

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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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 **\$15,502,508** 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.

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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 (61st to 80th 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 81st to 100th 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
Nevada	14	11.3	26.95	1.11	5	11.3	21.46	2.50
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

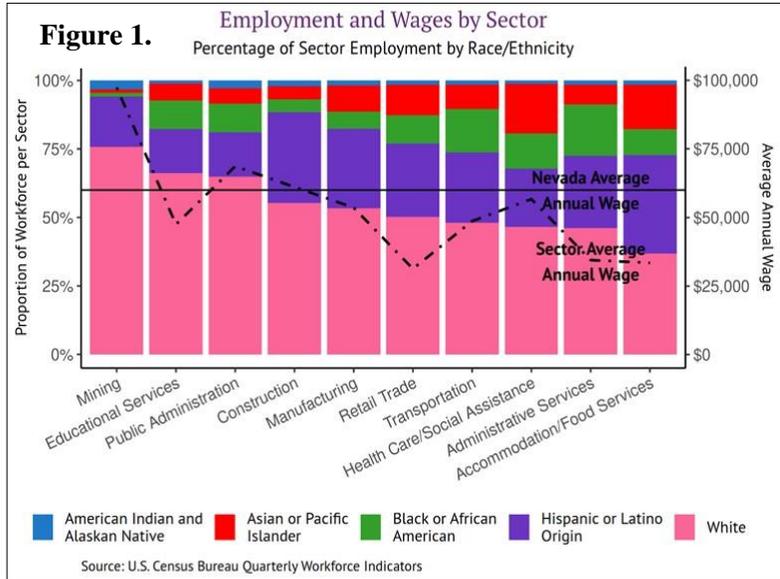
Industry	State	Clark	Washoe	Rural
Accommodation & Food Services (a)	99,351 35.0%	93,007 36.5%	4,452 22.9%	1,892 21.6%
Administrative Support, Waste Management (a)	20,447 7.2%	18,577 7.3%	1,408 7.2%	462 5.3%
Health Care & Social Assistance (a)	7,537 2.7%	6,244 2.4%	821 4.2%	472 5.4%
Manufacturing (a)	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.

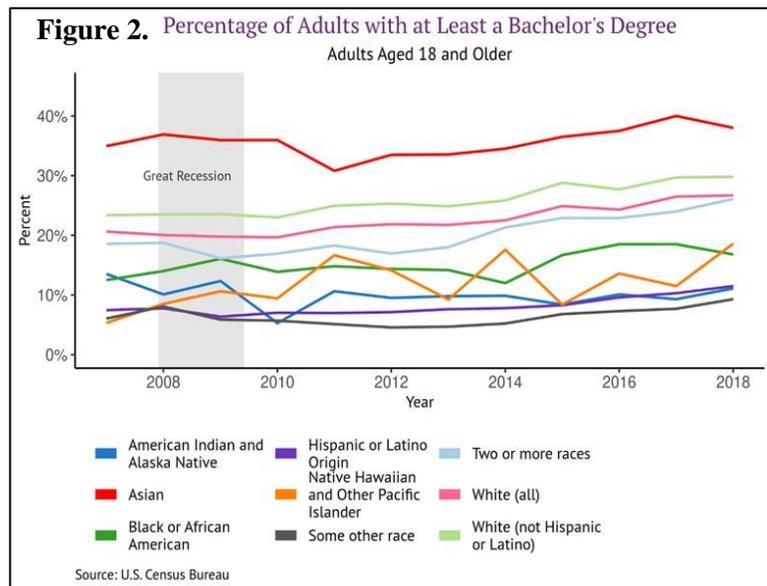
Unemployment in these sectors has disproportionately affected members of Nevada’s racial and ethnic groups. **Figure 1** reveals that people of color in Nevada are concentrated in the sectors most affected by COVID-19: accommodation and food services, administrative services and waste management, and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



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:

TABLE 3: PROJECT SANDI STRATEGIES FOR ENSURING EQUITABLE ACCESS
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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).
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Objectives 2 & 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.

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.

TABLE 4. LIST OF MAIN PARTNERS ON PROJECT SANDI		
Name	Abbreviation	Role
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

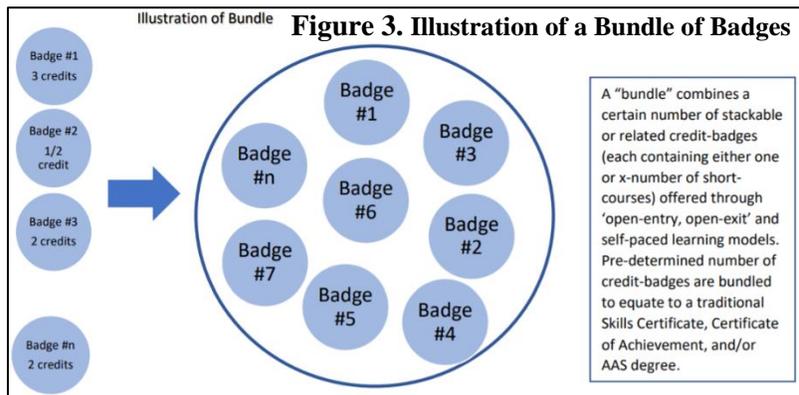
The objectives of Project SANDI include:

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)

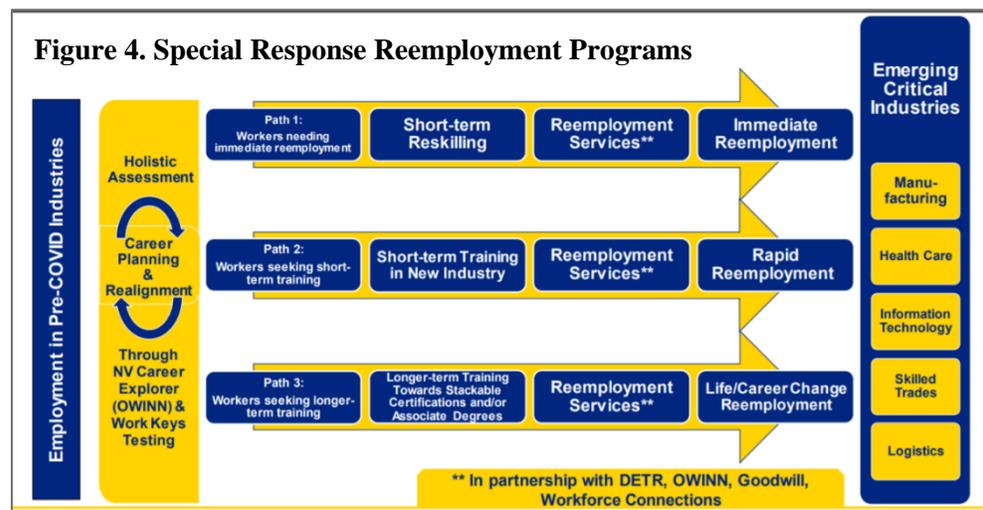
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For example, in response to COVID-19, the College of Southern Nevada (CSN), Nevada’s largest college that is both a Minority-Serving and Hispanic-Serving Institution, launched a new initiative designed to support adult learners and dislocated workers 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

Table 6. Accelerated Degree Programs, Special Response Reemployment Programs	
Manufacturing: MSSC Certified Production Technician	Logistics: Logistics & Warehousing
Health Care: 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	
Skilled Trades: 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	
Information Technology: 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.¹ 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

¹ 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 \$400,000, 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 20th 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 \$5,736 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%	\$ 5,736	116	\$ 663,942
WIOA Adult	1,861	2,210	19%	\$ 5,163	553	\$ 2,852,558
NDE Adult Education (AEFLA)	6,057	4,502	-26%	\$ 800	1,126	\$ 900,400
TOTAL expected new caseload (program participants who will receive tuition subsidies)					1,794	\$ 4,416,900

INDICATOR (Q= measured Quarterly; A=measured Annually)	DATA SOURCES	TARGET GROUPS	TARGET GOALS
REQUIRED PERFORMANCE METRICS (OBJECTIVE 1 AND OBJECTIVE 2)			
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). <i>Note:</i> Average hourly wage of CSN accelerated programs is \$18.25. Goal based on this. (Q)	DETR	Dislocated/ Underemployed Workers, LEP Adults	\$37,000
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)
PERFORMANCE METRICS (OBJECTIVE 3)			
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
PERFORMANCE METRICS (OBJECTIVE 4)			
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	\$1,000,000 annually
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	\$1,000,000 annually

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)
OBJECTIVE 1: Build and pilot a modern workforce system that maps skills to competencies and credentials				
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	\$542,500
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	\$4,400,000
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	\$0
1.4 Contract with Headed2 to develop the “Skills Builder” prototype	NSLA	Initiate YR1; Ongoing	Contract finalized	\$1,202,500
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	\$0
1.6 Skills Decoder Prototype Launched	GOED NSHE NSLA	YR 2: Q2	Prototype launched	\$0
1.7 Skills Decoder Beta Tested, Revised, Finalized and Embedded in Nevada CareerExplorer	GOED NSHE NSLA	YR 3: Q1	Skills Decoder Finalized	\$0
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	\$677,500
1.9 Collect information from Workforce Response/Re-HIRE Centers.	GOED NSHE	Initiate YR1: Q2 Ongoing	System for collecting & coding data	\$0
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	\$0
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	\$577,500

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1.11a TMCC will expand its accelerated (‘bootcamp’) IT badge programs	TMCC	YR2: Q1	4 Classes Offered, 120 students enrolled	\$302,500
1.11b WNC will implement/scale mobile advanced manufacturing unit for ‘pop up’ labs in outlying areas	WNC	Initiate Y1: Q1	100 students annually	\$327,500
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	\$102,500
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	\$0
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	\$0
1.15 OWINN will provide ongoing oversight of Project SANDI and fulfill reporting requirements.	OWINN	Ongoing	Project successfully executed	\$812,500
TOTAL OBJECTIVE 1 COSTS				\$8,945,000

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	\$302,500
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	\$2,002,500
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)	\$800,000
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	\$0
2.5 NSLA will hire a curriculum designer.	NSLA	YR1: Q3	Staff hired	\$362,500
TOTAL OBJECTIVE 2 COSTS				\$3,467,500

OBJECTIVE 3: Build an enhanced career navigation tool (Nevada CareerExplorer) that integrates career 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	\$1,002,500
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	\$0
3.3. Develop skill decoding component user interface for Navigators and embed in Nevada CareerExplorer.	NSLA	Initiate YR2: Q3 Ongoing	Skills Decoder finalized	\$0
3.4 Develop interactive LEAP pathway frameworks feature and user interface within NV CareerExplorer	NSLA GOED	Initiate YR 2: Q2	Interactive frameworks completed and	\$300,000

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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	\$0
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	\$218,500
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	\$0
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	\$0
3.9 Integrate stakeholders' digital platforms and develop data sharing linkages where appropriate.	NSLA GOED OWINN NSHE	Initiate YR1:Q3	Integration complete YR2: Q2	\$0
3.10 Select and integrate entrepreneurial digital support tools/platforms. Partners: OWINN, SBDC, NV Grow	NSLA GOED	Initiate YR2: Q1	Integration complete YR2:Q2	\$0
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	\$0
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	\$152,500
TOTAL OBJECTIVE 3 COSTS				\$1,676,000
OBJECTIVE 4: Strengthen and expand the entrepreneurship ecosystem				
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	\$302,500
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	\$0
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	\$227,500
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	\$100,000
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	\$252,500
4.6 Launch incentive fund for business startups (NVenture Fund).	NV Grow NV SBDC	YR 2: Q1	Fund Launched	\$500,000
TOTAL OBJECTIVE 4 COSTS				\$1,382,500
TOTAL PROJECT COSTS			\$15,502,508	