

**As of 12/31/14**

**Prepared by:**



## **Outreach Summary**

### **Introduction**

As part of the Taskforce on Integrated Employment Planning Project, outreach will be conducted to identify opportunities to create a more diversified, inclusive and integrated workforce in Nevada for individuals with intellectual/developmental disabilities (IDD).

Per the Executive Order establishing the Taskforce, strategies will:

- Identify and support employment opportunities and outcome for individuals with intellectual/development disabilities.
- Promote greater cooperation, understanding and interaction between agencies that provide outreach, education and support for individuals with intellectual /development disabilities and their families.
- Recommend ways to improve transitions, employment outcomes and choices in employment,

As part of the second phase of the project, Social Entrepreneurs, Inc. (SEI) has drafted an outreach plan to include key informant interviews, surveys and focus groups. The outreach plan will be reviewed, informed, and approved by the Taskforce. Components include:

- The Alliance for Full Participation State Team Scorecard will be used to evaluate the state policies, practices and strategies that impact on opportunities for integrated employment. Key informants and Taskforce members will be asked to assess the state using the scorecard.
- Taskforce members will be asked to evaluate the Governor's Council on Developmental Disabilities (GCDD) Position Paper recommendations.
- Key Informants will also be asked to assess systems as described in the elements below, using open ended questions.
- Focus groups with individuals and/or their parents or caregivers will help identify opportunities and challenges within the existing system.
- Surveys will be used with key stakeholders to help describe the current situation and make recommendations for systems improvements.

The purpose of the outreach plan will be to solicit information to assess and summarize in a report the following elements. Multi-modal approaches will be used as follows:

Elements	Research Question	Key Informant Question	Focus Group	Survey
I. The effectiveness and any deficiencies in the existing methods for identifying students with intellectual/developmental disabilities, the implementation of vocational assessments, and the delivery of employment-related planning and training services.		X	X	X
II. The rate setting process, means of achieving competitive wages, and strategies to address and achieve placements that are in the highest and best interest of the individual.	X	X		
III. Opportunities for improving collaboration and partnerships between state agencies, private and non-profit businesses employing individuals with intellectual/developmental disabilities.	X	X		
IV. The availability of alternative funding sources and whether the state and/or federal funds are being utilized to their fullest potential.	X	X		
V. Whether individuals with intellectual/developmental disabilities, or their families, who are participating in community training centers or assisted services are provided sufficient information to make informed decisions concerning training, services and employment opportunities, and identify recommendations for improvements or modifications to these programs or services.		X	X	X
VI. Evaluate the effectiveness, demand, and long-term need for "day habilitation" and sheltered workshops in community training centers.	X	X	X	X
VII. Current approaches and opportunities that allow families to plan for transition services in the K-12 setting.	X	X	X	X
VIII. Identify barriers and needed improvements to support transportation for consumers to individual work places.	X	X	X	X

Specific draft questions and methods are described on the following pages.

## Key informant interviews

Using an initial contact list developed by Nevada Aging and Disability Services Division (ADSD), Department of Employment, Training and Rehabilitation (DETR) Vocational Rehabilitation staff, members of the Governor’s Council on Developmental Disabilities (GCDD), SEI will schedule and conduct key informant interviews with stakeholders by telephone to gather insight about the state using the Scorecard. In addition, key informants with particular content expertise will be queried on specific issues. Kelly Marschall will conduct the key informant interviews and compile them into a summary report which the Strategic Planning Committee will use to identify critical issues and potential goals for the plan.

There is an allowance for up to 15 interviews at the federal, state and local level. Key informants may include Nevada Aging and Disability Services Division, Department of Employment, Training and Rehabilitation Vocational Rehabilitation staff, members of the Governor’s Council on Developmental Disabilities, and members of the Taskforce representing various stakeholder groups.

Others proposed to date include:

<b>Key Informant</b>	<b>Position</b>	<b>Geography</b>	<b>Perspective</b>
1. Mechelle Merrill	Vocational Rehabilitation Bureau Chief	State of Nevada	State Perspective
2. Scott Harrington	Nevada Center for Excellence in Disabilities (UNR)	Northern Nevada	State Perspective
3. Rei Kennedy	State Employment Leadership Network (SELN)	N/A	National Perspective
4. Lisa Bonie	Executive Director, Northern Nevada Center for Independent Living	Northern Nevada	Independent Living Consumers
5. Jennifer Frischmann	Medicaid, Division of Health Care	State of Nevada	State Perspective

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<b>Key Informant</b>	<b>Position</b>	<b>Geography</b>	<b>Perspective</b>
	Financing and Policy		
6. Jennifer Kane	Department of Education	State of Nevada	State Perspective
7. Rosie Melarkey	Aging and Disability Services Division (ADSD) Developmental Services	State of Nevada	State Perspective
8. Mary Bryant	Individual	Northern Nevada	Parent
9. Grace Shaw	Goodwill Industries International	Northern Nevada	Business
10. Abigail Wheeler	Transportation	Elko	Business
11. Stephanie Simmons	Clark County School District, Special Programs & Projects Coordinator	Southern Nevada	School District
12. Korri Ward	Individual	Rural Nevada	Parent
13. Stan Thomas	Executive Vice President, Economic Development Authority of Western Nevada	Western Nevada	Business/Economic Development
14. Michelle Sanchez-Bickley	Renown	Northern Nevada	Business
15. Bob Brown	Chamber of Commerce	Southern Nevada	Business/Parent
16. Lee-ann Easton	Administrator, Division of Human Resource	State of Nevada	State Perspective

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<b>Key Informant</b>	<b>Position</b>	<b>Geography</b>	<b>Perspective</b>
	Management		
17. Stacy Stagg or Maria Trejo	Station Casino Vice President & Assistant General or Team Member Relations Manager	Southern Nevada	Business
18. Lauralyn McCarthy	International Game Technology	Northern Nevada	Business
19. Santa Perez	People First	Southern Nevada	Advocate
20. Senator Joe Hardy	Legislator	Southern Nevada	State Perspective

### State Team Scorecard

This scorecard was created to help state teams review the state policies, practices and strategies that impact on opportunities for integrated employment. The answers on this scorecard will help state teams identify priorities and set goals for employment initiatives and outline a strategy for doubling their state’s rate of integrated employment. Key Informants will be sent the scorecard (without the follow-up questions) and asked to rate the statements and return it to SEI in advance of the interview. The comments and follow-up questions will be collected during the interview.

### State Team Scorecard

<p>Please rate your level of agreement with each statement below by circling the number that best reflects Nevada’s current situation, using the indicators at right.</p>		
<p>Our state has measurable annual performance goals with clear benchmarks with respect to expanding the number of individuals in competitive integrated employment as a percentage of people served in day services.</p>	<p>1 2 3 4 5 DK N/A</p>	<p>1: There are no goals relating to increasing employment of people with disabilities.                  2: There are goals, but the goals are too vague and are worded within overall goals, such as quality of life.                  3: There are employment goals, but they are not measurable.                  4: There are measurable employment goals, but they are problematic (i.e., meeting the goal does not necessarily mean an improvement in or increasing the rate of services in employment, as compared to segregated or non-work services.)                  5: There are measurable goals with meaningful benchmarks.                  DK: Don’t know.                  N/A: Not applicable.</p>
<p>Comments:</p>		<p>Follow up: What goals would you propose, with what benchmarks</p>

<p>Our state has a strong employment first policy.</p>	<p>I 2 3 4 5 DK N/A</p>	<p>1: There is no employment first policy nor is one being considered.                  2: We are considering an employment first policy, but there is not a formal group working on it.                  3: We are actively working on an employment first policy; or we have one but it is flawed and is not clearly having employment be the first day service option.                  4: We have an employment first policy, but it could be worded stronger so that employment first is more meaningful in influencing practice.                  5: We have a strong employment first policy in legislation and policy.                  DK: Don't know.                  N/A: Not applicable.</p>
<p>Comments:</p>		<p>Follow-up: Describe the ideal policy</p>
<p>Our state collects and publishes data on employment outcomes. This information is collected on a regular basis and shared in summary form with stakeholders. Data are used to inform strategy and contracting decisions.</p>	<p>I 2 3 4 5 DK N/A</p>	<p>1: There is no state-wide data system.                  2: Partial data is sometimes collected.                  3: Partial data is sometimes collected and summarized.                  4: Data is collected and summarized but not a part of ongoing discussion.                  5: A data system is in place. Information on employment, percentages and outcomes are routinely collected, analyzed, reported, and discussed.                  DK: Don't know.                  N/A: Not applicable.</p>

<p>Comments:</p>		<p>Follow-up: Describe how data is collected and shared, what outcomes should be measured. What data is still needed?</p>
<p>Strategies have been developed for achieving employment outcomes and are managed at multiple levels (state, county/region and local levels) and with all stakeholders.</p>	<p>1 2 3 4 5 DK N/A</p>	<p>1: There are no statewide strategies in place.                  2: Statewide strategies are sometimes discussed with some stakeholders.                  3: A core group of some stakeholders are discussing statewide strategies.                  4: All stakeholders are joining to develop statewide strategies.                  5: Strategies have been developed and are discussed and adjusted at least yearly with all stakeholders.                  DK: Don't know.                  N/A: Not applicable.</p>
<p>Comments:</p>		<p>Follow-up: Describe top strategies for achieving employment outcomes that are needed</p>



<p>Informal relationships or collaborations exist among state, regional and provider agencies, advocacy organizations and employers to support integrated employment.</p>	<p>I 2 3 4 5 DK N/A</p>	<p>1: There are few, if any, relationships among all stakeholders.                  2: Relationships are beginning to form among some stakeholders.                  3: Relationships among all stakeholders exist and some ideas are being discussed.                  4: Relationships and collaborations are emerging at state/regional/local levels.                  5: Informal relationships or collaborations exist among state, regional, and provider agencies, advocacy organizations and employers to support integrated employment, including regular state/regional/local meetings and discussions of all stakeholders.                  DK: Don't know.                  N/A: Not applicable.</p>
<p>Comments:</p>		<p>Follow-up: Describe gaps in relationships or collaboration. Describe whether the relationship are productive and do the goals align?</p>
<p>Formal interagency agreements or collaborations exist to support integrated employment.</p>	<p>I 2 3 4 5 DK N/A</p>	<p>1: There are no formal agreements.                  2: Agreements are beginning to be discussed.                  3: The broad outlines of agreements are emerging.                  4: Formal agreements are being developed.                  5: Formal interagency agreements or collaborations exist to support integrated employment integrated employment and include DD/VR/providers/advocates.                  DK: Don't know.                  N/A: Not applicable.</p>

<p>Comments:</p>		<p>Follow-up: Describe agreements and collaborations needed, describe barriers to supporting integrated employment</p>
<p>The state supports and encourages innovation in employment services.</p>	<p>1 2 3 4 5 DK N/A</p>	<p>1: There is no plan of investment in innovations.                  2: The need for innovations is being discussed among some stakeholders.                  3: There is agreement to pursue resources to encourage innovations.                  4: Some innovations are being encouraged and supported.                  5: Innovations have/are emerging and are documented and discussed for broad implementation.                  DK: Don't know.                  N/A: Not applicable.</p>
<p>Comments:</p>		<p>Follow-up: Describe resources/partnerships and innovations to be considered</p>

<p>Resources available to transition-age students and individuals waiting for services and their families to encourage them to choose employment over other service options.</p>	<p>1 2 3 4 5 DK N/A</p>	<p>1: Few if any resources are available. 2: The need for transition resources is beginning to be discussed. 3: There is agreement to develop transition resources. 4: Some resources are available statewide and more are emerging. 5: Resources available to transition-age students and individuals waiting for services and their families to encourage them to choose employment over other service options and include participation of ED/VR/DD. DK: Don't know. N/A: Not applicable.</p>
<p>Comments:</p>		<p>Follow-up: Describe resources/partnerships and policies needed</p>
<p>Strategies have been developed for advancing economic self-sufficiency and are managed at multiple levels (state, county/region, and local) and with diverse public and private stakeholders.</p>	<p>1 2 3 4 5 DK N/A</p>	<p>1. There are no statewide strategies in place. 2. Stakeholders have been identified across public agencies and private sector (financial institutions, IDA providers, United Way, EITC Coalitions) and a work group has been established. 3. An Action Plan has been developed that identifies collaborative activities for policy development, education and training, and capacity building. 4. Pilot activities are being implemented in selected parts of the state and promising practices are being identified, documented, and disseminated to relevant stakeholders statewide. 5. Statewide strategies are being implemented with public/private partnerships, policy changes are in process, and outcomes are being tracked at an individual and systems level with an annual review and refinement of statewide strategies DK: Don't know. N/A: Not applicable.</p>

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Comments:		Follow-up: Describe strategies, partnerships and policies needed
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### Open Ended Questions

1. Describe existing methods for identifying students with intellectual/developmental disabilities and the implementation of vocational assessments.
  2. How are employment-related planning and training services for transition age youth provided? How well does it work?
  3. How are employment-related planning and training services for adults (over 24) provided? How well does it work?
  4. What do you know about the rate setting process for employment supports?
  5. What is needed to achieve competitive wages for individuals with the most significant disabilities?
  6. What strategies are you aware of to address and achieve employment placements that are in the highest and best interest of the individual? What would you propose to do so?
  7. What specific programs would you advocate for Nevada to consider to ensure state and/or federal funds are being utilized to their fullest potential?
  8. What resources would you advocate for Nevada to consider to ensure state and/or federal funds are being utilized to their fullest potential?
  9. What type of supports are needed in a "day habilitation" setting?
  10. What barriers exist related to transporting consumers to individual work places?
  11. What suggestions do you have to overcoming those barriers?
  12. What should we talk about that we haven't?
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## Pre Meeting Survey for Taskforce

Taskforce members will be asked to complete the state survey (see above minus the open ended questions) and rate recommendations from the GCDD Position Paper. 1 = less important, 3 = neutral, 5 = very important. If you don't know, circle DK. If you don't believe the question is applicable circle NA.

<b>Recommendation</b>	<b>Rating</b>
Maximize available state and federal resources through improved rate and payment systems offered by the RSA Section 110 dollars to increase competitive employment.	1 2 3 4 5 DK NA
Increase supports to pursue and maintain gainful employment in integrated settings in the community, making it the primary service option for working age adults.	1 2 3 4 5 DK NA
Develop a five-year, system-wide, employment policy priority and strategy that increases integrated employment by a set percent each year.	1 2 3 4 5 DK NA
Consider additional strategies that promote employment services and outcomes, such as encouraging service systems to make use of community resources available in schools, institutions of higher education, employment networks, and federal and state work incentive programs already in place.	1 2 3 4 5 DK NA
Develop a full-time statewide position for employment development within the State DD system. This would identify an individual with a specific job function and accountability for developing employment strategy and policy and improving employment outcomes.	1 2 3 4 5 DK NA
Explore new outcome-based reimbursement systems for providers to assure that BVR can support the intensity of supports to assure that people with severe disabilities acquire an appropriate community placement and that the Aging and Disability Services Division can support the follow-along services to be successful.	1 2 3 4 5 DK NA
Emphasize the use of the Home and Community Based Services (HCBS) waiver to promote integrated/competitive employment options through revised service core definitions and provisions for career planning services.	1 2 3 4 5 DK NA
Encourage individuals to participate in a community-based work assessment before applying for jobs and day training services, where assessments are reviewed annually and individuals are encouraged to	1 2 3 4 5 DK NA

participate in this further evaluation of integrated/competitive employment service options.

Utilize training curricula from national organizations, University classes, etc., for BVR employment staff. 1 2 3 4 5 DK NA

Encourage employment as the outcome of the annual Individual Service Plan (ISP) process and emphasize the critical role of person-centered planning in achieving community-based employment. These employment outcomes must be consistent with the individual's skills, interests, abilities, and reflect an informed choice 1 2 3 4 5 DK NA

Please rank your top 5 recommendations in a range from one (1) to five (5); one (1) being the recommendation with the higher priority and five with the lower priority of the top 5.

**Recommendation**

**Ranking**

Maximize available state and federal resources through improved rate and payment systems offered by the RSA Section 110 dollars to increase competitive employment.

Increase supports to pursue and maintain gainful employment in integrated settings in the community, making it the primary service option for working age adults.

Develop a five-year, system-wide, employment policy priority and strategy that increases integrated employment by a set percent each year.

Consider additional strategies that promote employment services and outcomes, such as encouraging service systems to make use of community resources available in schools, institutions of higher education, employment networks, and federal and state work incentive programs already in place.

Develop a full-time statewide position for employment development within the State DD system. This would identify an individual with a specific job function and accountability for developing employment strategy and policy and improving employment outcomes.

Explore new outcome-based reimbursement systems for providers to assure that BVR can support the intensity of supports to assure that people with severe disabilities acquire an appropriate community placement and that the Aging and Disability Services Division can support the follow-along services to be successful.

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Emphasize the use of the Home and Community Based Services (HCBS) waiver to promote integrated/competitive employment options through revised service core definitions and provisions for career planning services.

Encourage individuals to participate in a community-based work assessment before applying for jobs and day training services, where assessments are reviewed annually and individuals are encouraged to participate in this further evaluation of integrated/competitive employment service options.

Utilize training curricula from national organizations, University classes, etc., for BVR employment staff.

Encourage employment as the outcome of the annual Individual Service Plan (ISP) process and emphasize the critical role of person-centered planning in achieving community-based employment. These employment outcomes must be consistent with the individual's skills, interests, abilities, and reflect an informed choice

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## Focus Groups

Focus groups will be held with consumers, caregivers, family members and advocates for persons with IDD at locations in the north, south and rural areas of Nevada. Focus groups with individuals and/or their parents or caregivers will help identify opportunities and challenges within the existing system. Focus groups are no longer than 90 minutes in length. Participants are solicited from pools representing stakeholder groups. Focus groups are between 8-12 participants in size. Each focus group will begin with a description of the planning project, and identify that the purpose of the focus group is to solicit their input. Refreshments will be served by SEI. Contacts will help setup, scheduled and recruit for the focus group. Comment Cards will be available for folks who want to comment on any topic during the focus group.

There is an allowance for ten focus groups. The following focus groups are planned:

Focus Group #	Location in the State	Group	Other notes of import
I.	Southern Nevada	Grant a Gift Autism Foundation	Target is transition age youth and

			persons with autism
2.	Southern Nevada	AzulBlue or Milagros Es Candidas or Hidden Miracles	Hispanic advocates of IDD
3.	Southern Nevada	Nevada PEP	Individuals with IDD: Contact Karen Taycher and to include Kenny Taycher (son) and list of individuals receiving services identified during the taskforce meeting (Janson Henson, Regina Daniel)
4.	Southern Nevada	Nevada PEP	Parents of Individuals with IDD. (Invite Ron Futrell): Contact Karen Taycher
5.	Southern Nevada	Opportunity Village	Older consumers  Contact Ed Guthrie
6.	Southern Nevada	Easter Seals	Parents of individuals with IDD  Contact Brian Patchett
7.	Northern Nevada	People First, Reno Chapter	Advocates & "Parents in Policymaking" graduates  Contact Santa Perez
8.	Northern Nevada	Best Buddies/Nevada PEP/Individuals with disabilities Advisory Council	Dually Served in Reno/Washoe County  Contact Jack Mayes



9.	Rural Nevada	School District/Vocational Rehabilitation/NV Disability Advocacy and Law Center	Work with all three groups to convene one focus group in Elko
10.	Teleconference with Rural Counties	Special Education School District Staff	Contact Kelly Wales for her peers in Rural Nevada

Draft Focus Group Questions

1. Identify your perspective for today’s discussion: consumer, advocate, provider, caregiver, family member, policy maker, other (can select more than one)
2. How effective are the ways that schools identify students with intellectual/developmental disabilities?
3. What would help families plan for transition services in the K-12 setting?
4. How do you find out about work programs and services? How well do they meet your needs?
5. Are individuals with intellectual/developmental disabilities, or their families, who are participating in community training centers or assisted services provided sufficient information to make informed decisions concerning training, services and employment opportunities?
6. What would you recommend to improve these programs or services?
7. What type of supports are needed in a "day habilitation" setting?
8. When you think about working what are your top concerns?
9. What transportation help is needed to get consumers to individual work places or support services?
10. If you could change one thing that would improve your satisfaction with support services, what would it be?
11. What one thing do you think would improve your chance of being competitive employed?

12. Any other comments?

## Surveys

Surveys will be distributed in English and Spanish, both electronically and in hard copy. Surveys will be provided to the Taskforce to disseminate to groups and individuals. In addition, key informants representing consumers and stakeholder groups will also be asked to disseminate surveys.

## Stakeholder Survey

### Instructions:

The purpose of the survey is to collect anonymous feedback from stakeholders across the state about opportunities for persons with Intellectual and/or Developmental Disabilities (IDD). Anyone who is an individual with IDD or a family member or caregiver is eligible to participate in this survey.

If you are helping someone complete a survey, please let them know their answers are very important. Please ask them to rate each item to the best of their ability, without leading them toward a certain answer. You as a caregiver, family member or advocate can complete your own survey separately.

People with disabilities have the same right to work at a job that pays them minimum wage or more, in a place that has people with and without disabilities working together, and provides chances to get raises and promotions, as people without disabilities. This is called Integrated Competitive Employment, or ICE.

This is your opportunity for your voice to be heard. The results of this survey will be used by a Taskforce to develop a plan to improve integrated, competitive employment for persons with IDD.

To be effective, we need your advice on how things currently work and what is important to you. So, we welcome your voluntary participation and feedback through the attached survey.

We realize your time is valuable, and appreciate your help.

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### **I. Identify programs or services you have received or that you are familiar with because someone you know received the services. (Check all that apply)**

- Assessments of job skills and abilities
- Assistance with job search and placement
- Assistive technology (cane, wheelchair, computer, applications & software, etc.)
- Career counseling and guidance
- College/University education

- Employing Job Developers to assist with job placement
- Interpreter and communication services
- Job Coaching
- Job readiness skills training and assistance
- Job-required licenses, tools, equipment and supplies
- Jobs and Day Training (workshop/training center)
- Mental Health Counseling
- Mobility services for individuals with visual impairments
- Nursing
- Physical and mental restoration medical services & procedures
- Supported Employment (On-going support services on the job or follow-along services after employed)
- Supported Living
- Training, skills enhancement, certificate programs
- Transitioning students with disabilities from high school to college or jobs
- Transportation as needed to attend appointments for services
- Transportation: General

**2. Identify county where you live:**

- |                                      |                                   |                                     |
|--------------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> Carson City | <input type="checkbox"/> Eureka   | <input type="checkbox"/> Nye        |
| <input type="checkbox"/> Churchill   | <input type="checkbox"/> Humboldt | <input type="checkbox"/> Pershing   |
| <input type="checkbox"/> Clark       | <input type="checkbox"/> Lander   | <input type="checkbox"/> Storey     |
| <input type="checkbox"/> Douglas     | <input type="checkbox"/> Lincoln  | <input type="checkbox"/> Washoe     |
| <input type="checkbox"/> Elko        | <input type="checkbox"/> Lyon     | <input type="checkbox"/> White Pine |
| <input type="checkbox"/> Esmeralda   | <input type="checkbox"/> Mineral  |                                     |

**3. If you selected Washoe or Clark County, please enter your zip code:**

\_\_\_\_\_

**4. How old are you?**

- Under 5 years                       18 to 24 years                       45 to 64 years

- 5 to 17 years                       25 to 44 years                       65 and over

**5. Identify gender:**

- Female                       Male                       Transgender

**6. Identify Ethnicity:**

- Non-Hispanic/Non-Latino                       Hispanic/Latino

**7. Identify race:**

- White  
 Black or African American  
 Asian  
 American Indian or Alaska Native  
 Native Hawaiian or Other Pacific Islander  
 Multiple Races

**8. Please identify the populations you represent (check all that apply)**

- Consumer  
 Person helping consumer complete the survey  
 Parent or Family Member of a Consumer  
 Care Giver  
 Advocate  
 Other. Specify: \_\_\_\_\_

**9. To identify the issues that should be addressed in promoting competitive, integrated employment, please rate how important the following are to you:**

<p><b>Circle one</b> number for each question on a scale of 1-5 with</p> <p>1 being <b>not important</b> 3 being neutral 5 being <b>most important</b> N/A –Not applicable</p>
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DK for Don't Know		
Individuals with Intellectual and/or Developmental Disabilities (IDD):		
A.	Are visibly included in traditional schools	1 2 3 4 5 N/A DK
B.	Work in a competitive job in the community	1 2 3 4 5 N/A DK
C.	Have the opportunity to earn a wage that is fair for the work they do	1 2 3 4 5 N/A DK
D.	Have the opportunity to earn minimum wage or higher	1 2 3 4 5 N/A DK
E.	Work in a job they like	1 2 3 4 5 N/A DK
F.	Work in a job they like whether it pays or not	1 2 3 4 5 N/A DK
G.	Have choices in applying for jobs	1 2 3 4 5 N/A DK
H.	Have access to job training resources	1 2 3 4 5 N/A DK

**10. Please rate how successful your community (in Nevada) is with the following:**

<p><b>Circle one</b> number for each question on a scale of 1-5 with</p> <p>1 <b>not well</b> at all 3 neutral 5 <b>very well</b> N/A -- Not applicable DK -- Don't Know</p>		
Individuals with Intellectual and/or Developmental Disabilities (IDD):		
A.	Are visibly included in traditional schools	1 2 3 4 5 N/A DK
B.	Are encouraged to dream about their future while in school	1 2 3 4 5 N/A DK
C.	Are encouraged to plan for their future while in school	1 2 3 4 5 N/A DK
D.	(And their families or support system) are helped to plan for college	1 2 3 4 5 N/A DK
E.	(And their families or support system) are helped to transition to college	1 2 3 4 5 N/A DK
F.	Have supports available to help get a job	1 2 3 4 5 N/A DK
G.	Have supports available to keep/maintain a job	1 2 3 4 5 N/A DK
H.	Have the level of <i>quality</i> in the supports they receive to get and maintain a job	1 2 3 4 5 N/A DK
I.	Have job opportunities made available to them	1 2 3 4 5 N/A DK
J.	Access to equipment or devices that would help them get and keep a job	1 2 3 4 5 N/A DK
K.	Have job training resources available to them	1 2 3 4 5 N/A DK

L.	Have on the job training resources available to them	1 2 3 4 5 N/A DK
M.	Have easy access to transportation to get to and from a job	1 2 3 4 5 N/A DK
N.	Are offered quality job training resources	1 2 3 4 5 N/A DK

11. Please rate **how successful businesses in your community (in Nevada)** are with hiring persons with IDD:

- Not well
- Neutral
- Very well
- N/A – Not Applicable
- DK – Don't Know

12. Please rate **how successful your community (in Nevada)** is with the following:

<i>Circle one</i> number for each question on a scale of 1-5 with		
1) <b>not well</b> at all		
3) neutral		
5) <b>very well</b>		
N/A Not applicable		
DK -- Don't Know		
How well does Nevada do in providing:		
A.	Assistance to businesses in helping them to understand about hiring a person with IDD	1 2 3 4 5 N/A DK
B.	Support to businesses after they have hired a person with IDD	1 2 3 4 5 N/A DK

13. **Other comments:**

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