

**FFY20 NSRC State Plan Goals, Strategies and Performance Measures**  
**(October 1, 2019 through September 30, 2020)**

**Goal 1**

**Increase number of successful employment outcomes.**

**Strategies:**

- Training
  - Utilize person-centered career planning activities.
  - Identify key employers and increase partnerships with them to develop work readiness training programs.
  - Educate employers about the opportunities and benefits of hiring persons with disabilities.
  - Provide employers with training on disability related topics.
  - Ensure consumers are aware of travel training and transportation options and that they are able to utilize the appropriate options.
  - Explore the use of technology and training earlier in plan development.
  - Incorporate career-readiness content into educational curriculum, linking with colleges via Third Party Cooperative Arrangements (TPCAs).
  - Support counselor continuing education training, including on assistive technology.
  - Services are provided using all modalities, as needed by the client.
- Employer Engagement
  - Increase access to quality job development services including utilizing Vocational Rehabilitation's internal job developer.
  - Increase the utilization and promotion of the 700-Hour program and Schedule A.
  - Identify federal employment opportunities.
  - Explore apprenticeships.
  - Utilize Jobs for America's Graduates (JAG), Career and Technical Education (CTE) and other partners for work based learning.
- Advocacy
  - Continue to create and implement marketing strategies.
  - Consider self-employment and home employment options.
  - Provide access to resources in support of self-employment including business plan development.
  - Promote peer to peer support networks.
  - Determine the historical use of rehabilitation technology (assistive technology) and ensure continuity and access to equipment and services.
  - Utilize Business Development Team as a statewide workgroup to collectivize best practices and identify emerging practices; and to communicate and collaborate for increased cross utilization of resources.
  - Leverage resources from Governor's Workforce Development Board and Local Workforce Development Boards.

**Measures:**

Increase the number of Successful Employment Outcomes. The Division's performance goal in FFY20 will be at least 822 participants with cases closed successfully. (FFY17 total was 746, projected FFY18 is 768, chose a 7% increase to 822. This goal of 822 was not met in FFY19. Therefore, goal remains the same for FFY20).

## **Goal 2**

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

### **Strategies:**

- Collaboration between School Districts and VR to assess, plan and deliver pre-employment transition services for eligible student-clients with disabilities, as required by the Workforce Innovation and Opportunity Act (WIOA), via the Social and Emotional Learning Program. Learning is verified for example using pre-and post-tests.
- Services are provided using all modalities, as needed by the client.
- Explore the utilization of social and Web-based media as a communication and marketing tool for clients and their families, caregivers and advocates.
- Improve special outreach efforts to Transition Students, i.e. camps, Nevada Student Leadership Transition Summit, Internships and trainings.
- Encourage successful transition students to provide peer support to those considering enrollment in Pre-ETS.
- Develop referral mechanisms with charter schools and private schools.
- Embed transition coordinators within school districts to build, maintain and manage pre-vocational programs, provide guidance and monitoring of students with disabilities during service provision and perform outreach to businesses, families, caregivers, and advocates.
- Increase number and variety of curriculum of summer camps.
- Increase communication through educating teachers, 504 Coordinators, parents, caregivers, advocates, and youth with disabilities regarding the Vocational Rehabilitation process, programs, and referral services.
- Work with youth with disabilities, the Nevada Department of Education, local education authorities, parent organizations, and families to encourage early discussions with students about the expectations of employment and their skills, abilities, and talents that will empower them to achieve self-sufficiency.
- Vocational Rehabilitation participates in more Individualized Education Program (IEP) meetings.
- Expand Work Based Learning opportunities for students to explore employment options.
- Expand Job Shadowing and mentorship programs.
- Adopt career planning using evidence-based person-centered planning tools.
- Encourage and support family participation.
- Work with school personnel to streamline and clarify the referral process for transition students.
- Explore the use of technology and training earlier in plan development.
- Coordinate with Nevada Centers for Independent Living to explore options for participation in Transition Services.
- Work more closely with Community Rehabilitation Programs (CRPs) to explore customized employment options.

### **Measures:**

- Increase participation of Transition Students in the Program to 1,014 with open cases. (Participation in FFY17 was 749, projected for FFY18 is 874, chose a 16% increase to 1,014. This goal of 1,014 was not met in FFY19. Therefore, goal remains the same for FFY20).
- 400 Transition Students will either be enrolled in Postsecondary education programs or successfully employed. (Postsecondary Education in FFY17 was 156. Postsecondary projected for FFY18 is 104). (Successfully Employed in FFY17 was 148 projected for FFY18 is 180. This goal of 400 was not met in FFY19. Therefore, goal remains the same for FFY20. However, we will illustrate in this measure whether transition students are Supported Employment (SE) clients or not SE clients).

- Ensure Transition Students receive Pre-ETS. The Division's performance regarding delivery of Pre-ETS to students in FFY19 will increase by 10% over FFY18. (For FFY17 1,065 received Pre-ETS. For FFY18 1,725 received Pre-ETS. Goal for FFY20 is 1,898, which is a 10% increase).

### **Goal 3**

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

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

### **Strategies:**

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

### **Measures:**

- The number of consumers participating in Supported Employment will be 660 participants in FFY19. (FFY17 503 participated in Supported Employment (SE). FFY18 523 participated in SE. FFY19 684 participated in SE with only 3 quarters of the FFY19 reported. Goal for FFY20 is 786, which is a 15% increase).
- Increase Successful Employment Outcomes. The Division's performance goal in FFY19 will be that at least 166 Supported Employment cases are closed as successful employment outcomes. (FFY17 126 cases closed as successful employment outcomes. FFY18 132 closed successful. This goal of 166 was not met for FFY19. Therefore, goal remains the same for FFY20).
- Increase Successful Employment Outcomes for Transition age students with disabilities (up to age 22) who are SE clients. (Currently collecting data. No goal was set).

#### **Goal 4**

**Collaborate with other resources to support participants with mental health disabilities to obtain and maintain successful employment. (May include: Depression and other mood disorders, alcohol abuse or dependence, anxiety disorders, eating disorders, drug abuse or dependence, mental illness not listed elsewhere, personality disorders, schizophrenia, and other psychotic disorders).**

#### **Strategies:**

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

#### **Measures:**

- The Division's performance goal in FFY20 will be that at least 330 individuals with Mental Health Disabilities are closed as successful employment outcomes. (10% over FFY18 projected. This goal of 330 was not met in FFY19. Therefore, goal remains the same for FFY20).
- Individuals with Mental Health Disabilities will have a successful case closure rate similar to other Disabilities groups by FFY23. (Current successful closure rate is 32% with only 3 quarters of the FFY19 reported. A similar rate would be 41%).

## **Goal 5**

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

### **Strategies:**

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

### **Measures:**

Document additional financial resources brought into the program in FFY19 via collaborative efforts, and measure in dollars:

- Additional non-General Fund match.
- Federal Section 110 grant dollars generated from the additional match.

**\*Note: Performance Measures data will include data for FFY17, FFY18, FFY19, and the addition of FFY20.**

## Definitions for FFY20 NSRC Goals, Strategies and Performance Measures

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### **504 Coordinator**

Designated employee at the school district that is responsible for facilitating, coordinating, and approving the development of 504 Plans. 504 plans aren’t part of special education. So, they’re different from IEPs. But the end goal is the same; to help students thrive in school.

- To be eligible for a 504 plan, a student must meet one of the following criteria:
  - Have a mental or physical limitation or handicap that significantly impacts one or more essential life activities, like learning, concentration, walking, social interactions, breathing and diet.
  - Provide evidence of the limitation or handicap, such as a doctor's report or some other type of medical or psychological evaluation.
  - Be considered by others to have a significant limitation or handicap and be treated as such by others.

### **700-Hour Program**

Provides for temporary limited appointment of individuals with disabilities, not to exceed 700 hours. An individual is placed on a 700-hour list if certified by a counselor in the Rehabilitation Division of the Department of Employment, Training & Rehabilitation and if he or she meets the minimum qualifications for a position.

A 700-hour appointment may be converted to a regular appointment before the end of the 700 hours, subject to a trial or probationary period. If an employee is converted to a regular appointment, the employee's hours in the position as a 700-hour appointment are counted towards his or her completion of a trial or probationary period.

### **Adult Mental Health**

#### [Nevada Division of Public and Behavioral Health \(DPBH\)](#)

- Southern Nevada Adult Mental Health (SNAMH)

Provides both inpatient and outpatient mental health services for individuals living in Clark county and in surrounding counties that may be closer geographically to this agency rather than to a rural mental health center.

- Northern Nevada Adult Mental Health (NVAMH)  
Provides both inpatient and outpatient mental health services for individuals living in Northern Nevada.
- State Rural Mental Health Center  
Provides both inpatient and outpatient mental health services for individuals living in Northern Nevada.

### **Assistive Technology Device**

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**

Any service that directly assists an individual with a disability in the selection acquisition or use of an assistive technology device, including:

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

### **Benefit Planning**

Provides individualized benefits counseling to Social Security beneficiaries who are returning to work or entering the workforce for the first time. It helps beneficiaries understand how work may impact their cash and medical benefits while learning how work incentives can increase their self-sufficiency.

### **Career and Technical Education (CTE)**

#### [Clark County School District - CTE](#)

Program in the Clark County School District (CCSD) that offers industry standard programs-of-study (POS) district-wide. Their mission is to ensure that all students have access to quality programs that lead to marketable skills for the 21st Century.

Programs of Study area are:

- Agriculture and Natural Resource
- Business and Marketing
- Education, Hospitality and Human Services
- Health Science and Public Safety

- Information and Media Technologies
- Skilled and Technical Sciences

### **Community Based Assessment (CBA)**

A CBA involves the assessment of the performance of actual job duties in a real work setting within the community. Performance is supervised by an employee/manager or owner of the worksite.

### **Community Rehabilitation Program (CRP)**

A program that provides directly or facilitates the provision of one or more of the following vocational rehabilitation services to individuals with disabilities to enable them to maximize their opportunities for employment, including career advancement:

1. Medical, psychiatric, psychological, social, and vocational services that are provided under one management;
2. Testing, fitting, or training in the use of prosthetic and orthotic devices;
3. Recreational therapy; physical and occupational therapy;
4. Speech, language and hearing therapy;
5. Psychiatric, psychological and social services, including positive behavior management;
6. Assessment for determining eligibility and vocational rehabilitation needs;
7. Rehabilitation technology;
8. Job development, placement and retention services;
9. Evaluation or control of specific disabilities;
10. Orientation and mobility services for mobility impaired participants;
11. Extended employment;
12. Psychosocial rehabilitation services;
13. Supported employment services and extended services;
14. Services to family members, if necessary, to enable the applicant or eligible individual to achieve an employment outcome;
15. Personal assistance services; and

For the purposes of this definition, the word program means an agency, organization or institution, or unit of an agency, organization or institution, that provides directly or facilitates the provision of vocational rehabilitation services as one of its major functions.

### **Competitive Integrated Employment**

Means work that—

- Is performed on a full-time or part time basis (which may include self-employment) and for which an individual is compensated at a rate that—
  - Is not less than the Federal, State or local jurisdiction's minimum wage whichever is higher; and
  - Is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills; and
  - In the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and
  - Is eligible for the level of benefits provided to other employees; and
- Is at a location—



- Typically found in the community; and
- Where the employee with a disability interacts for the purpose of performing the duties of the position with other employees within the particular work unit and the entire work site, and, as appropriate to the work performed, other persons (such as customers and vendors), who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that employees who are not individuals with disabilities and who are in comparable positions interact with these persons; and
- Presents, as appropriate, opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.

**Customized Employment**

Means competitive integrated employment, for an individual with a significant disability, that is—

- Based on an individualized determination of the unique strengths, needs, and interests of the individual with a significant disability;
- Designed to meet the specific abilities of the individual with a significant disability and the business needs of the employer; and
- Carried out through flexible strategies, such as—
  - Job exploration by the individual;
  - Working with an employer to facilitate placement, including—
    - Customizing a job description based on current employer needs or on previously unidentified and unmet employer needs;
    - Developing a set of job duties, a work schedule and job arrangement, and specifics of supervision (including performance evaluation and review), and determining a job location;
    - Using a professional representative chosen by the individual, or if elected self-representation, to work with an employer to facilitate placement; and
    - Providing services and supports at the job location.

**Dialectical Behavior Therapy Strategies (DBT)**

A highly effective type of cognitive-behavioral therapy (CBT). DBT teaches individuals four sets of behavioral skills: mindfulness; distress tolerance; interpersonal effectiveness; and emotion regulation.

**Embed Transition Coordinator**

School district employee where VR has partnered with the school district to provide specific services to students with disabilities under contract that VR pays a portion of the employee’s salary.

**Employment Outcome**

With respect to a participant entering, advancing in or retaining full-time or, if appropriate, part-time competitive integrated employment including customized employment, self-employment, telecommuting or business ownership or supported employment that is consistent with an individual’s unique strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice.

### **Individualized Education Program (IEP)**

An IEP is a written statement for a student eligible for special education that is developed, reviewed, and revised in accordance with state and federal laws. The IEP guides the student's learning while in special education. It describes the amount of time that your student will spend receiving special education, any related services the student will receive, and the academic/behavioral goals and expectations for the year.

For a student with a disability receiving special education services, the Individualized Plan for Employment (IPE) must be developed in consideration of the student's Individualized Education Program (IEP) and any inter-agency agreements between a local educational agency and Nevada VR.

### **Individualized Plan for Employment (IPE)**

After agreeing on a vocational goal and the services needed to reach the goal, the counselor and participant commit to these goals in writing by completing an Individualized Plan for Employment (IPE). The IPE is a participant's roadmap to successful employment. The IPE is not a contract, but rather an agreement made in good faith, which delineates the employment outcome and services to be provided that are needed to achieve the outcome.

### **Individual with A Significant Disability**

Is an individual with a disability:

1. Who has a severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome;
2. Whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and
3. Who has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculo-skeletal disorders, neurological disorders (including stroke and epilepsy), spinal cord conditions (including paraplegia and quadriplegia), sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs to cause comparable substantial functional limitation; or
4. Who is a recipient of SSI or SSDI benefits.

### **Informed Choice**

Informed choice means that applicants and individuals eligible for Vocational Rehabilitation (VR) services are active and full partners throughout the VR process, making meaningful choices. Informed choice by its very nature implies that decisions are "informed", meaning participants obtain sufficient information regarding the range of options available and an understanding of the pros and cons of various options, as well as an understanding of the limitation of the Division as they make decisions throughout their VR cases. An individual's Informed Choice is not binding but must be seriously considered in establishing an employment outcome, needed vocational rehabilitation services, the entity providing services and the methods to be used in procuring services.

## **Jobs for America's Graduates (JAG)**

JAG Nevada is a private, nonprofit organization whose mission is to ensure that Nevada's students are set up for success and graduate work-ready. <http://jagnv.org/programs/jag-e2e-program>

## **Local Workforce Development Boards**

WIOA calls for the establishment of local workforce boards to set policy within local areas. Nevada currently has two local boards, Workforce Connections in the southern part of the state (Clark, Lincoln, Nye and Esmeralda counties) and Nevadaworks in northern Nevada (Carson City, Churchill, Douglas, Elko, Eureka, Humboldt, Lander, Lyon, Mineral, Pershing, Storey, Washoe, and White Pine). They administer the program in their respective geographic areas where they are responsible for providing both worker and employer services. The program is structured to provide services through three categories, Adult, Dislocated Worker and Youth activities.

## **Person-Centered Planning**

An approach to discovering an individual's capabilities and discovering what is important to that individual in relation to his or her vocational choices.

## **Pre-Employment Transition Services (Pre-ETS)**

Services which the Workforce Innovation and Opportunity Act (WIOA) indicates are available to students with disabilities who are eligible or potentially eligible for VR services. The State VR agency and local educational agencies cooperate to provide or arrange for provision of these services. *The five required services are job exploration counseling, work based learning experiences, counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at institutions of higher education, work place readiness training to develop social skills and independent living skills, and instruction in self-advocacy which may include peer mentoring.*

## **Rehabilitation Engineering**

The systematic application of engineering sciences to design, develop, adapt, test, evaluate, apply and distribute technological solutions to problems confronted by individuals with disabilities in functional areas such as mobility, communications, hearing, vision and cognition, and in activities associated with employment, independent living, education and integration into the community.

## **Rehabilitation Technology**

Rehabilitation technology is defined as the systematic application of technologies, engineering methodologies, or scientific principles to meet the needs of, and address the barriers confronted by, individuals with disabilities in areas that include education, rehabilitation, employment, transportation, independent living, recreation, home and vehicular modification, and other assistive devices including, but not limited to hearing aids, low vision aids and wheelchairs. Glasses are not low vision devices unless they are specialized low vision glasses (e.g. 4 or 5 x magnification). This includes rehabilitation engineering as well as assistive technology devices and services.

Rehabilitation technology includes only those devices or services required to overcome the functional limitations imposed by an individual's disability. Devices or services required solely for training or employment that are not required as a result of the individual's disability are considered equipment, not rehabilitation technology.

## **Schedule A**

The Federal Government hires each person using a hiring authority (the term comes from the Federal regulation that describes it). Federal agencies can use the Schedule A Hiring Authority to hire an individual with a disability. [usajobs.gov](http://usajobs.gov)

## **Successful Employment Outcome**

Is achieved when an individual who received Vocational Rehabilitation services through an IPE is closed successful with the achievement of a competitive integrated employment.

## **Supported Employment**

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

- For whom competitive integrated employment has not historically occurred or
- For whom competitive integrated employment has been interrupted or intermittent as a result of a significant disability

And

- Who because of the nature and severity of their disability, need intensive supported employment services and extended services in order to perform this work

## **Supported Employment Services**

Ongoing support services, including customized employment, and other appropriate services, needed to support and maintain an individual with a most significant disability in supported employment that:

- Are provided, organized and made available in such a way as to assist the individual to achieve competitive integrated employment;
- Are based on a determination of the needs of the individual as specified in an IPE; and
- Are provided by the State VR agency for a period of no more than 24 months (this period may be extended, if necessary, in order to achieve the employment outcome identified in the IPE) and
- Following transition to extended services, are provided as post-employment services that are unavailable from an extended service provider but that are necessary for the individual to maintain or regain the job placement or advance in employment.

## **Third Party Cooperative Arrangement (TCPA)**

A partnership between Vocational Rehabilitation and other governmental entities serving joint clients. It provides new, expanded or modified services with a vocational focus to mutual clients of the governmental entity and VR without having to find new state/local money to fund the project. Partner entities provide match in cash or certified time in order to draw down federal grant funds (4 federal: 1 state) that would otherwise be relinquished.