

VR Portion of WIOA State Plan for the State of Nevada

Revisions

Program-Specific Requirements for Vocational Rehabilitation

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

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

a. Input of State Rehabilitation Council

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

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

Annual Report

Recommendations for the 2017 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 19, 2017 and November 9, 2017. The NSRC focused on the state plan goals, satisfaction survey, client success, employee highlights, the Workforce Innovation and Opportunity Act (WIOA) and collaborations. Rehabilitation statistics and VR locations were also included.

Annual Consumer Satisfaction Surveys

The review and analysis of consumer satisfaction, described in sec. 105(c)(4) of the Rehabilitation Act and 34 CFR 361.17(h)(4), were 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 annual consumer satisfaction surveys using three survey instruments: the general participant, the transition student, and the older individuals who are blind (OIB). The most recent 2016 survey results were presented and discussed with the NSRC on November 9, 2017.

The NSRC plans to revise the survey instrument through its ad hoc subcommittee over the course of calendar year 2018, in order to implement those changes for the next year's survey which will begin data collection in January 2019. With the recommendation of the NSRC, and in full collaboration with them, the NRD issued a request for proposal (RFP) in August 2017 to seek out other potential vendors to conduct its annual surveys. The RFP proposals were reviewed by a state panel, and a new vendor was selected and approved by the NSRC on November 9, 2017. Market Decisions LLC, dba Market Decisions Research was selected, and signed a contract with the NRD, which was approved by the state's Board of Examiners on January 9, 2018. They immediately began work on the survey covering FFY 2017. As part of their contract, it is outlined that they will collaborate with the NRD and NSRC to create a new survey instrument by January 2019.

Comprehensive Statewide Needs Assessment

The NSRC and the designated State unit (DSU) jointly awarded a contract to San Diego State University's (SDSU) Interwork Institute to conduct the 2016 triennial comprehensive statewide needs assessment. The needs assessment was completed June 30, 2017, and the results were presented to the NSRC on November 9, 2017.

The NSRC and the DSU worked together utilizing the results of the needs assessment to revise existing and develop new strategic goals, strategies, and performance indicators for FFY 2019, which are included in this state plan under section I.

State Plan Goals

Consistent with the Rehabilitation Act of 1973, as amended, on an annual basis, the DSU and the NSRC, through its state plan subcommittee, jointly develop in public meetings the upcoming year's goals, strategies and performance indicators. The subcommittee considers recommendations and information revealed through the Comprehensive Statewide Needs Assessment, the Annual Consumer Satisfaction Surveys, the WIOA performance measures and mandates, and sentiments expressed in the NSRC meetings. Those state plan subcommittee meetings were held on August 17, 2016 for FFY 2018, and on October 16, 2017 for FFY 2019. The new state plan goals, strategies and indicators were brought before the full NSRC and approved by majority vote in public meetings on October 17, 2016 for FFY 2018 and on November 9, 2017 for FFY 2019.

The full Unified State Plan, including the Rehabilitation Services portion, was posted on-line for public comment March 7, 2018 through April 19, 2018. Public meetings were held on February 16, March 14 and April 19, 2018. **No public comments were made.** However, the DSU received input from NSRC members, WIOA core program partners and the Governor's Workforce Development Board members.

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

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

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

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

b. Request for Waiver of Statewideness

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

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

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

Third Party Cooperative Arrangements – Secondary School Districts

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

The Vocational Opportunities for Inclusive Career Education (VOICE) initiative, which is a locally developed cooperative arrangement in its third year of existence, serves secondary and postsecondary students with disabilities by facilitating the effective transition of the NRD's and WCSD's mutual student consumers from school to meaningful employment. The VOICE arrangement exceeds the minimum requirements, as directed by mandate, and provides new or enhanced services to meet the specific needs of the eligible NRD consumers.

Under the VOICE cooperative arrangement, NRD assigned a VR counselor and a rehabilitation technician as active members of the program team, and a rehabilitation supervisor was assigned as its programmatic contract monitor, providing support and oversight of the program. The NRD continues to provide enhanced VR services for VOICE participants aged 18–21 prior to high school exit through June 30, 2020. NRD will continue to work with the individuals under this program, until their individualized plan for employment (IPE) is realized, or until they exit the program.

WCSD provides the non-federal share of costs through certified expenditures. The certified expenditures from the school district are provided by redirected education staff providing unique patterns of VR services exclusively to NRD student consumers. The school district provides training and enhanced programming exclusively to the NRD student consumers that enables them to achieve employment by utilizing community-based vocational instruction, vocational and worksite training, job placement, work incentive wages, and follow-up services. Augmented services include vocational assessment, career development, work experience, job search skills training, job development, placement, follow-up, and non-supported or supported employment job coaching. The contracted services are not educational services that WCSD is legally mandated or required to

provide. They are new, enhanced and/or added services that are exclusively available to NRD student consumers.

This cooperative program is not statewide due to the structure and geographical constraints of the WCSD. However, NRD has negotiated a TPCA with Clark County School District (CCSD), which is the largest school district in the state, located in southern Nevada. This arrangement with CCSD through June 30, 2019, offers new and/or enhanced services to meet the specific needs of the eligible NRD student consumers in Clark County. The Job Exploration and Expectation Program (JEEP) launched in August 2015, provides a coordinated set of services to students with disabilities in a service model not previously offered at CCSD. JEEP provides three, nine-week work site rotations on CCSD campuses and one rotation at an integrated, community work site to provide hands-on work experiences to students up to age 22.

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

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

Third-Party Cooperative Arrangements – Postsecondary Institutions

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

The NRD entered into a TPCA with Western Nevada College (WNC) through June 30, 2020, which serves rural northern Nevada with three campuses located in Carson City, Minden and Fallon, in addition to several rural centers including Fernley and Yerington. WNC boasts that it meets the, "...educational needs of Nevadans living throughout the college's seven county, 18,000-square-mile area." The NRD also entered into a TPCA with Truckee Meadows Community College (TMCC) also through June 30, 2020. TMCC has more than 20 community locations throughout the Reno area in northern Nevada. Lastly, the NRD entered into a TPCA with the University of Nevada, Las Vegas (UNLV) through June 30, 2019.

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

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

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

- **UNLV:** Assistive technology evaluation and training; career assessment; establishing career goals; academic supports (intensive tutoring and coaching); EPY101 course designed to incorporate the use of AT; accessing campus and community resources; workplace readiness skills development; job development and advocacy; and internship or other work experiences that support the individualized plan for employment (IPE) goal. Unique to UNLV is the provision of counseling and psychological services provided by a UNLV Psychologist for participants with mental health disabilities.

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

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

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

Written Assurances

The TPCAs contain written assurances that the cooperative partner agency will make the non-federal share of funds available to NRD. The TPCA is a binding state contract that is approved by DETR and ultimately by the state's Board of Examiners, and is jointly executed by the NRD and local governmental agency representatives prior to the delivery of services. Through the TPCA, local and state agencies certify monthly to the state the actual expenditure of funds that comprise the contribution of non-federal match funds. All certified match and cash match expenditures received

are under the administrative supervision of NRD, and no portion of the match expenditures come from federal funds. The total cooperative agency certified expenditure share is matched to federal funds at not less than 25 percent. NRD has developed and implemented fiscal monitoring and reporting procedures and tools for both the NRD district staff and cooperative program contract administrators.

The NRD's operations unit developed a contractor self-assessment tool (i.e., the contract manual) that provides detailed information on invoicing and supporting documentation procedures and requirements. NRD provides annual training to local contract administrators regarding the development of contracts, and has additional training available regarding contract monitoring and invoicing. NRD also keeps data and conducts oversight of contract match and payment invoicing. This information is used to provide local technical assistance during program reviews and site visits, on an *as needed* basis. If the value of the actual time certified by the cooperative agency falls below the actual total program cost, NRD reserves the right to reduce the program costs accordingly.

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

Unique Services Provided

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

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

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

3. All State plan requirements will apply

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

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

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

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

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

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

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

The interlocal contracts include the DSU's formal agreements with the Division of Welfare and Supportive Services (DWSS) and the Nevada Division of Public Health and Behavioral Services (NDPHBS) and Aging and Disability Services (ADSD). The DSU also holds interlocal contracts with WIOA Section 121 Native American agencies, known as the Moapa Band of Paiutes, Fort Mojave Indian Tribe and Shoshone Paiute Tribe of the Duck Valley. The DSU is in final negotiations to also begin contracting with the Fallon Paiute Shoshone Tribe.

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

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

Other collaborations include:

- Across Nevada, VR hosts a monthly meeting with the Regional Centers (Rural Regional Center-RRC, Desert Regional Center-DRC, and Southern Regional Center-SRC) to discuss clients in common or potential clients and implications stemming from WIOA. VR also participated in a community fair for community agencies in Elko. Staff members from VR, the RRC, the Northern Nevada Center for Independent Living (NNCIL), and other agencies were present to discuss their programs. Counselors from the Winnemucca, Ely, Elko, and Fallon offices attended the chamber of commerce breakfasts. Statewide, each VR office collaborates with the state mental health agencies. In the north, the District Manager is a member on the Transportation Coalition Committee, which is a committee to determine the transportation needs of disabled, youth and senior citizens.

- The Rural Supervisor sits on the State Library and Literacy Council representing disability, as well as the local Literacy Council in Reno. In continuation of the DSU's efforts with the Food Bank of Northern Nevada, the Bureau Chief is a member on the Food Bank board, representing workforce development and employment to help end poverty-related hunger.
- VR staff members from the Las Vegas office participate in the National Federation of the Blind, and the Nevada Blind Center activities.
- VR staff members from the Las Vegas office participated with the City of Las Vegas Public Works Department presenting awareness training on Safety Needs of the Blind in Traffic Situations.
- VR staff members from the Las Vegas office actively participate in the Las Vegas Metropolitan Police Department (LVMPD) Homeless Liaison/Corridor of Hope, which is a homeless coalition.
- VR staff from the north participated in the Northern Nevada Project Homeless Connect 2016 & 2017. This program provides tangible, same-day services and intake to medical, substance abuse and psychiatric treatment, housing, employment, and other important supportive services to help rebuild the lives of individuals and families in need.
- VR staff members also represent the DSU at the annual Disability Awareness Fair coordinated by Southern Nevada Center for Independent Living held each October in Las Vegas. In July 2017, the VR Administrator, Bureau Chief and numerous DSU staff attended and presented at the Nevada Governor's Council on Developmental Disability's Disability Awareness conference. Other disability awareness activities are held throughout the state in conjunction with local colleges and universities.
- Outreach conducted and collaboration of services occurred with the Moapa Paiute Reservation, the Fort Mojave Indian Tribe and the Shoshone Paiute Tribe of the Duck Valley. The DSU continues to collaborate, and are in final negotiations to begin contracting, with the Fallon Paiute Shoshone Tribe.
- The DSU's business development staff and Bureau Chief attended and had a booth at the Nevada Governor's Conference on Business 2017. Hosted by the Department of Business and Industry, this was a showcase of new Nevada business and start-up competition. Connections were made with business to develop new partnerships and share disability awareness and bring diversity to their workforce.
- In an effort to meet the workforce needs of employers, the DSU's business development manager established collaborations with University of Nevada, Reno, College of Southern Nevada and Truckee Meadows Community College to provide industry recognized 2 week intensive, soft skills instruction to VR clients. These skills ensure that VR clients are well prepared to meet the needs of business and be successfully employed.

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

The current recipient of the Assistive Technology (AT) Act grant funds in Nevada is the Aging and Disabilities Services Division (ADSD) of Nevada's Department of Health and Human Services. ADSD created the Nevada Assistive Technology Collaborative (NATC) for the facilitation of programs under their AT Act grant funding and other AT-focused initiatives. ADSD received the three-year AT grant for FFY 2015, 2016 and 2017. There is a cumulative award for FFY 2018 in

process. However, ADSD is awaiting State Plan submission and approval to the Administration for Community Living (ACL) to continue the grant for FFY 2018, 2019, and 2020.

There are five core activities in the Assistive Technology Act grant, which are available statewide and whose responsibility is shared amongst the Collaborative. The first is a financing program coordinated between the Collaborative, CARE Chest of Sierra Nevada and two banking institutions that provide low interest loans and micro loans for the purchase of AT. The second activity is to refurbish, repair and reuse AT. This is accomplished through the Collaborative partners of Care Chest and Easterseals Nevada. The third activity is to loan AT equipment to consumers to try them out for up to two weeks at no charge. AT device loans are provided by the University of Nevada, Reno (UNR) and Easterseals Nevada. Both of these partners also provide device demonstrations (fourth core activity) and the “leadership activities” of technical assistance, information and referrals (fifth activity under the grant). The DSU has relationships with all of these partners within the Collaborative and routinely refers clients to and receives clients from them for assistive technology services.

The DSU continues to provide statewide assistive technology equipment, evaluation and training based on participants’ needs in order to improve their independence and employability. Two independent assistive technology labs, which contain the newest assistive technology equipment, are housed at the DSU’s Reno and Las Vegas offices. In addition to traditional assistive technology, these labs place significant emphasis on assistive technology for the blind and visually impaired. Staff will continue training to develop internal expertise in the field of assistive technology. The goal is to continue assessing the needs of and providing assistive technology equipment to VR participants.

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

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

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

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

In northern Nevada, the DSU collaborates with The Eddy House, The Neil Road Center, Youth Resource Center, and The Children’s Cabinet, which are all “Safe Place Locations.” They also assist youth with employment, medical, Food Bank/SNAP (Supplemental Nutrition Assistance Program), housing, and behavioral health. The ENLIVEN Program, which began in northern Nevada, and identifies youth in their first episode of psychosis for intensive intervention and improved outcomes, has expanded to the Las Vegas area.

Beginning in SFY 2016, the DSU began to collaborate with the Y-TAC (Youth Technical Assistance Center), in an effort to provide services to underserved youth in the juvenile justice and foster care systems. Since then the DSU has sponsored a series of in-person trainings with partners serving the juvenile justice and foster care populations. This has increased the DSU’s efficacy and outreach to incarcerated and disadvantaged youth in facilities in Elko and Las Vegas.

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

5. State use contracting programs.

The NRD no longer manages the state-use program known in Nevada as the "Preferred Purchase Program." During Nevada's 2017 legislative session, Assembly Bill (AB) 483 was passed into law. It moved authority and oversight of this program from the NRD to Nevada's Purchasing Division. The transition from the NRD to the Purchasing Division was completed within FFY 2017.

d. Coordination with Education Officials

Describe:

1. DSU's plans

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

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

- Consultation and technical assistance to educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services.
- Transition planning by personnel of the designated state agency and educational agency that facilitates the development and implementation 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.
- Procedures for outreach to and identification of students with disabilities who need transition services.

The DSU has agreements with all 16 Nevada school districts that have high schools, with the exception of Esmeralda County, which does not have a high school. These agreements have been updated to reflect the changes required in compliance with the WIOA. These agreements reflect the intent of the WIOA for coordination of services designed to meet the educational, vocational and independent living needs of students with disabilities. All 16 local education agreements have been completely executed in addition to the initial state education agreement, which was finalized on 1/31/17. The DSU has identified that the development of individualized relationships between rehabilitation and education staff is critical to the delivery of comprehensive services.

North, south and rural designated transition teams have been established as liaisons with the individual high school programs. The DSU staff members actively participate in individual education plan meetings and are available to provide other consultation, outreach and plan development assistance, and informational support. The DSU has developed a comprehensive scope of work and fee schedule for the delivery of pre-employment transitions services (Pre-ETS), to include the five

required activities of job exploration counseling, counseling regarding postsecondary education programs, work-based learning experiences, workplace readiness training, and instruction in self-advocacy.

In compliance with WIOA, the individualized plan for employment (IPE) is jointly developed within 90 days, 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 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.

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

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

The DSU continues to participate in interlocal contracts with NSHE, a state-sponsored postsecondary education system composed of the University of Nevada, Reno (UNR); University of Nevada, Las Vegas (UNLV); Nevada State College (NSC); College of Southern Nevada (CSN); Great Basin College (GBC); Truckee Meadows Community College (TMCC); and, Western Nevada College (WNC). 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. These contracts are currently being redesigned in consideration of WIOA requirements.

In addition to this interlocal contract, the DSU continues to collaborate with NSHE and its member colleges and universities to explore the potential TPCAs. The DSU has established TPCAs with WNC, TMCC, and UNLV. The formal name of these TPCAs is CareerConnect.

Through CareerConnect, the DSU provides 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 post-secondary institution. The following are examples of the universal services that may be offered: Career exploration, mentoring and internships, VR counseling, employment preparation, VR training support, and worksite monitoring. There is a significant emphasis placed on working with VR youth transitioning from high school to college, providing these consumers with intensive tutoring for VR clients, assessment and instruction 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.

The DSU has continued its collaborative efforts by updating its interlocal contract with the Nevada Department of Education (NDOE) in conformance with the requirements of the Rehabilitation Act of 1973, as amended in 1998 and the WIOA. The NDOE is Nevada's state educational agency (SEA). The DSU considers the NDOE as the cornerstone for statewide collaboration and facilitating participation in local school transition activities. In partnership with the NDOE, the National Technical Assistance Center on Transition, for the Intensive Technical Assistance Partnership agreement is in

full force. Nevada is in the third of a five-year technical assistance grant to improve and promote participation of students with disabilities in academically rigorous and career relevant curricula that prepare them for postsecondary education and employment. In addition to attending the annual Capacity Building Institute, we have provided technical assistance to local high schools to develop goals and objectives to improve outcomes in two primary area: delivery of Pre-ETS and increasing participation of students with disabilities in Career and Technical Education (CTE) programs statewide.

In August 2016, the NRD Administrator and Bureau Chief made a presentation to the professional staff of the Adult Basic Education Department. This presentation was intended to illustrate areas of strong potential collaboration and the commonality of our two goal sets. Overall intent was to improve outcomes for both programs by leveraging common performance.

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

Beginning in 2015, and ongoing, NRD's Deputy Administrator and Bureau Chief provided training to special education directors and staff statewide regarding WIOA Title IV requirements for pre-employment transition services to students with disabilities. This collaborative continues to take place at the Mountain Madness quarterly statewide conference of special education directors. Acceptance of these presentations has grown with time and follow up will occur within each district to deliver Pre-ETS services according to their respective Local Education Agreement.

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

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) collaborate with CCSD in the assessment of assistive technologies specific to the needs of visually impaired students. BSBVI staff members participate in transition workshops to provide group and individual training of students with visual impairments.

The annual Nevada Student Leadership Transition Summit (NSLTS) is a two-day summit geared toward increasing graduation rates, participants' exposure to postsecondary options, available resources, and improvement of students' understanding of the requirements for a successful transition to a world beyond high school. The 2016 NSLTS conference was attended by over 200 people, which included high school students, teachers, transition facilitators, young adult facilitators, young adult panelists, adult facilitators, and conference planners and coordinators. The DSU recently participated in the November 2016 NSLTS. Special education students, teachers, and counselors from 16 school districts across the state of Nevada attended this event to learn about services available to students after graduation from high school and how to become active participants in the transition process. They toured UNR, learned about disability services available on college campuses, were provided opportunities to network with other students with disabilities, and learned about resources they were receiving and what their goals were after high school. Young adult speakers with disabilities reflected upon their transition experiences and shared motivational stories on lessons learned as they moved from high school to adult life. The conference also

included the parents of students with disabilities to help educate parents on services available to students in both high school and after high school. The DSU transition counselors presented in a breakout session about services available to students with disabilities and how VR could assist them with the transition from school to work, or high school to postsecondary education and onto employment.

For the past several years, the DSU, in collaboration with UNLV, the CCSD and NDOE has provided a weeklong college preparatory summer camp held on the UNLV campus known as: Careers, Recreation and Vocational Education (CRAVE) for 11th and 12th grade transition students. The DSU presents CCSD's Youth Educational Success (YES) program to students interested in going to college. The program's short-term goal is to assist participants in eliminating barriers so they may consider college as a future option; the long-term goal is to increase the percentage of students attending college. In 2016, 22 students from across the state participated in the CRAVE camp. In 2017 CRAVE celebrated its tenth year. After the weeklong camp, students were offered summer employment opportunities from a number of local businesses within their field of interest.

Additionally, in summer of 2017, the DSU continued its partnership with UNR, WCSD, NNCIL, the Governor's Council on Developmental Disability, and the Sierra Regional Center (SRC) to offer northern transition students the opportunity to explore their areas of vocational interest first hand through the community-based Career Exploration Camp. Continuing for the eighth year, approximately 35 students had the opportunity to work at multiple sites to job shadow and do hands-on work. This weeklong program included classroom instruction on employment soft skills, culinary skills, mobility/bus training, and actual hands-on work at job sites.

The CCSD 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 senior year of high school. It is targeted to transition students whose main goal is competitive employment. In 2016, the program was expanded to include new sites, including Sunrise Hospital, Regional Transportation Center (RTC), and the UNLV campus. Immersion in these workplaces facilitates the teaching and learning process through continuous feedback and application of new skills.

This year Nevada VR worked with community partners to develop summer camps focused on transition from high school to post-secondary education programs and employment. Partnerships included Western Nevada College in Carson City, Alpine Academy in Reno, Truckee Meadows Community College in Reno, Odyssey Charter School in Las Vegas and Goodwill Industries of Southern Nevada in Las Vegas. The camps specialized in a variety of learning experiences from retail art to career exploration and exposure to careers in the community and local government. All of these camps were built on a Pre-ETS framework to ensure all skills learned were geared toward the transition from high school to college and employment.

Beginning in spring 2017, the DSU partnered with the Carson City School District, Carson High school to develop the Next Step. This program is for students from 18-22 who are interested in exploring work experiences and developing their vocational skills in preparation for employment. VR provides a job coach while the school district provides the work experiences, soft skills and work readiness training during the school day instead of traditional academic courses for those students who have exhausted the academic aspect of their education and have decided to focus on employability.

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

In southern Nevada, serving the school district are four rehabilitation counselors and two rehabilitation technicians that work as two full-time dedicated teams. These teams coordinate transition services to CCSD, which has 47 high schools, charter schools and alternative learning centers.

Serving the northern Nevada school districts, which covers five counties and 26 high schools, has two dedicated transition teams and 1 mixed outreach team. The teams work with WCSD, LCSD, CCSD, SCSD and DCSD transition students in addition to carrying a caseload of specialized special education VR clients.

In August 2017, the DSU proudly partnered with the Lyon County School District to improve post-secondary outcomes for students with disabilities in Lyon County by providing them with support, resources and access to college and career pathways. Effective in August, the transition coordinator had been hired to implement this much needed program for best practice in a rural county. This was innovative for Nevada as it was the first time that we braided funding for a goal in common in this way. Funding was shared between the DSU, Lyon County School District and the Careers and Technical Education program.

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

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

In its 4th year, the VOICE program is a TPCA between the WCSD and VR. VOICE serves WCSD students ages 18–21 years with significant disabilities, who have graduated or separated from high school and prepares them for competitive employment. The curriculum developed by the WCSD is outcome oriented and individualized to provide job seeking skills, work readiness training and hands-on work experience. Students learn how to use public transportation independently, how to complete a job application, perform an online job search, and develop interview and work skills to obtain and maintain a job.

The WCSD teachers are certified with proven expertise in working with individuals with disabilities. The core populations served by this cooperative are individuals with moderate learning disabilities, individuals on the autism spectrum and individuals with intellectual disabilities. The program is located at the VR office in Reno. All participants in the VOICE program are co-enrolled clients of BVR, and a certified rehabilitation counselor and technician are part of the team working to assist these young adults find meaningful and appropriate employment.

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

Beginning in spring of 2016, the DSU contracted with our first regional transition coordinator serving southern Nevada. In fall 2016 we hired our second transition coordinator, who serves northern/rural

Nevada. These individuals coordinate transition services and outreach to and identification of students with disabilities who need transition services. They provide a bridge from the local schools to DSU staff to ensure all students with disabilities have knowledge of transition services and opportunities within Vocational Rehabilitation.

e. Cooperative Agreements with Private Nonprofit Organizations

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

The DSU utilizes interlocal contracts, 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 Medicaid reimbursement schedule, when appropriate.

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

Currently, in FFY 2018, such agreements include, but are not limited to:

- Access Building Solutions, LLC: Assistive Technology (southern Nevada)
- Best Buddies International: dba, Best Buddies Nevada (southern Nevada)
- Easterseals Nevada (statewide)
- Elite Community Services: Job development and placement (Las Vegas)
- Empowering Services: Job development and placement (Las Vegas)
- Expanding Life, LLC: Job development and supported employment (Reno / Carson City)
- Goodwill Industries of Sacramento (northern Nevada)
- Goodwill Industries of Southern Nevada (North Las Vegas)
- Haugen & Keck: Job development and supported employment (Carson City / Douglas County)
- High Sierra Industries (Reno)
- Job Development Coach, Inc.: Job development and placement (Las Vegas)
- Nevada Centers for Independent Living (statewide)

- Opportunity Village: Job development and placement (southern Nevada)
- Salvation Army (southern Nevada)
- SOAR Career Launch, LLC: Job development and supported employment (southern Nevada)

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

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

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

Sources for supported employment services and supports include:

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

In northern Nevada, the DSU has continued its relationship with High Sierra Industries to partner in the Career Development Academy to provide supported employment services for adults and youth. The program is an intensive prevocational program for supported employment eligible clients who are interested in competitive and integrated employment. High Sierra Industries provides VR-funded, pre-vocational training and job development, and the Sierra Regional Center provides ongoing (i.e., post-90 days) supports through the use of jobs and day training (JDT) Medicaid waiver funds. This collaboration has been very successful, with an average 85 percent placement rate.

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

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

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

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

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

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

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

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

VR Transition Teams statewide are working strategically to develop expanded supported employment services to include customized employment. In this endeavor, VR is working with Opportunity Village, Centers for Independent Living and individual, qualified job development providers to serve this unique and expanding population. Through collaboration and financial support from the Workforce Innovation Technical Assistance Center (WINTAC) and Youth Technical Assistance Center (Y-TAC), VR hosted training for customized employment, including statewide in-

service for VR staff and statewide community partners with nationally recognized supported employment professionals, Griffin-Hammiss.

g. Coordination with Employers

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

1. VR services; and

Commencing in October 2015, the Business Development Team increased capability of providing employer outreach and services. The DSU works diligently to educate business customers by providing information on financial incentives and other advantages of using agency services and hiring individuals with disabilities. The DSU reaches out to businesses through contact lists developed from participation at job fairs, business development expositions, the economic development forum, the local and state workforce boards, human resource associations, regional workforce consortia, chambers of commerce membership/participation, and statewide economic development efforts. These contacts are capitalized upon for one-on-one relationships that can be leveraged into employment opportunities, and pre-employment training sites, including sites for Pre-ETS activities for students. All of these training opportunities are available to transition students, youth and adults with disabilities:

The DSU's partnership with the Starbucks® Carson Valley Roasting Plant and Distribution Center in Minden, Nevada is currently providing its 10th work readiness training program for individuals with disabilities. A total of 40 individuals with disabilities have graduated from the program; 21 were hired at Starbucks®, and 10 were hired at other local companies. The DSU collaborated with Starbucks® and WNC to provide the soft skills curriculum for the work readiness training that Starbucks® delivers internally. Wages at Starbucks® begin at \$13.25 per hour.

The DSU has teamed up with PROVAIL to provide services for the Microsoft Autism Initiative. The services provided include recruitment, assessment and preparation of candidates to become employed with Microsoft. The DSU has assisted with the first placement of its client, a UNR graduate. The client accepted a position at Microsoft with a starting salary of over \$100,000/year.

The DSU developed a new format for the MGM Properties to work with each applicant interested in their desired position with MGM has increased retention of employees with disabilities. The NRD sets up prescreening interviews with the MGM Diversity and Disability Coordinator and the applicant. Topics discussed are resumes and job history, hobbies and interest, most recent job, barriers to employment, assistive technology, accommodations and job coaching. Through this process the Diversity and Disability Coordinator is able to identify employment opportunities for maximum success and retention. A total of 20 individuals have been interviewed, four were hired and four were hired at other local companies.

The DSU is engaged with a McDonalds Northern Nevada Franchisee group that owns 16 restaurants and one training facility to work with each applicant interested in their desired position with McDonalds. The Human Resources and General Manager along with Store Managers meet with candidates to conduct a tour and discuss employment opportunities throughout the 16 restaurants. McDonalds is seeking to identify applicants with the desire to work in their restaurants to obtain measurable and long term skills gain. This has enabled McDonalds to identify and

accommodate an individual with a disability to maintain higher retention rates. A total of two Discovery Sessions have been conducted, resulting in seven interviews and five hires.

Through the DSU's employer engagement, it has been identified the number one training requested by employers is Soft Skills. The DSU is providing Soft Skills training for all Vocational Rehabilitation clients, as needed. The soft skills taught include: Company Vision, Mission and Values; Teamwork; Problem Solving; and Critical Thinking. This helps to prepare job seekers in professionalism, communication and attitude. The DSU has developed inter-local agreements with UNR, CSN and Great Basin College (GBC) to deliver the Soft Skills statewide using a curriculum created from the U.S. Department of Labor's "Skills that Pay the Bills" curriculum. To date, a total of five classes have been delivered with a total of 50 participants.

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

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

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

Recognizing the unique needs of transition students, and in collaboration with CCSD, the DSU has three Project SEARCH sites: Sunrise Hospital, where students are exposed to the world of medical work; UNLV, where students are exposed to various experiences including clerical, warehouse and mailroom activities; and, the Regional Transportation Center (RTC), where students experience various activities from clerical to vehicle maintenance. Each site can serve up to 10 students, for a total of 30 students each school year.

Beginning in SFY16, the DSU began delivering Pre-ETS services in school classrooms across the state. Working with over 12 qualified vendors, over 2000 students have received instruction in Pre-ETS. The majority of these students are potentially eligible, and encouraged to apply for services with VR.

Another method of Pre-ETS service delivery is partnership with vendors to provide youth programming, called camps to deliver Pre-ETS during school breaks. To date the DSU has provided Pre-ETS camp experience to over 150 students.

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

In April 2017, the DSU collaborated with a vendor to provide a day long workshop for students with disabilities in rural Elko and the surrounding communities. This workshop, which served 60+ students addressed self-advocacy and workplace readiness skills.

h. Interagency Cooperation

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

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

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

The DSU works with Nevada's Medicaid agency (ADSD) to leverage funds for supported employment services by braiding its funding with JDT Medicaid waivers to provide enhanced and expanded services together with agencies that provide JDT Medicaid waiver services, as described below.

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

The DSU has a contract with the three statewide regional centers, and conducts monthly meetings with staff at these regional centers. The DSU and regional centers collaborate on services for individuals with intellectual/developmental disabilities who are joint clients. In northern Nevada, the DSU has continued its relationship with High Sierra Industries for its Career Development Academy. In southern Nevada, the DSU developed a contract with Opportunity Village, Inc. for its Pathways to Work program. Both of these programs are with vendors of JDT Medicaid waiver programs, and both leverage funding toward opportunities for competitive and integrated employment.

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

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

For those individuals who are yet unknown to the DSU, but receiving services through Northern Nevada Adult Mental Health Services (NNAMHS), a new program has been developed to facilitate

direct referrals of such individuals straight from NNAMHS to VR. In an effort to provide intensive services for supported employment, this collaboration is unique, in that NNAMHS is taking responsibility for the long term follow along for maintenance of employment.

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

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

1. Data System on Personnel and Personnel Development

A. Qualified Personnel Needs.

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

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

In FFY 2017, the DSU served 5,092 individuals with disabilities. With 47 full-time equivalent (FTE) rehabilitation counselor positions serving the VR program in Nevada, the ratio of rehabilitation counselors/program participants was 1/108, which comparatively is in the mid-range to other VR agencies.

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

The current average caseload size statewide is 80 participants per one rehabilitation counselor. The current staffing levels are sufficient for the number of participants seeking services, as evidenced by the average caseload size. However, other factors should be considered, including service to students with disabilities who are "otherwise eligible," the growth of consumers with the most significant disabilities as these are more time-consuming cases, and the administrative requirements of WIOA. The following projection for personnel needs is based on the projected population increase for Nevada, applying that same increase to VR participant numbers served, as depicted in the following chart:

FFY	Eligible/Estimated Eligible	Counselor Projection	Technician Projection
2017	2,805	47	32
2018	2,833	47	32

2019	2,861	47	32
2020	2,890	47	32
2021	2,919	47	32
2022	2,948	47	32

Table 14: VR Personnel Needs Projection/Data Key

<http://factfinder.census.gov>

American Community Survey 1–Year Estimates

Civilian Non–Institutionalized Population 18–64 Years

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

Over the next five years, the DSU anticipates that it will require additional transition and supported employment (SE) rehabilitation counselor positions, rehabilitation technician positions, one additional rehabilitation supervisor position, one additional quality assurance position, and one additional rehabilitation manager position in order to respond to mandates within WIOA and to serve the growing populations of SE/individuals with the most significant disabilities and transition students with disabilities (which includes those receiving Pre-ETS who are “otherwise eligible”). In SFY 2016 and 2017 combined, as the DSU began ramping up its Pre-ETS service delivery, a total of 1,437 students with disabilities were served who were “otherwise eligible.” In other words, an additional 1,437 clients were served in the VR program who are not included in reporting totals, such as those reported above in Table 14. In FFY 2017, the reportable transition population grew 15% since FFY 2015. Additionally in FFY 2017, individuals with the most significant disabilities grew 4% since FFY 2015. The SE population, by its very definition, requires more services over an extended period of time. The DSU therefore perceives it will need additional positions to support these two populations of consumers in order to achieve the goals of appropriate service delivery and successful employment outcomes. The DSU also anticipates it will need one rehabilitation manager position, and some support positions, including an additional quality assurance position in order to meet all of the additional administrative, tracking and reporting requirements of WIOA.

Currently, there are eight VR supervisors, each of whom supervises up to seven direct reports. With an increase in VR counselors, it is likely one additional supervisor will be needed to provide the oversight necessary to ensure quality services to individuals with disabilities. Current staffing levels for accounting staff, administrative assistants, and rehabilitation instructors will not require an increase in the next five years. However, it’s likely the DSU will need additional rehabilitation technicians to fulfill program administration requirements, as mentioned above. The DSU will also need to fill 32 projected vacancies over the next five years. The greatest projected need is for new/dedicated staff to perform internal job development activities, customized employment activities for the most significantly disabled clients, and transition staff to serve this ever-growing population.

The number of qualified personnel for VR is allocated in biennial legislative sessions based on the projected needs of the DSU and available funding. After annually reviewing the personnel vacancy reports, the DSU was able to estimate projected vacancies for the next five years. Longevity of current personnel working in state service was also factored in to determine the number of personnel who will exit the DSU in the next five years due to retirement.

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

In FFY 2017, there were 139 positions (including vacancies) within the DSU to provide support, administration and VR services with the following breakdown:

- Administrator and Deputy Administrator: 3 Positions, 0 Current Vacancies, 1 Projected Vacancy
- Rehabilitation and Disability Employment Policy Chief: 1 Positions, 0 Current Vacancies, 0 Projected Vacancy
- Rehabilitation Manager and Supervisor: 10 Positions, 0 Current Vacancies, 2 Projected Vacancies
- Rehabilitation Counselor and Counselor Intern: 49 Positions, 5 Current Vacancies, 11 Projected Vacancies
- Rehabilitation Instructor, Orientation/Mobility Instructor and Vocational Evaluator: 8 Positions, 0 Current Vacancies, 2 Projected Vacancies
- Program Officer and Management Analyst: 5 Positions, 0 Current Vacancies, 1 Projected Vacancy
- Rehabilitation Technician: 32 Positions, 3 Current Vacancies, 10 Projected Vacancies
- Business Process Analyst and Quality Assurance: 4 Positions, 1 Current Vacancy, 2 Projected Vacancies
- Workforce Service Representative: 5 Positions, 1 Current Vacancy, 0 Projected Vacancies
- Accounting and Administrative Assistants: 22 Positions, 1 Current Vacancy, 3 Projected Vacancies

Total Positions: 139 Positions, 11 Current Vacancies, 32 Projected Vacancies

Table 15: VR Position Inventory

B. Personnel Development

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

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

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

With the implementation of the WIOA, and the changing professional qualifications to be a rehabilitation counselor, the DSU, in recognition of the CORE limitations, the DSU modified their class specifications for the rehabilitation counselor series. Approved by the state of Nevada Human

Resource Management Division, the new class specifications allow for the hire of bachelors degreed personnel to enter the rehabilitation counselor series. In addition, it also expanded the series to allow the hire of seasoned rehabilitation technicians as counselor I's. Thereby, creating a career ladder for rehabilitation staff and ensuring consistent staffing levels for the program.

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

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

Two counselor interns are currently enrolled in a CORE–accredited Master's degree program through George Washington University. These rehabilitation counselor candidates anticipate graduating in May 2018.

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

There was one.

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

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

In response to the changes brought about in WIOA with regard to hiring qualified rehabilitation professionals, and in recognition of the fact that Nevada has no CORE accredited universities or colleges, the DSU underwent a complete overhaul to the class specifications and hiring. The DSU made a deliberate decision to change the hiring structure to offer a career ladder and grow in-house future leaders.

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

MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENT:

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

REHABILITATION SUPERVISOR

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

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

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

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

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

REHABILITATION COUNSELOR III

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

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

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

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

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

REHABILITATION COUNSELOR II

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

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

Working knowledge of: diagnoses and treatment processes sufficient to analyze and interpret medical and psychological reports; theories and practices related to work assessment, work adjustment and work readiness; medical and psychological reference texts, medical fee schedules and vocational reference materials and how to use them effectively; medical, social and psychological problems unique to persons with disabilities; career counseling and assessment techniques; theories and practices related to disability counseling; vocational consultation and employer services. **General knowledge of:** incentive programs designed to promote employment of persons with disabilities; vocational evaluation instruments used in evaluating characteristics, skills and aptitudes of persons with disabilities; rehabilitation technology and equipment; barriers to independent living and assessment resources. **Ability to:** develop and implement individualized rehabilitation plans; project, authorize and prioritize expenditures associated with rehabilitation services; motivate and persuade employers to hire people with disabilities; synthesize and summarize complex technical and medical information into verbal and written expression for

presentation to clients, employers and service providers; apply federal and State regulations, policies and procedures to make eligibility and ineligibility determinations and employment outcomes; manage a caseload budget; assess the availability of comparable services and benefits; work as part of a team and across disciplines; **Skill in:** conducting job modification and restructuring assessments; conducting labor market surveys; presenting job seeking skills training; conducting job analysis and transferable skills analysis for selective placement of persons with disabilities; *and all knowledge, skills and abilities required at the lower level.*

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

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

REHABILITATION COUNSELOR I

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

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

Working knowledge of: counseling principles and practices which includes mental health, group, family and individual counseling, psychosocial and cultural issues in counseling, and foundations, ethics and professional issues in counseling; human growth and development; methods and techniques of interviewing; medical and psychological terminology; basic math. **General knowledge of:** fact-finding and case recording. **Ability to:** establish a counseling rapport with individuals, with varying disabilities and diverse backgrounds; communicate effectively both verbally and in writing; apply appropriate counseling techniques. **Skill in:** eliciting information through interviewing techniques; preparing written reports and keeping accurate records; documenting events and preparing clear, understandable case notes; adding, subtracting, multiplying, and dividing whole numbers, fractions, and percentages.

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

The DSU, in an effort to find the most qualified staff, and strengthen recruitment efforts, the DSU contacts and works with San Diego State University (SDSU) and other CORE-accredited universities and colleges that offer Masters' degree programs in rehabilitation counseling, resulting in improvement of Nevada's access to qualified rehabilitation professionals. Additionally, the DSU utilizes the RehabNet, the National Rehabilitation Leadership Institute (NRLI) listserves and the Council of State Administrators of Vocational Rehabilitation (CSAVR) listserves to extend recruitment opportunities.

To retain rehabilitation professionals, the DSU works closely with Interwork Institute, SDSU, WINTAC, National Technical Assistance Center on Transition (NTACT), and Y-TAC and a number of

state professional resources to offer specialized training to the rehabilitation staff. The training focuses on emerging trends and topics.

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

Nevada Vocational Rehabilitation Counselor Training

The series modules are the following:

- Module 1: Overview, Key Values and Concepts
- Module 2: Informed Choice
- Module 3: Decision Making and Ethics
- Module 4: Determining Eligibility
- Module 5: Assessment of Vocational Needs
- Module 6: IPE/Provision of Services
- Module 7: Job Readiness and Employment
- Module 8: Case Closure
- Module 9: Case Management and Case Documentation

DETR's Job Development Training Series: Creating Employment Opportunities

In addition to the e-rehab training tool for counselors, DSU maintains an e-rehab tool for job developers and job coaches. This curriculum consists of four training modules:

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

New Counselor Academy

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

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

For job developers, the Quality Assurance (QA) team offers ethics training twice a year. “Effective Communication; Responsibilities under ADA and Section 504” is presented annually to staff and also offered to the members of the Nevada State Rehabilitation Council annually. Annual training is also offered to staff regarding changes made to the agency’s Participant Services Policies and Procedures Manual. In addition, the QA team presented a workshop for Rehabilitation Technicians and Administrative Assistants to reflect best practices and promote team work. This training was offered statewide.

The DSU has two 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 consumers, 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 pilot projects or 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 VR at an accredited college or university. They must possess a general knowledge of the principles and practices of VR and the ability to compose reports of work activities.

3. Personnel Standards

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

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

The 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 VR services. The determination of applicants who are qualified rehabilitation staff is based on the state of Nevada Human Resource Management's interpretation of the division's minimum qualifications. These minimum qualifications are listed under i.2.

B. the establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

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

4. Staff Development.

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

A. System of staff development

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

The DSU has expanded the educational offerings of the quality assurance team to include:

- New counselor academy
- Counselor III Case Review training

- Policy and procedure overview/training
- Ethics for job developers
- Effective communication for new staff and NSRC staff
- Technician training
- Case review training
- Supported Employment training
- WIOA Performance Indicators and Revised Work Performance Standards

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

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

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

- Customized Employment, Intensive training leading to Association of Community Rehabilitation Educators (ACRE) certification
- Professional Development Series; Module 1. Knowledge of the Field: The Work the We Do, Module 2. Communication with Youth: The Helping Relationship, Module 3. Assessment and Individualized Planning: Charting a course with Youth, and Module 4. Relationship to Family: Working Together.
- WIOA Common Performance Measures

B. Acquisition and dissemination of significant knowledge

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

One rehabilitation counselor continues to be enrolled in Nevada's Certified Public Manager Program (CPM) offered through the state of Nevada Human Resource Management Division. This is a two-year program to support and grow professional leadership in state employees through coursework and one capstone project which is designed to identify and create a process improvement that will

conserve resources or generate revenue. The DSU encourages and supports future leaders in VR to attend this nationally recognized program, and nominates candidates each year.

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

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

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

- California State University, Northridge (CSUN)/assistive technology conference
- The CSAVR fall and spring conferences
- National Council of State Agencies for the Blind
- Employment and Disability Forum
- Program Evaluation and Quality Assurance Summit
- BLAST (National Association of Blind Merchants and National Federation of the Blind)
- Association of People Supporting EmploymentFirst (APSE)
- National Association of Workforce Development Professionals (NAWDP)
- Capacity Building Institute, with NTACT
- The Consortia of Administrators for Native American Rehabilitation (CANAR)
- get Aware Live Conference

- Council of State Governments National Conference, Policy Academy for Retaining Workers with Disabilities
- Governor's Workforce Development Board Retreat
- RSA Technical Assistance visit in September 2016
- Nevada Transition Conference

5. Personnel to Address Individual Communication Needs

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

The DSU utilizes staff and a variety of interpreters as the need arises in order to translate documents to Spanish and to facilitate effective communication. The northern and rural districts have two bilingual staff members that provide services to the northern region of Nevada. The southern district has four bilingual staff members that 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 six Spanish speaking employees statewide.

The DSU has set requirements for field staff working with specific disability and/or minority groups to have effective communication with their consumers. This may require professional skills in sign language, Braille, foreign languages, or other modes of communication. In addition to Spanish, the DSU has staff that can provide translation/interpretation services for our clients who speak Serbian, Bosnian, Croatian, Mandarin Chinese and French. 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 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 rehabilitation technician who uses American Sign Language in the southern district, and is a certified, Educational Interpreter Performance Assessment (EIPA) 3.4 at the second level; in a northern rural office the DSU has one rehabilitation counselor who is certified in American Sign Language; a second rehabilitation counselor stationed in the south, who himself is Deaf and has signed in American Sign Language since childhood provides services to consumers who are Deaf; and, another rehabilitation technician is working towards her interpreter certification in the northern district.

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

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

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

The DSU and the NDOE, Office of Special Education, Elementary and Secondary Education and school improvement programs have an interlocal contract, which contains provisions for the joint training of VR staff and special education personnel. Special education staff members have and will be participating in vocational rehabilitation training on customized employment, job development and placement of individuals with disabilities, and WIOA implications. The DSU was invited by the NDOE to participate in collegial training on meaningful collaboration between special education, Career and Technical Education and VR by renowned educator, George Tilson. The DSU currently is working with the school districts to provide complementary trainings coordinated by local vocational rehabilitation offices to share information on VR processes and programmatic changes such as the requirements in WIOA for pre-employment transition services. The local offices work with special education departments and career and technical 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 as defined under section 504 of the Rehabilitation Act.

In October 2016, the Rehabilitation Administrator and Bureau Chief made a presentation at the Nevada Transition Conference sponsored by the NDOE. The title of the presentation was WIOA Requirements for Pre-Employment Transition Services and the Nevada VR/Education Partnership to Benefit Students with Disabilities.

In August 2016, the NRD Administrator and Bureau Chief made a presentation to the professional staff of the Adult Basic Education Department. This presentation was intended to illustrate areas of strong potential collaboration and the commonality of our two goal sets. Overall intent was to improve outcomes for both programs by leveraging common performance.

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

j. Statewide Assessment

(Formerly known as Attachment 4.11(a)).

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

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

The DSU, in conjunction with the NSRC, continued to contract with SDSU's Interwork Institute to perform a comprehensive 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 inform its decision-making, to provide context and rationale for the development of the DSU's state plan, and to comply with the needs assessment mandate in the Rehabilitation Act. The results of the comprehensive statewide needs assessment were published on June 30, 2017, and included federal fiscal years (FFY) 2014–2016 (i.e., October, 1, 2013 through September 30, 2016).

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

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

In summary, the survey found:

Section One: Overall Performance of DSU

Recurring themes in this area include:

- DSU staff are committed, caring and passionate about their work, but high turnover and vacancy rates have adversely affected BVR's ability to serve an increasing consumer demand;
- DSU has engaged with technical assistance centers in response to WIOA requirements;
- Procurement speed continues to be a challenge for the delivery of timely services; and
- The range and types of employment outcomes obtained by DSU's consumers need to increase and improve.

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

Needs identified in this area included the following:

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

B. who are minorities;

Section Three: The 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:

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

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

Section Three: The 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:

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

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

Section Five: The needs of individuals with disabilities served through other components of the statewide Workforce Development System

Needs identified in this area included the following:

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

Section Seven: The needs of business

This category captures the needs of businesses in Nevada as it relates to recruiting, hiring, retaining and accommodating employees with disabilities. It includes an analysis of how the DSU serves business and tries to meet their needs in each of these areas. Common findings in this area include:

- DSU has expanded their Business Services Unit, but there is disagreement about what the focus of the unit should be;
- Businesses in Nevada continue to have misconceptions about the ability of individuals with disabilities; and
- Employer education about disability and DSU services remains a major need, and the DSU is addressing this through their marketing campaign.

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

Section Four: The needs of youth and students with disabilities in transition

Needs identified in this area included the following:

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

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

Section Six: The need to establish, develop or improve Community Rehabilitation Programs in the state

Needs identified in this area included the following:

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

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

Section Four: The needs of youth and students with disabilities in transition

Needs identified in this area included the following:

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

- The DSU has developed formal and informal programs that are positively affecting their ability to serve transition-age youth; and
- The DSU and the schools need to continue to develop their partnership in order to improve transition services in the future.

k. Annual Estimates

(Formerly known as Attachment 4.11(b)). Describe:

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

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.

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 served in the federal fiscal year. The DSU is not under an Order of Selection at this time.

FFY	Labor Force (1% Increase)	Target Group (1.25% of Labor)	Potentially Eligible (16.15% of Target)
2017	1,389,452	17,368	2,805
2018	1,403,347	17,542	2,833
2019	1,417,380	17,717	2,861
2020	1,431,554	17,894	2,890
2021	1,445,869	18,073	2,919
2022	1,460,328	18,254	2,948

Table 16: VR Labor Force in Proportion to Population

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

A. The VR Program;

The number of eligible individuals to be served with funding from VR (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's projections of population growth. The last column includes

all clients served in the federal fiscal year. The DSU is not under an order of selection status at this time.

Title I Category	Estimated Funds	Served Clients
2017: Actual	\$7,143,550	4,522
2018: Projected (0.9%)	\$7,207,842	4,563
2019: Projected (0.8%)	\$7,265,505	4,599
2020: Projected (0.8%)	\$7,323,629	4,636

Table 17: VR Title I and Title IV Funding/Projected Clients Served

*Based on data obtained from the state demographer's office (Nevada Population Projections 2014 – 2033).

B. The Supported Employment Program; and

Title VI Category	Estimated Funds	Served Clients
2017: Actual	\$107,596	571
2018: Projected (0.9%)	\$108,564	576
2019: Projected (0.8%)	\$109,433	581
2020: Projected (0.8%)	\$110,308	585

Table 17: VR Title I and Title IV Funding/Projected Clients Served

* Based on data obtained from the state demographer's office (Nevada Population Projections 2014 – 2033).

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

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

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

Title I Category	Estimated Funds	Served Clients
2017: Actual	\$7,143,550	4,522

2018: Projected (0.9%)	\$7,207,842	4,563
2019: Projected (0.8%)	\$7,265,505	4,599
2020: Projected (0.8%)	\$7,323,629	4,636

Title VI Category	Estimated Funds	Served Clients
2017: Actual	\$107,596	571
2018: Projected (0.9%)	\$108,564	576
2019: Projected (0.8%)	\$109,433	581
2020: Projected (0.8%)	\$110,308	585

Table 17: VR Title I and Title IV Funding/Projected Clients Served

* Based on data obtained from the state demographer's office (Nevada Population Projections 2014 – 2033).

The actual client service expenditures for FFY 2017 needed to serve eligible individuals are provided in the table below. The DSU expended a total of \$7,251,146 for all client services in FFY 2017. These client service expenditures were paid from:

Title I, Part B	\$7,143,550
Title VI, Part B	\$ 107,596
Total	\$7,251,146

I. State Goals and Priorities

The designated State unit must:

1. Identify if the goals and priorities were jointly developed

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

On an annual basis, the DSU and the NSRC, through its state plan subcommittee, jointly develop the upcoming year's goals, strategies and performance indicators. The most recent state plan subcommittee meeting took place on October 16, 2017 to jointly review and revise the goals along with corresponding strategies and measurable indicators to align them with the recommendations and information revealed through the 2016 Comprehensive Statewide Needs Assessment, the 2016 Annual Consumer Satisfaction Survey, the WIOA performance measures and mandates, and sentiments expressed in the NSRC meetings. The new FFY 2019 goals, strategies and performance indicators were recommended to and approved by the full NSRC at its meeting on November 9, 2017. The FFY 2019 goals are:

Goal 1: Increase number of successful employment outcomes.

Indicator: Increase number of Successful Employment Outcomes. The Division's performance goal in FFY 2019 will be at least 800 participants with cases closed successfully.

Goal 2: Increase participation and increase successful outcomes in VR transition services including post-secondary education and training, and ensure participants receive as appropriate Pre-Employment Transition Services (Pre-ETS).

Indicator: Increase participation of Transition Students in the Program Services to 920 with open cases.

400 Transition Students will either be enrolled in Postsecondary education or training programs or successfully employed. Ensure Transition Students receive Pre-ETS. The Division's performance regarding delivery of Pre-ETS to students in FFY 2019 will increase by 10% over FFY 2018.

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

Indicator: The number of consumers participating in Supported Employment will be 500 participants in FFY 2019. Increase Successful Employment Outcomes. The Division's performance goal in FFY 2019 will be that at least 166 Supported Employment cases are closed as successful employment outcomes.

Goal 4: Collaborate with other resources to support participants with mental health disabilities to become successfully employed. (May include: Alcohol abuse or dependence, anxiety disorders, eating disorders, drug abuse or dependence, mental illness not listed elsewhere, personality disorders, schizophrenia, and other psychotic disorders).

Indicator: The Division's performance goal in FFY 2019 will be that at least 260 individuals with Mental Health Disabilities are closed as successful employment outcomes. Individuals with Mental Health Disabilities will have a successful case closure rate similar to other Disabilities groups by FFY 2023.

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

Indicator: Document additional financial resources brought into the program in FFY 2019 via collaborative efforts, and measure in dollars:

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

The DSU and NSRC agree that serving students with disabilities with Pre-ETS and other transition services is a priority for the DSU, as well as serving individuals with the most significant disabilities. The DSU and NSRC will meet publically at the beginning of FFY 2019 to perform their annual review and revision of these goals, strategies and performance indicators, as appropriate, for FFY 2020.

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

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

- Individuals with the most significant disabilities, including their need for supported employment and customized employment;
- Minorities with disabilities in the Nevada workforce, especially the underserved groups of Hispanic and Asian individuals;
- Individuals with disabilities that have been underserved, especially those with mental health disabilities;
- Individuals with disabilities served through other components of the statewide workforce investment system; and
- Transition students.

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

The full NSRC met on November 9, 2017. The newly developed or modified goals, indicators, and strategies were discussed and approved for the FFY 2019 rehabilitation services portion of the unified state plan, and are listed under I.1.

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

VR was monitored by RSA in 2011. All findings were operational/procedural and all have been corrected and fully resolved. No findings from this monitoring were applicable in the development of the current DSU's goals and priorities, nor those for FFY 2019.

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

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

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

Performance accountability measures include:

- Increase partnerships with employers to develop work readiness training programs.

- Increase the use of business development representatives (internal or workforce/one-stop partners).
- Create and implement marketing strategies.
- Educate employers about incentives for hiring individuals with disabilities.
- Increase access to quality job development services.
- Identify key employers for recruitment efforts and for work readiness training programs.
- Work with state sector councils to identify growth occupations with strong labor markets and areas of industry need.
- Work collaboratively with WIOA partners to send clients to appropriate training programs to get the specific education, credentialing, licensure, etc. to fill high-demand/high growth occupations.
- Update interlocal contracts (Memorandums of Understanding-MOUs) with education and workforce.
- Increase the use of social media outlets to inform employers and the public about the benefits of hiring individuals with disabilities.
- Collaborate on the creation of career pathways.

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

There were no further reports received/considered, nor was Nevada monitored by RSA over this time period. No other information was considered by the NSRC for the revised goals, strategies and performance indicators outside of what has already been outlined herein.

m. Order of Selection

Describe:

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

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

B. The justification for the order.

C. The service and outcome goals.

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

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

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

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

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

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

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

Indicator: The number of consumers participating in Supported Employment will be 500 participants in FFY 2019. Increase Successful Employment Outcomes. The Division's performance goal in FFY 2019 will be that at least 166 Supported Employment cases are closed as successful employment outcomes.

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

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

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

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

For individuals with significant mental illness requiring extended follow along, not to exceed 4 years, the DSU is partnering with the states mental health agency, NNAMHS in the north to provide collaborated case management during the VR case and the provision of long term follow along by the NNAMHS case managers.

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

The DSU leverages funds for supported employment services by braiding its funding with JDT Medicaid waivers to provide enhanced and expanded services together with agencies that provide JDT Medicaid waiver services. The DSU also partners with the statewide regional centers and Division of Public and Behavioral Health to ensure warm handoffs for extended services. The DSU itself is not currently providing extended services, as that need is being met statewide through the regional centers, the Division of Public and Behavior Health and through natural supports.

o. State's Strategies

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

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

The DSU, in collaboration with the NSRC, developed the following state goals, strategies and performance indicators to address identified needs and determine how Title I funds will be used for FFY 2019. These are goals are measured annually, with an additional 5-year *targeted* measurement for goal #4. The DSU and NSRC will again conduct public meetings in early FFY 2019 to determine whether to revise these goals, strategies and performance indicators for FFY 2020.

Goal 1: Increase number of successful employment outcomes.

Indicator: Increase number of Successful Employment Outcomes. The Division's performance goal in FFY 2019 will be at least 800 participants with cases closed successfully.

Strategies:

- Utilize person-centered career planning activities.
- Increase partnerships with employers to develop work readiness training programs.
- Increase the use of Business Service Representatives (internal or employment security).
- Identify and support best practices that encourage high-wage/career track employment.
- Incorporate career-readiness content into educational curriculum, linking with colleges.
- Continue to create and implement marketing strategies.
- Educate employers about the opportunities and benefits of hiring persons with disabilities.
- Provide employers with disability awareness training.
- 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 and Schedule A.
- Promote peer to peer support networks.
- Develop an outreach plan for small businesses.
- Adopt career planning using an evidence based person centered planning model.
- Ensure consumers are aware of travel training and transportation options and that they are able to utilize the appropriate options.
- Educate employers about rehabilitation technologies (assistive technologies) and peer support.
- Provide counselor training on technology.
- 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.
- 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.

Goal 2: Increase participation and increase successful outcomes in VR transition services including post-secondary education and training, and ensure participants receive as appropriate Pre-Employment Transition Services (Pre-ETS).

Indicator: Increase participation of Transition Students in the Program Services to 920 with open cases. 400 Transition Students will either be enrolled in Postsecondary education or training programs or successfully employed. Ensure Transition Students receive Pre-ETS. The Division's performance regarding delivery of Pre-ETS to students in FFY 2019 will increase by 10% over FFY 2018.

Strategies:

- Collaboration between School Districts and BVR/BSBVI 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.
- 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, post-secondary institutions, charter schools, and private schools.
- Increase number of students who can attend summer camps.
- 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 Educational Plan (IEP) conferences.

- Expand Work Based Learning opportunities for students to explore employment options.
- Increase communication between Vocational Rehabilitation Counselors, Special Education Teachers, and 504 Coordinators.
- Explore a Job Shadowing and/or mentor program.
- Adopt career planning using an evidence based person centered planning model.
- Encourage and support family participation and make training material available.
- Streamline and clarify the referral process for transition students.
- Explore the use of technology and training earlier in plan development.

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

Indicator: The number of consumers participating in Supported Employment will be 500 participants in FFY 2019. Increase Successful Employment Outcomes. The Division's performance goal in FFY 2019 will be that at least 166 Supported Employment cases are closed as successful employment outcomes.

Strategies:

- Partner with existing public and private State entities that provide Supported Employment.
- Provide 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 to improve Supported Employment services outcomes.
- Continue participation in the Governor's Task Force on Integrated Employment, 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.
- Provide job shadowing and/or mentorship programs.
- Increase access to quality job development services.
- Encourage employers to implement job carving, job sharing, and part-time/non-traditional shift offerings.
- Customized employment.
- Long-term mental health support.

Goal 4: Collaborate with other resources to support participants with mental health disabilities to become successfully employed. (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).

Indicator: The Division's performance goal in FFY 2019 will be that at least 260 individuals with Mental Health Disabilities are closed as successful employment outcomes. Individuals with Mental Health Disabilities will have a successful case closure rate similar to other Disabilities groups by FFY 2023.

Strategies:

- Collaborate with Independent Living.
- Collaborate with Substance abuse and mental Health facilities/commission.
- Trainings and tools for staff.
- Tele-Health for participants.

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

Indicator: Document additional financial resources brought into the program in FFY 2019 via collaborative efforts, and measure in dollars:

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

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).
- Engage with 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.

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

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

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

- Evaluating the needs of an individual with a disability, including a functional evaluation of the individual in his/her customary environment.
- Purchasing, leasing, or otherwise providing for the acquisition by an individual with a disability of an assistive technology device.

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

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

In field practice, the VR counselor takes into consideration the need for assistive technology assistance at each stage of providing assistance to participants. The counselor refers the participant to the appropriate assistive technology specialist.

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

FFY	Closed Rehabilitated		Closed Other Than Rehabilitated		TOTALS	
	All VR Clients	Received AT	All VR Clients	Received AT	All VR Clients	Received AT
2014	938	16	2,193	20	3,131	36
2015	886	68	2,223	43	3,109	111
2016	897	96	1,909	102	2,806	198
2017	746	110	1,862	87	2,608	197

Table 18: Rehabilitation Clients

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

- Continue marketing efforts with mental health hospitals, mental health service providers, and the state's welfare services.
- Partner with mental health service providers and community training centers (CTCs).
- Partner with Nevada Division of Public and Behavioral Health, state commissions related to populations concerned with autism, developmental disabilities, and cognitive and mental health disabilities.
- Partner with advocacy groups.
- Participate in Disability Awareness Month activities.
- Recruit bilingual and/or bicultural staff.
- Increase marketing and participation efforts with ethnically diverse populations and media, and specifically to Latino and Asian populations.
- Collaborate with minority groups with program development and program referrals.
- Participate in appropriate cultural activities or events, such as applicable chambers of commerce meetings and events.
- Ensure documents are available in other languages as needed, including all marketing and advertising materials.
- Provide information and referrals through the statewide regional centers to individuals in sub-minimum wage employment regarding participation in the VR program.
- Continue developing programs, such as Pathway to Work, to move individuals out of sub-minimum wage jobs into competitive, integrated employment.

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

The Vocational Opportunities for Inclusive Career Education (VOICE) initiative, which is a locally developed cooperative arrangement in its fourth year of existence, serves secondary and postsecondary students with disabilities by facilitating the effective transition of the NRD's and WCSD's mutual student consumers from school to meaningful employment. The VOICE arrangement exceeds the minimum requirements, as directed by mandate, and provides new or enhanced services to meet the specific needs of the eligible NRD consumers. Through this collaboration, NRD has served 95 students to date. The focus is on pre-employment transition, work readiness skills training and specialized job development for the achievement of competitive and integrated employment for these youth.

The second cooperative arrangement developed by the NRD was JEEP. Job Exploration and Expectation Program. This is a program with Clark County School District to provide pre-

employment transition services. This includes 9 week worksite rotations on the high school campus with a job coach promoting movement from secondary education to post-secondary activities and employment.

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

Nevada VR proudly partnered with the Lyon County School District to braid funding to improve post-secondary outcomes for students with disabilities in Lyon County by providing them with support, resources and access to college and career pathways. At printing, a transition coordinator had been hired to implement this much needed program for best practice in a rural county.

In 2017 NDE worked with community partners to develop summer camps focused on the transition from high school to post-secondary education, programs and employment. The partnerships included Western Nevada College in Carson City, Alpine Academy in Reno, Amplify Life in Reno, Truckee Meadows Community College in Reno, Odyssey Charter School in Las Vegas and Goodwill Industries of Southern Nevada in Las Vegas. The camps specialized in a variety of learning experiences from retail art to career exploration and exposure to careers in the community and local government. All of these camps were built on a Pre-ETS framework to ensure all skills learned were geared toward the transition from high school to college and employment.

Beginning in spring 2017, the DSU partnered with the Carson City School District, Carson High school to develop the Next Step. This program is for students from 18-22 who are interested in exploring work experiences and developing their vocational skills in preparation for employment. BVR provides a job coach while the school district provides the work experiences, soft skills and work readiness training during the school day instead of traditional academic courses for those students who have exhausted the academic aspect of their education and have decided to focus on employability.

In this reporting period, the DSU has hired two regional contract transition coordinators to oversee the delivery of Pre-ETS statewide.

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

Not applicable.

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

- Increase partnerships with employers to develop work readiness training programs.
- Increase the use of business development representatives (internal or workforce/one-stop partners).

- Create and implement marketing strategies.
- Educate employers about incentives for hiring individuals with disabilities.
- Increase access to quality job development services.
- Identify key employers for recruitment efforts and for work readiness training programs.
- Work with state sector councils to identify growth occupations with strong labor markets and areas of industry need.
- Work collaboratively with WIOA partners to send clients to appropriate training programs to get the specific education, credentialing, licensure, etc. to fill high-demand/high growth occupations.
- Update interlocal contracts (MOUs) with education and workforce.
- Increase the use of social media outlets to inform employers and the public about the benefits of hiring individuals with disabilities.
- Collaborate on the creation of career pathways.

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

- Provide employers with disability awareness training.
- Educate employers about rehabilitation technologies/assistive technologies and peer supports.
- Consider self-employment and home employment options.
- Provide access to resources in support of self-employment including business plan development.
- Increase the utilization and promotion of the 700-hour program for state employment of people with disabilities.
- Identify federal employment opportunities, leveraging the requirements in the new regulations for sec. 503 of the Rehabilitation Act.
- Promote VR programs and the hiring of individuals with disabilities at local and state board meetings.
- Contribute to shaping policy and programs for people with disabilities through local and state board meetings.
- Utilize employment data from Silver State Solutions as a means to strengthen VR's workforce activities and inform decisions.

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

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

The DSU, in collaboration with the NSRC, developed the following state goals to address identified needs:

Goal 1: Increase number of successful employment outcomes.

Indicator: Increase number of Successful Employment Outcomes. The Division's performance goal in FFY 2019 will be at least 800 participants with cases closed successfully.

Goal 2: Increase participation and increase successful outcomes in VR transition services including post-secondary education and training, and ensure participants receive as appropriate Pre-Employment Transition Services (Pre-ETS).

Indicator: Increase participation of Transition Students in the Program Services to 920 with open cases.

400 Transition Students will either be enrolled in Postsecondary education or training programs or successfully employed. Ensure Transition Students receive Pre-ETS. The Division's performance regarding delivery of Pre-ETS to students in FFY 2019 will increase by 10% over FFY 2018.

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

Indicator: The number of consumers participating in Supported Employment will be 500 participants in FFY 2019. Increase Successful Employment Outcomes. The Division's performance goal in FFY 2019 will be that at least 166 Supported Employment cases are closed as successful employment outcomes.

Goal 4: Collaborate with other resources to support participants with mental health disabilities to become successfully employed. (May include: Alcohol abuse or dependence, anxiety disorders, eating disorders, drug abuse or dependence, mental illness not listed elsewhere, personality disorders, schizophrenia, and other psychotic disorders).

Indicator: The Division's performance goal in FFY 2019 will be that at least 260 individuals with Mental Health Disabilities are closed as successful employment outcomes. Individuals with Mental Health Disabilities will have a successful case closure rate similar to other Disabilities groups by FFY 2023.

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

Indicator: Document additional financial resources brought into the program in FFY 2019 via collaborative efforts, and measure in dollars:

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

B. support innovation and expansion activities; and

Innovation and Expansion Projects for 2017:

The Starbucks® Corporation remains a strong partner of the NRD. In addition to the ongoing programs at the roasting plant, the NRD is developing a pre-training program for barista's working in the retail stores.

The NRD is working with partners at the University of Nevada, Reno to offer an on campus summer camp experience for juniors and seniors from Northern Nevada. This expansion program is fashioned after the long term and successful CRAVE Camp in Southern Nevada, based out of UNLV.

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

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

While the DSU currently contracts with two regional transition coordinators, it is the intent of the DSU to expand and hire a third part-time contractor to serve the rural Elko area and surrounding communities. Additionally, the DSU was approved in the 2017 legislative session to add a full-time state position to become a supervisor of the three contract transition coordinators. This will ensure consistency of program delivery of transition services statewide.

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

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

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

Vocational Rehabilitation partners with approximately 65 employers statewide to provide community-based assessments for VR clients that are individuals with disabilities. Community-based assessments provide the ability to examine participants' work-related skills and abilities at actual job sites performing hands-on job duties. These assessments also help identify barriers individuals with disabilities may have in the workplace. VR then provides services and support to mitigate these barriers. While on the job, VR participants in community-based assessment programs are paid wages by VR through a third-party temporary agency. Assessments last up to 100 work hours.

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

Describe:

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

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

For FFY17, as per collaboration with the NSRC and in consideration of Nevada's most recent statewide needs assessment at the time, the NSRC established the following goals and indicators:

Goal 1: Increase the number of successful employment outcomes.

Federal Fiscal Year	(A) Clients Closed After Service With No Employment	(B) Clients Closed With An Employment Outcome	$A + B = C$	$B \div C = \%$
2017	866	746	1,612	46%

Goal 2: Increase enrollment in vocational rehabilitation transition services.

Federal Fiscal Year	(A) Transition Students Closed After Service With No Employment	(B) Transition Students Closed With an Employment Outcome	$A + B = C$	$B \div C = \%$
2017	233	148	381	39%

Federal Fiscal Year	(A) Total Transition Student Applications	(B) Open Transition Students With Post Secondary Education	$B \div A = \%$
2017	749	156	21%

For this goal, overall performance measures and outcomes were met. Strategies included increased enrollment of students in TPCAs with WCSC and CCSD, transition student career camps, alignment and dedication of VR transition staff, and improved communication/collaboration with school districts, parent organizations and the NDE. Other beneficial practices include increased development of community-based assessment worksites.

Goal 3: Increase participation of underserved disability groups.

Federal Fiscal Year	(A) Clients Closed After Service - All Disabilities	(B) Clients Closed After Service - Mental Health Disabilities	B ÷ A = %
2017	1,612	1,285	80%

This goal of increasing participation of underserved disability groups was met. Strategies included development of focused programs and partnerships for service alignment to underserved disability groups, and continued and expanded partnerships with the governor's Council on Developmental Disabilities, governor's Taskforce on Integrated Employment, and the State Employment Leadership Network (SELN).

Goal 4: Increase participation of underserved ethnic population through increased outreach efforts.

FFY17	Clients Closed After Service	Percent
Hispanic	306	19%
Non-Hispanic	1,306	81%
TOTAL	1,612	100%
Asian	42	2%
Native Hawaiian or Other Pacific Islander	22	1%
Native American or Alaskan Native	74	4%
White	1,405	78%
Black or African American	268	15%
TOTAL	1,811	100%

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

Federal Fiscal Year	Federal Funds Expended	Federal Funds Relinquished	Percent Relinquished
2017	\$16,381,489	\$9,500,000	37%

Federal Fiscal Year	Third Party Cooperative Agreements	Federal Funds Expended
2017	5	\$1,716,713

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

With the exception of Goal 2c (increase postsecondary education to transition students), these goals were not met due to high rehabilitation counselor vacancy rates, vacancies on the workforce development team in the southern half of the state, deputy administrator changes, and the time and effort involved in training new staff and ensuring their understanding and implementing the many changes mandated within WIOA.

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

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

Goal 6: Increase participation in supported employment.

Federal Fiscal Year	Total Open Supported Employment Clients
2017	503

Federal Fiscal Year	(A) Supported Employment Clients Closed After Services	(B) Supported Employment Clients Closed With an Employment Outcome	A + B = C	B ÷ C = %
2017	113	126	239	53%

Table 24: Rehabilitation Goal 6 – Data Outcomes

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

Goal 6a (open supported cases): Increase participation in supported employment.

The goal was 520, and we achieved 503. With full staff, it is anticipated we will achieve this goal.

Goal 6b (closed successfully): Increase participation in supported employment.

The goal was missed by 3%. It is anticipated with full staff that we will achieve this goal.

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

N/A. Baseline data.

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

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

- Staff Salaries: expansion of the Workforce Development team to add a supervisor and two rehabilitation technicians.
- Staff Salaries: Addition of 2 part-time, contracted Transition Specialists and approval to add a new FTE Statewide Transition Specialist.
- Provision of soft skills curriculum by Western Nevada College (WNC) for the DSU's collaboration with Starbucks® and its work readiness program, "The Starbucks Inclusion Academy."
- Provision of soft skills training to clients statewide through WNC, University of Nevada, Reno (UNR), College of Southern Nevada (CSN) and Great Basin College (GBC). Curriculum is based upon the U.S. Department of Labor's "Skills that Pay the Bills" curriculum.
- Addition of 2 Third Party Cooperative Arrangements (TPCAs) with College of Southern Nevada (CSN) and University of Nevada, Las Vegas (UNLV). CSN operated from July 2016 through June 2017 upon which time the contract was cancelled. UNLV began operating in January 2016, and continues to operate presently.
- Staff training on customized employment.
- Staff development through participation in Transition training.
- Provision of assistive technology training statewide for staff.
- With the guidance of the National Technical Assistance Center on Transition (NTACT) the DSU and NDOE began and continue to work with one rural high school providing technical assistance. This program will become the model for how transition activities, including Pre-ETS and collaboration with CTE will be handled across the state especially rural communities.

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

Include the following:

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

The DSU continues to work with the Pathway to Work, which gives individuals existing JDT Medicaid waivers an opportunity to experience workforce training at community work sites. Currently, there are four employers participating in this program: Boulder Station Casino, Rio Hotel, Get Fresh and Centennial Hills Hospital. In SFY 2017, 91 individuals benefitted from this program.

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

Internally, one rehabilitation team has focused its efforts on SE participants. This team has developed unique relationships with SE employment support providers and meets on a regular basis

to staff clients and ensure closer follow along. This model has proven very successful and is consideration for future expansion.

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

FFY	SE Closed Rehab	SE Closed Other	Total SE Closures	SE Outcomes
2013	55	51	106	52%
2014	103	75	178	58%
2015	117	89	206	57%
2016	135	105	240	56%
2017	126	124	250	50%

Table 25: Rehabilitation Supported Employment Participants

The following is a ranked list of the types of supported employment services provided to those SE consumers, illustrated by region:

Authorization Service Category	Northern District	Southern District	Statewide SE Clients	Percent of Services
Assessment	103	148	251	22%
Counseling and Guidance - Purchased	5	0	5	0%
Customized Employment Services	23	1	24	2%
Diagnosis and Treatment of Impairment	5	4	9	1%
Information and Referral Services	2	21	23	2%
Interpreter Services	4	3	7	1%
Job Placement Assistance	142	119	261	23%
Job Search Assistance	12	4	16	1%
Maintenance	92	61	153	14%
On The Job Supports - Short Term	49	22	71	6%
On The Job Supports - SE	43	18	61	5%
Other Goods and Services	26	40	66	6%
Rehabilitation Technology	19	7	26	2%
Training - Basic Remedial or Literacy	2	0	2	0%
Training - Four Year College / University	1	0	1	0%
Training - Job Readiness	13	7	20	2%

Training - Junior or Community College	14	3	17	2%
Training - Miscellaneous	22	0	22	2%
Training - Occupational / Vocational	14	3	17	2%
Training - On The Job	2	0	2	0%
Transportation	38	40	78	7%
TOTALS	631	501	1,132	100%

The DSU ensures its SE services are quality services by the performance of quality assurance reviews. The Division's Quality Assurance Team facilitates or conducts regular case file reviews of over 500 cases annually, as noted below:

- Two comprehensive case file reviews (District-wide and Statewide) which review the entire case from application to closure. These reviews typically involve the review of two cases from each counselor's caseload--one case that was closed unsuccessfully and one case that was closed successfully (rehabilitated/employed).
- Eight Team Technical Assistance Case Reviews which reviews the entire case with technical assistance provided afterwards to each team. These reviews typically involve the review of two cases from each counselor's caseload--one case that is in service status and one case that was closed successfully (rehabilitated/employed).

Also, the Quality Assurance Team conducts two targeted reviews and job developer reviews which focus on specific case aspects:

- A Financial Management Case Review, which typically involves the review of one case from each counselor's caseload. This review evaluates financial aspects of the case.
- A Transition Case Review, which typically involves the review of an average of 25% of open transition case files. This review evaluates three federal requirements for transition.
- Case file reviews of the DSU's contracted job developers are conducted to ensure quality services are provided. This review began in 2013.

In addition, VR supervisors review no less than 10 unique cases annually for every Rehabilitation Counselor under their supervision. Annually, the outside accounting firm of Eide Bailly, LLP performs a targeted review of a random sampling of VR cases (50-60 on average), to test for eligibility and IPE requirements.

2. The timing of transition to extended services.

In the transition from supported employment to extended services, upon achievement of employment, the VR counselor will notify the Regional Center Case Manager. Additionally, the VR Counselor sends the Case Manager the "Request for Follow Along Services" form, which formally notifies him/her of the employment details, and the date and need for specific extended services. During the 90-day period of employment when the SE consumer's case is still open at VR, the VR Counselor will monitor the employment, speaking with the employer and consumer on a regular basis and assessing services and supports needed to successfully maintain that employment. A consumer's VR case is closed, and/or a warm transfer to Regional Center extended services occurs only when the consumer is considered by VR to be "stable" in his/her employment, which is at a

minimum of 90 days or maximum of 24 months. “Stable” employment is defined as the consumer performing at a satisfactory level with the current supports that are replicable after VR case closure, either through natural supports or Regional Center extended services.

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