

VR Portion of WIOA State Plan for the State of Nevada

Revisions

Program-Specific Requirements for Vocational Rehabilitation

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

* Sec. 102(b)(D)(iii) of WIOA

a. Input of State Rehabilitation Council

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

Annual Report

Recommendations for the 2019 Nevada State Rehabilitation Council (NSRC) annual report described in section 105(c)(5) of the Rehabilitation Act and CFR 361.17(h)(5), were received during the public meetings of the NSRC on September 25, 2019 and November 20, 2019. The NSRC annual report focused on the summer youth internship program, the Blind Business Enterprise of Nevada (BEN) program, state legislative actions, client successes, and program collaborations. Vocational Rehabilitation performance data and office locations were also included.

Annual Consumer Satisfaction Surveys

The review and analysis of client satisfaction, described in sec. 105(c)(4) of the Rehabilitation Act and 34 CFR 361.17(h)(4), were conducted by Market Decisions Research (MDR). At the request of the designated state unit (DSU) and NSRC, MDR conducted annual client satisfaction surveys using three survey instruments: the general participant, the transition student, and the older individuals who are blind (OIB). The most recent calendar year 2019 survey results were presented and discussed with the NSRC on February 11, 2020.

With the recommendation of the NSRC, and in full collaboration with them, the DSU issued a request for proposal (RFP) in August 2017 to seek out other potential vendors to conduct its annual surveys. The RFP proposals were reviewed by a state panel, and a new vendor was selected and approved by the NSRC on November 9, 2017. Market Decisions LLC, dba Market Decisions Research (MDR) was selected, and signed a contract with the DSU, which was approved by the state's Board of Examiners on January 9, 2018. They immediately began work on the survey, and have now completed two years of surveys covering calendar years 2018 and 2019. As part of their contract, in 2018 they collaborated with the DSU and NSRC and created a new survey instrument which was utilized for the 2019 survey for the first time.

Comprehensive Statewide Needs Assessment

The NSRC and the DSU jointly awarded a contract to San Diego State University's (SDSU) Interwork Institute to conduct the triennial comprehensive statewide needs assessment (CSNA), covering federal fiscal years 2014-2016. The needs assessment was completed June 30, 2017, and the results were presented to the NSRC on November 9, 2017. The NSRC and the DSU worked together utilizing the results of the needs assessment to revise existing and develop new goals, strategies, and performance indicators for FFY 2019 and FFY 2020, which are included in this state plan under section o.

The DSU issued an RFP on June 28, 2019 to again seek and select an entity to conduct the next triennial CSNA. San Diego State University's Interwork Institute was again awarded the contract on September 12, 2019, and the contract was fully executed on January 14, 2020. SDSU began their assessment of Nevada's VR program in February 2020 and will review the program's data and performance for federal fiscal years 2017-2019. It is expected that they will present their triennial CSNA results and recommendations to the DSU and the NSRC in September 2020.

State Plan Goals

Consistent with the Rehabilitation Act of 1973, as amended, on an annual basis, the DSU and the NSRC, through its state plan subcommittee, jointly develop in public meetings the upcoming year's goals, strategies and performance indicators. The subcommittee considers recommendations and information revealed through the Comprehensive Statewide Needs Assessment, the Annual Client Satisfaction Surveys, the WIOA performance measures and mandates, and sentiments expressed in the NSRC meetings. The state plan subcommittee meeting was held on July 10, 2018 for FFY 2019, and on August 14, 2019 for FFY 2020. The new state plan goals, strategies and indicators were brought before the full NSRC and approved by majority vote in public meetings on September 18, 2018 for FFY 2019 and on September 25, 2019 for FFY 2020.

The full Unified State Plan draft, including the draft of the Rehabilitation Services portion, was posted online for public comment from December 11, 2019 through the date of submission of this final plan. Public meetings of the Governor's Workforce Development Board were held on October 24, 2019 and January 15, 2020 to review and consider drafts of Nevada's Unified State Plan. Public meetings of the Nevada State Rehabilitation Council were held for the same on November 20, 2019 and February 11, 2020. No public comments were made. However, the DSU received input from NSRC members, WIOA core program partners and the Governor's Workforce Development Board members.

2. the Designated State unit's response to the Council's input and recommendations; and

The NSRC and DSU continually work together in strategic planning and program evaluation for the VR program. The NSRC input is reflected in the annual report and state plan; however, there were no formal recommendations proposed to the DSU.

3. the designated State unit's explanations for rejecting any of the Council's input or recommendations.

The NSRC did not propose any formal recommendations to the DSU.

b. Request for Waiver of Statewideness

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

Nevada's Rehabilitation Division (NRD) requests a waiver of statewideness. The NRD has entered into intrastate interlocal contracts with 16 of the state's 17 school districts to define the roles and responsibilities of each party in coordinating school district and VR services to transition students, including Pre-Employment Transition Services (Pre-ETS). These new contracts outline responsibilities for the provision of transition services and Pre-ETS, and reporting and cost sharing for transition services and Pre-ETS. (**Note:** Esmeralda County School District does not have a high school. For this reason, the NRD did not enter into a contract with them).

Third Party Cooperative Arrangements – Secondary School Districts

The NRD continues its relationship via a third party cooperative arrangement (TPCA) with the Washoe County School District (WCSD) in northern Nevada. The TPCA interlocal contract formalized the financial agreement between the parties to pool resources to provide new, more comprehensive services to eligible transition students of WCSD.

The Vocational Opportunities for Inclusive Career Education (VOICE) program serves students with disabilities by facilitating the effective transition of the NRD's and WCSD's mutual student consumers from school to meaningful employment. The VOICE arrangement exceeds the minimum requirements, as directed by mandate, and provides new or enhanced services to meet the specific needs of the eligible NRD consumers.

Under the VOICE cooperative arrangement, NRD assigned a VR counselor and a rehabilitation technician as active members of the program team, and a rehabilitation supervisor was assigned as its programmatic contract monitor, providing support and oversight of the program. The NRD continues to provide enhanced VR services for VOICE participants aged 18–21 prior to high school exit through June 30, 2021. NRD will continue to work with the individuals under this program, until their individualized plan for employment (IPE) is realized, or until they exit the program.

WCSD provides the non-federal share of costs through certified expenditures. The certified expenditures from the school district are provided by redirected education staff providing unique patterns of VR services exclusively to NRD student consumers. The school district provides training and enhanced programming exclusively to the NRD student consumers that enables them to achieve employment by utilizing community-based vocational instruction, vocational and worksite training, job placement, work incentive wages, and follow-up services. Augmented services include vocational assessment, career development, work experience, job search skills training, job

development, placement, follow-up, and non-supported or supported employment job coaching. The contracted services are not educational services that WCSD is legally mandated or required to provide. They are new, enhanced and/or added services that are exclusively available to NRD student consumers.

This cooperative program is not statewide due to the structure and geographical constraints of the WCSD. However, NRD has negotiated a TPCA with Clark County School District (CCSD), which is the largest school district in the state, located in southern Nevada. This arrangement with CCSD through June 30, 2021, offers new and/or enhanced services to meet the specific needs of the eligible NRD student consumers in Clark County. The Job Exploration and Expectation Program (JEEP) launched in August 2015, provides a coordinated set of services to students with disabilities in a service model not previously offered at CCSD. JEEP provides three, nine-week work site rotations on CCSD campuses and one rotation at an integrated, community work site to provide hands-on work experiences to students up to age 22.

As with the WCSD arrangement, CCSD furnishes the non-federal share of costs through certified expenditures. The certified expenditures from the school district are provided by redirected education staff providing unique patterns of VR services exclusively to NRD student consumers. The school district provides training and enhanced programming to the NRD student consumers that enable them to achieve employment utilizing community-based vocational assessments, vocational instruction, employment preparation, on-campus and off-campus job exploration, and vocational experiences including simulated work trials, job shadowing and volunteer activities. These work-based learning experiences provide NRD student consumers with vocational direction, occupational skills, interpersonal skills, and work ethic development. Furthermore, augmented services provided include job development, job placement, follow-up, and non-supported or supported employment job coaching. These contracted services are not educational services that CCSD is legally mandated or required to provide. They are new, enhanced and/or added services that are exclusively available to NRD student consumers.

While NRD does not currently have sufficient staff or budget authority to work with every potential cooperative partner, and because cooperative arrangements are voluntary programs, they are contingent upon the interest of the local partner agency. Should NRD enter into additional cooperative arrangements with other school districts or other agencies, it will seek a waiver of statewideness to apply to those arrangements as well. State plan requirements apply to all services approved under any approved waiver. Additionally, NRD approves each service proposed under the waiver before it is put into effect.

Third-Party Cooperative Arrangements – Postsecondary Institutions

The NRD has entered into TPCAs with two postsecondary institutions within the Nevada System of Higher Education (NSHE). Both colleges are located in northern Nevada. The NRD is requesting a waiver of statewideness as each TPCA with each college and university is separate, and only covers a specific geographical region in Nevada.

The NRD entered into a TPCA with Western Nevada College (WNC) through June 30, 2021, which serves rural northern Nevada with three campuses located in Carson City, Minden and Fallon, in addition to several rural centers including Fernley and Yerington. WNC boasts that it meets the, "...educational needs of Nevadans living throughout the college's seven county, 18,000-square-mile area." The NRD also entered into a TPCA with Truckee Meadows Community College (TMCC) also through June 30, 2021. TMCC has more than 20 community locations throughout the Reno area in northern Nevada.

These combined college programs, known as *CareerConnect*, launched in late 2014 and are for eligible students with disabilities who are co-enrolled in the NRD's VR program. Each college's program varies slightly in order to appropriately meet the unique needs of its student populations. These programs include:

– **WNC:** Academic support/tutoring; vocational training including community, hands-on work experiences; soft skills and employment preparation training; academic and employment workshops; transition and vocational assessments; simulated work trials, job exploration, job shadowing and volunteer activities; assistance with other public support agencies; placement services, including job development, site visits and job matching; and job coaching to include job orientation, transportation training, supervision at the worksite, and consultation/liaison with workplace management.

– **TMCC:** Assistive technology evaluation, recommendation and training; holistic assessments including in transition and career/vocational options; academic supports including intensive, targeted tutoring and coaching; assistance with accessing campus and community resources; job search skill development; job preparation and job readiness skills training; internships and other community, hands-on work experiences; comprehensive exploration with a counselor/coach in job discovery, research, networking, decision-making, planning, action steps and goal setting; and the EPY101 course, which includes the use of assistive technology (AT) to enhance accessibility, improve study skills and student success.

These two TPCAs formalize the work of the *CareerConnect* programs and formalize the commitments and financial agreements between the parties to pool resources to provide these new, innovative and comprehensive services to eligible, co-enrolled students of WNC, TMCC and the NRD.

Each college, as outlined in its TPCA, individually furnishes the non-federal share of costs through certified expenditures. The certified expenditures from the colleges are provided by new or redirected education staff providing unique patterns of VR services exclusively to NRD student consumers. The colleges provide enhanced services exclusively to the NRD consumers that enable them to achieve appropriate degrees and/or certifications to secure competitive and integrated employment.

State plan requirements apply to all services approved under any approved waiver. Additionally, NRD approves each service proposed under the waiver before it is put into effect.

Written Assurances

The TPCAs contain written assurances that the cooperative partner agency will make the non-federal share of funds available to NRD. The TPCA is a binding state contract that is approved by DETR and ultimately by the state's Board of Examiners, and is jointly executed by the NRD and local governmental agency representatives prior to the delivery of services. Through the TPCA, local and state agencies certify monthly to the state the actual expenditure of funds that comprise the contribution of non-federal match funds. All certified match and cash match expenditures received are under the administrative supervision of NRD, and no portion of the match expenditures come from federal funds. The total cooperative agency certified expenditure share is matched to federal funds at not less than 25 percent. NRD has developed and implemented fiscal monitoring and reporting procedures and tools for both the NRD district staff and cooperative program contract administrators.

NRD provides annual training to local contract administrators regarding the development of contracts, and has additional training available regarding contract monitoring and invoicing. NRD

also keeps data and conducts oversight of contract match and payment invoicing. This information is used to provide local technical assistance during program reviews and site visits, on an *as needed* basis. If the value of the actual time certified by the cooperative agency falls below the actual total program cost, NRD reserves the right to reduce the program costs accordingly.

All VR services provided to NRD consumers through TPCAs are contractually identified with negotiated service goals. The provision of each vocational service is monitored and reported by the local NRD contract administrator. NRD reports and distributes the outcome goals for each of the TPCA programs on both a quarterly and annual basis. All VR services provided under the TPCAs must be authorized or otherwise approved by a VR counselor in consultation with the NRD consumer in advance of provision of services. All NRD consumers and service providers are subject to the provisions of the NRD participant policies and procedures manual.

Unique Services Provided

The VR services provided under each of the NRD's TPCAs comply with federal regulations requiring a unique pattern of service. Specifically, the regulations require that the services provided by the cooperating agency are not the customary or typical services, but are new services that have a VR focus or existing services that have been modified, adapted, expanded, or reconfigured to have a VR focus. NRD has built in assurances that TPCA programs meet this federal requirement. New programs are required to explain how the services in the proposed contract will meet this requirement when they apply for funding. Each cooperative contract also contains duty statements for staff that contrast the cooperative program functions to duties performed under their traditional agency role. Standard contract language also refers to the requirements to adhere to the Rehabilitation Act, and specifically to the requirement of a new pattern of service. The VR services provided under the TPCAs comply with all provisions of the NRD state plan, including both application and plan services.

2. the designated State unit will approve each proposed service before it is put into effect; and

NRD approves each service proposed under the waiver before it is put into effect.

3. All State plan requirements will apply

Requirements of the VR services portion of the Unified State Plan will apply to the services approved under the waiver.

State plan requirements apply to all services approved under any approved waiver.

c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System.

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. Federal, State, and local agencies and programs;

The DSU has developed interlocal contracts with agencies external to the workforce investment system that are involved in serving individuals with disabilities. These interlocal contracts are designed to:

- Remove barriers affecting the delivery of mutually beneficial services;
- Increase the availability of resources;
- Eliminate duplication of services; and,
- Facilitate the development of programs and competencies.

The interlocal contracts include the DSU's formal agreements with the Division of Welfare and Supportive Services (DWSS) and the Nevada Division of Public Health and Behavioral Services (NDPHBS) and Aging and Disability Services Division (ADSD). The DSU also holds interlocal contracts with WIOA Section 121 Native American agencies, known as the Moapa Band of Paiutes, the Fort Mojave Indian Tribe, the Shoshone Paiute Tribe of the Duck Valley and a working agreement with the Fallon Paiute Shoshone Tribe. The DSU's Winnemucca Rehabilitation Counselor has collaborated with the Battle Mountain Band of the Te-Moak Tribe of Western Shoshone, and the DSU has also presented the Tribe with an interlocal contract for consideration. The DSU has also reached out to the Fort McDermitt Paiute & Shoshone Tribe.

The DWSS interlocal contract refers welfare recipients to VR programs for completion of vocational testing and assessment. The NDPHBS agreement defines the procedures for timely cross-referrals and information sharing. The agreement with NDPHBS also defines methods for the development of individualized plans for employment through multi-disciplinary teams, funding of job placement and job coaching services, and the provision of extended follow-along services for people whose cases are closed with supported employment outcomes.

Beyond these formal agreements, the DSU pursues cooperative efforts to extend the capacity of the DSU to reach and meet the needs of its diverse clientele.

Other collaborations include:

- Across Nevada, VR hosts a quarterly meeting with the Regional Centers (Rural Regional Center-RRC, Desert Regional Center-DRC, and Southern Regional Center-SRC) to discuss clients. VR also participated in a community fair for community agencies in Elko. Staff members from VR participated in the Elko County Transition Summit in April of 2019, and participated in the Transition Career Fair in October of 2019. VR staff also participates in the Rural Transition Fairs across the State. Counselors from the Winnemucca, Ely, Elko, and Fallon offices attended the chamber of commerce breakfasts. Statewide, each VR office collaborates with the state mental health agencies. VR staff is developing an outreach with Nevada Adult Mental Health Services which will include vocational rehabilitation as part of discharge planning. Collaboration with such organizations as Veterans' Administration for Voc. Rehab., WellCare and Northern Nevada Behavioral Health Systems, has increased participation and services by VR with veterans, the homeless and those with mental health disabilities. In the North, a DSU Rehabilitation Counselor is a member on the Sierra Nevada Transportation Coalition, which is a committee to determine the transportation needs of disabled, youth and senior citizens.
- The Rural Rehabilitation Counselor in Elko, NV has been nominated to sit on the State Library and Literacy Council representing disability, as well as the local Literacy Council in Reno.

- VR staff members from the Las Vegas office participate in the National Federation of the Blind, and the Nevada Blind Center activities.
- VR staff members from the Las Vegas office participated with the City of Las Vegas Public Works Department presenting awareness training on Safety Needs of the Blind in Traffic Situations.
- VR staff members from the Las Vegas office actively participate in the Las Vegas Metropolitan Police Department (LVMPD) Homeless Liaison/Corridor of Hope, which is a homeless coalition.
- VR staff members also represent the DSU at the annual Disability Awareness Fair coordinated by Southern Nevada Center for Independent Living held each October in Las Vegas. In September of 2019, VR staff presented at the Advocating Change Together: 2019 Self-Advocacy Conference in Las Vegas. Other disability awareness activities are held throughout the state in conjunction with local colleges and universities.
- Outreach conducted and collaboration of services occurred with the Moapa Paiute Reservation, the Fort Mojave Indian Tribe, the Shoshone Paiute Tribe of the Duck Valley, the Fallon Paiute Shoshone Tribe, the Battle Mountain Band of the Te-Moak Tribe of Western Shoshone and the Fort McDermitt Paiute & Shoshone Tribe.
- The DSU's Business Services Representatives teamed up with ESD Business Services Representatives and shared a booth at the Nevada Governor's Conference on Business on October 18, 2018, in Las Vegas. Hosted by the Department of Business and Industry, this was a showcase of new Nevada business and start-up competition. Connections were made with business to develop new partnerships and share disability awareness and bring diversity to their workforce.
- In an effort to meet the workforce needs of Nevada businesses, the DSU's business services manager established collaborations with University of Nevada, Reno, and Great Basin College in Northeastern Nevada and the College of Southern Nevada to provide industry-recognized 2-week intensive, soft skills instruction to VR clients. The soft skill classes are also offered by the Professional Institute of Technology & Accounting. These skills ensure that VR clients are well prepared to meet the needs of business and be successfully employed.

The DSU's Business Services staff also offered Job Seeking Skills/Work Readiness Workshops in the Northern Nevada, Southern Nevada and Rural Nevada, including resume writing, job search skills, application assistance, and interviewing & retention topics.

2. State programs carried out under section 4 of the Assistive Technology Act of 1998;

The DSU did not receive any Assistive Technology (AT) Act grant funds in Nevada in 2018-2019.

The DSU continues to work with members of the Nevada Assistive Technology Collaborative for the benefit of VR participants, through co-enrollment or utilization of comparable benefits. The DSU has relationships with all of these partners within the Collaborative and routinely refers clients to and receives clients from them for assistive technology services.

The DSU continues to provide statewide assistive technology equipment, evaluation and training based on participants' needs in order to improve their independence and employability. Two independent assistive technology labs, which contain the newest assistive technology equipment, are housed at the DSU's Reno and Las Vegas offices. There have been significant additions of

technology in the Las Vegas Lab. In addition to traditional assistive technology, these labs place significant emphasis on assistive technology for the blind and visually impaired. Staff will continue training to develop internal expertise in the field of assistive technology. The goal is to continue assessing the needs of and providing assistive technology equipment to VR participants.

3. Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;

Currently, the DSU has no programs with the Under Secretary of Agriculture for Rural Development.

4. Noneducational agencies serving out-of-school youth; and

In an effort to address the needs of out-of-school youth, Nevada is partnering with workforce development partners (non-educational agencies) to provide services to bridge the gap and provide comprehensive services to this population.

In northern Nevada, the DSU collaborates with The Eddy House, The City of Reno Neil Road Recreation Center and the Central Reno Family Resource Center, which are all "Safe Place Locations." They also assist youth with employment, medical, Food Bank/SNAP (Supplemental Nutrition Assistant Program), housing, and behavioral health. Additionally, the DSU collaborates with the Nevada Youth and Empowerment Adolescent Treatment Center and Wrap Around.

The DSU continues to collaborate with the Y-TAC (Youth Technical Assistance Center) in an effort to provide services to underserved youth in the juvenile justice and foster care systems. The DSU has sponsored a series of in-person trainings with partners serving the juvenile justice and foster care populations. This has increased the DSU's efficacy and outreach to incarcerated and disadvantaged youth in facilities in Elko and Las Vegas. Collaboration has been established between the DSU and the Nevada Youth Training Center.

Statewide, the DSU collaborates with Child and Family Services within the State's Health and Human Services Division and Nevada's Workforce Development Partners. The DSU collaborates on referrals, shared services for assessments, training, employment and restoration.

5. State use contracting programs.

Nevada VR does not have a cooperative agreement with State use contracting; however, the Purchasing Division works closely with Preferred Purchase Program participants to identify appropriate products or services. The Division then develops and markets "State Use Contracts" for use by governmental agencies. The Division provides technical assistance and quality assurance, as needed, to the CTC and the customer.

The CTCs provide instruction and employment opportunities for individuals with disabilities. In Nevada, the individual CTCs are responsible for the overall management of their contracts. The CTCs employ qualified supervisors who train and monitor workers to ensure quality and timely service.

DVR uses the Preferred Purchase Program when it is able to do so and follows the State's purchasing regulations and procedures. One of the examples is DVR's use of the Opportunity Village for its paper shredding in southern Nevada. DVR's BEP program has also used the Preferred Purchase Program for janitorial and cleaning services for some of their sites, as needed.

d. Coordination with Education Officials

Describe:

1. DSU's plans

The DSU has established plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities beginning at age 16 through 22 who are potentially eligible or eligible for VR services, from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

Information on the formal interagency agreement with the state educational agency includes:

- Consultation and technical assistance to educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services.
- Transition planning by personnel of the DSU and educational agency that facilitates the development and implementation of their individualized education programs (IEPs).
- Roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining state lead agencies and qualified personnel responsible for transition services.
- Procedures for outreach to and identification of students with disabilities who need transition services.

The DSU has agreements with all 16 Nevada school districts that have high schools, with the exception of Esmeralda County, which does not have a high school. These agreements have been updated to reflect the changes required in compliance with the WIOA. These agreements reflect the intent of the WIOA for coordination of services designed to meet the educational, vocational and independent living needs of students with disabilities. All 16 local education agreements have been completely executed in addition to the initial state education agreement, which was finalized on 1/31/17. The DSU has identified that the development of individualized relationships between rehabilitation and education staff is critical to the delivery of comprehensive services. The first LEA agreement with Clark County School District (CCSD), is up for renewal in December 2019. New agreement with CCSD has been signed by all parties involved and is in the final steps of being processed and executed.

The most recent Statewide Education Agreement (SEA) has been executed on 01/31/2017 and expires on 06/30/2020. New agreement with Nevada Department of Education has been negotiated and is pending signatures by NV Dept. of Education officials. Due to the COVID-19 pandemic Nevada has experienced delays in completing timely execution of a number of our agreements. This delay was caused by a lack of availability of key partner staff due to state government shut-down.

North, south and rural designated transition teams have been established as liaisons with the individual high school programs. The DSU staff members actively participate in IEP meetings and are available to provide other consultation, outreach and plan development assistance, and informational support. The DSU has developed a comprehensive scope of work and fee schedule for the delivery of pre-employment transitions services (Pre-ETS), to include the five required activities of job exploration counseling, counseling regarding postsecondary education programs, work-based learning experiences, workplace readiness training, and instruction in self-advocacy.

In school year 2018-2019, there were a total of 18,124 students with disabilities in Nevada. This total includes all students with 504 Plans or Individualized Education Programs (IEPs) in grades 9 through 12.

In compliance with WIOA, VR's individualized plan for employment (IPE) is jointly developed within 90 days of eligibility, either in consultation with the special education team or directly with the consumer and/or his/her parent or guardian, depending upon the individual's preference. The IPE is agreed to and signed before the student exits school by the rehabilitation counselor and the student, or the parent or guardian if the student is not of the age of majority as mandated in CFR's §361.22, §361.45.

Nevada VR has following coordinated documentation procedures related to youth with disabilities as required in Section 511 of the Rehabilitation Act, as amended by WIOA and 34 C.F.R. Part 397:

- LEAs will coordinate with individual teachers to coordinate referrals to Nevada BVR after obtaining the necessary parental consent, when necessary, utilizing accepted forms, to request pre-employment transition services for identified students.
- LEA will provide Nevada BVR the required documentation for each student prior to Nevada BVR providing any preemployment transition service, either through a provider or through Nevada BVR staff.
- LEA staff to provide, when pre-employment transition services are provided by the LEAs, within thirty (30) days of service delivery, documentation of service delivery and completion will be provided to Nevada BVR, including for each student: name, birth date, specific activity, date of the activity

2. Information on the formal interagency agreement with the State educational agency with respect to:

A. consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

The DSU has continued its collaborative efforts by updating its interlocal contract with the Nevada Department of Education (NDOE) in conformance with the requirements of the Rehabilitation Act of 1973, as amended in 1998 and the WIOA. The NDOE is Nevada's state educational agency (SEA). The DSU considers the NDOE as the cornerstone for statewide collaboration and facilitating participation in local school transition activities. The DSU has regular meeting with representatives from the Department of Education. The DSU delivers presentations at regional meetings for Special Education Directors and the DSU line staff participate in training events for regional educators. NRD's Deputy Administrator and Bureau Chief provide training to special education directors and staff statewide regarding WIOA Title IV requirements for pre-employment transition services to students with disabilities. As requested, administrative staff present at Special Education Director Meetings and Special Education Advisory Committee (SEAC) meetings.

In partnership with the NDOE, the National Technical Assistance Center on Transition (NTACT) Partnership agreement is in full force. Nevada is in the fourth of a five-year technical assistance grant to improve and promote participation of students with disabilities in academically rigorous and career relevant curricula that prepare them for postsecondary education and employment. In addition to attending the annual Capacity Building Institute, we have provided technical assistance to local high schools to develop goals and objectives to improve outcomes in two primary areas:

expansion of service delivery of Pre-ETS; and increasing participation of students with disabilities in Career and Technical Education (CTE) programs statewide.

New in 2019, the DSU was invited to participate with the NDOE and the Regional Center on the Nevada Transition Leadership Team. The focus is to come together to talk about statewide and regional issues for transition aged students with disabilities. Members represent all parts of the State, and some activities include cross training, creation of a universal release of information document, resource information and increased collaboration.

B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

Acceptance of these presentations has grown with time and follow-up will occur within each district to deliver Pre-ETS services according to their respective Local Education Agreements.

Additionally, coordination with students, parents and representatives is achieved through staff involvement in consumer organizations and the participation of consumers in the DSU programs. Transition teams participate in job fairs and other school-related events. The DSU is also represented at the statewide technical and career education planning sessions.

The DSU's Bureau of Services to Persons who are Blind or Visually Impaired (BSBVI) collaborates with CCSD in the assessment of assistive technologies specific to the needs of visually impaired students. BSBVI staff members participate in transition workshops to provide group and individual trainings to students with visual impairments.

The DSU participated in the annual Nevada Student Leadership Transition Summit (NSLTS) which is a two-day summit geared toward increasing graduation rates; participants' exposure to postsecondary options and available resources; and improvement of students' understanding of the requirements for a successful transition to a world beyond high school. The 2019 NSLTS conference was attended by over 225 individuals across 28 teams from 13 school districts. Participants included high school students, teachers, transition facilitators, young adult facilitators, young adult panelists, adult facilitators, and conference planners and coordinators. All came together to learn about services available to students after graduation from high school and how to become active participants in the transition process. Participants toured UNR, learned about disability services available on college campuses, were provided opportunities to network with other students with disabilities, and learned about resources they were receiving and what their goals were after high school. Young adult speakers with disabilities reflected upon their transition experiences and shared motivational stories on lessons learned as they moved from high school to adult life. The conference also included the parents of students with disabilities to help educate parents on services available to students in both high school and after high school. The DSU transition counselors presented in a breakout session about services available to students with disabilities and how VR could assist them with the transition from school to work, or high school to postsecondary education and onto employment. The DSU shared information about the importance of collaborating and reinforced consideration of the IEP in the development of the IPE.

This year the DSU worked with community partners to develop summer camps focused on transition from high school to post-secondary education programs and employment, reinforcing collaboration between the IEP and the IPE. Partnerships included with Western Nevada College in Carson City, Alpine Academy in Reno, Truckee Meadows Community College in Reno, Washoe County School District in Reno, and Odyssey Charter School in Las Vegas. In June 2019, we added a new summer camp provider, Bloom Consulting from Austin, Texas. They ran 2 additional camps for Nevada. All

these camps provided Pre-Employment Transition Services (Pre-ETS) instruction and hand-on experience at job sites.

For the past several years, the DSU, in collaboration with UNLV, UNR, the Clark County School District and Washoe County School District have provided a weeklong college preparatory summer camp held on the UNLV and UNR campuses known as: Careers, Recreation and Vocational Education (CRAVE) for 11th and 12th grade transition students. The DSU presents CCSD's Youth Educational Success (YES) program to students interested in going to college. The program's short-term goal is to assist participants in eliminating barriers so they may consider college as a future option. In 2018, 40 students from across the state participated in the CRAVE camp. In 2018 CRAVE celebrated its eleventh year. After the weeklong camp, students were offered summer internship opportunities from a number of local businesses within their field of interest.

Additionally, in summer of 2018, the DSU continued its partnership with WCSD and NNCIL, the Governor's Council on Developmental Disability, and the Sierra Regional Center (SRC) to offer northern transition students the opportunity to explore their areas of vocational interest firsthand through the community-based Career Exploration Camp. Continuing for the ninth year, approximately 35 students had the opportunity to work at multiple sites to job shadow and do hands-on work. This weeklong program included classroom instruction on employment soft skills, culinary skills, mobility/bus training, and actual hands-on work at job sites.

Nevada VR has 16 executed agreements with Local Education Agencies, which are as follows:

- Clark County School District: Executed: 4/17/17; Expired: 12/31/19 (New agreement has been signed by all parties and is in the final stages of being processed and executed)
- Washoe County School District: Executed: 4/17/20; Expires: 6/30/20
- Carson City School District: Executed: 11/28/17; Expires: 12/31/20 (New Executed Agreement Starts 1/1/21)
- Churchill County School District: Executed: 12/29/17; Expires: 12/31/20
- Douglas County School District: Executed: 12/8/17; Expires: 12/31/20
- Elko County School District: Executed: 11/28/17; Expires: 12/31/20
- Eureka County School District: Executed: 12/8/17; Expires: 12/31/20
- Humboldt County School District: Executed: 11/28/17; Expires: 12/31/20
- Lander County School District: Executed: 12/8/17; Expires: 12/31/20 (New Executed Agreement Starts 1/1/21)
- Lincoln County School District: Executed: 12/8/17; Expires: 12/31/20 (New Executed Agreement Starts 1/1/21)
- Lyon County School District: Executed: 11/8/17; Expires: 12/31/20

- Mineral County School District: Executed: 12/19/17; Expires: 12/31/20 (New Executed Agreement Starts 1/1/21)
- Nye County School District: Executed: 12/29/17; Expires: 12/31/20
- Pershing County School District: Executed: 12/8/17; Expires: 12/31/20 (New Executed Agreement Starts 1/1/21)
- Storey County School District: Executed: 12/8/17; Expires: 12/31/20
- White Pine County School District: Executed: 11/28/17; Expires: 12/31/20 (New Executed Agreement Starts 1/1/21).

C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

In southern Nevada, serving the Clark County School District are five rehabilitation counselors and two rehabilitation technicians that work as two full-time dedicated teams. These teams coordinate transition services to CCSD, which has 49 comprehensive high schools in addition to charter schools and 15-20 alternative and prison schools.

Serving the northern Nevada school districts, which covers seven counties and 26 high schools, are two dedicated transition teams and 5 mixed outreach teams. The teams work with WCSD, LCSD, Churchill County School District, Carson School District, SCSD, MCSD and DCSD and their transition students, in addition to carrying a caseload of specialized special education VR clients.

The DSU partnered with the Lyon County School District to improve post-secondary outcomes for students with disabilities in Lyon County by providing them with support, resources and access to college and career pathways through a dedicated onsite transition coordinator. Hired by the LEA, the site transition coordinator serves as the single point-of-contact for the DSU's regional transition coordinator, facilitating the development of tailored Pre-ETS offerings. Expanding on the success achieved by this model, the DSU has entered into contracts to continue this focused support in LCSD and to provide this focused support in WCSD and Douglas County School district (DCSD) beginning July 1, 2020.

Nevada VR and the LEAs have agreed on the following roles and responsibilities:

A) The responsibilities of Nevada VR are to:

1. Serve as the lead agency in Nevada for carrying out Federal and State policies relating to the program under the Rehabilitation Act, including:
2. Upon request from the LEA staff, and with the parents/guardians or adult student's written consent, distribution of general information related to services, consultation, technical assistance, attend transition fairs and other forums to provide information about pre-employment transition services and Nevada VR services to parents/guardians and school personnel, attend IEP meetings, provide Pre-employment transition services, referral to VR for services, eligibility determination, IPE development and VR services, Pursuant to CFR §300.321(b)(3).
3. Accept referral of students with disabilities during the transition planning process for the provision of pre-employment transition services.

4. Provide consultation with school district staff on transition planning to prepare a student to move from school to work or post-secondary education in accordance with the student's unique needs as determined through the IEP process and provision of pre-employment transition services.
5. Assess, plan, develop and provide Nevada VR services for eligible individuals with disabilities who have been referred for Nevada VR services, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, so that such individuals may prepare for and engage in competitive, integrated employment.
6. Develop an IPE which is consistent with and which takes into consideration the student-client's IEP, within ninety (90) days of Nevada VR eligibility determination, unless an extension is approved.
7. Provide consultation to assist in the identification of eligible and potentially eligible students with disabilities and assessment of their individual needs for pre-employment transition services.
8. Provide or arrange for the provision of services required by the IPE goal, when the student has been determined eligible for VR and the services are specific to his or her employment outcome and are not services customarily provided to the student by the LEA under IDEA.
9. Provide information to parents and/or guardian(s), students/clients regarding VR eligibility, vocational assessment for employment and post-secondary planning and Client Assistance Program.
10. Obtain written consent for the release of confidential information, pursuant to Nevada VR policy and procedures, federal and state laws and regulations regarding confidentiality.
11. Provide contact information for Nevada BVR counselors, and flow charts related to the Nevada VR process for improved communication and fidelity to process.
12. Identify a single point of contact at Nevada VR who will coordinate transition activities within the LEA.
13. Provide information to the NDE on referrals and employment outcomes of students with disabilities by district on an annual basis, and additional information as requested and as the law allows.
14. Share information regarding policies, procedures, guidelines, programs and services for the purpose of improving the access to, and availability of, transition services.
15. Provide brochures and materials about the Nevada VR process and services to the LEA for distribution to the students, parents/guardians, family members, teachers and others.
16. Promote employer participation in providing opportunities for work-based learning for students with disabilities.
17. As new federal or state requirements or initiatives are identified, Nevada VR will participate with the NDE on joint training of the LEA and Nevada VR staff whenever possible.
18. Inform teachers, NDE, students and parents/guardians of the mandates found in the Rehabilitation Act and its implementing regulations, which require the student with a disability exiting school to be referred to Nevada VR prior to entering subminimum wage work with a 14c certificate holder
19. Nevada VR will provide reporting from shared programs such as Project SEARCH or JEEP.

B) The responsibilities of the LEA are to:

1. In collaboration with Nevada VR, expand existing technical assistance, training and reference materials to include information regarding WIOA to schools and other stakeholders identified by the LEA. The LEA will encourage our schools to include parents/guardians, family members and students relating to the provision of pre-employment transition services and other transition services. Additionally, the LEA will disseminate this contract to all appropriate the LEA staff who work with or make decisions about Special Education Services and ensure knowledge of joint responsibilities.
2. To facilitate and coordinate the smooth transition of students with disabilities from school to post-school employment- related activities, including the receipt of appropriate pre-employment transition services, transition services, technical education and competitive, integrated employment.
3. Encourage school district and Nevada VR collaboration and coordination for the purpose of providing more opportunities and resources to move students from school to work, e.g. participation on local multi-agency teams, Career and Technical Education (CTE) and other opportunities for collaboration for improved pre-employment transition outcomes.
4. Identify a single point of contact within the LEA for collaboration of transition activities with Nevada VR.
5. The LEA will encourage liaisons between individual schools and local Nevada VR offices, to ensure the provision of psycho-educational eligibility reporting, and or copy of the IEP/504 for students referred with documented appropriate consent. Develop active communication and outreach efforts to make parents/guardians, family members and students aware of coordinated transition services and opportunities. Examples are: participation in the annual transition conference, career fairs, summer camps, and other vocational/educational opportunities.
6. Upon request, share performance data with Nevada VR and stakeholders identified by the LEA annually including district students with disabilities exit data, districtwide reporting of student outcomes a year out from separation and ongoing students with disabilities enrollment data.
7. Provide Nevada VR and stakeholders identified by the LEA information regarding the LEA's adopted written policies and guidelines on compliance with WIOA, including the coordinated provision of pre-employment transition services and other transition services to students with disabilities for the purpose of improving access to, and availability of, transition services.
8. Facilitate joint training between Nevada VR and appropriate school district personnel on new State or Federal requirements or initiatives that impact the provision of services by both entities.
9. Disseminate information about pre-employment transition services to principals and the LEA staff through memorandums to staff, e-mails, or other common methods of dissemination.
10. Provide the required documentation needed by Nevada VR prior to the provision of pre-employment transition services, coordinating IEP meetings with Nevada VR prior to being developed and meetings thereafter for the coordination of services, obtaining the required parental consent as required by State law and the requirement to provide all special educational services or related transition services under IDEA required to be provided by the school system under FAPE in accordance with Section 101(c) of the Rehabilitation Act and 34 CFR 361.22(c) of its implementing regulations.
11. Encourage use of and participation in supplementary pre-employment transition services activities developed by Nevada VR, such as summer camps and internships for the LEA students.

C) Collaboration, Outreach and Identification Procedures

1. Annually, Nevada VR will work with the LEA so it may identify students with disabilities and potentially eligible students that may benefit from the delivery of pre-employment transition services.
2. The LEA to appropriately increase referrals of students with disabilities to Nevada VR, such as through conducting career fairs or planning meetings and inviting Nevada VR to parents/guardians' nights. Schools will refer students with disabilities for purposes of 504 or at the time the individual begins IDEA services.
3. At least annually, the LEA will inform stakeholders that anyone (a teacher, nurse, parent/guardians or student self-referral) can refer students for pre-employment transition services and Nevada VR will work with the LEA to ensure seamless collaboration between transition services provided under IDEA and the pre-employment transition services.
4. Annually, Nevada VR will send written notice to principals and LEA directors and principals regarding the availability of pre-employment transition services for eligible and potentially eligible students with disabilities and the process to request these services.
5. Nevada VR will provide the necessary forms and templates for the required documentation.
6. Nevada VR will provide statewide or regional Transition Coordinators to work with LEAs to coordinate, identify students and implement the pre-employment transition services.
7. These pre-employment transition services may be provided by either the LEA (under IDEA) or Nevada VR (under the Rehabilitation Act). Not all eligible or potentially eligible students with disabilities will require all five required activities, however, all should receive all *needed* and appropriate services, as determined through informed choice and consultation with each student based on their strengths and needs and consistent with their IEP, when applicable.

D. procedures for outreach to and identification of students with disabilities who need transition services.

In Carson City, the DSU meets monthly to collaborate with the Lyon County School District and Carson City School District to provide outreach services, including community-based assessment and on-the-job training to eligible special education transition students. In addition, in partnership with the NTACTION, the DSU provides intensive technical assistance to the Lyon County School District, Dayton High School to identify and serve students who are eligible for Pre-ETS.

In its 5th year, the VOICE program is a TPCA between the WCSD and VR. VOICE serves WCSD students ages 18–21 years with significant disabilities, who have graduated or separated from high school and prepares them for competitive employment. The curriculum developed by the WCSD is outcome oriented and individualized to provide job seeking skills, work readiness training and hands-on work experience. Students learn how to use public transportation independently, how to complete a job application, perform an online job search, and develop interview and work skills to obtain and maintain a job.

The WCSD teachers are certified with proven expertise in working with individuals with disabilities. The core populations served by this cooperative are individuals with moderate learning disabilities, individuals on the autism spectrum and individuals with intellectual disabilities. The program is located at the VR office in Reno. All participants in the VOICE program are co-enrolled clients of

VR, and a certified rehabilitation counselor and technician are part of the team working to assist these young adults find meaningful and appropriate employment.

The DSU continues its work with CCSD in our TPCA called JEEP (Job Exploration and Expectation Program), which was implemented in August 2015. There are ten designated school sites where students participate in work rotations in various departments of the school with the final site being a site within the community. Participants rotate every nine weeks through the sites that they are interested in until they culminate into the community-based assessment experience. Part of this training includes activities under the pre-employment transition services (Pre-ETS) category to ensure WIOA compliance.

The DSU has expanded its transition coordination team. In Spring 2018, the DSU hired its third transition coordinator to serve transition students living in the rural regions of Nevada. The DSU is now fully staffed with a team of 3-part time contracted and one full time state employee performing transition coordination services statewide. This team of 4 individuals coordinates transition services and conducts outreach to and identification of students with disabilities who need transition services. They provide a bridge from the local schools to DSU staff to ensure all students with disabilities have knowledge of transition services and opportunities within Vocational Rehabilitation.

Following are descriptions of collaboration and outreach activities:

- Nevada VR will attend meetings for the development of an IEP and/or Individualized Transition Plan when invited, with appropriate consent and as resources allow.
- Nevada VR will not charge NCSd for staff to attend these meetings. Nevada VR is requesting that LEAs distribute the Transition Planning VR Booklet, Pre-Employment Transition Services Brochure and/or Nevada VR Transition Brochure to students, family members, and parents/guardians and their representatives at all IEP meetings as part of the routine information shared. The Nevada Department of Education (NDE) will emphasize this best practice with all LEAs under its jurisdiction at least annually.
- Nevada VR, in collaboration with LEAs, will provide or arrange for the provision of pre-employment transition services to all students with disabilities identified as requiring these services.
- Nevada VR shall determine the eligibility for Nevada VR services of all students with disabilities who have applied for Nevada VR services within sixty (60) days from the date of application, unless an extension is completed, pursuant to Section 102(a)(6) of the Rehabilitation Act and Section 34 CFR 361.41(b)(1) of its implementing regulations.
- Nevada VR will develop an Individualized Plan for Employment (IPE), which is consistent with and which takes into consideration the student-client's IEP, within ninety (90) days of Nevada VR eligibility, unless an extension is approved.
- Share information regarding policies, procedures, guidelines, programs and services for the purpose of improving the access to, and availability of, transition services.
- Provide brochures and materials about the Nevada VR process and services to the LEA for distribution to the students, parents/guardians, family members, teachers and others.
- Inform teachers, NDE, students and parents/guardians of the mandates found in the Rehabilitation Act and its implementing regulations, which require the student with a disability

exiting school to be referred to Nevada VR prior to entering subminimum wage work with a 14c certificate holder.

- Annually, Nevada VR will work with the LEA so it may identify students with disabilities and potentially eligible students that may benefit from the delivery of pre-employment transition services.

- LEA to appropriately increase referrals of students with disabilities to Nevada VR, such as through conducting career fairs or planning meetings and inviting Nevada VR to parents/guardians' nights. Schools will refer students with disabilities for purposes of 504 or at the time the individual begins IDEA services.

- At least annually, the LEA will inform stakeholders that anyone (a teacher, nurse, parent/guardians or student self-referral) can refer students for pre-employment transition services and Nevada VR will work with the LEA to ensure seamless collaboration between transition services provided under IDEA and the pre-employment transition services.

- Annually, Nevada VR will send written notice to principals and LEA directors and principals regarding the availability of pre-employment transition services for eligible and potentially eligible students with disabilities and the process to request these services.

- Nevada VR will provide the necessary forms and templates for the required documentation.

- Nevada VR will provide statewide or regional Transition Coordinators to work with LEAs to coordinate, identify students and implement the pre-employment transition services.

- These pre-employment transition services may be provided by either the LEA (under IDEA) or Nevada VR (under the Rehabilitation Act).

- Not all eligible or potentially eligible students with disabilities will require all five required activities, however, all should receive all *needed* and appropriate services, as determined through informed choice and consultation with each student based on their strengths and needs and consistent with their IEP, when applicable.

e. Cooperative Agreements with Private Nonprofit Organizations

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

The DSU utilizes interlocal contracts, service contracts and direct purchase methods to coordinate the provision of consultative, evaluative and rehabilitation services. Direct purchase of consultative, evaluative and rehabilitation services is based on a comparison of available service provider expertise to identify potential providers. The DSU then negotiates an hourly rate of payment roughly based on the Medicaid reimbursement schedule, when appropriate.

In addition to direct job placement provided by the DSU staff, the DSU directly purchases all job placement and job coaching services on a structured fee for services/milestones format. The fee-for-service arrangements require eligible providers to meet the terms of a standard agreement for service provision, insurance and licensing requirements. The fee-for-service payment for job development is outcome-based, wherein providers are only paid for attaining employment objectives for each consumer assigned to them. The largest benchmark payment for job development is for attaining 90-day competitive, integrated employment.

Currently, in FFY 2020, such service contracts include, but are not limited to:

- Accessible Space Inc. (southern Nevada)
- Ability Center (northern Nevada)
- Ascent Audiology & Hearing (statewide)
- Best Buddies (southern Nevada)
- BlindConnect (southern Nevada)
- Chris Corbett Psychological Solutions (statewide)
- Employment Services for the Deaf (southern Nevada)
- Expanding Life LLC dba Life Coaching Services (northern and rural Nevada)
- Gallagher Dental Care (statewide)
- Goodwill Industries of Southern Nevada
- Haugen & Keck: Job development and supported employment (northern & rural Nevada)
- High Sierra Industries (northern Nevada)
- HLN Physicians, Inc. (statewide telehealth)
- Job Development Coach, Inc (southern Nevada)
- Mobility Works (southern Nevada)
- Network Interpreting Services (statewide)
- New Century Rehabilitation: physical therapy (statewide)
- Opportunity Village: Job development and placement (southern Nevada)
- Reflections Therapy (southern Nevada)
- RevolutionEyes (rural Nevada)
- Silver State Hearing and Balance (northern Nevada)
- Stepping Stone Advocacy (southern Nevada)
- Unique Abilities (southern Nevada)
- United Cerebral Palsy of Nevada (northern Nevada)

f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

The DSU has long-standing relationships with many workforce development partners, both internal and external, that are designed to effectively identify eligible individuals, including youth, with the most significant disabilities. Extended services funded by VR are only available to youth with most significant disabilities and any other extended services that are provided to individuals with most

significant disabilities are funded by adult services providers/long-term funding. With the implementation of WIOA, new challenges and opportunities are presented to expand the services of supported employment (SE) and customized employment (CE). The collective goal remains to achieve maximum success in assisting individuals with the most significant disabilities into successful competitive, integrated employment outcomes, although transition services and pre-employment transition services are not supported employment services. Supported employment services do not begin until after job placement. Job placement services and any services prior to placement are VR services and may only be charged to Title I funds. Current efforts are focused on building more effective partnerships and relationships with similar entities throughout the state that support these efforts that expand integrated employment opportunities.

Sources for supported employment services and supports include:

- Increased supports as defined in WIOA, e.g., VR’s ability to provide long term supports for youth;
- Social Security Administration work incentives, e.g., Plan for Achieving Self-Support (PASS) and Impairment Related Work Expenses (IRWE);
- Diversion of jobs and day training/waiver funding for pre-vocational training;
- Natural supports; and
- Expansion of statewide transition services through partnerships with school districts and the Nevada System of Higher Education (NSHE).

We also have a provider through our Employment Network (EN) that provides extended services for Individuals who may not have DRC/SRC/RRC services, but have Social Security benefits.

In southern Nevada, the DSU collaborates with the Desert Regional Center, Opportunity Village, a local CRP, and our community business partners to provide The Pathway to Work Program. This program is designed to help individuals with disabilities move from center-based employment services to full-time or part-time community-based jobs at or above minimum wage. It is a community integrated “on-the-job” training program that is conducted at a business partner’s job site. Each Pathway to Work participant is provided with four hours of individualized instruction, job coaching, and work experience involving three to five different job tasks. In-depth instruction includes, but is not limited to: viewing training videos, participation in employer workplace expectations and task performance discussions, and the practice of specific individual skills/techniques used on the job. In addition, participants have access to Opportunity Village job developers who assist with developing a resume, applying for jobs, preparing for interviews, and job placement and support during the new hire process and beyond. The Regional Center provides ongoing (i.e., post-90 days) supports through the use of jobs and day training (JDT) Medicaid waiver funds. This collaboration has been very successful, with a placement rate in PY18 of 94%.

Currently, there are several agencies within the community that provide the needed long-term support to VR participants that have been identified and meet the criteria for supported employment. Depending on a participant’s severity of cognitive disability, participants are referred to one of three community agencies for services:

- Desert Regional Center (Las Vegas)
- Sierra Regional Center (Reno)
- Rural Regional Centers (Carson City, Gardnerville, Fallon, Winnemucca, Elko)

If a participant has a diagnosis of a developmental disability, the agencies listed above would provide long-term, follow-along services for eligible DSU participants. The DSU receives community training funds, which allow them to open cases and provide long-term, follow-along services for the duration of their employment needs. Rehabilitation counselors coordinate services with regional center case managers to ensure that this connection is made before VR closes a participant's case as successfully employed.

When mental illness has been identified as a disability, and it is determined that the rehabilitation participant meets the criteria for supported employment, the rehabilitation counselor works with public and private mental health service providers to assist in obtaining long-term supported services:

- Division of Public and Behavioral Health, Mental Health (Reno, Nevada)
- Division of Public and Behavioral Health, Rural Clinics Community Mental Health Centers (Carson City, Gardnerville, Silver Springs, Fallon, Elko, Ely, Battle Mountain, Lovelock, Caliente, Mesquite and Winnemucca, Nevada)

For those individuals who are yet unknown to the DSU, but receiving services through Northern Nevada Adult Mental Health Services (NNAMHS), a new program has been developed to facilitate direct referrals of such individuals straight from NNAMHS to VR. In an effort to provide intensive services for supported employment, this collaboration is unique, in that NNAMHS is taking responsibility for the long term follow-along for maintenance of employment.

When supported employment participants do not meet the eligibility requirements for one of the above-referenced community resources for long-term support, rehabilitation counselors identify other natural supports that can be utilized. Often family members, (i.e., parents, siblings or spouses) assist. Furthermore, members of various advocacy groups may also serve as natural supports. Counselors also work closely with employers to identify coworkers who can provide the long-term follow-along and supportive services that an individual may require to retain successful employment.

Supported employment services for youth are provided in all of VR's third party cooperative arrangements with WCSD, CCSD, WNC and TMCC. Each of these programs, in their own unique way, work to provide meaningful transition from the school setting to competitive, integrated employment. In addition, in the programs with the Nevada System of Higher Education (NSHE), there is an emphasis upon assistive technology to help these supported employment youth be productive and successful in their academic and work environments. VR partners with Capability Health and Human Services (previously named "Easterseals Nevada") to provide these assistive technology services statewide.

VR Transition Teams statewide are working strategically to develop expanded supported employment services to include customized employment. In this endeavor, VR is working with Opportunity Village, Centers for Independent Living and individual, qualified job development providers to serve this unique and expanding population. Extended services funded by VR are only available to youth with most significant disabilities and any other extended services that are provided to individuals with most significant disabilities are funded by adult services providers/long-term funding. Transition services and pre-employment transition services are not supported employment services. Supported employment services do not begin until after job placement. Job placement services and any services prior to placement are VR services and may only be charged to Title I funds. Through collaboration and financial support from the Workforce Innovation Technical Assistance Center (WINTAC) and Youth Technical Assistance Center (Y-TAC), VR hosted training for customized employment, including statewide in-service for VR staff and statewide community partners with nationally recognized supported employment professionals, Griffin-Hammis.

Currently, Griffin-Hammis has been mentoring providers and VR staff statewide as they continue to move clients through the customized employment process. In addition, staff have been taking part in the Customized Employment Community of Practice meetings hosted by WINTAC which has been valuable as we seek to develop a strong CE program. The DSU has also been instrumental in assisting a local CRP in the coordination of customized employment training for its staff in order to expand the provider network for the benefit of our clients.

g. Coordination with Employers

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR services; and

The Business Services Team continues to increase its capability to provide outreach and specialized services to businesses. The DSU works diligently to educate business customers by providing information on financial incentives and other advantages of using agency services and hiring individuals with disabilities. The DSU reaches out to businesses through contact lists developed from participation at job fairs, business development expositions, the economic development forum, the local and state workforce boards, human resource associations, regional workforce consortia, chambers of commerce membership/participation, and statewide economic development efforts. These contacts are capitalized upon for one-on-one relationships that can be leveraged into employment opportunities, and pre-employment training sites, including sites for pre-employment transition services for students with disabilities.

The DSU's partnership with the newly completed Sephora Distribution Center in Las Vegas is currently providing its work readiness training program for the DSU's clients seeking employment in warehousing/distribution. Sephora has hired 13 candidates from 3 classes to date. The DSU collaborated with Sephora to provide the soft skills curriculum and on-the-job training that Easterseals Nevada (now called "Capability Health and Human Services") delivers to participants at Sephora's Distribution Center.

The DSU, in partnership with the DIPACO company has launched an assembly and packaging work readiness training program for VR clients. This program is a paid work experience program that is four weeks at 40 hours per week with the program running at total of 160 hours. DIPACO is a worldwide manufacturer and distributor of diesel fuel injection parts. 11 participants have completed the program thus far, and are employed by DIPACO.

The DSU in partnership with Amazon and Pride Industries has launched Amazon the Alternative Worker Supplier Program (AWSP). This employment program provides opportunities for people with disabilities at the Amazon Sort Centers, Prime Now locations, and Whole Foods locations. All jobs are in an integrated environment at Amazon locations and onboarded clients are Amazon employees with a starting wage of \$15.00 per hour. So far, 12 participants have been hired by Amazon.

The DSU developed a format for MGM Properties, Eldorado Resorts, The Service Companies and McDonalds franchisee groups for streamlined hiring of individuals with disabilities. This format has additionally increased retention of employees with disabilities at these businesses. The DSU sets up prescreening interviews between the businesses' Diversity and Disability Coordinators and the applicants. Topics discussed with the applicants includes their resumes and job history, hobbies and

interests, most recent jobs, barriers to employment, assistive technology, accommodations and job coaching. Through this process, the Diversity and Disability Coordinator can better identify employment opportunities for these applicants for maximum success and retention. To date, a total of 38 individuals have been hired through this process.

Through the DSU's employer engagement, soft skills have been identified as the number one training need for job applicants. The DSU is providing soft skills training for all VR clients, as needed. The training includes: Company Vision, Mission and Values; Teamwork; Problem Solving; and Critical Thinking. This helps to prepare job seekers in professionalism, communication and attitude. The DSU has developed inter-local contracts with UNR, CSN and private vendors for statewide delivery of the soft skills curriculum, which was created from the U.S. Department of Labor's "Skills that Pay the Bills" curriculum. To date, soft skills have been delivered to a total of 649 participants statewide.

The DSU has created Job Seeking Skills/Work Readiness Workshops which are delivered monthly in southern, northern and rural Nevada. The workshops include resume building (learning to create/tailor a resume), job searching/application assistance (learning how to effectively search and apply for jobs online), interviewing tips (learning how to prepare for and answer interview questions), and job retention tips. 152 participants have completed the workshops thus far.

To address the unique needs of individuals with intellectual/developmental disabilities, the DSU continues its collaboration with its community rehabilitation partners. In Las Vegas, the DSU collaborates with the Desert Regional Center and Opportunity Village for three to six-month workplace training programs at Centennial Hills Hospital, Rio Casino and the Get Fresh produce processing center. Clients gain hands-on work experience and each has the opportunity to rotate through several job experiences at all of these locations.

The DSU's 700-Hour Program assists VR clients to qualify for temporary State of Nevada appointments of up to 700 hours. The DSU has developed a new process to ensure VR is sending qualified, motivated, ready-to-work individuals to the 700 Hour Program. It is a multi-step process and can take a few months before a client is ready to be submitted for the program. There are 137 full time hires into state government via this program, to date.

The following businesses have been hiring VR clients consistently for years. They all have relationships and are partners with the DSU. The number represents the number of hires of VR clients within a 24-month period.

- | | |
|---------------------------------|----|
| 1. Walmart | 60 |
| 2. State of Nevada | 49 |
| 3. Albertson's | 34 |
| 4. Clark Co. School District | 33 |
| 5. FedEx | 22 |
| 6. Smith's Food and Drug | 19 |
| 7. T.J.Maxx/Marshalls/HomeGoods | 15 |

8. Starbucks	11
9. McDonald's	11
10. Grand Sierra Resort & Casino	10

The Business Services Manager attended the National Employment Team (NET) meeting in Baltimore, MD. The summit provided an opportunity to discuss best practices with other states' VR business services teams. Highlights included: VR as the lead in disability employment with workforce partners; Social Security Administration and the VR-NET: supporting ticket holders through a national employer; business-based training options; and connecting VR candidates to apprenticeships.

2. transition services, including pre-employment transition services, for students and youth with disabilities.

In addition to these pre-training programs, the DSU also has 74 community-based assessment employer sites statewide that provide work exploration opportunities and job shadowing to all consumers, with unique sites developed for transition students. Sites include opportunities in clerical, automotive repair, floral design, retail, warehousing, food service, hospitality, janitorial, and childcare.

Recognizing the unique needs of transition students, and in collaboration with CCSD and WCSD, the DSU has four Project SEARCH sites: Sunrise Hospital and Centennial Hills Hospital in Las Vegas, where students are exposed to the world of medical, clerical work and customer service work; the Regional Transportation Commission (RTC) in Las Vegas, where students experience various activities from clerical to vehicle maintenance; and the Renaissance Hotel in Reno, where students experience various activities from housekeeping to banquet services. Each site can serve up to 10 students, for a total of 40 students each school year.

Beginning in SFY16 and continuing through Program Year (PY) 2020 and 2021, the DSU began delivering Pre-ETS services to students with disabilities who are potentially eligible and eligible for VR services in high school classrooms across the state. Working with over 13 qualified vendors, over 2,000 students have received instruction in Pre-ETS. These students are potentially eligible and are encouraged to apply for services with the DSU.

Another method of Pre-ETS service delivery is partnership with vendors to provide youth camps during summer and other school breaks. To date the DSU has provided Pre-ETS camp experiences to over 550 students.

The CCSD's transition staff offer a regional conference bi-annually to the community called Students Talking about the Real World (STAR). The STAR program is designed to educate families, students and professionals about transition services available in Clark County, and the DSU participates in this program. Its transition counselors provide information about VR services to assist students transitioning from school to adult life.

In January 2019, the DSU collaboration with the Office of Special Education, Nevada Department of Education made a statewide purchase of an online job exploration platform called the VirtualJobShadow. The partnership is committed to providing access to every secondary student with disabilities in Nevada. As of September 2019, 2,000 student accounts have been created.

The annual College workshop was hosted by CCSD on January 8-9, 2020. All neighboring high schools were invited (college bound Juniors & Seniors with IEPs) throughout the two days. It is hosted at UNLV. The DSU participates in a presentation with Transition Specialists and through various breakout sessions.

The DSU also participates annually at a local college night. This year it was held on February 25, 2020 at CSN and on February 27, 2020 at Nevada State College. The DSU participated in presentations with Transition Specialists for parents and students.

Career Education Expo at Las Vegas Community Center is held annually for Seniors and students in Transition Programs. This year it was held February 26, 2020. CCSD hosted the event and the DSU assists with inviting local businesses. The DSU also has a booth for outreach. Students can perform informational interviews, pass out their resume, and meet potential future employers.

h. Interagency Cooperation

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. The State Medicaid plan under title XIX of the Social Security Act;

The DSU has long-standing relationships with many workforce development partners, both internal and external, that are designed to effectively identify eligible individuals with the most significant disabilities. With the implementation of WIOA, new challenges and opportunities are presented to expand the services of supported employment (SE). The collective goal remains to reach maximum success in assisting individuals with the most significant disabilities in achieving successful integrated employment outcomes. Current efforts are focused on building more effective partnerships and relationships with similar entities throughout the state that support efforts to achieve competitive, integrated employment opportunities.

The DSU works with Nevada's Medicaid agency, the Aging and Disability Services Division (ADSD), to leverage funds for supported employment services with JDT Medicaid waivers to provide enhanced and expanded services together with agencies that provide JDT Medicaid waiver services, as described in section 2.

The DSU maintains Interlocal Contracts with ADSD to clarify roles and responsibilities and identify areas for increased collaboration for the benefit of mutual clients. The contract includes cross training, shared training, guidance on sub-minimum wage employment and documentation, grievance and dispute resolution and document/program materials sharing.

VR Transition Teams statewide are working strategically to develop expanded supported employment services to include customized employment. In this endeavor, VR is working with Opportunity Village, Centers for Independent Living and individual, qualified job development providers to serve this unique and expanding population. Extended services funded by VR are only available to youth with most significant disabilities and any other extended services that are provided to individuals with most significant disabilities are funded by adult services providers/long-term funding. Transition services and pre-employment transition services are not supported employment services. Supported employment services do not begin until after job placement. Job placement services and any services prior to placement are VR services and may only be charged to Title I funds. Through collaboration and financial support from the Workforce Innovation Technical Assistance Center (WINTAC) and Youth Technical Assistance Center (Y-TAC), VR hosted training

for customized employment, including statewide in-service for VR staff and statewide community partners with nationally recognized supported employment professionals, Griffin-Hammis.

Currently, Griffin-Hammis has been mentoring providers and VR staff statewide as they continue to move clients through the customized employment process. In addition, staff have been taking part in the Customized Employment Community of Practice meetings hosted by WINTAC which has been valuable as we seek to develop a strong CE program. The DSU has also been instrumental in assisting a local CRP in the coordination of customized employment training for its staff in order to expand the provider network for the benefit of our clients.

Supported employment services for youth are provided in all of VR's third party cooperative arrangements with WCSD, CCSD, WNC and TMCC. Each of these programs, in their own unique way, work to provide meaningful transition from the school setting to competitive, integrated employment. In addition, in the programs with the Nevada System of Higher Education (NSHE), there is an emphasis upon assistive technology to help these supported employment youth be productive and successful in their academic and work environments. VR partners with Capability Health and Human Services (previously named "Easterseals Nevada") to provide these assistive technology services statewide.

2. The State agency responsible for providing services for individuals with developmental disabilities; and

The DSU has a contract with the Aging and Disability Services Division (ADSD) which houses the three statewide regional centers, and conducts quarterly meetings with staff at these regional centers. The DSU and regional centers collaborate on services for individuals with intellectual/developmental disabilities who are joint clients. In northern Nevada, the DSU has continued its relationship with Path 2 Independence (Think College program at University of Nevada Reno) and the Sierra Regional Center. In southern Nevada, the DSU developed a contract with Opportunity Village, Inc. for its Pathways to Work program. Both of these programs are with vendors of JDT Medicaid waiver programs, and both leverage funding toward opportunities for participants.

Scope of supported employment services provided to individuals with most significant disabilities including youth who are provided with extended services, are as follows:

- Upon request from DS staff, and with the parent's, guardian's or adult individuals' written consent, distribution of general information related to services, consultation and TA, attend employment fairs and other forums to provide information about Pre-ETS, 511 and VR services to parents, SEA/LEA personnel, DS personnel, as available, attend IEP and PCP meetings, provide Pre-ETS and 511 information, referral to VR for services, eligibility determination, IPE development and VR services, pursuant to 34 C.F.R. §300.321(b)(3).
- Accept referral of individuals with disabilities during the PCP process for the provision of employment services.
- Provide consultation with DS staff on PCP planning to prepare an individual to move from school to work or post-secondary education or sheltered setting to work or post-secondary education in accordance with the student's/individuals unique needs as determined through the IEP or PCP process and provision of pre-employment and employment transition services.
- Assess, plan, develop and provide VR services for eligible individuals with disabilities who have been referred for VR services, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, so that such individuals may prepare for and engage in competitive, integrated employment.

- Develop an Individualized Plan for Employment (IPE), which is consistent with and which takes into consideration the individual's Person Centered Plan if provided, within 90 days of Nevada VR eligibility determination, unless an extension is approved.
- Provide consultation to assist in the identification of eligible and potentially eligible individuals with disabilities and assessment of their individual needs for employment services.
- Provide or arrange for the provision of services for achievement of their PCP employment goal, when the individual has been determined eligible for VR, the goal has been vetted as appropriate in relation to the community the individual resides in, labor market and other personal employment factors, the services are specific to his/her employment outcome, and are not services customarily provided to the individual by any other mandated source.
- Provide information to parents and/or guardian(s), individuals/clients regarding VR eligibility, vocational assessment for employment and post-secondary planning and Client Assistance Program (CAP).
- Obtain written consent for the release of confidential information, pursuant to Nevada VR policy and procedures, federal and state laws and regulations regarding confidentiality.
- Provide contact information for Nevada VR counselors, and flow charts related to the VR process for improved communication and fidelity to process.
- Share information regarding policies, procedures, guidelines, programs and services for the purpose of improving the access to, and availability of, developmental services.
- Provide brochures and materials about the VR process and services to DS for distribution to the individuals, parents, legal guardians, case workers, teachers and others.
- Promote employer participation in providing opportunities for work-based learning for individuals with disabilities.
- As new federal or state requirements or initiatives are identified, Nevada VR will participate with the DS on joint training of DS and VR staff whenever possible.
- Inform teachers, NDE, individuals, legal guardians and parents of the mandates found in the Rehabilitation Act and its implementing regulations, which require the student with a disability exiting school to be referred to Nevada VR prior to entering subminimum wage work with a 14c certificate holder.

3. The State agency responsible for providing mental health services.

The DSU has established relationships with the Division of Public and Behavioral Health in Las Vegas, Nevada; the Division of Public and Behavioral Health (Mental Health), in Reno, Nevada; the Division of Public and Behavioral Health, rural clinics; and, the community mental health centers in Carson City, Gardnerville, Silver Springs, Fallon, Elko, Ely, Battle Mountain, Lovelock, Caliente, Mesquite, and Winnemucca. In collaboration and in contract with the Division of Public and Behavioral Health (Mental Health), the DSU continues to explore competitive employment opportunities for mutual participants, and the development of on-campus worksites and worksites in the community. These efforts are ongoing and development continues.

For those individuals who are yet unknown to the DSU, but receiving services through Northern Nevada Adult Mental Health Services (NNAMHS), a new program has been developed to facilitate direct referrals of such individuals straight from NNAMHS to DSU. In an effort to provide intensive services for supported employment, this collaboration is unique, in that NNAMHS is taking responsibility for the long term follow-along for maintenance of employment.

The State agency responsible for providing mental health services in Nevada is the Department of Health and Human Services. They provide inpatient and outpatient services to adults and youth with mental/behavioral health needs. For those youth with most significant disabilities, needing supported employment and extended services, Nevada VR has established interlocal agreements with the Clark County and Washoe County School Districts. These two districts, the largest in Nevada, both have specialized schools that serve students with significant mental/behavioral health needs. In Clark County, VR Nevada works with three special mental/behavioral focus schools for supported employment. In northern Nevada, there is one special school serving the mental/behavioral health student population, and VR Nevada serves that school as well, providing supported employment services. In any of these settings, if extended services are needed, that would be provided by the respective school district, if the client was a student or Northern Nevada Adult Mental Health Services or Southern Nevada Adult Mental Health Services, if they were an adult.

i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. Data System on Personnel and Personnel Development

A. Qualified Personnel Needs.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

In PY 2019, the DSU served 4,595 individuals with disabilities. With 51 full-time equivalent (FTE) rehabilitation counselor positions (excluding 2 public service intern positions) serving the VR program in Nevada, the ratio of rehabilitation counselors to program participants was 1/90.

Nevada’s minimum qualifications for a vocational rehabilitation counselor I or II is a bachelor’s degree, and for a vocational rehabilitation counselor III or supervisor is a master’s degree in vocational rehabilitation counseling, health, social or other related behavioral science degree program. Vocational rehabilitation counselor IIIs and supervisors must also have the documented ability to sit for the Certified Rehabilitation Counselor (CRC) exam, at a minimum.

The average caseload size per counselor for PY 2018 was 84. It was 76 for PY 2019, as new counselor positions have been added. The current staffing levels are sufficient for the number of participants seeking services, as evidenced by the average caseload size. Additionally, the DSU has considered other factors including service to students with disabilities who are “otherwise eligible,” the growth of consumers with the most significant disabilities (as these are more time-consuming cases), and the administrative requirements of WIOA. The following projection for personnel needs is based on the projected population increase for Nevada, applying that same increase to VR participant numbers served, as depicted in the following chart:

PY	Potentially Eligible	Counselor Projection	Technician Projection	Support & Management Personnel Projection
2019 (actual)	2,498	51	33	67
2020	2,524	48	32	60
2021	2,549	48	32	60
2022	2,575	48	32	60
2023	2,602	48	32	60
2024	2,628	50	33	62

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

The DSU was successful in growing its staff in the 2019 legislative session, adding: 3 Rehabilitation Counselor IIs, 2 Rehabilitation Technicians, 1 Quality Control Specialist, and 1 Workforce Services Representative IV (job developer). The DSU will fill vacancies as they occur, but there is no current projected need, based on caseload size to increase counseling staff in the next biennium. However, there are ancillary staff that would be a benefit to add to the DSU, as follows:

The DSU is currently piloting a program of offering internal job development services to its clients through 2 dedicated Workforce Services Representative IV staff members. Once the DSU collects

data on this pilot, it will inform whether the DSU requests additional job developer positions in future legislative sessions.

The DSU may request staff ASL interpreter positions in the future, as funds are available. There is a shortage of contracted interpreters statewide, especially in rural Nevada, which affects the DSU's ability to provide timely services to its clients. On occasion, services have had to be rescheduled due to the lack of contracted interpreters. The DSU would benefit by having interpreters on staff.

The DSU may also request in a future legislative session that its 3 contracted Transition Coordinator positions be converted to full time DSU employees. All of its current contracted Transition Coordinators work 30 hours per week. The DSU could utilize their full time services (40 hours/week) to reach into more schools statewide for the delivery of Pre-Employment Transition Services to students with disabilities.

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

For PY 2020, there are 149 total positions (including vacancies) within the DSU to provide support, administration and direct VR services with the following breakdown:

- Administrator and Deputy Administrator: 3 Positions, 0 Current Vacancies, 1 Projected Vacancy
- Rehabilitation Chief and Disability Employment Policy Chief: 2 Positions, 0 Current Vacancies, 0 Projected Vacancy
- Rehabilitation Manager and Supervisor: 11 Positions, 0 Current Vacancies, 2 Projected Vacancies
- Rehabilitation Counselor and Counselor Intern: 53 Positions, 10 Current Vacancies, 15 Projected Vacancies
- Rehabilitation Instructor, Orientation/Mobility Instructor and Vocational Evaluator: 7 Positions, 3 Current Vacancies, 2 Projected Vacancies
- Program Officer and Management Analyst: 7 Positions, 0 Current Vacancies, 1 Projected Vacancy
- Rehabilitation Technician: 33 Positions, 5 Current Vacancies, 10 Projected Vacancies
- Business Process Analyst and Quality Control: 6 Positions, 1 Current Vacancy, 0 Projected Vacancies
- Workforce Service Representative: 6 Positions, 1 Current Vacancy, 0 Projected Vacancies
- Accounting and Administrative Assistants: 21 Positions, 1 Current Vacancy, 5 Projected Vacancies

Total Positions: 149 Positions, 21 Current Vacancies, 36 Projected Vacancies

Based on current fiscal crisis state of Nevada is facing as caused by the COVID-19 pandemic and the current mandated staff reductions and hiring freezes, we are not anticipated being able to expand our personnel in the upcoming 5 year time period.

B. Personnel Development

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

Historically, none of Nevada's postsecondary institutions have offered accredited Council on Rehabilitation Education (CORE) programs for VR professionals. Consequently, when Nevada needs to hire, it recruits nationally for qualified staff who have graduated from other CORE-accredited programs.

With the implementation of the WIOA, and the previous changes to our class specifications, recruiting has been less of a challenge. The DSU typically hires at the RCII, Bachelor's Degree level, both from in and outside of the state. In addition, the new specifications expanded the series to allow the hire of seasoned rehabilitation technicians as counselor I's. Thereby, creating a career ladder for rehabilitation staff and ensuring consistent staffing levels for the program.

Currently, the DSU employs rehabilitation counselors at the I, II and III level. All DSU rehabilitation counselor III's have certified rehabilitation counselor (CRC) credentials or are eligible to sit for the Commission on Rehabilitation Counselor Certification (CRCC) national examination.

ii. The number of students enrolled at each of those institutions, broken down by type of program; and

Two interns/students enrolled in Master's Degree programs in the last report have since graduated and been hired by the DSU. The DSU is working to develop contracts for internships with universities offering O&M programs/blind specialty programs to help fill long vacant positions. These two students both attended George Washington University.

iii. the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

There were two who graduated in May 2018 with their Masters degrees in Rehabilitation Counseling. Of those, one Rehabilitation Counselor received his CRC in March 2018, the other Rehabilitation Counselor received his CRC in February 2019. Both of these students attended George Washington University.

2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

In response to the changes brought about in WIOA with regard to hiring qualified rehabilitation professionals, and in recognition of the fact that Nevada has no CORE accredited universities or colleges, the DSU underwent a complete overhaul to the class specifications and hiring. The DSU made a deliberate decision to change the hiring structure to offer a career ladder and grow in-house future leaders. Furthermore, in an effort to attract and hire minorities and individuals with disabilities, the DSU will work with Nevada State Human Resources to advertise our vacancies on high traffic websites such as Indeed.com and Monster.com. The DSU will also post our vacancies with urban universities that have Vocational Rehabilitation Counselor masters degree programs. Agency is also focused on ensuring that our advertising/promotional materials reflects the diversity of our state as well as that the hiring panels are comprised of individuals of varying ethnicities and backgrounds.

The DSU worked with Nevada State Human Resources to rewrite the entire Rehabilitation Counselor class series, noted below.

MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENT:

* Current certification or proof of eligibility to sit for the Rehabilitation Counselor Certification exam from the Commission on Rehabilitation Counselor Certification is required at time of application for Rehabilitation Supervisor and Rehabilitation Counselor III.

REHABILITATION SUPERVISOR

EDUCATION AND EXPERIENCE: Master's degree in rehabilitation counseling or health, social or other related behavioral science, and one year of advanced journey level experience as a Rehabilitation Counselor which included supervising one or more professional rehabilitation staff; interpreting and applying established laws, regulations, policies and procedures related to the assigned program; and identifying problems, evaluating solutions and recommending action plans for improvement; **OR** Master's degree as described above and one year of experience as a Rehabilitation Counselor III in Nevada State service. *(See Special Requirement)*

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):

Working knowledge of: principles and practices of supervision; provisions of the Americans with Disabilities Act, Workforce Investment and Opportunity Act, and agency policies and procedures; human anatomy, physiology, anthropology and medical terminology; disease process, injury effect, commonly accepted treatment, prognosis and duration of mental and physical disabilities; goals and objectives of the vocational evaluation process; medical, social, psychological, vocational and independent living needs of persons with disabilities including assistive technology and its application; related outside human service agencies, their services, roles and responsibilities; caseload management techniques sufficient to assign, prioritize and control fluctuating caseloads for subordinate staff. **General knowledge of:** federal regulations regarding employment practices and wages. **Ability to:** identify problems, evaluate alternative solutions, make decisions and execute action plans; interpret and apply established policies, regulations and standards relative to assigned program; evaluate effectiveness, and administer corrective action when necessary; establish work priorities, delegate assignments and train, motivate and supervise professional and paraprofessional staff; organize the work flow to accomplish established goals and objectives; plan and direct program rehabilitation services for persons with disabilities; evaluate program effectiveness and forecast program needs; assign work and delegate responsibility through verbal and written communication; apply management techniques to plan, prioritize and schedule work flow; *and all knowledge, skills and abilities required at the lower levels.*

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):

Working knowledge of: federal regulations regarding employment practices and wages; division accounting and data acquisition procedures; federal and State laws, regulations and guidelines applicable to program assignment; medical community including physicians, hospitals and outpatient clinics; methods and procedures used to distribute, approve and track funds expended for client services; agency operating procedures and protocol. **General knowledge of:** state-of-the-art rehabilitation trends and practices; agreement negotiation, including bidding, job planning and the rules and regulations. **Ability to:** analyze fiscal data and plan, prepare and manage budgets; forecast staffing, fiscal, space, equipment and material resource needs; develop and implement detailed procedures that will serve as a training and evaluation resource; present programs and public information to promote a better understanding and acceptance of programs; medical and psychological terminology sufficient to perform quality control and supervisory review functions; read, understand and interpret legal mandates; establish and maintain harmonious working relationships with co-workers, consulting staff and the public; prepare written explanations, decisions and correspondence using appropriate medical, vocational and legal terminology; compare complex facts and abstract concepts relative to medical and psychological conditions to programs regulations, guides and procedures. **Skill in:** mentoring and training subordinate counselors in rehabilitation counseling, case management, occupational testing and guidance.

REHABILITATION COUNSELOR III

EDUCATION AND EXPERIENCE: Master's degree in rehabilitation counseling or health, social or other related behavioral science, and two years of journey level experience as a Rehabilitation Counselor which must have included making eligibility, ineligibility and employment outcome determinations by applying federal, state and agency regulations, policies and procedures for a public vocational rehabilitation program; negotiating and resolving conflicts; and performing community outreach public relations activities for an assigned program; **OR** a Master's degree as described above and one year of experience as a Rehabilitation Counselor II in Nevada State service. *(See Special Requirement)*

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):

Working knowledge of: federal, State and agency regulations, policies, procedures and programs; provisions of the Americans with Disabilities Act, Workforce Investment and Opportunity Act; strategies for negotiation and conflict resolution. **General knowledge of:** marketing strategies and techniques for rehabilitation services. **Ability to:** function effectively in a public relations role to include public speaking in order to foster community understanding of disability issues; delegate responsibility through written and verbal communication. **Skill in:** determining eligibility and ineligibility and employment outcomes; *and all knowledge, skills and abilities required at the lower levels.*

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):

(These are identical to the Entry Level Knowledge, Skills and Abilities required for the Rehabilitation Supervisor.)

REHABILITATION COUNSELOR II

EDUCATION AND EXPERIENCE: Master's degree in rehabilitation counseling or health, social or other related behavioral science and one year of professional experience as a Rehabilitation Counselor, or similar occupation, which must have included making eligibility, ineligibility and employment outcome determinations by applying federal, state and agency regulations, policies and

procedures for a public vocational rehabilitation or similar program; negotiating and resolving conflicts; and performing community outreach public relations activities for an assigned program; **OR** two years of experience as a Rehabilitation Counselor I in Nevada State service.; **OR** an equivalent combination of education at or above a Bachelor's degree and two years of experience as described above.

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):

Working knowledge of: diagnoses and treatment processes sufficient to analyze and interpret medical and psychological reports; theories and practices related to work assessment, work adjustment and work readiness; medical and psychological reference texts, medical fee schedules and vocational reference materials and how to use them effectively; medical, social and psychological problems unique to persons with disabilities; career counseling and assessment techniques; theories and practices related to disability counseling; vocational consultation and employer services. **General knowledge of:** incentive programs designed to promote employment of persons with disabilities; vocational evaluation instruments used in evaluating characteristics, skills and aptitudes of persons with disabilities; rehabilitation technology and equipment; barriers to independent living and assessment resources. **Ability to:** develop and implement individualized rehabilitation plans; project, authorize and prioritize expenditures associated with rehabilitation services; motivate and persuade employers to hire people with disabilities; synthesize and summarize complex technical and medical information into verbal and written expression for presentation to clients, employers and service providers; apply federal and State regulations, policies and procedures to make eligibility and ineligibility determinations and employment outcomes; manage a caseload budget; assess the availability of comparable services and benefits; work as part of a team and across disciplines; **Skill in:** conducting job modification and restructuring assessments; conducting labor market surveys; presenting job seeking skills training; conducting job analysis and transferable skills analysis for selective placement of persons with disabilities; *and all knowledge, skills and abilities required at the lower level.*

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):

(These are identical to the Entry Level Knowledge, Skills and Abilities required for the Rehabilitation Counselor III.)

REHABILITATION COUNSELOR I

EDUCATION AND EXPERIENCE: Master's degree from an accredited college or university in counseling or health, social or other related behavioral science; **OR** a Bachelor's degree from an accredited college or university in counseling or health, social or other related behavioral science and one year of professional experience serving people with disabilities; **OR** a Bachelor's degree as described above and two years of technical or paraprofessional experience serving people with disabilities; **OR** a Bachelor's degree as described above and two years of experience as a Rehabilitation Technician II in Nevada State service; **OR** a Bachelor's degree as described above and one year as a Rehabilitation Instructor I or Vocational Evaluator I in Nevada State service; **OR** an equivalent combination of education and experience at or above a Bachelor's degree as described above.

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):

Working knowledge of: counseling principles and practices which includes mental health, group, family and individual counseling, psychosocial and cultural issues in counseling, and foundations, ethics and professional issues in counseling; human growth and development; methods and techniques of interviewing; medical and psychological terminology; basic math. **General knowledge**

of: fact-finding and case recording. **Ability to:** establish a counseling rapport with individuals, with varying disabilities and diverse backgrounds; communicate effectively both verbally and in writing; apply appropriate counseling techniques. **Skill in:** eliciting information through interviewing techniques; preparing written reports and keeping accurate records; documenting events and preparing clear, understandable case notes; adding, subtracting, multiplying, and dividing whole numbers, fractions, and percentages.

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):
(These are identical to the Entry Level Knowledge, Skills and Abilities required for the Rehabilitation)

The DSU, in an effort to find the most qualified staff, and strengthen recruitment efforts, the DSU contacts and works with CORE–accredited universities and colleges that offer Masters’ degree programs in rehabilitation counseling, resulting in improvement of Nevada’s access to qualified rehabilitation professionals. Additionally, the DSU utilizes the RehabNet, the National Rehabilitation Leadership Institute (NRLI) listserves and the Council of State Administrators of Vocational Rehabilitation (CSAVR) listserves and the Commission on Rehabilitation Counselor Certification (CRCC) website to extend recruitment opportunities specific to the Rehabilitation Counselor III and Rehabilitation Supervisor positions in which the special requirement noted above applies.

The DSU dedicates funding for the provision of reasonable accommodations for employees with disabilities who need assistance to perform the essential functions of their jobs. Examples include interpreters, flexible work schedules and assistive technology.

To retain rehabilitation professionals, the DSU works closely with Interwork Institute, San Diego State University (SDSU), WINTAC, National Technical Assistance Center on Transition (NTACT), Y-TAC, and a number of state professional resources to offer specialized training to rehabilitation staff. The training focuses on emerging trends and topics in disability employment.

In conjunction with SDSU’s Interwork Institute, the DSU is collaborating with SDSU to revise and update our e–rehab learning tool to reflect the many changes brought about with the implementation of WIOA. This is an online training for rehabilitation counselors. Once the revisions are completed this online curriculum will consist of nine modules, wherein an assessment occurs at the end of each module. Upon successful completion of each module, individuals achieve a certificate that is applicable for continuing education units with the national Certified Rehabilitation Counselor program.

Nevada Vocational Rehabilitation Counselor Training

The series modules are the following:

- Module 1: Overview, Key Values and Concepts
- Module 2: Informed Choice
- Module 3: Decision Making and Ethics
- Module 4: Determining Eligibility
- Module 5: Assessment of Vocational Needs
- Module 6: IPE/Provision of Services

- Module 7: Job Readiness and Employment
- Module 8: Case Closure
- Module 9: Case Management and Case Documentation

New Counselor Academy

The Quality Control (QC) team provides a number of trainings, including an overview of VR processes to VR staff, and a one-week new counselor academy for all newly hired counselors. The curriculum for the new counselor academy includes:

- Introduction / Common Performance indicators / application and intakes
- Eligibility
- Informed choice
- Assessment of Vocational Rehabilitation Needs (AVRN) / IPE
- Case documentation
- Case and expenditure management

In addition to new counselor training, the QC team offers “*Effective Communication; Responsibilities under ADA and Section 504*” annually to staff and to the members of the Nevada State Rehabilitation Council. Annual training is also offered to staff regarding changes made to the agency’s Participant Services Policy and Procedures Manual. Finally, an In-Service training was provided to all rehabilitation staff on disability related topics such as compassion fatigue, autism, and Pre-Employment Transition Services (Pre-ETS) in June 2019.

3. Personnel Standards

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

The state of Nevada does not have state–approved or other recognized certification, licensing, or registration requirements that apply to personnel who are providing VR services. The determination of applicants who are qualified rehabilitation staff is based on the state of Nevada Human Resource Management’s interpretation of the division’s minimum qualifications. These minimum qualifications are listed under i.2.

B. the establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that

the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

Employees are provided work performance standards which are a written statement of the results and/or behavior expected of the employee when the job elements of the position are satisfactorily performed. Employees are evaluated by their respective supervisor up to three times during the first year of employment; and annually thereafter with satisfactory work performance. In preparation of the work performance evaluation, the supervisor will evaluate a minimum of 10 cases managed by the Rehabilitation Counselor. Additionally, twice yearly the QC team conducts statewide case reviews, as well as two yearly targeted case reviews (financial management and Transition) and eight team technical assistance case reviews per year. An average of four case files per counselor are reviewed during the statewide reviews, one case file per counselor during the financial management targeted review and two case files per counselor during each of the eight team technical assistance reviews. Also, an average of 25% of open Transition case files are reviewed during the targeted Transition review. These reviews are conducted in order to monitor case management, federal and state performance requirements, quality vocational guidance and counseling services, eligibility and ineligibility determination, and management of case expenditures. During weekly budget and program meetings, administration meets to discuss vacant positions and projected funding for additional positions, if needed. At monthly and quarterly management and supervisory meetings, ideas regarding hiring projections, or in-process recruitments are discussed to ensure that qualified persons are hired. This continues to be a priority topic.

4. Staff Development.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with Section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. System of staff development

A system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

The DSU's staff development training was provided or coordinated by the Training Officer, Quality Assurance Team, the AWARE Training Team or the In-Service Committee. This is in addition to training that may have been completed by other staff or other training provided or coordinated by management or supervisors.

These trainings have included the following:

- Disability Awareness for American Job Centers and Job Connect Staff and Partners
- Effective Communication Requirements under Rehabilitation Act Section 504 and ADA Title II
- Job Developer Case Review Outcome

- Team Training and Technical Assistance
- Transition Case Review Team Training
- AWARE Training to include one on one training for staff who are blind or visually impaired, as well as for those who are deaf
- Resolving Single Audit Exceptions
- Counselor Academy Module 4: Counseling and Guidance-AVRN-IPE
- Case Review Results-Addressing Areas Where Improvement Is Needed
- Resolving 911 Case Reporting Discrepancies
- Introduction to Career Index Plus
- Resolving Single Audit Exceptions
- Job Developer Services and Scope of Work
- Stress Management
- Benefits and Employment (Benefits Planning)
- Autism Awareness
- Diversity Training
- Policies and Procedures Updates Training for Staff
- Team Training and Technical Assistance (Resolving Discrepancies Found During Case Review)
- Case Review and P & P Overview
- Training and Technical Assistance on Employment Services Process
- Counselor Training Assistance
- Advanced Degree Policy
- Case Review Preparation and Training
- Financial Participation Training
- Job Developer Case Review Outcome
- Supervisory P & P Training

- Youth Seeking Subminimum Wage
- State-Wide In-Service
 - Serious Mental Illness: A Primer for the Rehabilitation Counselor
 - Addressing Compassion Fatigue
 - The Beauty of the Spectrum, Understanding and Supporting Individuals with Autism
 - Statewide Transition Meeting
 - Budget (VR)
 - Vision 2020-Today, Tomorrow, Together (Vision of State-Federal VR Agencies)
 - Placement Services
 - Mind Reconnaissance
 - Older Individuals Who Are Blind Technical Assistance
 - ADA Public Accommodations

The DSU established a system for the continuing education of rehabilitation professionals and paraprofessionals. It has maintained its comprehensive provision of educational assistance to ensure that all personnel who do not meet the personnel standards described previously are provided opportunities to achieve these standards.

The DSU's training priorities and educational strategies are driven by the counselor needs assessment data. These needs assessments are collected from staff and supervisors. Managers and administration review the needs assessments to identify upcoming training needs and budget accordingly. Additionally, each staff member is evaluated at least annually on his/her work performance and is given the opportunity to provide input for his/her own professional development (i.e. assistance with role, performance, professional maintenance, and/or career development). The DSU maintains a training calendar and staff can request training through the DSU, DETR and/or the state of Nevada Human Resource Management Division.

The DSU has an agreement for Intensive Technical Assistance from WINTAC, Y-TAC and NACT and as such the DSU has received professional development training from these sources in a variety of topics including the following:

- Customized Employment: Mentoring for those providers and staff who have received the Association of Community Rehabilitation Educators (ACRE) certification, ongoing Community of Practice meetings, and consultation as needed.
- Transition: Assisted in sharing information regarding transition with our local Department of Education and local regional centers.

In addition, this year we are fortunate to be able to receive technical assistance from Mississippi State University's National Research and Training Center on Blindness and Low Vision (NTAC-BVI) specific to our Older Individuals Who Are Blind program.

In addition, there has been staff training specific to our new database system, AWARE, as well as training regarding our new Semi-Autonomous Research Assistant (SARA).

B. Acquisition and dissemination of significant knowledge

Procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

One rehabilitation supervisor continues to be enrolled in Nevada's Certified Public Manager Program (CPM) offered through the state of Nevada Human Resource Management Division. This is a two-year program to support and grow professional leadership in state employees through coursework and one capstone project which is designed to identify and create a process improvement that will conserve resources or generate revenue. The DSU encourages and supports future leaders in VR to attend this nationally recognized program, and nominates candidates each year.

Within state of Nevada, Department of Personnel, non-supervisor staff are required to take thirteen (13) mandatory employee development courses. Supervisory staff must take these 13 courses and eight (8) additional courses. Courses include:

- Evaluating Employee Performance
- Equal Employment Opportunity
- Interviewing and Hiring
- Alcohol and Drug Testing Procedures
- Progressive Disciplinary Procedures
- Handling Grievances
- Work Performance Standards
- Ethics of excellence for managers and supervisors

In addition to internal trainings and educational opportunities, the DSU encourages staff to identify and request external training opportunities. The DSU has participated in the following recent conference training opportunities:

- California State University, Northridge (CSUN)/assistive technology conference
- The CSAVR fall and spring conferences
- National Council of State Agencies for the Blind
- Employment and Disability Forum

- Program Evaluation and Quality Assurance Summit
- BLAST (National Association of Blind Merchants and National Federation of the Blind)
- Association of People Supporting EmploymentFirst (APSE)
- National Association of Workforce Development Professionals (NAWDP)
- Capacity Building Institute, with NTACTION
- The Consortia of Administrators for Native American Rehabilitation (CANAR)
- get Aware Live Conference
- Governor's Workforce Development Board Retreat
- Nevada Transition Conference

In September 2018, the Rehabilitation Services Administration made an in-person monitoring visit to Nevada. Monitoring took place over 1 week with staff, administration and program partners. Follow up guidance was performed via telephone meetings.

5. Personnel to Address Individual Communication Needs

The DSU utilizes staff and a variety of interpreters as the need arises to translate documents into Spanish and to facilitate effective communication. The northern and rural districts have four bilingual staff members that provide services to the northern region of Nevada. The southern district has four bilingual (Spanish speaking) staff members, including one Administrative Assistant who is a receptionist at the Bureau of Vocational Rehabilitation's main office. The DSU provides services to Spanish-speaking consumers in each of our VR office locations. When needed, the DSU regularly contracts with bilingual interpreters when providing services. The DSU has a total of eight Spanish speaking employees statewide.

The DSU has set requirements for field staff working with a specific disability and/or minority groups to have effective communication with their consumers. This may require professional skills in sign language, Braille, foreign languages, or other modes of communication. In addition to Spanish, the DSU has staff that can provide translation/interpretation services for our clients who speak a variety of languages such as Serbian, Bosnian, Croatian, Mandarin, Chinese and French as the Department of Education, Training and Rehabilitation maintains a list of employees proficient in their respective languages. If DSU personnel are unavailable, the services of vendors are purchased or contracted, as needed, to communicate in the native language(s) or to communicate via sign language of applicants and eligible individuals.

The DSU now has a team serving Deaf and hard of hearing consumers in the southern district. This includes two Vocational Rehabilitation Counselors (one who is Deaf) both who are fluent in American Sign Language (ASL) and a paraprofessional Rehabilitation Technician (who is also Deaf). Deaf consumers are addressed in their preferred language, whether ASL or otherwise. Additionally, each member of this team serving the Deaf has a video phone to communicate with Deaf consumers. In a Northern rural office, the DSU has one rehabilitation counselor who is able to communicate in American Sign Language.

The DSU maintains a relationship with a Nevada sister agency, the Aging and Disability Services Division which provides free Certified Hearing Interpreters (CHI) to any Nevada government agency. There are two interpreters available in the south and two in the north. The CHIs are also available to interpret for rural Nevada individuals, when requested.

Based on guidance from the Office of Civil Rights, the agency has developed a policy regarding effective communication with individuals who are Deaf or hard of hearing. Staff members have been trained in effective communication, and this topic is re-addressed annually for new staff.

6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

The DSU and the NDOE, Office of Special Education, Elementary and Secondary Education and school improvement programs have an interlocal contract, which contains provisions for the joint training of DSU staff and special education personnel. Special education staff members have and will be participating in vocational rehabilitation training on customized employment, job development and placement of individuals with disabilities, and WIOA implications.

In May 2019, Nevada sent a team consisting of NDOE staff and the DSU's Deputy Administrator and Statewide Transition Coordinator to the National Technical Assistance Center on Transition's Capacity Building Institute. They participated in multiple seminars and were presenters on best practices in transition in Nevada.

The DSU also attends the quarterly Special Education Director's Meetings to provide updates, expand collaboration, create new programs, share success stories and support the linkage between schools and DSU transition staff and coordinators.

Statewide, VR staff attend transition team meetings with local schools and school districts to provide ongoing orientation and education regarding vocational rehabilitation services. Staff members provide ongoing assistive technology training in southern Nevada for special education teachers so that they can provide this training to students who are blind or visually impaired.

j. Statewide Assessment

(Formerly known as Attachment 4.11(a)).

1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

A. with the most significant disabilities, including their need for supported employment services;

The DSU, in conjunction with the NSRC, contracted with SDSU's Interwork Institute to perform its triennial comprehensive statewide needs assessment (CSNA) of the vocational rehabilitation needs

of persons with disabilities residing in the state of Nevada. The purpose of the assessment was to provide the DSU with information pertinent to the allocation of resources, to inform its decision-making, to provide context and rationale for the development of the DSU's state plan, and to comply with the needs assessment mandate in the Rehabilitation Act. The results of the comprehensive statewide needs assessment were published on June 30, 2017, and included federal fiscal years (FFY) 2014–2016 (i.e., October, 1, 2013 through September 30, 2016).

The process that was developed for conducting the needs assessment involved four primary data-gathering approaches:

- Focus groups conducted in northern Nevada, southern Nevada, and via phone with seven stakeholder groups including individuals with disabilities, representatives of organizations that provide services to individuals with disabilities, DSU staff and Nevada businesses.
- Key informant interviews conducted with VR staff, community partners, individuals with disabilities and businesses in the state.
- Surveys provided on-line or hard copy to individuals with disabilities.
- Surveys of DSU staff, community partners and Nevada businesses.
- Analysis of VR case services and other data.
- Analysis of a variety of existing demographic data relevant to individuals with disabilities.

As it relates to individuals with the most significant disabilities being served in Nevada's VR program, the survey found:

Needs identified in this area included the following:

- Transportation, a lack of hard and soft work skills, and literacy challenges are common for these clients;
- DSU needs to increase outreach and services to individuals with blindness;
- DSU needs to develop customized employment as an employment option for clients; and
- Mental health services continue to be needed, especially in the rural areas of the State.

The number of individuals with blindness that are served by Nevada VR has decreased significantly over the three years covered by this study, while the number of individuals that are Deaf or hard of hearing remained between 9% and 10% of the agency total. Individuals that are Deaf or hard of hearing consistently outperformed the general VR consumer population in rehabilitation rate and median earnings. The average cost of cases for consumers with sensory impairments was generally higher than the VR average for other cases in all categories.

Individuals with mental health disabilities continue to constitute nearly one-third of the consumers applying for services from VR, and when combined with individuals with cognitive impairments, they represent well over half of the consumers. The rehabilitation rate for individuals with physical disabilities and for those with mental health impairments was lower than the rate for other disability types. The median earnings for individuals with cognitive impairments and mental health impairments were lower than the median for all consumers for all three years. The average cost for cases for all groups was fairly consistent with the general population being served by VR.

Some additional observations from key informant interviews includes:

- A lack of work experience, literacy challenges, low math skills, poor soft skills, and accessible public places were frequently cited as needs of individuals with disabilities in Nevada.
- VR developed a soft skills training program with the local community college that has had a positive effect on meeting the need to develop soft skills.
- VR has implemented the requirements of Section 511 of the Rehabilitation Act and has reached all of the adults and youth working in subminimum wage throughout the State. They have contracted out some of the career counseling, information and referral (CCI&R) services to be provided and have provided some using their own staff. The result of this activity is that they have seen an increase in the number of individuals with the most significant disabilities that have applied for services.

B. who are minorities;

Needs identified in this area included the following:

- Individuals of Asian and Hispanic descent were identified as being potentially underserved;
- Language barriers affect the ability of individuals from minority cultures to access services.

The data shows that applicants for VR services closely mirror the general population of Nevada for Caucasians, but exceeds the general population for Hawaiian/Pacific Islanders and American Indians. In addition, the rate of African-American applicants significantly exceeds their occurrence in the general population. Individuals of Asian and Hispanic descent apply at much lower rates than their occurrence in the general population.

The rates of all populations except Whites and American Indians increased steadily over the three years of the study. American Indians exceeded the average time for IPE developed significantly for all three years of the study. Most of the minority ethnicities had rehabilitation rates lower than the average rate for VR for all consumers. Asian consumers and American Indians exceeded the average rehabilitation rate in 2016. Minority consumers tended to earn less than the median earnings for general VR consumers. This was consistent across all consumer types for all years with the exception of Native Americans in 2014 and 2015.

The data indicates that VR spends less per case on average for minority consumers than it does for the general population. With sporadic exceptions, the average cost for all cases, as well as those closed successfully rehabilitated are lower for minority populations than the general population of consumers. This may be partially attributed to the low number of participants from these populations in higher education.

C. who have been unserved or underserved by the VR program;

Needs identified in this area included the following:

- Individuals that are blind may be underserved;
- Native Americans were identified as possibly being underserved;
- Language barriers affect the ability of individuals from minority cultures to access services; and
- Rural areas continue to be an underserved area.

Some additional observations from key informant and focus group interviews includes:

- In rural areas, the geographic distance makes outreach and service delivery a challenge. Staff turnover was also noted as contributing to the difficulty in adequately serving the rural areas.
- The need for bilingual counselors, especially Spanish, was a recurring theme. Although language interpreters are readily available, counselors that speak Spanish and other frequently spoken languages in Nevada, would contribute to the sense that the organization values diverse cultures and encourages their application for services.
- The number of applicants that are blind has decreased. VR should investigate this decrease and determine if these individuals are potentially underserved by the VR program in Nevada. Lack of awareness of vocational rehabilitation services and stigma associated with visual impairment were identified as contributing to low rates of service utilization.
- Individuals with the most significant physical disabilities were cited as being potentially underserved. Several individuals noted that the focus on services to individuals with cognitive and psychiatric disabilities may have resulted in a reduction in service to individuals with physical disabilities over the years.
- Native Americans were identified as possibly being underserved by VR. The partnership between VR and the American Indian tribes was noted as being sporadic and in need of improvement.
- Individuals who are Deaf or hard of hearing were cited as being underserved in the rural areas. There are no services for them and they must travel or relocate to either Reno or Las Vegas to get the help they need.
- Individuals with traumatic brain injury were cited by VR staff and community partners as potentially being underserved. Possible reasons include a lack of knowledge of how to effectively work with this population by VR staff and CRPs.

D. who have been served through other components of the statewide workforce development system; and

Needs identified in this area included the following:

- The DSU and the One-Stop affiliate sites (currently called “JobConnect”) have a very good working relationship in many places, but their relationship remains primarily one of referral rather than shared resources;
- The JobConnect sites do not serve individuals with disabilities well on the whole, though there are areas that are better than others; and
- The partnership with Adult Education and Family Literacy should be strengthened.

JobConnect consumers accounted for a decreasing number and rate of applicants to VR over the three years of this study. This seems surprising since the relationship between the two agencies was described as positive and mainly one of referral. However, it should be noted that 20% is a high percentage to begin with, so this may contribute to the lack of an increase. The rate of plan development reflects the consumers that apply, and the average time for IPE development is consistent with the average time for all cases. The rehabilitation rate and median earnings of those closed successfully are consistent with all consumers. The average cost for One-Stop cases and those closed successfully rehabilitated exceeded the average cost for all other consumers.

E. who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

Needs identified in this area included the following:

- The need for transition services is growing statewide and the DSU has responded to this by expanding transition counselors, outreach and services;
- Transportation, work experience, hard and soft work skills, and developing a work ethic are rehabilitation needs of youth in transition;
- The DSU has developed formal and informal programs that are positively affecting their ability to serve transition-age youth; and
- The DSU and the schools need to continue to develop their partnership in order to improve transition services in the future.

The number and rate of consumers aged 14-24 that applied for services from VR increased dramatically over the three years of this study. Individuals classified as transition account for nearly 20% of applicants, and individuals of transition-age, as defined by WIOA, make-up almost 30% of applicants. The IPE development time frames for transition consumers were less than the average for all other VR cases, as was also the case for those age 14-24 in 2016. The average rehabilitation rate for both groups was consistent with the average for all consumers, but the median wage was less for both groups than all other consumers. The average cost of cases generally and for those closed rehabilitated did not differ significantly from the average in both categories for the general population of consumers.

VR provides the five required pre-employment transition services to students with disabilities in Nevada primarily through contracting with community rehabilitation programs that go into the schools and offer classes and work experience opportunities. VR staff also engage in direct service delivery and coordination services. Any student with a disability may access these services as needed. This can occur through VR's Transition Coordinators or school staff. Some of the other ways that VR provides pre-employment transition services with community partners, including secondary and postsecondary schools includes: Vocational Opportunities for Inclusive Career Education (VOICE), The Careers, Recreation and Vocational Education (CRAVE) Summer Camps, annual Community Based Career Exploration Camps, Project SEARCH, Job Exploration and Expectation Program (JEEP), and Job Discovery II.

2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

Needs identified in this area included the following:

- There is a concern about the quality of services provided by vendors across the State, especially job placement services;
- There is a need to develop providers that can provide customized employment services;
- There is a dramatic lack of service providers in the rural areas;
- The requirements for service providers limit the available pool of providers; and
- There needs to be more job placement providers and current providers need to receive training.

3. Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition

- The need for transition services is growing statewide and the DSU has responded to this by expanding transition counselors, outreach and services;
- Transportation, work experience, hard and soft work skills, and developing a work ethic are rehabilitation needs of students and youth in transition;

- The DSU has developed formal and informal programs that are positively affecting their ability to serve transition-age students and youth; and

- The DSU and the schools need to continue to develop their partnership in order to improve transition services in the future.

The age of individuals served by VR has varied dramatically over the three-year period of this study. The number of transition-age students and youth increased nearly five-fold from 2014-2015, and increased from 5.7% of the total population of consumers in 2014 to just under 30% in 2016.

Respondents were asked if the barriers to achieving employment goals for youth in transition were different from the overall population of persons with disabilities. Of the 15 partner respondents, 73.3% (n = 11) indicated that the barriers to achieving employment goals were different for students and youth in transition. The most commonly cited barriers were: little or no work experience; not having education or training; not having job skills; and poor social skills. Additionally, VR could improve upon: inadequate assessment services; and slow service delivery.

k. Annual Estimates

(Formerly known as Attachment 4.11(b)). Describe: Number of eligible individuals who will receive services provided with funds under Part B of Title I of the Rehabilitation Act and under Part B of Title VI of the Rehabilitation Act, including, if the designated state agency uses an order of selection in accordance with subparagraph 5.3(b)(2) of this State Plan, estimates of the number of individuals to be served under each priority category within the order; and number of individuals to be served under each priority category within the order.

1. The number of individuals in the State who are eligible for services;

The number of eligible individuals to be served with funding from Vocational Rehabilitation (Title I, Part B) and Supported Employment (Title VI, Part B) under the State Plan is shown in the table below. The DSU projects it will increase the number of individuals determined eligible for vocational rehabilitation services in proportion to the State’s projected population growth as detailed below. The DSU is not under an Order of Selection at this time.

PY	Labor Force (1.02% Increase)	Target Group (1.08% of Labor)
2019	1,447,548	15,634
2020	1,462,313	15,793
2021	1,477,228	15,954
2022	1,492,296	16,117
2023	1,507,518	16,281
2024	1,522,894	16,447

2. The number of eligible individuals who will receive services under:

A. The VR Program;

The number of eligible individuals served in federal fiscal year 2019 and the projected number of eligible individuals to be served in federal fiscal years 2020-2022 with funding from VR (Title I, Part B) are shown in the table below. The table contains data based on the State’s projected population growth. The last column includes all clients served or projected to be served in the federal fiscal year, as noted. The DSU is not under an order of selection status at this time.

The actual client service expenditures for FFY 2019 utilized to serve eligible individuals are provided in the table below. The DSU expended a total of \$7,697,682 for all client services in FFY 2019. These client service expenditures were paid from:

Title I, Part B	\$7,629,505
Title VI, Part B	<u>\$ 68,177</u>
Total	\$7,697,682

Title I Category	Client Services Funds	Clients
2019: Actual	\$7,629,505	4,595
2020: Projected (1.02%)	\$7,707,326	4,642
2021: Projected (1.02%)	\$7,785,941	4,689
2022: Projected (1.02%)	\$7,865,357	4,737

B. The Supported Employment Program; and

The number of eligible supported employment individuals served in federal fiscal year 2019 and the projected number of eligible supported employment individuals to be served in federal fiscal years 2020-2022 with funding from supported employment (Title VI, Part B) are shown in the table below. The table contains data based on the State’s projected population growth. The last column includes all supported employment clients served or projected to be served in the federal fiscal year, as noted. The DSU is not under an order of selection status at this time.

The actual client service expenditures for FFY 2019 utilized to serve eligible individuals are provided in the table below. The DSU expended a total of \$7,697,682 for all client services in FFY 2019. These client service expenditures were paid from:

Title I, Part B	\$7,629,505
Title VI, Part B	<u>\$ 68,177</u>
Total	\$7,697,682

Title VI Category	Client Services Funds	Supported Employment Clients
2019: Actual	\$68,177	511
2020: Projected (1.02%)	\$68,872	516
2021: Projected (1.02%)	\$69,575	521
2022: Projected (1.02%)	\$70,285	527

C. each priority category, if under an order of selection;

Nevada is not in an order of selection.

3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

Nevada is not in an order of selection.

4. The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

Nevada is not in an order of selection.

The estimated total cost of services under Title I and Title IV for FFY 2021 is \$7,855,516.

I. State Goals and Priorities

The designated State unit must:

1. Identify if the goals and priorities were jointly developed

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

On an annual basis, the DSU and the NSRC, through its state plan subcommittee, jointly develop the upcoming year's goals, strategies and performance indicators. The most recent state plan subcommittee meeting took place on August 14, 2019 to jointly review and revise the goals along with corresponding strategies and measurable indicators to align them with the recommendations and information revealed through the 2017 Comprehensive Statewide Needs Assessment (for FFYs 2014-2016), the 2018 Annual Consumer Satisfaction Survey, the WIOA performance measures and mandates, and sentiments expressed in the NSRC meetings. The new FFY 2020 goals, strategies and performance indicators were recommended to and approved by the full NSRC at its meeting on September 25, 2019.

2. Identify the goals and priorities in carrying out the VR and Supported Employment programs.

After reviewing the needs assessment and WIOA mandates, the DSU and NSRC focused on the rehabilitation needs of individuals with disabilities, particularly the VR service needs of:

– Individuals with the most significant disabilities, including their need for supported employment and customized employment;

- Minorities with disabilities in the Nevada workforce, especially the underserved groups of Hispanic and Asian individuals;
- Individuals with disabilities that have been underserved, especially those with mental health disabilities;
- Individuals with disabilities served through other components of the statewide workforce investment system; and
- Transition students.

The DSU, in collaboration with the NSRC, developed the following strategies to meet their jointly identified goals to expand and improve service delivery for individuals with disabilities in the VR program in FFY 2020.

Nevada will increase the number of individuals who achieve competitive integrated employment by 7 percent each year.

Goal 1

Increase number of successful employment outcomes.

Strategies:

- Training
 - Utilize person-centered career planning activities.
 - Identify key employers and increase partnerships with them to develop work readiness training programs.
 - Educate employers about the opportunities and benefits of hiring persons with disabilities.
 - Provide employers with training on disability related topics.
 - Ensure consumers are aware of travel training and transportation options and that they are able to utilize the appropriate options.
 - Explore the use of technology and training earlier in plan development.
 - Incorporate career-readiness content into educational curriculum, linking with colleges via Third Party Cooperative Arrangements (TPCAs).
 - Support counselor continuing education training, including on assistive technology.
 - Services are provided using all modalities, as needed by the client
- Employer Engagement
 - Increase access to quality job development services including utilizing Vocational Rehabilitation's internal job developer.
 - Increase the utilization and promotion of the 700-Hour program and Schedule A.
 - Identify federal employment opportunities.
 - Explore apprenticeships.

- Utilize Jobs for America's Graduates (JAG), Career and Technical Education (CTE) and other partners for work based learning.
- Advocacy
- Continue to create and implement marketing strategies.
- Consider self-employment and home employment options.
- Provide access to resources in support of self-employment including business plan development.
- Promote peer to peer support networks.
- Determine the historical use of rehabilitation technology (assistive technology) and ensure continuity and access to equipment and services.
- Utilize Business Development Team as a statewide workgroup to collectivize best practices and identify emerging practices; and to communicate and collaborate for increased cross utilization of resources.
- Leverage resources from Governor's Workforce Development Board and Local Workforce Development Boards.

Goal 2 *

Increase participation and increase successful outcomes in Vocational Rehabilitation (VR) transition services and ensure participants receive as appropriate Pre-Employment Transition Services (Pre-ETS).

***(Pre-employment transition services are only available to students with disabilities who are eligible or potentially eligible for VR services.)**

Strategies:

- Collaboration between School Districts and VR to assess, plan and deliver pre-employment transition services for eligible student-clients with disabilities, as required by the Workforce Innovation and Opportunity Act (WIOA), via the Social and Emotional Learning Program. Learning is verified for example using pre-and post-tests.
- Services are provided using all modalities, as needed by the client.
- Explore the utilization of social and Web-based media as a communication and marketing tool for clients and their families, caregivers and advocates.
- Improve special outreach efforts to Transition Students, i.e. camps, Nevada Student Leadership Transition Summit, Internships and trainings.
- Encourage successful transition students to provide peer support to those considering enrollment in Pre-ETS.
- Develop referral mechanisms with charter schools and private schools.
- Embed transition coordinators within school districts to build, maintain and manage pre-vocational programs, provide guidance and monitoring of students with disabilities during service provision and perform outreach to businesses, families, caregivers, and advocates.
- Increase number and variety of curriculum of summer camps.

- Increase communication through educating teachers, 504 Coordinators, parents, caregivers, advocates, and youth with disabilities regarding the Vocational Rehabilitation process, programs, and referral services.
- Work with youth with disabilities, the Nevada Department of Education, local education authorities, parent organizations, and families to encourage early discussions with students about the expectations of employment and their skills, abilities, and talents that will empower them to achieve self-sufficiency.
- Vocational Rehabilitation participates in more Individualized Education Program (IEP) meetings.
- Expand Work Based Learning opportunities for students to explore employment options.
- Expand Job Shadowing and mentorship programs.
- Adopt career planning using evidence-based person-centered planning tools.
- Encourage and support family participation.
- Work with school personnel to streamline and clarify the referral process for transition students.
- Explore the use of technology and training earlier in plan development.
- Coordinate with Nevada Centers for Independent Living to explore options for participation in Transition Services.
- Work more closely with Community Rehabilitation Programs (CRPs) to explore customized employment options.

Goal 3

Increase participation and successful outcomes of supported employment (SE) clients including youth with most significant disabilities in a competitive, integrated setting.

(Supported Employment is: competitive integrated employment (including customized employment, or employment in an integrated work setting in which an individual with a most significant disability, including a youth with a most significant disability, is working in a short-term basis toward competitive integrated employment) that is individualized and customized, consistent with the unique strengths, abilities, interests, and informed choice of the individual, including with ongoing support services for individuals with the most significant disabilities).

Strategies:

- Work more closely with Community Rehabilitation Programs (CRPs) to explore customized employment options.
- SE services are provided using all modalities, as needed by the client.
- Partner with existing public and private State entities that provide Supported Employment.
- Provide appropriate, quality training to staff, State Rehabilitation Council Members and consumers on Supported Employment.
- Identify and support best practices that encourage high-wage/career track employment.
- Utilize the Vocational Rehabilitation Business Development Team of 10 to improve Supported Employment services outcomes.

- Continue participation on the Behavioral Health Planning and Advisory Committee and the State Employment Leadership Network.
- Develop a plan and collect data regarding the needs of individuals for Supported Employment to help drive future goals.
- Explore the use of technology and training earlier in plan development.
- Determine the historical use of rehabilitation technology (assistive technology) and ensure continuity and access to equipment and services.
- Expand job shadowing and mentorship programs.
- Increase access to quality job development services including utilizing Vocational Rehabilitation's internal job developer.
- Encourage employers to implement job carving, job sharing, and part-time/non-traditional shift offerings.
- Create customized employment options.
- Develop a pathway for long-term supports and services, as needed.
- Explore apprenticeship opportunities.

Goal 4

Collaborate with other resources to support participants with mental health disabilities to obtain and maintain successful employment.

(May include: Depression and other mood disorders, alcohol abuse or dependence, anxiety disorders, eating disorders, drug abuse or dependence, mental illness not listed elsewhere, personality disorders, schizophrenia, and other psychotic disorders).

Strategies:

- Increase collaboration with Southern Nevada Adult Mental Health Services (SNAMHS), Northern Nevada Adult Mental Health Services (NNAMHS) and State Rural Mental Health Clinics.
- Collaborate with private mental health/substance abuse treatment facilities.
- Increase vendor base with private mental health practitioners for service/referrals.
- Outreach to major hospital mental/behavioral health programs.
- Collaborate with Statewide Independent Living Council (SILC) and local IL centers.
- Collaborate with Juvenile Justice.
- Trainings and tools for staff on:
 - Dialectical Behavior Therapy strategies.
 - Substance Abuse.
 - Borderline Personality Disorders.
 - Positive Behavioral Interventions and Supports.
- Increase usage of tele-health for Vocational Rehabilitation (VR) clients.
- Explore opportunities to collaborate with Parole and Probation.

- Increase VR's social media postings on mental/behavioral health issues and associated Vocational Rehabilitation services.
- Develop a pathway for long-term mental health support and services, as needed.
- Services are provided using all modalities, as needed by the client.
- Explore collaboration with National Association on Mental Illness (NAMI) and attend monthly speakers' presentations and annual conference, when able
- Participate in available mental health consortiums and related organizations.
- Embed a rehabilitation counselor at both the SNAMHS and NNAMHS campuses.

Goal 5

Work with eligible government and community partners to maximize utilization of resources and federal funds.

Strategies:

- Collaborate with Department of Health and Human Services, and State commissions related to populations concerned with sensory (blindness, deafness), mental health, intellectual and developmental disabilities; including the Governor's Council on Developmental Disabilities, the Nevada Commission on Services for Persons with Disabilities, the Nevada Commission on Behavioral Health and Community Training Centers (CTCs).
- Encourage discussion with Department of Employment Training and Rehabilitation (DETR) executive leadership, the Governor's office and Nevada legislators.
- Pursue alternate/complimentary funding sources such as through private foundations and grants and utilize grant writing resources across agencies.
- Participate in Disability Awareness Month activities.
- Collaborate with other agencies to hold Town Hall outreach meetings.
- Continue participation on appropriate taskforces, boards, committees and commissions.
- Collaborate with the Division of Health and Human Services for interagency transfers of funds to pay for services for joint clients.
- Continue marketing to inform about the Vocational Rehabilitation (VR) program through vrnevada.org and VR's social media outlets.
- Dedicate a staff member to be responsible to Third Party Cooperative Arrangement (TPCA) partners as a single point of contact to provide technical assistance and oversight for those programs, and develop new TPCA partners. Current partners include: Clark County School District, Washoe County School District, Truckee Meadows Community College and Western Nevada College.
- Provide outreach to other government entities about the VR program and opportunities to partner with VR.

3. Ensure that the goals and priorities are based on an analysis of the following areas:

A. The most recent comprehensive statewide assessment, including any updates;

The NSRC state plan subcommittee met on August 14, 2019. Their recommendations were presented to the full NSRC on September 25, 2019. The newly developed/modified goals, indicators, and strategies were discussed and approved on September 25, 2019 for FFY 2020, and for inclusion in this rehabilitation services portion of the Unified State Plan.

NSRC members' informal, ad hoc input and opinions; public comment; analysis of performance measures, comprehensive statewide needs assessment, client satisfaction surveys, current trends and best practices contributed to the formulation of the DSU's goals and priorities. Outside of the NSRC state plan subcommittee, there were no other formal recommendations from the NSRC regarding goals and priorities.

VR was monitored by RSA in 2011. All findings were operational/procedural and all have been corrected and fully resolved. No findings from this monitoring were applicable in the development of the current DSU's goals and priorities. The DSU was again monitored in September 2018. The DSU received the final RSA Monitoring Report on October 10, 2019, which was not timely to the development of FFY 2020 goals, strategies and performance indicators.

The NSRC and DSU aligned the revised goals and corresponding strategies and performance indicators to the trends and recommendations noted within the triennial 2017 Comprehensive Statewide Needs Assessment (covering FFYs 2014-2016), including the need to: improve the range and types of jobs the DSU helps to secure for its clients; utilize more certified training and education opportunities for clients; provide benefits planning earlier and to more clients; improve employers' perceptions of hiring individuals with disabilities; assist with securing work experiences, whether paid or unpaid, for more clients but especially for students and youth; and expand the array of mental health services available to clients.

B. the State's performance under the performance accountability measures of section 116 of WIOA; and

Performance accountability measures include:

- Increase partnerships with employers to develop work readiness training programs.
- Increase the use of business services representatives (internal or workforce/One–Stop partners).
- Create and implement marketing strategies.
- Educate employers about incentives for hiring individuals with disabilities.
- Increase access to quality job development services.
- Identify key employers for recruitment efforts and for work readiness training programs.
- Work with the Office of Workforce Innovation for a New Nevada (OWINN) and the Department of Employment Training and Rehabilitation's Research and Analysis Bureau to identify growth occupations with strong labor markets and areas of industry need.
- Work collaboratively with WIOA partners to send clients to appropriate training programs to get the specific education, credentialing, licensure, etc. to fill high–demand/high growth occupations.

- Update interlocal and service contracts (Memorandums of Understanding-MOUs) with education and workforce.
- Increase the use of social media outlets to inform businesses and the public about the benefits of hiring individuals with disabilities.
- Collaborate on the creation of career pathways.

C. other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and finding and recommendations from monitoring activities conducted under section 107.

There were no further reports received/considered. The DSU was monitored in September 2018, and received the final RSA Monitoring Report on October 10, 2019. Unfortunately, as stated, this was not timely to the development of PY 2020 goals, strategies and performance indicators. No other information was considered by the NSRC for the PY 2020 goals, strategies and performance indicators outside of what has already been outlined herein.

m. Order of Selection

Describe:

1. Whether the designated State unit will implement and order of selection. If so, describe:

A. The order to be followed in selecting eligible individuals to be provided VR services.

Nevada is not in an order of selection.

B. The justification for the order.

The State agency is not on an *order of selection*.

C. The service and outcome goals.

Nevada is not in an order of selection.

D. The time within which these goals may be achieved for individuals in each priority category within the order.

Nevada is not in an order of selection.

E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and

Nevada is not in an order of selection.

2. If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

Nevada is not in an order of selection.

n. Goals and Plans for Distribution of title VI Funds.

1. Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.

The NSRC and the DSU jointly agreed to the following goal and performance indicators in carrying out the DSU's supported employment (SE) program:

Goal: Increase participation and successful outcomes of supported employment consumers in a competitive, integrated setting.

Indicators:

1. The number of consumers participating in Supported Employment will be 786 participants in PY20. Supported employment goals and funds are for individuals with most significant disabilities, including youth with most significant disabilities.
2. Increase Successful Employment Outcomes. The Division's performance goal in PY20 will be that at least 166 Supported Employment cases are closed as successful employment outcomes.
3. Increase Successful Employment Outcomes for Transition age students with disabilities (up to age 22) who are SE clients. (Currently collecting data. No goal was set).

This continues to align the supported employment goal with the recommendations and information revealed through the comprehensive statewide needs assessment and sentiments expressed in the NSRC meetings and changes due to the implementation of WIOA.

2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

A. the provision of extended services for a period not to exceed 4 years; and

While the DSU can and may provide extended services, not to exceed 4 years, the most common method to deliver this service is through close collaboration and partnership with the Aging and Disability Services Division (ADSD). Clients needing extended services are most commonly clients of ADSD and are entitled to long term follow-along through Regional Centers.

For individuals with significant mental illness requiring extended follow along, not to exceed 4 years, to youth with most significant disabilities or until the individual turns 25 years old and no longer

meets the definition of a youth with a disability, whichever comes first. The DSU is partnering with the states mental health agency, NNAMHS in the north to provide collaborated case management during the VR case and the provision of long-term follow-along by the NNAMHS case managers.

B. how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

The DSU leverages funds for supported employment services by braiding its funding with JDT Medicaid waivers to provide enhanced and expanded services together with agencies that provide JDT Medicaid waiver services. The DSU also partners with the statewide regional centers and Division of Public and Behavioral Health to ensure warm handoffs for follow-along services. The DSU itself is not currently providing follow-along services, as that need is being met statewide through the regional centers, and the Division of Public and Behavioral Health. The DSU may provide extended services for up to four years to youth with most significant disabilities or until the individual turns 25 and no longer meets the definition of a youth with a disability.

o. State's Strategies

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. The methods to be used to expand and improve services to individuals with disabilities.

The DSU, in collaboration with the NSRC, developed the following strategies to expand and improve service delivery for individuals with disabilities in the VR program in FFY 2020:

- Training
 - Utilize person-centered career planning activities.
 - Identify key businesses and increase partnerships with them to develop work readiness and work-based learning training programs.
 - Incorporate career-readiness content into educational curriculum, linking with colleges via Third Party Cooperative Arrangements (TPCAs).
 - Support counselor continuing education training, including on assistive technology.
- Employer Engagement
 - Increase access to quality job development services including utilizing VR's two staff job developers.
 - Increase the utilization and promotion of the 700-Hour program and Schedule A.
 - Utilize Jobs for America's Graduates (JAG), Career and Technical Education (CTE) and other partners for work based learning.
- Advocacy
 - Provide access to resources in support of self-employment including business plan development.
 - Promote peer to peer support networks.
 - Determine the historical use of rehabilitation technology (assistive technology) and ensure continuity and access to equipment and services.

- Utilize Business Services Team as a statewide workgroup to collectivize best practices and identify emerging practices; and to communicate and collaborate for increased cross utilization of resources.
- Leverage resources from Governor's Workforce Development Board and Local Workforce Development Boards.
- Explore the utilization of social and Web-based media as a communication and marketing tool for clients and their families, caregivers and advocates.
- Encourage successful transition students to provide peer support to those considering enrollment in Pre-ETS.
- Develop referral mechanisms with charter schools and private schools.
- Embed transition coordinators within school districts to build, maintain and manage pre-vocational programs, provide guidance and monitoring of students with disabilities during service provision and perform outreach to businesses, families, caregivers, and advocates.
- Increase number and variety of curriculum of summer camps.
- Increase communication through educating teachers, 504 Coordinators, parents, caregivers, advocates, and youth with disabilities regarding the Vocational Rehabilitation process, programs, and referral services.
- Vocational Rehabilitation participates in more Individualized Education Program (IEP) meetings.
- Expand Work Based Learning opportunities for students to explore employment options.
- Expand Job Shadowing and mentorship programs.
- Adopt career planning using evidence-based person-centered planning tools.
- Encourage and support family participation.
- Work with school personnel to streamline and clarify the referral process for transition students.
- Coordinate with Nevada Centers for Independent Living to explore options for participation in Transition Services.
- Work more closely with Community Rehabilitation Programs (CRPs) to explore customized employment options.
- Work more closely with Community Rehabilitation Programs (CRPs) to explore customized employment options.
- Partner with existing public and private State entities that provide Supported Employment.
- Provide appropriate, quality training to staff, State Rehabilitation Council Members and consumers on Supported Employment.
- Identify and support best practices that encourage high-wage/career track employment.
- Continue participation on the Behavioral Health Planning and Advisory Committee and the State Employment Leadership Network.
- Encourage employers to implement job carving, job sharing, and part-time/non-traditional shift offerings.
- Create customized employment options.
- Develop a pathway for long-term supports and services, as needed.
- Increase collaboration with Southern Nevada Adult Mental Health Services (SNAMHS), Northern Nevada Adult Mental Health Services (NNAMHS) and State Rural Mental Health Clinics.
- Collaborate with private mental health/substance abuse treatment facilities.
- Increase vendor base with private mental health practitioners for service/referrals.
- Outreach to major hospital mental/behavioral health programs.
- Collaborate with Juvenile Justice.

- Increase usage of tele-health for Vocational Rehabilitation (VR) clients.
- Develop a pathway for long-term mental health support and services, as needed.
- Explore collaboration with National Association on Mental Illness (NAMI) and attend monthly speakers' presentations and annual conference, when able.
- Participate in available mental health consortiums and related organizations.
- Embed a rehabilitation counselor at both the SNAMHS and NNAMHS campuses.
- Collaborate with Department of Health and Human Services, and State commissions related to populations concerned with sensory (blindness, deafness), mental health, intellectual and developmental disabilities; including the Governor's Council on Developmental Disabilities, the Nevada Commission on Services for Persons with Disabilities, the Nevada Commission on Behavioral Health and Community Training Centers (CTCs).
- Collaborate with other agencies to hold Town Hall outreach meetings.

2. How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.

An assistive technology device is any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve the functional capabilities of an individual with a disability.

Assistive technology service is any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device. Services may include:

- Evaluating the needs of an individual with a disability, including a functional evaluation of the individual in his/her customary environment.
- Purchasing, leasing, or otherwise providing for the acquisition by an individual with a disability of an assistive technology device.
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices.
- Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.
- Training or providing technical assistance for an individual with a disability or, if appropriate, the family members, guardians, advocates, or authorized representatives of the individual.
- Training or providing technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or others who provide services to, employ, or are otherwise substantially involved in the major life functions of individuals with disabilities to the extent that training or technical assistance is necessary for an individual with a disability to achieve an employment outcome.

The DSU provides assistive technology assistance on a statewide basis. The DSU's southern district office has an on-site assistive technology staff position. This position is responsible for providing evaluations, assessments, training and support services to participants to assist them in obtaining and maintaining employment. Counselors statewide also have the option of referring participants to Kratu, Inc. to provide assistive technology equipment and/or services unavailable internally. Over the last year, the DSU has contracted with the Colorado Center for the Blind, which provides access to

Nevada’s Rehabilitation Counselors to a residential program that assesses and provides assistive technology services to VR participants.

In field practice, the VR counselor takes into consideration the need for assistive technology assistance at each stage of the rehabilitation process. This may mean referring the participant for an evaluation in their home, or at their current or prospective work environment for the consideration of the provision of AT. Referral for AT services also may occur during the provision of other VR services to help participants prepare for, obtain or maintain competitive integrated employment.

The NSRC, in partnership with the DSU, has determined that assistive technology services are a contributing factor in three out of five state goals and is included as a strategy in these goals.

PY	Closed Rehabilitated		Closed Other Than Rehabilitated		TOTALS	
	All VR Clients	Received AT	All VR Clients	Received AT	All VR Clients	Received AT
2019 Actual	681	153	1,758	115	2,439	268
2020 Projected	688	155	1,776	116	2,463	271
2021 Projected	692	155	1,786	117	2,478	272
2022 Projected	695	156	1,795	117	2,491	274

3. The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.

- The Bureau Chief and Deputy Administrator reached out to the head of Social Work for the Nevada Division of Health and Human Services (DHHS) to increase collaboration between the Welfare system and Vocational Rehabilitation. DHHS Social Workers have already come and toured the southern VR facilities and are coordinating services for shared clients.

- Continue marketing efforts with mental health hospitals, mental health service providers, and the state’s welfare services.

- Partner with mental health service providers and community training centers (CTCs).

- Partner with Nevada Division of Public and Behavioral Health, state commissions related to populations concerned with autism, developmental disabilities, and cognitive and mental health disabilities.

- Partner with advocacy groups.

- Participate in Disability Awareness Month activities.

- Recruit bilingual and/or bicultural staff.

- Increase marketing and participation efforts with ethnically diverse populations and media, and specifically to Latino and Asian populations.
- Collaborate with minority groups with program development and program referrals.
- Participate in appropriate cultural activities or events, such as applicable chambers of commerce meetings and events.
- Ensure documents are available in other languages as needed, including all marketing and advertising materials. Use of professional translation services.
- Provide information and referrals through the statewide regional centers to individuals in sub-minimum wage employment regarding participation in the VR program.
- Continue developing programs, such as Pathway to Work, to move individuals out of sub-minimum wage jobs into competitive, integrated employment.

4. The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).

The Vocational Opportunities for Inclusive Career Education (VOICE) initiative, which is a locally developed cooperative arrangement in its fifth year of existence, serves secondary and postsecondary students with disabilities by facilitating the effective transition of the DSU's and WCSD's mutual student consumers from school to meaningful employment. The VOICE arrangement exceeds the minimum requirements, as directed by mandate, and provides new or enhanced services to meet the specific needs of the eligible DSU consumers. The focus is on pre-employment transition, work readiness skills training and specialized job development for the achievement of competitive and integrated employment for these youth.

The second cooperative arrangement developed by the DSU was JEEP (Job Exploration and Expectation Program). This is a program with Clark County School District to provide pre-employment transition services. This includes 9-week worksite rotations on the high school campus with a job coach promoting movement from secondary education to postsecondary activities and employment.

The DSU has two collaborations with our NSHE partners at Western Nevada College and Truckee Meadows Community College. These collaborations, called *CareerConnect*, continue to successfully serve mutual clients who are attending post-secondary training at these institutions. This collaborative, which focuses on VR youth transitioning from high school to college, continues to provide guidance to students to acquire the academic preparation, work readiness skills, internship opportunities and job development necessary to successfully obtain competitive integrated employment. The goal is to assist students to develop the skills and knowledge for meaningful careers.

The DSU proudly partnered with the Lyon County School District to braid funding to improve postsecondary outcomes for students with disabilities in Lyon County by providing them with support, resources and access to college and career pathways through a dedicated site transition

coordinator. Hired by the LEA, the site transition coordinator serves as the single point-of-contact for the DSU's regional transition coordinator facilitating the development of tailored Pre-ETS offerings. Expanding on the success achieved by this model, Nevada VR has entered into contracts to continue this focused support in LCSD and to provide this focused support in WCSD and Douglas County School district (DCSD).

In 2018 the DSU worked with community partners to develop summer camps focused on the transition from high school to post-secondary education, programs and employment. The partnerships included University of Nevada Reno, Western Nevada College in Carson City, Alpine Academy in Reno, Amplify Life in Reno, Truckee Meadows Community College in Reno, University of Nevada Las Vegas, Odyssey Charter School in Las Vegas. The camps specialized in a variety of learning experiences from retail art to career exploration and exposure to careers in the community and local government. These camps were built on a Pre-ETS framework to ensure all skills learned were geared toward the transition from high school to college and employment. Since 2017, Nevada VR has served over 550 students in these camps. Additionally, the DSU has provided Post-Secondary Counseling instruction to over 800 students statewide via classroom instruction (48 classes).

Starting in the Spring of 2017, the DSU partnered with the Carson City School District, Carson High school to develop the "Next Step." This ongoing program is for students from ages 18-22 who are interested in exploring work experiences and developing their vocational skills in preparation for employment. This innovative collaboration leverages the student's desire to focus on employability by providing work experiences, soft skills and work readiness training in lieu of traditional academic courses during the school day. Students spend approximately 6 hours/week at community employers.

The DSU provides a job coach while the school district provides the work experiences, soft skills and work readiness training during the school day instead of traditional academic courses for those students who have exhausted the academic aspect of their education and have decided to focus on employability.

The DSU hired a permanent Transition Coordinator who oversees the delivery of Pre-ETS statewide.

5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

Nevada has no plans for establishing, developing or improving CRPs.

6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

– Increase partnerships with businesses: 1) to develop work readiness training programs, and 2) to promote hiring initiatives for individuals with disabilities.

– Increase the use of business services representatives (internal or workforce/One-Stop partners). Co-locate staff in One-Stop locations. (As of January 2020, all the DSU's workforce services reps. (WSRs) are now co-located with other partner WSRs at the Maryland Parkway JobConnect office in Las Vegas, and at the Reno Town Mall One-Stop location in Reno).

- Create and implement marketing strategies, including the creation of a TV commercial to reach out to individuals with mental health disabilities.
- Educate businesses about incentives for hiring individuals with disabilities.
- Increase access to quality job development services, including creation of the DSU’s own FTE staff job developers. (As of February 2020, the DSU has its first ever FTE staff job developer positions. The pilot includes one job developer in the north and one in the south. Both are supported by rehabilitation technician IIs, with oversight from a statewide manager. This is a pilot that the DSU hopes to expand in the future).
- Identify key businesses for recruitment efforts and for work readiness training programs.
- Work with the Governor’s Workforce Development Board, the Local Workforce Development Boards, the Office of Workforce Innovation in a New Nevada (OWINN), and DETR’s own Research and Analysis Bureau to identify growth occupations with strong labor markets and areas of industry need.
- Work collaboratively with WIOA partners to send clients to appropriate training programs to get the specific education, credentialing, licensure, etc. to fill high–demand/high growth occupations.
- Update interlocal contracts (MOUs) with education and workforce.
- Increase the use of social media outlets to inform businesses and the public about the benefits of hiring individuals with disabilities.
- Collaborate on the creation of career pathways.

7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

- Provide businesses with disability awareness training, including “Windmills.”
- Educate businesses about rehabilitation technologies/assistive technologies and peer supports.
- Consider self–employment and home employment options for individuals with disabilities.
- Provide access to resources in support of self–employment, including business plan development.
- Increase the utilization and promotion of the 700–Hour program for state employment of people with disabilities. Consider statute changes to enhance this program.
- Identify federal employment opportunities, leveraging the requirements in the regulations for Sec. 503 of the Rehabilitation Act.
- Promote VR programs and the hiring of individuals with disabilities at local and state board meetings, and elicit feedback from members for developing policy and programs for people with disabilities.

– Utilize employment data from EmployNV, Aware VR and from DETR’s Research and Analysis Bureau as a means to strengthen VR’s workforce activities and inform decisions.

8. How the agency’s strategies will be used to:

A. achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

The DSU, in collaboration with the NSRC, developed the following strategies to meet their jointly identified goals to expand and improve service delivery for individuals with disabilities in the VR program in FFY 2020.

Goal 1

Increase number of successful employment outcomes.

Strategies:

- Training
 - Utilize person-centered career planning activities.
 - Identify key employers and increase partnerships with them to develop work readiness training programs.
 - Educate employers about the opportunities and benefits of hiring persons with disabilities.
 - Provide employers with training on disability related topics.
 - Ensure consumers are aware of travel training and transportation options and that they are able to utilize the appropriate options.
 - Explore the use of technology and training earlier in plan development.
 - Incorporate career-readiness content into educational curriculum, linking with colleges via Third Party Cooperative Arrangements (TPCAs).
 - Support counselor continuing education training, including on assistive technology.
 - Services are provided using all modalities, as needed by the client.
- Employer Engagement
 - Increase access to quality job development services including utilizing Vocational Rehabilitation’s internal job developer.
 - Increase the utilization and promotion of the 700-Hour program and Schedule A.
 - Identify federal employment opportunities.
 - Explore apprenticeships.
 - Utilize Jobs for America’s Graduates (JAG), Career and Technical Education (CTE) and other partners for work based learning.
- Advocacy
 - Continue to create and implement marketing strategies.

- Consider self-employment and home employment options.
- Provide access to resources in support of self-employment including business plan development.
- Promote peer to peer support networks.
- Determine the historical use of rehabilitation technology (assistive technology) and ensure continuity and access to equipment and services.
- Utilize Business Development Team as a statewide workgroup to collectivize best practices and identify emerging practices; and to communicate and collaborate for increased cross utilization of resources.
- Leverage resources from Governor's Workforce Development Board and Local Workforce Development Boards.

Goal 2 *

Increase participation and increase successful outcomes in Vocational Rehabilitation (VR) transition services and ensure participants receive as appropriate Pre-Employment Transition Services (Pre-ETS).

***(Pre-employment transition services are only available to students with disabilities who are eligible or potentially eligible for VR services.)**

Strategies:

- Collaboration between School Districts and VR to assess, plan and deliver pre-employment transition services for eligible student-clients with disabilities, as required by the Workforce Innovation and Opportunity Act (WIOA), via the Social and Emotional Learning Program. Learning is verified for example using pre-and post-tests.
- Services are provided using all modalities, as needed by the client.
- Explore the utilization of social and Web-based media as a communication and marketing tool for clients and their families, caregivers and advocates.
- Improve special outreach efforts to Transition Students, i.e. camps, Nevada Student Leadership Transition Summit, Internships and trainings.
- Encourage successful transition students to provide peer support to those considering enrollment in Pre-ETS.
- Develop referral mechanisms with charter schools and private schools.
- Embed transition coordinators within school districts to build, maintain and manage pre-vocational programs, provide guidance and monitoring of students with disabilities during service provision and perform outreach to businesses, families, caregivers, and advocates.
- Increase number and variety of curriculum of summer camps.
- Increase communication through educating teachers, 504 Coordinators, parents, caregivers, advocates, and youth with disabilities regarding the Vocational Rehabilitation process, programs, and referral services.
- Work with youth with disabilities, the Nevada Department of Education, local education authorities, parent organizations, and families to encourage early discussions with students

about the expectations of employment and their skills, abilities, and talents that will empower them to achieve self-sufficiency.

- Vocational Rehabilitation participates in more Individualized Education Program (IEP) meetings.
- Expand Work Based Learning opportunities for students to explore employment options.
- Expand Job Shadowing and mentorship programs.
- Adopt career planning using evidence-based person-centered planning tools.
- Encourage and support family participation.
- Work with school personnel to streamline and clarify the referral process for transition students.
- Explore the use of technology and training earlier in plan development.
- Coordinate with Nevada Centers for Independent Living to explore options for participation in Transition Services.
- Work more closely with Community Rehabilitation Programs (CRPs) to explore customized employment options.

Goal 3

Increase participation and successful outcomes of supported employment (SE) clients including youth with most significant disabilities in a competitive, integrated setting.

(Supported Employment is: competitive integrated employment (including customized employment, or employment in an integrated work setting in which an individual with a most significant disability, including a youth with a most significant disability, is working in a short-term basis toward competitive integrated employment) that is individualized and customized , consistent with the unique strengths, abilities, interests, and informed choice of the individual, including with ongoing support services for individuals with the most significant disabilities).

Strategies:

- Work more closely with Community Rehabilitation Programs (CRPs) to explore customized employment options.
- SE services are provided using all modalities, as needed by the client.
- Partner with existing public and private State entities that provide Supported Employment.
- Provide appropriate, quality training to staff, State Rehabilitation Council Members and consumers on Supported Employment.
- Identify and support best practices that encourage high-wage/career track employment.
- Utilize the Vocational Rehabilitation Business Development Team of 10 to improve Supported Employment services outcomes.
- Continue participation on the Behavioral Health Planning and Advisory Committee and the State Employment Leadership Network.
- Develop a plan and collect data regarding the needs of individuals for Supported Employment to help drive future goals.
- Explore the use of technology and training earlier in plan development.

- Determine the historical use of rehabilitation technology (assistive technology) and ensure continuity and access to equipment and services.
- Expand job shadowing and mentorship programs.
- Increase access to quality job development services including utilizing Vocational Rehabilitation's internal job developer.
- Encourage employers to implement job carving, job sharing, and part-time/non-traditional shift offerings.
- Create customized employment options.
- Develop a pathway for long-term supports and services, as needed.
- Explore apprenticeship opportunities.

Goal 4

Collaborate with other resources to support participants with mental health disabilities to obtain and maintain successful employment.

(May include: Depression and other mood disorders, alcohol abuse or dependence, anxiety disorders, eating disorders, drug abuse or dependence, mental illness not listed elsewhere, personality disorders, schizophrenia, and other psychotic disorders).

Strategies:

- Increase collaboration with Southern Nevada Adult Mental Health Services (SNAMHS), Northern Nevada Adult Mental Health Services (NNAMHS) and State Rural Mental Health Clinics.
- Collaborate with private mental health/substance abuse treatment facilities.
- Increase vendor base with private mental health practitioners for service/referrals.
- Outreach to major hospital mental/behavioral health programs.
- Collaborate with Statewide Independent Living Council (SILC) and local IL centers.
- Collaborate with Juvenile Justice.
- Trainings and tools for staff on:
 - Dialectical Behavior Therapy strategies.
 - Substance Abuse.
 - Borderline Personality Disorders.
 - Positive Behavioral Interventions and Supports.
- Increase usage of tele-health for Vocational Rehabilitation (VR) clients.
- Explore opportunities to collaborate with Parole and Probation.
- Increase VR's social media postings on mental/behavioral health issues and associated Vocational Rehabilitation services.
- Develop a pathway for long-term mental health support and services, as needed.
- Services are provided using all modalities, as needed by the client.

- Explore collaboration with National Association on Mental Illness (NAMI) and attend monthly speakers' presentations and annual conference, when able
- Participate in available mental health consortiums and related organizations.
- Embed a rehabilitation counselor at both the SNAMHS and NNAMHS campuses.

Goal 5

Work with eligible government and community partners to maximize utilization of resources and federal funds.

Strategies:

- Collaborate with Department of Health and Human Services, and State commissions related to populations concerned with sensory (blindness, deafness), mental health, intellectual and developmental disabilities; including the Governor's Council on Developmental Disabilities, the Nevada Commission on Services for Persons with Disabilities, the Nevada Commission on Behavioral Health and Community Training Centers (CTCs).
- Encourage discussion with Department of Employment Training and Rehabilitation (DETR) executive leadership, the Governor's office and Nevada legislators.
- Pursue alternate/complimentary funding sources such as through private foundations and grants and utilize grant writing resources across agencies.
- Participate in Disability Awareness Month activities.
- Collaborate with other agencies to hold Town Hall outreach meetings.
- Continue participation on appropriate taskforces, boards, committees and commissions.
- Collaborate with the Division of Health and Human Services for interagency transfers of funds to pay for services for joint clients.
- Continue marketing to inform about the Vocational Rehabilitation (VR) program through vrnevada.org and VR's social media outlets.
- Dedicate a staff member to be responsible to Third Party Cooperative Arrangement (TPCA) partners as a single point of contact to provide technical assistance and oversight for those programs, and develop new TPCA partners. Current partners include: Clark County School District, Washoe County School District, Truckee Meadows Community College and Western Nevada College.
- Provide outreach to other government entities about the VR program and opportunities to partner with VR.

B. support innovation and expansion activities; and

Innovation and Expansion Projects for 2020/2021:

The DSU is partnering with Sephora, a global leader in prestige retail, and community partner, Easterseals Nevada (now called "Capability Health and Human Services"), to launch an on-the-job training program that leads to full-time placement upon successful completion. This model has proven success in another Sephora distribution center, as well as many other large distribution companies throughout the US. Their goal is to hire individuals with disabilities within the first year of

operation to fill full-time positions, with the long-term goal of hiring 30% of their workforce as individuals with disabilities.

The DSU is currently discussing plans with Petco to create a work readiness program at their regional distribution center in Stead, Nevada. This would be modeled after the successful Sephora training program.

The Starbucks® Corporation remains a strong partner of the DSU. In addition to the ongoing programs at the roasting plant, the DSU has developed a pre-training program for baristas working in Starbucks retail stores. To date 48 individuals have participated.

The DSU partnered with the University of Nevada, Reno to offer an on-campus summer camp experience for juniors and seniors from Northern/Rural Nevada. This expansion program was fashioned after the long-term and successful CRAVE Camp in Southern Nevada, based out of UNLV.

Going forward, the DSU is working to expand into more disability-specific summer camp opportunities, such as a camp for Deaf and hard of hearing students and STEM learning camps.

The Workforce Services Team continues to grow to meet the needs of the DSU. After expanding in 2015–2016, the DSU repurposed a vacant position to be a supervisor on this team. Going forward, the team will be adding to their emphasis to include in-house job development services, thereby better controlling the referrals to outside vendors and handling more of the job development duties in house. Services will include job clubs, job seeking skills classes, and employer outreach for job development.

The DSU, through its Workforce Services Team, is increasing its outreach to employers. In addition to the existing Starbucks and Sephora collaborations, the DSU is working to expand a workforce readiness program with Amazon.com.

With the guidance of the National Technical Assistance Center on Transition (NTACT) the DSU and NDOE are working to provide technical assistance to expand outreach to one additional urban high school. This will become the model for how transition activities, including Pre-ETS and collaboration with NDOE's Career and Technical Education (CTE) will be handled across the state.

The DSU currently contracts with three regional transition coordinators, in addition to a full-time state supervisor of the three contract transition coordinators. This will ensure consistency of delivery of Pre-ETS and transition programs statewide.

Based on guidance from the Youth Technical Assistance Center (Y-TAC), the DSU is working to expand its outreach to the juvenile justice and incarcerated youth populations statewide.

In recognition of the lack of choices for individuals with developmental and intellectual disabilities (DD/ID) not wanting to be in day habilitation or sheltered settings, the DSU is working with TransCen Inc. to bring the Meaningful Day program to Nevada. The DSU will partner with ADSD for cross training of DSU and ADSD/Regional Center staff to learn this innovative approach to braiding funding in an effort for a more meaningful day for clients.

Based on the success of the braided funding model with Lyon County School District for a regional Transition Coordinator, the DSU is working with Douglas and Washoe Counties to replicate this model for expansion into these school districts.

In current fiscal climate as we are facing significant budget shortfalls caused by the COVID-19 pandemic, Nevada VR is not in a position to support the SRC and/or SILC with I&E funds.

C. overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

In order to improve client access to services with our core partners, the DSU has provided Disability Awareness Training as well as training in Assistive Technology to the staff of our American Job Centers and Comprehensive One-Stop locations. Our Rehabilitation Instructor, who specializes in Assistive Technology, has assisted in determining the accessibility of agency internal documents. She also checks for screen reader accessibility on documents/flyers we receive from our community partners prior to us sending these to our clients.

p. Evaluation and Reports of Progress: VR and Supported Employment Goals

Describe:

1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals.

For PY19, as per collaboration with the NSRC and in consideration of Nevada’s most recent statewide needs assessment at the time, the NSRC established the following goals and indicators. Outcomes data from PY19 is included:

Goal 1: Increase number of successful employment outcomes.

Program Year	Clients Closed After Service With No Employment	Clients Closed With An <u>Employment Outcome</u>	Total	Goal (Employment Outcome)
2019	1,048	712	1,760	822

Goal 2: Increase participation and increase successful outcomes in Vocational Rehabilitation (VR) transition services and ensure participants receive as appropriate Pre-Employment Transition Services (Pre-ETS).

Program Year	Total Transition Student Applications	Goal
2019	775	1,014

Program Year	Transition Students Closed With an Employment Outcome	Transition Students With PostSecondary Education	Total	Goal
2019	81	22	104	400

Program Year	Potentially Eligible Transition Students That Received Pre-ETS Service	Transition Students With A VR Case That Received Pre-ETS Service	Total	Goal
2019	787	318	1105	1,898

Goal 3: Increase participation and successful outcomes of supported employment (SE) consumers in a competitive, integrated setting.

Program Year	Total Supported Employment Clients (open cases)	Goal
2019	519	786

Program Year	Supported Employment Clients Closed With an Employment Outcome	Goal
2019	106	166

Goal 4: Collaborate with other resources to support participants with mental health disabilities to obtain and maintain successful employment.

Program Year	Clients Closed After Service With No Employment and a Mental Health Disability	Clients Closed With An <u>Employment Outcome</u> and a Mental Health Disability	Percentage successful	Goal (Employment Outcome)
2019	378	203	35%	330

Goal 5: Work with eligible government and community partners to maximize utilization of resources and federal funds.

Federal Fiscal Year	Non-General Fund Match (Expended)	Federal Section 110 Funds Generated from Non-General Fund Match
2019	\$1,859,084	\$6,869,010

B. Describe the factors that impeded the achievement of the goals and priorities.

With the exception of Goal 5, these goals were not met due to high rehabilitation counselor vacancy rates and the time and effort involved in recruiting and training new staff and ensuring their understanding and proper implementation of the many changes mandated within WIOA. Additionally, the DSU implement a new case management system, Aware VR, which greatly impacted staff's ability to meet goals. Aware VR went live in April 2019, and took 2 years to fully implement.

2. An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals.

Goal 3: Increase participation and successful outcomes of supported employment (SE) consumers in a competitive, integrated setting.

Program Year	Total Supported Employment Clients (open cases)	Goal
2019	519	786

Program Year	Supported Employment Clients Closed With an Employment Outcome	Goal
2019	106	166

STRATEGIES:

- Work more closely with Community Rehabilitation Programs (CRPs) to explore customized employment options.

- SE services are provided using all modalities, as needed by the client.
- Partner with existing public and private State entities that provide Supported Employment.
- Provide appropriate, quality training to staff, State Rehabilitation Council Members and consumers on Supported Employment.
- Identify and support best practices that encourage high-wage/career track employment.
- Utilize the Vocational Rehabilitation Business Development Team of 10 to improve Supported Employment services outcomes.
- Continue participation on the Behavioral Health Planning and Advisory Committee and the State Employment Leadership Network.
- Develop a plan and collect data regarding the needs of individuals for Supported Employment to help drive future goals.
- Explore the use of technology and training earlier in plan development.
- Determine the historical use of rehabilitation technology (assistive technology) and ensure continuity and access to equipment and services.
- Expand job shadowing and mentorship programs.
- Increase access to quality job development services including utilizing Vocational Rehabilitation's internal job developer.
- Encourage employers to implement job carving, job sharing, and part-time/non-traditional shift offerings.
- Create customized employment options.
- Develop a pathway for long-term supports and services, as needed.
- Explore apprenticeship opportunities.

B. Describe the factors that impeded the achievement of the goals and priorities.

The primary factors impeding the achievement of this goal include ongoing vacancies of rehabilitation counselors with expertise in serving individuals with the most significant disabilities and the time and effort involved in recruiting and training new staff and ensuring their understanding and proper implementation of the many changes mandated within WIOA. Additionally, the DSU implement a new case management system, Aware VR, which greatly impacted staff's ability to meet goals. Aware VR went live in April 2019, and took 2 years to fully implement. Lastly, Nevada has struggled with receiving appropriate training on customized employment and retaining staff and partners with that expertise.

3. The VR program's performance on the performance accountability indicators under section 116 of WIOA.

Negotiated Measurable Skill Gains Rate:

PY 2020: 16 percent

PY 2021: 20 percent

4. How the funds reserved for innovation and expansion (I&E) activities were utilized.

Federal Section 110 funds for innovation and expansion activities identified in our prior State Plan submission, were spent in the following manner:

- Staff Salaries: Addition of three 3/4-time, contracted Transition Specialists and the FTE Statewide Transition Specialist.
- Provision of soft skills training to clients statewide through WNC, University of Nevada, Reno (UNR), College of Southern Nevada (CSN) and Professional Institute of Technical Accounting (PITA). Curriculum is based upon the U.S. Department of Labor's "Skills that Pay the Bills" curriculum.
- Second round of staff and partner training on customized employment.
- Staff development through participation in a Statewide In-service Training.
- Provision of assistive technology training statewide for staff.
- With the guidance of the National Technical Assistance Center on Transition (NTACT) the DSU and NDOE began and continued to work with one rural high school providing technical assistance. This program will become the model for how transition activities, including delivery of Pre-ETS, will be handled across the state, especially rural communities.
- The DSU paid private-vendorized providers to operate topic-specific statewide summer camps for transition students with disabilities. All camps met the Pre-ETS requirements and met Pre-ETS standards for instruction.
- The NTACT was extended another year to continue working with Nevada on specific technical assistance, as identified in their statewide goals.
- The DSU braided funding with the Washoe County School District (WCSD) for the purchase of 3 PAES Labs for hands on practical work skills instruction. Topics such as carpentry, electrical, data entry, sewing and plumbing are included in the instruction. WCSD values this instruction so much, they have added 3 more labs at their own cost. The DSU intends to expand these labs to Southern Nevada.
- In an effort to better meet WIOA reporting requirements, the DSU purchased a new case management system from Alliance, Inc. called Aware VR. This streamlines data collection, case records, financial management and common performance measures.
- The DSU continues to braid funding with Lyon County School District for a regional Transition Coordinator position.
- To save funds through increased efficiency, the DSU is working to bring Docusign into field work, saving time for counselors and clients alike.
- To meet the needs of clients in Southern Nevada, the DSU is planning to expand into a larger facility at the main rehab office. This will make room for new staff allocated in the 2019 Legislative Session and better meet the needs of VR clients.
- No I&E funds were used to fund the SRC and/or SILC in PY 2018

q. Quality, Scope, and Extent of Supported Employment Services.

Include the following:

1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

The DSU continues to work with Opportunity Village, Inc. on the Pathway to Work program, which gives individuals with existing JDT Medicaid waivers an opportunity to experience workforce training at community work sites. Currently, there are three employers participating in this program: Rio Hotel, Get Fresh and Centennial Hills Hospital. In SFY 2018, 41 individuals benefitted from this program.

Additional programs working with youth exist in southern Nevada through collaboration between the CCSD, Opportunity Village, Inc., the DSU, and the Desert Regional Center. The school district pays for student's ages 18–21 years old to participate in soft skills and vocational training in a program called Job Discovery I and II. When the students graduate to phase II, they are referred to the DSU to begin formal job development and placement activities.

Internally, one rehabilitation team has focused its efforts on SE participants. This team has developed unique relationships with SE employment support providers and meets on a regular basis to staff client cases and ensure closer follow-along. This model has proven very successful and is under consideration for future expansion.

Job placement services and services provided to prior to placement are VR services funded with Title I, and that supported employment services (funded by Titles I and VI) begin after placement. Supported employment services can be provided up to 24 months. The scope of supported employment includes: placement in an integrated setting based on the unique strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice of individuals with the most significant disabilities.

Below is a summarization of our supported employment (SE) participants' outcomes:

PY	SE Closed Rehab	SE Closed Other	Total SE Closures	SE Outcomes
2017	112	126	238	47%
2018	90	167	257	35%
2019	106	169	275	39%

2. The timing of transition to extended services.

In the transition from supported employment to extended services, upon achievement of employment, the VR counselor will notify the Regional Center Case Manager. During the 90-day period of employment when the SE consumer's case is still open at VR, the VR Counselor will monitor the employment, speaking with the employer and consumer on a regular basis and assessing services and supports needed to successfully maintain that employment. VR agency may fund extended services for youth with most significant disabilities for up to four years, or until the

individual turns 25 and no longer meets the definition of a youth with a disability. A consumer's VR case is closed, and/or a warm transfer to Regional Center extended services occurs only when the consumer is considered by VR to be "stable" in his/her employment, which is at a minimum of 90 days or maximum of 24 months. "Stable" employment is defined as the consumer performing at a satisfactory level with the current supports that are replicable after VR case closure, either through natural supports or Regional Center extended services.

As the consumer approaches 90 days of "stable" employment, the VR Counselor will again reach out to the Regional Center Case Manager to inform of upcoming VR case closure. If the Regional Center Case Manager, VR Counselor and the consumer (or his/her representative) agree that existing natural supports are sufficient to meet the consumer's needs, then Regional Center extended services may not be provided. If all parties agree that extended services are in fact needed, depending upon Regional Center funding, the consumer will either be provided those extended services via a warm transfer upon VR case closure or placed on a waiting list. If placed on a waiting list, VR will keep the consumer's case open so as to continue providing supportive services until such time as the Regional Center can provide those services. In this scenario, the VR case may remain open after the achievement of "employed" status up to a maximum of 24 months.