

NEVADA STATE PLAN FOR REHABILITATION SERVICES PROGRAM
FEDERAL FISCAL YEAR (FFY) 2015

Attachment 4.2(c): Input of State Rehabilitation Council

Required annually by all agencies except those that are independent consumer-controlled commissions.

Identify the input provided by the state rehabilitation council, including recommendations from the council's annual report, the review and analysis of consumer satisfaction and other council reports. Be sure to also include:

- The Designated State Unit's response to the input and recommendations; and
- Explanations for the Designated State Unit's rejection or any input or recommendation of the Council.

Annual Report – Recommendations for the 2013 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 17, 2013 and November 19, 2013. The NSRC focused on the State Plan Goals, Satisfaction Survey, Client Success, Employee Highlights, and Collaborations. Also included was the Designated State Unit's (DSU) Media Campaign along with Rehabilitation Statistics and Vocational Rehabilitation Locations.

Annual Consumer Satisfaction Surveys – The review and analysis of consumer satisfaction, described in Section 105(c)(4) of the Rehabilitation Act and 34 CFR 361.17(h)(4), was conducted by the University of Nevada, Reno (UNR), Center for Research Design and Analysis and Nevada Center for Health Statistics and Informatics. At the request of the Designated State Agency (DSA) and NSRC, UNR conducted a multiple year longitudinal study of consumer satisfaction. Three consumer satisfaction survey instruments were utilized; the General Participant, Transition Student and Older Individuals Who Are Blind (OIB). The NSRC met on September 17, 2013 to obtain the results of these Surveys and to obtain information on recommendations from UNR. The NSRC will review and possibly revise the questions for future surveys and address how to make the surveys more accessible. The DSU will continue to utilize Gift Card Incentives. (Contacted participants were notified that survey participants would be entered into a drawing for a chance to win one of four \$50.00 Visa gift cards.)

Comprehensive Statewide Needs Assessment – The NSRC and the DSU jointly awarded a contract to San Diego State University (SDSU), Interwork Institute to conduct a 2013 Comprehensive Statewide Needs Assessment. The Needs Assessment was completed June 30, 2013 and the results were presented to the NSRC on September 17, 2013. The NSRC and DSU worked together utilizing the results of the needs assessment to revise existing and develop new Strategic Goals, Strategies, and Indicators for the FFY 15 State Plan.

State Plan Goals – Consistent with the Rehabilitation Act of 1973, as amended, the NSRC State Plan Committee, in partnership with the DSU, held public meetings on January 14, 2014 and March 14, 2014 to develop and revise State Plan Goals with corresponding strategies and measurable indicators consistent with the recommendations, data analysis, and other information revealed through the Comprehensive Statewide Needs Assessment Report, the Customer Satisfaction Surveys, and sentiments expressed during NSRC meetings. The State Plan Goals were brought before the full Council in a public meeting on April 16, 2014 and approved by majority vote. The NSRC and DSU publicly noticed the opportunity to review proposed amendments to the FFY 15 State Plan. A public meeting was held on May 20, 2014; no public comments were made.

General NSRC Input – The NSRC and DSU continually work together in strategic planning and program evaluation for the Vocational Rehabilitation Program. The NSRC input is reflected in the Annual Report and State Plan; however, there were no formal recommendations proposed to the DSU.

Attachment 4.7(b)(3): Request for Waiver of Statewideness

- This agency is requesting a waiver of statewideness

The Nevada Department of Employment, Training and Rehabilitation, Rehabilitation Division Designated State Unit (DSU) requests a Waiver of Statewideness. The DSU 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 Vocational Rehabilitation services to transition students. However, these long-standing agreements do not entail a formal financial arrangement for sharing the cost of program expansion, improvement and innovation. (Note that the Esmeralda County School District does not have a high school. For this reason the DSU did not enter into a contract with them).

The DSU entered into a 4-year Third Party Cooperative Arrangement with the Washoe County School District (WCSD) commencing on July 1, 2013, which formalized the financial agreement between the parties to pool resources to provide new, more comprehensive services to eligible transition students of WCSD.

The locally developed cooperative arrangement, which will enter into its second year, includes the following program description that 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 Vocational Opportunities for Inclusive Career Education (VOICE) initiative serves secondary and post-secondary students with disabilities by facilitating the effective transition of the DSU's and WCSD's mutual student consumers from school to meaningful employment.

Under the cooperative agreement, the DSU assigned a Vocational Rehabilitation Counselor and a Rehabilitation Technician to be active members of the program team, and the Bureau Chief to provide support and oversight of the program. Beginning in July 2013, and continuing through June 30, 2017, in conjunction with WCSD staff, the DSU opened and will continue to open cases and provide enhanced VR services for VOICE participants aged 18-21, prior to student consumers exiting high school. The DSU will continue to work with the individuals under this program, until their IPEs are realized, or until they exit the program.

WCSD will furnish 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 vocational rehabilitation (VR) services exclusively to the DSU student consumers. The school district provides training and enhanced programming exclusively to the DSU consumers to enable them to achieve employment 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 or added services and are available only to DSU consumers.

This cooperative program is not statewide due to the structure and geographical constraints of the Washoe County School District. However, the DSU is in negotiations with other school districts to enter into similar cooperative agreements that will address the particular needs of the transition students in their districts and meet the federal requirements for cooperative agreements at the same time. While the DSU does not 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 the DSU enter into cooperative agreements 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, the DSU approves each service proposed under the waiver before it is put into effect.

Written Assurances

The Third Party Cooperative Arrangement (TPCA) contains written assurance that the cooperative partner agency will make the non-Federal share of funds available to the DSU. The TPCA is a binding State contract that is approved by the Department, and by the State of Nevada Board of Examiners, and is jointly signed and executed by the DSU and local governmental agency representatives prior to the delivery of services. Through the TPCA, local and State public agencies certify to the State, on a monthly basis, 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 the DSU and no portion of the match expenditures come from Federal funds. The total cooperative agency certified expenditure share is matched to Federal funds at no less than 25%. The total cooperative agency cash match share is matched to Federal funds at no less than 21.3%. The DSU has developed fiscal monitoring and reporting procedures and tools for both the DSU district staff and cooperative program contract administrators.

The Rehabilitation Administration Operations Unit has developed a Contractor Self-Assessment tool, and the Contract Manual provides detailed information on invoicing and supporting documentation requirements. The DSU will provide annual training to local contract administrators regarding the development of contracts, and has additional training available regarding contract monitoring and invoicing. The DSU 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, the DSU reserves the right to reduce the program costs accordingly.

All VR services provided to the DSU consumers, through a TPCA are contractually identified with negotiated service goals. The provision of each vocational service is monitored and reported by the local DSU contract administrator. The DSU reports and distributes the outcome goals for the VOICE program on both a quarterly and annual basis. All VR services provided under the TPCA must be authorized or otherwise approved by the VR Counselor in consultation

with the DSU consumer in advance of provision of services. All DSU consumers and service providers are subject to the provisions of the DSU participant Policies and Procedures Manual

Unique Services Provided

The vocational services provided under the DSU TPCA 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 provided by that agency, 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. The DSU has built in assurances that the TPCA program will 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 vocational services provided under the TPCA comply with all provisions of the DSU State Plan, including both application and plan services.

Attachment 4.8(b) (1-4): Cooperation, Collaboration and Coordination

(1) Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Investment 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 investment system with respect to:

- Federal, state and local agencies and programs;
- If applicable, programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture; and
- If applicable, state use contracting programs.

The DSU has developed Interlocal Contracts with agencies external to the Workforce Investment System that are involved in serving people 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 Nevada Division of Welfare and Supportive Services (DWSS) and the Nevada Division of Public Health and Behavioral Services (NDPHBS). The DSU also holds Interlocal Contracts with the Section 121 Native American agencies known as the Moapa Band of Paiutes and Fort Mojave Indian 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 (IPEs) 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.

The DSU has been collaborating with other reciprocal agencies in the delivery of service to individuals who need supportive services or assistance in activities of daily living. Working with the Aging and Disability Services Division's Independent Living Program allows for greater community involvement and co-sharing of responsibilities and costs. As such, the DSU and the Independent Living Program (IL) continue to utilize their Interlocal Agreement to

collaboratively case manage and cost-share goods and services that meet a particular need for an individual who is a mutual client of both the Independent Living and Vocational Rehabilitation programs. The DSU claims the state dollars received from Independent Living as match in order to draw down federal VR dollars.

As well, the IL completes a yearly consumer satisfaction survey the results of which are shared with the DSU. The survey focuses on quality service delivery, timeliness, and goods received. This tool allows the DSU and IL to provide more effective services through the information obtained in the survey.

Starting in FFY08, the DSU created an Interlocal Contract with the University of Nevada, Reno, Nevada Center for Excellence in Disabilities (NCED) to provide assistive technology (AT) services to individuals with disabilities. This Interlocal Contract has been extended through June 30, 2016 with the intent that it will continue to be extended as long as funding is available for the project. Vocational rehabilitation and independent living participants are referred to the NCED laboratory for AT needs assessments, training, demonstrations, and hands-on trial services. The DSU provides AT equipment based on participant need after receiving recommendations from NCED. This is an Adaptive Resources Grant funded through the Nevada Department of Health and Human Services (DHHS).

Should the grant lose funding, the DSU will continue to provide computer hardware and software needed to perform AT assessments and training for individuals with disabilities on a fee for service basis. Two independent AT labs, which have the newest AT equipment, are housed at the DSU's Reno and Las Vegas Offices. In addition to traditional AT, these labs have a heavy emphasis on AT for the blind and visually impaired. Staff will continue training to develop internal expertise in the field of AT. The goal is to continue assessing the needs of and providing AT equipment to vocational rehabilitation and independent living participants. This collaborative also provides for assessments and training of AT for rural Nevada vocational rehabilitation participants.

Currently, the DSU also refers OIB program clients to NCED for assessment and training under a fee for service arrangement.

Other collaborations include;

- In the rural district, VR hosts a monthly meeting with the Rural Regional Center to discuss clients in common or potential clients. VR also participated in a community fair for community agencies in Elko. Staff from VR, the Rural Regional Center, NNCIL, and other agencies were present to discuss their programs. Counselors from the Winnemucca, Ely, Elko and Fallon offices attend the Chamber of Commerce breakfasts. Statewide each VR office collaborates with the state Mental Health agencies. In the north, the District Manager sits on the Transportation Coalition Committee which is a committee to determine the needs of disabled, youth, and senior citizens on transportation. The north works closely with the Northern Nevada Literacy Council. They have participated in workshops including Bridges Out Of Poverty training, provided

by the Food Bank of Northern Nevada in developing a comprehensive community approach to reducing poverty.

- VR staff from the Las Vegas office participate in the Association for Macular Degeneration, National Federation of the Blind and Nevada Blind Center.
- VR staff from the Las Vegas office actively participate in the Las Vegas Metropolitan Police Department (LVMPD) Homeless Liaison/Corridor of Hope, a homeless coalition.
- Staff also represents the DSU at the Annual Disability Resource Fair held each October 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 Administrator presented general information regarding the state VR program to the Governor's Council on Development Disabilities. In addition, a presentation was made to the Governor's Northern Workforce Board "NevadaWorks" on the OfficeMax employment model.
- VR staff collaborated with several other representatives from state agencies and the legislature to host Town Hall meetings in 4 rural areas across the state. The goal was to learn about the needs of these rural areas and provide a public platform to share this information.

Currently the DSU has no programs with the Under Secretary for Rural Development of the United States Department of Agriculture.

The DSU manages the state use program known in Nevada as the Preferred Purchase Program. The DSU administers the program under the authority of Nevada Revised Statutes (NRS) 334. The Preferred Purchase Program is 100% self-funded and has eight participating community rehabilitation partners which employ on average 100 individuals who are most significantly disabled through state use contracts. The Preferred Purchase Program is permissive in the state of Nevada; however, with the help of the Governor through an Executive Order opportunities for growth and expansion will increase.

(2) Coordination with Education Officials

Describe the DSU's plans, policies and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of vocational rehabilitation services, including provisions for the development and approval of an individualized plan for employment before each student determined to be eligible for vocational rehabilitation services leaves the school setting or, if the DSU is operating under an Order of Selection, before each eligible student able to be served under the order leaves the school setting.

Provide information on the formal interagency agreement with the state educational agency with respect to:

- 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;
- Transition planning by personnel of the DSU and educational agency that facilitates the development and completion of their individualized education programs;
- Roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining state lead agencies and qualified personnel responsible for transition services; and
- 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. One county, and resulting school district, Esmeralda County does not have a high school. All of the agreements were updated in FFY-2012 and went into effect July 1, 2012. They reflect the intent of the NDOE Interlocal Contract for coordination of services designed to meet the educational, vocational, and independent living needs of students with disabilities. The DSU has identified that the development of individualized relationships between rehabilitation and education staff is critical to the delivery of comprehensive services. North and south designated transition teams have been established as liaisons with the individual high school programs. DSU staff members actively participate in Individual Education Plan (IEP) meetings and are available to provide other consultation, outreach and IEP development assistance, and informational support.

An Individualized Plan for Employment (IPE) is jointly developed either in consultation with the Special Education Team or directly with the consumer and/or their parent or guardian depending on the individual's preference. The IPE is agreed to and signed before the student exits the 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.

The DSU continues to participate in inter-local contracts with the Nevada System of Higher Education (NSHE), a state-sponsored higher education system composed of the University of Nevada, Reno; University of Nevada, Las Vegas; Nevada State College; College of Southern Nevada; Great Basin College; Truckee Meadows Community College; and Western Nevada College.

The contract outlines the roles and responsibilities of both the DSU and NSHE when providing mutual services to Transition Students. The agreement also establishes the provision of services

by each entity and reimbursement to the DSU for services rendered. The process for resolving disputes regarding which entity is responsible for payment has been included. This agreement has been updated and is in effect from July 1, 2010 through June 30, 2014.

In addition to this inter-local contract, the DSU has been collaborating with the NSHE, and its member colleges and universities to explore the potential of third party cooperative arrangements (TPCAs). The DSU has conducted several meetings over the past 7 months, and have several potential TPCAs being developed that involve the Great Basin College, Nevada State College, Truckee Meadows Community college, College of Southern Nevada, Western State College, University of Nevada, Reno, and University of Nevada, Las Vegas. It is likely that the DSU will have a number of these TPCAs ready to submit for approval to RSA and other state financial and governing committees before the end of the calendar year. These TPCAs will provide services to VR clients that are new and unique, or an expanded pattern of services with a vocational focus. Each program throughout the state will be uniquely different and they are encouraged to be customized to the climate of the community college. The following are an example of the overall universal services that may be offered; Career Exploration, Vocational Counseling, Employment Preparation, Vocational Training Support, and Worksite monitoring. There will be a strong emphasis to work with VR youth transitioning from high school to college, providing intensive tutoring for VR clients, assessment and instruction to VR clients on the use of assistive technology, paid internships programs, job coaching, and job development services.

The coordination of services for students with disabilities is achieved through a variety of cooperative efforts. The DSU utilizes Interlocal contracts and participates in statewide and local transition technical and career education activities.

Since FFY 2008, 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 1998. The NDOE is Nevada's State Lead Educational Agency (LEA). The DSU considers the NDOE as the cornerstone for statewide collaboration, facilitating participation in local school transition activities.

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

Parents of students with disabilities and representatives of the Nevada PEP (Parents Encouraging Parents, Professionals Empowering Parents, and Parents Educating Professionals) organization have representation on the NSRC.

The DSU's Bureau of Services to the Blind and Visually Impaired (BSBVI) collaborated with the Clark County School District in the assessment of assistive technologies specific to the needs of visually impaired students. BSBVI Staff participate in transition workshops to provide group and individual training of students with visual impairments.

In 2013 the DSU terminated contracts with all vendors providing Transition Coordination. In lieu, the DSU is now utilizing formal Provider Agreements to deliver services to transition youth via vendors who agree to the Service & Transition Coordinator scopes of work. The benefit being that the DSU is allowed to use of a variety of providers to provide more customized services. Additionally, the DSU is using a standardized, agreed-upon hourly fee schedule for specific services. There is no longer a blanket for service provision.

In the summer of 2013 the DSC developed and implemented the first Student Transition Employment Program (STEP). A total of 7 students attended this 3 week residential program which was designed to empower visually impaired young adults by providing the tools they need to live independently within the community, and in their own homes. Training sessions covered everything from cooking skills, shopping, home safety, money management, orientation and mobility, social skills, personal grooming to job exploration and interviewing skills. Creation of this program lessens then necessity to send individuals with these needs out of state.

The program's short-term goal is to help participants break down barriers preventing them from going to college and obtaining employment. The long-term goal is to increase the percentage of transition students choosing to go on to post-secondary education. This program is co-sponsored by Clark County School District, University of Nevada, Las Vegas, Nevada Department of Education, ASAP Employment Services, and the State of Nevada, Bureau of Vocational Rehabilitation and will be held again in the summer of 2014.

The Annual Nevada Student Leadership Transition Summit (NSLTS) is an annual 2 day summit geared to increase graduation rates, expose participants to postsecondary options/resources available and to improve their understanding of the requirements for a successful transition to the world beyond high school.

The 2012 NSLTS conference consisted of over 200 people, which included high school students, their teachers, transition facilitators, young adult facilitators, a young adult panel, adult facilitators as well as conference planners and coordinators.

Special Education students, teachers, and counselors from sixteen (16) school districts across the state of Nevada attended this event to learn about services available to students after graduation from high school and to learn to become active participants in their transition process. They toured the University of Nevada, Reno learning about Disability Services available on college campuses and had a chance to network with other students with disabilities and learn 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 BVR can assist with the transition from school to work or school to post-secondary education then employment.

For several years, the DSU, in collaboration with the University of Nevada Las Vegas (UNLV), ASAP Employment Services, the Clark County School District, University of Nevada's Center for Excellence in Disabilities (NCED) and Nevada Dept. of Education has provided a week long College Preparatory Summer Camp known as, Careers, Recreation and Vocational Education (CRAVE) for ten 11th and 12th grade transition students. This event is held at the UNLV campus. The DSU presents the Clark County School District's Youth Educational Success (YES) Program to the 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 choice and the long-term goal is to increase the percentage of students attending college. In 2013, 18 students from the northern, southern and rural part of the state participated in the CRAVE camp. After the weeklong camp; students were offered summer employment opportunities in their field of interest with a number of local businesses.

Additionally, in summer of 2013 the DSU partnered with the UNR, WCSD, Northern Nevada Center for Independent Living (NNCIL), the Governor's Council on Developmental Disability and Sierra Regional Center (SRC) to offer northern transition students the opportunity to explore their areas of vocational interest first hand through the Community Based Career Exploration Camp. For the fourth year, approximately 60 students had the opportunity to work at multiple sites to job shadow and do hands on work. This week long program included classroom instruction on employment soft skills, culinary skills, mobility/bus training and actual hands on work at job sites.

Clark County School District and DSU continue to partner with the Project Search Program. Project SEARCH is a one year high school transition program for students with significant disabilities offered during their last year of high school. It is targeted to transition students whose main goal is competitive employment. University Medical Center in Las Vegas is the employment site where immersion in the workplace facilitates the teaching and learning process through continuous feedback and application of new skills.

The southern district has four full-time Rehabilitation Counselors and two Rehabilitation Technicians that work as two full time dedicated teams, coordinating transition services to Clark County School District which has forty-seven (47) high schools, charter schools and alternative learning centers.

The northern district, which covers four (4) counties and eleven (11) high schools, has one (1) dedicated transition team comprised of a Rehabilitation Counselor III, a Rehabilitation Counselor II and a Rehab Tech. The team works with WCSD transition students in addition to carrying a caseload of specialized special education VR clients.

In Carson City, the DSU is meeting monthly to collaborate with the Lyon County School District (LCSD), Dayton High School, Yerington High School and Silver Stage (Silver Springs) to provide outreach services, including Community Based Assessment (CBA) and On the Job Training (OJT) to eligible special education transition students.

The Vocational Opportunities for Inclusive Career Education (VOICE) Program is a cooperative agreement between the Washoe County School District (WCSD) and the State of Nevada, Bureau of Vocational Rehabilitation. The VOICE serves WCSD students age 18-21 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, do an online job search, and develop interview and work skills to obtain and maintain a job.

The teachers provided by WCSD 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 are co-enrolled clients of the Bureau of Vocational Rehabilitation, and a Certified Rehabilitation Counselor is part of the team working to help these young adults find meaningful and appropriate employment.

(3) Cooperative Agreements with Private Nonprofit Organizations

Describe the manner in which the DSU establishes cooperative agreements with private non-profit vocational rehabilitation service providers.

The DSU utilizes Interlocal Contracts, provider agreements and direct purchase methods to coordinate the provision of consultative, evaluative and rehabilitation services. Direct purchase of consultative, evaluative and rehabilitation services are 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 Medicare reimbursement schedule, when appropriate.

The DSU directly purchases most job placement and job coaching services on a structured fee for services/milestone basis. The fee-for-service arrangements require eligible providers to meet the terms of a standard agreement for service provision, and 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 a 90-day competitive employment. The total fee for successful case closure is \$3000.00. Fees paid to providers providing benchmarked supported employment job development is \$4600.00 and \$5600.00 for customized employment, paid at milestone intervals.

In FFY 2013 such agreements included:

- The Achievement Academy – Las Vegas
- Best Buddies International, dba: Best Buddies Nevada – Las Vegas
- ComputerCorps – Carson City

- Deaf & Hard of Hearing Advocacy Resource Center, Sparks
- Easter Seals Nevada, Las Vegas – Las Vegas
- Goodwill Industries of Southern NV Inc, North Las Vegas
- High Sierra Industries (HSI) - Reno
- Hope for Prisoners – Las Vegas
- JOIN, Inc - Reno
- Junior Blind of America
- Northern Nevada Center for Independent Living - Sparks
- Opportunity Village – Job development and placement in Clark County
- Ormsby Association of Carson City – Job development and placement in Carson City area
- Rebuilding All Goals Efficiently (RAGE) – Job development and placement in Clark County
- Salvation Army Clark County
- United Cerebral Palsy of Nevada
- Wellness, Redemption & Rehabilitation Program, Inc. – Job development and placement in Clark County

(4) Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

Describe the efforts of the DSU to identify and make arrangements, including entering into cooperative agreements, with other state agencies and other appropriate entities in order to provide the following services to individuals with the most significant disabilities:

- Supported Employment services; and
- Extended services.

The DSU has long-standing relationships with many partners both within and without the workforce system that are designed to effectively identify eligible individuals with the most significant disabilities. The collective goal is to achieve the maximum success in assisting individuals with most significant disabilities into successful employment outcomes. Current efforts are focused in building more effective partnerships and relationships with similar entities throughout the state that support these efforts to expand employment opportunities.

Starting in June 2011, we formalized a contract between the DSU, Nevada Center for Excellence in Disability (NCED) and the Sierra Regional Center to identify and serve co-eligible individuals who are most significantly disabled and in need of supported employment services. Services include extensive interest inventory, video resume, community based assessment, job carving, job coaching, and all required follow along through successful case closure.

To date, over sixty five (65) individuals have been referred to this program, eleven (11) have achieved successful employment outcomes and two (2) others are currently in employed status. These services will be much more individualized and intensive than the traditional model. The

fee for each placement is \$5600.00. To date all but one of the successful placements remains employed.

While this program began as a demonstration program, it has evolved into an outreach and marketing tool the agency has used to educate employers, service providers and the public regarding the employment potential of individuals with significant disabilities. Vignettes from the video resumes of program participants have been featured in many television programs, marketing materials, and conference presentations.

Other sources for supported employment services/supports have been identified. They are:

- Social Security Work Incentives-Plan for Achieving Self-Support (PASS) and Impairment Related Work Expenses (IRWE).
- Diversion of JDT (Jobs in Day Training/Waiver) funding for pre-vocational training
- Natural Supports.

Starting in January 2013, the DSU entered into a vendor relationship with a community rehab program; High Sierra Industries (HSI) and the Sierra Regional Center (SRC). The regional center agreed to divert JDT/Waiver funding for identified individuals in CRP's to utilize those funds to pay for pre-vocational, soft-skills training to make them better candidates for competitive/non-sheltered employment outcomes through VR. This collaboration is a notable shift in the conventional wisdom for what was considered an acceptable employment outcome for individuals with these disabilities.

Currently there are several agencies within the community that provide the needed long term support to our participants that have been identified and meet the criteria for supported employment. Depending on the participant's severity of cognitive disability they would be referred to one of three community agencies for this service.

1. Desert Regional Center, Las Vegas, Nevada
Sierra Regional Center, Reno, Nevada
Rural Regional Centers: Carson City, Gardnerville, Fallon, Winnemucca, Elko, Nevada

If a participant has a diagnosis of a developmental disability, the agencies listed above would provide long term follow along for eligible DSU participants. They receive 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 the participant's case is closed at VR as successfully employed.

2. Division of Public & Behavioral Health (Mental Health), Las Vegas, Nevada;
Division of Public & Behavioral Health (Mental Health), Reno, Nevada
Division of Public & Behavioral, Rural Clinics Community Mental Health Centers: Carson City, Gardnerville, Silver Springs, Fallon, Elko, Ely, Battle Mountain, Lovelock, Caliente, Mesquite and Winnemucca, Nevada

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

3. Natural Supports:

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

Attachment 4.10: Comprehensive System of Personnel Development (Section 101 (a) (7) of the Act; 34 CFR 361.18)

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

- The number of personnel who are employed by the state agency in the provision of vocational rehabilitation services in relation to the number of individuals served, broken down by personnel category;
- The number of personnel currently needed by the state agency to provide vocational rehabilitation services, broken down by personnel category; and
- Projections of the number of personnel, broken down by personnel category, who will be needed by the state agency to provide vocational rehabilitation services in the state in five 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.

(a) Data System on Personnel and Personnel Development

The Rehabilitation Division, as the DSU, has established procedures and activities setting forth the Comprehensive System of Personnel Development (CSPD), which will ensure an adequate supply of qualified Rehabilitation professionals and paraprofessionals for the operation of the Vocational Rehabilitation programs.

The CSPD is coordinated by the Administrator of the DSU with the participation of: the Nevada State Rehabilitation Council (NSRC), Human Resources staff of the Department of Employment, Training, and Rehabilitation (DETR), and staff of the Bureaus of Vocational Rehabilitation (BVR) and Services to the Blind and Visually Impaired (BSBVI).

DETR's personnel records enable an annual analysis of the numbers and types of Rehabilitation personnel. Through the State of Nevada Personnel Department database, information on budgeted positions, duration of vacancy for each position and vacancy rates are available through a data warehouse system.

In addition, a personnel log is maintained at the agency level, delineating the location, type of position and date vacated in order to provide current tracking of vacancies including the status of each vacant position. This tracking mechanism has proved successful in reducing the vacancy rate and the amount of time that each position is vacant. All the sources of information are used to track and forecast the DSU's personnel needs.

1) Qualified personnel needs.

The DSU had 5,541 applications and eligible individuals with disabilities in FFY 2013, including individuals with significant disabilities. With 46 FTE Rehabilitation Counselor positions serving the vocational rehabilitation program in Nevada, the ratio was one (1) Rehabilitation Counselor to one-hundred-twenty (120) program participants.

This ratio of Rehabilitation Counselors to participants is in the mid-range as compared to other VR agencies. The current caseload average statewide is seventy-six (76) participants per one (1) Rehabilitation Counselor. The current staffing levels are sufficient for the number of participants seeking services, as evidenced by the low average caseload and the fact that the DSU passed five (5) of the seven (7) Rehabilitation Services Administration (RSA) performance indicators for FFY 2013.

(A) The following projection for personnel needs is based on the projected population increase for Nevada, applying that same increase to the vocational rehabilitation participant numbers served, as depicted in the following chart:

FFY	Population Increase *	Determined Eligible (By Year)	Applications and Eligibilities (With Carry Overs)	VR Counselor Projection (1 to 120 Participants)	VR Technician Projection
2013		2,690	5,541	46	31
2014	0.9%	2,932	6,040	50	34
2015	0.9%	3,196	6,584	55	37
2016	1.0%	3,516	7,242	61	41
2017	0.9%	3,832	7,894	66	45
2018	0.9%	4,177	8,604	72	49

* Based on data obtained from the State Demographer’s Office (Nevada County Population Projections 2013 – 2032).

(B) The DSU anticipates that a minimum seventy-two (72) Counselor positions and forty-nine (49) Rehabilitation Technician positions will be necessary to achieve the goals of increased services and successful employment outcomes. The DSU will need to hire a total of twenty-six (26) additional Counselors and eighteen (18) additional Rehabilitation Technicians in the next five years.

Currently there are eight (8) Vocational Rehabilitation supervisors, each of whom may supervise up to eight (8) direct reports. With the increase in Vocational Rehabilitation Counselors, eight (8) supervisors will be sufficient to provide the oversight necessary to ensure quality services to individuals with disabilities. Current staffing levels for Account Clerks, Administrative Assistants, Rehabilitation Instructors, and administrative staff will not require an increase in the next five (5) years however; DSU will need to

replace thirty-eight (38) vacated positions. The greatest projected need is for new/dedicated staff performing job development activities through the creation of 5 new Workforce Service Representative positions and 2 new Vocational Evaluator positions.

The number of qualified personnel for VR is allocated in biennial legislative sessions based on the projected needs of the DSU and available funding. In FFY 2013 there were one-hundred-thirty-eight (138) positions (including vacancies) within the DSU to provide support, administration and vocational rehabilitation services with the following breakdown:

Job Title	Total Positions	Current Vacancies	Projected Vacancies Over Five Years
Administrator and Deputy Administrator	3	0	1
Rehab and Disability Employ Policy Chief	2	0	1
Rehabilitation Manager and Supervisor	10	1	3
Rehabilitation Counselor	46	3	11
Rehab and Orientation / Mobility Instructor	6	0	2
Vocational Evaluator and Program Officer	6	1	0
Rehabilitation Technician	31	2	10
Business Process and Management Analyst	6	0	1
Admin. Assistant and Workforce Service Rep.	17	0	4
Accounting, QC Specialist and Interns	11	3	5

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

- A list of the institutions of higher education in the state that are preparing vocational rehabilitation professionals, by type of program;
- The number of students enrolled at each of those institutions, broken down by type of program; and
- 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.

2) Personnel Development

- A.** Historically, none of Nevada’s institutions of higher education have offered Council On Rehabilitation Education (CORE)-accredited programs for Vocational Rehabilitation professionals. Consequently, when Nevada needs to hire, we recruit nationally for qualified staff graduating from other CORE accredited programs.

Currently, all DSU Rehabilitation Counselors have Certified Rehabilitation Counselor (CRC) credentials or are eligible to sit for the Commission on Rehabilitation Counselor Certification (CRCC) national examination, with the exception of one newly hired counselor who will soon be enrolled in a CORE-accredited Master's degree programs. This Rehabilitation Counselor will be onboarding in May 2014 and has thirty-six (36) months from the date of hire to meet the standards.

(b) Plan for Recruitment, Preparation and Retention of Qualified Personnel.

Since 1994, the DSU and San Diego State University (SDSU) have collaborated on Nevada's CSPD. Nevada's CSPD applies an integrated human resources systems approach which is described below in the sections on personnel standards and personnel development. The DSU has also strengthened recruitment efforts through contact and discussion with SDSU and other CORE-accredited universities and colleges that provide Masters' degrees in rehabilitation counseling, resulting in improvement of Nevada's access to qualified Rehabilitation professionals. Additionally, we utilize the RehabNet, NRLI listserves and CSAVR listserves to extend recruitment opportunities. The DSU and SDSU have also built on this foundation by offering distance education opportunities to Rehabilitation Counselors for continuing education credits.

The DSU works closely with Nevada Department of Personnel and the DSU's Human Resources Section to recruit and hire qualified personnel for positions within the Division. The DSU has offered specialized training through the SDSU Interwork Institute program for Rehabilitation Counselors. The training focuses on emerging trends and the following topics:

- A Balancing Act: Ethical Rights and Responsibilities
- Social Security: SSI, SSDI, PASS and Ticket to Work
- Job Analysis in Rehabilitation Services
- Benefits Planning & Work Incentives
- Defining Excellent Customer Service in Rehabilitation
- Mediation and Conflict Resolution Training
- Stress Management
- Tools for Developing Successful Placements
- Positive Employment Outcomes via Partnership Development
- Transition-Work After High School
- Mental Health and Co-Occurring Disabilities in Employment
- Develop Meaningful Employer Relationship-Positive Placements
- Building Relationships in the Business World
- Supported Employment, Job Carving and Customized Employment

In conjunction with SDSU, the DSU continues to maintain the "*e-rehab*" learning tool. This is an online training for Rehabilitation Counselors. The online curriculum consists of nine (9) modules, and at the end of each module there is a quiz. Upon successful completion of

each module, individuals can 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.

In addition to the Counselor “*e-rehab*” training tool we continue to maintain an “*e-rehab*” tool for job developers and job coaches. This curriculum consists of four (4) training modules.

NV DETR Job Development Training Series: Creating Employment Opportunities. The modules in the series are the following:

Module 1: Introduction to Job Development and the Role of the Job Developer

Module 2: Getting to Know Your Customer

Module 3: The Employer as Partner

Module 4: Job Placement and Retention Services.

The DSU is also in contact with SDSU to provide updated specialized training for Rehabilitation Technicians employed by the Division, and we have established an Academy for Rehabilitation Supervisors which is in its second year. The Rehabilitation Supervisor Academy was designed to increase knowledge and skills in supervision, management and leadership to support and facilitate the mission and goals of the DSU. During this reporting period 6 VR staff participated in this program. Additionally, the DSU worked in conjunction with TACE Region IX at SDSU to provide expanded academic and continuing educational opportunities to develop skills. Additionally, the DSU worked in conjunction with SDSU’s Technical Assistance and Continuing Education (TACE) to have several trainings in calendar year 2014 provided by the TACE Coordinator on the following topics:

- Mentoring
- Community Resources/Relationships
- Substance Abuse and Eligibility
- Psychiatric Disabilities and other Cognitive Impairments in the workplace

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 may include interpreters, flexible work schedules and assistive technology. The DSU continues to seek funding resources for education-related costs and has received in-service training grants

from the U.S. Department of Education to help support our ongoing education program. In the DSU's Southern District, a designated Rehabilitation Technician assists with transporting two Rehabilitation Counselor Instructors with a vision disability to various program-related work sites and participant-related meetings. In addition, at special sessions throughout the year, our Quality Assurance Team provides Ethics training and Effective Communication Training to all new staff members who have regular client contact (generally offered twice a year) and State Rehabilitation Council members annually. In addition they provide an Overview of Vocational Rehabilitation process to any VR staff, and the newly developed 1 week New Counselor Academy for all newly hired counselors. Curriculum for the New Counselor Academy includes:

- Introduction/RSA Performance Indicators/Application and Intakes
- Eligibility
- Informed Choice
- AVRN/IPE
- Case documentation

In development are two more modules:

- Case and Expenditure Management
- Job placement training for counselors

For job developers the Quality Assurance Team offers ethics training twice a year. An overview of the VR process is also provided twice a year for new non-counseling staff and as needed, an overview/summary of policy changes will be provided when changes are made to the policy and procedures manual. This was provided last in 2012 and will be provided again in 2014.

The DSU currently has two (2) full-time paid intern positions. Public Service Interns are enrolled in a program of post graduate study and assist the regular staff in performing the duties required in carrying out the purpose and function of the unit. This may include support in administration of the program, serving clientele, or conducting research. Interns receive instruction from staff; observe and apply agency methods, practices, and procedures to activities and projects. They may assist staff in experimental and research work, gather and analyze data and prepare reports summarizing conclusions. They must possess a Bachelor's degree related to the field of employment and be enrolled with continued successful performance in an academic graduate program of Vocational Rehabilitation at an accredited college or university. They must possess a general knowledge of the principles and practices of Vocational Rehabilitation and the ability to compose reports of work activities.

Describe the state agency's policies and procedures for the establishment and maintenance of personnel standards to ensure that designated state unit professional and paraprofessional personnel are adequately trained and prepared, including:

1. Standards that are consistent with any national or state-approved or-recognized certification, licensing, registration, or, in the absence of these requirements, other comparable requirements (including state personnel requirements) that apply to the profession or discipline in which such personnel are providing vocational rehabilitation services; and
2. To the extent that existing standards are not based on the highest requirements in the state applicable to a particular profession or discipline, the steps the state is currently taking and the steps the State Plans to take in accordance with the written plan to retrain or hire personnel within the designated state unit to meet standards that are based on the highest requirements in the state, including measures to notify designated state unit personnel, institutions of higher education and other public agencies of these steps and the timelines for taking each step.

Be sure to include the following:

- Specific strategies for retaining, recruiting and hiring personnel;
- The specific time period by which all state unit personnel will meet the standards;
- Procedures for evaluating the designated state unit's progress in hiring or retraining personnel to meet applicable personnel standards within the established time period;
- The identification of initial minimum qualifications that the designated state unit will require of newly hired personnel when the state unit is unable to hire new personnel who meet the established personnel standards; and
- The identification of a plan for training newly hired personnel who do not meet the established standards to meet the applicable standards within the time period established for all state unit personnel to meet the established personnel standards.

3) Personnel Standards

The DSU has established policies and procedures to ensure that professional and paraprofessional personnel are appropriately and adequately prepared and trained.

The State of Nevada does not have state-approved or other recognized certification, licensing, or registration requirements that apply to personnel who are providing Vocational Rehabilitation services. The determination of applicants who are qualified Rehabilitation staff is based on State Department of Personnel Management's interpretation of the Division's minimum qualifications.

The Nevada Department of Employment, Training, and Rehabilitation Director appoints the Administrator based on the requirements of Nevada Revised Statute (NRS) 232.945. The Administrator serves at the pleasure of the Director and was appointed in October 2013. The Administrator has worked for DETR since March 2006. Most of her tenure was with the Nevada Equal Rights Commission (NERC) as a Compliance Investigator, Chief Compliance Investigator, and Administrator. She was appointed by the Governor to the NERC Administrator position in November 2010. The Administrator is a trained mediator, and has facilitated

countless mediations and conciliations for NERC. In February 2012, she graduated from the nationally-recognized Certified Public Manager program, "Managing Government in Nevada." The Administrator has a Bachelor's degree in Communication Arts, and a Journalism Minor degree. She graduated from Park University with honors; Magna Cum Laude. She has a volunteer/community service background with such agencies as Harvesters, Christmas in October and Habitat for Humanity. She was one of only 3% of applicants chosen to join the United States Peace Corps in 1998. She lived in Paraguay, South America, and is bilingual in Spanish. The DSU currently has one (1) Division Administrator position statewide.

The DSU hires or promotes the Deputy Administrators who meet the minimum standards as set by the State of Nevada. The Deputy Administrators must have a Bachelor's degree from an accredited college or university in business or public administration, education, human services or other relevant field and five (5) years of experience supervising and managing comprehensive, complex programs and budgets, and professional personnel. Entry level knowledge includes a working knowledge of principles and methods of administration and management including budget and personnel administration and staff development, coordination and supervision, principles and techniques used in planning, organizing, developing and administering comprehensive programs which are subject to unprecedented circumstances, strategic and program planning principles and practices, State Legislative processes to include drafting legislative bills and position statements; state and federal laws, regulations and administrative processes. One of the current Deputy Administrators oversees Operations and has a Bachelor's Degree and is a Certified Public Manager (CPM), and the other oversees Program Services, and has a Master's Degree in Rehabilitation, CRC Certification and has achieved PET-RA Certification. The DSU currently has two (2) Deputy Administrator positions statewide.

The DSU hires or promotes the Chief who also possesses current national certification or is eligible to sit for the national examination, in addition to meeting the minimum standards for three years management and supervisory experience in vocational rehabilitation including responsibility for program planning, development and implementation, interpretation and application of regulations, budget development and managing professional personnel. The Chief must have a working knowledge of quality management; effective change management; programmatic and operational aspects of related agencies at local, regional and national levels; program policies and procedures; and, state budget development and monitoring processes. The Chief is CRCC certified and meets the minimum standards. The Chief is also a Certified Public Manager (CPM). The DSU currently has one (1) Chief of Program Services position statewide.

The DSU hires or promotes the Chief of the Office of Disability Employment Policy (Business Development Manager) who has at minimum a bachelor's degree from an accredited college or university with a major in business or a field of social science, or related field and at least 3 years of managerial experience. Responsibilities include program planning, interpreting and applying regulations and managing personnel. Under the working title of Business Development Manager, the DSU has utilized this position to develop a program and protocol to reach out to business to educate employers on the benefits of hiring persons with disabilities. The Chief has a bachelor of science from an accredited university and many years of successful entrepreneurial experience and economic development at the State level. The DSU currently has one (1) Chief of the Office of Disability Employment Policy position statewide.

The DSU hires or promotes Rehabilitation District Managers who possess current national certification or are eligible to sit for the national examination, in addition to meeting the minimum standards for two (2) years management and supervisory experience in vocational Rehabilitation. He/she must have a working knowledge of federal and state laws and regulations applicable to programs for persons with disabilities; principles and practices of management and public administration; program development, implementation and evaluation; budget development and administration; social, economic, educational and vocational trends including high demand occupations and related labor market demand; principles of organizational structure, analysis and design; medical, social, vocational, psychological and independent living needs of persons with disabilities; state and federal trends impacting programs and services. Both of the current District Managers are CRCC certified. The DSU currently has two (2) District Manager positions statewide.

The DSU hires or promotes Rehabilitation Supervisors who possess current national certification or are eligible to sit for the national examination, in addition to meeting the minimum standards for one-year management and supervisory experience in vocational rehabilitation. National certification standards require supervision by individuals who hold current credentials. To provide a mechanism to attract Rehabilitation counselor interns and enable current Rehabilitation professional staff to qualify for national certification, Nevada employs supervisory personnel who hold these credentials. Currently, all supervisory staff are CRCC certified or are eligible to sit for the CRCC exam and meet the minimum qualifications. The DSU currently has eight (8) Rehabilitation Supervisor positions statewide.

The DSU appoints individuals as Rehabilitation counselors who:

- a) Have a Master's degree in Rehabilitation Counseling from a CORE-accredited program and who are eligible to sit for the national certification examination; or
- b) Have a Master's degree in Rehabilitation Counseling that was not fully accredited by CORE at the time the applicant's degree was granted and who are eligible to sit for the national certification examination; or
- c) Have a Master's degree granted by a college or university accredited by a recognized regional accrediting body at the time the degree was conferred and who are eligible to sit for the national certification examination.
- d) Have a Master's degree granted by a college or university accredited by a recognized regional accrediting body at the time the degree was conferred and who can achieve eligibility to sit for the national certification examination by committing to an approved Employee Educational Plan (EEP) within 90 days of the date of hire and completing the necessary EEP coursework, at employee expense, within 36 months of the date of hire.
- e) As stated above, Nevada is currently working with and looking to recruit students from over the nation's CORE approved universities that offer a Master's Degree in Rehabilitation Counseling for paid internships with the DSU. The salaried paid internship allows DSU to

attract and recruit candidates for VR Counselor positions who have a Master's Degree in Rehabilitation while they are still in school and before they are recruited by other agencies. While interns are working with the DSU, they accrue sick days and vacation days and receive health insurance, group life insurance and other employee benefits at the date of hire. When completing said internship, they can, if there are vacant positions available, move into a Rehabilitation Counselor II position within the DSU provided that they meet all hiring requirements. This change adds an additional employment incentive for Public Service Intern candidates to choose to work for Nevada's DSU.

The DSU currently has forty-six (46) Rehabilitation Counselor positions statewide.

It is the preference of the DSU to hire Rehabilitation teaching staff, which includes Orientation and Mobility Instructors and Rehabilitation Instructors who must:

- a) Hold a Master's degree in a Rehabilitation related field (e.g. rehabilitation counseling, rehabilitation orientation and mobility, rehabilitation teaching, low vision specialist) granted by a college or university accredited by a regional accrediting body at the time the degree was conferred and are eligible to sit for the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) certification examination; or
- b) Hold a Bachelor's degree in a rehabilitation related field (e.g. rehabilitation counseling, teacher of the visually impaired, rehabilitation teaching, low vision specialist) and a minimum of one year of training and/or employment as an Orientation and Adjustment Instructor working with individuals who are blind or visually impaired and who hold ACVREP certification or are eligible for certification; or
- c) Hold an initial or renewable professional certification in Rehabilitation Teaching or Orientation and Mobility from the ACVREP.

The DSU currently has three (3) Orientation & Mobility instructor positions and three (3) Rehabilitation Instructor positions statewide.

The DSU hires or promotes Vocational Evaluators who have a Master's degree in Vocational Rehabilitation with emphasis on vocational evaluation; or have a Bachelor's degree in vocational rehabilitation or vocational evaluation and one year of professional experience providing vocational assessment and work adjustment services for injured workers and clients with disabilities in a rehabilitation setting. The Vocational Evaluators meet the minimum qualifications. The DSU currently has five (5) Vocational Evaluator positions statewide.

The DSU paraprofessional staff has the job title, Rehabilitation Technician. Minimum qualifications at the Rehabilitation Technician II level include one year of experience in a rehabilitation setting, which involves interactive relationships with individuals with disabilities. All Rehabilitation Technicians have met the minimum qualifications. The DSU currently has thirty-one (31) Rehabilitation Technician positions statewide.

The DSU hires or promotes Management Analysts (MA). All Management Analysts meet the minimum qualifications:

- a) The MAIII must have a Bachelor's degree or equivalent and three (3) years of professional experience in research, development, evaluation, or revision of programs, organizations, methods, or procedures. He/she must have a general knowledge of financial statements and statistical methods required to analyze, project and present fiscal effects; governmental accounting, auditing, financial reporting and/or research/statistical methods.
- b) The MAII must have a Bachelor's degree or equivalent and two (2) years of professional experience in development, evaluation, or revision of programs, organizations, methods, or procedures. He/she must have a working knowledge of legislative proceedings and processes; state government agencies, resources and functions sufficient to locate and obtain needed information and/or resources.
- c) The MAI must have a Bachelor's degree or equivalent and one year of professional experience in development, evaluation, or revision of programs, organizations, methods or procedures. He/she must have a general knowledge of research and analysis techniques and methodologies; governmental accounting and budgeting; management and public administration concepts; principles and practices sufficient to assist in evaluating, developing and recommending effective administrative and/or operational policies and procedures for the work unit; and various computer software including word processing, spreadsheet and database applications.

The DSU currently has four (4) Management Analyst positions statewide.

The DSU hires or promotes Business Process Analysts (BPA). Business Process Analysts meet the minimum qualifications:

- a) The BPA II must have a Bachelor's degree and two (2) years of professional level experience in a related program area analyzing, interpreting, and implementing program laws, regulations, policies and procedures, which include one (1) year of experience applying recognized data processing concepts to business process planning or analyses or equivalent and have a working knowledge of system documentation principles; data processing concepts including general database, system security, data communication, and multiple platform strengths and weaknesses; and, business process planning and analysis.
- b) The BPA I must have a Bachelor's degree or equivalent and two (2) years of professional level experience in a related program area analyzing, interpreting, and implementing program laws, regulations, policies and procedures, which includes one (1) year of experience applying recognized data processing concepts to business process planning or analyses or equivalent and have a working knowledge of a variety of end-user tools and applications and DETR policies and procedures in relation to other departments, agencies, organizations and business customers.

The DSU currently has two (2) Business Process Analyst positions statewide.

The DSU hires or promotes a Program Officer (PO) who has a Bachelor's degree or equivalent and one year of professional experience in development, evaluation, or revision of programs, organizations, methods or procedures. He/she must have a general knowledge of principles and practices sufficient to assist in evaluating, developing and recommending effective administrative and/or operational policies and procedures for the work unit; and various computer software including word processing, spreadsheet and database applications. The DSU currently has one (1) Program Officer position statewide.

The DSU hires or promotes Administrative Assistants (AA). All Administrative Assistants meet the minimum qualifications:

- a) The AAIV must have graduated from high school or equivalent and have four (4) years of progressively responsible relevant work experience which included experience in one (1) or more of the following areas: providing administrative/program support to professional staff and management; performing secretarial duties in support of a manager; coordinating communications between the manager, staff and program clientele; supervision of subordinate staff; researching information from internal and external sources and sufficient working knowledge of software. He/she must have a working knowledge of functions and operation of an administrative office and/or program area, principles of supervision and training if applicable to the assignment, maintenance of budget and financial records if applicable to the assignment.
- b) The AAIII must have graduated from high school or equivalent and have three (3) years of progressively responsible relevant work experience which included experience in one (1) or more of the following areas: maintenance of complex records and files; public/customer relations including explaining detailed policies, regulations and requirements; preparation and processing of financial and statistical documents such as payroll, travel, claims and budgeting forms; and assisting staff and management with projects and activities. He/she must have a working knowledge of functions and operation of an administrative assistant; operation and use of word processing; spreadsheet, database management and other associated business.
- c) The AAII must have graduated from high school or equivalent and have two (2) years of progressively responsible relevant work experience which included experience in one (1) or more of the following areas; maintaining records and files; preparing a variety of materials using a personal computer or word processor; assisting customers in completing forms and applications; and or performing secretarial duties in support of professional staff. He/she must have a working knowledge of administrative support functions.
- d) The AAI must have graduated from high school or equivalent and have one (1) year of progressively responsible, relevant work experience which included experience in one (1) or more of the following areas; maintaining records, answering telephones, and reviewing forms, documents and other written materials. He/she must have a working knowledge of standard office procedures, practices and methods; word processing software; data entry techniques; record keeping techniques; and telephone etiquette.

The DSU currently has sixteen (16) Administrative Assistant positions statewide.

The DSU hires or promotes a Workforce Services Representative IV. The Work force Services Representative must have graduated from high school or equivalent and must have (3) years of employment services experience. Responsibilities include interviewing job seeking customers to gather education and work history information or job requirements from business customers; evaluating job seeking customer's education and qualifications and applying that knowledge of occupational requirements and labor market conditions to develop appropriate job matching opportunities between the RAISON and One Stop Operating System data bases. The DSU currently has one (1) Workforce Services Representative position statewide.

The DSU hires or promotes Accounting Assistants who meet the minimum qualifications:

- a) The Accounting Assistant III positions must have graduated from high school or equivalent education and three (3) years of progressively responsible clerical accounting experience which included duties such as responsibility for accounts payable, accounts receivable, payroll and/or other accounting data; setting up computer spreadsheets to record, track, manipulate and report data; researching and interpreting financial data to prepare reports and respond to budget and account-related inquiries; and reconciling accounts. He/she must have a knowledge of clerical accounting principles, practices and techniques, budgeting and funding regulations, practices and procedures; payroll, accounts payable and accounts receivable functions sufficient to recognize discrepancies, inconsistencies and errors and complete the required documents and procedures to make corrections; computer spreadsheet techniques sufficient to record, track, manipulate and report data.
- b) The Accounting Assistant II positions must have graduated from high school or equivalent education and three (3) years of progressively responsible clerical accounting experience which included duties such as coding documents to distribute funds; preparing accounts payable and accounts receivable documents; using computer spreadsheets to record, track, manipulate and report data; balancing accounts; and identifying and applying established financial or record keeping procedures. He/she must have a working knowledge of accounting coding used to distribute funds in payroll, accounts receivable and accounts payable bookkeeping; use of computer spreadsheets to track, manipulate and record accounting related data, payroll accounts payable and accounts receivable functions; correct English usage, spelling punctuation and grammar sufficient to write standard memoranda, letters and report narratives; standard processes, procedures and methods used to reconcile accounts.
- c) The Accounting Assistant I positions must have graduated from high school or equivalent education and one (1) year of clerical experience, six months of which included accounts payable and/or accounts receivable responsibility; and the use of computer spreadsheets and a calculator by touch. He/she must have a general knowledge of clerical accounting and financial record keeping procedures; the use of accounting codes for the distribution of funds for payroll, accounts receivable and accounts payable bookkeeping; accounts payable and receivable procedures; computer spreadsheets used for bookkeeping and accounts maintenance.

The DSU currently has seven (7) Accounting Assistant positions statewide.

The DSU has created a new Quality Assurance Team. The DSU hires or promotes Quality Control Specialists with the following individual minimum qualifications:

- a) Quality Control Specialist II: Education and Experience: Graduation from high school or equivalent education and three years of experience determining eligibility for public assistance programs, one year of which must have included reviewing the work of others; OR one year of experience as a Quality Control Specialist I in Nevada State service; OR an equivalent combination of education and experience.
- b) Quality Control Specialist I: Education and Experience: Graduation from high school or equivalent education and two year of journey level experience eliciting information regarding support enforcement and/or eligibility for public assistance programs including conducting interviews, making determinations based on the application of rules and regulations, verifying and analyzing information, and documenting facts pertinent to the program; OR an equivalent combination of education and experience.

The DSU currently has two (2) Quality Control Specialist positions statewide.

The DSU hires or promotes Public Service Interns who are enrolled in a program of post graduate study. Public Service Interns assist the regular staff in performing the duties required in carrying out the purpose and function of the unit. This may include support in administration of the program, serving clientele, or conducting research. Interns receive instruction from staff; observe and apply agency methods, practices, and procedures to activities and projects. They may assist staff in experimental and research work, gather and analyze data and prepare reports summarizing conclusions. They must possess a Bachelor's degree related to the field of employment and be enrolled with continued successful performance in an academic graduate program of Vocational Rehabilitation at an accredited college or university. They must possess a general knowledge of the principles and practices of Vocational Rehabilitation and the ability to compose reports of work activities. The DSU currently has two (2) Public Service Interns.

All employees are provided Work Performance Standards evaluations by supervisors, at a minimum, of one (1) time per year, 3 times a year during the first year of employment. Each Rehabilitation Counselor receives an annual employee appraisal of which 20% to 25% of their case load is reviewed. Additionally, twice yearly the Quality Assurance Team monitors and conducts the statewide case reviews and quarterly they conduct targeted case reviews. These reviews are conducted in order to monitor case management, federal and state performance indicators, vocational 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 for the Division are addressed. 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.

Describe the state agency's policies, procedures and activities to ensure that all personnel employed by the designated state unit receives appropriate and adequate training in terms of:

- A system of staff development for professionals and paraprofessionals with the designated state unit, particularly with respect to assessment, vocational counseling, job placement and rehabilitation technology; and
- Procedures for the acquisition and dissemination to designated state unit professionals and paraprofessionals significant knowledge from research and other sources.

4) Staff Development

- (1) 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. Educational opportunities are provided by the DSU to increase the technician's capacity to effectively serve and interact with consumers and to provide technical support to the Rehabilitation counselor.
- (2) The DSU has expanded the educational offerings of the Quality Assurance Team to include:
 - New Counselor Academy
 - Policy and Procedure overview/training
 - Overview of VR Process for non-counseling staff
 - Ethics for job developers
 - Effective Communication for new staff and SRC staff
 - Technician training
- (3) 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 supervisor; managers and administration review them for upcoming training needs. Also, each staff are evaluated individually yearly for their work performance and are given the opportunity to provide input and requests for their own professional development. They can list training requests for assistance with role performance, professional maintenance, and career development. The DSU provides a training calendar and staff can request training through the DSU, DETR and/or the State of Nevada Department of Personnel.

The DSU has an ongoing working/training relationship with Technical Assistance and Continuing Education (TACE) Region IX. The DSU has instituted the following trainings:

- Academy for Rehabilitation Supervisors;
- Rehabilitation Technician Training
- Ongoing quarterly training provided in person/statewide by TACE Region IX.

Topics include: Defining Excellent Customer Service in Rehabilitation, Job Placement/Development, Mediation and Conflict Resolution, Supported Employment, and ongoing disability topic specific training.

The Administrator is currently enrolled for the next session of the San Diego State University Interwork Institute's National Rehabilitation Leadership Institute (NRLI) Executive Leadership Seminar. This four-part course is offered over a period of eighteen (18) months for State directors, senior administrators, and emerging leaders. Three (3) of the courses are provided at the SDSU campus and one course is provided at The George Washington University in Washington DC. The seminars build sequentially on one another and serve as a four-part developmental learning process. The one-on-one executive coaching component, provided throughout the course of the NRLI experience, allows participants to customize their learning around the 360-degree feedback information and the goals identified in their Leadership Development Plan. The Deputy Administrator completed this same training this training in June, 2012, the Administrator will complete in June 2016.

Two Rehabilitation Supervisors and have recently completed the Certified Public Managers Program offered through the State of Nevada, Department of Personnel in January 2012. This is a two (2) year program to support and grow professional leadership in State employees through coursework and a capstone project which is designed to identify and create a process improvement that will save the agency money or generate revenue. Two (2) additional supervisors are currently enrolled and are anticipating graduation in February 2015.

Within State of Nevada, Department of Human Resources and Personnel, non-supervisor staff are required to take 13 mandatory employee development courses. Supervisory staff must take these courses and 8 additional courses. Courses include:

- Employee evaluation
- Equal Employment Opportunity
- Interviewing and hiring
- Alcohol and drug testing
- Progressive disciplinary procedures
- Handling grievances
- Work performance standards
- Ethics of Excellence/managers & supervisors

The DSU currently provides annual In-Service Training to all rehabilitation staff. The location for the annual In-Service rotates each year between the southern district (Las Vegas) and northern district (Reno). Training topics for Sept. 2013 In- Service included;

- Disability is Natural
- Cognitive Aspects of Autism

- Create Synergy with Style, Substance and Words
- Positively Speaking
- Understanding Deaf Culture
- Employment Outlook for Nevada
- Working with the Returning Ex-Offender
- Re-Imaging VR

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 training opportunities:

- Nevada Transition Conference
- CSUN/Assistive Technology Conference
- CSAVR Fall and Spring conferences
- National Council of State Agencies for the Blind
- Employment and Disability Forum
- QA Summit
- BLAST (Business Enterprise conference)

Describe how the designated state unit has personnel or obtains the services of other individuals who are able to communicate in the native language of applicants or eligible individuals who have limited English speaking ability or in appropriate modes of communication with applicants or eligible individuals.

5) Personnel to Address Individual Communication Needs

The DSU utilizes staff and a variety of interpreters as the need arises in order to translate documents to Spanish and to facilitate communication. The northern and rural districts have 3 bilingual staff who provide services to the northern region of Nevada. The southern district has 7 bilingual staff who provide services to the Las Vegas community. The DSU provides services to Spanish speaking consumers in each of our BVR office locations. When needed, the DSU regularly contracts with bilingual interpreters when providing services. The DSU has a total of ten (10) Spanish speaking employees Statewide.

The DSU has set requirements for field staff working with specific disability and/or minority groups to have skills in sign language, Braille, foreign languages, or other modes of communication. The DSU has staff that can provide translation/interpretation services for our clients who speak Tagalog, Hindi, Gujrati, Urdu, Serbian, Bosnian, Croatian, German, Hungarian and Mandarin Chinese. Requirements also include the ability to conduct outreach activities and knowledge and skills in the culture of the specific group served. If DSU personnel are unavailable, the services of vendors or volunteers from community agencies are purchased or contracted, as needed, to communicate in the native language(s) or to communicate via sign language, of applicants and eligible individuals. Currently, the DSU has hired one (1) Rehabilitation Technician who uses American Sign Language in the Southern District, and is

certified, Educational Interpreter Performance Assessment (EIPA) 3.4 at the second level and one (1) Rehabilitation Counselors who is certified, level 3 in American Sign Language.

Based upon guidance from the Office of Civil Rights, the agency has developed policy regarding communication with individuals who are deaf or hard of hearing. Staff has been trained on Effective Communication, and this topic is readdressed annually at our State In-Service.

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 Improvement Act.

6) Coordination with Personnel Development under Individuals with Disabilities Education Act (IDEA)

The activities, which are carried out under this system of personnel development are coordinated with the provisions for personnel development required under the IDEA as evidenced by the following efforts:

- The Nevada DSU and the Nevada Department of Education, Office of Special Education, Elementary and Secondary Education and School Improvement Programs have an Interlocal Contract, which contains provisions for the joint training of vocational Rehabilitation staff and special education personnel.
- The DSU currently is working with the School Districts to provide for joint in-service training coordinated by local vocational rehabilitation offices. The local offices work with special education departments and technical and career education programs for the establishment of pre-vocational coordinated activities. Future plans include an increased effort for outreach to all students with disabilities, including students with disabilities who are not enrolled in special education.
- In the Rural District VR is providing: work readiness training at Battle Mountain High School; Community Based Assessment Training and On the Job Training with Lowry High School in Winnemucca; services at high schools in Wells and Wendover; vocational counseling and guidance for college preparation with the Indian tribe in Owyhee. In Carson and Lyon Counties the DSU has developed supported employment outreach to transition aged students to provide paid work experience opportunities and summer camp experiences.
- BSBVI staff provides 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.

- Statewide, BSBVI and BVR staff attend transition team meetings with local schools and school districts to provide ongoing orientation and education regarding vocational rehabilitation services.
- Clark County School District's Transition Staff offer a regional conference bi-annually to the community called "*Students Talking About the Real World*" (STAR). STAR is a program that is designed to educate families, students, and professionals about transition services available in Clark County. BSBVI and BVR are one of many agencies that participate in this program. Our transition counselors provide information about our services to assist students' transitioning from school to adult life.
- The DSU and the Nevada System of Higher Education mutually developed and implemented an inter-local contract designed to facilitate the delivery of higher education opportunities to eligible students.
- The DSU is a member of the Nevada Department of Education's Nevada Transition Advisory Committee. Their mission is to educate legislators, provide awareness campaigns to the public regarding students with disabilities, assist with self-advocacy, train providers and employers, and network building. Members of the Committee are experts in transition services and provide recommendations around best practice/compliance in transition services.

Attachment 4.11(a): Results of Comprehensive Statewide Assessment of the Rehabilitation Needs of Individuals with Disabilities and Need to Establish, Develop, or Improve Community Rehabilitation Programs

Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the state, particularly the vocational rehabilitation services needs of:

- Individuals with most significant disabilities, including their need for Supported Employment services;
- Individuals with disabilities who are minorities;
- Individuals with disabilities who have been unserved or underserved by the vocational rehabilitation program; and
- Individuals with disabilities served through other components of the statewide workforce investment system.

The DSU, in conjunction with the State Rehabilitation Council, entered into a contract with the Interwork Institute at San Diego State University to perform a statewide needs assessment 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 provide a rationale for the development of the Bureau of Vocational Rehabilitation'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, 2013, and included federal fiscal years (FFY) 2010-2012 or October, 1, 2009 through September 30, 2012.

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

- 1) Focus groups conducted with three stakeholder groups (former, current or potential consumers of VR; representatives of organizations that provide services to persons with disabilities; and VR staff).
- 2) Key informant interviews conducted with VR staff knowledgeable about the needs of individuals with disabilities in the state.
- 3) Analysis of VR case service data.
- 4) Analysis of a variety of existing demographic data relevant to individuals with disabilities.

In summary, the survey found:

Section One: Individuals served by BVR

The total number of people applying for services decreased slightly between 2010 and 2012. The number of eligibility determinations followed a similar trend of slight decreases from 2010 to 2012. The number of cases closed with an employment outcome remained similar between 2010

and 2011, then dropped considerably during 2012. The successful rehabilitation ratio declined from 51% to 46% between 2010 and 2012.

Section Two: Needs of individuals with the most significant disabilities, including their need for supported employment

Needs identified in this area included the following:

- In the north: community-based capacity for serving individuals with most significant physical disabilities, vocational services of individuals with mental health disabilities, and services for individuals with severe spinal cord or brain injuries.
- In the rural regions: service providers, transportation, access to healthcare, and increased job opportunities.
- In the south: services for individuals with most significant disabilities, and public transportation.
- In both the north and the south: job placement services, obtaining and retaining healthcare and Social Security Disability Insurance.
- Statewide: supported employment services, extended service providers, supported employment services provided through the mental health system, and job placement and coaching services for individuals receiving supported employment services.

Section Three: Needs of individuals with disabilities from different ethnic groups, including needs of individuals who have been un-served or underserved by the VR program

Needs identified in this area included the following:

- In the north: serving individuals who are Native American, enhancing capacity to serve individuals with mental health disabilities.
- In the rural regions: serving individuals who are Deaf.
- In both the north and the south: addressing barriers to serving individuals who were previously incarcerated.
- Statewide: serving individuals who are Asian, serving individuals who are of Hispanic or Latino ethnicity, serving individuals with autism, serving individuals who are blind, hiring bilingual VR staff, community rehabilitation programs with the capacity to serve Spanish-speaking individuals, work experience opportunities for individuals of different ethnicities, technology training for individuals who are Hispanic and for older adults, and increasing capacity to serve transition-age youth.

Section Four: Needs of individuals with disabilities served through other components of the statewide workforce investment system

Needs identified in this area included the following:

- In the rural regions: transportation for individuals with disabilities served by JobConnect.
- In the south: increasing referrals to JobConnect.
- In both the north and the south: increasing joint provision of VR and JobConnect services to individuals.
- Statewide: increasing JobConnect staff capacity to serve individuals with significant disabilities, and increasing access to JobConnect services for individuals with disabilities.

Section Five: Needs of individuals in transition

Needs identified in this area included the following:

- In the north: establishing basic referral processes for transition students, transportation.
- In the rural regions: addressing geographic barriers to VR staff participation in IEP meetings, addressing a general lack of resources, transportation.
- In the south: increased participation in IEP processes, job development resources.
- In both the north and the south: early initiation of the transition process.
- Statewide: facilitating seamless transition to adult services, enhancing parental involvement in transition planning, early development of IEPs, work experience opportunities, transition training for school staff, more counselors dedicated to transition, school-based job developers, increased coordination with the schools, job readiness training, vocational training.

Section Six: Need to establish, develop or improve CRPs in the state

Needs identified in this area included the following:

- In the rural regions: development of service providers.
- In both the north and the south: supported employment services and job coaches.
- Statewide: increasing job development and placement services, services for individuals with mental health disabilities, assessment, training and placement services for transition-age youth.

Section Seven: Other needs of individuals with disabilities (not captured in the other categories)

Needs identified in this area included the following:

- In the north: centralized resource repositories for staff and clients.
- In the south: addressing negative employer attitudes about disabilities, helping clients understand the services that VR can provide.
- In both the north and the south: increased public transportation services, technology training, opportunities to work in integrated work environments, cooperation between service providers, decreased VR staff turnover.

Attachment 4.11(b) (1-3): Annual Estimates of Individuals to be Served and Costs of Services

- Identify the number of individuals in the state who are eligible for services.
- Identify the number of eligible individuals who will receive services provided with funds under:
 - Part B of Title I;
 - Part B of Title VI;
 - Each priority category, if under an order of selection.
- Identify 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.

(b) Annual Estimates

- (1) Number of individuals in the state who are eligible for services under the plan.

The DSU projects it will increase the number of individuals determined eligible for vocational rehabilitation services in proportion to the State’s population growth as detailed below.

Federal Fiscal Year	Population Increase	Potentially Eligible
FFY 2013: Actual	2,758,931	11,036
FFY 2014: Projected (0.9%)	3,007,235	12,029
FFY 2015: Projected (0.9%)	3,277,886	13,112
FFY 2016: Projected (1.0%)	3,605,675	14,423

- (2) 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.

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 tables below. The tables contain data based on the State Demographer projections of population growth. The last column includes all clients at the time of application whether eligible or ineligible. The DSU is not under an Order of Selection at this time.

Category	Title I or Title VI	Estimated Funds	Estimated Number To Be Served
2013: Actual	Title I	\$ 7,987,259	5,541
2014: Projected (0.9%)	Title I	\$ 8,706,112	6,040
2015: Projected (0.9%)	Title I	\$ 9,489,662	6,584
2016: Projected (1.0%)	Title I	\$10,438,628	7,242
2013: Actual	Title VI	\$283,584	270
2014: Projected (0.9%)	Title VI	\$309,107	294
2015: Projected (0.9%)	Title VI	\$336,927	320
2016: Projected (1.0%)	Title VI	\$370,620	352

- (3) Costs of the services described in subparagraph (b) (1), including, if the designated state agency uses an order of selection, the service costs for each priority category within the order.

The actual client service expenditures for FFY 2013 needed to serve eligible individuals are provided in the table below. The DSU expended a total of \$8,270,843 for all client services in FFY 2013. These client service expenditures were paid from:

Title I, Part B	\$7,987,259
Title VI, Part B	<u>\$ 283,584</u>
Total	\$8,270,843

Attachment 4.11(c) (1-2): Goals and Priorities

The goals and priorities are based on the comprehensive statewide assessment, on requirements related to the performance standards and indicators, and on other information about the state agency (see section 101(a) (15) (C) of the Act). This attachment should be updated when there are material changes in the information that require the description to be amended.

- 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.
- Identify if the state VR agency and the State Rehabilitation, if the state has such a Council, jointly reviewed the goals and priorities and jointly agreed to any revisions.
- Identify the goals and priorities in carrying out the vocational rehabilitation and Supported Employment programs.
- Ensure that the goals and priorities are based on an analysis of the following areas:
 - The most recent comprehensive statewide assessment, including any updated;
 - The performance of the state on standards and indicators; and
 - Other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from the monitoring activities conducted under Section 107.

(c) Goals and Priorities

- (1) Identifies the goals and priorities of the state that are jointly developed or revised, as applicable, with and agreed to by the State Rehabilitation Council, if the agency has a council, in carrying out the vocational rehabilitation and supported employment programs.
- (2) The designated state agency submits to the commissioner a report containing information regarding any revisions in the goals and priorities for any year the state revises the goals and priorities.

The Nevada State Rehabilitation Council's (NSRC) State Plan Subcommittee and the DSU jointly developed the 2015 State Plan goals. The NSRC and the DSU met during public meetings on January 14, 2014 and March 14, 2014 to review, discuss, and revise the previous year's goals, objectives, and strategies. The NSRC and DSU reviewed and revised the goals along with corresponding strategies and measurable indicators to align them with the recommendations and information revealed through the 2013 Comprehensive Statewide Needs Assessment, 2013 Annual Consumer Satisfaction Surveys, and sentiments expressed in the NSRC meetings.

After reviewing the Needs Assessment and the Satisfaction survey the DSU and NSRC focused on the rehabilitation needs of individuals with disabilities, particularly the Vocational Rehabilitation service needs of:

- Individuals with the most significant disabilities, including their need for supported employment.
- Minorities with disabilities in the Nevada workforce.
- Individuals with disabilities that have been underserved.
- Individuals with disabilities served through other components of the statewide workforce investment system.
- Transition students.
- What needs to establish, develop, and improve community rehabilitation programs within the state.

The full NSRC met on April 16, 2014. The newly developed or modified goals, indicators, and strategies were discussed and approved for the FFY15 State Plan.

The approved State Plan Goals are consistent with the RSA Standards and Indicators.

2015 State Plan Vocational Rehabilitation Program Goals are as follows:

Goal 1:

Increase the number of Successful Employment Outcomes.

- This goal is in direct relation to Federal Performance Indicators 1.1, 1.2, 1.3, 1.4, and 1.6.

Goal 2:

Increase participation and successful outcomes in Vocational Rehabilitation Transition services including post-secondary education.

- This goal is in direct relation to Federal Performance Indicators 1.1, 1.2, 1.3, 1.4, and 1.6.

Goal 3:

Increase participation of underserved disability groups.

- This goal is in direct relation to Federal Performance Indicator 1.4.

Goal 4:

Increase participation of underserved ethnic populations through increased outreach efforts.

- This goal is in direct relation to Federal Performance Indicator 2.1.

Goal 5:

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

- This goal is in relation to Federal Performance Indicators 1.1, 1.2, 1.3, 1.4, and 1.6.

Goal 6:

Increase participation and successful outcomes of Supported Employment.

- This goal is in direct relation to Federal Performance Indicators 1.1, 1.2, 1.3, 1.4, and 1.6.

Attachment 4.11(c) (4): Goals and Plans for Distribution of Title VI, Part B Supported Employment Funds

Specify the state's goals and priorities with respect to the distribution of funds received under Section 622 of the Act for the provision of supported employment services.

Goals and Priorities

The NSRC and the DSU jointly agreed to the following goal and accompanying strategies in carrying out the vocational rehabilitation and Supported Employment (SE) programs:

Goal 6:

Increase participation and successful outcomes of Supported Employment.

- Partner with other public and private State entities that provide Supported Employment.
- Provide training to staff, State Rehabilitation Council Members and consumers on Supported Employment.
- Consider rehabilitation technology (assistive technology) in relation to this goal.
- Identify and support best practices that encourage high-wage/career track employment.
- Utilize the Vocational Rehabilitation Business Development Team to improve Supported Employment services outcomes.
- Continue participation in the Employment First Initiative work group the Behavioral Health Planning and Advisory Committee and the Supportive Employment Leadership Network.
- Develop a plan and collect data regarding the needs of individuals for Supported Employment to help drive future goals.

This continues to align the SE goal with the recommendations and information revealed through the Comprehensive Statewide Needs Assessment and sentiments expressed in the NSRC meetings.

In the north, the Customized/Supported Employment program continues in collaboration with Nevada Center for Excellence in Disability (NCED) and Sierra Regional Center (SRC). This initiative strives to serve co-enrolled clients and deliver Supported Employment services, specifically job carving and person-centered customized employment. Substantial funding was made available and distributed to support this effort.

This year in Northern Nevada, the DSU continues to expand the Pathways Program, which is now titled the Career Development Academy (CDA). CDA is collaboration between High Sierra Industries (HSI), the Sierra Regional Center (SRC) and the Bureau of Vocational Rehabilitation. This collaborative takes individuals with existing Jobs and Day Training contracts (JDT's) and redirects that funding to HSI, a community rehab partner, and combined with VR SE funds, provides the services and opportunities to prepare these eligible clients for transition to competitive employment opportunities. The CDA program begins with a comprehensive soft skills education program then transitions to extensive work experience

opportunities performed at the Renown Medical Center. After their participation in the first two phases of the CDA program, clients' transition to full time job development activities to gain appropriate competitive employment with JDT funding reverted to provide long term follow along services after VR case closure.

A similar program exists in Southern Nevada through a collaboration between the Clark County School District, Opportunity Village, the DSU and the Desert Regional Center. The school district pays for students aged 18-21 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. Opportunity Village and the DSU are expanding this program in collaboration with a local Las Vegas casino to provide in house job experience and soft skills training opportunities.

In an effort to continue to develop partnerships to improve Supported Employments opportunities and outcomes, collaboration efforts are underway with Goodwill Industries in the north and Easter Seals Nevada in the south to broaden SE opportunities.

Attachment 4.11(d): Strategies and Use of Title I Funds for Innovation and Expansion Activities

This attachment should include 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 vocational rehabilitation and the supported employment programs. See Sections 101(a) (15) (D) and (18) (B) of the Act and Section 427 of the General Education Provisions Act (GEPA).

- Describe the methods to be used to expand and improve services to individuals with disabilities.
- Identify how a broad range of assistive technology services and assistive technology devices will be provided to individuals with disabilities at each state of the rehabilitation process.
- Describe how assistive technology services and devices will be provided to individuals with disabilities on a statewide basis.
- Identify what outreach procedures will be used to identify and serve individuals with disabilities who have been unserved or underserved by the VR program.
- Identify plans for establishing, developing, or improving community rehabilitation programs, if applicable.
- Describe strategies to improve the performance with respect to the evaluation standards and performance indicators.
- Describe strategies for assisting other components of the statewide workforce investment system in assisting individuals with disabilities.
- Describe how the agency's strategies will be used to:
 - Achieve the goals and priorities identified in Attachment 4.11(c)(1);
 - Support innovation and expansion activities; and
 - Overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the state Vocational Rehabilitation Services Program and the state Supported Employment Services Program.

Goals and Indicators

The DSU in collaboration with the NSRC developed the following State strategies to address identified needs and determine how Title I funds will be used.

Goal 1

Increase the number of Successful Employment Outcomes

Strategies:

- Increase partnerships with employers to develop work readiness training programs.
- Increase the use of Business Service Representatives (internal or employment security.)
- Create and implement marketing strategies.
- Explore additional employer tax incentives.
- Educate employers about tax incentives.
- Provide employers with disability awareness training.

- Educate employers about rehabilitation technologies/assistive technologies and peer support.
- Explore the use of technology and training earlier in plan development.
- Provide counselor training on technology plans and when to train early.
- Consider self-employment and home employment options.
- Provide access to resources in support of self-employment including business plan development.
- Increase access to quality job development services.
- Identify key employers.
- Identify federal employment opportunities.
- Support counselor continuing education training.
- Increase the utilization and promotion of the 700 hour list.

Indicators:

- Increase Employment Outcomes from all closed cases. The Division's performance regarding increased Employment Outcomes in FFY 2015 will increase by 5% above the FFY 2014 performance levels.

Goal 2:

Increase participation and successful outcomes in Vocational Rehabilitation Transition services including post-secondary education.

Strategies:

- Explore the utilization of social and Web-based media as a communication tool.
- Improve special outreach efforts to Transition Students, i.e. camps, Nevada Student Leadership Transition Summit, and trainings.
- Encourage participation of successful transition students in the referral and outreach activities of other students (peer support mechanism).
- Serve more Transition Students by developing referral mechanisms with secondary schools and post-secondary institutions.
- Identify-students that have left Vocational Rehabilitation programs.
- Focus on creative marketing to schools and students.
- Increase communication between Vocational Rehabilitation Counselor, Special Education Teachers, and 504 Coordinators.
- Educate teachers, parents, 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.
- Increase participation of vocational rehabilitation representatives in Individualized Educational Plan (IEP) conferences.
- Consider rehabilitation technology (assistive technology) in relation to this goal.
- Expand Community Based Assessment opportunities for students to explore employment options.
- Explore a Job Shadowing and/or mentor program in collaboration with the National Disability Employment Awareness month.

Indicators:

- Increase participation of Transition Students in the Program Services of the Division. The Division's performance regarding increased participation in FFY 2015 will increase by 5% above FFY 2014 performance levels.
- Increase competitive employment outcomes for Transition Students. The Division's performance regarding increased competitive employment outcomes in FFY 2015 will increase by 5% above FFY 2014 performance levels.
- Increase post-secondary educational services for Transition Students. The Division's performance regarding increased post-secondary educational services in FFY 2015 will increase by 3% above FFY 2014 performance levels.

Goal 3:

Increase participation of under-served disability groups.

Strategies:

- Continue marketing efforts with Mental Health hospitals, Mental Health service providers, Social Security Administration (SSA), Nevada Commission on Behavioral Health and State Welfare.
- Partner with Mental Health service providers and Community Training Centers (CTCs).
- Partner with Department of Health and Human Services, and State commissions related to populations concerned with autism, developmental disabilities, cognitive and mental health disabilities; including the Governor's Council on Developmental Disabilities, the Nevada Commission on Services for Persons with Disabilities, and the Nevada Commission on Behavioral Health.
- Partner with advocacy groups.
- Consider rehabilitation technology (assistive technology) in relation to this goal.
- Participate in Disability Awareness Month activities.
- Hold Town Hall outreach meetings.
- Continue participation in the Employment First Initiative Work Group, and the Behavioral Health Planning and Advisory Committee.

Indicators:

- Increase participation of eligible individuals with autism, developmental, cognitive and mental health disabilities. The Division's performance regarding increased enrollment by eligible individuals with autism, developmental, cognitive and mental health disabilities in FFY 2015 will increase by 3% above FFY 2014 performance levels.

Goal 4:

Increase participation of underserved ethnic populations through increased outreach efforts.

Strategies:

- Recruit bilingual and/or bicultural staff whenever feasible.
- Increase marketing and participation efforts with ethnically diverse populations; specifically Latino and Asian populations.
- Consider rehabilitation technology (assistive technology) in relation to this goal.
- Collaborate with minority groups with program development and program referrals.

- Participate in appropriate cultural activities or events.
- Ensure documents are available in other languages as needed.

Indicators:

- Increase participation of minority populations representative of Nevada’s minority workforce. The Division’s performance regarding increased enrollment by minority populations in FFY 2015 will be representative of the 2010 Census data.
- Report data by race and ethnicity statewide.

Goal 5

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

Strategies:

- Document dollars utilized as comparable benefits.
- Identify sources of benefits on the Individualized Plan for Employment (IPE).
- Identify federally matched dollars.
- Strengthen relations to maximize matching fund opportunities and Third Party Cooperative Arrangements.
- Provide guidance in identifying matching fund opportunities.

Indicators:

- Document dollars captured in collaborative efforts.
- Decrease the amount of relinquished federal funds in FFY 2015 over FFY 2014.
- Increase the participation of Third Party Cooperative Arrangements by one in FFY 2015 over FFY 2014.

Goal 6:

Increase participation and successful outcomes of Supported Employment.

Strategies:

- Partner with other public and private State entities that provide Supported Employment.
- Provide training to staff, State Rehabilitation Council Members and consumers on Supported Employment.
- Consider rehabilitation technology (assistive technology) in relation to this goal.
- Identify and support best practices that encourage high-wage/career track employment.
- Utilize the Vocational Rehabilitation Business Development Team to improve Supported Employment services outcomes.
- Continue participation in the Employment First Initiative work group the Behavioral Health Planning and Advisory Committee, and the Supportive Employment Leadership Network.
- Develop a plan and collect data regarding the needs of individuals for Supported Employment to help drive future goals.

Indicators:

- The number of consumers participating in Supported Employment will meet or exceed FFY 2014 performance levels in FFY 2015.

- Increase the number of Supported Employment consumers that close successfully, earning at least the federal minimum wage. The Division’s performance regarding Supported Employment consumers earning at least federal minimum wage will meet or exceed FFY 2014 performance levels in FFY 2015.

Assistive Technology

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, and support services to participants to assist them in getting and maintaining employment. Counselors statewide also have the option of referring participants to Easter Seals of Southern Nevada or Innovative Rehabilitation Technology Inc. to provide assistive technology equipment and/or services unavailable internally.

The DSU’s Northern and District Offices, in collaboration with the University of Nevada, Reno (UNR) and NCED, continue to receive grant funding for assistive technology services. The DSU has developed this program to expand assistive technology services to northern and rural Nevada clients. Although this grant has been reduced at the State level, the Grant Management Unit (GMU) remains committed to this project and have maintained funding levels.

In field practice, the Vocational Rehabilitation Counselor takes into consideration the need for assistive technology assistance at each stage of providing assistance to participants. Specifically, consideration for assistive technology assistance is provided during the assessment process. The participant’s physician may recommend assistive technology assistance at any stage of the process. The Counselor refers the participant to the appropriate assistive technology specialist.

The Nevada State Rehabilitation Council in partnership with the DSU has determined that assistive technology services are a contributing factor in four (4) out of five (5) State Goals and is included as a strategy in these goals.

Federal Year	Closed Rehab (All Clients)	Closed Rehab With A/T	Closed Other (All Clients)	Closed Other With A/T	Total Closures
2012	852	77	2,681	73	3,533
2013	749	62	2,217	78	2,966

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:

- a) evaluating the needs of an individual with a disability, including a functional evaluation of the individual in his/her customary environment;

- b) purchasing, leasing, or otherwise providing for the acquisition by an individual with a disability of an assistive technology device;
- c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- d) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- e) 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; and
- f) 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.

Minorities and Most Significantly Disabled

- Continue marketing efforts with Mental Health hospitals, Mental Health service providers, SSI and State Welfare.
- Partner with Mental Health service providers and Community Training Centers (CTC's).
- Partner with Nevada Division of Public and Behavioral Health, State commissions related to populations concerned with autism, developmental disabilities, 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.
- Ensure documents are available in other languages as needed.

Community Rehabilitation Programs

Not applicable.

Evaluation Standards and Performance Indicators

- Aggressively recruit rehabilitation counselors (RC) to maintain a vacancy rate lower than 10%.
- Retention incentives have been developed and continue to be updated.
- Provide feedback to staff on individual performance goals on a monthly basis and continue team approach to attaining statewide performance goals.

- Continue to distribute, monitor, and develop action plans from information on management reports to provide real time information on performance at the office, district, and state levels.
- Continue to leverage Nevada JobConnect resources to place clients in jobs.
- Establish relationships with employers that provide health benefits.
- Staff will target industry-specific employers to cultivate knowledge and awareness of the unique needs of that industry and thereby establishing relationships with employers for greater number of quality placements.
- Identify minority groups and establish relationships throughout the state of Nevada.
- Continue dedicated Transition RCs throughout the state of Nevada.
- Coordinate with non-profits and other providers to assist with provision of services to Transition Students that will lead to employment and follow through.
- Continue to develop relationships with school counselors, teachers, and administrators on transition issues.
- Maintain Interlocal Agreements with every school district in Nevada.
- Continue Third Party Cooperative Arrangement with the Washoe County School District for the V.O.I.C.E. transition collaborative.

Workforce Investment System

VR's Business Development Manager currently serves as a member on the Local Workforce Investment Board (LWIB) in Northern Nevada. The DETR Director has made a request to have additional Rehabilitation Division representation on the LWIB in Southern Nevada, however the NRD has yet to receive a response to the request. The NRD will continue to provide an update to RSA quarterly until an appointment is made. However, the DSU is represented on the southern LWIB by a representative of its umbrella agency.

Achieve Goals, Support Innovation and Identify Barriers

We will follow the strategies outlined in the State Plan:

- Explore the utilization of social and Web-based media as a communication tool.
- Improve special outreach efforts to Transition Students, i.e. camps, Nevada Student Leadership Transition Summit.
- Encourage participation of successful transition students in the referral and outreach activities of other students (peer support mechanism).
- Serve more Transition Students by developing referral mechanisms with secondary schools and post-secondary institutions.
- Compare to states with similar population and demographics, and in accordance with the recommendations of the Needs Assessment, research and apply best practices.
- Identification of students that have fallen out of Vocational Rehabilitation programs.
- Creative marketing to schools and students.
- Increased communication between Vocational Rehabilitation Counselor, Special Education Teachers, and 504 Coordinators.

- Educating teachers, parents, 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 representatives to participate with parent/teacher Individualized Educational Plan (IEP) conferences.
- Consider Assistive Technology in relation to goals.
- Continue marketing efforts with Mental Health hospitals, Mental Health service providers, SSI and State Welfare.
- Partner with Mental Health service providers and Community Training Centers (CTC's).
- Partner with Department of Health and Human Services, State commissions related to populations concerned with autism, developmental disabilities, 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.
- Ensure documents are available in other languages as needed.
- Document dollars utilized as comparable benefits.
- Identify sources of benefits on the Individualized Plan for Employment (IPE).
- Identify forms of match for federal dollars.
- Formalize third-party cooperative arrangements.
- Strengthen relationships to maximize matching fund opportunities.
- Provide In-service training regarding how to identify matching funds opportunities.
- Partner with other public and private entities that provide Supported Employment.
- Expand communication and 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 to utilize the VR Business Development Manager to improve Supported Employment services outcomes.

The agency 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. In the north, a pilot Supported Employment program has been established in collaboration with NCED and Sierra Regional Center. This initiative strives to serve co-enrolled clients and deliver Supported Employment services.

In the north, a fee for service relationship has been developed with High Sierra Industries for improved aptitude and interest testing of clients with autism spectrum disorders and intellectual disabilities for plan development. Through our TACE, the agency will continue to provide training opportunities to enhance staff knowledge of Supported Employment best practice.

Expansion Projects for 2015:

OfficeMax: Beginning in 2014, the DSU began a relationship with OfficeMax. Since Las Vegas has one of four major OfficeMax Distribution Centers, the DSU was able to collaborate to develop a work readiness program. Utilizing training spaces at OfficeMax sites, that are part of the working retail and distribution centers, clients learn on-the-job to perform to the specifications of OfficeMax. With a trainer hired by the DSU, the clients learn the job in real time, in a real work setting and at the end of the eight-week training period, they interview for jobs with OfficeMax. To date, 8 graduates out of 12 have been hired in either retail or warehouse employment at OfficeMax. The DSU began its third class in May 2014.

Pepsico: Pepsi is relocating a “Certified Center” from Fresno, CA to Las Vegas, NV. They specialize in the refurbishment of vending machines, fountain equipment and small branded refrigeration units. Once open, they anticipate a need for up to 60 employees. The DSU is providing an on-site trainer and pre-screened clients to learn the job, on the job, in hopes of being hired. The plant opens in August, 2014, and the training classes begin May 2014.

Starbucks: The Starbucks Corporation has a major distribution center and roasting plant in Minden, NV. This is a rural, northern Nevada community. On site they roast millions of pounds of coffee beans, package and distribute the beans and all other Starbucks related non-perishable items to the individual retail stores. The DSU is planning to hire a trainer to provide on-site training to VR clients at the Starbucks plant, in a classroom facility on site. Anticipated start date is in January 2015.

TPCAs: The DSU has been collaborating with the Nevada System of Higher Education (NSHE), and its member colleges and universities to explore the potential of third party cooperative arrangements (TPCAs). The DSU has conducted several meetings over the past 7 months, and have several potential TPCAs being developed that involve the Great Basin College, Nevada State College, Truckee Meadows Community college, College of Southern Nevada, Western State College, University of Nevada, Reno, and University of Nevada, Las Vegas. It is likely that the DSU will have a number of these TPCAs ready to submit for approval to RSA and other state financial and governing committees before the end of the calendar year. These TPCAs will provide services to VR clients that are new and unique, or an expanded pattern of services with a vocational focus. Each program throughout the state will be uniquely different and they are encouraged to be customized to the climate of the community college. The following are examples of the overall universal services that may be offered: career exploration, vocational counseling, employment preparation, vocational training support, and worksite monitoring. There will be a strong emphasis to work with VR youth transitioning from high school to college, providing intensive tutoring for VR clients, assessment and instruction to VR clients on the use of assistive technology, paid internships programs, job coaching, and job development services.

Workforce Services Representative IV (WSR) Job Development Team: In the upcoming 2016-2017 biennial budget, the DSU is including a request for 5 additional WSR IV positions. These positions, based on the model for the DSU's only WSR IV, who was hired in FY 2014, will serve as in-house job developers in support of program employment goals. The current WSR IV has achieved 52 attributable successful job placements in her first 9 months on the job.

Attachment 4.11(e) (1-4): Evaluation and Reports of Progress

(e) Evaluation and Reports of Progress

1. Clearly identify all VR program goals consistent with the goals described in the FY 2012 Attachment 4.11(c) (1), including an evaluation of the extent to which the VR program goals were achieved.
 - Identify the strategies that contributed to the achievement of the goals.
 - Provide a description of the factors that impeded the achievement of the goals and priorities.

Evaluation and Reports of Progress

In FFY 2013 and effective March 2013, the DSU, in partnership with the Nevada State Rehabilitation Council (NSRC), reviewed the goals as a result of the Statewide Needs Assessment and jointly revised the goals. (See Attachment 4.11 (a) for the details of the Comprehensive Statewide Needs Assessment)

Goal #1: Emphasize the employment potential of students with disabilities and improve transition from school to work and school to post-secondary education.

Federal Fiscal Year	Total All Participant Applications	Total Transition Students	Percent of Students
2012	3,134	580	19%
2013	3,047	472	15%

Data Source: RAISON Data Warehouse – Application Date

Federal Fiscal Year	Total All Student Closures	Students Closed - Rehabilitated	Percent of Students
2012	719	165	23%
2013	490	115	23%

Data Source: RAISON Data Warehouse – Closure Date

Federal Fiscal Year	Total All Students With Authos	Students With Post - Secondary Ed	Percent of Students
2012	782	111	14%
2013	633	109	17%

Data Source: RAISON Data Warehouse – Warrant Date

Post Secondary Education includes occupational, vocational, college and university training.

Goal #2: Extend outreach efforts toward diverse populations, specifically eligible individuals with autism, developmental, cognitive and mental health disabilities.

Federal Fiscal Year	All Closed Clients	Participants With Mental Health Disabilities	Percent With Disability
2012	3,533	2,188	62%
2013	2,966	1,754	59%

Data Source: RAISON Data Warehouse – Closure Date

Mental Health Impairments are defined as cognitive, psychosocial and other mental disabilities. This data also includes clients with Autism.

Federal Fiscal Year	Autism as Source / Cause of Disability
2012	74
2013	84

Data Source: RAISON Data Warehouse – Closure Date

Federal Fiscal Year	Developmental Disabilities	Cognitive Disabilities	All Other Mental Health Disabilities
2012	205	1,406	1,125
2013	252	1,098	930

Data Source: RAISON Data Warehouse – Closure Date

Mental Health Impairments are defined as cognitive, psychosocial and other mental disabilities. The following is a list of Cause / Source of Mental Impairments:

Developmental Disabilities

- Autism
- Cerebral Palsy
- Mental Retardation

Cognitive Disabilities

- Accident / Injury
- Attention Deficit Hyperactivity Disorder (ADHD)
- Alcohol Abuse or Dependence
- Congenital / Birth Injury
- Drug Abuse or Dependence
- Epilepsy
- Multiple Sclerosis
- Schizophrenia / Psychotic Disorder
- Specific Learning Disability

Stroke
Traumatic Brain Injury

All Other Mental Health Disabilities

Anxiety Disorder
Cause Unknown
Depressive / Mood Disorder
Eating Disorder
Mental Illness (not listed elsewhere)
Parkinson’s Disease
Personality Disorder
Physical Disorder

Goal #3: Extend outreach efforts toward ethnically diverse populations, specifically minority populations with disabilities represented in Nevada’s workforce.

Federal Fiscal Year	All Closed Clients	Non – White (Minority) Closures	Percent of Minorities
2012	3,533	1,437	41%
2013	2,966	1,196	40%

Data Source: RAISON Data Warehouse – Closure Date

According to data obtained from DETR’s Research and Analysis Division, the percentage of minorities in Nevada’s workforce is 29%.

Goal #4: Work together and share resources with state, private, non-profit agencies to leverage resources and coordinate benefit opportunities in order to maximize the overall employment outcomes.

Federal Fiscal Year	All Closed Clients	All Clients Closed Rehab	Percent of Closed Rehab
2012	3,533	852	24%
2013	2,966	749	25%

Data Source: RAISON Data Warehouse – Closure Date

Federal Year	Closed Rehab (All Clients)	Closed Rehab With A/T	Closed Other (All Clients)	Closed Other With A/T	Total Closures
2012	852	77	2,681	73	3,533
2013	749	62	2,217	78	2,966

Data Source: RAISON Data Warehouse – Closure Date

Goal #5: Emphasize the employment potential of applicants and eligible persons receiving services and Supported Employment.

Federal Fiscal Year	All Closed Clients	All Supported Employment Clients	Percent of SE
2012	3,533	84	2%
2013	2,966	106	4%

Data Source: RAISON Data Warehouse – Closure Date

Federal Fiscal Year	Supported Employment Closed – Rehab	Supported Employment Closed – Other	Total SE Clients
2012	45	39	84
2013	55	51	106

Data Source: RAISON Data Warehouse – Closure Date

Note: Supported Employment is determined at the time of Plan. Therefore, all Supported Employment clients have an IPE.

(e) Evaluation and Reports of Progress (cont.)

2. Identify all Supported Employment program goals consistent with the goals described in Attachment 4.11(c) (4), including an evaluation of the extent to which the Supported Employment program goals were achieved.
 - Identify the strategies that contributed to the achievement of the goals.
 - Provide a description of the factors that impeded the achievement of the goals and priorities.

Goal 6:

Increase participation and successful outcomes of Supported Employment.

Federal Fiscal Year	All Closed Clients	All Clients Closed Rehab	Percent of Closed Rehab
2012	3,533	852	24%
2013	2,966	749	25%

Federal Year	Closed Rehab (All Clients)	Closed Rehab (SE)	Closed Other (All Clients)	Closed Other (SE)	Total Closures
2012	852	45	2,681	39	84
2013	749	55	2,217	51	106

Note: Supported Employment is determined at the time of Plan; all Supported Employment clients have an IPE.

Strategies that contributed to achievement of goals:

- More collaborations
- Partnerships with regional centers, colleges, CRP's, employers, onsite training programs with large employers
- Better utilization of SE funds
- In house job development
- Dedicated SE counselors
- Unified SE focus from Administration

Factors that impeded the achievement of goals:

- Lack of SE job developers for hire/providers
- Lack of skilled SE service providers
- Provider Agreements limited the breadth of SE vendors
- Staff are reticent to pay the higher SE fees for fear of exhausting individual resources
- Ongoing lack of appreciation from the business community about the incentives available and the positive aspects to hiring someone with a disability, including those with the most severe disabilities.

(e) Evaluation and Reports of Progress (cont.)

3. Provide an assessment of the performance of the VR program on the standards and indicators for FY 2013.

Federal Standards and Indicators

In FFY 2013, all three of the primary performance indicators (1.3, 1.4 and 1.5) were met by the DSU. The DSU also exceeded the performance level for Evaluation Standard #2 – Equal Access.

(a) Federal Evaluation Standards #1: Employment Outcomes

The DSU did not meet Performance Indicator 1.1 for the number of successful employment outcomes. In FFY 2013, the DSU achieved 749 employment outcomes as compared to a total of 852 last year.

The DSU did not meet Performance Indicator 1.2 requiring 55.8% of the individuals who, after receiving VR services under an Individualized Plan for Employment (IPE), were closed successfully. In FFY 2013, the DSU achieved a 49.05% rating versus the 49.19% rating in 2012.

Performance Indicator 1.3 requires 72.6% of the people who exit the vocational rehabilitation program in competitive employment, self-employment, or a Business Enterprise Program (BEP) (in Nevada termed Business Enterprises of Nevada) to earn at least the minimum wage. In FFY 2013, the DSU achieved a 100% rating.

Performance Indicator 1.4 requires that at least 62.4% of individuals with disabilities who enter competitive employment, self-employment, or a Business Enterprise Program earn at least the minimum wage. In FFY 2013, the DSU attained a 95.59% rating compared to 96.01% last year.

The DSU exceeded Performance Indicator 1.5. This indicator requires all individuals exiting the VR program in competitive employment, who are self-employed or are employed in a BEP facility to earn at least a .52 ratio of the statewide hourly average of all individuals employed in the state (as derived from the most recently available Bureau of Labor Statistics report entitled “*State Average Annual Pay*”). The most recent report indicates an hourly average wage of \$20.89 per hour for Nevada’s workforce. In FFY 2013, the DSU achieved an average hourly wage of \$11.67. This finding results in a .559 performance ratio.

The DSU met Performance Indicator 1.6 which requires that a minimum of 53% of all individuals who earn at least the minimum wage when they exit the VR program in competitive employment, self-employment or in BEP employment report their own income as their largest single source of economic support at exit compared to the percentage of applicants who reported their own income as the largest source at application. In FFY 2013, 69.79% of people exiting the VR program with such employment outcomes reported being self-supporting.

(b) Federal Evaluation Standard #2: Equal Access to Services

The evaluation standard in Performance Indicator 2.1 requires the DSU to provide equal access to services for all people with disabilities from minority backgrounds. Equal access is determined by comparing the “*Service Rate*” for people with a disability from a minority background to the service rate for all non-minority people with disabilities.

A ratio of .80 or greater is required to achieve Evaluation Standard #2. In FFY 2013, the DSU exceeded the required .80 ratio by achieving an equal access to “*Service Rate*” ratio of .934.

(e) Evaluation and Reports of Progress (cont.)

4. Provide a report on how the funds reserved for innovation and expansion (I&E) activities were utilized in FY 2013.

Nevada State Rehabilitation Council Summary of Expenditures for Innovation and Expansion Activities for State Fiscal Year 2013:

Personnel	Management Analyst III, Management Analyst II, and Administrative Assistant II to provide support to the Council.	28,108.04
Out-of-State Travel	Travel expenses, including registration fees, for NSRC Members to attend the Spring and Fall Council of State Administrators of Vocational Rehabilitation (CSAVR) Conference.	1,667.93
In-State Travel	Travel expenses for NSRC members and staff to attend various meetings held in Nevada, these included regular NSRC Meetings, RFP Evaluation Meetings, and State Plan Meetings.	5,994.54
Satisfaction Survey	Consumer satisfaction survey and supplies by University Nevada Reno (UNR) Center for Research Design and Analysis.	40,164.35
2013 Annual Report	Cost of software, printing, and mailing of the 2013 NSRC Annual Report.	3,078.01
Needs Assessment Contract	Cost of Comprehensive statewide needs assessment by San Diego State University (SDSU) – Interwork Institute.	34,055.89
Contractual Services	Cost of transcriptionist and interpreters for NSRC meetings.	16,139.90
Operational Costs	Cost of basic operational supplies, insurance, postage legal notices, meeting rooms and equipment.	2,479.63
Total	Expenses designated specifically for activities of the NSRC.	131,688.29

Student Transition Employment Program (STEP)

In the summer of 2013 the DSC developed and implemented the first Student Transition Employment Program (STEP). A total of 7 students attended this 3 week residential program which was designed to empower visually impaired young adults by providing the tools they need to live independently within the community, and in their own homes. Training sessions covered everything from cooking skills, shopping, home safety, money management, orientation and mobility, social skills personal grooming to job exploration and interviewing skills. Creation of this program lessens then necessity to send individuals with these needs out of state.

The program's short-term goal is to help participants break down barriers preventing them from going to college and obtaining employment. The long-term goal is to increase the percentage of transition students choosing to go on to post-secondary education. This program is co-sponsored by Clark County School District, University of Nevada, Las Vegas, Nevada Department of Education, ASAP Employment Services, and the State of Nevada, Bureau of Vocational Rehabilitation.

Career Development Academy (CDA)

The DSU continues to expand the Pathways Program in Northern Nevada, which is now titled the Career Development Academy (CDA). CDA is a collaboration between High Sierra Industries (HSI), the Sierra Regional Center (SRC) and the Bureau of Vocational Rehabilitation. This collaborative takes individuals with existing Jobs and Day Training contracts (JDT's) and redirects that funding to HSI, a community rehab partner, and combined with VR SE funds, provides the services and opportunities to prepare these eligible clients for transition to competitive employment opportunities. The CDA program begins with a comprehensive soft skills education program then transitions to extensive work experience opportunities performed at the Renown Medical Center. After their participation in the first two phases of the CDA program, clients' transition to full time job development activities to gain appropriate competitive employment with JDT funding reverted to provide long term follow along services after VR case closure.

A similar program was developed in Southern Nevada through a collaboration between the Clark County School District, Opportunity Village (OVI), the DSU and the Desert Regional Center. The school district pays for students aged 18-21 to participate in soft skills training in a program called Job Discovery I. and II. When the students get to phase II, they are referred to the DSU to begin formal job development and placement. Opportunity Village and the DSU are expanding this program in collaboration with a local Las Vegas casino, to provide in house job experience and soft skills training opportunities.

Attachment 6.3: PROGRAM ADMINISTRATION; Quality, Scope, and Extent of Supported Employment Services. [Section (b) (3) of the Act; 34 CFR 363.11(c) and 363.50(b) (2)]

- Describe quality, scope and extent of supported employment services to be provided to individuals with the most significant disabilities.
- Describe the timing of the transition to extended services.

SCOPE

Supported Employment in Nevada is an important component in the DSU's services to people with the most significant disabilities who are eligible to receive Supported Employment services. Services provided will vary and are individualized, based on the kind of support needed by each individual. While in the most traditional models, Vocational Rehabilitation Counselors provide assistance to find a job, learn the job, and provide ongoing support to maintain the job. Nevada is working toward a Customized Employment model where the individual interests and aptitudes drive the vocational goal. The program values the long term benefits of job carving to meet the needs of the individual. When done right, the client becomes integrated with co-workers who do not have disabilities in a business that is typical and representative of the whole community. Employment opportunities are based on the client's abilities and interests.

The service delivery system is based on collaboration with statewide community rehabilitation programs, the State Employment Leadership Network, secondary and post-secondary educators and counselors, physicians, ophthalmologists, clients, parents, advocacy organizations, the NDPHBS, private vocational rehabilitation counselors, and other representatives.

The Title VI, Part B, Supported Employment grant funding is supplemented by the use of Title I, Part B funds, Social Security Administration reimbursements and in-kind funding from the supports provided by NDPHBS. The DSU provides Supported Employment services through all of its offices and expands services by:

- Collaboration of the DSU with UNR/NCED/SRC for Customized Employment.
- Collaboration of the DSU with San Diego State University and for Job Coach and Job Developer training.
- Collaboration of the DSU with Opportunity Village exploration, training and placement.
- Collaboration of the DSU with SRC/HSI for CDA, formerly Pathways to Employment.
- Identification of and support to projects designed to enhance employment of Nevadans with the most significant disabilities.

QUALITY

Supported employment services must provide competitive work in integrated work settings with extended support services. Services are provided for clients with the most significant disabilities who have a documented need for Supported Employment, including extended support services. The job can be a full-time or a part-time job. The client and the counselor establish the

Individualized Plan of Employment (IPE) to include a goal for the number of hours to work each week. The work must be in an integrated setting with coworkers who do not have disabilities. Wages must at least be at the Nevada minimum wage amount. In addition to the standard contents of the IPE, the following must be included for any participant for whom Supported Employment services are planned:

- A description of the Supported Employment services to be provided.
- The identification of the provider of extended services.

The quality of Supported Employment outcomes is assessed individually, taking into account: client satisfaction with their work, the level of earnings, the benefits provided by the employer, transportation, work environment, and support services that are needed. The vocational rehabilitation counselor completes the assessment.

EXTENT

Supported Employment will be considered as a possible vocational outcome for individuals with the most significant disabilities as a part of the eligibility determination process.

In addition to the full scope of services provided by the DSU under Title I, Part B, individuals may receive the following support services:

- An assessment of the need for Supported Employment;
- Development of and placement into jobs; and,
- Intensive services at or away from the worksite that are needed to maintain employment stability including:
 - The provision of skilled job coaches who accompany the client for intensive job skills training at the worksite;
 - Social skills training;
 - Independent community travel and transportation system training;
 - Job seeking skills training;
 - Job retention skills training;
 - Regular observation and supervision of the client;
 - Follow-up services consisting of regular contact with the client, employers, parents, guardians, or representatives of the client, and other professional and informed advisors to reinforce and stabilize the job placement;
 - Facilitation of natural supports at the worksite;
 - Work with clients who have elected to have their JDT funding redirected to programs such as CDA/Pathways which focus on competitive employment.
 - Identification and coordination of extended follow along services to ensure job stability and retention such as the DSU's use of the inter-local agreement with DPBH, use of community rehabilitation programs and the increased utilization of natural supports; and,
 - Post-employment services targeted for the retention and advancement in employment.

Extended services are specific ongoing support services that are provided, organized, and made available in such a way as to assist the participant to maintain integrated competitive employment or employment in integrated work settings in which individuals are working towards competitive work, such as an enclave.

Extended services are provided once the time-limited services of assessment, job development, placement and intensive job skills training at the work site are completed. Extended services are provided, at a minimum, twice monthly at the work site of the participant, or more often if requested by the participant or work site.

Title I and Title VI, Part B, funds may not be used for the provision of extended services. The specific method used to provide extended services may vary according to the employment setting, the funding source, and resources available. Sources may include interagency agreements with other agencies, such as the NDPHBS, or natural supports such as family members, supervisors, or coworkers at the work site or residential care givers.

Validation: The DSU's Quality Assurance Team will routinely audit and report on a representative sample of cases involving Supported Employment, in order to validate outcomes.

Below is a summarization of our Supported Employment participants.

Federal Fiscal Year	Total SE Clients Closed	Total SE Clients Closed With Employment	Percent of Outcomes
2007	174	119	68.39%
2008	123	89	72.36%
2009	129	65	50.39%
2010	122	70	57.38%
2011	82	40	48.78%
2012	84	45	53.57%
2013	106	55	51.89%

Evaluation: The DSU has developed several strategies to increase our number of applicants that are eligible to receive Supported Employment services. These include partnering with other public and private entities that provide Supported Employment, development of a brochure for Supported Employment and expanding communication and training to staff, State Rehabilitation Council members and consumers who are eligible for Supported Employment services.