

Revisions and Comments to Draft Goals from Survey

April 2015

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)

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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.

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.

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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?

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.~~

Potential Goals:

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- 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)

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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.

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?

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.

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

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)

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and to find job openings, engage employers to hire, and negotiate job responsibilities with an employer.
National best practices exist for person-centered career planning, customized employment, job creation, and self-employment, but the use of these practices is limited.

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).

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.

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
- 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.

General Comments:

Duplicate of GOVERNMENT AS A MODEL AND LEADER, is un-necessary.

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.

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.” General comment: (The first sentence is very condescending...prepping young individuals with disabilities for a life of benefits” and change it to “prepping young individuals with disabilities to a life of work.

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More community awareness and understanding is needed for individuals, families, providers, employers, and community members to create an environment where competitive, integrated employment 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~~.

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

General Comment

- 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.

EARLY AND TIMELY SCHOOL ASSESSMENT AND PLANNING 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.

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.

General Comments:

- 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

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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.

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.

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.

General Comments:

- 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.

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