

GOVERNMENT AS A LEADER AND MODEL EMPLOYER: Government can assume a leader's role, act as a model employer for people with I/DD, and set the path for the business community in competitive, integrated employment.

One person suggested new wording of this section:

GOVERNMENT AS A LEADING EMPLOYER OF PERSONS WITH I/DD: As the largest single employer in Nevada, government (state and local) can have an immediate and lasting impact on competitive, integrated employment rates for persons with I/DD, and concurrently demonstrate and develop best practices for employment in partnership with the private for-profit and non-profit sectors.

Goals:

- A minimum of 7% of those employed by the State of Nevada including the university system and by local governments will include persons with I/DD with a target of 2% including individuals with I/DD
 - Change target percentage from "2% including individuals" to "4% of individuals" (1 person)
 - Change word of I/DD to "disabilities" (1 person)
 - Change wording of goal: "By FY 2017, the State of Nevada, including local governments and the publicly-funded university system, will achieve 7% or greater rate of new or replacement (FTE?) hires of persons with I/DD who remain in those positions a minimum of 12 months" (1 person)
 - Target of 1.5 % I/DD year 1
 - Change percentage: "Target of 2.5% I/DD year 1" (1 person, 1 other person believed the percentage may need to be adjusted (comment on right))
 - Target of 4% I/DD year 3
 - Change percentage: "Target of 5% I/DD year 3" (1 person, 1 other person believed the percentage may need to be adjusted (comment on right))
- The State of Nevada supports policies, regulations and practices that increase opportunities, foster innovation, reduce barriers, and promote choice
 - Wording change: "increase opportunities for competitive integrated employment, foster innovation, reduce barriers, and promote choice of competitive integrated employment." (2 people)
 - Wording change at end: "and promote informed choice" (1 person)
 - Clarification: "Basis for all services should be the person-centered service plan for each individual" (1 person)
 - Change wording of goal: "By FY 2017, the employment policies, procedures, regulations and practices of State of Nevada state and local governments, including the publicly-funded university system, will increase opportunities, foster innovation, reduce barriers, facilitate accommodations, and promote choice for persons with I/DD consistently across the state" (1 person)
- Comprehensive data systems are used to measure progress, benchmark performance, and document outcomes. Information is gathered on key indicators across employment and other

Commented [AP1]: Two people believe the document does a good job capturing the issues and challenges

One person noted the highlighted portions DO NEED to be a component of the document.

One person noted that all of the objectives are very broad, but cover the essentials.

Commented [AP2]: What does this 7% refer to?

Commented [AP3]: I think CDC says incidence of IDD in adults over the age of 19 years is <1%. If so, we'll need to adjust the goals for this section.

Commented [AP4]: I'd see the following be a part of the regulations, policies and practices going forward: Employment First policies and regulations, where competitive integrated employment is the first option and outcome for the individual, that promote increasing competitive integrated employment (competitive: work resulting in minimum wage or higher, integrated: working with employees who are not disabled).

related systems and is used to evaluate and track results, inform policy, and improve provider contracts and service agreements

- Change wording of goal: “By FY 2017, the State of Nevada will be collecting and reporting data about competitive, integrated employment for persons with I/DD” (1 person)
- **There are measurable increases in employment of Nevadans with I/DD within the general workforce, earning minimum wage or higher with benefits**
 - Add wording: “There are measureable increases in competitive integrated employment” (3 people)

Commented [AP5]: ●competitive: work resulting in minimum wage or higher
●integrated: working with employees who are not disabled

Strategies may include:

Leadership

- Combine leadership strategies: “Conduct a thorough review of all policies, procedures, regulations and practices to bring all aspects of hiring across all agencies consistent with best practices” (1 person)
- Combine leadership strategies: “Eliminate separate eligibility processes for state services and reduce geographic disparities in terms of services and supports” (1 person)
- Align the statewide infrastructure to implement Nevada’s plan
 - 1 person had confusion on this strategy.
- Align public policy to promote competitive, integrated employment
 - 2 people noted this was great
 - Add wording to end: “as the first and preferred outcome” (1 person)
 - Change wording to: “Align and adopt guiding principles, public policy and state statutes and regulations to promote competitive, integrated employment” (1 person)
- Promote a policy that day habilitation programs will work with individuals with IDD to be self-identified as either 1) a long-term placement due to their likely inability to acquire long-term and stable employment, or 2) a temporary placement with a specific plan in place to establish employable skills and independence
 - Three people had various questions related to point 1. They are noted in the comments to the right.
 - Change word “IDD” to “I/DD” (1 person)
 - Punctuation change: “self-identified as either: 1) a long-term” (1 person)
- Mandate coordination between Voc Rehab / Regional Center and school districts
 - Two people noted this was good
 - Include colleges, universities, Center for Independent Living, and the State Department of Education (1 person)
 - Wording change: “between Vocational Rehabilitation / Regional Centers and school districts” (1 person)
- Promote policies to protect SSI benefits against income earned to support access to needed supports that contribute to an adequate quality of life
- Eliminate separate eligibility processes for state services and
 - -(This strategy is incomplete)

Commented [AP6]: One person would like all Leadership strategies condensed into these two bullets.

Commented [AP7]: We need to assure that all changes in “infrastructure honor the choices of the individual as stated in their person-centered service plan.

Commented [AP8]: I have two problems with this: 1) this is very judgmental because it is very black and white, you’re either qualified or unqualified, there is no room for improvement or progress. What happens when a person is deemed unqualified, but five years later is now qualified? Regardless of one’s disability, a person is able to participate in competitive and integrated employment. and 2) who will make decisions. This should be a person-centered plan that focuses on the individual’s informed choice. Without a person-centered plan, the person can be influenced by other voices who benefit from the status quo.

Commented [AP9]: We have a few questions about this provision: How is this determined? Who determines the “likely inability to acquire long term and stable employment?” How does a person’s choice fit in to this determination? Who makes the decision? What is the long-term goal for these individuals? How often do providers review the placement? Is it a one-time determination? Is there a review at a semi-annual, or annual review? Are IEPs involved in this process? Can different standards be created for youth with disabilities? Referencing Section 511 may help in this part of the discussion.

- Promote consistent services across the state and reduce geographic disparities in terms of services and supports
- Add strategy: "Promote hiring individuals with disabilities with employers at all levels and all stages of conversation/negotiations with government, including during early economic development negotiations." (1 person)
- Add strategy: "Government employees and leaders publically champion and educate about hiring individuals with disabilities." (1 person)
- Add strategy: "Share success stories with employers." (1 person)
- Add strategy: "Create community action teams to promote hiring individuals with I/DD." (1 person)
- Add strategy: "Promote the expectation that individuals with I/DD can be successful in the workplace." (1 person)
- Add strategy: "Host disability summits." (1 person)
- Add strategy: "Publically praise employers within the state who are leaders of inclusion regarding hiring individuals with I/DD" (1 person)
- Add strategy: "The local and statewide workforce development boards fully support integrated employment for individuals with disabilities as a winning strategy for workforce development." (1 person)
- Add strategy: "Ensure all JobConnect and One Stop facilities and tools are accessible." (1 person)
- Add strategy: "Ensure small business centers are accessible and staff are trained to include and service small business owners who are individuals with disabilities, and encourage micro-lending to these individuals." (1 person)

Model Employer

- Condense model employer strategies: "Evaluate the structure of each new or replacement position as a potential opportunity to hire a person with I/DD by considering necessary accommodations and approaches such as job sharing or job carving" (1 person)
- Condense model employer strategies: "Promote each new or replacement position to all agencies, nonprofits and advocacy groups serving persons with I/DD to reach the largest pool of candidates" (1 person)
- Condense model employer strategies: "Reorient candidate sourcing, evaluation, interviewing and hiring procedures using best practices to accommodate persons with I/DD" (1 person)
- Create a fast-track hiring process for people with I/DD
- Create retention plans for employees with I/DD
- Implement innovative approaches such as job carving and job sharing
 - Add wording: "approaches such as job shadowing, customized employment, job carving" (2 people)
- Promote the inclusion of individuals with disabilities to the workforce by making integrated employment a priority, and implementing the same strategies used with the broader workforce
 - 3 people noted this was good
 - Add wording: "the workforce by making competitive integrated employment" (3 people)
- Co-locate vocational rehabilitation counselors and services in high school

Commented [AP10]: One person would like the Model Employer and Employer, Engagement, Development, and Support strategies to be condensed to these 3 bullets.

Commented [AP11]: Civil service rules and labor contracts may be an obstacle. We need to identify the obstacles and address them.

Commented [AP12]: Three people noted, with the addition of the word "competitive," this is falls within the Employment First philosophy.

Commented [AP13]: Aren't BVR staff already in schools?

- Remove this strategy (1 person)
- Add strategy: “The State uses the contracting system to promote the hiring, retention and promotion of individuals with disabilities by state contractors, much like the federal Section 503 of the Rehabilitation Act.” (1 person)
- Add strategy: “All the State’s internal and external web sites are accessible.” (1 person)
- Add strategy: “The State has a centralized fund source for accommodations and assistive technology for employees.” (1 person)
- Add strategy: “Information on diversity awareness and employment supports is readily distributed and taught at employee orientation.” (1 person)
- Add strategy: “Develop communications and marketing, including social media, career fairs and job announcements that encourage qualified applicants with disabilities to apply.” (1 person)

Employer Engagement, Development and Support

- Establish one point of contact for businesses at the state
- Dedicate staff with business expertise who can make the business case for hiring individuals with I/DD to employers
- Promote public/private partnerships
- Enact policy changes to support employers
- Provide support to understand the impact of work on benefits and supports is essential for implementing integrated employment
 - Add wording: “is essential for implementing competitive integrated employment” (3 people)
- Develop a structure for ongoing stakeholder involvement to support local coalitions that can link providers, businesses, schools and families with individuals with I/DD
- Support partnerships and resources for employers to help them manage legal, tax, and employment requirements Engage a number of industries, including small businesses and entrepreneurial ventures to participate in competitive, integrated employment
 - 2 people noted this was good
- Implement employer incentives and supports including
 - Change wording: “Implement employer incentives and supports to enable them to” (1 person)
- provision of tax incentives to employers that hire individuals with I/DD
 - Remove this point (1 person)
- provision of a workplace stipend to mentor and support co-workers with I/DD in the workplace
 - Change wording: “Mentor and support employees with I/DD in the workplace” (1 person)
- provision of information and education among employers and co-workers about the individual needs of people with I/DD in the workplace with access to supports when challenges arise
 - Change wording: “Provide information and education to employers and employees about the individual needs of people with I/DD in the workplace.” (1 person)
- Add point: “Provide access to supports when challenges arise” (1 person)

Commented [AP14]: Las Vegas’ major employers are all in the hospitality industry and most of these employers have labor contracts. If these contracts do not allow preferences for hiring, job carving and customized employment, someone will need to address these issues.

One person wanted Employer Engagement, Development and Support to be its own section. The suggestion is listed at the end of this document.

Commented [AP15]: When we want to promote access to services for people with disabilities we use the “no wrong door” strategy. Should we use the “no wrong door” strategy for interested employers?

Commented [AP16]: Are there current policies that impede employers? If so they should be addressed. But the reason employers hire and retain people with disabilities is because it’s a perceived as a good business decision.

What kind of changes and supports?

Commented [AP17]: We think we should always use “competitive integrated employment” as defined in WIOA and defined in Santa’s presentation

Commented [AP18]: To whom do we want to link people up with?

Commented [AP19]: The reason employers hire and retain people with disabilities is because it’s a perceived as a good business decision, not because of incentives, etc.

Outcome measurement and review process

- Condense Outcome Measurement and Review Process strategies to: “Establish data collection and reporting systems that measure progress across key indicators, evaluate and document outcomes, and can be used to inform policy and improve practices among all key constituencies” (1 person)
- Establish outcomes tied to longevity of employment, wages, benefits and satisfaction in the workplace
 - Add wording: “longevity of competitive integrated employment” (3 people)
 - Remove wording to say: “employment, wages, and benefits.” (1 person)
- Measure appropriateness of placement including individual and employer satisfaction
 - One person had confusion on this strategy.
- Collect data beginning in school to track, follow and measure key data elements including assessment, placement, retention, wages and satisfaction
 - Change wording: “including assessment, employment outcome, retention” (1 person)
 - Change wording at the end: “placement, retention, and wages.” (1 person)
- Track outcomes at an individual and systems level with an annual review and refinement of statewide strategies
- Shared on a regular basis with other state agencies to report results and improve quality
 - One person had confusion on this strategy.
- Add strategy: “A team is established whose responsibility it is to regularly gather and report performance measurements across agencies.” (1 person)
- Add strategy: “The State has a confidential process for employees to self-identify as having a disability.” (1 person)

Commented [AP20]: We need to be careful in establishing the “norms”. If providers perceive the “norms” as unreasonable Nevada may have few (if any) providers for these services.

Commented [AP21]: How will the employer provide this information on the employee? This could be confidential information that employers are not comfortable providing

Commented [AP22]: If we want to change the expectations of people with disabilities and their families we need to start in school.

RESOURCE DEVELOPMENT AND SUSTAINABILITY: Nevada doesn’t have sufficient resources to implement competitive, 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.

Add wording in second to last sentence: “is essential to the success of competitive integrated employment” (3 people)

Goals:

- Systems within Nevada will increase resources and funding for competitive, integrated employment
 - 2 people noted this was good, one said funding should go towards competitive integrated employment first
- Systems within Nevada will review, define, revise, implement and enforce a reimbursement structure for service providers that increases competitive, integrated employment of persons with I/DD
 - 2 people noted this was good

Commented [AP23]: We need to assure that there are adequate resources in the system to support all requested in an individual’s person-centered plan. We also need to assure that there is a “safety net” so if an individual tries a community placement and the placement does not work, there’s a place to go back to.

Commented [AP24]: I am not sure what we mean by “enforce”? All services should be driven by the choices of each individual as stated in their person-centered plan.

Commented [AP25]: What timeframe will this increase in funding and systems of support? For sustainability, we feel that a defined timeframe is an essential component for success of sustainability.

- Add goal: "Systems within Nevada will promote the informed choice of competitive and integrated employment." (2 people)

Strategies may include:

- Establish a funding and rate plan for sustainability
 - Add wording to end of bullet: "that includes braided and blended funding across agencies, and re-balancing funds and staff" (1 person)
- Access all available resources and funding for programs and services for individuals with I/DD and ensure funding is sufficient so that quality services and supports are available as needed for long-term employment success
 - Add wording: "available as needed for long-term competitive integrated employment" (3 people)
- Maximize and leverage existing resources including actively seeking all funding available including Plans for Achieving Self-Support (PASS), Impairment Related Work Expenses (IRWE) benefits, and all Medicaid/WIOA and SSI/SSDI resources
- Maximize available state and federal resources through improved rate and payment systems offered by the RSA Section 110 dollars to increase competitive employment
 - Add wording at end: "competitive integrated employment" (3 people)
 - One person had confusion about this strategy.
- Combine both "Maximize" bullets into (2 bullets above): "Maximize and leverage existing resources including actively seeking all funding available including Plans for Achieving Self-Support (PASS), Impairment Related Work Expenses (IRWE) benefits, and all Medicaid/WIOA, SSI/SSDI resources, and RSA Section 110 dollars" (1 person)
- Develop sustainability plans to respond to funding changes and the ~~WIOA~~ WIOA
- Develop new and promote existing partnerships and collaborations between all state agencies charged with supporting people with disabilities
 - Change wording: "all state agencies and non-profits statewide that support people with disabilities" (1 person).
- Pursue alternative funding through private foundations and grants
 - Change wording of "alternative:" "Pursue complementary funding" (1 person)
- Explore entrepreneurial ventures that could generate revenue to go back into the system
- Add strategy: "Manage personnel resources to better meet business needs in a more efficient or effective manner by allowing staff to work where they have strengths, finding efficiencies so they can work smarter, and considering alternate structures such as teams, a different reporting structure, and/or changing individual job classifications." (1 person)
- Add strategy: "Use technology and consider new or alternate technologies to streamline and organize job tasks." (1 person)
- Add strategy: "Braid or blend funding with other agencies for mutual clients/programs." (1 person)
- Add strategy: "Collaborate with other agencies and ensure services and/or efforts are not duplicative." (1 person)

Commented [AP26]: We feel here is a place for Employment First principles.

Commented [AP27]: What agency/organization will oversee this portion?

Commented [AP28]: What effect will Medicaid Managed Care have on the sustainability of the funding for community integrated employment?

Commented [AP29]: Again, we find the timeline an essential piece to this strategy.

Commented [AP30]: Medicaid and WIOA need not be connected. But, good that it is included.

Commented [AP31]: This language is a bit confusing. Perhaps "dollars as identified by Section 110 of _____" Also, RSA should probably be defined. We know what it is, but others may not.

Commented [AP32]: These changes may need to be identified for the sustainability structure.

Commented [AP33]: Would be great if the state could allocate small amount of funds for grants for different agencies to implement and disseminate new practices.

Commented [AP34]: Ability/One contracts and Preferred Purchase contracts fit this description.

- Add strategy: “Incentivize service providers to provide employment services leading to competitive, integrated employment rather than segregated employment and/or subminimum wage.” (1 person)

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.

Add wording: “needed between schools, businesses, service providers, nonprofits, and state agencies serving individuals” (1 person)

Commented [AP35]: We want to ensure that the collaboration does not encourage or support students and youth with disabilities going into subminimum wage and sheltered work.

Goal:

Nevada will develop effective partnership to implement competitive, integrated employment State agencies, school districts and service providers collaborate effectively to implement competitive, integrated employment

Add wording to end: “as the first and preferred outcome” (3 people).

Condense wording: “State agencies, school districts and service providers collaborate effectively to implement competitive, integrated employment” (2 people)

Strategies may include:

- Establish memorandum of understanding (MOUs) with key state and local agency partners, such as vocational rehabilitation, education, mental health, and the state Medicaid agency to remove barriers to employment supports as people transition from one funding stream to another
 - Add wording near end: “to remove barriers to competitive integrated employment” (1 person)
- Expand innovative partnerships and collaborations could leverage resources and expand opportunities for employment. This includes projects like customized employment, VOICE, Project Search and other pilot efforts.
 - Change wording: “Expand innovative partnerships and collaborations to leverage resources and expand opportunities for competitive integrated employment. This includes projects like customized employment, VOICE, Project Search and other model demonstration projects.” (2 people)
 - Change wording: “Expand innovative partnerships and collaborations to leverage resources and expand opportunities for employment. This includes projects like customized employment, Third Party Cooperative Arrangements, Project Search and other pilot efforts.” (1 person)
- Secure funding to implement innovative projects statewide
 - Change wording: “Secure funding, including braded or blended funding, to implement innovative projects statewide.” (1 person)
- Implement data sharing policies, practices and systems with state agencies, school districts and providers of competitive, integrated employment services
- Identify redundancies and reduce duplication of efforts

Commented [AP36]: Ensure these programs are in compliance with IDEA

Commented [AP37]: Do we want “statewide” projects or do we want projects throughout the State?

Commented [AP38]: This is good to highlight that providers are those who provide competitive and integrated employment because of new contractual requirements under WIOA about restrictions between schools contracting with subminimum wage settings.

Commented [AP39]: We need to encourage competition and we need to assure that people with disabilities have a choice of service providers.

- Streamline eligibility processes to eliminate waste and promote seamless service transitions
 - Remove word “service” : “promote seamless transitions” (1 person)
- Add strategy: “Provide outreach and specialized staff training across agencies and schools to ensure understanding and ownership of the process and outcomes for transition students.” (1 person)
- Add strategy: “Research and employ evidence-based best practices, including person-centered planning.” (1 person)
- Add strategy: “Schools should involve Vocational Rehabilitation in vocational planning or post-secondary preparation for students with I/DD.” (1 person)
- Add strategy: “Increase communication between Vocational Rehabilitation, Special Education Teachers and Paraprofessionals and Section 504 Coordinators.” (1 person)
- Add strategy: “Promote the expectation that individuals with I/DD can be successful in the workplace.” (1 person)
- Add strategy: “Provide benefits planning to students with I/DD and their families.” (1 person)
- Add strategy: “Provide assistive technology, as needed, including training on its use, and ensure a seamless transition with said technology when students leave high school.” (1 person)

WORKFORCE DEVELOPMENT: Appropriate assistance is needed for both Direct Service Professionals (DSPs) and Job Developers to improve outcomes for job seekers with I/DD, including the use of best practices

Change wording: “Appropriate assistance is needed for both Employers and Direct Service Professionals (DSPs) and Job Developers to improve outcomes for job seekers with I/DD.” (1 person)

Goal:

- Nevada invest in the funding, development, training, and maintenance of a strong, competent workforce, building the skills of job coaches and developers, supervisors, and key staff working with professionals that helps individuals with I/DD attain complete, integrated employment
 - Change wording: “and key staff working with professionals that increasing the outcome of competitive integrated employment and promotes outcomes of competitive integrated employment as the first and best option.” (2 people)
 - Add wording at beginning: “Nevada will invest” (1 person)
 - Add wording to end: “as the first and preferred outcome” (1 person)
- Separate top goal to 2 parts. Second part to read: “Nevada will invest in building the skills of job coaches and job developers, supervisors, and key paraprofessional staff who work with individuals with I/DD to improve competitive, integrated employment outcomes.” (1 person)
- Add goal: “Nevada will work with employers to demonstrate the benefits of hiring individuals with I/DD and to provide appropriate work-readiness training and workplace supports for employees with I/DD.” (1 person)

Strategies may include:

Strategies here are very vague/broad/abstract and may not produce the outcome wanted. (3 people)

- Link state colleges’ and universities’ disability services with career services

Commented [AP40]: Doesn't Nevada already have access to training through San Diego State & RSA? What do we need that they do not provide?

Commented [AP41]: “. . . helps individuals with I/DD attain competitive integrated employment” is very difficult to measure and actually doesn't specifically specific competitive integrated employment as an outcome.

Commented [AP42]: If we are ensuring colleges are doing these things we also need to ensure that related agencies are doing the same.....

- Incorporate evidence based and best practices into community college and university curriculum
 - Combine the above and below strategy to one bullet point: "Incorporate evidence based and best practices, including career-readiness content into community college and university curriculum." (1 person)
- Incorporate career-readiness content into the educational curriculum, linking state college and university disability services with career services
 - 2 people suggested removing the above strategy
- Create classes that teach how to provide students with specific knowledge and skills to be successful
 - 1 person suggested removing the above strategy
 - 1 person had confusion about the above strategy
 - Remove words: "how to provide" (1 person)
- Add strategy: "Create a minor in IDD Employment Services to create a trained workforce" 1 person
- Add strategy: "Change the rate structure to raise salaries to levels commensurate with careers in the field, rather the just hourly jobs that pay like McDonalds and Starbucks" (1 person)
- Add strategy: "Promote and support the Direct Service Professional positions as meaningful human services and economic development careers rather than administrative positions" (1 person)
- Add strategy: "Provide funding for and require specialized training of job developers." (1 person)
- Add strategy: "Provide outreach and training to employers to dispel myths and fears, and to educate them about hiring individuals with I/DD, the benefits to doing so, and the job supports available to sustain these employees." (1 person)
- Add strategy: "Create and implement marketing strategies." (1 person)
- Add strategy: "Pursue creative partnerships with employers to provide on the job training, work-readiness and self-advocacy training for individuals with I/DD on their worksites." (1 person)
- Add strategy: "Utilize data regarding economic conditions and in-demand jobs before pursuing employment for individuals with I/DD." (1 person)
- Add strategy: "Implement innovative approaches such as job carving and job sharing." (1 person)
- Add strategy: "Agencies should employ job development staff/teams, as opposed to, or in addition to contracted job developers." (1 person)
- Add strategy: "Consider self-employment and home employment options." (1 person)
- Add strategy: "Consider transportation access when pursuing employment." (1 person)
- Add strategy: "Establish one point of contact for businesses at the state" (1 person)
- Add strategy: "Develop a structure for ongoing stakeholder involvement to support local coalitions that can link providers, businesses, schools and families with individuals with I/DD" (1 person)
- Add strategy: "Support partnerships and resources for employers to help them manage legal, tax, and employment requirements Engage a number of industries, including small businesses and entrepreneurial ventures to participate in competitive, integrated employment" (1 person)

Commented [AP43]: How? We can't ensure what college professors use in their classes and in their curriculum. I don't see the cause and effect.

Commented [AP44]: All four of these points are very abstract and hard to implement and I don't see, by doing these, how they will produce the outcome we want.

These are very vague and abstract strategies that may need to be re-worked. For instance, the last bullet point is far too overbroad to have any actual influence or outcome.

- Add strategy: “Share success stories with employers.” (1 person)
- Add strategy: “Promote the expectation that individuals with I/DD can be successful in the workplace.” (1 person)
- Add strategy: “Publically praise employers within the state who are leaders of inclusion regarding hiring individuals with I/DD” (1 person)
- Add strategy: “Ensure the timely transition from predominantly facility-based, segregated services to market-driven, integrated services” (1 person)

EARLY AND TIMELY SCHOOL ASSESSMENT AND PLANNING FOR TRANSITIONS: Transition and career-readiness services for youth with I/DD 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.

Add wording: “shifting expectations toward competitive and integrated work and a career.” (2 people)

Goals:

- Young people with I/DD 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
 - Add wording at end: “attributes for the outcome of competitive integrated employment.” (2 people)
 - Wording change: Replace the word “Placement” with “employment outcomes” (1 person)
- Add Goal: “The school districts and VR have to increase the number of different options to get work experiences for students to obtain competitive integrated employment.” (2 people)
- Add Goal: “Youth with disabilities will be taught self-advocacy skills and the value of competitive integrated employment.” (2 people)

Strategies may include:

- Add strategy: “Leverage school district funding to provide for non-traditional employment focused learning experiences, such as college classes or job development/OJT’s” (1 person)
- Incorporate career-readiness content into the educational curriculum, linking state college and university disability services with career services
- Provide students with specific knowledge and skills to be successful
 - Add wording to end: “be successful for competitive integrated employment.” (2 people)
- Promote hands-on work experience during high school, whether it is paid or not
 - Remove strategy above (1 person)
- ~~Provide students with specific knowledge and skills to be successful~~
- ~~Promote hands-on work experience during high school, whether it is paid or not~~
- Offer a hybrid of classroom and work-based education

Commented [AP45]: This is a good and true statement but it shouldn't just be left to the schools to improve employment outcomes. In fact WIOA does mention school district involvement with VR's collaboration.

Commented [AP46]: I believe that research shows that the best predictor of getting and keeping a job after high school is to have two experiences while you are in high school.

Commented [AP47]: We need to work with the students and their families to raise expectations and the best time to do that is when they are in middle school

The phrase “match their attributes” is very demeaning.

This goal should be compared to Section 511 of WIOA and this may be a good discussion during Task Force meeting.

Commented [AP48]: Some of these strategies are too obvious and goes without saying.

Commented [AP49]: This has to be integrated and, if paid, needs to be at or above minimum wage.

Commented [AP50]: Duplicates

Commented [AP51]: What agencies are doing this? The school district and VR? This should be identified. Also, must ensure compliant under IDEA and WIOA.

- Provides classes in job readiness and hands-on work experience onsite at businesses to students with intellectual and developmental I/DD
- Focus on careers in high-tech and science, technology, engineering, and math (STEM) fields
 - Remove the above bullet (1 person)
 - Change wording at beginning: "Focus on in-demand careers, including in high-tech and" (1 person)
- Offer time-limited, supported employment transition experience and reimburse employers for students' training costs
 - Add wording: "supported and competitive integrated employment transition" (1 person)
 - 1 person had confusion on this strategy
- Develop a customized approach to serving individuals with I/DD in their employment needs
 - Add wording: "Develop a customized employment approach" (2 people)
 - ~~Add wording: "in their competitive integrated employment needs" (1 person)~~
- Use assistive technology wherever possible and promote tele-services is essential
 - Remove words: "is essential" (3 people)
- Expose individuals with I/DD to many different options and skill sets to create a pipeline for various industries in need of workers
 - 1 person had confusion on this strategy
 - Change wording: "create a pipeline to various industries in need of workers in a competitive integrated environment." (2 people)
 - ~~Revise wording: "Offer students with I/DD the opportunity to participate in many different" (1 person)~~
- Implement services to promote employment first in day habilitation settings including
 - Capitalize "Employment First" (2 people)
 - Change wording: "Implement services to promote competitive, integrated employment in day habilitation settings including" (1 person)
 - staff training
 - person-centered supports
 - exposure to volunteer opportunities
 - Add to end: exposure to volunteer opportunities including AmeriCorps programs." (2 people)
 - development of soft skills
 - more ways to be out in the community in a variety of settings
 - Change wording: "a variety of" to "integrated" (1 person)
 - transportation so people can get to places in the community
 - Add bullet: Pre-employment transition services as defined in WIOA (1 person)
- Make resources/services available to help youth with I/DD transition including
 - Field trips to new school campuses
 - Revise wording: "Field trips to new integrated school campuses" (1 person)
 - Job shadowing opportunities, including summer work experiences
 - Add to end of sentence: "in a competitive and integrated environment" (3 people)

Commented [AP52]: Can this be combined with one of the other strategies?

As long as the experiences promote competitive integrated employment as the first and preferred option.

Commented [AP53]: What does this mean?

Commented [AP54]: Don't we already do this?

Commented [AP55]: Las Vegas' major employers are all in the hospitality industry and most of these employers have labor contracts. If these contracts do not allow preferences for hiring, job carving and customized employment, someone will need to address these issues.

Commented [AP56]: We like the inclusion of the phrase "Employment First" here.

- Life skills training
- Develop transition planning as a separate and unique process that is initiated as early as possible (middle school)
- Develop a “life plan” component to the transitional process to support clearly identified steps for skills development and actions necessary for transition purposes (guardianship paperwork, Voc Rehab/regional center applications, etc.).
 - Change wording: Change “life plan” to “person-centered planning” (1 person)
- Increase institutional knowledge on the part of school districts of resources available and provision of such information in a timely fashion to assist families in making informed decisions
 - Change wording: “available in competitive integrated employment and provisions of such information in a timely fashion to assist families and individuals in making informed decisions.” (2 people)
- Add Strategy: “Engage self-advocacy organizations to support educating students with disabilities about self-advocacy and competitive and integrated employment.” (2 people).
- Add Strategy: “Provide outreach and specialized staff training across agencies and schools to ensure understanding and ownership of the process and outcomes for transition students.” (1 person)
- Add Strategy: “Schools should involve Vocational Rehabilitation in vocational planning or post-secondary preparation for appropriate students.” (1 person)
- Add Strategy: “Promote peer to peer networks and mentoring.” (1 person)
- Add Strategy: “Increase communication between Vocational Rehabilitation, Special Education Teachers and Paraprofessionals and Section 504 Coordinators.” (1 person)
- Add Strategy: “Streamline and clarify the referral process for transition students to other services, including vocational rehabilitation.” (1 person)
- Add Strategy: “Agencies should provide outreach to students and families at special events such as camps, Student Leadership Transition Summit, etc.” (1 person)
- Add Strategy: “Promote the expectation that individuals with I/DD can be successful in the workplace.” (1 person)
- Add Strategy: “Provide opportunities for paid or unpaid, hands-on work experiences including in the form of career-based assessments, internships, job shadowing, mentorships, volunteer work, and summer jobs.” (1 person)

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. A number of barriers and needed improvements were identified as essential to support transportation for consumers to individual work places.

Wording addition: “Transportation to and from work, school, and doctor’s appointments is not widely available or reliable to individuals with I/DD” (1 person)

Goal:

- Expand and enhance transportation options for persons with I/DD in all regions of Nevada

Commented [AP57]: The presentations at the last meeting appeared to show that the public transportation system will never be able to meet the needs for people with disabilities. Are there alternatives to the public transportation system (e.g. ride sharing or car-pooling)? Can we incentivize people without disabilities to provide these rides?

- Add goal: “Improve the reliability of all transportation options, while ensuring the affordability” (1 person)

Strategies may include:

- Expand and promote use of taxi vouchers
- Develop rural paratransit service options
- Provide travel training services (in high school and for adult users)
- Provide driver’s license support for high-functioning individuals with I/DD
- Create a system to promote pick-ups and drop-offs at high schools to encourage access to worksites after school
 - Wording addition: “access to competitive integrated worksites after school” (1 person)
- Adopt policies that allow for more flexibility for pick-ups and drop-offs of individuals with I/DD
- Add strategy: “Create a system for paid/reimbursed ride-sharing” (1 person)
- Add strategy: “Reimburse employers for arranging hired transportation for employees” (1 person)
- Add strategy: “Partner with employers on ride-sharing options for their employees with I/DD.” (1 person)
- Add strategy: “Apply for grants and alternate funding sources in order to expand transportation services.” (1 person)

Commented [AP58]: I think we should reach out to all ground transportation providers for their input on how they can assist. We may want to begin with the Nevada Taxicab Authority.

Commented [AP59]: Already being done, but can be expanded.

Commented [AP60]: One person was not sure what these refer to.

Commented [AP61]: Is this in reference to Paratransit service? If so, we need to be careful that we do not violate the ADA since we would be asking for special treatment based on disability. Special exceptions could be made for non ADA trips, maybe handled by a supplemental provider.

EMPLOYER ENGAGEMENT, DEVELOPMENT AND SUPPORT: A steady supply of work-ready persons with I/DD is only half the equation in competitive, integrated employment. A steady, informed demand from private employers statewide is essential. For many private employers, the biggest barriers are lack of information about the benefits of hiring persons with I/DD, where to find and how to onboard qualified candidates, how to facilitate accommodations, assess liability, and change internal cultures.

Goals:

1. Nevada companies have enough information about and access to persons with I/DD seeking employment to make informed business decisions to hire them.
2. Nevada companies, in 10 years or less, hire enough persons with I/DD into competitive, integrated employment positions to bring the employment rate for persons with I/DD commensurate with the rate for persons without disabilities.

Strategies

1. Establish a point person in an appropriate agency (DETR?) in each region of the state who has real world business experience and serves as the outreach leader to businesses, and liaison between agencies and businesses (think: “entrepreneur-in-residence”).
2. Pursue public/private partnerships with businesses and nonprofits to work with DETR, school districts, ADSD and other relevant agencies to provide technical assistance and resources to be used in the education and training of persons with I/DD for real world competitive, integrated employment positions.
3. Create partnerships with local and state economic development authorities, businesses and nonprofits to mentor and support persons with I/DD to start up and develop entrepreneurial ventures.
4. Utilize business owners and managers in Nevada and other states who have effectively hired and retained persons with I/DD to relate their stories, demonstrate the benefits and share their knowledge and experience on how to create competitive, integrated employment opportunities.

Commented [AP62]: This is the suggested Employment Engagement, Develop, and Support section.