

Critical Issues

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 competitive, 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.
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.

Label	Critical Issue	Description
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.

**Critical Issue Rankings**

Critical Issue	1-	2-	3-	4-	5-	6-	7-	8-	9-	10-	Total-	Weighted Average-
C1.	25.00% 3	8.33% 1	0.00% 0	8.33% 1	0.00% 0	16.67% 2	8.33% 1	8.33% 1	16.67% 2	8.33% 1	12	5.33
C2.	16.67% 2	0.00% 0	33.33% 4	8.33% 1	16.67% 2	0.00% 0	0.00% 0	16.67% 2	8.33% 1	0.00% 0	12	4.42

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Critical Issue	1	2	3	4	5	6	7	8	9	10	Total	Weighted Average
C3.	25.00% 3	8.33% 1	8.33% 1	8.33% 1	0.00% 0	8.33% 1	16.67% 2	8.33% 1	16.67% 2	0.00% 0	12	4.83
C4.	0.00% 0	16.67% 2	0.00% 0	8.33% 1	16.67% 2	0.00% 0	8.33% 1	25.00% 3	8.33% 1	16.67% 2	12	6.50
C5.	8.33% 1	33.33% 4	8.33% 1	16.67% 2	8.33% 1	0.00% 0	0.00% 0	8.33% 1	0.00% 0	16.67% 2	12	4.42
C6.	7.69% 1	15.38% 2	0.00% 0	15.38% 2	15.38% 2	15.38% 2	0.00% 0	7.69% 1	23.08% 3	0.00% 0	13	5.38
C7.	8.33% 1	0.00% 0	0.00% 0	16.67% 2	16.67% 2	25.00% 3	16.67% 2	8.33% 1	0.00% 0	8.33% 1	12	5.75
C8.	7.69% 1	0.00% 0	15.38% 2	7.69% 1	7.69% 1	15.38% 2	15.38% 2	7.69% 1	15.38% 2	7.69% 1	13	6.00
C9.	0.00% 0	7.69% 1	23.08% 3	0.00% 0	7.69% 1	7.69% 1	23.08% 3	7.69% 1	7.69% 1	15.38% 2	13	6.15
C10.	7.69% 1	15.38% 2	15.38% 2	15.38% 2	7.69% 1	7.69% 1	7.69% 1	0.00% 0	0.00% 0	23.08% 3	13	5.15

### 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

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Critical Issue	n	Rank 1-3	Rank 4-5	Rank 6-7	Rank 8-10	Weighted Average
<b>C10.</b>	13	38.45%	23.07%	15.38%	23.08%	5.15

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

Critical issues C1 and C9 were split down the middle for respondents who ranked them between 1 and 3 and respondents who ranked them between 8 and 10. Other critical issues that had split rankings were C6 and C8. The highest consensus for top critical issues were for C2, C5, and C3.

### Goals

CI Ranking	Goal Ranking/ weighting	# top 3 Goals	Label	Issue	Goal
<b>5</b>	1.67	3	G1.	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
<b>1 (Tie)</b>	2.00	7	G2a.	Resource Development and Sustainability	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
	2.25	4	G2b.	Resource Development and Sustainability	The State of Nevada has reviewed, defined, revised, implemented and enforced a reimbursement structure for service providers that increases employment of persons with disabilities
<b>3</b>	1.00	2	G3.	Employment First Policies and Practices	Employment is the first and preferred option when exploring goals and a life path for citizens with disabilities
<b>10</b>	--	0	G4a.	Outcomes Measurement and Review Process	There are measurable increases in employment of Nevadans with disabilities within the general workforce, earning minimum wage or higher with benefits
	--	0	G4b.	Outcomes Measurement and Review Process	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
<b>1 (Tie)</b>	2.14	7	G5.	Collaboration and Coordination	State agencies, school districts and service providers collaborate effectively to implement employment first practices and supports

CI Ranking	Goal Ranking/ weighting	# top 3 Goals	Label	Issue	Goal
6	2.00	2	G6.	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
7	2.00	2	G7.	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
8	--	0	G8.	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
9	--	0	G9a.	Early and Timely School Assessment and Planning for Transitions	Young people with disabilities have work experiences that are typical of other teenagers and young adults
	1.50	2	G9b.	Early and Timely School Assessment and Planning for Transitions	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	2.20	5	G10.	Transportation	Expand and enhance transportation options for persons with disabilities in all regions of Nevada

Top Goals

Goal	1	2	3	Total	Weighted Average
G1.	66.67% 2	0.00% 0	33.33% 1	3	1.67
G2a.	28.57% 2	42.86% 3	28.57% 2	7	2.00
G2b.	25.00% 1	25.00% 1	50.00% 2	4	2.25
G3.	100.00% 2	0.00% 0	0.00% 0	2	1.00

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Goal	1	2	3	Total	Weighted Average
G4a.	0.00% 0	100.00% 1	0.00% 0	1	2.00
G4b.	0.00% 0	0.00% 0	100.00% 1	1	3.00
G5.	14.29% 1	57.14% 4	28.57% 2	7	2.14
G6.	50.00% 1	0.00% 0	50.00% 1	2	2.00
G7.	50.00% 1	0.00% 0	50.00% 1	2	2.00
G8.	0.00% 0	0.00% 0	100.00% 1	1	3.00
G9a.	0.00% 0	100.00% 1	0.00% 0	1	2.00
G9b.	50.00% 1	50.00% 1	0.00% 0	2	1.50
G10.	20.00% 1	40.00% 2	40.00% 2	5	2.20
Other	100.00% 1	0.00% 0	0.00% 0	1	1.00

The person who ranked 'Other' as a top three did not specify a goal. Cells highlighted in green were the majority response for each goal. G2a, G2b, G5, and G10 were ranked the most for top 3 goals; however, they were consistently ranked for the top second or top third goal. Goals G1, G2a, and G3 had the most respondents who ranked the goal as number 1 (2 respondents each).

### Goal Timeline

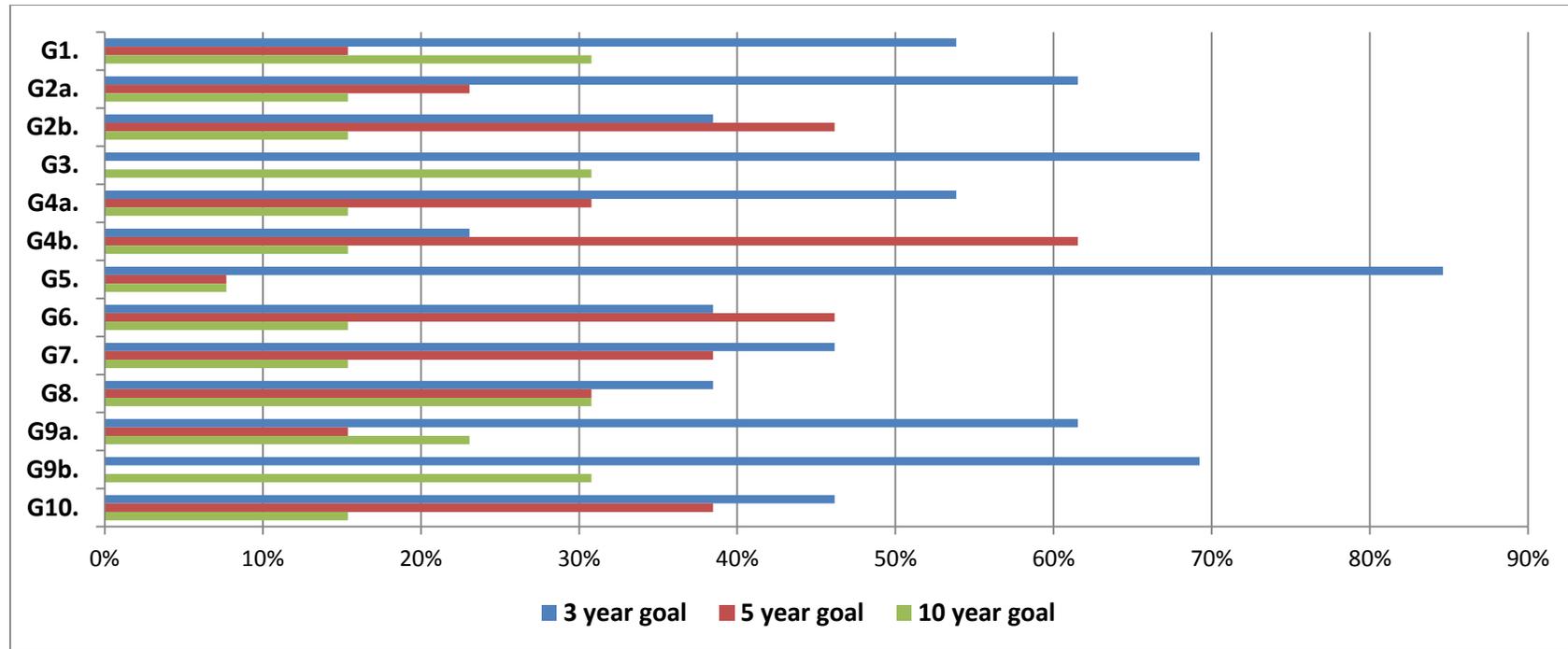
	3 year goal	5 year goal	10 year goal	Total
G1.	53.85% 7	15.38% 2	30.77% 4	13
G2a.	61.54%	23.08%	15.38%	

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	3 year goal—	5 year goal—	10 year goal—	Total—
	8	3	2	13
<b>G2b.</b>	38.46% 5	46.15% 6	15.38% 2	13
<b>G3.</b>	69.23% 9	0.00% 0	30.77% 4	13
<b>G4a.</b>	53.85% 7	30.77% 4	15.38% 2	13
<b>G4b.</b>	23.08% 3	61.54% 8	15.38% 2	13
<b>G5.</b>	84.62% 11	7.69% 1	7.69% 1	13
<b>G6.</b>	38.46% 5	46.15% 6	15.38% 2	13
<b>G7.</b>	46.15% 6	38.46% 5	15.38% 2	13
<b>G8.</b>	38.46% 5	30.77% 4	30.77% 4	13
<b>G9a.</b>	61.54% 8	15.38% 2	23.08% 3	13
<b>G9b.</b>	69.23% 9	0.00% 0	30.77% 4	13
<b>G10.</b>	46.15% 6	38.46% 5	15.38% 2	13

Cells highlighted in green were the majority response for that goal.



Ten year goal was not the majority for any of the goals. Five year goal was the majority for G2b, G4b, and G6 while three year goal was the majority for all other goals.

### Goal Agreement

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
<b>G1.</b>	46.15% 6	38.46% 5	15.38% 2	0.00% 0	13
<b>G2a.</b>	75.00% 9	16.67% 2	8.33% 1	0.00% 0	12
<b>G2b.</b>	58.33% 7	33.33% 4	8.33% 1	0.00% 0	12
<b>G3.</b>	38.46%	61.54%	0.00%	0.00%	

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	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
	5	8	0	0	13
<b>G4a.</b>	46.15% 6	46.15% 6	7.69% 1	0.00% 0	13
<b>G4b.</b>	30.77% 4	69.23% 9	0.00% 0	0.00% 0	13
<b>G5.</b>	84.62% 11	7.69% 1	7.69% 1	0.00% 0	13
<b>G6.</b>	53.85% 7	38.46% 5	7.69% 1	0.00% 0	13
<b>G7.</b>	69.23% 9	23.08% 3	0.00% 0	7.69% 1	13
<b>G8.</b>	41.67% 5	58.33% 7	0.00% 0	0.00% 0	12
<b>G9a.</b>	58.33% 7	25.00% 3	16.67% 2	0.00% 0	12
<b>G9b.</b>	30.77% 4	61.54% 8	7.69% 1	0.00% 0	13
<b>G10.</b>	69.23% 9	23.08% 3	7.69% 1	0.00% 0	13

Cells highlighted in green were the majority response for each goal.

The majority of respondents either agreed or strongly agreed with each goal. There were no goals where more than two respondents who disagreed or strongly disagreed and goal G7 was the one with any respondent who strongly disagreed.