

Goal 1

Goal 1: There are measurable increases in employment of Nevada with I/DD within the State of Nevada, including local governments and the publicly-funded university system.

Goal 1: Strategy Ranking

Respondents were asked to rank each of the 21 strategies in goal 1. Rankings were between 1 and 21 and are ordered in the table below by best rank.

Highlighted portions are areas where at least seven respondents ranked the strategy between 1-9 or 13-21. Green highlights indicate seven or more responses for rank 1-9 while red highlights indicate seven or more responses for rank 13-21.

Strategy (n=15)	Weighted Average (higher is better)	Number of People for Selected Rank						
		1 - 3	4 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 21
2. Identify the barriers to employing people with IDD (e.g. civil services rules, terms of labor agreements, etc.) and develop strategies to remove the barriers.	17.60	8	2	3	2	0	0	0
7. 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	14.67	5	2	2	3	3	0	0
6. Implement innovative hiring approaches such as job carving, job sharing and part time/non-traditional shift offerings	14.47	2	5	4	2	2	0	0
1. Align the statewide infrastructure to implement Nevada's plan	13.47	5	2	1	3	1	1	2
3. Create a fast-track (or preferential) hiring process for people with I/DD	12.47	5	1	0	2	5	1	1
13. The State has a centralized fund source for accommodations and assistive technology for employees.	11.73	0	5	2	3	2	1	2
5. Create ADA plans for retention of employees with I/DD	11.60	1	3	4	1	3	3	0
17. Consider creation of more underfill, intern and trainee positions.	11.33	3	2	2	1	3	2	2
8. Promote the inclusion of individuals with disabilities in the workforce by making integrated employment a statewide priority.	11.13	1	3	4	0	4	0	3
4. Create a fast track hiring process for people with I/DD, waiving state test requirements	10.93	2	2	1	4	3	1	2
15. Develop communications and marketing, including social media, career fairs and job announcements that encourage qualified applicants with disabilities to apply.	10.87	1	3	4	1	1	2	3

Strategy (n=15)	Weighted Average (higher is better)	Number of People for Selected Rank						
		1 - 3	4 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 21
18. Utilize Voc Rehab's Counselors to identify job carving opportunities within state agencies for VR clients.	10.27	2	1	3	2	2	3	2
14. Information on diversity awareness and employment supports is readily distributed and taught at employee orientation.	10.20	0	5	0	3	2	4	1
11. 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.	9.87	2	2	1	3	1	5	1
10. Co-locate vocational rehabilitation counselors and services in high school	9.67	1	2	1	2	2	6	1
19. Evaluate the structure of each new or replacement position as an opportunity to hire a person with I/DD by considering necessary accommodations and innovative approaches such as job sharing or job carving.	9.53	3	1	1	2	2	1	5
12. All the State's internal and external web sites are accessible.	8.60	1	0	4	2	1	3	4
20. Promote each new or replacement position to all agencies, schools/universities, nonprofits and advocacy groups (maybe even a special email listserv) serving persons with I/DD to reach the largest pool of candidates.	8.53	1	1	1	4	1	3	4
21. Create a state team that shares the experiences with other organizations regarding the advantages of using individuals with IDD as an employee.	8.27	0	3	2	2	1	2	5
16. Ensure State hiring process and web portal is accessible to the visually impaired job seeker.	8.13	2	0	3	0	1	4	5
9. Have State recruitment process be more like the private sector	7.67	0	0	2	3	5	3	2

Goal 1: Rank Comments

- #17 What's wrong with some intern positions for youth? I kind of like this. #18 Why not customized employment too?
- As they display and auto-reorder above, delete #10-21. Combine #1 & 2, 3 & 4, and 5 & 6. I didn't rank #9, but I think we should keep it.
- I need my coworkers to be educated how to communicate with people with disabilities. I work at [store] the big bosses take time to understanding, and will work with people with disabilities. The coworkers do not and often ignore us or treat us unfairly. I am looking forward to a day when they have training. I think if they had training they wouldn't treat us unfairly. Thank you [name]
- Please delete items 9-17; I am not interested in proposing these strategies

- Change the wording on all items that are noted as "individuals with disabilities" to people with IDD"
- I will need help in Elko for training for the boss for big business. Training for the employees without disability to understand employees with disability. It can be a harsh environment I am rarely understood, I Have a great boss [name] who is really kind and does his best. There are a lot of people who want to help but do not know how. I think employee training is crucial in Elko.
- Need to add that all materials created for employers must be business friendly and similar in language to other types of hiring practices.
- Many of the strategies for goal one are redundant, said twice. Made ranking difficult.
- I don't know what the original #1 means; two others addressing accessible information could be combined; I think a few others are redundant as well.

Goal 1: Strategy Changes (Keep, Delete, or Revise)

Respondents were asked to identify which strategies in goal 1 should be kept, deleted, or revised. Highlighted portions are what the majority of respondents wanted for the strategy. Strategies with multiple highlights means the majority was less than 10 percent higher than another action.

Strategy (n=13)	Keep	Delete	Revise
1. Align the statewide infrastructure to implement Nevada’s plan	60.00%	20.00%	20.00%
2. Identify the barriers to employing people with IDD (e.g. civil services rules, terms of labor agreements, etc.) and develop strategies to remove the barriers.	100.00%	0.00%	0.00%
3. Create a fast-track (or preferential) hiring process for people with I/DD	66.67%	26.67%	6.67%
4. Create a fast track hiring process for people with I/DD, waiving state test requirements	53.33%	40.00%	6.67%
5. Create ADA plans for retention of employees with I/DD	73.33%	13.33%	13.33%
6. Implement innovative hiring approaches such as job carving, job sharing and part time/non-traditional shift offerings	93.33%	6.67%	0.00%
7. 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	73.33%	26.67%	0.00%
8. Promote the inclusion of individuals with disabilities in the workforce by making integrated employment a statewide priority.	60.00%	33.33%	6.67%
9. Have State recruitment process be more like the private sector	46.67%	53.33%	0.00%
10. Co-locate vocational rehabilitation counselors and services in high school	53.33%	46.67%	0.00%
11. 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.	80.00%	13.33%	6.67%
12. All the State’s internal and external web sites are accessible.	73.33%	13.33%	13.33%
13. The State has a centralized fund source for accommodations and assistive technology for employees.	80.00%	6.67%	13.33%
14. Information on diversity awareness and employment supports is readily distributed and taught at employee orientation.	80.00%	6.67%	13.33%
15. Develop communications and marketing, including social media, career fairs and job announcements that encourage qualified applicants with disabilities to apply.	80.00%	6.67%	13.33%

Strategy (n=13)	Keep	Delete	Revise
16. Ensure State hiring process and web portal is accessible to the visually impaired job seeker.	46.67%	40.00%	13.33%
17. Consider creation of more underfill, intern and trainee positions.	73.33%	20.00%	6.67%
18. Utilize Voc Rehab's Counselors to identify job carving opportunities within state agencies for VR clients.	73.33%	20.00%	6.67%
19. Evaluate the structure of each new or replacement position as an opportunity to hire a person with I/DD by considering necessary accommodations and innovative approaches such as job sharing or job carving.	86.67%	6.67%	6.67%
20. Promote each new or replacement position to all agencies, schools/universities, nonprofits and advocacy groups (maybe even a special email listserv) serving persons with I/DD to reach the largest pool of candidates.	80.00%	0.00%	20.00%
21. Create a state team that shares the experiences with other organizations regarding the advantages of using individuals with IDD as an employee.	80.00%	6.67%	13.33%

Goal 1: Revision Comments

- List of changes:
 - #6 What about “customized employment?” That definition is included in WIOA.
 - #7 The first part of this sentence is essentially the same as Point 1. Maybe delete this portion and make the second part of the strategy the portion you include.
 - #8 “by making competitive integrated employment a statewide priority”
 - #10 Should this be revised to reflect that this should already be happening? Maybe “Expand and enhance the presence of VR counselors . . .”
 - #16 Maybe is “accessible to people of all disabilities, including those with visual impairments.”
 - #19 Maybe add the first part of this sentence to your second strategy. It is very similar. Also, need CE
- List of changes:
 - In the list as shown under Section 4: Combine 19 & 17
 - Combine 20 & 15
 - Combine 21 & 14
- List of changes:
 - # 8 could be combined with #7.
 - #15 could be added to #12.
 - #3 and 4 could be combined with #1.
 - #20 could be combined with #19.
 - #21 needs to emphasize the use of business friendly language with disability language used in a normalizing way.
- #1 needs to be revised because I don't understand what it is suggesting. For this reason, I can't suggest new language for it. The writer needs to clarify it.
- List of changes:
 - #5 & #13 could be combined to say: The State will execute ADA plans for retention of employees with I/DD and utilize a centralized fund source for ADA identified accommodations and assistive technology for employees.
 - #12 & #16 could be combined to say: Ensure State hiring process and all internal and external web portals are accessible.

- I don't know what some mean and others are duplicative.

Goal 2

Goal 2: The State of Nevada, including the publicly-funded university system, is a model employer who supports policies, procedures, regulations and practices to increase opportunities, foster innovation, reduce barriers, facilitate accommodations and informed choice for competitive, integrated employment of persons with I/DD consistently across the state.

Goal 2: Strategy Ranking

Respondents were asked to rank each of the 22 strategies in goal 2. Rankings were between 1 and 22 and are ordered in the table below by best rank.

Highlighted portions are areas where at least seven respondents ranked the strategy between 1-9 or 13-22. Green highlights indicate seven or more responses for rank 1-9 while red highlights indicate seven or more responses for rank 13-22.

Strategy (n=14)	Weighted Average (higher is better)	Number of People for Selected Rank						
		1 - 3	4 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 22
3. Align the statewide infrastructure for data sharing and universal application to implement Nevada's plan	17.07	5	4	3	1	0	0	1
2. Align and adopt guiding principles, public policy and state statutes and regulations to promote competitive, integrated employment	16.43	8	2	1	0	0	1	2
1. Align public policy to promote competitive, integrated employment	16.29	7	2	2	0	0	0	3
4. 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	15.64	2	3	5	3	1	0	0
5. Promote policies to protect SSI and other benefits against income earned to support access to needed supports that contribute to an adequate quality of life	14.71	3	3	3	3	1	0	1
10. Mandate coordination between Vocational Rehabilitation / Regional Center, school districts, individuals with I/DD, families and providers	12.21	1	3	0	3	5	2	0
12. Implement and utilize existing employer incentives and supports including; tax incentives to employers that hire individuals with I/DD, a workplace stipend to mentor and support co-workers with I/DD in the workplace, information and education	12.21	0	3	3	3	2	3	0

Strategy (n=14)	Weighted Average (higher is better)	Number of People for Selected Rank						
		1 - 3	4 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 22
among employers and co-workers about the individual needs of people with I/DD in the workplace with access to supports when challenges arise								
8. Promote consistent services across the state and reduce geographic disparities in terms of services and supports	12.00	1	0	4	3	4	2	0
16. Government employees and leaders publically champion and educate about hiring individuals with disabilities, including sharing success stories and publically praising employers who are leaders of inclusion.	12.00	2	1	3	1	3	4	0
11. Enforce WIOA prescribed coordination between Vocational Rehabilitation / Regional Center and school districts	11.86	2	2	1	4	1	2	2
13. Implement employer incentives and supports to enable them to: mentor and support employees with I/DD and their co-workers in the workplace, provide information and education to employees about the individual needs of people with I/DD in the workplace, and provide access to supports when challenges arise.	11.64	0	4	1	1	5	2	1
9. Mandate coordination between Vocational Rehabilitation / Regional Center and school districts	11.21	0	2	4	2	3	1	2
6. Eliminate separate eligibility processes for state services and supports	10.93	1	2	2	4	1	1	3
7. Eliminate separate eligibility process for state jobs and reduce geographic disparities.	10.14	2	0	2	3	1	3	3
15. Economic Development will promote hiring individuals with disabilities with employers during early and ongoing negotiations.	10.00	0	4	0	0	5	3	2
14. Enact policy changes to support employers	9.71	2	1	1	0	4	4	2
22. Make available Medicaid or Vocational Rehabilitation funded supports to facilitate summer, weekend, and after-school employment experiences.	9.50	1	4	0	2	0	2	5
18. The local and statewide workforce development boards fully support integrated employment for individuals with disabilities as a winning strategy for workforce development.	9.43	2	2	0	1	2	3	4
21. Bring all aspects of hiring persons with I/DD, including candidate sourcing, evaluation, and interviewing, consistent with	8.36	1	0	2	3	2	0	6

Strategy (n=14)	Weighted Average (higher is better)	Number of People for Selected Rank						
		1 - 3	4 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 22
best practices through a thorough review of all policies, procedures, regulations and practices.								
20. 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.	7.86	1	0	2	2	1	1	7
17. Create community action teams to promote hiring individuals with I/DD.	7.21	0	0	2	1	1	7	3
19. Ensure all JobConnect and One Stop facilities and tools are accessible.	6.57	1	0	1	2	0	1	9

Goal 2: Rank Comments

- List of comments:
 - #3 Do you think data sharing might be helpful? I'm not sure.
 - #4 Terrific to get rid of this. It needed to go.
 - #5 This protects benefits, might be a good idea. At least that's how I read it.
 - #6-7 This is already in Goal 1
 - #8 I like this one . . . often we get left out in the south. Like how we really don't have customized employment, but there are programs up north.
 - #19 I might rate this higher. I'm starting to think Title I of WIOA may create some great opportunities in the future.
 - #22 The reality is that some internships are unpaid, regardless of disability. Perhaps, state that if paid, must be at minimum wage or higher.
- As numbered (not as ranked) #4 & 5 really belong under the goal "There are measurable increases..." #20 really belongs under "Nevada companies have enough information..."
- We need help for the minimum wage companies that employ people with disabilities, to pay equal wages.
- It is very difficult to rank these because I believe if some are implemented the others will be. Many are related to each other. All are important so it is tough to rank.
- The University system has the issues and obstacles as State and local governments. This goal should have the same strategies.
- Combine the redundant ones.

Goal 2: Strategy Changes (Keep, Delete, or Revise)

Respondents were asked to identify which strategies in goal 2 should be kept, deleted, or revised. Highlighted portions are what the majority of respondents wanted for the strategy. Strategies with multiple highlights means the majority was less than 10 percent higher than another action.

Strategy (n=14)	Keep	Delete	Revise
1. Align public policy to promote competitive, integrated employment	57.14%	35.71%	7.14%

Strategy (n=14)	Keep	Delete	Revise
2. Align and adopt guiding principles, public policy and state statutes and regulations to promote competitive, integrated employment	78.57%	7.14%	14.29%
3. Align the statewide infrastructure for data sharing and universal application to implement Nevada’s plan	85.71%	7.14%	7.14%
4. 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	78.57%	14.29%	7.14%
5. Promote policies to protect SSI and other benefits against income earned to support access to needed supports that contribute to an adequate quality of life	71.43%	21.43%	7.14%
6. Eliminate separate eligibility processes for state services and supports	64.29%	28.57%	7.14%
7. Eliminate separate eligibility process for state jobs and reduce geographic disparities.	64.29%	28.57%	7.14%
8. Promote consistent services across the state and reduce geographic disparities in terms of services and supports	71.43%	21.43%	7.14%
9. Mandate coordination between Vocational Rehabilitation / Regional Center and school districts	50.00%	35.71%	14.29%
10. Mandate coordination between Vocational Rehabilitation / Regional Center, school districts, individuals with I/DD, families and providers	64.29%	21.43%	14.29%
11. Enforce WIOA prescribed coordination between Vocational Rehabilitation / Regional Center and school districts	64.29%	14.29%	21.43%
12. Implement and utilize existing employer incentives and supports including; tax incentives to employers that hire individuals with I/DD, a workplace stipend to mentor and support co-workers with I/DD in the workplace, 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	57.14%	21.43%	21.43%
13. Implement employer incentives and supports to enable them to: mentor and support employees with I/DD and their co-workers in the workplace, provide information and education to employees about the individual needs of people with I/DD in the workplace, and provide access to supports when challenges arise.	57.14%	21.43%	21.43%
14. Enact policy changes to support employers	50.00%	35.71%	14.29%
15. Economic Development will promote hiring individuals with disabilities with employers during early and ongoing negotiations.	78.57%	14.29%	7.14%
16. Government employees and leaders publically champion and educate about hiring individuals with disabilities, including sharing success stories and publically praising employers who are leaders of inclusion.	92.86%	0.00%	7.14%
17. Create community action teams to promote hiring individuals with I/DD.	42.86%	35.71%	21.43%
18. The local and statewide workforce development boards fully support integrated employment for individuals with disabilities as a winning strategy for workforce development.	78.57%	14.29%	7.14%

Strategy (n=14)	Keep	Delete	Revise
19. Ensure all JobConnect and One Stop facilities and tools are accessible.	64.29%	21.43%	14.29%
20. 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.	78.57%	14.29%	7.14%
21. Bring all aspects of hiring persons with I/DD, including candidate sourcing, evaluation, and interviewing, consistent with best practices through a thorough review of all policies, procedures, regulations and practices.	78.57%	7.14%	14.29%
22. Make available Medicaid or Vocational Rehabilitation funded supports to facilitate summer, weekend, and after-school employment experiences.	78.57%	14.29%	7.14%

Goal 2: Revision Comments

- List of changes:
 - #11 Add “individuals with I/DD, families and providers to the end.
 - #16 Encourage employers and leaders publically to advocate the value in hiring individuals with disabilities, including sharing success stories of inclusion.
 - #19 The state ensures all JobConnect and One Stop facilities are accessible and that competitive integrated employment for individuals with disabilities as a winning strategy for workforce development.
 - #22: Make available Medicaid or Vocational Rehabilitation funded supports to facilitate summer, weekend, and after-school (integrated and paid) employment experiences. (at or above minimum wage
- The University system has the issues and obstacles as State and local governments. This goal should have the same strategies.
- List of changes:
 - Combine #12 and 13.
 - Combine #14 with #2.
 - Combine #17 with #16. #19.
 - Ensure all state and federal programs promoting work are accessible facilities and tools are disability friendly.
- I'm on the fence regarding #21 whether to keep it or not.
- List of changes:
 - #13 should read: Implement employer supports to enable them to: mentor and support employees with I/DD and their co-workers in the workplace, provide information and education to employees about the individual needs of people with I/DD in the workplace, and provide access to supports when challenges arise.
 - #10 & #11 could combine: Mandate coordination between WIOA partners, Vocational Rehabilitation / Regional Center, school districts, individuals with I/DD, families and providers Revise
- Numbers 9, 10, and 11 seem redundant

Goal 3

Goal 3: Information is gathered and reported annually on key indicators for competitive, integrated employment across education, employment and other related systems

Goal 3: Strategy Ranking

Respondents were asked to rank each of the 19 strategies in goal 3. Rankings were between 1 and 19 and are ordered in the table below by best rank.

Highlighted portions are areas where at least six respondents ranked the strategy between 1-9 or 11-19. Green highlights indicate seven or more responses for rank 1-9 while red highlights indicate seven or more responses for rank 11-19.

Strategy (n=14)	Weighted Average (higher is better)	Number of People for Selected Rank						
		1 - 3	4 - 6	7 - 9	10	11 - 13	14 - 16	17 - 19
1. Establish outcomes tied to length of time to achieve employment, longevity of employment, wages, benefits and satisfaction in the workplace	15.21	6	4	2	0	2	0	0
6. Collect data beginning in school to track, follow and measure key data elements including assessment, placement, retention, wages and satisfaction	13.36	4	3	3	1	2	1	0
2. Establish outcomes tied to longevity of employment, wages, and benefits	12.93	4	4	2	2	1	0	1
4. Measure appropriateness of placement including individual and employer satisfaction	12.71	5	2	3	0	2	0	2
5. Measure individual and employer satisfaction	12.29	2	5	2	0	4	1	0
8. Track outcomes at an individual and systems level with an annual review and refinement of statewide strategies	11.86	2	3	5	0	1	3	0
3. Develop universal data elements for schools to capture related to key indicators	11.71	3	2	3	2	2	0	2
9. Monitor and track performance at the individual level for analysis of program/system outcomes. Utilize the data annually to review and refine statewide strategies.	11.14	0	5	3	1	4	1	0
15. Use the WIOA mandated Unified State Plan, Performance and Accountability team's recommendation for creation of a Universal Data Collection and Reporting System.	10.79	6	1	0	0	0	4	3
7. Collect data beginning in school to track, follow and measure key data elements including assessment, placement, retention, and wages.	10.50	2	3	2	2	1	3	1
17. Emphasize longitudinal studies that measure qualitative as well as quantitative person-centered parameters such as: a) satisfaction with their job as structured and as appropriate to their skills and desires; b) actual interaction with co-workers; c) actual support from agencies, providers and	10.00	4	1	2	0	2	1	4

Strategy (n=14)	Weighted Average (higher is better)	Number of People for Selected Rank						
		1 - 3	4 - 6	7 - 9	10	11 - 13	14 - 16	17 - 19
employers; and, d) ability to change jobs as skill levels and interests change.								
12. Share performance measurements and other data on a regular basis across education, employment and other related systems.	9.57	2	2	1	1	3	3	2
11. Share this data on a quarterly basis to identify trends/issues and report statewide results for improvement of quality and outcomes.	8.36	0	1	3	1	3	6	0
10. Share on a regular basis with other state agencies to report results and improve quality	7.36	0	0	3	3	3	1	4
13. Establish a team whose responsibility it is to regularly gather and report performance measurements and other data across education, employment and other related systems.	7.21	0	2	0	1	4	6	1
14. The State has a confidential process for employees to self-identify as having a disability.	7.07	0	1	2	0	4	6	1
19. Regarding postsecondary outcomes (Indicator 14), Nevada should issue guidance on data collection and analysis and ensure data collection on Indicator 14 is done annually.	6.36	1	1	3	0	1	0	8
16. Establish common performance measures across programs, then establish measureable outcomes across same programs.	6.07	1	0	2	0	2	3	6
18. Assess students exiting school using a standardized tool to use as a benchmark for student readiness.	5.50	0	2	1	0	1	3	7

Goal 3: Rank Comments

- List of comments:
 - #2 Maybe some emphasis on the fact that wages should be minimum wage or higher? But... I think this is the same as #8.
 - #7 Already in #6.
 - #8 Already in #6.
 - #12 Already in #6.
 - #14 I think they are trying to articulate a state representation of Section 503 process.
- As ranked, items ranked #10-19 should be deleted.

Goal 3: Strategy Changes (Keep, Delete, or Revise)

Respondents were asked to identify which strategies in goal 3 should be kept, deleted, or revised. Highlighted portions are what the majority of respondents wanted for the strategy. Strategies with multiple highlights means the majority was less than 10 percent higher than another action.

Strategy (n=14)	Keep	Delete	Revise
1. Establish outcomes tied to length of time to achieve employment, longevity of employment, wages, benefits and satisfaction in the workplace	85.71%	14.29%	0.00%
2. Establish outcomes tied to longevity of employment, wages, and benefits	57.14%	42.86%	0.00%
3. Develop universal data elements for schools to capture related to key indicators	71.43%	28.57%	0.00%
4. Measure appropriateness of placement including individual and employer satisfaction	71.43%	28.57%	0.00%
5. Measure individual and employer satisfaction	57.14%	42.86%	0.00%
6. Collect data beginning in school to track, follow and measure key data elements including assessment, placement, retention, wages and satisfaction	71.43%	21.43%	7.14%
7. Collect data beginning in school to track, follow and measure key data elements including assessment, placement, retention, and wages.	42.86%	50.00%	7.14%
8. Track outcomes at an individual and systems level with an annual review and refinement of statewide strategies	64.29%	35.71%	0.00%
9. Monitor and track performance at the individual level for analysis of program/system outcomes. Utilize the data annually to review and refine statewide strategies.	78.57%	21.43%	0.00%
10. Share on a regular basis with other state agencies to report results and improve quality	42.86%	57.14%	0.00%
11. Share this data on a quarterly basis to identify trends/issues and report statewide results for improvement of quality and outcomes.	71.43%	28.57%	0.00%
12. Share performance measurements and other data on a regular basis across education, employment and other related systems.	78.57%	14.29%	7.14%
13. Establish a team whose responsibility it is to regularly gather and report performance measurements and other data across education, employment and other related systems.	71.43%	28.57%	0.00%
14. The State has a confidential process for employees to self-identify as having a disability.	78.57%	21.43%	0.00%
15. Use the WIOA mandated Unified State Plan, Performance and Accountability team's recommendation for creation of a Universal Data Collection and Reporting System.	85.71%	7.14%	7.14%
16. Establish common performance measures across programs, then establish measurable outcomes across same programs.	57.14%	42.86%	0.00%
17. Emphasize longitudinal studies that measure qualitative as well as quantitative person-centered parameters such as: a) satisfaction with their job as structured and as appropriate to their skills and desires; b) actual interaction with co-workers; c) actual support from agencies, providers and employers; and, d) ability to change jobs as skill levels and interests change.	92.86%	7.14%	0.00%

Strategy (n=14)	Keep	Delete	Revise
18. Assess students exiting school using a standardized tool to use as a benchmark for student readiness.	78.57%	21.43%	0.00%
19. Regarding postsecondary outcomes (Indicator 14), Nevada should issue guidance on data collection and analysis and ensure data collection on Indicator 14 is done annually.	64.29%	21.43%	14.29%

Goal 3: Revision Comments

- #9: Add to end, “and share this data on a quarterly basis to identify trends/issues.”
- Combine #12 into #15.
- Many of the strategies are duplicated...
- Include #19 with all the other programs reporting the same data elements
- I'm on the fence about #19, and not exactly sure what it's saying. There's a lot of redundancy on these.
- List of changes:
 - #1 & #2 should be combined many are saying the same thing and just need to be combined.
 - #6 & #7 are identical.
- Numbers 6 and 7 seem redundant

Goal 4

Goal 4: Nevada companies have enough information about and access to persons with I/DD seeking employment to make informed business decisions to hire them

Goal 4: Strategy Ranking

Respondents were asked to rank each of the 18 strategies in goal 4. Rankings were between 1 and 18 and are ordered in the table below by best rank.

Highlighted portions are areas where at least seven respondents ranked the strategy between 1-9 or 13-18. Green highlights indicate seven or more responses for rank 1-9 while red highlights indicate seven or more responses for rank 10-18.

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank					
		1 - 3	4 - 6	7 - 9	10 - 12	13 - 15	16 - 18
2. Establish a point person in an appropriate agency (DETR?) in each region of the state who has real world business experience working with persons with disabilities who can effectively serve as the outreach leader to businesses, and liaison between agencies and schools (think “entrepreneur-in-residence”)	12.69	4	4	1	2	0	2
1. Establish one point of contact within the state system for businesses interested in employing individuals with IDD in their workforce.	12.64	6	2	3	0	0	2
6. Engage a number of industries, including small businesses and entrepreneurial ventures to participate in competitive, integrated employment	12.46	3	4	1	3	2	0
3. Establish no wrong door for businesses at the state	12.23	4	3	0	2	1	3

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank					
		1 - 3	4 - 6	7 - 9	10 - 12	13 - 15	16 - 18
7. Provide training and support to companies and HR groups across all regions of Nevada regarding persons with I/DD and the benefits of hiring them	11.62	2	3	2	2	3	1
5. Develop a structure for ongoing stakeholder involvement to support local coalitions that can link providers, businesses, schools and families with individuals with I/DD	10.92	3	3	4	3	0	0
4. Dedicate staff with business expertise who can make the business case for hiring individuals with I/DD to employers	10.69	3	2	3	3	2	0
9. Create and implement marketing strategies.	10.62	2	2	4	2	3	0
10. 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	10.23	0	2	1	6	4	0
8. 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.	10.00	3	1	3	3	2	1
17. Facilitate 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 (think “incubator” Phoenix is a leader at this already)	9.62	1	3	3	3	1	2
18. Promote business opportunities through social media	9.31	0	1	1	1	2	8
16. Pursue public/private partnerships with businesses, nonprofits, and persons with I/DD and their families to work with DETR, school districts, ADSD, RTC and other relevant agencies to provide technical assistance and resources to be used in education and training of persons with I/DD for real world competitive, integrated employment positions.	8.77	2	3	2	1	2	3
13. Consider establishing hiring goals for people with I/DD by new businesses to Nevada.	8.77	0	2	1	1	6	3
11. Share success stories with employers.	8.31	0	1	2	3	2	5
15. Add a tab on the Secretary of State’s webpage (which is where most new business in Nevada starts) to share information on resources and linkages to hiring people with disabilities.	7.62	3	2	2	0	1	5
14. Include an Employer Forum at the Chamber of Commerce level, SHRM, Sector Council and WIA to create employer linkages to facilitate the hiring of people with disabilities.	6.38	1	1	3	1	4	3
12. Utilize GOED, and EDON to educate and recruit employers to Nevada who will hire people with disabilities.	6.62	2	0	3	3	4	1

Goal 4: Rank Comments

- List of comments:
 - #2 I kind of like this . . . someone in VR who is based in the real world.

Goal 4: Strategy Changes (Keep, Delete, or Revise)

Respondents were asked to identify which strategies in goal 4 should be kept, deleted, or revised. Highlighted portions are what the majority of respondents wanted for the strategy. Strategies with multiple highlights means the majority was less than 10 percent higher than another action.

Strategy (n=13)	Keep	Delete	Revise
1. Establish one point of contact within the state system for businesses interested in employing individuals with IDD in their workforce.	53.85%	38.46%	7.69%
2. Establish a point person in an appropriate agency (DETR?) in each region of the state who has real world business experience working with persons with disabilities who can effectively serve as the outreach leader to businesses, and liaison between agencies and schools (think “entrepreneur-in-residence”)	69.23%	15.38%	15.38%
3. Establish no wrong door for businesses at the state	46.15%	30.77%	23.08%
4. Dedicate staff with business expertise who can make the business case for hiring individuals with I/DD to employers	76.92%	23.08%	0.00%
5. Develop a structure for ongoing stakeholder involvement to support local coalitions that can link providers, businesses, schools and families with individuals with I/DD	69.23%	23.08%	7.69%
6. Engage a number of industries, including small businesses and entrepreneurial ventures to participate in competitive, integrated employment	69.23%	23.08%	7.69%
7. Provide training and support to companies and HR groups across all regions of Nevada regarding persons with I/DD and the benefits of hiring them	53.85%	38.46%	7.69%
8. 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.	53.85%	30.77%	15.38%
9. Create and implement marketing strategies.	69.23%	23.08%	7.69%
10. 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	69.23%	30.77%	0.00%
11. Share success stories with employers.	61.54%	23.08%	15.38%
12. Utilize GOED, and EDON to educate and recruit employers to Nevada who will hire people with disabilities.	76.92%	23.08%	0.00%
13. Consider establishing hiring goals for people with I/DD by new businesses to Nevada.	53.85%	46.15%	0.00%
14. Include an Employer Forum at the Chamber of Commerce level, SHRM, Sector Council and WIA to create employer linkages to facilitate the hiring of people with disabilities.	84.62%	7.69%	7.69%

Strategy (n=13)	Keep	Delete	Revise
15. Add a tab on the Secretary of State’s webpage (which is where most new business in Nevada starts) to share information on resources and linkages to hiring people with disabilities.	84.62%	15.38%	0.00%
16. Pursue public/private partnerships with businesses, nonprofits, and persons with I/DD and their families to work with DETR, school districts, ASDS, RTC and other relevant agencies to provide technical assistance and resources to be used in education and training of persons with I/DD for real world competitive, integrated employment positions.	100.00%	0.00%	0.00%
17. Facilitate 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 (think “incubator” Phoenix is a leader at this already)	100.00%	0.00%	0.00%
18. Promote business opportunities through social media	61.54%	23.08%	15.38%

Goal 4: Revision Comments

- List of changes:
 - #10 Separate into 2 goals: A. Support partnerships and resources for employers to help them manage legal, tax, and employment requirements; B. Engage a number of industries, including small businesses and entrepreneurial ventures to participate in competitive, integrated employment
 - #14 Include an Employer Forum, at the Chamber of Commerce level, to create employer linkages to facilitate the hiring of people with disabilities.
 - #16 Add PTI to list of agencies that people can work with.
- Combine #2, 3 & 8.
- List of changes:
 - Combine #1, 2, and 3 to a single point of contact strategy.
 - Combine #6, 7, 8, 11 and 18 into a single outreach strategy.
- List of changes:
 - #1 and #3 are perhaps saying the same thing. If not, can they be combined?
 - #9, #11 and #18 can be combined.
 - #5 needs clarified.
 - I'm unsure what #14 entails.
- #1 & #2 can be combined and #2 should stand.

Goal 5

Goal 5: Nevada provides ongoing training and support for employers and their employees with I/DD.

Goal 5: Strategy Ranking

Respondents were asked to rank each of the 10 strategies in goal 5. Rankings were between 1 and 10 and are ordered in the table below by best rank.

Highlighted portions are areas where at least seven respondents ranked the strategy between 1-4 or 7-10. Green highlights indicate seven or more responses for rank 1-4 while red highlights indicate seven or more responses for rank 7-10.

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank				
		1 - 2	3 - 4	5 - 6	7 - 8	9 - 10
6. Develop continued employment support for individuals with I/DD who have achieved more than 90 days of successful employment; i.e. 180 days, 360 days	7.15	4	4	4	1	0
1. Promote public/private partnerships	6.54	4	3	2	2	2
5. Support partnerships and resources for employers to help them manage legal, tax, and employment requirements	5.85	4	2	2	3	2
7. 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.	5.69	1	4	4	2	2
10. 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 best practices on how to create competitive, integrated employment opportunities.	5.62	1	4	4	1	3
3. Provide support to understand the impact of work on benefits and supports as this is essential for implementing integrated employment	5.31	2	2	4	3	2
8. Implement innovative approaches such as job carving and job sharing.	5.00	3	2	1	3	4
4. Provide benefits planning to individuals with I/DD and their families	5.00	3	1	1	5	3
9. Support partnerships and resources to expand outreach efforts to inform employers of available supports.	4.54	1	3	3	3	3
2. Assure that every Rehabilitation Counselor has the training and tools to maximize the amount of earned income for each person they serve while still protecting necessary benefits	4.31	3	1	1	3	5

Goal 5: Rank Comments

- List of comments:
 - #6 Remember CIE.
 - #8 Again, we should include Customized Employment
- Some of the strategies are duplicates.

Goal 5: Strategy Changes (Keep, Delete, or Revise)

Respondents were asked to identify which strategies in goal 5 should be kept, deleted, or revised. Highlighted portions are what the majority of respondents wanted for the strategy. Strategies with multiple highlights means the majority was less than 10 percent higher than another action.

Strategy (n=13)	Keep	Delete	Revise
1. Promote public/private partnerships	76.92%	23.08%	0.00%
2. Assure that every Rehabilitation Counselor has the training and tools to maximize the amount of earned income for each person they serve while still protecting necessary benefits	61.54%	38.46%	0.00%

Strategy (n=13)	Keep	Delete	Revise
3. Provide support to understand the impact of work on benefits and supports as this is essential for implementing integrated employment	69.23%	23.08%	7.69%
4. Provide benefits planning to individuals with I/DD and their families	76.92%	15.38%	7.69%
5. Support partnerships and resources for employers to help them manage legal, tax, and employment requirements	100.00%	0.00%	0.00%
6. Develop continued employment support for individuals with I/DD who have achieved more than 90 days of successful employment; i.e. 180 days, 360 days	100.00%	0.00%	0.00%
7. 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.	92.31%	7.69%	0.00%
8. Implement innovative approaches such as job carving and job sharing.	92.31%	7.69%	0.00%
9. Support partnerships and resources to expand outreach efforts to inform employers of available supports.	69.23%	23.08%	7.69%
10. 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 best practices on how to create competitive, integrated employment opportunities.	92.31%	7.69%	0.00%

Goal 5: Revision Comments

- #3 Change integrated employment to competitive integrated employment.
- Combine # 4 into #3

Goal 6

Goal 6: Education, employment and other related systems within Nevada have and maintain sufficient resources and funding for competitive, integrated employment.

Goal 6: Strategy Ranking

Respondents were asked to rank each of the 11 strategies in goal 6. Rankings were between 1 and 11 and are ordered in the table below by best rank.

Highlighted portions are areas where at least seven respondents ranked the strategy between 1-6 or 7-11. Green highlights indicate seven or more responses for rank 1-6 while red highlights indicate seven or more responses for rank 7-11.

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank					
		1 - 2	3 - 4	5 - 6	7 - 8	9 - 10	11
1. 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	9.08	7	4	0	2	0	0

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank					
		1 - 2	3 - 4	5 - 6	7 - 8	9 - 10	11
2. Access and leverage through collaboration all available resources and funding for programs and services for individuals with I/DD to ensure federal funding is maximized and sufficient for long-term employment success.	8.77	8	2	2	0	0	1
3. Engage/challenge the Governor and the Legislature to add the resources to the system that are needed to achieve the outcomes of competitive integrated employment	7.38	4	3	2	2	0	2
4. 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	7.38	3	4	3	1	2	0
5. Develop new and promote existing partnerships and collaborations between all state agencies charged with supporting people with disabilities	7.00	2	4	5	1	1	0
6. Pursue alternative/complementary funding through private foundations and grants	5.69	1	2	4	3	2	1
7. Identify and link grant seeking staff across agencies to leverage information and increase grant success.	5.46	0	2	3	7	1	0
11. Develop more third party cooperative agreements between state agencies and education systems	4.69	0	4	1	3	2	3
8. Explore entrepreneurial ventures that could generate revenue to go back into the system	4.62	1	0	2	6	4	0
9. Utilize the "Preferred Purchase" program and the AbilityOne program to generate excess revenue to support employment	3.00	0	1	1	0	9	2
10. Identify and link grant seeking staff across agencies to leverage information and increase grant success.	2.92	0	0	3	1	5	4

Goal 6: Rank Comments

- Combine #6 and #11.

Goal 6: Strategy Changes (Keep, Delete, or Revise)

Respondents were asked to identify which strategies in goal 6 should be kept, deleted, or revised. Highlighted portions are what the majority of respondents wanted for the strategy. Strategies with multiple highlights means the majority was less than 10 percent higher than another action.

Strategy (n=13)	Keep	Delete	Revise
1. 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	69.23%	23.08%	7.69%
2. Access and leverage through collaboration all available resources and funding for programs and services for individuals with I/DD to ensure federal funding is maximized and sufficient for long-term employment success.	92.31%	7.69%	0.00%

Strategy (n=13)	Keep	Delete	Revise
3. Engage/challenge the Governor and the Legislature to add the resources to the system that are needed to achieve the outcomes of competitive integrated employment	92.31%	7.69%	0.00%
4. 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	92.31%	7.69%	0.00%
5. Develop new and promote existing partnerships and collaborations between all state agencies charged with supporting people with disabilities	92.31%	7.69%	0.00%
6. Pursue alternative/complementary funding through private foundations and grants	84.62%	7.69%	7.69%
7. Identify and link grant seeking staff across agencies to leverage information and increase grant success.	84.62%	7.69%	7.69%
8. Explore entrepreneurial ventures that could generate revenue to go back into the system	53.85%	46.15%	0.00%
9. Utilize the "Preferred Purchase" program and the AbilityOne program to generate excess revenue to support employment	69.23%	30.77%	0.00%
10. Identify and link grant seeking staff across agencies to leverage information and increase grant success.	61.54%	30.77%	7.69%
11. Develop more third party cooperative agreements between state agencies and education systems	76.92%	23.08%	0.00%

Goal 6: Revision Comments

- #2 Change integrated employment to competitive integrated employment.
- Revise #1 and include elements of #2.
- Numbers 6, 7, and 10 seem redundant.

Goal 7

Goal 7: Systems within Nevada implement a reimbursement structure for service providers that increases competitive, integrated employment of persons with I/DD.

Goal 7: Strategy Ranking

Respondents were asked to rank each of the 5 strategies in goal 7. Rankings were between 1 and 5 and are ordered in the table below by best rank.

Highlighted portions are areas where at least seven respondents ranked the strategy between 1-2 or 4-5. Green highlights indicate seven or more responses for rank 1-2 while red highlights indicate seven or more responses for rank 4-5.

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank				
		1	2	3	4	5
1. Establish a funding and rate plan for sustainability that includes braided and blended funding across agencies, and re-balancing funding and staff.	3.54	4	3	2	4	0

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank				
		1	2	3	4	5
2. Maximize available state and federal resources through improved rate and payment systems offered by the RSA Section 110 dollars to increase competitive employment	3.46	3	5	2	1	2
4. Work with legislators to understand the importance of increased State funding of Vocational Rehabilitation to draw down increased Federal funds at a 4:1 ratio.	3.08	2	3	3	4	1
3. Develop sustainability plans to respond to funding changes and the WIOA	2.62	3	0	3	3	4
5. Require any changes to the NV system of care, including Medicaid and Education to include this plan in their implementation plan.	2.31	1	2	3	1	6

Goal 7: Rank Comments

- There were no comments on ranking for goal 7.

Goal 7: Strategy Changes (Keep, Delete, or Revise)

Respondents were asked to identify which strategies in goal 6 should be kept, deleted, or revised. Highlighted portions are what the majority of respondents wanted for the strategy. Strategies with multiple highlights means the majority was less than 10 percent higher than another action.

Strategy (n=13)	Keep	Delete	Revise
1. Establish a funding and rate plan for sustainability that includes braided and blended funding across agencies, and re-balancing funding and staff.	100.00%	0.00%	0.00%
2. Maximize available state and federal resources through improved rate and payment systems offered by the RSA Section 110 dollars to increase competitive employment	100.00%	0.00%	0.00%
3. Develop sustainability plans to respond to funding changes and the WIOA	92.31%	7.69%	0.00%
4. Work with legislators to understand the importance of increased State funding of Vocational Rehabilitation to draw down increased Federal funds at a 4:1 ratio.	100.00%	0.00%	0.00%
5. Require any changes to the NV system of care, including Medicaid and Education to include this plan in their implementation plan.	92.31%	7.69%	0.00%

Goal 7: Revision Comments

- #2 Change competitive employment to competitive integrated employment.

Goal 8

Goal 8: Nevada develops effective partnerships that include all stakeholders to implement competitive, integrated employment.

Goal 8: Strategy Ranking

Respondents were asked to rank each of the 14 strategies in goal 8. Rankings were between 1 and 14 and are ordered in the table below by best rank.

Highlighted portions are areas where at least seven respondents ranked the strategy between 1-6 or 9-14. Green highlights indicate seven or more responses for rank 1-6 while red highlights indicate seven or more responses for rank 9-14.

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank						
		1 - 2	3 - 4	5 - 6	7 - 8	9 - 10	11 - 12	13 - 14
2. Expanding 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.	12.08	9	1	1	2	0	0	0
1. Establish memorandum of understanding (MOUs/interlocal agreements) 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	11.77	8	2	1	0	2	0	0
4. Implement data sharing policies, practices and systems with state agencies, school districts and providers of competitive, integrated employment services	9.00	2	5	1	1	2	1	1
3. Secure grant funding, including braided or blended funding to implement innovative projects statewide	8.92	1	4	3	3	1	0	1
8. Provide outreach and specialized staff training across agencies and schools to ensure understanding and ownership of the process and outcomes for transition students.	8.77	2	2	4	1	2	2	0
10. Increase communication between Vocational Rehabilitation, Special Education Teachers and Paraprofessionals and Section 504 Coordinators.	8.46	1	2	3	4	2	1	0
7. Continue Taskforce work groups which include all regions of Nevada stakeholders	7.46	1	1	2	4	3	1	1
9. Research and employ evidence-based best practices, including person-centered planning.	7.38	0	3	2	2	4	2	0
6. Streamline eligibility processes to eliminate waste and promote seamless service transitions	6.77	1	1	3	1	3	1	3
11. Provide benefits planning to students with I/DD and their families.	5.92	1	0	2	1	2	7	0
5. Identify redundancies and reduce duplication of efforts	5.38	0	2	0	4	2	1	4

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank						
		1 - 2	3 - 4	5 - 6	7 - 8	9 - 10	11 - 12	13 - 14
12. Provide assistive technology, as needed, including training on its use, and ensure a seamless transition with said technology when students leave high school.	5.08	0	2	0	2	1	6	2
13. Identify and work toward a goal of a statewide data system.	4.31	0	1	2	0	1	2	7
14. Develop a webpage with links to ASD, Vocational Rehabilitation, Department of Education and Job Connect to create a “No Wrong Door” approach to supported employment.	3.69	0	0	2	1	1	2	7

Goal 8: Rank Comments

- #2 CIE Is needed here.
- #4 Already in a different goal

Goal 8: Strategy Changes (Keep, Delete, or Revise)

Respondents were asked to identify which strategies in goal 8 should be kept, deleted, or revised. Highlighted portions are what the majority of respondents wanted for the strategy. Strategies with multiple highlights means the majority was less than 10 percent higher than another action.

Strategy (n=13)	Keep	Delete	Revise
1. Establish memorandum of understanding (MOUs/interlocal agreements) 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	100.00%	0.00%	0.00%
2. Expanding 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.	92.31%	7.69%	0.00%
3. Secure grant funding, including braided or blended funding to implement innovative projects statewide	92.31%	7.69%	0.00%
4. Implement data sharing policies, practices and systems with state agencies, school districts and providers of competitive, integrated employment services	100.00%	0.00%	0.00%
5. Identify redundancies and reduce duplication of efforts	76.92%	15.38%	7.69%
6. Streamline eligibility processes to eliminate waste and promote seamless service transitions	69.23%	23.08%	7.69%
7. Continue Taskforce work groups which include all regions of Nevada stakeholders	69.23%	30.77%	0.00%
8. Provide outreach and specialized staff training across agencies and schools to ensure understanding and ownership of the process and outcomes for transition students.	84.62%	15.38%	0.00%
9. Research and employ evidence-based best practices, including person-centered planning.	92.31%	7.69%	0.00%

Strategy (n=13)	Keep	Delete	Revise
10. Increase communication between Vocational Rehabilitation, Special Education Teachers and Paraprofessionals and Section 504 Coordinators.	84.62%	7.69%	7.69%
11. Provide benefits planning to students with I/DD and their families.	76.92%	23.08%	0.00%
12. Provide assistive technology, as needed, including training on its use, and ensure a seamless transition with said technology when students leave high school.	76.92%	15.38%	7.69%
13. Identify and work toward a goal of a statewide data system.	61.54%	30.77%	7.69%
14. Develop a webpage with links to ASD, Vocational Rehabilitation, Department of Education and Job Connect to create a “No Wrong Door” approach to supported employment.	69.23%	30.77%	0.00%

Goal 8: Revision Comments

- Combine #4 into #10
- List of changes:
 - Combine #13 with #4.
 - Combine #5 and 6 into one strategy to streamline processes.

Goal 9

Goal 9: Nevada has well-trained, competent professionals that educate and prepare individuals with I/DD to achieve competitive, integrated employment.

Goal 9: Strategy Ranking

Respondents were asked to rank each of the 10 strategies in goal 9. Rankings were between 1 and 10 and are ordered in the table below by best rank.

Highlighted portions are areas where at least seven respondents ranked the strategy between 1-4 or 7-10. Green highlights indicate seven or more responses for rank 1-4 while red highlights indicate seven or more responses for rank 7-10.

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank				
		1 - 2	3 - 4	5 - 6	7 - 8	9 - 10
6. 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.	7.46	6	2	3	2	0
5. Provide evidence based career readiness professional development and training to teachers and classified support staff who directly supervise students with I/DD	7.23	4	3	4	2	0
2. Incorporate evidence based and best practices, including career-readiness content, into community college and university curriculum	6.46	4	3	2	4	0

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank				
		1 - 2	3 - 4	5 - 6	7 - 8	9 - 10
3. Incorporate career-readiness content into the educational curriculum, linking state college and university disability services with career services	6.00	1	6	2	3	1
1. Link state colleges' and universities' disability services with career services	5.85	3	2	4	2	2
9. Change the rate structure to raise salaries for Direct Service Professionals and Job Developers to levels commensurate with careers in the field.	5.31	3	3	2	1	4
4. Create classes that teach how to provide students with specific knowledge and skills to be successful	5.08	2	2	4	3	2
8. Promote and support Direct Service Professionals and Job Developers positions as meaningful, competitively-compensated human services and economic development careers rather than administrative positions.	4.62	2	2	1	4	4
10. Ensure that teachers and VR counselors have knowledge on Competitive Integrated Employment, and adopt transition competencies.	3.54	1	1	2	2	7
7. Create a minor in I/DD employment services	3.46	0	2	2	3	6

Goal 9: Rank Comments

- #7 Where would this be created? Need to expand this goal a bit in comments.
- 6. We need job coaches part time to help with one on one training with the individual and the coworkers.
- Again, multiple versions of the same thought.

Goal 9: Strategy Changes (Keep, Delete, or Revise)

Respondents were asked to identify which strategies in goal 9 should be kept, deleted, or revised. Highlighted portions are what the majority of respondents wanted for the strategy. Strategies with multiple highlights means the majority was less than 10 percent higher than another action.

Strategy (n=13)	Keep	Delete	Revise
1. Link state colleges' and universities' disability services with career services	84.62%	15.38%	0.00%
2. Incorporate evidence based and best practices, including career-readiness content, into community college and university curriculum	69.23%	30.77%	0.00%
3. Incorporate career-readiness content into the educational curriculum, linking state college and university disability services with career services	84.62%	15.38%	0.00%
4. Create classes that teach how to provide students with specific knowledge and skills to be successful	53.85%	46.15%	0.00%
5. Provide evidence based career readiness professional development and training to teachers and classified support staff who directly supervise students with I/DD	100.00%	0.00%	0.00%

Strategy (n=13)	Keep	Delete	Revise
6. 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.	100.00%	0.00%	0.00%
7. Create a minor in I/DD employment services	69.23%	30.77%	0.00%
8. Promote and support Direct Service Professionals and Job Developers positions as meaningful, competitively-compensated human services and economic development careers rather than administrative positions.	76.92%	23.08%	0.00%
9. Change the rate structure to raise salaries for Direct Service Professionals and Job Developers to levels commensurate with careers in the field.	84.62%	7.69%	7.69%
10. Ensure that teachers and VR counselors have knowledge on Competitive Integrated Employment, and adopt transition competencies.	76.92%	23.08%	0.00%

Goal 9: Revision Comments

- #2 Add to the end of strategy, “to provide students with specific knowledge and skills to be successful.”
- I'm on the fence about #9. Perhaps if it said something like review the rate structure and revise it, as appropriate.

Goal 10

Goal 10: Young people with I/DD have work experiences that are typical of their peers.

Goal 10: Strategy Ranking

Respondents were asked to rank each of the 13 strategies in goal 10. Rankings were between 1 and 13 and are ordered in the table below by best rank.

Highlighted portions are areas where at least seven respondents ranked the strategy between 1-6 or 7-13. Green highlights indicate seven or more responses for rank 1-6 while red highlights indicate seven or more responses for rank 7-13.

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank						
		1 - 2	3 - 4	5 - 6	7 - 8	9 - 10	11 - 12	13
1. Incorporate career-readiness content into the educational curriculum, linking state college and university disability services with career services	10.23	6	3	1	2	0	1	0
2. Provide students with specific knowledge and skills to be successful	9.38	6	2	2	1	0	1	1
3. Promote hands-on work experience during high school, whether it is paid or not	9.38	6	1	2	2	1	1	0
8. Require community based career exploration and job training for all high school students with I/DD across all regions of Nevada.	7.38	3	0	3	2	3	2	0

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank						
		1 - 2	3 - 4	5 - 6	7 - 8	9 - 10	11 - 12	13
9. 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.	7.15	2	2	2	0	6	1	0
10. Give students enough opportunities (not just one) to try work and be able to make an educated choice about work.	7.15	1	3	3	1	3	1	1
4. Provide students with specific knowledge and skills to be successful	7.00	0	5	1	3	1	1	2
5. Offer a hybrid of classroom and work-based education	6.77	0	2	4	2	3	2	0
6. Provides classes in job readiness and hands-on work experience onsite at businesses to students with intellectual and developmental I/DD	6.31	0	2	2	5	2	1	1
11. School districts create an internal expectation that Voc. Rehab. will be included in all junior and senior IEP meeting to facilitate best practice transition planning.	5.77	1	2	2	1	1	5	1
12. Create advisory panels of typical high school and college young people to provide technical assistance and mentorship to young people with I/DD on where to find, and how to get employed at, work experiences typical of their peers.	5.08	1	1	2	1	1	6	1
7. Focus on in-demand careers, including in high-tech and science, technology, engineering, and math (STEM) fields	5.08	0	2	0	4	4	1	2
13. Utilizing models such as Wisconsin's Youth On the Job training wage (funded by vocational rehabilitation). This program offers a wage subsidy of up to 100% for up to 500 hours for a permanent job.	4.31	0	1	2	2	1	3	4

Goal 10: Rank Comments

- #12 I kind of like this one to tell you the truth. It has the vibe of “peer mentoring.”

Goal 10: Strategy Changes (Keep, Delete, or Revise)

Respondents were asked to identify which strategies in goal 8 should be kept, deleted, or revised. Highlighted portions are what the majority of respondents wanted for the strategy. Strategies with multiple highlights means the majority was less than 10 percent higher than another action.

Strategy (n=13)	Keep	Delete	Revise
1. Incorporate career-readiness content into the educational curriculum, linking state college and university disability services with career services	69.23%	23.08%	7.69%
2. Provide students with specific knowledge and skills to be successful	69.23%	30.77%	0.00%
3. Promote hands-on work experience during high school, whether it is paid or not	61.54%	38.46%	0.00%
4. Provide students with specific knowledge and skills to be successful	61.54%	38.46%	0.00%
5. Offer a hybrid of classroom and work-based education	53.85%	46.15%	0.00%
6. Provides classes in job readiness and hands-on work experience onsite at businesses to students with intellectual and developmental I/DD	76.92%	23.08%	0.00%
7. Focus on in-demand careers, including in high-tech and science, technology, engineering, and math (STEM) fields	76.92%	15.38%	7.69%
8. Require community based career exploration and job training for all high school students with I/DD across all regions of Nevada.	69.23%	30.77%	0.00%
9. 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.	84.62%	15.38%	0.00%
10. Give students enough opportunities (not just one) to try work and be able to make an educated choice about work.	69.23%	23.08%	7.69%
11. School districts create an internal expectation that Voc. Rehab. will be included in all junior and senior IEP meeting to facilitate best practice transition planning.	84.62%	7.69%	7.69%
12. Create advisory panels of typical high school and college young people to provide technical assistance and mentorship to young people with I/DD on where to find, and how to get employed at, work experiences typical of their peers.	61.54%	38.46%	0.00%
13. Utilizing models such as Wisconsin's Youth On the Job training wage (funded by vocational rehabilitation). This program offers a wage subsidy of up to 100% for up to 500 hours for a permanent job.	69.23%	30.77%	0.00%

Goal 10: Revision Comments

- List of changes:
 - #2 What about using the WIOA term instead? "Pre-employment transition services."
 - #2 Provide students with specific knowledge and provide soft skills to be successful.
 - #9 Maybe included Customized Employment here?
 - #13 Need to include CIE here.
- 2 and 4 are the exact same
- Delete or Rewrite #11. There are not enough resources for VR to go to all IEPs for juniors and seniors. Plus, VR must be invited. Perhaps rewrite to say schools encourage parents and students to invite VR to IEP meetings for juniors and seniors who have employment or post secondary education as their goal.

Goal 11

Goal 11: Every individual with I/DD in Nevada transitions to adulthood with vocational experiences and the education that will enable them to obtain competitive, integrated employment.

Goal 11: Strategy Ranking

Respondents were asked to rank each of the 19 strategies in goal 11. Rankings were between 1 and 19 and are ordered in the table below by best rank.

Highlighted portions are areas where at least seven respondents ranked the strategy between 1-9 or 11-19. Green highlights indicate seven or more responses for rank 1-9 while red highlights indicate seven or more responses for rank 11-19.

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank						
		1 - 3	4 - 6	7 - 9	10	11 - 13	14 - 16	17 - 19
2. Develop a customized approach to serving individuals with I/DD in their employment needs	14.69	6	3	3	0	0	0	1
4. Expose individuals with I/DD to many different options and skill sets to create a pipeline for various industries in need of workers	14.23	7	2	0	2	1	0	1
6. Make resources/services available to help youth with I/DD transition including: Field trips to new school campuses, Job shadowing opportunities, including summer work experiences, 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.), 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	14.23	5	3	1	2	2	0	0
5. Implement services to promote competitive, integrated employment in day habilitation settings including staff training, person-centered supports, exposure to volunteer opportunities, development of soft skills, more ways to be out in the community in a variety of settings, transportation so people can get to places in the community	13.54	3	6	1	0	2	0	1
7. School districts will increase their institutional knowledge about available	12.00	2	2	5	0	3	1	0

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank						
		1 - 3	4 - 6	7 - 9	10	11 - 13	14 - 16	17 - 19
transition resources and streamline the information and referral process								
3. Use assistive technology wherever possible and promote tele-services.	11.85	1	3	6	1	0	2	0
9. Increase communication between Vocational Rehabilitation, Special Education Teachers and Paraprofessionals and Section 504 Coordinators.	11.69	1	2	3	5	2	0	0
1. Offer time-limited, supported employment transition experience and reimburse employers for students' training costs	10.85	2	3	2	0	2	4	0
8. Promote peer to peer networks and mentoring	10.62	1	2	6	0	1	3	0
10. 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.	10.08	2	1	2	1	5	1	1
17. Change policies to allow a student transitioning into work or postsecondary options, to keep their assistive technology devices after high school.	10.00	0	4	4	0	1	0	4
15. Utilize teams of business professionals from industry sectors to work with schools and Voc Rehab to develop transition and skills development certificate programs that mirror the most likely jobs in those sectors (e.g. train kids how to work in pharmacy like CVS, or foodservice, or retail, etc.)	9.54	2	1	3	0	3	2	2
12. Increase the number of third party cooperative agreements with school districts across all regions of Nevada which support competitive, integrated employment.	8.00	1	1	1	0	4	5	1
11. Require community based career exploration and job training for all high school students with I/DD across all regions of Nevada.	7.92	1	1	0	1	5	3	2
13. Create the expectation for individuals with I/DD that they should have a full and enriching day comprised of competitive/integrated work, supplemented with volunteering, classes at the community college and activities personal entertainment/enrichment. No one should be in day habilitation unless that is their informed choice.	7.31	1	1	0	0	4	5	2

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank						
		1 - 3	4 - 6	7 - 9	10	11 - 13	14 - 16	17 - 19
19. For students with I/DD transitioning out of high school, VR will develop and implement a common application that will be across agencies.	6.85	1	2	1	0	1	2	6
14. Consider the Work Link/Transcen model in use in California, www.transcen.org	5.77	1	0	1	0	1	6	4
16. To ensure that youth don't fall through the cracks, VR should make youth with I/DD presumptive eligible for Competitive Integrated Employment.	5.54	1	1	0	1	1	2	7
18. Develop a pilot program to waive policy requirements among different authorities (IDEA, ESEA, VR, SSA) to enable competitive, integrated employment outcomes.	5.31	1	1	0	0	1	3	7

Goal 11: Rank Comments

- List of comments:
 - #8 I strongly support this suggested strategy.
 - #10 Customized employment included?
 - #12 This is already in a different goal.
- Individual Assessments and the most appropriate outcome should be the top priority.
- #1. Develop intensive teaching tools to support the learning of core reading and math skills and support the retention of this skill set.
- Combine #3 and #17.

Goal 11: Strategy Changes (Keep, Delete, or Revise)

Respondents were asked to identify which strategies in goal 11 should be kept, deleted, or revised. Highlighted portions are what the majority of respondents wanted for the strategy. Strategies with multiple highlights means the majority was less than 10 percent higher than another action.

Strategy (n=14)	Keep	Delete	Revise
1. Offer time-limited, supported employment transition experience and reimburse employers for students' training costs	53.85%	46.15%	0.00%
2. Develop a customized approach to serving individuals with I/DD in their employment needs	69.23%	30.77%	0.00%
3. Use assistive technology wherever possible and promote tele-services.	69.23%	30.77%	0.00%
4. Expose individuals with I/DD to many different options and skill sets to create a pipeline for various industries in need of workers	76.92%	23.08%	0.00%
5. Implement services to promote competitive, integrated employment in day habilitation settings including staff training, person-centered supports, exposure to volunteer opportunities, development of soft skills, more ways to be out in the community in a variety of settings, transportation so people can get to places in the community	84.62%	15.38%	0.00%

Strategy (n=14)	Keep	Delete	Revise
6. Make resources/services available to help youth with I/DD transition including: Field trips to new school campuses, Job shadowing opportunities, including summer work experiences, 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.), 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	76.92%	15.38%	7.69%
7. School districts will increase their institutional knowledge about available transition resources and streamline the information and referral process	92.31%	7.69%	0.00%
8. Promote peer to peer networks and mentoring	84.62%	15.38%	0.00%
9. Increase communication between Vocational Rehabilitation, Special Education Teachers and Paraprofessionals and Section 504 Coordinators.	84.62%	15.38%	0.00%
10. 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.	76.92%	15.38%	7.69%
11. Require community based career exploration and job training for all high school students with I/DD across all regions of Nevada.	61.54%	30.77%	7.69%
12. Increase the number of third party cooperative agreements with school districts across all regions of Nevada which support competitive, integrated employment.	69.23%	23.08%	7.69%
13. Create the expectation for individuals with I/DD that they should have a full and enriching day comprised of competitive/integrated work , supplemented with volunteering, classes at the community college and activities personal entertainment/enrichment. No one should be in day habilitation unless that is their informed choice.	76.92%	23.08%	0.00%
14. Consider the Work Link/Transcen model in use in California, www.transcen.org	61.54%	23.08%	15.38%
15. Utilize teams of business professionals from industry sectors to work with schools and Voc Rehab to development transition and skills development certificate programs that mirror the most likely jobs in those sectors (e.g. train kids how to work in pharmacy like CVS, or foodservice, or retail, etc.)	84.62%	15.38%	0.00%
16. To ensure that youth don’t fall through the cracks, VR should make youth with I/DD presumptive eligible for Competitive Integrated Employment.	38.46%	46.15%	15.38%
17. Change policies to allow a student transitioning into work or postsecondary options, to keep their assistive technology devices after high school.	84.62%	7.69%	7.69%
18. Develop a pilot program to waive policy requirements among different authorities (IDEA, ESEA, VR, SSA) to enable competitive, integrated employment outcomes.	69.23%	30.77%	0.00%

Strategy (n=14)	Keep	Delete	Revise
19. For students with I/DD transitioning out of high school, VR will develop and implement a common application that will be across agencies.	69.23%	23.08%	7.69%

Goal 11: Revision Comments

- List of changes:
 - #6 What about including “pre-employment transition services” here? May be better than “life skills training” Also, what about self-advocacy and self-determination.
 - #6 Change “summer work experience” to “summer paid employment.”
 - Life skills training
 - #10 Remove “unpaid”
 - #10 Also, include “pre-employment transition services?”
 - #13 Remove “No one should be in day habilitation unless that is their informed choice.”
 - #16 To ensure that youth don’t fall through the cracks, have VR make youth with I/DD presumptive eligible for Competitive Integrated Employment.
- List of changes:
 - 11 - all individuals deemed employable.
 - 16- youth should complete an employability assessment to determine if they could benefit from competitive employment.
- List of changes:
 - #6 and 10 needs to be combined with #5.
 - #12, 16, 19 could be combined: VR will develop and implement policies and procedures known to create easy access for students to become competitively employed.
- List of changes:
 - Combine #3 and #17.
 - Rewrite #14. CA’s Work Link needs to be explained what it is/what this strategy is.

Goal 12

Goal 12: Individuals with I/DD have affordable and reliable transportation options across all regions of Nevada to participate in all aspects of life

Goal 12: Strategy Ranking

Respondents were asked to rank each of the 11 strategies in goal 12. Rankings were between 1 and 11 and are ordered in the table below by best rank.

Highlighted portions are areas where at least seven respondents ranked the strategy between 1-6 or 7-11. Green highlights indicate seven or more responses for rank 1-6 while red highlights indicate seven or more responses for rank 7-11.

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank					
		1 - 2	3 - 4	5 - 6	7 - 8	9 - 10	11
2. Develop rural paratransit service options	8.23	5	4	2	1	1	0
1. Expand and promote use of taxi vouchers	8.15	6	2	2	3	0	0

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank					
		1 - 2	3 - 4	5 - 6	7 - 8	9 - 10	11
3. Provide travel training services (in high school and for adult users)	6.77	1	3	6	2	1	0
10. Work with transportation companies (including taxi and limo companies) to create a system for paid/reimbursed ride sharing.	6.69	2	4	2	3	2	0
4. Provide driver's license support for high-functioning individuals with I/DD	6.15	1	2	5	4	1	0
6. Adopt policies that allow for more flexibility for pick-ups and drop-offs of individuals with I/DD	5.92	3	1	2	4	2	1
9. Apply for grants and alternate funding sources in order to expand transportation services.	5.77	4	0	2	2	3	2
8. Partner with employers on ride-sharing options for their employees with I/DD.	5.69	2	3	1	2	5	0
7. Increase travel training services with education and other related service providers	4.38	2	1	0	3	5	2
5. Create a system to promote pick-ups and drop-offs at high schools to encourage access to worksites after school	4.38	0	1	4	2	5	1
11. Reimburse employers for arranging hired transportation for employees.	3.85	0	5	0	0	1	7

Goal 12: Rank Comments

- Train taxi drivers to be more kind to people with disabilities.

Goal 12: Strategy Changes (Keep, Delete, or Revise)

Respondents were asked to identify which strategies in goal 12 should be kept, deleted, or revised. Highlighted portions are what the majority of respondents wanted for the strategy. Strategies with multiple highlights means the majority was less than 10 percent higher than another action.

Strategy (n=13)	Keep	Delete	Revise
1. Expand and promote use of taxi vouchers	100.00%	0.00%	0.00%
2. Develop rural paratransit service options	92.31%	7.69%	0.00%
3. Provide travel training services (in high school and for adult users)	76.92%	15.38%	7.69%
4. Provide driver's license support for high-functioning individuals with I/DD	92.31%	7.69%	0.00%
5. Create a system to promote pick-ups and drop-offs at high schools to encourage access to worksites after school	76.92%	15.38%	7.69%
6. Adopt policies that allow for more flexibility for pick-ups and drop-offs of individuals with I/DD	69.23%	15.38%	15.38%
7. Increase travel training services with education and other related service providers	69.23%	23.08%	7.69%
8. Partner with employers on ride-sharing options for their employees with I/DD.	92.31%	7.69%	0.00%
9. Apply for grants and alternate funding sources in order to expand transportation services.	100.00%	0.00%	0.00%

Strategy (n=13)	Keep	Delete	Revise
10. Work with transportation companies (including taxi and limo companies) to create a system for paid/reimbursed ride sharing.	100.00%	0.00%	0.00%
11. Reimburse employers for arranging hired transportation for employees.	76.92%	23.08%	0.00%

Goal 12: Revision Comments

- We need more ideas in this section. Transportation is a huge issue and only going to get worse as more people with I/DD enter the workforce, especially those more significantly impacted.
- List of changes:
 - #3 and #7 could be combined into one strategy. Travel training will be part of the core curriculum for IDD students.
 - #5 and #6 need to be combined into one strategy. Create a ride share program within each high school for individuals needing transport to afterschool employment.
- #6 is unclear and would need to be rewritten.