint Venture Funds with Chinese state-owned enterprises resulting in the creation of domestic Chinese Renminbi Private Equity Funds for institutional and ultra-high-net-worth investors

### **Master of Philosophy, University of Cambridge, Wolfson College (Cambridge, UK), 10/ 2005 – 10/ 2007**

- Geographical- and sectoral career shift towards China and Private Equity

### **Credit Suisse First Boston / CSFB (London, UK), 02/ 1997\* – 02/ 2005 (\*02/ 1997 to 11/ 2000 DLJ, see below)**

*Vice President within International Equities Division*

- Built client book with assets under management of \$250Mn and annual equity trading turnover of \$150Mn from scratch within five years to become the largest Germany-Austria coverage team by revenue generation within the department.
- Origination and leadership of highly complex and novel low-risk capital-preservation product-projects across global divisions of the firm from inception to final launch resulting in many 'first ever' product structures.

**Donaldson, Lufkin & Jenrette / DLJ (London, UK), 02/ 1997 – 11/ 2000 (11/ 2000 acquisition of DLJ by CSFB)**

*Account Executive within Investment Services Group (ISG)*

- As part of a three-person start-up team founded leading US investment bank's European Ultra High Net Worth Division (average size of client: \$50 - \$100 Mn investment portfolio), which involved building up an entire branch operation from scratch including setting up operational front- and back-offices. The operation grew into a 50-person branch by the time of acquisition by rival CSFB.

### **Morgan Stanley International (London, UK), 05/ 1995 – 02/ 1997**

*Professional within Private Client Services Division (PCS)*

### **Volksbank Pforzheim eG (Pforzheim, Germany), 07/ 1990 – 11/ 1992**

*Commercial Banking trainee (traditional German apprenticeship)*

## University Education

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### **Master of Philosophy (M.Phil.) Merit, Wolfson College University of Cambridge, UK 09/2005 – 09/2007**

*Modern Chinese Studies & Chinese Economy*

### **Master of Science (M.Sc.) Distinction, University of Reading, UK, 09/1997 – 06/1998**

*International Business & Finance*

### **Bachelor of Science First Class Honours (B.Sc. Hons.), University of Buckingham, UK, 01/ 1993 – 02/ 1995**

*Economics*

PR/Award # V425G200036

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## Other Courses

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Graduate Economic Research & Mandarin Language studies, *Peking University* 北京大学, China, 04/ 2006 – 12/ 2006

Mandarin Language studies, *National University of Singapore* 新加坡国立大学, Singapore, 04/ 2005 – 09/ 2005  
Intensive Mandarin program

Executive Education, *London Business School*, UK, 10/ 1998 – 06/ 1999  
Investment Management Evening Program

## KEVIN S. RAIFORD

<b>EDUCATION</b>	<b>THE UNIVERSITY OF NORTH CAROLINA</b> <b>KENAN-FLAGLER BUSINESS SCHOOL</b> Master of Business Administration, May 2001. Consortium for Graduate Study in Management Student.	Chapel Hill, NC
	<b>UNIVERSITY OF PENNSYLVANIA</b> <b>WHARTON SCHOOL OF BUSINESS</b> Bachelor of Science in Economics, Finance and Marketing Concentrations, May 1990.	Philadelphia, PA
<b>EXPERIENCE</b>		
2004 - Current	<b>COLLEGE OF SOUTHERN NEVADA</b> <b>Tenured Professor</b> Instructor for college level courses in Business Administration. <ul style="list-style-type: none"><li>Developed the curriculum and facilitated instruction for Introduction to Financial Investments, Introduction to Business, Accounting, and Business Ethics.</li></ul> <b>2014 Winner of the Nevada Regents Award for Teaching Excellence</b>	Las Vegas, NV
2004 - 2008	<b>CLARK COUNTY SCHOOL DISTRICT</b> <b>Business Instructor.</b> Onsite business instruction provider at Western High School. <ul style="list-style-type: none"><li>Developed the curriculum and facilitated instruction for Introduction to Business, Marketing I &amp; II and Accounting I&amp;II along with serving as the student occupational advisor.</li></ul>	Las Vegas, NV
2000 - 2004	<b>HEWLETT-PACKARD</b> <b>Manager, Product Marketing.</b> Led HP Personal Computer Tactical and Strategic teams for Customized Channels partners including Wal*Mart, Best Buy, QVC and Office Depot. <ul style="list-style-type: none"><li>Created PC configuration profile model incorporating multi-media and digital imaging customer solutions for direct, retail and build-to-order retail sales channels.</li></ul>	Cupertino, CA
1997-1999	<b>SNAPPLE BEVERAGE GROUP</b> <b>Director, Sales Planning.</b> Developed and implemented nationwide strategic sales plan for Snapple and Mystic brands. Managed staff of twelve located in four regional offices. <ul style="list-style-type: none"><li>Created specific volume bonus objectives for the 300 U.S. Sales Regions which helped increased case sales 7%.</li></ul>	White Plains, NY
1996-1997	<b>QUAKER OATS COMPANY</b> <b>Regional Finance Manager, Snapple brand.</b> Managed strategic sales planning and Profit & Loss for the Snapple Eastern Region which delivered \$230 million in sales representing 50% of total brand sales. <ul style="list-style-type: none"><li>Refocused sales strategies to more profitable channels and shifted sales to higher margin products which increased eastern region profits to \$70 million while nationwide sales and profits decreased.</li></ul>	Towson, MD
1993-1996	<b>FRESH FIELDS/WHOLE FOODS MARKETS, INC.</b> <b>Inventory Process and Analysis Manager.</b> Created and implemented first SKU cost-based inventory valuation system integrated into Gross Profit Analysis for grocery chain that grew from 13 to over 30 locations in less than two years.	Rockville, MD
1990-1993	<b>McNEIL CONSUMER PRODUCTS – JOHNSON &amp; JOHNSON</b> <b>Financial Analyst.</b> Johnson & Johnson/Merck Joint Venture. Forecasted, monitored and analyzed R&D expenses from initial product conception through FDA approval.	Fort Washington, PA
<b>ADDITIONAL DATA</b>	Board of Directors for NY Junior Achievement. Winner of Innovation Award for Whipper Snapple Product Launch. Interests include biking and writing. Conversant in Spanish.	

## MAYITA E. SANCHEZ

### PROFESSIONAL PROFILE

EXPERIENCE 4+ YEARS IN PUBLIC ADMINISTRATION INCLUDING PROJECT MANAGEMENT, CONTRACT MANAGEMENT, GRANT MANAGEMENT, AND BUDGET MANAGEMENT; FLUENT IN ENGLISH/SPANISH; SPECIAL INTEREST IN EDUCATION AND WORKFORCE DEVELOPMENT

### EDUCATION

**MASTER OF PUBLIC ADMINISTRATION**

**BACHELOR OF SCIENCE**, Business Management

**ASSOCIATE OF ARTS**, Psychology

### PROFESSIONAL EXPERIENCE

#### **GOVERNOR'S OFFICE OF WORKFORCE INNOVATION (OWINN) OCT 2019 to Present**

**GRANTS AND POLICY ANALYST**, Identification, application, and administration of grants including assessment and review of funding opportunities, budget development, research, grant writing and development, analysis and preparation of financial and programmatic reports, project management, programmatic support of day-to-day activities, contract management, procurement, provides technical assistance to subgrantees and/or vendors, monitoring and review of contracts/subgrants. Currently oversees programmatic functions of the Nevada State Apprenticeship Expansion USA federal grant and the Nevada State Occupational Licensing Review and Reform federal grants.

#### **NEVADA DEPARTMENT OF EDUCATION JUN 2015 to DEC 2019**

**CAREER READINESS ADULT LEARNING EDUCATION OPTIONS, Program Officer** Programmatic support to carry out the key objectives outlined in the New Skills for Youth grant to dramatically increase the number of students in the US who successfully complete a career pathway and catalyze transformational approaches to the design and implementation of programs and policies to increase a student's career-readiness, including; contract management: drafting of programmatic scopes of work, facilitate competitive bids, review proposals, evaluate grant requirements and regulations; budget management: ensure all operations are within budget and grant/legal requirements, forecasting, cost-estimates, expenditure review and monitoring; program management: coordinate events, liaison between community partners, stakeholders, public, non-profit and private industry agencies, prepare reports, engage with donors, attend, coordinate, and oversee various meetings, assess program performance.

**SUPERINTENDENT'S OFFICE, Executive Assistant to the Superintendent of Public Instruction** Provide executive support to the State Board, the Superintendent of Public Instruction, approximately 170 employees, and more than a dozen statutorily-created committees including technical support for the Senate Bill 108 State Board Subcommittee. As the Executives assistant support included the development of regulations and policies governing p-12 public education and the deliverology of the state strategic plan; including project management and contract management.

**SUPERINTENDENT'S OFFICE, Administrative Assistant to the Deputy Superintendent for Student Achievement** Administrative support including budget, project and contract management; Administrator to the Council to Establish Academic Standards, US Senate Youth Scholarship Program, and US Presidential Scholars Program.

#### **LEGISLATIVE COUNSEL BUREAU 77th and 78th Sessions**

**ASSEMBLY, Attaché (2015)** Provide administrative support to an Assembly member acting as the first point of contact in a legislator's office. Assist legislators in communication with other legislators, constituents, lobbyists, staff, governmental agencies, and media. Draft letters; constituent response and support for a district with a total population of 66,228 individuals. Travel arrangements, budget monitoring and legislative bill monitoring and research; prepare outlines, generate reports, create presentations and talking points.

**LEGAL SERVICES, Document Control (2013)** Maintain all quality and legal records, document control and verify

accuracy of data; maintain confidential information in daily handling of communications, documents, and archives of sensitive information; analyze production and quality control to detect and correct problems, prepare and maintain production based on required standards.

**NEVADA DEPARTMENT OF PUBLIC AND BEHAVIORAL HEALTH FEB 2014 to JUN 2015**

**ADMINISTRATIVE ASSISTANT** Support the community public health nurse and various staff; oversaw accounts payable and receivable, prepared bank deposits, controlled immunization and office inventory. Maintain clinic calendar. Contributions: Created a Public and Behavioral Health informational pamphlets for statewide distribution; improved office efficiency and data collection procedures; planned and coordinated flu pods and community public health events including senior home visits.

# Nate Mackinnon

## EDUCATION

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<b>HARVARD UNIVERSITY</b> - Cambridge, Massachusetts JOHN F. KENNEDY SCHOOL OF GOVERNMENT Master in Public Administration	2014
<b>NORTHEASTERN UNIVERSITY</b> - Boston, Massachusetts Bachelor of Science in Political Science Magna Cum Laude	2005
<b>FITCHBURG STATE UNIVERSITY</b> - Fitchburg, Massachusetts	2000-2002 (Transferred)

## PROFESSIONAL EXPERIENCE

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### **NEVADA SYSTEM OF HIGHER EDUCATION (NSHE)** – Reno, Nevada

***Vice Chancellor for Community Colleges*** **July 2017 – Present**

- Provide leadership and coordination for Nevada’s four community colleges collectively serving approximately 60,000 students
- Promote and advocate on behalf of the interests of Nevada’s community colleges with the Board of Regents, system staff, other higher education institutions, legislators, state agencies, K-12 partners, and the general public
- Collaborate with other NSHE Cabinet members on issues facing community colleges
- Establish and oversee a comprehensive workforce development initiative that is responsive to the needs of employers, both regionally and statewide
- Work with the Institutional Advisory Councils (IAC) at each of the community colleges to serve as a resource and provide a system-level perspective
- Convene community college presidents on a regular basis to support institutional and system-wide goals
- Lead the development of a partnership with MGM Resorts International providing free access to college for over 75,000 employees in an online program at any Nevada System of Higher Education institution
- Oversaw the unified implementation of the new Nevada Promise Scholarship across four community colleges
- Successfully managed consolidation of police services across four Southern Nevada institutions
- Principal Investigator for Federal GEAR UP Grant

### **TRUCKEE MEADOWS COMMUNITY COLLEGE** – Reno, Nevada

***Adjunct Faculty, Political Science*** **August 2018 – Present**

- Teach *Introduction to American Politics*, a required course for all students covering the US and Nevada Constitutions

### **MASSACHUSETTS DEPARTMENT OF HIGHER EDUCATION** – Boston, Massachusetts

***Assistant Commissioner & Chief of Staff*** **March 2009 – July 2017**

*(Educational Leave July 2013 – June 2014)*

- Chief of Staff of state coordinating agency for public colleges and universities with approximately 65 employees across three office locations
- Coordinate and lead weekly Senior Staff/Cabinet meetings and set agendas
- Serve as agency liaison to:
  - Office of the Governor
  - Executive Office of Education
  - Massachusetts State Legislature

# Nate Mackinnon

- Board of Higher Education
- State University and Community College Councils of Presidents
- Implemented Community College Reform Initiative and served as point person for the Governor's Office on all efforts relating to major reform of the existing system of Community Colleges
- Responsible for all Government and Legislative Affairs for the Department and Board of Higher Education
- Align daily and annual work with strategic goals and framework of the organization on behalf of the Commissioner
- Chief advisor to Commissioner of Higher Education
  - Provide high-level political and public analysis for agency decisions
  - Advise Commissioner on policies affecting state public higher education
  - Develop annual strategy for increasing legislative support for public higher education
  - Successfully lobbied legislative leadership to create a \$7.5 million Performance Incentive Fund for FY12 Budget
- Led system-wide review and proposed revisions to leave benefits for presidents and senior administrators at institutions in response to public and political scrutiny
- Served as DHE representative on seven separate public college/university presidential searches
- Managed daily affairs of the Office of the Commissioner of Higher Education
- Responsible for Board of Higher Education agenda development and meeting execution
- Procured and opened new satellite office locations in accordance with state protocol
- Chaired Student Health Insurance Plan Steering Committee for public higher education leading to reformed plan procurement and design saving students 15% and increasing existing benefit levels
- Staff lead for national search for a new Commissioner of Higher Education
- Chaired various searches for cabinet-level positions reporting to Commissioner
- Serve as agency spokesperson as needed

## MASSACHUSETTS STATE LEGISLATURE - *Boston, Massachusetts*

### **Joint Committee on Education**

**May 2007 – March 2009**

#### ***Research Director***

- Supervised staff of two professional research analysts and two administrative support staff
- Advised Education Committee Chairwoman on policy developments and recent research findings on education matters
- Informed legislators and staff of current education policy and proposed legislation
- Coordinated Education policy agenda with leadership and Ways & Means Committee Chair and staff
- Managed daily activities of Education Committee including creation and distribution of Committee material and summaries of over 300 pieces of legislation
- Routinely collaborated with various advocacy groups and stakeholders on legislative and budgetary issues
- Acted as liaison for Chairwoman to educational constituencies, including Department of Education and Office of the Governor

## MASSACHUSETTS DEPARTMENT OF EDUCATION - *Malden, Massachusetts*

### **Office of the Commissioner**

**December 2005 – May 2007**

#### ***Research Coordinator / Education Specialist, Department Spokesperson***

- Acted as official spokesperson for the Department of Education
- Provided accurate and in-depth responses to requests for information by state legislators and their staff
- Coordinated with other DOE units on data and research presentations for Deputy Commissioner
- Produced Board of Education documents and records, and assisted with Board member requests
- Planned and executed media release events by coordinating with local school and town officials
- Coordinated and developed press conferences on behalf of the Commissioner

# Nate Mackinnon

MASSACHUSETTS OFFICE OF EDUCATIONAL QUALITY AND ACCOUNTABILITY - *Boston, Massachusetts*

*Special Assistant to the Executive Director*

**July 2005 – December 2005**

- Facilitated all logistics for the creation and opening of a new agency state Operations Center
- Edited final school district accountability reports
- Managed agency procurement and contracts

NORTHEASTERN UNIVERSITY - *Boston, Massachusetts*

**Office of Governor Michael S. Dukakis**

**January 2003 – May 2005**

*Research Assistant / Personal Assistant to Governor Michael Dukakis*

- Assisted in writing policy memorandums and op-ed columns
- Established connections with state legislators to build coalition for rail improvement project
- Provided background and research for Governor Dukakis' public appearances

## SELECTED ACHIEVEMENTS

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- *We The People: The Citizen and the Constitution* Nevada Competition Judge (2019)
- Commonwealth Management Certificate Program Mentor (2016)
- American Collegiate Moot Court Association Judge – Eastern Regional Qualifying Tournament (2015)
- Board of Directors, Chair, Friends of Raising the Village (2015- Present)
- Recipient of *The Lucius N. Littauer Award* at the Harvard University Kennedy School of Government (2014)
- Governor Robert F. Bradford Fellow for the Commonwealth of Massachusetts at Harvard University (2013-2014)
- American Red Cross Disaster Action Team (DAT) Weekly Tuesday Night Team Leader (2009-2012)
- American Red Cross DAT Team Member (2008-2013)
- Board of Directors, Village Theatre Project (2006-2009)
- Michael S. Dukakis Fellow (2003)

Tammy Westergard bio/in brief

Most of us have difficulty keeping pace with the technology demands of the 21<sup>st</sup> century, and for some of us the divide between opportunity and being left way behind too often feels like just a stride or two. Tammy's great passion is advancing educational opportunities through the library. She enjoys helping people strengthen key skills and abilities so they can step into living wage jobs and see where life takes them from there. Specifically, she has launched these successful and sustainable workforce development programs to drive economic mobility for Nevadans:

Deployed the first Manufacturing Technician 1 (MT1) certificate program in any public library in America while leading the Carson City Library. The MT1 is an industry recognized credential, is endorsed by the National Association of Manufacturers and has enabled graduates to land jobs at Tesla and Panasonic, among other advanced manufacturing companies.

Launched Nevada XR Libraries Pilot, which introduced augmented and virtual reality into 15 public libraries across Nevada. Nevada and California are the first two States in America to introduce XR into their public libraries on a mass scale.

With the Institute of Museum and Library Services grant funding, created the first ever 3D, immersive learning tool in cooperation with the College of Southern Nevada (CSN) and vendors. CSN will pilot in its classrooms a first-to-the-world virtual reality simulation for its dialysis technician certification, and Nevada's public libraries will pilot using the same content for workforce development.

Tammy Westergard is Nevada's State Librarian and Administrator at the Nevada State Library, Archives and Public Records. Prior to that she was the Library District Director for a 15-branch system in southern Oregon, and both the Deputy Director and Interim Director at the Carson City Library in Nevada. She graduated from the University of North Texas library science program in 2014, and was recognized as an "agent of change" among a national list of [2016 Movers & Shakers](#) profiled in *Library Journal*. Her Mover and Shaker recognition was earned in part for pioneering work that demonstrated public libraries as an essential onramp for workforce development.

Passionate about democracy, marketable skills and opportunities for everyone she's been told her enthusiasm is contagious. "The library is the place where you can get your feet on the floor and figure things out one logical step at a time," says Westergard.

Read more about Tammy's education, work projects, publications, certifications and awards from her LinkedIn prof

### Indirect Cost Rate Agreement:

OWINN, beginning January 1, 2020 will adopt the 10% de minimis indirect cost rate to recover allowable indirect costs. Cost Allocation plans, at a minimum will include allowable costs as identified below.

Allow [REDACTED]  
Under [REDACTED] allowable costs are defined as follows:

Except where otherwise authorized by statute, costs must meet the following general criteria to be allowable under Federal awards:

- a. Be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles.
- b. Conform to any limitations or exclusions set forth in these principles or in the Federal award as to types or amount of cost items.
- c. Be consistent with policies and procedures that apply uniformly to both federally financed and other activities of the nonfederal entity.
- d. Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.
- e. Be determined in accordance with generally accepted accounting principles (GAAP), except, for state and local governments and Indian tribes only, as otherwise provided for in this part.
- f. Not be included as a cost or used to meet cost sharing or matching requirements of any other federally financed program in either the current or a prior period. See also § 200.306 Cost sharing or matching paragraph *b*.
- g. Be adequately documented. See also §§ 200.300 Statutory and national policy requirements through 200.309 Period of Performance of this part.
- h. Be net of any rebates or credits.

The general approach of OWINN in allocating costs to particular grants and contracts is as follows:

- a. All allowable direct costs are charged to programs, grants, activity, etc.
- b. Allowable direct costs that can be identified to more than one program is prorated individually as direct costs using a base most appropriate to the particular cost being prorated
- c. All other allowable general and administrative costs (costs that benefit all programs and cannot be identified to a specific program) are allocated to programs, grants, etc. using a base that results in an equitable distribution.

The following information summarizes the procedures that will be used by OWINN beginning January 1, 2020. Costs may change, dependent on need of grant requirements and will be reflected in individual cost allocation plans specific to each grant. Costs represented below are to offer guidance in development of individual plans.

- a. Compensation for Personal Services-documented with timesheets showing time and effort for all employees and allocated based on time spent on each program or grant. Salaries and wages are charged directly to the program will be allocated to those programs based on the ratio of each program's salaries to the total of such salaries. Costs that benefit all programs will be allocated based on the ratio of each program's salaries to total salaries.
  - a. Fringe benefits are allocated in the same manner as salaries and wages. Health insurance, dental insurance, life and disability and other fringe benefits are also allocated in the same manner as salaries and wages.
  - b. Vacation, holiday, and sick pay are allocated in the same manner as salaries and wages.

- b. Travel Costs-allocated based on purpose travel. All travel costs (in-state and out-of-state) are charged directly to the program for which the travel was incurred. Travel costs that benefit more than one program will be allocated to those programs based on the ratio of each program's salaries to the total of such salaries. Travel costs that benefit all program will be allocated based on the ration of each program's salaries to total salaries.
- c. Professional Services-allocated to the program benefiting from the service. All professional service costs are charged directly to the program for which the service was incurred. Costs that benefit more than one program will be allocated of those programs based on the ratio of each program's expenses to the total of such expenses. Costs that benefit all programs will be allocated based on the ratio of each program's expenses to total expenses. Subawards and contracts up to the first \$ [REDACTED] of each, regardless of the period of performance, must accept the [REDACTED] de minimis rate without any review of actual costs.
- d. Office Expense and Supplies-allocated based on usage. Expenses used for a specific program will be charged directly to that program. Postage expenses are charged directly to programs to the extent possible. Costs that benefit more than one program will be allocated to those programs based on the ratio of each program's expenses to the total of such expenses. Costs that benefit all programs will be allocated based on the ratio of each program's expenses to total expenses.
- e. Equipment-OWINN depreciates equipment when the initial acquisition cost exceeds \$2,000. Items below \$2,000 are reflected in the supplies category and expensed in the current year. Unless allowed by the awarding agency, equipment purchases are recovered through depreciation. Depreciation costs for allowable equipment used solely by one program are charged directly to the program using the equipment. If more than one program uses the equipment, then all allocate of the depreciation costs will be based on the ratio of each program's expenses to the total of such expenses. Costs that benefit all programs will be allocated based on the ratio of each program's expenses to total expenses.
- f. Printing-expenses are charged directly to programs that benefit from the service. Expenses that benefit more than one program are allocated based the ratio of the costs to total expenses. Costs that benefit more than one program will be allocated to those programs based on the ratio of each program's expenses to the total of such expenses. Costs that benefit all programs will be allocated based on the ratio of each program's expenses to total expenses.
- g. Insurance-insurance needed for a program is charged directly to the program requiring the coverage. Other insurance coverage that benefits all programs is allocated based on the ratio of each program's expenses to total expenses.
- h. Telephone/Communications-long distance and local calls are charged to programs if readily identifiable. Other telephone or communication expenses that benefit more than one program will be allocated to those programs based on the ratio of each program's expenses to the total of such expenses. Costs that benefit all programs will be allocated based on the ratio of each program's expenses to total expenses.
- i. Facilities Expenses-allocated based upon usable square footage. The ratio of total square used by all personnel to total square footage is calculated. Facilities costs related to general and administrative activities are allocated to program based on the ratio of program square footage to total square footage.
- j. Training/Conferences/Seminars-allocated to the program benefiting from the training, conferences, or seminars. Costs that benefit more than one program will be allocated to those programs based on the ratio of each program's salaries to the total of such salaries. Costs that benefit all programs will be allocated based on the ratio of each program's salaries to total salaries.
- k. Other Costs-other joint costs will be allocated on a bases determined to be appropriate to the particular costs. Costs may include dues, licenses, fees, and will be determined based on whether expense benefits program directly.
- l. Unallowable Costs-costs that are unallowable in accordance with OMB Circular A-122, including alcoholic beverages, bad debts, advertising (other than help-wanted ads), contributions, entertainment, fines, and penalties. Lobbying and fundraising costs are unallowable, however, are treated as direct costs and allocated their share of general and administrative expenses.

If a cost benefits two or more projects or activities in proportions that can be determined without undue effort or cost, the cost must be allocated to the projects based on the proportional benefit. If a cost benefits two or more projects or activities in proportions that cannot be determined because of the interrelationship of the work involved, then the costs may be allocated or transferred to benefited projects on any reasonable documented basis. Notwithstanding, allocable costs may not be charged to other Federal awards to overcome fund deficiencies, to avoid restrictions imposed by Federal statutes, regulations, or terms and conditions of the Federal award.

If specifically authorized under a Federal award, the purchase of equipment or other capital asset costs are assignable to the Federal award regardless of the use that may be made of the equipment or other capital asset involved when no longer needed for the purpose for which it was originally required.

**List of Proprietary Information:**

The Nevada Governor's Office of Workforce Innovation (OWINN) does NOT have any proprietary information included in our Reimagine Workforce preparation grant application.

Please do not hesitate to let us know if you have any questions or need additional information.

**Assurance that Applicant will participate in an Evaluation:**

The Nevada Governor's Office of Workforce Innovation (OWINN) assures that we will participate in an evaluation, pursuant to Application Requirement 5 of the Reimagine Workforce preparation grant application.

Please do not hesitate to let us know if you have any questions or need additional information.

Nevada: Supporting and Advancing Nevada's Dislocated Individuals (Project SANDI)

APPENDIX 5. CORONAVIRUS BURDEN INDEX: 05/06/2020 versus 07/26/2020								
CBI as of 05/06/2020					UPDATED CBI as of 07/26/2020			
State	Burden Rank (05/06/20) (1 = Highest Burden)	1 % of Population Without Broadband Access	2 Unemployment Insurance Claims Filed (as % of Civilian Labor Force)	3 State % Share of COVID-19 Cases Per Capita	Updated Burden Rank (07/26/20) (1 = Highest Burden)	1 % of Population Without Broadband Access	2 Unemployment Insurance Claims Filed (as % of Civilian Labor Force)	3 State % Share of COVID-19 Cases Per Capita
Alabama	16	16.5	20.19	1.06	17	16.5	5.89	2.84
Alaska	27	10.3	23.55	0.3	34	10.3	14.06	0.62
Arizona	45	11.7	14.54	0.78	8	11.7	7.17	3.90
Arkansas	24	19.2	13.82	0.7	14	19.2	8.84	2.24
California	33	8.9	21.01	0.85	18	8.9	15.80	1.98
Colorado	49	8.2	11.76	1.82	46	8.2	7.81	1.34
Connecticut	15	8.9	15.62	5.14	16	8.9	13.98	2.31
Delaware	18	9.2	18	3.33	23	9.2	9.08	2.54
D.C.	10	11.7	19.63	4.54	4	11.7	19.29	2.86
Florida	32	12.5	17.15	1.05	9	12.5	8.77	3.45
Georgia	8	13.2	31.2	1.69	7	13.2	16.77	2.80
Hawaii	12	10.2	31.69	0.24	22	10.2	22.55	0.20
Idaho	48	10	14.11	0.73	47	10	3.73	1.85
Illinois	22	11	14.3	3.1	21	11	10.67	2.31
Indiana	17	13.6	18.75	1.88	37	13.6	6.15	1.60
Iowa	26	11.9	16.55	1.92	24	11.9	7.61	2.28
Kansas	40	11.6	15.5	1.12	41	11.6	6.43	1.51
Kentucky	9	14.4	32.87	0.78	33	14.4	8.88	1.06
Louisiana	5	17.6	26.14	3.87	1	17.6	17.29	4.01
Maine	39	11.7	18.11	0.56	48	11.7	9.41	0.49
Maryland	35	9	13.9	2.79	26	9	7.79	2.40
Massachusetts	7	8.7	21.08	6.1	10	8.7	14.65	2.83
Michigan	6	12.1	27.23	3.86	25	12.1	11.00	1.48
Minnesota	38	9.3	19.62	0.84	30	9.3	10.67	1.59
Mississippi	13	19.4	17.45	1.69	6	19.4	11.29	3.14
Missouri	36	13.1	16.21	0.87	44	13.1	6.27	1.23
Montana	41	12.2	17.65	0.26	51	12.2	7.36	0.58
Nebraska	47	9.9	10.54	2	36	9.9	5.41	2.20
<b>Nevada</b>	<b>14</b>	<b>11.3</b>	<b>26.95</b>	<b>1.11</b>	<b>5</b>	<b>11.3</b>	<b>21.46</b>	<b>2.50</b>
New Hampshire	30	7.6	22.52	1.16	49	7.6	10.12	0.81
New Jersey	2	9.1	21.59	8.79	11	9.1	11.10	3.41
New Mexico	19	20.6	13.82	1.18	15	20.6	11.45	1.59
New York	1	11.7	19.32	9.7	3	11.7	17.30	3.57
North Carolina	34	13.2	16.85	0.71	28	13.2	7.44	1.88
North Dakota	31	15.1	15.21	1	32	15.1	6.99	1.38
Ohio	25	11.8	19.67	1.08	40	11.8	7.93	1.25
Oklahoma	23	14.4	19.21	0.62	31	14.4	7.76	1.49
Oregon	50	8.9	15.69	0.41	50	8.9	9.63	0.70
Pennsylvania	11	11.9	26.44	2.39	27	11.9	11.20	1.45
Puerto Rico	3	33.6	22.96	0.36	2	33.6	19.97	0.85
Rhode Island	4	10.3	27.49	5.63	12	10.3	12.08	2.98
South Carolina	20	15.1	19.35	0.81	13	15.1	8.82	2.78
South Dakota	44	14.6	8.09	1.85	42	14.6	3.71	1.62
Tennessee	37	14.3	13.82	1.21	19	14.3	9.02	2.46
Texas	46	13.3	12.98	0.7	20	13.3	9.65	2.31
Utah	52	7.1	9.06	1.05	45	7.1	4.36	2.09
Vermont	29	13.9	17.72	0.87	39	13.9	11.73	0.38
Virginia	42	11	14.22	1.43	29	11	9.14	1.74
Washington	21	7.4	25.06	1.24	43	7.4	10.36	1.21
West Virginia	28	16.4	16.86	0.41	38	16.4	9.09	0.58
Wisconsin	43	11.4	15.65	0.88	35	11.4	7.97	1.57
Wyoming	51	11	11.12	0.63	52	11	5.45	0.75

**Nevada: Supporting and Advancing Nevada’s Dislocated Individuals (Project SANDI)**

<b>Appendix 5. Complete List of All Partners on Project SANDI</b>		
<b>Organization</b>	<b>Description</b>	<b>Role</b>
Office of Workforce Innovation (OWINN)	Lead Applicant. Owner of <i>Life Skills</i> website. OWINN helps drive a skilled, diverse, and aligned workforce in Nevada by promoting cooperation and collaboration among all entities focused on workforce development. OWINN’s desired outcomes are: (1) prepare all K-12 students for college & career success, (2) increase Nevadans with postsecondary degrees & credentials, and (3) increase employment outcomes in training and credentialing programs	<ul style="list-style-type: none"> <li>• Coordinate and oversee project activities, implementation and communication strategies, compliance, data collection, reporting, and fiscal management.</li> <li>• Act as navigator among stakeholders with goal of developing consensus around a consistent model and best practices that will result in increased job opportunities.</li> <li>• Use LEAP process to strategically align with educational and workforce structures.</li> <li>• Help organize and facilitate meetings and activities across departments and agencies.</li> <li>• Recruit dislocated workers.</li> </ul>
Governor’s Office of Economic Development (GOED)	GOED’s vision is to realize “a vibrant, innovative, and sustainable economy with high-paying jobs for Nevadans.” GOED is administering \$20M in CARES Act funds to support small businesses. GOED will host Project Coordinator to co-lead project with OWINN/ NSHE. Leads employer recruitment.	<ul style="list-style-type: none"> <li>• Will lead Objectives #1-#4 and the integration across Objectives #1-#4.</li> <li>• Will co-lead development of “Skills Decoder” pilot and beta testing process.</li> <li>• Serve as co-lead of Project SANDI</li> <li>• Will work with Nevada State Library on Objectives #1, #3, and #4.</li> </ul>
Nevada System of Higher Education (NSHE)	A Nevada government unit overseeing all state-supported higher education institutions, NSHE will support all project activities, implementation and communication strategies. NSHE launched the <i>Workforce Development Education Initiative</i> in early 2020 to strengthen alignment between higher education and industry. Will host Project Coordinator to lead project.	<ul style="list-style-type: none"> <li>• Facilitate policy alignment between education and industry.</li> <li>• Oversee efforts to expand accelerated short-term credentials and courses.</li> <li>• Will collaborate on efforts to replicate Workforce Response/Re-HIRE Centers at all community college campuses.</li> <li>• Lead <i>Workforce Development Education Initiative</i>; Support “Skills Decoder” pilot.</li> <li>• Partner with Nevada State Library to expand trainings using digital innovation.</li> <li>• Recruit dislocated workers.</li> </ul>
College of Southern Nevada (CSN)	CSN, the largest college in Nevada, is a Minority-Serving (MSI) and Hispanic Serving Institution (HSI). Serving roughly 50,000 credit and non-credit students (70% of whom are students of colors and 33% of whom are Hispanic), CSN offers hundreds of degrees and certificates in 70 academic programs, with 26 degrees and certificates available online. CSN has 3 main campuses and 7 tech centers located in southern Nevada. CSN’s 3 campuses are located in areas of high unemployment.	<ul style="list-style-type: none"> <li>• Implement and lead efforts to replicate Workforce Response/Re-HIRE Centers.</li> <li>• Work with workforce development partners to organize employers around industries/issues.</li> <li>• Recruit dislocated workers.</li> <li>• Collaborate on “Skills Decoder” pilot.</li> <li>• Collaborate with Nevada State Library to expand courses using virtual reality.</li> <li>• Use the LEAP process to structure and inform employer engagement.</li> <li>• Collaborate with Nevada State Library to expand courses using virtual reality.</li> </ul>
Great Basin College (GBC)	GBC, which serves 3,500 students in Eastern Nevada, has its main campus in Elko and satellite campuses in rural Nevada.	<ul style="list-style-type: none"> <li>• Collaborate on “Skills Decoder” pilot.</li> <li>• Collaborate with Nevada State Library to expand courses using virtual reality.</li> <li>• Expand short term, accelerated courses.</li> <li>• Collaborate with Nevada State Library to expand courses using virtual reality.</li> <li>• Use the LEAP process to structure and inform employer engagement.</li> </ul>

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Truckee Meadows Community College (TMC)	TMCC, serves almost 25,000 students (of which 30% are Hispanic) in credit and non-credit programs at four educational sites and more than 20 community locations. TMCC is a Hispanic-Serving Institution (HSI). TMCC has fostered strong industry partnership with Tesla and Renown Health.	<ul style="list-style-type: none"> <li>• Implement Workforce Response Centers/ Re-HIRE Centers in Northern Nevada.</li> <li>• Implement/expand accelerated, condensed IT badge program to grow pipeline for IT workers in response to COVID-19.</li> <li>• Collaborate on “Skills Decoder” pilot.</li> <li>• Lead digital expansion of the “Entrepreneurial Skills” module with goal of embedding it in all relevant platforms.</li> <li>• Leverage the LEAP process to structure and inform employer engagement.</li> <li>• Collaborate with Nevada State Library to expand courses using virtual reality.</li> </ul>
Western Nevada College (WNC)	WNC serves almost 3,500 (credit) students and is an HSI.	<ul style="list-style-type: none"> <li>• Implement and expand mobile advanced manufacturing unit to help dislocated workers in rural Nevada.</li> <li>• Implement Workforce Response Centers/ Re-HIRE Centers in Western Nevada.</li> <li>• Collaborate on “Skills Decoder” pilot.</li> <li>• Leverage the LEAP process to structure and inform employer engagement.</li> <li>• Collaborate with Nevada State Library to expand courses using virtual reality.</li> </ul>
Nevada Department of Education (NDE), Office of Career Readiness, Adult Learning and Education Options (CRALEO)	NDE CRALEO oversees and funds statewide career/technical education (CTE) programs, as well as work-based learning. The office also oversees adult education and literacy programs that target adults (Title II funds).	<ul style="list-style-type: none"> <li>• Lead efforts to expand adult education programs (using the I-Best model) that support CTE programs in priority sectors.</li> <li>• Develop and promote use of adult education services concurrently with technical training and certification opportunities.</li> <li>• Partner to support the development of coordinated statewide policies, processes and guidelines for work-based learning.</li> </ul>
NV Department of Education, Training, Rehabilitation (DETR)	DETR oversees the disbursement of Title I and III, IV funds. DETR also oversees Trade Adjustment Assistance, Local Veterans Employment Representatives (LVER) / Disabled Veterans Outreach Program (DVOP) and Migrant Seasonal Farm workers. DETR also manages the unemployment system.	<ul style="list-style-type: none"> <li>• Support clients that seek assistance at the Rapid Response Centers.</li> <li>• Provide funding to support the education and training of specific populations.</li> <li>• Provide WIOA funds to stand up local Rapid Response Teams</li> <li>• Collaborate on “Skills Decoder” pilot.</li> </ul>
Nevada State Library, Archives and Public Records	Nevada State Library connects to 87 public library branches in Nevada, each of which provides digital career resources including access to the Nevada CareerExplorer and support to prepare for high school equivalency. Nevada State Library has partnered with CSN to address the demand for kidney dialysis technicians through a 12-week course. CSN and Nevada State Library created a nationally recognized, virtual reality (VR) program to immerse trainees in the experience of being a kidney dialysis technician. NSLA licenses the digital career navigator platform, <i>Nevada CareerExplorer</i> , which is deployed in libraries.	<ul style="list-style-type: none"> <li>• Finalize kidney dialysis technician virtual reality pilot with CSN.</li> <li>• Work with community colleges (CCs) to develop additional VR components as part of in-demand careers.</li> <li>• Work with CCs to implement Workforce Response/Re-HIRE Centers in strategic locations in the hardest hit communities.</li> <li>• Hire Chief Career Navigator to train career navigators and work with employers.</li> <li>• Work with GOED to enhance Nevada CareerExplorer digital platform.</li> <li>• Collaborate on “Skills Decoder” pilot.</li> <li>• Recruit dislocated workers.</li> </ul>

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<p>Nevadaworks  Workforce Connections (WC)</p>	<p>Both are Local Workforce Investment Boards responsible for One-Stop Delivery Systems in service areas. Nevadaworks Northern service areas include 13 northern Nevada counties: Carson City, Churchill, Douglas, Elko, Eureka, Humboldt, Lander, Lyon, Mineral, Pershing, Storey, Washoe, and White Pine. Workforce Connections Southern service areas include Clark, Nye, Lincoln and Esmeralda Counties.</p>	<ul style="list-style-type: none"> <li>• Support clients that seek assistance at the Workforce Response Centers/Re-HIRE Centers.</li> <li>• Nevadaworks will continue to provide Skill Up Northern NV</li> <li>• Provide funding to support the education and training of specific populations.</li> <li>• Provide technical assistance to all WIOA service providers.</li> <li>• Workforce Connections will lead two one-stop shops, Employ NV Business Hubs.</li> </ul>
<p>Las Vegas Metro Chamber of Commerce</p>	<p>As largest business support organization in Nevada, Las Vegas Metro Chamber is focused on helping Nevada businesses succeed and create jobs.</p>	<ul style="list-style-type: none"> <li>• Lead conversations with industry leaders around needs, credentials, and specific populations (e.g., Industry Forum)</li> <li>• Connect small businesses to NV Grow</li> </ul>
<p>Reno + Sparks Chamber of Commerce</p>	<p>Reno + Sparks Chamber of Commerce is the largest business organization in northern Nevada and is focused on helping businesses succeed and create jobs.</p>	<ul style="list-style-type: none"> <li>• Lead conversations with industry leaders around needs, credentials, and specific populations (e.g., Industry Forum)</li> <li>• Connect small businesses to NV Grow</li> </ul>
<p>Economic Development Authority of Western Nevada</p>	<p>EDAWN is the regional development agency in Western Nevada. A key partner focused on employer engagement, EDAWN works with employers to help them expand. EDAWN leads conversations with industries around needs.</p>	<ul style="list-style-type: none"> <li>• Support GOED in recruiting industry leaders and businesses.</li> <li>• Connect industry and training providers together to develop industry-led solutions.</li> <li>• Connect small businesses to NV Grow.</li> </ul>
<p>Elko Chamber of Commerce</p>	<p>Business support organization in Northeastern Nevada.</p>	<ul style="list-style-type: none"> <li>• Lead conversations with industry leaders around needs and credentials.</li> <li>• Connect small businesses to NV Grow.</li> </ul>
<p>Northern Nevada Development Authority (NNDA)</p>	<p>Regional development agency. A key partner focused on employer engagement, NNDA works with employers to help them expand and grow.</p>	<ul style="list-style-type: none"> <li>• Lead conversations with industry leaders around needs and credentials.</li> <li>• Connect industry and training providers together to develop industry-led solutions.</li> <li>• Connect small businesses to NV Grow.</li> </ul>
<p>Western Nevada Development District</p>	<p>WNDD is the only certified Economic Development District in the State of Nevada.</p>	<ul style="list-style-type: none"> <li>• Lead conversations with industry leaders around needs and credentials.</li> <li>• Connect industry and training providers together to develop industry-led solutions.</li> <li>• Connect small businesses to NV Grow.</li> </ul>
<p>Las Vegas Global Economic Alliance (LVGEA)</p>	<p>Regional development authority. LVGEA is a public-private partnership dedicated to developing the economies of Las Vegas, Clark County, Henderson, North Las Vegas, Boulder City &amp; Mesquite through regional cooperation.</p>	<ul style="list-style-type: none"> <li>• Lead conversations with industry leaders around needs and credentials.</li> <li>• Support GOED in recruiting companies.</li> <li>• Connect industry and training providers together to develop industry-led solutions.</li> </ul>
<p>NV Business Information Network</p>	<p>NV-BIN was created in response to COVID-19 to help businesses respond and recover to pandemic.</p>	<ul style="list-style-type: none"> <li>• Support efforts to recruit new businesses.</li> <li>• Support employer engagement to inform design of new training programs.</li> </ul>
<p>Nevada Grow (NV Grow)</p>	<p>NV Grow provides technical business services to small businesses, particularly minority business enterprises. NV Grow provides training through classes, coaching and workshops, and intensive data diagnostics, including GIS analysis, to boost productivity, market reach and sales. NV Grow is building out a digital presence.</p>	<ul style="list-style-type: none"> <li>• Continue to train aspiring and existing entrepreneurs</li> <li>• NV Grow will incorporate the “Entrepreneurial Skills” online module on its website and will offer it to those who seek assistance.</li> <li>• Oversee NVenture Fund launch and operations/management.</li> </ul>
<p>Nevada Small Business</p>	<p>Nevada SBDC assists Nevadans looking to start and grow businesses, with objectives to increase</p>	<ul style="list-style-type: none"> <li>• Support small businesses and entrepreneurs</li> </ul>

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Development Center (SBDC)	business starts, create and retain jobs, and increase access to capital. Nevada SBDC offers and coordinates a wide range of workshops, one-on-one meetings, and courses in collaboration with public and private entities.	<ul style="list-style-type: none"> <li>• Continue to train aspiring and existing entrepreneurs</li> <li>• Nevada SBDC will incorporate the “Entrepreneurial Skills” online module on its website and will offer it to those who seek assistance.</li> <li>• Support NVenture Fund launch.</li> </ul>
Nevada Resort Association (NRA)	NRA is the primary advocacy voice for Nevada's gaming and resort industry. The NRA represents Nevada’s largest industry and provides information, perspective and industry insight for decision makers. Prior to the pandemic, NRA was working with CSN to translate work experience and skills into credentials and competencies.	<ul style="list-style-type: none"> <li>• NRA leaders (and individual property human resource officers/team members) will work with GOED, NSHE, and Headed2 to inform the Skills Decoder prototype development as it relates to translating the work experience and skills of employees in accommodation and food service sector into credentials and competencies.</li> </ul>
Unions, churches, community groups, grocery chains	Existing Workforce Innovation and Opportunity Act (WIOA) partners that work with adult dislocated workers e.g., Catholic Charities, etc. Faith based organizations (e.g., churches, temples) and grocery chains are trusted partners.	<ul style="list-style-type: none"> <li>• Host informational sessions to share information about short-term training and educational opportunities.</li> <li>• Help recruit dislocated and underemployed workers and job seekers to new programs.</li> </ul>



## Office of Governor Steve Sisolak

August 24, 2020

Erin Berg, Program Specialist  
U.S. Department of Education  
400 Maryland Ave. SW, PCP 11-113  
Washington, DC 20024

Dear Ms. Berg:

I am writing to express my support for the Governor's Workforce Development Board's application for the Reimagine Workforce Preparation Grant to support short-term job training programs to help prepare unemployed and underemployed individuals for in-demand occupations in Nevada.

COVID-19 serves as one of the biggest challenges in Nevada's history. In addition to the public health toll that the pandemic has taken the state, resulting in over 65,000 cases and 1,000 deaths thus far, the economic fallout of COVID-19 has also been devastating. Climbing to a historic high of 28.2 percent in April, Nevada's unemployment rate remains among the highest in the nation with many Nevadans still out of work, particularly in the hardest hit industries such as accommodations, food service, retails, and tourism.

The funding this grant will bring provides the opportunity to offer expanded, streamlined access to short-term courses, credentials, and pathways in high-growth, high-wage sectors such as manufacturing, health care, information technology, logistics, and skilled trades. With the wider availability of these educational resources coupled with greater accessibility to assistance offered by skilled career navigators, Nevadans—particularly those from our diverse communities who have been disproportionality impacted by the effects of COVID-19—will have greater opportunities to acquire a new skill set and prepare themselves for the jobs of the future.

As Nevada continues to respond to and recover from the economic repercussions of COVID-19, I strongly support the efforts of this grant to empower individuals seeking new career opportunities. If awarded, I am confident that members of the Governor's Workforce Development Board will work with the Office of Workforce Innovation and other key stakeholders to ensure this grant meets its stated objectives. Thank you for consideration of this application.

# CARSON TAHOE

August 14, 2020

Erin Berg, Program Specialist  
U.S. Department of Education  
400 Maryland Ave. SW, PCP 11-113  
Washington, DC 20024

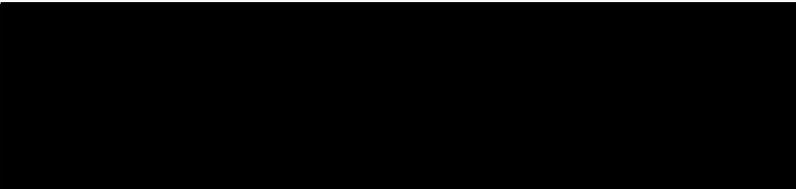
Dear Ms. Berg:

As Chairman of the Governor's Workforce Development Board, I am writing to express the board's firm commitment and support of the application for the Reimagine Workforce Preparation Grant to support short-term job training programs to help prepare unemployed and underemployed individuals for in-demand occupations in Nevada.

The Governor's Workforce Development Board was originally established in accordance with Section 111 of the Workforce Investment Act of 1998 (WIA) and reauthorized in Section 101 of the Workforce Innovation and Opportunity Act of 2014 (WIOA). Tasked with assisting the Governor with duties such as reviewing and recommending state policies, programs and actions that support and continuously improve a comprehensive and streamlined workforce development system that benefits all Nevadans, the state board, when at capacity, is comprised of 33 members with representatives from Nevada's business, workforce/labor and state and local government sectors.

The Office of Workforce Innovation (OWINN), which administratively oversees the operations of the board, has spearheaded the effort to coordinate the development of this grant application on this board's behalf in conjunction with other key stakeholders from Nevada's local workforce development boards as well as members of the business, higher education and social service communities. In accordance with state statute, OWINN sought and received unanimous formal approval to pursue this grant opportunity at the last state board meeting on August 5, 2020.

As Nevada continues to deal with and recover from the economic repercussions of COVID-19, the Governor's Workforce Development Board strongly supports the efforts this grant will enable in empowering individuals to seek new economic opportunities. If awarded, board members pledge to work with OWINN and other key stakeholders in ensuring this grant meets its objectives. Thank you for consideration of this application.



Larry Fagerhaug  
Chair, Nevada Governor's Workforce Development Board  
Vice President, Chief Human Resource Officer, Carson Tahoe Health

August 17, 2020

Erin Berg, Program Specialist  
U.S. Department of Education  
400 Maryland Ave. SW, PCP 11-113  
Washington, DC 20024

Dear Ms. Berg:

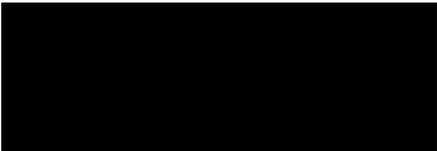
On behalf of the Governor's Office of Economic Development (GOED), I am writing to express my support for the Governor's Workforce Development Board's application for the Reimagine Workforce Preparation Grant to support short-term job training programs to help prepare unemployed and underemployed individuals for in-demand occupations in Nevada.

COVID-19 serves as one of the biggest challenges in Nevada's history. In addition to the public health toll the pandemic has brought to the state, the economic fallout of COVID-19 has also been devastating. Climbing to a historic high of 28.2 percent in April according to U.S. Bureau of Labor statistics and currently sits at 24.2 percent as of Friday according to state statistics, the unemployment rate remains among the highest in the nation with many Nevadans out of work, particularly in the hardest hit industries such as accommodations, food service, retail, and tourism. Economically recovering from this pandemic will take many months and committed efforts by the private and public sectors.

GOED is at the forefront of Nevada's economic recovery, committed to promoting a robust, diversified and prosperous economy in Nevada, stimulating business expansion and retention, encouraging entrepreneurial enterprise, attracting new business, and facilitating community development. A successful business environment, however, also requires an educated, skilled, and productive workforce to make it thrive.

The funding this grant will bring provides the opportunity to offer expanded, streamlined access to short-term courses, credentials, and pathways in high-growth, high-wage sectors such as manufacturing, health care, information technology, logistics, and skilled trades. Along with greater accessibility to assistance offered by skilled career navigators, Nevadans, particularly those from our diverse communities who have been disproportionately impacted by the effects of COVID-19, will have greater opportunities to acquire a new skill set and prepare themselves for the jobs of the future.

As Nevada continues to deal with and recover from the economic repercussions of COVID-19, GOED strongly supports the efforts of this grant to empower individuals seeking new career opportunities. Thank you for consideration of this application.



Executive Director, Governor's Office of Economic Development

# Nevada System of Higher Education

System Administration  
4300 South Maryland Parkway



System Administration  
2601 Enterprise Road

August 17, 2020

Erin Berg, Program Specialist  
U.S. Department of Education  
400 Maryland Ave. SW, PCP 11-113  
Washington, DC 20024

Dear Ms. Berg:

On behalf of the Nevada System of Higher Education (NSHE), I strongly support the Governor's Workforce Development Board's application for the Reimagine Workforce Preparation Grant to support short-term job training programs to help prepare unemployed and underemployed individuals for in-demand occupations in Nevada.

COVID-19 is not only one of the biggest public health challenges in Nevada's history, but also a disease that continues to bring devastating economic consequences to residents. Climbing to a historic high of 28.2 percent in April to 15 percent in June as casinos re-opened after a lengthy shutdown, the unemployment rate remains among the highest in the nation with many Nevadans out of work, particularly in the hardest hit industries such as accommodations, food service, retail, and tourism. Economically recovering from this pandemic will take many months and committed efforts by the private and public sectors.

NSHE is a key partner at the forefront of Nevada's economic recovery. Comprised of two doctoral-granting universities, a state college, four comprehensive community colleges and one environmental research institute, NSHE serves more than 107,600 students, a number expected to rise as many unemployed or underemployed Nevadans will seek out and enroll in new educational and job training opportunities.

The funding this grant will bring provides expanded, streamlined access to short-term courses, credentials, and pathways in high-growth, high-wage sectors such as manufacturing, health care, information technology, logistics, and skilled trades. Along with greater accessibility to assistance offered by skilled career navigators, Nevadans, particularly those from our diverse communities who have been disproportionately impacted by the effects of COVID-19, will have greater opportunities to acquire a new skill set and prepare themselves for the jobs of the future.

As Nevada continues to deal with and recover from the economic repercussions of COVID-19, NSHE strongly supports the efforts of this grant to empower individuals seeking new career opportunities. Thank you for consideration of this application.

Sincerely,

Vice Chancellor of Community Colleges, Nevada System of Higher Education

PR/Award # V425G200036



**workforce CONNECTIONS**  
PEOPLE. PARTNERSHIPS. POSSIBILITIES.

*Connecting Employers to a Ready Workforce*

**August 18, 2020**

**Erin Berg, Program Specialist  
U.S. Department of Education  
400 Maryland Ave. SW, PCP 11-113  
Washington, DC 20024**

**Dear Ms. Berg:**

On behalf of Workforce Connections, Southern Nevada's Local Workforce Development Board, I am writing to support the Nevada Governor's Workforce Development Board's application for the Reimagine Workforce Preparation Grant. It supports short-term job training programs to help prepare unemployed and underemployed individuals for in-demand occupations in Nevada.

COVID-19 is one of the biggest challenges in Nevada's history. In addition to the public health toll the pandemic has brought to the state, the economic fallout of COVID-19 has been devastating. The unemployment rate in Southern Nevada climbed to a historic high of 34% in April, to 18% in June, as the largest sectors of the economy began to reopen after a lengthy shutdown. The unemployment rate in Southern Nevada remains one of the highest in the nation with many Nevadans out of work, particularly in the hardest hit industries such as accommodations, food service, retail, and tourism. Economically recovering from this pandemic will take many months and committed efforts by the private and public sectors.

Workforce Connections is on the front lines of Southern Nevada's economic recovery, responsible for the operation of the One-Stop Delivery System in the Southern Nevada Workforce Development Area. Our mission is "Connecting Employers to a Ready Workforce" and we do this through establishing dynamic partnerships with employers and the community to connect job seekers to education, job training and employment opportunities.

This grant will provide expanded, streamlined access to short-term courses, credentials, and pathways in high-growth, high-wage sectors such as manufacturing, health care, information technology, logistics, and skilled trades. Nevadans, particularly those from our diverse communities who have been disproportionately impacted by the effects of COVID-19, will have greater accessibility to assistance offered by skilled career navigators and will have greater opportunities to acquire a new skill set for the jobs of the future.

As Nevada continues to deal with and recover from the economic repercussions of COVID-19, Workforce Connections strongly supports the efforts of this grant to empower individuals seeking new career opportunities.

Sincerely,

  
**Executive Director**

*6330 W. Charleston Blvd, Suite 150, Las Vegas, NV 8914*



# nevada**works**

Coordinating Workforce Development for Northern Nevada

August 18, 2020

Erin Berg, Program Specialist  
U.S. Department of Education  
400 Maryland Ave. SW, PCP 11-113  
Washington, DC 20024

Dear Ms. Berg:

On behalf of NevadaWorks, Northern Nevada's local workforce development board, I am writing to support the Governor's Workforce Development Board's application for the Reimagine Workforce Preparation Grant to support short-term job training programs to help prepare unemployed and underemployed individuals for in-demand occupations in Nevada.

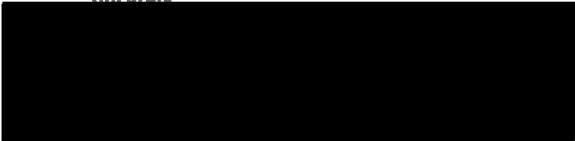
COVID-19 serves as one of the biggest challenges in Nevada's history. In addition to the public health toll the pandemic has brought to the state, the economic fallout of COVID-19 has been devastating. Northern Nevada's unemployment rate - even as the economy begins to reopen - remains unacceptably high with too many residents out of work. Recovering from this pandemic will take a commitment by both the private and public sectors to work together to bring back hope and opportunity to Nevadans.

NevadaWorks plays an essential role in Northern Nevada's workforce development efforts by providing federal Workforce Innovation and Opportunity Act funding to local qualified service providers who work with diverse populations of individuals who seek employment, skills training or upgrading, or who are entering the workforce for the first time. These efforts help provide employers in the region with a skilled, productive workforce that supports the economic needs of local communities and leads to a vibrant and diverse economy.

This grant will provide expanded, streamlined access to short-term courses, credentials, and pathways in high-growth, high-wage sectors such as manufacturing, health care, information technology, logistics, and skilled trades. Northern Nevadans, particularly those from our diverse communities who have been disproportionately impacted by the effects of COVID-19, will have greater accessibility to assistance offered by skilled career navigators and will have greater opportunities to acquire a new skill set for the jobs of the future.

As Nevada continues to deal with and recover from the economic repercussions of COVID-19, NevadaWorks strongly supports the efforts of this grant to empower individuals seeking new career opportunities.

Sincerely,

  
John H. Thurman, CEO

639 Isbell Road, Suite 420, Reno, NV 89509

  
A proud partner of the  American Job Center of Nevada network

PR/Award # V425G200036

Steve Sisolak  
Governor



Laura E. Freed  
Director  
Colleen Murphy  
Deputy Director  
Tammy Westergard  
Administrator

**STATE OF NEVADA**  
**DEPARTMENT OF ADMINISTRATION**  
*Nevada State Library, Archives and Public Records*  
100 N. Stewart Street, Suite 100 | Carson City, Nevada 89701

August 18, 2020

Erin Berg, Program Specialist  
U.S. Department of Education  
400 Maryland Ave. SW, PCP 11-113  
Washington, DC 20024

Dear Ms. Berg:

On behalf of the Nevada State Library, Archives, and Public Records, I am writing to endorse the Governor's Workforce Development Board's application for the Reimagine Workforce Preparation Grant to support short-term job training programs to help prepare unemployed and underemployed individuals for in-demand occupations in Nevada.

COVID-19 is not only one of the biggest public health challenges in Nevada's history, but also a disease that continues to bring distressing economic consequences to residents. Nevada's unemployment rate remains among the highest in the nation with many Nevadans out of work, particularly in the hardest hit industries such as accommodations, food service, retail, and tourism. Recovering from this pandemic will take a commitment by both the private and public sectors to work together to bring back hope and opportunity to Nevadans.

The Nevada State Library, Archives, and Public Records system is focused on providing internal support to state government agencies and employees and serving Nevada's academic, school, public and special libraries as well as all residents of the state.

This grant will provide expanded, streamlined access to short-term courses, credentials, and pathways in high-growth, high-wage sectors such as manufacturing, health care, information technology, logistics, and skilled trades. Nevadans, particularly those from our diverse communities who have been disproportionately impacted by the effects of COVID-19, will have greater accessibility to assistance offered by skilled career navigators and will have greater opportunities to acquire a new skill set for the jobs of the future.

As Nevada continues to deal with and recover from the economic repercussions of COVID-19, the Nevada State Library, Archives, and Public Records strongly supports the efforts of this grant to empower individuals seeking new career opportunities. Thank you for consideration of this application.

Sincerely,

Tammy A. Westergard, MLS  
Administrator, State Librarian  
Nevada State Library, Archives and Public Records

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

	AWARDING OFFICIAL	TITLE
		Senior Program Administrator/Officer
		DATE SUBMITTED
Governor's Office of Workforce Innovation		08/21/2020

Standard Form 424B (Rev. 7-97) Back

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

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[View Optional Budget Narrative](#)

**Nevada Budget Narrative - SANDI Project**

	<b>DIRECT</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Indirect</b>	<b>de minimum</b>	<b>Total</b>
Budget Category	<b>Personnel</b> n/a						
Budget Category	<b>Fringe</b> n/a						
Budget Category	<b>Travel</b> n/a						
Budget Category	<b>Equipment</b> Hardware Printer						
<b>Hardware</b>	Acquisition of hardware for						
<b>Printer</b>	Purchase of 3D Printer and						
Budget Category	<b>Supplies</b> Misc Office Supplies Landline/Cell PC Computer						

Costs are associated with the Senior Program Development and Engagement Specialist, Grants and Policy Analyst, and Assistant Coordinator, calculated at approximately \$40/per month per position for each year. Office supplies, such as paper, pens, paper clips, binders, file folders, etc., will be necessary to perform daily functions.

**Supplies**

Three (3) mobile phones or dedicated phone line, one (1) for each contracted employee will be necessary to perform the daily functions. Cost calculated at \$80 per month each, for one year (cost of phone and data plan)

**Landline/Cell**

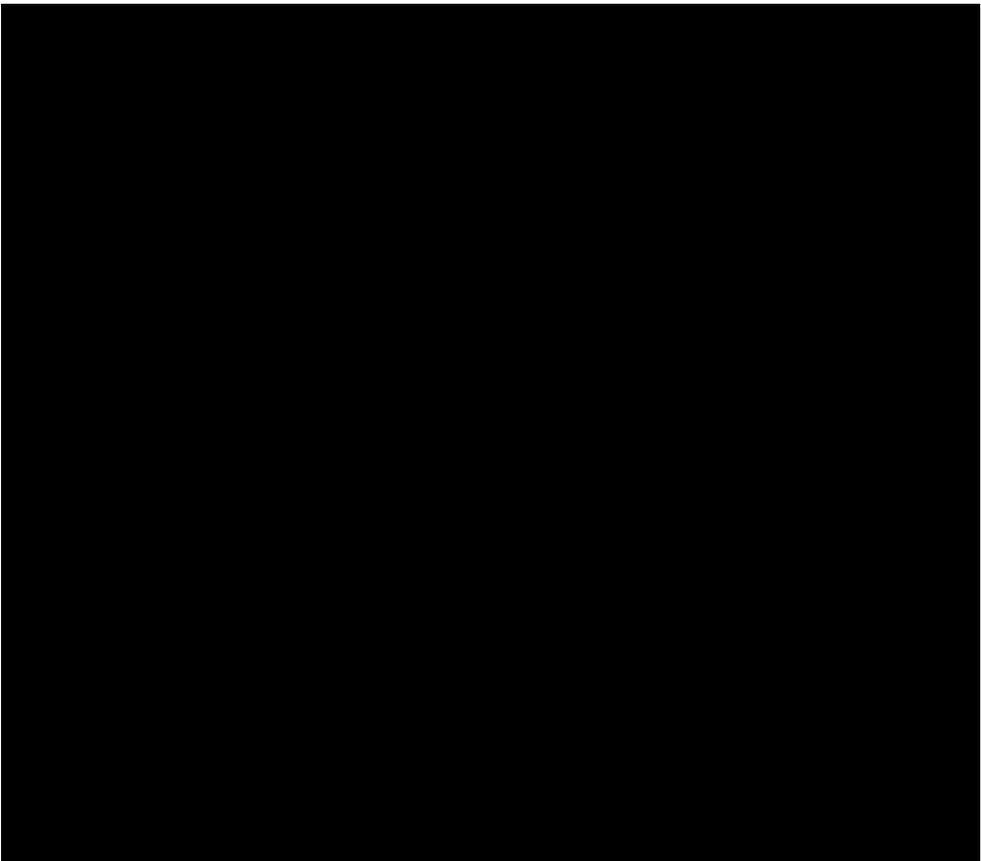
Three (3) PC/Computers will be necessary to perform the daily functions. Cost calculated at \$2,500 for purchase through state of Nevada purchasing procedures

**PC Computer**

Budget Category

**Contractual**

- Project Coordinators Hired by Governors's Office of Economic Development/Nevada System of Higher Education \$
- Headed 2, Contract \$
- CSN Workforce Response Center \$
- Workforce Response Center Expansion Truckee Meadows Community College IT \$
- Badge Program Expansion Western Nevada College \$
- Mobile Advance Manufacturing \$
- Marketing Campaign \$
- Manpower \$
- NV Library & Community College work with Lifeliq and XR-Learn vendors to finalize kidney dialysis technician pilot. \$
- NV Library and Community College Expansion of 4 classes using virtual reality/ \$
- NV Library Curriculum Designer/Programmer \$
- NV Career Explorer Platform \$
- Interactive LEAP Framework(s) \$



Career Navigator hired by  
GOED \$

Educational Campaign \$

Entrepreneurship Module  
Development \$

NVGrow Expansion \$

Student Accelerator  
Model \$



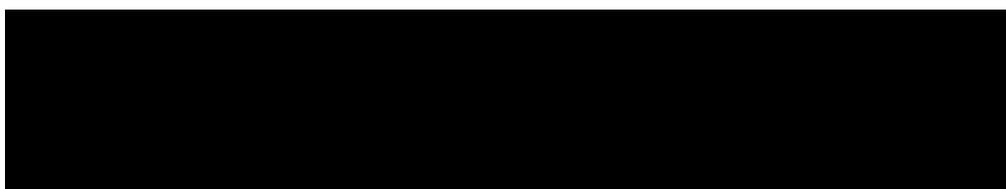
<b>Project Coordinator</b>	Funding will be used to hire 2 proje collaboration.
<b>Headed2</b>	Contractual or via Subgrant through Partner, for software design to build and pilot the "Skills Decoder" prototype (Obj 1).
<b>CSN Workforce Response Center</b>	Subgrant to fund the hiring of three (3) CSN Navigators to work in collaboration with Headed2, GOED and NSHE to collect data to inform the "Skills Decoder" prototype (Obj 1).
<b>Workforce Response Center Expansion</b>	Subgrant to hire 1 Skilled Faculty member @\$50,000 or 1 Navigator @\$50,000 at community colleges and/or to purchase hardware to expand accelerated programs in high-demand industries/occupations. Faculty Member and/or Navigator will work in collaboration with Headed2, GOED and NSHE to collect data to inform the "Skills Decoder" prototype (Obj 1).
<b>TMCC IT Badge Program</b>	Subgrant to create capacity to support expansion of Truckee Meadows Community College's Accelerated IT Badge Program through hiring of faculty, \$50,000 in Year 1 (faculty)and \$75,000 in Year 2 for equipment/computers, \$50,000 in Year 1 (for faculty) and \$25,000 for Years 2 and 3 (Obj 1) (for faculty).
<b>WNC Mobile Advance Manufacturing Expansion</b>	Funds will be used to support the expansion of the Western Nevada College Mobile Advanced Manufacturing unit; costs include \$100,000 in Year 1 and salary for a certified instructor at \$75,000 per year for years 1 through 3 (Obj 1).
<b>Marketing Campaign</b>	Funds will be used to procure a vendor to expand Nevada Department of Education Adult ED IBEST Programs (bilingual campaign) and raise awareness about program, tuition subsidies, and accelerated program opportunities (Obj 1).
<b>Manpower</b>	OWINN Grant Management contractual staff to fund 3 FTE Positions: (1) Senior Program Development and Engagement Specialist (functions as the lead Project Manager, and will assist with building community partnerships and collaborate with local and national leaders regarding grant activities); (2) Grants and Policy Analyst (assists with the project management responsibilities, provide reporting requirements, serve as a liaison for the subgrantees and/or vendors, and help with the state procurement process for any services and/or products necessary for the grant, acts as contract manager); and (3) an Assistant Coordinator (to support both Senior Program Development and Engagement Specialist and Grants and Policy Analyst). Positions are contracted at \$90,000/year and include cost of health insurance.
<b>NV Library and Community College</b>	Fees to Virtual reality Vendor(s). Funding will be used to finalize and expand the Workforce Recovery Partnership Project and to fund the partnership among Nevada State Libraries, community colleges, and Governor's Office of Economic Development (Obj 2).
<b>NV Library and Community College Expansion</b>	Fees to Virtual reality Vendor(s): Expansion will include funding to expand and develop 4 new classes using innovative digital technologies (e.g., virtual reality) (Obj 2).
<b>Programmer</b>	Funds will be used to hire a curriculum designer for development of training programs or courses that align with in-demand occupations and for which access is currently limited (potential subgrant to NSHE) (Obj 2).
<b>NV Career Explorer</b>	Funding will be used to support the software and platform necessary for the roll out of Nevada CareerExplorer in school districts, community college and public libraries, and One-Stop Centers to assist individuals seeking to assess existing skills and to identify skill gaps and integrate existing career guidance systems and case management interfaces (Obj 3).
<b>Interactive LEAP Framework(s)</b>	Contracted services for software development to develop interactive LEAP (Learn and Earn) Frameworks (Obj 3) to be integrated within NV CareerExplorer and link to other components of the platform.
<b>Career Navigator</b>	Funds will be used to hire a Navigator that will train all navigators, job coaches, and counselors in Nevada CareerExplorer and also conduct outreach to employers on Nevada CareerExplorer and LEAP models (Obj 3)
<b>Educational Campaign</b>	Funds will be used to support the launch of an employer outreach initiative to recruit employers to become Nevada CareerExplorer users as well as to populate respective company data as well as engage in a statewide awareness campaign (English/Spanish) in which stakeholders are educated as to capabilities of the platform, costs include consulting services to fund a marketing campaign (Obj 3).
<b>Entrepreneurship Module Development</b>	Funding to support the design of an entrepreneurship module to be embedded in training programs or courses. Cost would cover labor to create a class and to merge College of Southen Nevada, Truckee Meadows Community College courses and possible licensing to third party vendor as well as the hire of 1 faculty member to oversee module development (Obj 4).
<b>NV Grow Expansion</b>	Funds will be used to enhance the NV Grow digital presence and to scale to all Nevada counties and community college campuses, including expansion of the digital platform and provide technical assistance (Obj 4)
<b>Student Accelerator Model</b>	Funds will be used to support the launch of the Student Venture Accelerator cohort-based program at two (2) Nevada universities with community colleges, include cost for the hire of one (1) skilled instructor (Obj 4)

Budget Category

**Other**

Stipends will be launched as an incentive fund for business to start (Venture Fund) (Obj 4) \$

Zoom \$



EITS

Stipends will be launched

**Stipends**

**Digital Conferencing and Communication**

Funding to purchase Zoom licensing for video and conferencing software to facilitate convenings and meetings in lieu of travel

**Data Costs for EITS Outlook, 365, State Phone Ln and Long Distance**

Costs are associated with the Senior Program Development and Engagement Specialist, Grants and Policy Analyst, and Assistant Coordinator positions, email accounts and telephone service are necessary to perform daily functions. Costs estimated at \$79/per month for each position for one year.

**Budget Category**

**Training Stipends**

Tuition Support/ Subsidies to 1,800 dislocated workers

**Tuition Support**

Tuition stipends for 900-1,800 people @\$800-\$5,000 per person, support to dislocated workers to participate in College of Southern Nevada's Special Response Reemployment Program, or comparable accelerated program for in-demand occupations (e.g. TMCC IT Badge program, WNC Advanced Manufacturing) (Objective 1)

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013  
Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: Governor's Office of Workforce Innovation

\* Street 1: Attn: Governor's Workforce Development Board    Street 2: 555 East Washington Ave Ste 4900

\* City: Las Vegas    State: NV: Nevada    Zip: 89101

Congressional District, if known: nv-all

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Education Stabilization Fund
	CFDA Number, if applicable: 84.425

<b>8. Federal Action Number, if known:</b> 	<b>9. Award Amount, if known:</b> \$ [REDACTED]
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**10. a. Name and Address of Lobbying Registrant:**

Prefix:    \* First Name: N/A    Middle Name:    \* Last Name: N/A    Suffix:    \* Street 1: N/A    Street 2:    \* City: N/A    State:    Zip:   

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix:    \* First Name: N/A    Middle Name:    \* Last Name: N/A    Suffix:    \* Street 1: N/A    Street 2:    \* City: N/A    State:    Zip:   

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Ansara Martino

\* Name: Prefix: Ms.    \* First Name: Ansara    Middle Name:    \* Last Name: Martino    Suffix:   

Title: Senior Program Administrator/Officer    Telephone: [REDACTED]    Date: 08/24/2020

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