STATE OF NEVADA
GOVERNOR'S WORKFORCE DEVELOPMENT BOARD

EMPLOYER ENGAGEMENT AND ECONOMIC DEVELOPMENT SUBCOMMITTEE MEETING MINUTES

Friday, September 19, 2025 – 9:00 a.m.

The GWDB Employer Engagement and Economic Development Subcommittee held a public meeting on Microsoft TEAMS

Audio Conference Number: +1 775-321-6111
Phone Conference ID: 155 525 053#

1. Call to Order - Opening remarks

Chair Perea called the meeting to order at 9:00 am.

2. Roll Call - Confirmation of Quorum

Tiffany Vazquez, OWINN, called roll and confirmed quorum.

Members Present
Dennis Perea, Chair
Louis Desalvio
George Gault
Ken Goodrich
Paul Kaplan
Andrew MacKay
Anthony Machabee
Sara Millett
Janel Thomas
Michael Yoder

Absent
Irene Bustamante Adams
Edward Estipona
Andrew MacKay
David Schmidt
Elaine Silverstone
Milt Stewart

Others Present
Sherri Mantanona
Anna Reynolds
Tiffany Vazquez

3. First Public Comment

Chair Perea read the notice into the record as follows: "Members of the public are invited to provide comments at this time. No action may be taken on any matters during public comments until the matter itself has been included on an agenda as an item for possible action. Public comments will be limited to three minutes per person. Please clearly state your state and spell your full name for anybody who would like to make a public comment, you can dial 775-321-6111. When prompted, enter the phone conference ID 155 525 053#."

There were none.

4. Approval of July 18, 2025, Meeting Minutes - (For possible action)

Chair Perea called for a motion to approve the meeting minutes. It was moved by **Lou DeSalvio** and seconded by **Tony Machabee.** The motion carried.

5. Educations Ability to Influence Curriculum and Capacity from the Office of Career Readiness, Adult Learning and Education Options at the Nevada Department of Education– (Discussion/Informational only)

Anna Reynolds, Director, Adult Learning and Education Options at the Nevada Department of Education informed the subcommittee that her office oversees Career and Technical Education (CTE), Adult Education, and home school. She gave an overview of the options that districts have in CTE.

- **Career Cluster Alignment**: Nevada CTE programs are currently aligned with the old 16 federal career clusters. These clusters have been updated at the federal level, and Nevada is in the process of updating its literature to reflect the new structure for the upcoming year.
- **Program Continuity**: While the cluster names/categories are changing, the existing CTE programs will remain the same. They will simply be reclassified under the new clusters.
- **Program Areas**: Nevada offers programs across a wide range of clusters, including: (1) Agriculture, Food, and Natural Resources; (2) Architecture and Construction; (3) Arts, A/V Technology, and Communication; (4) Business Management and Administration; (5) Education and Training; (6) Finance; (7) Government and Public Administration; (8) Health Science; (9) Hospitality and Tourism; (10) Human Services; (11) Information Technology; (12) Law, Public Safety, Corrections, and Security; (13) Manufacturing; (14) Marketing; (15) Science, Technology, Engineering, and Mathematics; (16) Transportation, Distribution, and Logistics.
- **Additional Approval**: Some, like Practical Nursing, require additional approvals (e.g., from the Board of Nursing).
- **Program Selection**: Districts choose which programs to offer and notify the state. The state does not mandate specific programs.
- **Program Criteria**: New programs must meet the "high-skill, high-wage, in-demand" criteria as defined in Nevada's Perkins Plan. Districts must justify how a program meets these criteria locally.
- **Funding**:
    - Federal Perkins Funding: Based on population and economic factors, not student enrollment.
    - State CTE Allocation: Based on the number of CTE students and matched to federal Perkins funding.

Chair Perea asked if the programs align with Governor's Office of Economic Development's (GOED) in-demand occupations.

Anna Reynolds clarified that Nevada's Perkins Plan defines CTE programs as high-skill (requires completion of an apprenticeship, an industry-recognized credential, or a postsecondary certificate or degree), high-wage (determined using the MIT Living Wage Calculator for a family), and in-demand (those identified as high-need in the state's GOED plan). Districts and industry partners can propose new programs or customized courses to meet emerging workforce needs. The state supports flexibility through options like Advanced Studies (tailored to need of local industries) and complementary courses within existing programs. To launch a new program, districts submit a request to the Department of Education. Approval depends on readiness, staffing, and any required external certifications.

Tony Machabee asked a question regarding whether there is a website available to access information related to the topic.

Anna Reynolds typed in chat https://doe.nv.gov/offices/craleo/cte. She reiterated that there will be no changes to program standards or content-only how they are categorized and presented. For example, the new clusters will combine Government & Public Administration with Law, Public Safety, Corrections & Security. Programs like JROTC (Military Science), Emergency Telecom, Fire Science, Forensic Science, and Law Enforcement will still be offered, but will now fall under a single, reorganized cluster.

George Gault added that implementing a new CTE program can take up to a year, based on experience with Clark County School District. He offered to connect her with **Danielle Casey**, President of LVGEA, to support collaboration on workforce training as new businesses are recruited to the region.

Ana Reynolds asked, "Are you talking about creating a new CTE program that doesn't currently occur on the list, or implementing one at a school that we already have?"

George Gault noted that last year LVGEA worked with a biochemical company, biochemical engineering is not offered as a CTE program of study in Nevada.

Anna Reynolds highlighted the existing biomedical program includes related components and could potentially be expanded through an Advanced Studies course to better align with industry needs.

George Gault mentioned that the LVGEA board includes the President of Roseman Medical School, presenting another opportunity to collaborate—especially given the critical need for healthcare professionals in the region.

Anna Reynolds verified that implementing a new CTE program generally takes about a year, whether the program already exists on the state's approved list or is being developed from scratch. For existing programs, districts are encouraged to submit their requests by February 1st to align with grant funding timelines and ensure readiness for the following school year.
In cases where a new program is being proposed—such as one not currently in the course catalog—the process involves developing curriculum standards in collaboration with educators and industry professionals. This work typically spans the course of a year and concludes with

submission to the State Board of Education for approval. The timeline is largely driven by the school calendar and funding cycles, making early planning essential for successful implementation.

George Gault raised concern about the need to shorten the CTE development timeline to better support business recruitment and economic diversification efforts.

Anna Reynolds noted that Advanced Studies courses can be used to address urgent workforce needs by building on existing CTE programs. For example, biochemical engineering could be offered as an Advanced Studies option within the existing biomedical program, allowing districts flexibility to respond quickly to industry demands.

George Gault requested Anna's contact information.

Anna Reynolds added her email address in chat.

Chair Perea commented that employers are often unaware of existing CTE programs and their ability to request new ones. He asked, "Do you promote and advertise the new CTE program and their ability to request that? And if not, is there something if we're able to help design something, we can actually add that those pieces to inform employers of what's out there?"

Anna Reynolds noted that industry awareness of existing CTE programs varies by county, and many employers may not know what's available. While districts are informed when new programs are added to the CTE course catalog, broader promotion to industry partners would be beneficial. Participants were encouraged to help share and promote CTE opportunities within their local networks to strengthen connections between education and workforce needs.

Chair Perea asked about program capacity limitations in some districts. While Perkins funding helps establish CTE programs, it was noted that there is no current mechanism for districts to request additional funding from the state to expand capacity once a program is in place.

Anna Reynolds clarified that districts could request additional funding to expand CTE program capacity through the competitive grant process available under both Perkins and state CTE funds.

Chair Perea, "Those are one-year grants, though it wouldn't be perpetual funding, correct?"

Anna Reynolds added that programs must apply for funding annually. While maintenance costs are ongoing, startup costs—like expanding facilities—are often higher but provide long-term benefits. Schools can seek competitive grants for these expansions. Districts may also shift programs based on regional needs, allowing schools to phase out and replace programs in coordination with district leadership.

Janel Thomas thanked Anna for addressing that.

Anna Reynolds encouraged districts to seek additional funding beyond state and federal sources. They often pursue their own grants, and any external opportunities identified are shared with them.

Ken Goodrich thought these programs were introductory, helping students understand the type of work involved. He asked if the classes were specific and how long the courses were.

Anna Reynolds highlighted CTE programs are structured and specific, not just introductory. Students become *federal concentrators* by completing two levels of a program. Those who also pass workplace readiness and technical skills assessments earn a *Certificate of Skill Attainment* from their high school, confirming completion of a defined program of study. She asked what program they should look at for an example.

Ken Goodrich chose marketing.

Anna Reynolds responded that the Marketing CTE program includes structured standards covering topics like economics, branding, ethics, and customer relations. All students engage with Career and Technical Student Organizations (CTSOs) such as DECA, either through participation or integrated instruction. Over two years, students develop leadership, professional, and technical skills. Districts may also offer advanced coursework, including entrepreneurship, industry-recognized credential (IRC) prep, or work-based learning for extended study and credit. Students can continue in the program for up to four years, and even within the first two levels, they gain far more than just basic career exploration.

Ken Goodrich asked, "and any idea how many students across the state that are taking some of these the CTE programs?"

Anna Reynolds noted that a new funding formula, passed in the last legislative session, now bases funding on students enrolled in Level 2 or higher of CTE programs. This change encourages districts to support student progression beyond Level 1, which was often used as an elective. 2023–24 data shows approximately 2,300 students statewide enrolled in Marketing CTE programs, with 1,800 in Clark County alone. Enrollment data by school and program is available, though official 2024–25 data is pending due to recent state cybersecurity issues.

Ken Goodrich shared a hypothetical example - a marketing association needs to develop future labor force of 5,000 entry-level marketing professionals over the next 3–5 years. They go to CTE to ask for assistance in putting a program together. This could involve developing apprenticeship or mentorship programs to guide students into the field and improve retention in the career path. He asks if that is how it works.

Anna Reynolds confirmed that industry partners should coordinate with local school districts to support CTE programs. Districts can connect them with relevant schools, help align advanced studies and work-based learning opportunities (e.g., apprenticeships), and ensure students receive credit. All student enrollment processes are managed at the district level.

Tony Machabee asked, "how exactly do students qualify and enroll for these programs?"

Anna Reynolds explained that students select CTE courses based on availability at their school and in consultation with their counselors. While magnet schools offer specialized programs through a lottery system, most public high schools offer multiple CTE options—some with 15–20 programs. Families can explore offerings on school websites and should speak with counselors to identify suitable programs.

Tony Machabee asked whether a student can remain enrolled at their home school but attend a specific CTE course at another school if that program isn't available at their own.

Anna Reynolds responded that it would depend on the district and their policy.

Ken Goodrich asked to see the info on heating, ventilation, and air conditioning.

Anna Reynolds noted that there are 24 kids in Elko. She added if a program doesn't exist at a particular school, industry partners may choose to support that district. While Perkins and state CPE funds are available, industry often has access to additional funding sources they can leverage or promote.

Ken Goodrich was surprised there's no data for Clark County, especially since CSN's HVAC program is adjacent to Western High School, which feeds into it. He will follow up with contacts there to understand what might be different.

Anna Reynolds responded it's possible students are earning dual credit through CSN, taking college-level CTE courses while still in high school. If courses are held at the CSN center on campus, they're likely offered by the college. These figures reflect high school programs only and may not include college-led offerings. She shared the link to the 25-26 course catalog. https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/nv_cte_catalog2526_9f6b6c19c8.pdf

6. Local Boards Ability to Help with Employer Outreach from Workforce Connections – (Discussion/Informational only)

Chair Perea noted that 2 non-voting members have been added to the subcommittee, Milt Stewart and Irene Bustamante-Adams. He brought up the concern that many resources are available to employers, but awareness is low. Government marketing has been limited, though local boards may be able to support outreach. The subcommittee is interested in exploring ideas on how to improve this.

Sherri Mantanona, Strategic Initiatives Manager, Workforce Connections introduced herself and explained her role with industry sector partnerships (ISP) in connecting employers directly to CTE programs. She builds relationships for future workforce pipelines.

Dennis Perea requested a brief overview of the methods used in her abilities to do that outreach.

Sherri Mantanona did an overview of the Industry Sector Partnerships.

- **Employer-Driven Model:** ISP activities are guided by employer needs across 7 sectors (e.g., healthcare, manufacturing, IT), involving over 300 companies based on the 2022 LVGEA blueprint.
- **Workforce Grants:** Two employer-focused grants support upskilling through on-the-job training and work experiences. One grant alone has helped 90+ businesses and 350+ employees, distributing over $800,000 in training funds.
- **Employer Support via EmployNV:** Business service account managers act as single points of contact for employers, offering tailored support including hiring, training, and apprenticeship pathways.

- **Role as Convener:** Regular convenings bring together employers, K-12, post-secondary institutions, community organizations, and state agencies to identify industry needs and develop collaborative solutions.

Recent Initiatives:

- **Athletics Transition Planning:** Coordinating with DETR and social services to prepare for workforce needs related to the A's move to Southern Nevada.
- **Caesars Entertainment:** Partnering with local high schools to align CTE programs with hospitality career pathways.
- **Nevada eSports & Clark HS:** Supporting digital media career pathways through student-led gaming initiatives.
- **Career Visibility Campaign:** Addressing outdated perceptions of industries like mining and manufacturing through a statewide initiative to modernize and promote career pathways.
- **Virtual Town Halls:** Hosting sector-wide discussions with employers and community partners to share best practices and build pipelines (e.g., Haas construction committee, Gaudin Ford's CTE-to-career program).
- **Apprenticeship Development:** Collaborating with Nevada Department of Labor and Nevada State University to build apprenticeship pipelines in cybersecurity and manufacturing.

Chair Perea mentioned Workforce Connections being active in the community, but many less-engaged employers aren't attending events. He asked if there was more forward-facing marketing ability, where she can do outreach to the community.

Sherri Mantanona stated that the EmployNV hubs handle much of the outreach, but peer-to-peer marketing has been most effective. Success stories from employers who've used the system and grants are being recorded to help others see the value. Many employers hesitate due to perceived burden, so sharing positive experiences helps shift that mindset.

Ken Goodrich requested clarification on Workforce Connections' role when an employer initiates a CTE program. Specifically, how Workforce Connections supports or integrates into those employer-led efforts.

Sherri Mantanona supports both employers and school-initiated CTE efforts. For example, Sunshine Minting, an experienced employer, proactively engaged in vocational training. In other cases, CCSD may request help aligning curriculum with industry needs or finding employers for advisory boards and student engagement. She facilitates connections in both directions—linking schools with employers or vice versa, depending on who initiates the request.

Ken Goodrich commented, "I've been on the on the Governor's Workforce Development Board for about a year now and I still haven't got the whole web figured out, how the title agencies all work together and what they're responsible for and how they coexist. Do you have any sort of document or something that you can take a look? Oh, this is how this whole thing works."

Sherri Mantanona added that the system is complex due to the mix of private/non-federal funding and federally funded WIOA programs (Titles I, III, V). She offered to share documents

to help clarify the roles and relationships among partner systems. Her understanding deepened only after working directly with Workforce Connections.

Tony Machabee asked for the correct website that would be relevant to share with the subcommittee.

Sherrie Mantanona added the link for Workforce Connections landing page for the ISPs in chat. https://nvworkforceconnections.org/inside-wc/industry-sector-partnerships-isp/. Efforts are underway to improve these pages by creating sector-specific landing pages with relevant community resources, such as chambers, task forces, and partner organizations. Development is ongoing and resource-limited.

7. Selection of Vice Chair for Employer Engagement & Economic Development Subcommittee – (For possible action)

Chair Perea highlighted that a vice chair needs to be appointed for the subcommittee. He asked if there was anyone interested.

Ken Goodrich added that he will have a later conversation with him.

8. New Business. Updates or Items for Consideration at Future Meeting may be Suggested - (Discussion/Informational only)

Chair Perea commented that GOED was invited to present on emerging industries and in-demand occupations but was unavailable for this meeting. The committee will aim to include them in the next meeting, as their input aligns with today's discussions. LVGEA's in demand occupations list and CTE using the same list. The next agenda may include deeper discussion on employer outreach and marketing, especially in response to questions raised by Estipona. Milt is expected to join the next meeting to support that conversation.

9. Second Public Comment

There were none.

10. Adjournment

Chair Perea called for a motion to adjourn. It was moved by **Tony Machabee** and seconded by **Lou DeSalvio** and **George Gault.** The motion carried**.** The meeting was adjourned at 10:09 am.