

Strategic Planning Session

INTEGRATED EMPLOYMENT

GOALS SURVEY ANALYSIS: APRIL 15, 2015

1

4/15/2015

INTENDED OUTCOMES

- Orient the Taskforce to Strategic Planning
- Leverage national efforts and lessons learned
- Review goals survey results
- Discussion and clarity on critical issues, goals and work for May

4/15/2015

2

ESTABLISHING EMPLOYMENT FIRST INITIATIVES

- The APSE Board of Directors established a strategic objective to support and promote the Employment First movement throughout the United States and issued a paper to identify the fundamental principles of an effective state or local initiative.
- Employment First strategies generally consist of a clear set of guiding principles, policies and practices disseminated through state statute, regulation or operational procedures that identify employment in integrated, community-based businesses as the priority for state funding. A number of state initiatives have taken steps to clarify what employment first means.

4/15/2015

3

ESTABLISHING EMPLOYMENT FIRST INITIATIVES

- **Clarify “employment” and “employment first”**
- **Distinguish between “qualified” and “quality” employees**
- **Emphasize Real Systems Change Policies**
- **Does all mean all? Getting the right folks on the bus**
- **Focus on the positives—look at what you are for not what you are against**

4/15/2015

4

RECOMMENDATIONS FOR IMPLEMENTING EMPLOYMENT FIRST

- **Build on communities**--Successful initiatives work to establish "Community Action Teams" with goals of advancing an Employment First vision. This would include local coalitions of federal, state and local organizations as well as individuals who are willing to work together to get things done in a targeted geographic area.

4/15/2015

5

RECOMMENDATIONS FOR IMPLEMENTING EMPLOYMENT FIRST

- **Build on communities**—
 - **The Business Community can**
 - champion their cause and carry the message forward
 - hire *quality* workers who can perform essential job tasks customized to fit their identified strengths
 - **The School Community**
 - Modify its investment in the training of teachers and others involved with special education, vocational training, vocational rehabilitation, business, and management
 - Redesign educational curricula with core principles of Employment First policies and 21st Century Skills
 - Utilize supported and customized employment practices

4/15/2015

6

RECOMMENDATIONS FOR IMPLEMENTING EMPLOYMENT FIRST

- **The School Community**
 - Dedicate courses on universal design and differentiated instruction so that workers with complex disabilities are employed as a regularly occurring part of the community workforce
 - Vocational rehabilitation counselor training must assure that graduates exit their programs prepared to develop Individual Plans for Employment (IPEs) that are based on the unique needs, interests and situations of the individuals with whom they serve
- Schools and adult service systems need to work together to eliminate “employment readiness” service designs

4/15/2015

7

RECOMMENDATIONS FOR IMPLEMENTING EMPLOYMENT FIRST

- **Invest in community support systems that promote employability**
- **Focus on Strengths Based Practices**
- **Invest in new technologies and training in customized and supported employment practices**
- **Measure and Evaluate Progress**

The most successful initiatives have established a strategic vision with clear goals for changing policies, practices, and outcomes

4/15/2015

8

SURVEY INTRODUCTION

- 13 Respondents
- Critical Issues Ranked
- Critical Issues Descriptions
- Top Goals
- Goal Descriptions
- Goal Agreement and Timelines
- Goal Suggestions
- Comments

4/15/2015

9

CRITICAL ISSUES AND GOALS LEGEND

Label	Critical Issue	Description
C1.	Government as a Model and Leader	Government can assume a leader's role, act as a model employer for people with disabilities, and set the path for the business community in integrated employment.
C2.	Resource Development and Sustainability	Nevada doesn't have sufficient resources to implement integrated employment and many are concerned that state and federal funds are not being utilized to their fullest potential. A lack of sufficient resources and the need for sustainable funding strategies threatens the success of any plan or system developed by Nevada. Funding, coupled with the need to overhaul the rate setting process is essential to the success of integrated employment in Nevada. Ensuring sufficient resources for the services that promote competitive, integrated employment is a critical issue to many stakeholders.
C3.	Employment First Policies and Practices	There are three areas of priority for individuals with I/DD. They include: working in a job they like, having access to job training resources, and having the opportunity to earn a wage that is fair for the work they do. Additionally, having choices in applying for jobs is a top three issue in Clark County. Any vision must facilitate a pathway to these outcomes.
C4.	Outcomes Measurement and Review Process	It is important to set and measure progress toward employment goals and the return on investment of disability employment programs. Information on progress can be used to improve programs and encourage others to participate in them.
C5.	Collaboration and Coordination	Collaboration and coordination is needed between schools and the state agencies serving individuals with I/DD in terms of resources, data sharing, eligibility processes, and transition planning and implementation. Collaboration is occurring at the state level but needs to be pushed down culturally to the local level. In addition, transportation is a key factor in success and transportation must be seen as a partner and collaborator rather than a resource to improve. Finally, no collaboration will work if it doesn't include individuals with I/DD and their family members at every level of the discussion. More opportunities for shared assessments, communications, and resources are needed and could be addressed through effective collaboration. Nevada has many examples of positive collaborations but has few resources to take those collaborations or resulting pilot projects to scale in a way that would have a statewide impact. Memorandums of Understanding (MOUs) are needed between school systems (districts and higher education), Voc Rehab, Regional Centers, transportation, and providers to outline roles, responsibilities and agreements.

4/15/2015

10

CRITICAL ISSUES AND GOALS LEGEND

C6.	Workforce Development	Appropriate assistance is needed for both Direct Service Professionals (DSPs) and Job Developers to improve outcomes for job seekers with disabilities. DSPs can benefit from consistent use of best and promising practices. Professional development focused on more training may be needed to help DSPs address the personal needs of people with disabilities (Butterworth, et al., 2014) and to find job openings, engage employers to hire, and negotiate job responsibilities with an employer. Best practices exist for person-centered career planning, customized employment, job creation, and self-employment, but the use of these practices is limited.
C7.	Employer Engagement, Development and Support	More large, small, and entrepreneurial business engagement is needed across the state. The state could play a tremendous leadership role by modeling approaches to setting goals and employing individuals with I/DD, and engaging employers in conversations about how the state overcomes barriers that employers are also likely to face.
C8.	Culture Shift and Community Awareness	It is critical to address the traditional paradigm of "prepping young individuals with disabilities for a life of benefits" and change it to "prepping young individuals with disabilities to a life of work." More community awareness and understanding is needed for individuals, families, providers, employers, and community members to create an environment where integration can be successful. Information is not widely available to families in their search for services and supports. School districts, community-based providers, and state agencies' staff are not fully aware of resources themselves, leaving parents and consumers with the responsibility of finding out what is available and how to access care. There was consensus that neither individuals with intellectual/developmental disabilities, nor their families, are provided sufficient information to make informed decisions concerning training, services and employment opportunities.
C9.	Early and Timely School Assessment and Planning for Transitions	FOR TRANSITIONS: Transition and career-readiness services for youth with disabilities should be provided from middle school on to begin shifting expectations toward work and a career. Commonly these services start at high school, but research suggests that starting earlier leads to better outcomes.
C10.	Transportation	Transportation to and from work, school, and doctor's appointments is not widely available to individuals with I/DD, or difficult to navigate due to their condition. Issues cited included a lack of sufficient routes, hours of operation, bus driver consistency, and timeliness of the service. Alternative transportation options and training supports are needed, especially in the rural areas of the state. A number of barriers and needed improvements were identified as essential to support transportation for consumers to individual work places. Barriers include the cost, the areas served, the hours of operation, the treatment of consumers by some drivers, the regular rotation of drivers on a route as a disruption, lack of reliability to be at work on time and general concerns about treatment and safety.

4/15/2015

11

CRITICAL ISSUES RANKED

Issue	Weighted Average (Lower is better)
2. Resource Development and Sustainability	4.42
5. Collaboration and Coordination	4.42
3. Employment First Policies and Practices	4.83
10. Transportation	5.15
1. Government as a Model and Leader	5.33
6. Workforce Development	5.38
7. Employer Engagement, Development and Support	5.75
8. Culture Shift and Community Awareness	6.00
9. Early and Timely School Assessment and Planning for Transitions	6.15
4. Outcomes Measurement and Review Process	6.50

4/15/2015

12

CRITICAL ISSUES RANKED

Critical Issue Rankings Breakdown

Critical Issue	n	Rank 1-3	Rank 4-5	Rank 6-7	Rank 8-10	Weighted Average
C1.	12	33.33%	8.33%	25.00%	33.33%	5.33
C2.	12	50.00%	25.00%	0.00%	25.00%	4.42
C3.	12	41.66%	8.33%	25.00%	25.00%	4.83
C4.	12	16.67%	25.00%	8.33%	50.00%	6.50
C5.	12	49.99%	25.00%	0.00%	25.00%	4.42
C6.	13	23.07%	30.76%	15.38%	30.77%	5.38
C7.	12	8.33%	33.34%	41.67%	16.66%	5.75
C8.	13	23.07%	15.38%	30.76%	30.76%	6.00
C9.	13	30.77%	7.69%	30.77%	30.76%	6.15
C10.	13	38.45%	23.07%	15.38%	23.08%	5.15

Cells highlighted in green were the majority response for each critical issue.

4/15/2015

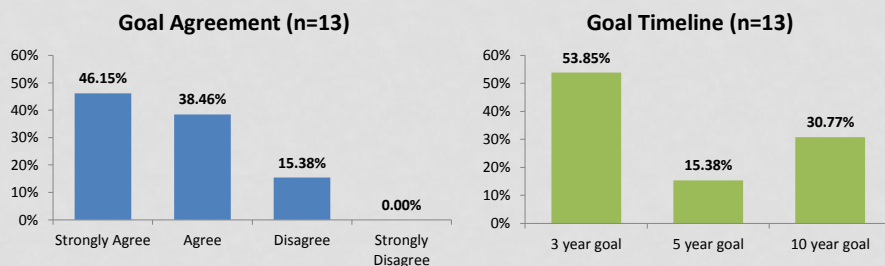
13

TOP GOALS

Goal (Goals selected by 1 person are not included)	Number Selected as a Top 3 Goal	Weighted Average (lower is better)
Resource Development and Sustainability (a)	7	2.00
Collaboration and Coordination	7	2.14
Transportation	5	2.20
Resource Development and Sustainability (b)	4	2.25
Government as a Model and Leader	3	1.67
Employment First Policies and Practices	2	1.00
Early and Timely School Assessment and Planning for Transitions (b)	2	1.50
Workforce Development	2	2.00
Employer Engagement, Development and Support	2	2.00

14

GOVERNMENT AS A MODEL AND LEADER

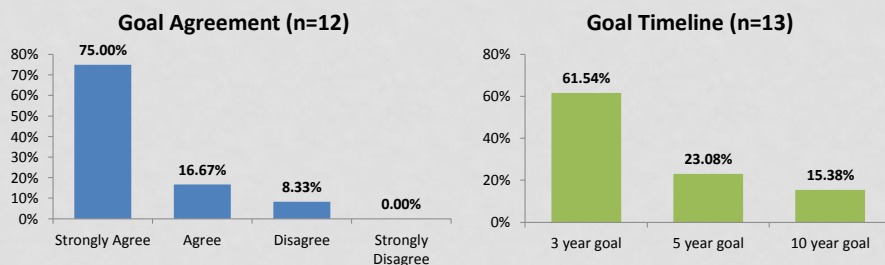


A minimum of 7% of those employed by the State of Nevada will include persons with disabilities with a target of 2% including individuals with I/DD.

4/15/2015

15

RESOURCE DEVELOPMENT AND SUSTAINABILITY (A)

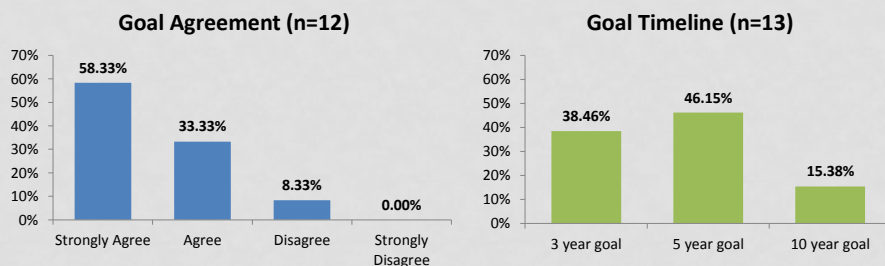


Nevada accesses all available funding for programs and services for individuals with I/DD and ensures funding is sufficient so that quality services and supports are available as needed for long-term employment success.

4/15/2015

16

RESOURCE DEVELOPMENT AND SUSTAINABILITY (B)

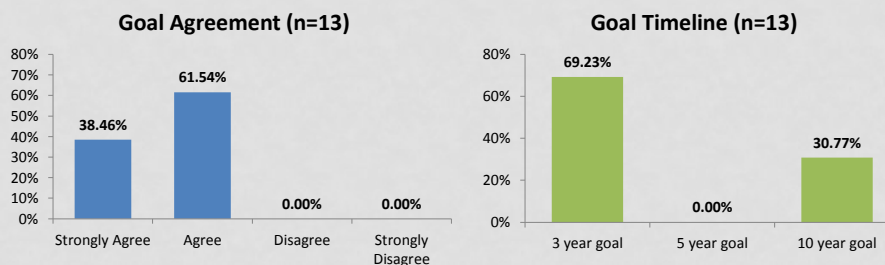


The State of Nevada has reviewed, defined, revised, implemented and enforced a reimbursement structure for service providers that increases employment of persons with disabilities.

4/15/2015

17

EMPLOYMENT FIRST POLICIES AND PRACTICES

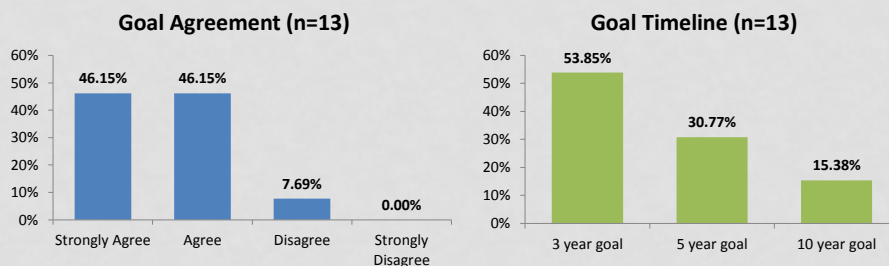


Employment is the first and preferred option when exploring goals and a life path for citizens with disabilities.

4/15/2015

18

OUTCOMES MEASUREMENT AND REVIEW PROCESS (A)

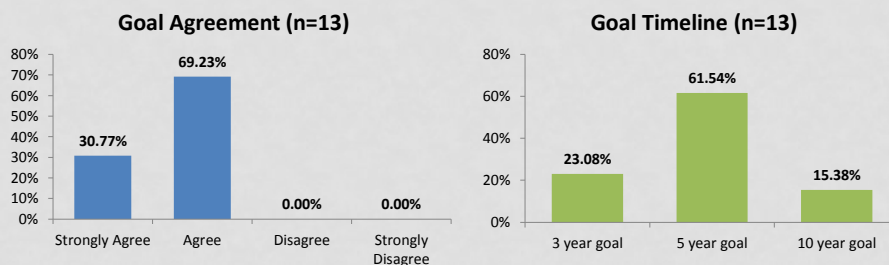


There are measurable increases in employment of Nevadans with disabilities within the general workforce, earning minimum wage or higher with benefits.

4/15/2015

19

OUTCOMES MEASUREMENT AND REVIEW PROCESS (B)

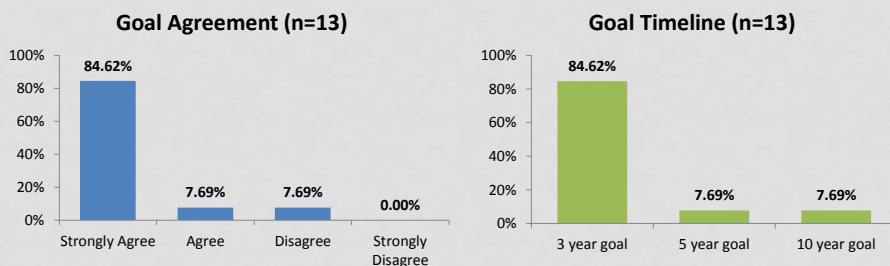


Comprehensive data systems are used to measure progress, benchmark performance, and document outcomes. Information is gathered on key indicators across employment and other related systems and is used to evaluate and track results, inform policy, and improve provider contracts and service agreements.

4/15/2015

20

COLLABORATION AND COORDINATION

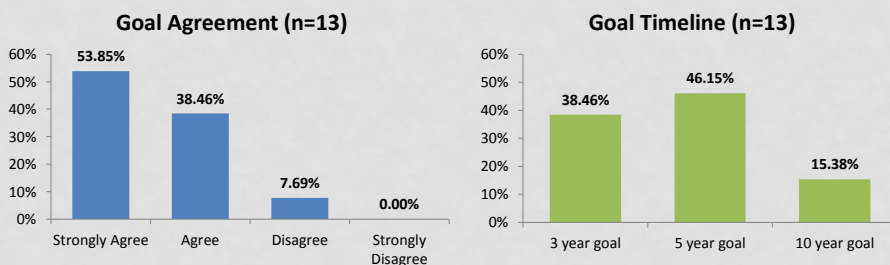


State agencies, school districts and service providers collaborate effectively to implement employment first practices and supports.

4/15/2015

21

WORKFORCE DEVELOPMENT

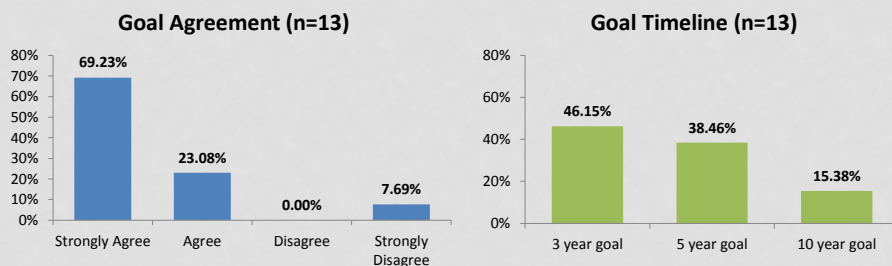


The K-16 system in Nevada invests in the development and maintenance of a strong, competent workforce, building the skills of job coaches and developers, supervisors, and key staff working with employers.

4/15/2015

22

EMPLOYER ENGAGEMENT, DEVELOPMENT AND SUPPORT

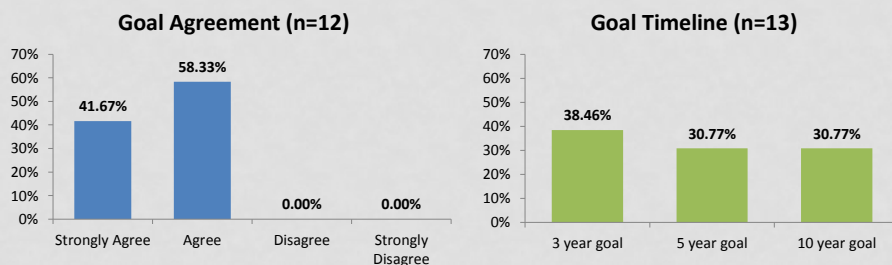


Employers universally value individuals with disabilities as an integral part of their workforce, and include people with disabilities within general recruitment and hiring efforts as standard practice.

4/15/2015

23

CULTURE SHIFT AND COMMUNITY AWARENESS

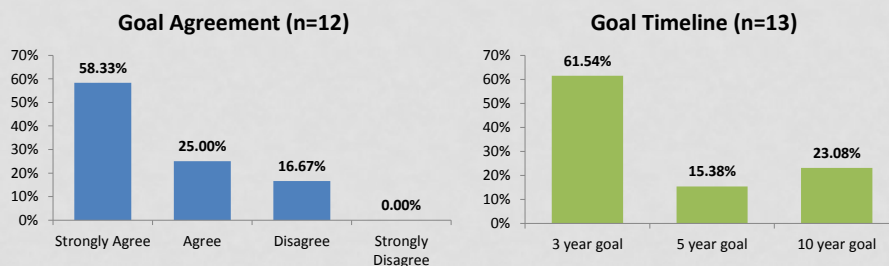


Employment is the first and preferred option with and is understood by individuals, families, schools, providers and state agencies when exploring goals and a life path for citizens with disabilities.

4/15/2015

24

EARLY AND TIMELY SCHOOL ASSESSMENT AND PLANNING FOR TRANSITIONS (A)

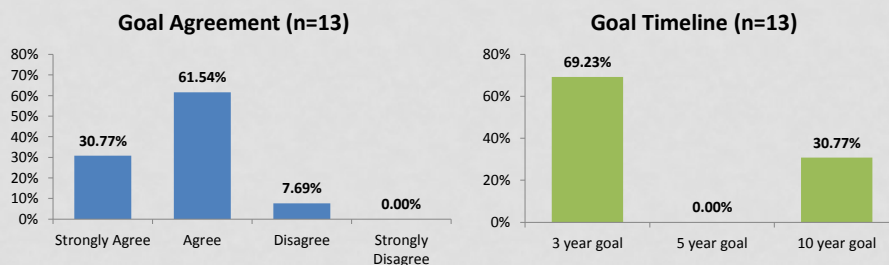


Young people with disabilities have work experiences that are typical of other teenagers and young adults.

4/15/2015

25

EARLY AND TIMELY SCHOOL ASSESSMENT AND PLANNING FOR TRANSITIONS (B)

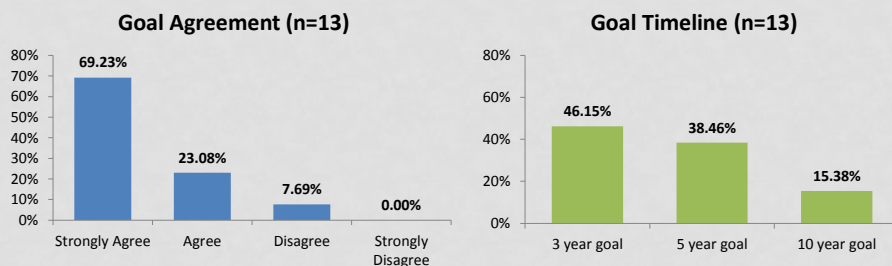


Every individual with I/DD attending a school in Nevada will participate in an assessment process to identify their interest and capacity, and be provided training supports and placement that match those attributes.

4/15/2015

26

TRANSPORTATION



Expand and enhance transportation options for persons with disabilities in all regions of Nevada.

4/15/2015

27

CRITICAL ISSUES RANK AND TIMING – ONE APPROACH

Issue	Weighted Average (Lower is better)
2. Resource Development and Sustainability	4.42
5. Collaboration and Coordination	4.42
3. Employment First Policies and Practices	4.83
10. Transportation	5.15
1. Government as a Model and Leader	5.33
6. Workforce Development	5.38
7. Employer Engagement, Development and Support	5.75
8. Culture Shift and Community Awareness	6.00
9. Early and Timely School Assessment and Planning for Transitions	6.15
4. Outcomes Measurement and Review Process	6.50

4/15/2015

28

GOAL SUGGESTIONS

- **Government as Model and Leader**

Government as a Model and Leader: Government can assume a leader's role, act as a model employer for people with disabilities, and set the path for the business community in competitive, integrated employment.

Potential Goal:

- A minimum of 7% of those employed by the State of Nevada including the university system and by local governments will include persons with disabilities with a target of 2% including individuals with I/DD
 - Target of 1.5 % I/DD year 1
 - Target of 4% I/DD year 3
- The State of Nevada supports policies, regulations and practices that increase opportunities, foster innovation, reduce barriers, and defend choice. (I don't believe in quotas)

4/15/2015

29

GOAL SUGGESTIONS CONT.

- **Resource Development and Sustainability**

Potential Goals:

- Nevada accesses all available funding for programs and services for individuals with I/DD and ensures funding is sufficient so that quality services and supports are available as needed for long-term employment success
- The State of Nevada has reviewed, defined, revised, implemented and enforced a reimbursement structure for service providers that increases employment of persons with disabilities
 - Nevada will develop new and through effective partnering and collaborations among all state agencies charged with supporting people with disabilities, will effectively use all current available funding.

General Comment:

How do we say that the State needs to add new resources to the system and not take money from one group to give to another?

4/15/2015

30

1st)

GOAL SUGGESTIONS CONT.

- **Employment First Policies and Practices**

Potential Goals:

- Employment is the first and preferred option when exploring goals and a life path for citizens with disabilities

General Comment: [This is incorrect Employment First. We need to use correct Employment First language.](#)

- [***Employment is the first priority and preferred outcome of people with disabilities.***](#)

- [Employment of the person with ID's choice is the first and preferred option when exploring goals and a life path for citizens with disabilities \(I do not support all the policies and practices of E1st.](#)

4/15/2015

31

GOAL SUGGESTIONS CONT.

- **Outcomes Measurement and Review Process**

Potential Goals:

- There are measurable increases in employment of Nevadans with disabilities within the general workforce, earning minimum wage or higher with benefits
- Comprehensive data systems are used to measure progress, benchmark performance, and document outcomes. Information is gathered on key indicators across employment and other related systems and is used to evaluate and track results, inform policy, and improve provider contracts and service agreements

General Comment: [This need to be more specific: how do we want to measure goals? what are the goals? what are the timelines?](#)

- [Kelly Question: Can this go under Government as a leader and model employer?](#)

4/15/2015

32

GOAL SUGGESTIONS CONT.

- **Workforce Development**

Potential Goal:

- The K-16 system in Nevada invests in the development and maintenance of a strong, competent workforce, building the skills of job coaches and developers, supervisors, and key staff working with employers
- The education system in Nevada appropriately funds development of special education students in Nevada to be qualified to enter post secondary education, and/or a job leading to a career of their choice.
- Nevada invests in the development and maintenance of a strong, competent workforce, building the skills of job coaches and developers, supervisors, and key staff working with employers (it is more about secondary and postsecondary education and training.

General Comment: I don't see K-8 involved, and it should not be limited to the state education system).

4/15/2015

33

GOAL SUGGESTIONS CONT.

- **Employer Engagement, Development and Support**

Potential Goal:

- Employers universally value individuals with disabilities as an integral part of their workforce, and include people with disabilities within general recruitment and hiring efforts as standard practice
 - Duplicate of GOVERNMENT AS A MODEL AND LEADER, is unnecessary.
 - A nice philosophical goal not measurable nor actionable by this body unless we propose some form of tax incentive other than what already exist or some penalty if not done. Based on recent history, it is doubtful that this administration will support neither.
 - Employers have the technical guidance, case studies of success, peer networks, and toolkits to change their companies to be able to recruit, hire, train and support persons with disabilities as valued employees as standard practice.

4/15/2015

34

GOAL SUGGESTIONS CONT.

- **Culture Shift and Community Awareness**

Potential Goal:

- Employment is the first and preferred option with and is understood by individuals, families, schools, providers and state agencies when exploring goals and a life path for citizens with disabilities
 - This is a good vision statement not actionable by itself. this will occur as a result of accomplishing many, many other goals, and will likely be 20 or more years out.
 - If all of the others are done effectively then this will come.

4/15/2015

35

GOAL SUGGESTIONS CONT.

- **Early and Timely School Assessment and Planning for Transitions**

Potential Goals:

- Young people with disabilities have work experiences that are typical of other teenagers and young adults
- Every individual with I/DD attending a school in Nevada will participate in an assessment process to identify their interest and capacity, and be provided training supports and placement that match those attributes
- Students with I/DD have career readiness experiences that, where appropriate, are commensurate with their typical of their peers. Every student with I/DD attending a school in Nevada will participate in an assessment process to identify their interest and capacity, and be provided with appropriate career readiness training supports that match their interests and ability levels.

4/15/2015

36

GOAL SUGGESTIONS CONT.

- **Early and Timely School Assessment and Planning for Transitions**
 - We need to use IDEA related terminology; and comply with federal law and state administrative code.
 - I agree in theory to the second goal as written; adding that they must be ongoing not just upon entering the school or any other systems. BUT my issue with the statement is that given the process of selecting and administering an assessment via any of the systems we are discussing will also be futile. In 15 years I have not seen nor heard of a single anything that this community agrees upon. Better that parents choose an assessment and are given a voucher to do so, much like the medical diagnosis process works. Engage free market system to both provide cost effective and best practice assessment methods.

4/15/2015

37

GOAL SUGGESTIONS CONT.

- **Early and Timely School Assessment and Planning for Transitions cont.**
 - This is second. A lot of this starts in the schools! IT is changing the culture in the schools.
 - Students with I/DD have career readiness experiences that, where appropriate, are commensurate with their typical of their peers. Every student with I/DD attending a school in Nevada will participate in an assessment process to identify their interest and capacity, and be provided with appropriate career readiness training supports that match their interests and ability levels.

4/15/2015

38

GOAL SUGGESTIONS CONT.

Transportation

Potential Goal:

- Expand and enhance transportation options for persons with disabilities in all regions of Nevada
- Fund the expansion and improvement of transportation options for people with disabilities in Nevada.
- Match transportation options, quality and reliability to the needs of persons with disabilities in all regions of Nevada.

4/15/2015

39

GOAL SUGGESTIONS CONT.

Transportation

- Bus driver consistency has nothing to do with Integrated Employment.
- How do we encourage something other than traditional Paratransit?
- Look at all areas of transportation not only Paratransit.

4/15/2015

40

COMMENTS

- This survey monkey was very confusing to me. The statements are sometimes wrong and inconsistent throughout. Therefore, I've included my comments, in Section 4, as well as areas in which I think federal language should be used.
- Difficult to rank given how I see several of these either being under one or the other as a sub goal and see others as vision statements not goals.
- The format of this survey was difficult for me. Some of the answers I wanted to explain instead of choose a drop down box :) But thanks for doing this!

4/15/2015

41

CRITICAL ISSUES RANK AND TIMING – ONE APPROACH

Issue	Weighted Average (Lower is better)
2. Resource Development and Sustainability	4.42
5. Collaboration and Coordination	4.42
3. Employment First Policies and Practices	4.83
10. Transportation	5.15
1. Government as a Model and Leader	5.33
6. Workforce Development	5.38
7. Employer Engagement, Development and Support	5.75
8. Culture Shift and Community Awareness	6.00
9. Early and Timely School Assessment and Planning for Transitions	6.15
4. Outcomes Measurement and Review Process	6.50

4/15/2015

42

DISCUSSION AND DECISIONS

- Should Employment first policies and practices be considered part of the mission, vision and values rather than a goal?
- Are there other goals such as culture shift that could be combined such as culture shift and employment first?

4/15/2015

43

DISCUSSION AND DECISIONS

- Can we revise Government as a model and leader by reversing it?
- Can we combine Employer engagement, development and support under Government as a leader and model employer?
- Can Outcome measurement and review process go under there as well?

4/15/2015

44

DISCUSSION AND DECISIONS

- Can we use the critical issues ranking to outline timing?

4/15/2015

45

CRITICAL ISSUES RANK AND ANOTHER APPROACH

Issue	Proposed priority and timing
2. Resource Development and Sustainability	1 – 3 year
5. Collaboration and Coordination	2 – 3 year
10. Transportation	3 – 3 and 5 year
1. Government as a Leader and Model and 7 Employer Engagement, Development and Support	4 – 3, 5 and 10 year
6. Workforce Development	5 – 5 year
3. Employment First Policies and Practices 8. Culture Shift and Community Awareness	6 – 3, 5 and 10 year
9. Early and Timely School Assessment and Planning for Transitions	7 – 5 and 10 year
4. Outcomes Measurement and Review Process	8 – 3, 5, and 10 year

46