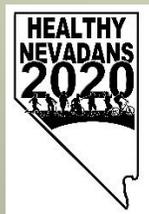


# Governor's Taskforce on Integrated Employment



## Integrated Employment Research Report

January 2015

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## SECTION I: INTRODUCTION AND METHODOLOGY

On July 21, 2014, through Executive Order 2014-16, the Governor’s Taskforce on Integrated Employment (herein referred as “Taskforce”) was established by the Governor of Nevada, Brian Sandoval. The Taskforce is responsible for examining and evaluating current employment programs, resources, funding, available training, and employment opportunities for individuals with intellectual/developmental disabilities (referred to throughout as IDD), and for providing a report to the Governor, on or before July 1, 2015.

The Taskforce is also responsible for developing a three, five, and ten-year strategic plan (2015-2025) that will result in “creating a more integrated workforce and expanding competitive employment opportunities for individuals with intellectual/developmental disabilities.”

The Aging and Disability Services Division (ADSD), the Nevada Department of Employment, Training and Rehabilitation (DETR) Bureau of Vocational Rehabilitation (BVR), and the Nevada Governor’s Council on Developmental Disabilities (GCDD) secured the assistance of Social Entrepreneurs, Inc. (SEI) to facilitate the Taskforce and draft a three, five, and ten-year strategic plan (2015-2025).

SEI organized the project in four major phases to assist the Taskforce in accomplishing the duties outlined in the executive order. Phases include: Phase I: Organization and Research; Phase II: Outreach and Assessment; Phase III: Taskforce Facilitation and Project Coordination; and Phase IV: Strategic Plan Development.

This report addresses Phase I, and contains a summary of research regarding the current situation in Nevada, and models and best practices related to:

- Education, employment, and other habilitation services
- Policies / legislation
- Funding
- Partners and collaboration

The Taskforce used this report to develop the strategic plan.

## SECTION II: RESEARCH ON MODELS AND BEST PRACTICES

This section includes an overview of the current situation in Nevada regarding integrated employment practices and programs for individuals with IDD. It also identifies models and best practices in Nevada and other states in order to support and promote education, employment opportunities and outcomes, and other habilitation services for individuals with IDD. Policies and legislation needed to create a more diversified, inclusive, and integrated workforce are also included in this section as well as funding opportunities, potential partners, and collaborations to consider.

A considerable amount of information is available at the state and national level related to integrated employment opportunities, policies and practices. The State Employment Leadership Network (SELN) is a membership roundtable co-managed by the Institute for Community Inclusion (ICI) and the National Association of State Directors of Developmental Disabilities Services. Its work is guided by the High Performing States Model, which promotes an approach to accomplish the goals of community inclusion and integrated employment (Butterworth, et al., 2014). SELN is under contract with the state of Nevada and has considerable expertise related to state efforts.

Research demonstrates the importance of collaborations and partnerships to achieve goals related to integrated employment. In reviewing other states' efforts, it is evident that partnerships and collaboration between public and private agencies, the business community, education, and families are essential for success.

The Nevada Rehabilitation Services Program has implemented many collaborative efforts for improving opportunities for people with disabilities (State of Nevada, 2013):

- Inter-local Contracts with agencies external to the Workforce Investment System that are involved in serving people with disabilities. These contracts are developed by the Designated State Unit (DSU) for the purpose of:
  - Removing barriers affecting the delivery of mutually beneficial services
  - Increasing the availability of resources
  - Eliminating duplication of services
  - Facilitating the development of programs and competencies

- The Nevada Division of Welfare and Supportive Services (DWSS) Inter-local Contract also makes referrals for completion of vocational testing and assessment.
- A Division of Public and Behavioral Health (DPBH) agreement also defines the procedures for timely cross-referrals and information sharing. The agreement with DPBH, (formerly, the Nevada Division of Mental Health and Developmental Services (MHDS)) also works to define methods to:
  - Develop Individualized Plans for Employment (IPEs) through multi-disciplinary teams
  - Fund job placement and job coaching services
  - Extend follow-along services for people whose cases are closed with supported employment outcomes.

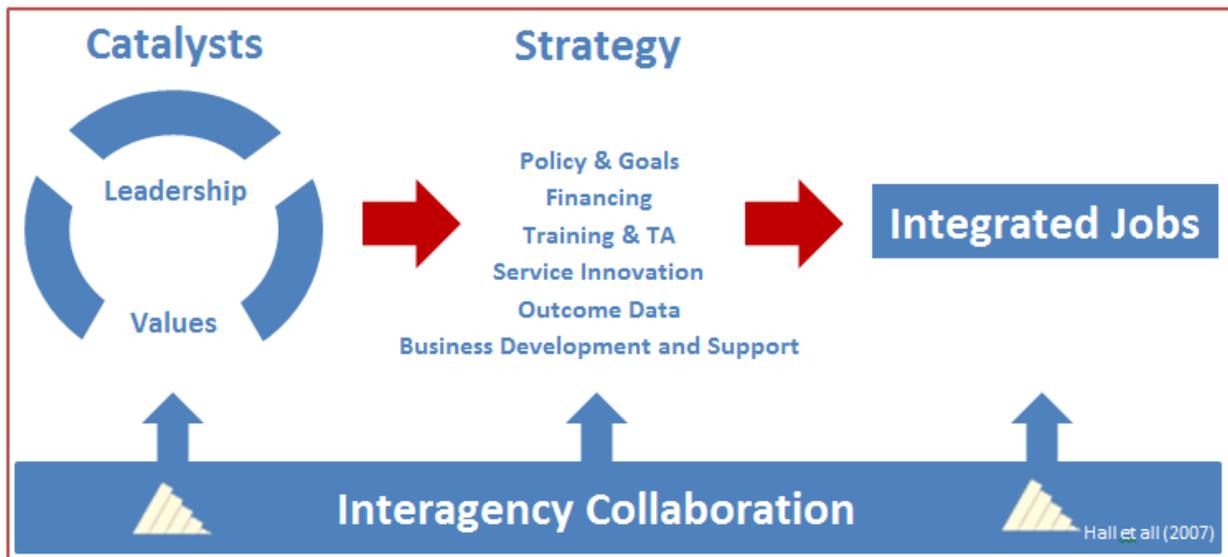
Overall, the DSU pursues cooperative efforts to reach and meet the needs of its diverse clientele.

- DSU maintains agreements with all of Nevada’s school districts that are intended to facilitate collaboration with the Nevada Department of Education (NDOE) and are designed to meet the educational, vocational, and independent living needs of students with disabilities. Northern and southern Nevada have designated transition teams to act as liaisons with individual high school programs. DSU staff members participate in Individual Education Plan (IEP) meetings and also provide consultation, outreach and IEP development assistance, and informational support.
- An Individualized Plan for Employment (IPE) is jointly developed in consultation with the Special Education Team or directly with the consumer and/or their parent or guardian. The IPE is agreed to and signed before the student leaves the school.
- College Preparatory Summer Camp known as Careers, Recreation and Vocational Education (CRAVE) targets 10th, 11th and 12th grade transition students. It is held in conjunction with the DSU presentation of the Clark County School District’s Youth Educational Success (YES) Program, which assists participants in eliminating the barriers to attending college. After the camp, summer employment opportunities are offered to students in their field of interest. This event is provided by the DSU in collaboration with the University of Nevada, Las Vegas (UNLV), ASAP Employment Services, the Clark County School District, Rebuilding All Goals Efficiently (RAGE), University of Nevada’s Center for Excellence in Disabilities (NCED), and the Nevada Department of Education.
- The DSU coordinates the provision of consultative, evaluative and rehabilitation services by using private nonprofit organizations, inter-local contracts, and direct purchase methods. Direct purchase

arrangements are based on a comparison of available service provider expertise to identify potential vendors. The DSU negotiates an hourly rate of payment.

Nevada's proposed high performance model is detailed in the following graphic and is a revised approach based on the model found in the National Report on Employment Services and Outcomes, 2013. It creates a framework to build on the aforementioned programs.

### Nevada's Proposed High Performance Model



A review of state and national literature indicates the following key themes as opportunities that Nevada should incorporate in its plan. More details on the research related to these findings are included later in the report.

- **Government as a model employer**

Government represents a significant opportunity to advance employment opportunities for people with disabilities. Government can assume a leader's role, act as a model employer for people with disabilities, and set the path for the business community in integrated employment. Creating a fast-track hiring process for people with disabilities, focusing on retention of these employees, and setting hiring goals are examples of actions that government can adopt to cultivate an environment that encourages employment for people with disabilities.

- **Businesses as an employer and partner**

The business community is critical to improving employment outcomes for people with disabilities. Many businesses are willing to hire individuals with disabilities, but they need support from schools and government to address the barriers that people with disabilities face. Encouraging the business community to play a stronger role as a partner in integrated employment requires understanding the business perspective. Government should not rely solely on the business community but instead act as a long-term support agent and resource.

It is essential that government change its approach with businesses regarding employing people with disabilities. Government should not appeal to businesses' corporate responsibility, but should instead show businesses how hiring people with disabilities will meet businesses' needs (The National Governors Association Center for Best Practices (NGA Center), 2012).

- **Early and timely school assessment and planning for transitions**

Transition and career-readiness services for youth with disabilities should be provided from middle school on to begin shifting expectations toward work and a career. Commonly these services start at high school, but research suggests that starting earlier leads to better outcomes.

Strategies include incorporating career-readiness content into the educational curriculum, linking state college and university disability services with career services, and providing students with specific knowledge and skills to be successful. In addition, hands-on work experience during high school, whether it is paid or not, increases the chances of youth with disabilities finding employment with higher wages after they graduate.

- **A cultural shift**

It is critical to address the traditional paradigm of "prepping young individuals with disabilities for a life of benefits" and change it to "prepping young individuals with disabilities to a life of work."

State policies and strategies should 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.

- **Coordinated schools and economic development authorities**

Close coordination between schools and economic development authorities is beneficial for young individuals with disabilities. This allows schools to help students with disabilities develop the right skills they need to enter the workforce. Employers then benefit from a broader pool of skilled applicants.

- **Sustainable funding**

Leveraging limited resources and utilizing multiple funding streams is very important to improve integrated employment for individuals with disabilities. This includes ensuring that Nevada is fully matching the federal funding for vocational rehabilitation. Other strategies include capitalizing on the numerous federal programs, connecting with private-sector and philanthropic resources, and maximizing the efforts of disability experts.

- **Orientation to results**

It is also important to set and measure progress toward employment goals and the return on investment of disability employment programs. Information on progress can be used to improve programs and encourage others to participate in them.

These themes will guide the Taskforce's Strategic Plan.

## A. CURRENT SITUATION IN NEVADA

This subsection summarizes the position statement on integrated employment prepared by the Nevada Governor’s Council on Developmental Disabilities, as well as current demographic information and future projections about individuals with IDD in Nevada.

### 1. POSITION STATEMENT ON INTEGRATED EMPLOYMENT

According to the current position of the Nevada Governor’s Council on Developmental Disabilities, supported employment outcomes for Nevadans with intellectual/developmental disabilities should include:

- Working in the community at competitive wages
- Making a financial impact on the economy
- Diversifying the workforce
- Improving quality of life

Nevada’s position regarding employment is that all adults in Nevada— including Nevadans with intellectual/developmental disabilities— should expect independence and competitive employment. However, for those Nevadans with IDD who do not currently choose employment, meaningful day habilitation should be an option (Nevada Governor's Council on Developmental Disabilities, 2014).

In addition, the GCDD indicates that to advance employment opportunities for people with IDD, Nevada needs to optimize the use of limited resources. Therefore, it is a priority to make some financial concessions to make supportive employment services fiscally viable (Nevada Governor's Council on Developmental Disabilities, 2014).

Rehabilitation Division funding could be used to leverage job and day training services awarded to the Nevada Department of Health and Human Services’ (DHHS) Developmental Services agency in order to provide meaningful job readiness skills and prepare individuals for competitive employment (Nevada Governor's Council on Developmental Disabilities, 2014).

Day habilitation’s providers should improve and increase programming geared toward competitive employment. Furthermore, day habilitation’s providers should become a provider

of supported employment job development services. (Nevada Governor's Council on Developmental Disabilities, 2014)

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## 2. NEVADA'S EFFORTS SINCE 2010

In 2010, the Nevada Governor's Council on Developmental Disabilities held Employment Policy Summits in Elko, Las Vegas and Reno. Sessions convened decision makers, businesses, advocates, and Nevadans with IDD to both identify the barriers to employment and create regional work plans. Several major accomplishments grew from these sessions and are still in progress, including:

- Medicaid Infrastructure Grant Funding
- Customized Employment Pilot Study
- Nevada Career Development Academy
- Nevada Employment First Ad Hoc Committee.

Improvements to the system were also made, with efforts to make employment the first option for Nevadans with an IDD and utilize new and existing funding sources to make these programs a reality. These programs are highlighted later in the section related to employment.

### 3. DEMOGRAPHICS

#### *Population*

In 2013 Nevada's population was estimated at 2,775,216 (Nevada State Demographer).

Compared to other states in the nation, Nevada was the 35th largest state in population at the time of the last census and is the 7th largest state by area (110,540 square miles).

Nevada has 17 counties with two (Clark and Washoe) housing most of the state's population. As of 2013, 88 percent of the population residing in the metropolitan areas of Las Vegas and Reno.

The remaining 12 percent of Nevada's population reside in the remaining 15 rural counties.

According to the 2011-2013 American Community Survey 3-Year Estimates, 331,319 or 12.2 percent of Nevada's civilian non-institutionalized population were individuals with disabilities. Of this total:

- 25,568 were under 18 years old
- 178,959 were 18 to 64 years old
- 126,792 were 65 years old and over

Demographic information by county is shown in the table that follows. (Please see Appendix I: Disability status in Nevada by race and age.)

#### **Definitions**

As a major source for population data, the US Census's definition for disability has been and remains important. The current census defines disability as any one or more of the following:

- **Hearing difficulty**— deaf or having serious difficulty hearing (DEAR).
- **Vision difficulty**— blind or having serious difficulty seeing, even when wearing glasses (DEYE).
- **Cognitive difficulty**— because of a physical, mental, or emotional problem, having difficulty remembering, concentrating, or making decisions (DREM).
- **Ambulatory difficulty**— having serious difficulty walking or climbing stairs (DPHY).
- **Self-care difficulty**— having difficulty bathing or dressing (DDRS).
- **Independent living difficulty**— difficulty doing errands alone such as visiting a doctor's office or shopping (DOUT) because of a physical, mental, or emotional problem.

***Note that these definitions have been in place since 2006 and previous definitions (e.g. 2000 Census) are not considered comparable.***

	NV Demographer		Census		
	2013 Total Population	Non-institutionalized Population	People with Disabilities (Non-institutionalized)	%	
<b>Carson</b>	54,668	53,054	7,573	13.9%	
<b>Churchill</b>	25,322	23,573	4,424	17.5%	
<b>Clark County</b>	2,031,723	1,952,917	213,532	10.5%	
<b>Douglas</b>	48,478	46,512	6,247	12.9%	
<b>Elko</b>	53,384	49,443	5,165	9.7%	
<b>Esmeralda</b>	858	960	161	18.8%	
<b>Eureka</b>	2,024	1,780	163	8.1%	
<b>Humboldt</b>	17,457	16,591	1,921	11.0%	
<b>Lander</b>	6,343	5,812	683	10.8%	
<b>Lincoln</b>	5,020	4,958	642	12.8%	
<b>Lyon</b>	52,960	51,116	8,654	16.3%	
<b>Mineral</b>	4,662	4,587	1,163	24.9%	
<b>Nye</b>	44,749	43,066	10,158	22.7%	
<b>Pershing</b>	6,882	4,912	830	12.1%	
<b>Storey</b>	4,017	3,964	729	18.1%	
<b>Washoe County</b>	432,324	422,295	45,568	10.5%	
<b>White Pine</b>	10,095	9,211	1,597	15.8%	
<b>Nevada</b>	<b>2,800,967</b>	<b>2,694,751</b>	<b>309,210</b>	<b>11.5%</b>	

*Education*

In 2013, 11 percent of Nevada students were receiving special education through an Individualized Education Plan or IEP. This was slightly higher than previous years but still below the average nationally (Annie E. Casey Foundation) (US Department of Education , 2014).

	IEPs	2009	2010	2011	2012	2013
<i>Nevada's School Population</i>	Number	47,132	45,528	47,195	47,261	49,102
	Percent	10.8%	10.4%	10.8%	10.8%	11.0%

Nationwide, students with disabilities are less likely to graduate from high school compared to people without disabilities. In 2012, the nationwide average showed that 61 percent of students with disabilities graduated from high school, compared to 80 percent for the population as a whole. In Nevada for the same year, youth with disabilities were considerably less likely to graduate than their peers; only 24 percent of youth with disabilities graduated from high school

compared to 63 percent total (National Center for Education Statistics, 2014). Graduation from high school is essential for many jobs and secondary education. Other data also suggests that children and youth with disabilities may experience more difficulties such as bullying at school (United States Department of Education Office of Civil Rights, 2014) and harsher discipline from schools compared to their peers (US Department of Education Office for Civil Rights, 2014). Nearly one in five children and youth with disabilities (18 percent) in Nevada were suspended from school in 2011-12, one of the highest rates in the nation (US Department of Education Office for Civil Rights, 2014).

#### *Nevada's economy and earnings*

While Nevada's service industry has experienced some challenges since the recession, leisure and hospitality remains the largest employment sector, with 332,600 persons employed as of September 2014. Trade, transportation and utilities also employ a large proportion of Nevada's workforce (228,800) followed by professional and business services (161,700) and government (151,300) (Bureau of Labor Statistics, 2014).

Nevada's current unemployment rate stands at 7.3 percent as of September 2014 (Bureau of Labor Statistics, 2014), the fourth highest in the nation. Unemployment in many of Nevada's rural counties exceeds the overall state rate. Rates vary from a low of 3.6 percent in Esmeralda County to a high of 13.4 in Lyon County (Bureau of Labor Statistics, 2014). Rates by county can be found in Appendix II: Nevada labor force data by county, 2013 annual averages.

The economy is an important backdrop for all employment. Data for Nevadans shows that for people with disabilities, employment is less likely and pays less.

#### *Employment*

According to the 2010-2012 American Community Survey 3-Year Estimates, a total of 66,608 people with disabilities were employed in Nevada, and 16,274 were unemployed. While this data shows unemployment rates as similar between people with disabilities and with no disabilities, a very large component (more than half) of all people with disabilities are not in the labor force (U.S. Census Bureau).

	With a disability		No disability	
	Number	Est. %	Number	Est. %
<b>Employed</b>	60,608	37%	1,088,755	71%
<b>Unemployed</b>	16,274	10%	152,642	10%
<i>Not in labor force</i>	88,398	53%	284,549	19%
<b>Total civilian non-institutionalized population</b>	165,280		1,525,946	

People with disabilities are also less likely to have full-time work compared to the population as a whole. About 23 percent (38,653) of people with a disability age 18 to 64 years old had a full-time job experience year-round compared to 50 percent (768,206) of individuals with no disability that had full-time job experience year-round. Further information about Nevada employment status by disability status and type can be found in Appendix III: Nevada employment status by disability status and type and Appendix IV: Work experience by disability status and type (U.S. Census Bureau).

Data also shows that Nevadans with disabilities earn less compared to those without disabilities. According to the 2012 American Community Survey 1-Year Estimates, the median earnings in Nevada in the past 12 months for the civilian, non-institutionalized population 16 years and over was \$24,381 for individuals with a disability, compared to \$30,069 for individuals with no disability (U.S. Census Bureau). Median earnings by disability and by sex are shown in Appendix V: Median Earning in the past 12 months by disability status by sex for the civilian non-institutionalized population 16 years and over with earnings.

*Participation in day and integrated employment services*

The National Survey of State IDD Agency Day and Employment Services indicates that in 2012 2,175 individuals participated in day and employment services funded or monitored by the Nevada IDD agency, and 457 were in integrated employment services, including both individual job supports and group-supported employment. Individuals who participated in integrated employment may have been working or have been on a pathway to employment.

In 2012 Nevada’s total funding for day and employment services was \$24,880,463 and for integrated employment services was \$3,707,733. The following chart compares the Nevada and US data for 2012.

	Nevada 2012			Nation 2012		
	Number	Percent	Funding (mill)	Number	Percent	Funding (mill)
Total in day and employment services	2,175		\$24.8	605,680		\$5,078
Total in integrated employment services	457	21%	\$3.7	111,670	18%	\$695.3

As shown in the chart above, the percentage of Nevadans participating in integrated employment services in 2012 in Nevada was slightly higher than the nation-wide percentage (18 percent) for the same period.

*Trends*

Comparison of data on disability from current census data to previous years (e.g. 2000) is difficult due to changes in methodology to identify disabilities and a new understanding about disability. However, several studies at the national level provide information and insight into trends. Data from a recent study in *Pediatrics* showed that the prevalence of any developmental disability (DD) in 1997-2008 was 13.87 percent. According to the CDC’s review of this report, over the last 12 years:

- Prevalence of DDs has increased 17.1 percent —that’s about 1.8 million more children with DDs in 2006–2008 compared to a decade earlier
  - Prevalence of autism increased 289.5 percent;
  - Prevalence of ADHD increased 33.0 percent; and,
  - Prevalence of hearing loss decreased 30.9 percent (Centers for Disease Control and Prevention).

These trends provide some guidance about the importance of integrated employment that can be used to meet emerging needs.

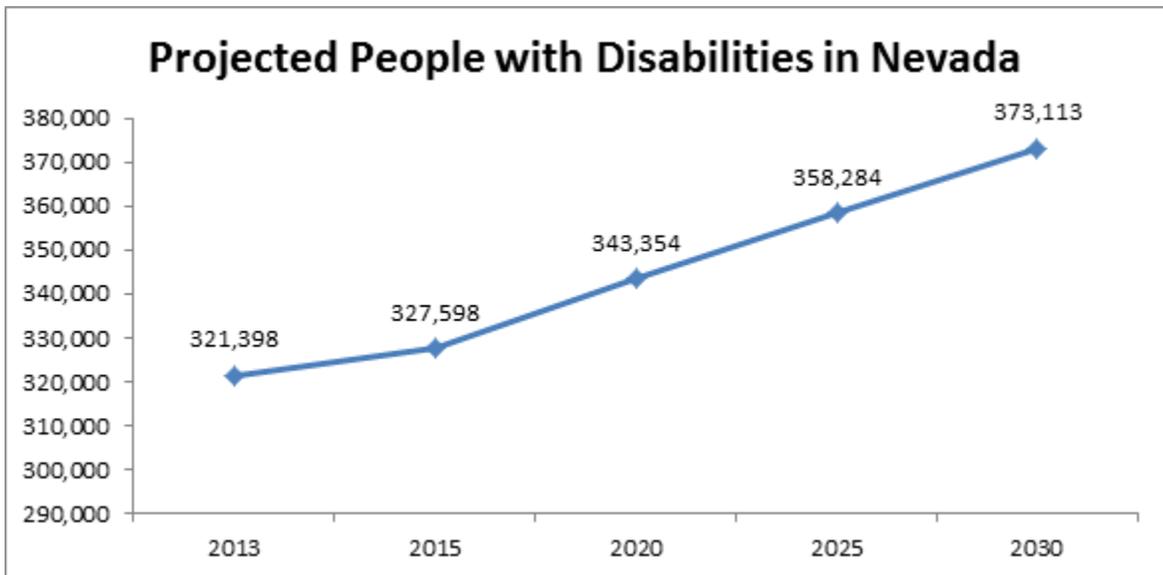
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**4. PROJECTIONS**

The following are projections to 2030 about demographics of individuals with disabilities in Nevada by county. These projections were prepared based on the 2013 percentages of people with disabilities who are non-institutionalized from the U.S. Census, applied to the projected population of Nevada by county as projected to by the Nevada State Demographer.

**Projected People with Disabilities  
(Non-institutionalized, based on 2013 percentages)**

Projections	People with Disabilities (Non-institutionalized, based on 2013 percentages)				
	2013	2015	2020	2025	2030
<b>Carson</b>	7,573	7,633	8,163	8,733	9,325
<b>Churchill</b>	4,424	4,484	4,748	5,062	5,369
<b>Clark County</b>	213,532	217,551	226,161	234,317	242,760
<b>Douglas</b>	6,247	6,186	6,179	6,258	6,362
<b>Elko</b>	5,165	5,315	5,554	5,630	5,598
<b>Esmeralda</b>	161	180	202	196	176
<b>Eureka</b>	163	167	175	192	213
<b>Humboldt</b>	1,921	2,008	2,061	1,983	1,983
<b>Lander</b>	683	722	707	649	635
<b>Lincoln</b>	642	654	666	672	676
<b>Lyon</b>	8,654	8,765	9,712	10,732	11,591
<b>Mineral</b>	1,163	1,087	1,033	1,067	1,124
<b>Nye</b>	10,158	10,233	10,464	10,702	10,948
<b>Pershing</b>	830	848	845	851	872
<b>Storey</b>	729	733	754	799	848
<b>Washoe County</b>	45,568	46,772	51,047	55,202	59,009
<b>White Pine</b>	1,597	1,637	1,591	1,450	1,321
<b>Nevada</b>	321,398	327,598	343,354	358,284	373,113



## B. KEY THEMES FOR INTEGRATED EMPLOYMENT

### 1. Government as a model employer

As previously mentioned, government plays a key role in advancing opportunities for people with disabilities. The state not only has the legal means to promote, through policies and legislation, the conditions that facilitate the increase in the employment outcomes for people with disabilities, but it is also a substantial employer. Becoming a model employer will directly impact employment outcomes for Nevadans with disabilities.

Having the state as a leader in employment results in two important benefits. First, the state can employ more people simply by modifying its own employment practices. Second, businesses are more likely to hire people with disabilities who have been hired previously by the state. (The National Governors Association Center for Best Practices (NGA Center), 2012).

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### A. STRATEGIES TO INCREASE AND SUPPORT EMPLOYMENT OF PEOPLE WITH DISABILITIES

The state could implement the following strategies to increase and support employment of people with disabilities:

#### **a.1 Making disability employment part of the state workforce development strategy.**

Policies, programs, and investments to support the employment of people with disabilities should prioritize employment as the first option or “Employment First” policies. (The National Governors Association Center for Best Practices (NGA Center), 2012).

More than half of the states in the nation are implementing comprehensive “Employment First” policies. Employment is the first priority and preferred outcome of people with disabilities (Employment First , 2014). Employment First policies are intended to improve employment outcomes among individuals with disabilities by establishing clear principles and practices at the state statute, regulation, and operational levels (Charles R. Moseley, 2009).

Nevada and 16 other states have Employment First-like efforts and initiatives (such as the 2010 Nevada Employment Policy Summit, (Harrington, McKinlay, & Rock, 2010)) but no official Employment First policy stating that integrated employment is the preferred service option (State Employment Leadership Network (SELN), 2014).

The state can also direct state agencies and programs that are currently serving the disabled population to include people with disabilities as part of the workforce and economic development programs (The National Governors Association Center for Best Practices (NGA Center), 2012).

Below are some examples of state workforce strategies that intentionally include people with disabilities (The National Governors Association Center for Best Practices (NGA Center), 2012):

- All Hands on Deck is a strategy used by the State of Minnesota to increase employment for people with disabilities by establishing the state as a model employer of people with disabilities and by making Minnesota’s WorkForce Centers accessible and usable to everyone (Minnesota's Governor Workforce Developmental Council, 2012).
- No Spare Marylander is a workshop model that provides job seekers with disabilities the tools they need to be confident in their job search, such as resume and cover letter building and interviewing skills (Maryland Department of Disabilities).
- Skills2Compete focuses on increasing the skills and competitiveness of Maryland’s workforce including people with disabilities (The National Governors Association Center for Best Practices (NGA Center), 2012).
- Skilled Iowa’s strategy integrates the work conducted by state agencies to train qualified workers with the skills businesses need, and is launching a team of statewide mobility managers who will help job seekers with disabilities solve problems related to transportation (The National Governors Association Center for Best Practices (NGA Center), 2012).

A list of resources that describe how the “Employment First Initiative” is promoting integrated employment within the nation is shown in the following table (Office of

Disability Employment Policy). This list has been excerpted from the Integrated Employment Toolkit developed by the Office of Disability Employment Policy.

Author	Employment First Policies
The State Employment Leadership Network (SELN)	<p><b>Q&amp;As on State Employment First Policies</b></p> <p>This brief reviews what states that have established Employment First policies have done to implement those policies, what resources are provided on the state level, what challenges have been encountered, and what other states should consider as they move toward implementing an Employment First policy. It addresses the specific goals that these states have set for increasing integrated employment.</p>
Bob Niemiec, Don Lavin, and Laura A. Owens	<p><b>Establishing a National Employment First Agenda</b></p> <p>This document includes a collection of resources, publications, and state policy documents concerning Employment First policy and implementation.</p>
The State Employment Leadership Network (SELN)	<p><b>State Employment Leadership Network (SELN) "Employment First" Resource List</b></p> <p>This document includes a collection of resources, publications, and state policy documents concerning Employment First policy and implementation.</p>
The National Association of State Directors of Developmental Disabilities Services (NASDDDS)	<p><b>Workers First</b></p> <p>This article speaks to meaningful employment as part of a full life and how Employment First policies across the country are making community-based employment the standard for people with disabilities. It highlights key provisions in policies currently under consideration across the country.</p>
The Massachusetts Department of Developmental Services	<p><b>Massachusetts Department of Developmental Services 2009 Request for Responses - Qualification of Providers for Employment and Day Supports</b></p>

	<p>The Request for Responses reflects the Massachusetts Department of Developmental Services' Employment First approach to employment when contracting with service providers. It lists acceptable service options for both supported employment and group day services while articulating that the latter should be time limited.</p>
The State of Massachusetts	<p><b>Massachusetts Department of Developmental Services Employment First Policy</b></p> <p>The Massachusetts Department of Developmental Services Employment First Policy, passed in 2010, establishes integrated, consumer-directed employment as the optimal goal for employment of persons with disabilities in the state. It also establishes community-based activities as the ideal setting for non-work hours.</p>
The State of California	<p><b>Overview of California Assembly Bill 287 on Employment First</b></p> <p>This overview of the California legislation explains how the State Council on Developmental Disabilities (SCDD) Employment First Committee would support the development of an Employment First policy for the state.</p>
The Kansas Department of Social and Rehabilitative Services	<p><b>Kansas Employment First Initiative Flyer</b></p> <p>This one-page flyer explains the values behind and goals of the Kansas Employment First initiative, including the recommendations made by the task team for implementing Employment First in Kansas based on other states' experiences.</p>

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Examples of state employment first policies can be found in Appendices VII - XI.

## **a.2 Being a model employer by increasing the number of people with disabilities working in state government**

This strategy involves government increasing the number of people with disabilities to advance employment opportunities for people with IDD. Actions that could be taken are:

- Creating a fast-track hiring process for people with disabilities
- Focusing on retention of these employees

(The National Governors Association Center for Best Practices (NGA Center), 2012):

An executive order that sets a state goal for hiring people with disabilities is a key action that the state could adopt to encourage the increase of employment opportunities for people with disabilities (The National Governors Association Center for Best Practices (NGA Center), 2012).

Complementary strategies to being a model employer also need to be adopted such as ensuring that state websites are accessible (The National Governors Association Center for Best Practices (NGA Center), 2012).

It is worth noting that some actions and policies of many states have failed regarding integrated employment for individuals with disabilities. These include:

- Efforts that lack a sufficient quantity of integrated transition, employment, vocational, and day services and supports for individuals with disabilities.
- Direction of available employment resources to segregated sheltered workshops and day programs rather than to integrated employment services.
- The use of criteria and methods that unnecessarily requires persons with disabilities to attend sheltered workshops and facility-based day programs in order to access and receive employment, vocational, and day services.

(Nevada Governor's Council on Developmental Disabilities, 2014)

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## B. PROGRAMS IN NEVADA THAT SUPPORT EMPLOYMENT FOR PEOPLE WITH DISABILITIES

Two examples of innovative and new programs that support employment for people with disabilities in Nevada are provided below. Please note that these programs are excerpted from the Nevada Position Statement on Integrated Employment titled “Changing Nevada's Employment Landscape—Increasing Integrated Employment Outcomes for Nevadans with Intellectual/Developmental Disabilities” (Nevada Governor's Council on Developmental Disabilities, 2014).

- The Customized Employment Project: is a person-centered approach to create positions in Nevada businesses based on the job seeker's strengths, interests, and skills. This is made possible through collaboration between the Nevada Center for Excellence in Disabilities (NCED), Bureau of Vocational Rehabilitation (BVR), and the DHHS Developmental Services' Sierra Regional Center (SRC) on the Customized Employment Project.
- The Nevada Career Development Academy: is a collaborative effort between High Sierra Industries (community provider), SRC, and BVR to provide intensive soft skills development to prepare Nevadans with IDD to leave facility-based centers and join the mainstream workforce with the ultimate goal of achieving competitive employment (Nevada Governor's Council on Developmental Disabilities, 2014).

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## C. THE NEED AND CHALLENGES OF TRANSITION FROM SHELTERED WORKSHOPS TO INTEGRATED EMPLOYMENT

Lack of emphasis on integrated employment outcomes within state IDD agencies has been identified by experts as an issue that leads to poor employment outcomes (Butterworth, et al., 2014).

The federal government has increased pressure to support giving people with IDD the opportunity to work in community-based, competitive employment settings. Some actions that states can include:

- Ensure there are jobs available as sheltered workshops close

- Provide information and support to employees and their families to understand the process and next steps
- Ensure wages are adequate and appropriate

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#### D. SUPPORT COLLABORATION

States can provide a leadership role in ensuring that various agencies serving people with disabilities incorporate employment goals and work collaboratively to share expertise and resources. These changes promote a seamless training and employment experience.

Collaboration between agencies, including public vocational rehabilitation agencies and departments of developmental disabilities, mental health, welfare education, and labor, is critical to developing a system of employment and training that addresses the needs of employers as well as the desires of people with disabilities (The National Governors Association Center for Best Practices (NGA Center), 2012).

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#### E. SUPPORT ENTREPRENEURS WITH DISABILITIES

As an alternative to full-time employment the state should consider promoting self-employment opportunities for people with disabilities that will give them flexibility over their workplace and schedule, which are common barriers to full-time employment (The National Governors Association Center for Best Practices (NGA Center), 2012). The following actions could be taken for that purpose:

- **Include resources and services through vocational rehabilitation for entrepreneurs starting and running their own businesses**

The Industry-Driven Support model launched in Alaska to encourage low-income individuals with disabilities to become entrepreneurs is a good example. This program offers training sessions on a specific business topic, networking sessions on building social capital, and one-on-one business support to entrepreneurs in a specific industry (The National Governors Association Center for Best Practices (NGA Center), 2012).

- **Certify disability-owned businesses**

The state can partner with the U.S. Business Leadership Network, which offers the USBLN® Disability Supplier Diversity Program® (DSDP), the nation's leading third-party certification program for disability-owned businesses. (The US Business Leadership Network® (USBLN®), 2014). The state can also designate “disability-friendly businesses” to promote self-employment opportunities (The National Governors Association Center for Best Practices (NGA Center), 2012).

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## 2. Businesses as an employer and partner

The business community is the largest employer in Nevada and represents a significant opportunity to improve employment outcomes for people with disabilities. Businesses throughout the nation and in Nevada have expressed their willingness to hire individuals with disabilities, and in some cases they have launched initiatives with that purpose and reported an increase in their productivity.

However, finding more companies interested in hiring people with disabilities and engaging them in the integrated employment goals requires understanding the business perspective and educating firms about the unique barriers that people with disabilities face. Government should act as a long-term support and resource for businesses.

Businesses are not interested in hiring a candidate with disabilities to meet the state's need but *are* interested in hiring to meet their own. To be successful in finding and engaging more businesses in integrated employment, it is essential to change the government approach to businesses. Governments should not approach businesses about employing people with disabilities by appealing to their corporate responsibility, but by showing them how hiring people with disabilities will meet the company's needs (The National Governors Association Center for Best Practices (NGA Center), 2012). Providing education and support to businesses that work with people with disabilities is essential to improving outcomes related to integrated employment.

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### A. HOW TO FIND PEOPLE WITH DISABILITIES AND ENGAGE MORE BUSINESSES IN THE INTEGRATED EMPLOYMENT EFFORTS

#### *How to find people with disabilities*

Disabilities providers are good channels for identifying new resources. For example:

- Project Ability: is a national program launched by Manpower Group to transition people with disabilities into sustainable employment with leading employers nationwide (The National Governors Association Center for Best Practices (NGA Center), 2012).

*How to engage more businesses in integrated employment efforts*

For the purpose of finding more businesses interested in hiring people with disabilities, the state can encourage state agencies to apply the same strategies that promote employment for other populations of workers (The National Governors Association Center for Best Practices (NGA Center), 2012). Effective strategies include:

- **Dedicate staff with business expertise who can make the business case**

The National Employment Team (NET) is a national network of 80 public Vocational Rehabilitation (VR) programs. Participants in NET include Walgreens, Safeway, and Microsoft as well as public-sector employers such as the Internal Revenue Service and the U.S. Department of Transportation (The National Governors Association Center for Best Practices (NGA Center), 2012).

The partnership facilitates access to increase employment opportunities as well as on-the-job or business-based training and supported employment and retention services (The National Governors Association Center for Best Practices (NGA Center), 2012).

The partnership is dedicated to:

- Identifying employers
- Assessing their needs
- Matching those needs to the skills of people with disabilities who receive training and assessment from the associated vocational rehabilitation training component (The National Governors Association Center for Best Practices (NGA Center), 2012).

Other actions that could be adopted to support businesses are:

- Assigning one point of contact from the state to work with employers over the long term
- Providing skills assessment and training
- Navigating the complexities of benefits related to workers with disabilities (The National Governors Association Center for Best Practices (NGA Center), 2012).

The following are two key components for state agencies to focus on in making the business case for employing people with disabilities:

- *Approach businesses about employing people with disabilities with a proposition on the value they will bring, not with an appeal to their corporate responsibility* (The National Governors Association Center for Best Practices (NGA Center), 2012).

Many states are encouraging their state agencies to focus on how employing people with disabilities meets a business need by dedicating staff with business expertise to be the point of contact for employers. Some states have synthesized the business case and provided answers to anticipated questions in materials designed for a business audience.

- *Anticipate questions from businesses about their concerns for employing people with disabilities* (The National Governors Association Center for Best Practices (NGA Center), 2012).

Answering these questions in a timely and appropriate way enables states to be good partners to businesses. A summary of responses that states can use to address common concerns that businesses have about employing people with disabilities is in Appendix VI: Questions from Business About Employing People with Disabilities.

- **Work with multiple businesses within a sector**

Instead of working with one business within a sector (for example, financial, health care, or manufacturing), the sector strategy encourages state agencies to work with multiple businesses at a time (The National Governors Association Center for Best Practices (NGA Center), 2012).

Some examples of this strategy are:

- The Industry-Specific Training and Placement Program (ISTPP): was launched in Connecticut within its Department of Rehabilitation Services to work closely with employers in clusters to meet specific industry needs. The program helped to support Walgreens by supplying qualified workers with disabilities and then helped to meet future hiring needs of other retail businesses such as CVS, HomeGoods,

Lowe's, Mohegan Sun Casino, and others in the retail sector. Currently, Connecticut is looking to incorporate the strategy in the state's economic development plan (The National Governors Association Center for Best Practices (NGA Center), 2012).

- The Retail Employees with Disabilities Initiative (REDI) Program: is an expansion of the Walgreens' successful model for employing people with disabilities to 8,000 retail stores across all states (The National Governors Association Center for Best Practices (NGA Center), 2012).

- **Include small businesses**

The state should ensure that state agencies include small businesses in disability employment efforts. For example:

- The Minnesota Chapter of the U.S. Business Leadership Network: In Minnesota the state is using an existing business network called the Minnesota chapter of the U.S. Business Leadership Network, which is part of a national business-to-business network of employers interested in hiring people with disabilities, to dedicate more time to working with small and mid-sized companies, especially in rural areas (The National Governors Association Center for Best Practices (NGA Center), 2012).
- Add Us In Initiative: is an initiative sponsored by the U.S. Department of Labor's Office of Disability Employment Policy (ODEP) designed to identify and develop strategies to increase employment opportunities for individuals with disabilities within the small business community (included are businesses that are owned and operated by people with disabilities) (United States Department of Labor - Office of Disability Employment Policy, 2014).
- The Disability-Inclusive Small Business California Consortium: is a consortium in which its members work together to link employers, recent graduates, college students, and veterans with disabilities to small and medium-sized businesses offering employment and internship opportunities (The National Governors Association Center for Best Practices (NGA Center), 2012).

## B. STRATEGIES TO PROVIDE WORK EXPERIENCE TO STUDENTS WITH DISABILITIES

Understanding the business perspective is very important when defining the way businesses will participate in integrated employment. It is important to develop a workforce of people with disabilities that offers skilled workers capable of meeting a business need. Training and work experience are crucial factors in preparing people with disabilities to enter the labor market.

Listed below are several different models and strategies that states are implementing in collaboration with the business community to provide work experiences to students with disabilities that align closely with business needs:

- **Offer a hybrid of classroom and work-based education**
  - Project SEARCH: Provides classes in job readiness and hands-on work experience onsite at businesses to students with intellectual and developmental disabilities (The National Governors Association Center for Best Practices (NGA Center), 2012).
- **Focus on careers in high-tech and science, technology, engineering, and math (STEM) fields**
  - High School/High Tech (HS/HT) model: Provides students with disabilities career readiness services and helps them explore and gain technical work experience in science, technology, engineering, and math (STEM) fields (The National Governors Association Center for Best Practices (NGA Center), 2012).
- **Offer time-limited, supported employment transition experience and reimburse employers for students' training costs**
  - Oklahoma's Department of Rehabilitation Services: Offers a one-semester, supported employment opportunity for youth with disabilities as they transition from school to a permanent job, giving the students high school credit for it.
  - The Wisconsin Department of Vocational Rehabilitation (DVR): Reimburses employers for the costs associated with training a young person in a job up to 100 percent of wages for up to 500 hours.

- Let's Get to Work: This Wisconsin program provides students with disabilities training and assistance on topics such as job development, job support, person-centered planning, and customized employment.
- In Wake County (North Carolina): The career development coordinators organize two countywide career-day events each year to give students, including those with disabilities, opportunities to learn about a variety of career options and meet directly with business representatives (The National Governors Association Center for Best Practices (NGA Center), 2012).

Effective career-readiness services for youth with disabilities involve collaboration and cooperation among:

- The state's vocational rehabilitation agency and department of education
- Local school districts and individual schools
- The local business community (The National Governors Association Center for Best Practices (NGA Center), 2012)

Some examples of effective collaboration and cooperation are:

- Arkansas' Transition Services Program: Assigns vocational rehabilitation transition counselors to work with the local business community to provide job training opportunities for students with disabilities (The National Governors Association Center for Best Practices (NGA Center), 2012).
- Minnesota's E-Connect Program: This program connects high school students with disabilities to members of the business community to establish a time-limited mentoring relationship that takes place mostly by email (The National Governors Association Center for Best Practices (NGA Center), 2012).

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#### C. PROGRAMS RELATED TO EDUCATION AND INTEGRATED EMPLOYMENT IN NEVADA

Below is a list of some innovative and new programs related to education and integrated employment that are taking place in Nevada:

- The Customized Employment Project: is a person-centered approach to creating positions in Nevada businesses based on the job seeker's strengths, interests, and skills.

This is made possible through collaboration between the Nevada Center for Excellence in Disabilities (NCED), Bureau of Vocational Rehabilitation (BVR), and DHHS Developmental Services' Sierra Regional Center (SRC) on the Customized Employment Project.

- The Washoe County School District (WCSD): is working with partners BVR and Vocational Opportunities for Inclusive Career Education (VOICE) to provide students with hands-on activities in the business community, public transportation skills, and vocation-related classroom assignments in order to secure an integrated job for competitive wages (Nevada Governor's Council on Developmental Disabilities, 2014).
- Project SEARCH: is a Clark County School District (CCSD) school-to-work program that is a partnership between University Medical Center (UMC), CCSD, and BVR and takes place exclusively at UMC. The program model is an integrated work setting where students work as interns in various departments within the hospital. The program is designed to assist students with disabilities to transition from school to work while obtaining necessary work skills in order to eventually become competitively employed.

(Nevada Governor's Council on Developmental Disabilities, 2014)

A list of employers that employ people with disabilities can be found in Appendix XVII: Examples of employers in Nevada.

Nevada employment resources for people with disabilities can be found in Appendix XIV.

#### D. IMPORTANT GOVERNMENT SUPPORTS IDENTIFIED BY BUSINESS TO HIRE PEOPLE WITH DISABILITIES

The state should act as a reliable and long-term partner to businesses. Many businesses are willing to hire people with disabilities and they want to partner with government throughout the recruitment, hiring, retention, and advancement process. There are a number of supports that businesses have identified as important that the state should provide:

- **One point of contact**

To improve interaction between businesses, workers, and the state, the state should provide one point of contact, and encourage that contact to communicate regularly. This is one of the most important elements requested by businesses to state government, and it was consistently identified as a factor of success across successful programs (The National Governors Association Center for Best Practices (NGA Center), 2012).

Having a “go to” person benefits workers and employers. For workers, having one point of contact simplifies efforts when navigating the agencies that support people with disabilities, such as Medicaid, assistive technology, and vocational rehabilitation. For employers, it would be an easier way to find and hire workers with disabilities (The National Governors Association Center for Best Practices (NGA Center), 2012). For example:

- AskEarn is a technical assistance center run by the U.S. Department of Labor and Cornell University. This center gives employers of people with disabilities the opportunity to talk with a specialist (The National Governors Association Center for Best Practices (NGA Center), 2012).
- The U.S. Business Leadership Network (USBLN) is a business-to-business networking association that connects more than 3,000 businesses that employ people with disabilities (The National Governors Association Center for Best Practices (NGA Center), 2012).

- **Focus on skills and assessment**

The state should focus on skills assessment and training of workers with disabilities to meet businesses’ needs, given that skills are among the biggest concerns of businesses in hiring a new candidate. A screened and trained candidate to meet businesses’ needs is more likely to be hired by a business (The National Governors Association Center for Best Practices (NGA Center), 2012).

To support businesses the state should provide job coaches, when appropriate, for individuals who otherwise would not be able to work in an integrated setting, providing

specialized on-site coaching to the worker and helping modify the work environment, if necessary (The National Governors Association Center for Best Practices (NGA Center), 2012).

The state should be responsive to assist with other accommodations as necessary.

An example of how simple action by the state or a jurisdiction can help employ people with disabilities was shared by Connecticut Governor Dan Malloy.

“Walgreens didn’t ask for much,” he said, but the company’s employees with disabilities were having trouble getting to work because of access to transportation. A bus stop in front of the Walgreens location made the difference between the workers’ employment and unemployment (The National Governors Association Center for Best Practices (NGA Center), 2012).

Business should be aware that on average accommodations are typically minor and cost \$500 or less. In addition, technology is making accommodations even less expensive and more discrete (The National Governors Association Center for Best Practices (NGA Center), 2012).

Further, the state can help ensure that businesses and individuals have the information they need about assistive technology, including cost, which can be the biggest uncertainty for employers and employees. For example, Maryland operates the Assistive Technology Loan Program, which provides low-interest loans to purchase assistive technology or make home modifications for people with disabilities (The National Governors Association Center for Best Practices (NGA Center), 2012).

- **Navigate the complexities of benefits**

The state should ensure that individuals, families, and employers learn about benefit options for people with disabilities by providing them easy-to-understand resources such as online portals explaining the options for different benefit programs. The state could provide user-friendly websites, one-stop portals for people with disabilities of all types as well as information about what will happen to benefits of people with

disabilities when they are employed (The National Governors Association Center for Best Practices (NGA Center), 2012).

An example of this strategy is:

Connect-Ability: Connecticut's single point of entry for all information related to employing people with disabilities is used by employers, job seekers, service providers, school systems, and school counselors. Connect-Ability is also a distance-learning initiative, with online courses addressing barriers specific to people with disabilities. It includes other free online training on soft skills, benefits counseling, assistance resources for independent living, disclosure of disability, and financial literacy (The National Governors Association Center for Best Practices (NGA Center), 2012).

- **Professional Development**

Appropriate assistance is needed for both Direct Service Professionals (DSPs) and Job Developers to improve outcomes for job seekers with disabilities. DSPs can benefit from consistent use of best and promising practices. Professional development focused on more training may be needed to help DSPs address the personal needs of people with disabilities (Butterworth, et al., 2014) and to find job openings, engage employers to hire, and negotiate job responsibilities with an employer.

Best practices exist for person-centered career planning, customized employment, job creation, and self-employment, but the use of these practices is limited (Butterworth, et al., 2014).

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### 3. Early and timely school assessment and planning for transitions

The Individuals with Disabilities Education Act (IDEA), the American Disabilities Act (ADA), and the K–12 education system provide important opportunities to identify students with disabilities and create post-secondary educational plans and career opportunities (The National Governors Association Center for Best Practices (NGA Center), 2012).

There are a number of issues that lead to poor employment outcomes. These issues include:

- Inadequate collaboration between the adult disability and education systems
- Limited vocational experiences in school
- Inadequate support to transition directly to jobs in the community (Butterworth, et al., 2014).

Commonly, transition and career-readiness services for youth with disabilities start at high school. However, research suggests that providing these services earlier leads to better outcomes in employment for people with disabilities. Ensuring these services are provided from middle school on will begin shifting expectations toward work and a career.

To improve outcomes in employment for people with disabilities, career readiness should begin in kindergarten through 12th-grade (K–12) education and be supported at colleges and universities and as students transition to work (The National Governors Association Center for Best Practices (NGA Center), 2012).

Transition-aged youth (commonly define as individuals between the ages of 16 and 25 years, (Kenney & Gillis)) continue to face challenges as described in “StateData: The national report on employment services and outcomes” (Butterworth, et al., 2014).

Similar to the adult population with disabilities, youth and young adults with disabilities lag behind their peers without disabilities in measures of education, employment, and economic well-being (Butterworth, et al., 2014). Nationally, compared to youth without disabilities, students with disabilities are:

- Less likely to receive a regular high school diploma
- Twice as likely to drop out of school
- Likely to enroll in and complete postsecondary education programs at half the rate

- Considerably less likely to be employed than their peers at two years post-high school
  - More likely to have problems with employment outcomes as they increase in age.
- (Butterworth, et al., 2014)

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#### A. STRATEGIES TO INCLUDE PEOPLE WITH DISABILITIES INTO THE WORKFORCE

The following strategies can be implemented to include individuals with disabilities into the workforce (The National Governors Association Center for Best Practices (NGA Center), 2012):

- **Incorporating career-readiness content into educational curriculum**

People with disabilities commonly have low expectations about pursuing a career and getting a job. To change these low expectations about their future it is crucial to incorporate career-readiness content into the educational curriculum and make people with disabilities plan on working and launching a career (The National Governors Association Center for Best Practices (NGA Center), 2012).

- **Linking state colleges' and universities' disability services with career services**

Coordination and collaboration between state colleges' and universities' disability services and career services are essential to improving employment opportunities for people with disabilities. Usually disability services at colleges and universities are focused on meeting federal requirements related to accessibility and accommodations for people with disabilities and don't provide additional services such as counseling and career services (The National Governors Association Center for Best Practices (NGA Center), 2012).

- **Providing students with specific knowledge and skills to be successful**

People with disabilities face unique barriers. It is important to improve employment outcomes by offering support they need to successfully enter the workforce. For example, many students with disabilities do not receive the same kind of career preparation as their non-disabled peers (The National Governors Association Center for Best Practices (NGA Center), 2012).

- **Hands-on work experience during high school**

Hands-on work experience during high school and integrated occupational and special education help youth with disabilities to find competitive jobs (The National Governors Association Center for Best Practices (NGA Center), 2012).

Models and strategies that states are implementing in collaboration with the business community to provide work experiences to students with disabilities were referred to on page 27 under “Strategies to provide work experience for people with disabilities.”

B. STRATEGIES TO INCORPORATE CAREER-READINESS PLANNING INTO CLASSROOM

Incorporating career-readiness planning into the classroom at an early age is the most important step in preparing youth with disabilities for the workforce. The following strategies can be used to pursue that goal (The National Governors Association Center for Best Practices (NGA Center), 2012).

- **Integrate youth with disabilities in existing state efforts to improve college and career readiness**

Some initiatives regarding this strategy are:

- In Kentucky’s Operation Preparation, every student in 8th and 10th grade, including those with a disability, meet one on one with a trained volunteer community advisor to discuss his or her career aspirations (The National Governors Association Center for Best Practices (NGA Center), 2012).
- In North Carolina, career development coordinators are responsible for coordinating career development services for students in local schools and districts (The National Governors Association Center for Best Practices (NGA Center), 2012).
- In Wake County, North Carolina, two countywide career day events each year give students, including those with disabilities, opportunities to learn about a variety of career options and meet directly with business representatives (The National Governors Association Center for Best Practices (NGA Center), 2012).

- **Co-locate vocational rehabilitation counselors and services in high schools**

Effective career-readiness services for youth with disabilities involve collaboration and cooperation among:

- The state's vocational rehabilitation agency and department of education
- Local school districts and individual schools
- The local business community (The National Governors Association Center for Best Practices (NGA Center), 2012)

Some examples of this kind of collaboration are:

- Arkansas' Transition Services Program assigns vocational rehabilitation transition counselors to work with:
  - High school students and their teachers to discover students' career interests and life goals
  - Families to support students' career development (The National Governors Association Center for Best Practices (NGA Center), 2012)
- Rhode Island's partnership with the Educational Collaboratives and the five Regional Vocational Assessment Centers (RVACs) provides students with disabilities access to comprehensive vocational assessments and allows them to learn about their interests, skills and abilities. The assessments assist the Office of Rehabilitation Services (ORS) in recommending strategies to students on how to best move into employment or postsecondary education (The National Governors Association Center for Best Practices (NGA Center), 2012).
- Early Start to Supported Employment provides schools with access to specific information that they can include in a student's Individual Employment Plan to better align the career-preparation activities they receive in school with what is needed to be successful in employment (The National Governors Association Center for Best Practices (NGA Center), 2012).

- **Provide other career-readiness and career exploration services, such as career and job fairs, job shadowing, and career-focused mentoring.**

Career-focused mentoring is a strategy that provides students with more customized support based on their unique career interests by matching them with a variety of career opportunities.

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### C. HELPING PEOPLE WITH DISABILITIES FIND THEIR BEST PLACEMENT

Helping people with disabilities to find meaningful employment is not very different from working with any other jobseeker. People with disabilities need to have a clear idea of the type of job they would like to have, consider their best working environment, and benefit from personal, professional, and other networks to connect to leads and opportunities (Institute for Community Inclusion).

Many people need to explore careers before they have a clear idea about what they want to do and where they will excel. Career exploration gathers information about the person's interests and skills as well as personal characteristics and strengths. There are many assessment tools available (some online) that can help job seekers and their supporters to match skills and interests to paying jobs and careers. Organizations and agencies can be very helpful with job exploration, providing additional information about open jobs in the community, assistive technologies available, and transportation opportunities.

Good placements start with good plans. Job coaches and others can help people with this aspect of their search. However, it is critical that the job-seeker stay at the center of planning, driving the decision making. The belief that the job-seeker "must be the primary director of his or her career" is at the core of what is called person-centered career planning (Institute for Community Inclusion, 2003), and is a very important concept related to helping people find and maintain meaningful employment. Person-centered planning also focuses on what the job seeker wants to do rather than on his or her limitations (Institute for Community Inclusion, 2003). Some of the key elements for those assisting people include:

1. Focus on helping the person identify needs, choices, desires and dreams
2. Identify options that fit well with the job seeker's personal vision
3. Take a guiding and supporting role (not a decision-making role)

4. Engage family, friends and community resources to generate career leads and contacts
5. Consider relevant multicultural issues (Institute for Community Inclusion)

Ideally, the job search leads to personally satisfying and productive employment. However, sometimes job seekers, including those with disabilities, need to consider different strategies to get their ideal position. These steps may include volunteering, experimenting with job shadowing, trying new types of jobs, and continuing to actively search (Ciulla Timmons, Hammer, & Bose, 2003).

One of the other critical components to meaningful employment is continued planning and development. This means that “the job” is just a first step. The job seeker should engage in continual assessment and evaluation to identify whether changes have taken place that impact the job fit, as well as personal and employer satisfaction. If changes are warranted or if dissatisfaction exists, a modification may be needed. Again, job coaches in organizations and agencies can be very useful, helping to identify new opportunities and assisting with the dialogue and changes (Institute for Community Inclusion, 2003).

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#### D. PROGRAMS RELATED TO EDUCATION AND INTEGRATED EMPLOYMENT IN NEVADA

Examples of innovative new programs are provided below. Please note that these programs are excerpted from the Nevada Position Statement on Integrated Employment’s “Changing Nevada’s Employment Landscape—Increasing Integrated Employment Outcomes for Nevadans with Intellectual/Developmental Disabilities.”

- The Program Approach to Career Employment (PACE) and Post-Secondary Opportunities for Transition (POST): enables students to transition from school-to-work while obtaining necessary work skills through The Clark County School District (CCSD).
- Project SEARCH: is a CCSD school-to-work program. The program model is an integrated work setting where students work as interns in various departments within a hospital.
- The Job Discovery Program (JDP): is offered through Opportunity Village (a community provider) and CCSD. Students rotate at worksites where they “try out” assorted jobs such as food service, retail, child care, custodial services, art, animal care, and customer service. It provides intensive vocational training in a natural work environment to CCSD (Nevada Governor’s Council on Developmental Disabilities, 2014).

- Community Based Career Exploration Summer Camp (CBCESC): assists in determining each student's community based employment site. During the week of camp students divide their day between work experiences at their community based job site, mobility orientation and transportation skills, resume writing, job applications, interview skills, self-advocacy, and vocation-related classroom assignments (Nevada Governor's Council on Developmental Disabilities, 2014).
- The Path to Independence Program: is a pilot postsecondary program for students with IDD and is a collaborative project between the University of Nevada (UNR), Aging and Disabilities Services Division (ADSD), and BVR that began in the fall semester of 2013 (Nevada Governor's Council on Developmental Disabilities, 2014).

The Designated State Unit (Rehabilitation Services Program) also has provisions for personnel development required under the IDEA. Some examples as stated in the Nevada State Plan for Rehabilitation Services include:

- The Nevada DSU and the Nevada Department of Education, Office of Special Education, Elementary and Secondary Education and School Improvement Programs have an Inter-local Contract, which contains provisions for the joint training of vocational rehabilitation staff and special education personnel.
- The DSU currently is working with the school districts to provide for joint in-service training coordinated by local vocational rehabilitation offices. The local offices work with special education departments and technical and career education programs for the establishment of pre-vocational coordinated activities. Future plans include an increased effort for outreach to all students with disabilities, including students with disabilities who are not enrolled in special education.
- In rural counties VR is providing work readiness training at Battle Mountain High School and community-based assessment training and on the job training at Lowry High School in Winnemucca. VR also provides services to the high schools in Wells and West Wendover, and provides vocational counseling and guidance for potential training for college with the Indian tribe in Owyhee. In Carson City, three students have been working in a community-based assessment at Western Nevada College.
- The Bureau of Services to the Blind and Visually Impaired (BSBVI) staff provides ongoing assistive technology training in southern Nevada for special education

teachers so that they can provide this training to students who are blind or visually impaired.

- Statewide, BSBVI and BVR staff attend transition team meetings with local schools and school districts to provide ongoing orientation and education regarding vocational rehabilitation services, as well as having co-located offices with school district personnel in Washoe and Clark Counties.
- Clark County School District's Transition Staff members offer a regional conference bi-annually to the community called "Students Talking About the Real World" (STAR). STAR is a program that is designed to educate families, students, and professionals about transition services available in Clark County. BSBVI and BVR are two of many agencies that participate in this program. The transition counselors provide information about services to assist students transitioning from school to adult life.
- The DSU and the Nevada System of Higher Education mutually developed and implemented an inter-local contract designed to facilitate the delivery of higher education opportunities to eligible students.
- The DSU is a member of the Interagency Transition Advisory Board (ITAB). The Board provides information and research regarding issues relating to transition students in Nevada. The DSU Administrator is a legislatively mandated board member.
- The DSU is a member of the Nevada Department of Education's Nevada Transition Advisory Committee. Their mission is to educate legislators, provide awareness campaigns to the public regarding students with disabilities, assist with self-advocacy, train providers and employers, and build networks. Members of the Committee are experts in transition services and provide recommendations around best practices and compliance in transitional services.

(State of Nevada, 2013)

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#### 4. A cultural shift

To improve employment outcomes for people with disabilities, it is critical to address the traditional paradigm of “prepping young individuals with disabilities for a life of benefits” and change it to “prepping young individuals with disabilities to a life of work.”

The foundation for systems change includes shifts in thinking and practices. One of the challenges for system change as described in “StateData: The national report on employment services and outcomes” is that state and federal policies do not consistently prioritize employment. Few of the resources for Americans with disabilities encourage or reward integrated community employment (Butterworth, et al., 2014).

State policies and strategies should promote the inclusion of individuals with disabilities to the workforce by making integrated employment a priority, and using the same strategies used with the broader workforce to promote a cultural shift throughout state government.

For more than a century, sheltered workshops have been used as centers where individuals do contract work for local companies. Changing from this to integrated employment creates both challenges and opportunities (Sapong, 2014). In many states where this transition has begun, families have expressed concern about the changes to employer support, transportation, and other issues (Mathews, 2014).

To address challenges and achieve placements that are in the highest and best interest of the individual, the state can get to know job seekers, spend time with individuals in community settings, and work with families.

Nationally, the most important initiative for a cultural shift is Employment First. Policies of Employment First focus on funding and resource allocation for training, daily assistance, and even the provision of residential supports to achieve employment. The overall purpose is to strengthen the capacity of all individuals receiving publicly financed supports to enter the workforce and become contributing members of society by prioritizing employment (Charles R. Moseley, 2009).

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#### A. STRATEGIES TO INCLUDE YOUTH WITH DISABILITIES IN THE WORKFORCE

In addition to the three strategies previously referred to in “Early and timely schools assessment and planning for transitions,” a fourth strategy is to include youth with disabilities in the workforce and to link state colleges’ and universities’ disability services with career services (The National Governors Association Center for Best Practices (NGA Center), 2012).

The Individuals with Disabilities Education Act (IDEA), the American Disabilities Act (ADA), and the K–12 education system have created a world of changing expectations for people with disabilities that instills a goal of attending college and drives them to enroll in rigorous academic courses that will prepare them for college.

To balance the conditions of individuals with disabilities with those of people with no disability, states need to play an important role by implementing changes that address barriers to employment (The National Governors Association Center for Best Practices (NGA Center), 2012).

Supporting businesses that employ people with disabilities is also important to improve outcomes in employment for people with disabilities. All stakeholders must understand that businesses want to hire workers that meet their needs and not the needs of the state. The state should approach businesses that are interested in hiring people with disabilities by showing them the value they bring to the business. The state should ensure that youth with disabilities are being prepared for careers that use their full potential, providing employers with a pipeline of skilled workers.

A state government that sends a strong message to state agencies, educators, businesses, and parents about the importance of encouraging youth with disabilities to expect employment and a career will help create a cultural shift (The National Governors Association Center for Best Practices (NGA Center), 2012).

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#### B. SHIFT THINKING FROM DISABILITY TO ABILITY

In the past, state policies and cultures focused on taking care of people with disabilities through human services agencies. In moving toward a culture of ability, Nevada could join

other states in adopting the Employment First approach and using the same strategies for people with disabilities that are used with the broader workforce (The National Governors Association Center for Best Practices (NGA Center), 2012).

The state could ensure that more people with disabilities are working and less are relying on benefits, by changing the way state policies affect employment for people with disabilities. Including disability employment efforts as part of a broader workforce strategy can increase employment for people with disabilities. It is crucial to change the philosophical approach by focusing on the person’s ability and co-locating disability services at workforce one-stops (America’s Job Centers) so that people with disabilities are included in the workforce system.

The chart below shows how to shift disability employment efforts into a broader workforce strategy (The National Governors Association Center for Best Practices (NGA Center), 2012):

Move From	Move To
Defining a person by their disability	Defining a person by their ability
Defining success as matching a person to benefits and a subsistence check	Defining success as matching a person to a job with benefits and a paycheck
Fragmenting disability employment efforts in silos across multiple agencies separate from similar efforts for other populations	Directing workforce development, economic development, and education and human service agencies to collaborate on a workforce strategy for all populations
Running the disability employment efforts on the margins of workforce and economic development policy with little executive-level attention	Running disability employment as an executive-level priority directly tied to the state’s workforce and economic development agenda

States are changing the philosophical approach by adopting Employment First policies either through an executive order or legislation to shift state policies and investments toward integrated employment as a first priority for people with disabilities. For example:

- Working Age Adult Policy: was adopted in Washington in 2004 for adults with developmental disabilities to pursue employment and earn a living wage. This policy is credited for spurring the Employment First movement across the United States (The

National Governors Association Center for Best Practices (NGA Center), 2012). See Appendix VII: Washington Working age adult policy for more detail.

Examples of Employment First policies and legislation are found in Appendix VIII: Massachusetts' employment first policy, Appendix IX: Connecticut's employment first policies, Appendix X: Delaware's employment first legislation (TEXT OF HOUSE BILL 319), and Appendix XI: Illinois' employment first legislation.

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#### C. PROGRAMS RELATED TO EDUCATION AND INTEGRATED EMPLOYMENT IN NEVADA

Innovative and new programs related to the cultural shift taking place in Nevada were previously noted under programs in "Government as a model employer" (page 15) and "Early and timely school assessments and planning for transitions" (page 33).

Nevada is eligible to receive funds to implement programs through the U.S. Department of Labor's Office of Disability Employment Policy (ODEP). In an effort to make employing people with disabilities part of a broader state workforce strategy, ODEP recommends that states adopt an "Employment First" approach, which promotes community-based, integrated employment at the minimum or prevailing wage, whichever is greater. ODEP offers resources to states to do this work (The National Governors Association Center for Best Practices (NGA Center), 2012).

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## 5. Coordinated schools and economic development authorities

People with disabilities face unique barriers such as low expectations for their future and lack of work-based experience. Students with disabilities may not expect to get a job after they leave high school, and many of them do not receive the same kind of work-based experiences as their non-disabled peers. It is important to improve employment outcomes by offering individuals the support they need to successfully enter the workforce (The National Governors Association Center for Best Practices (NGA Center), 2012). Limited development of self-determination and career-related decision-making skills lead to poor employment outcomes for people with disabilities. (Butterworth, et al., 2014).

The state should encourage close coordination between schools and economic development authorities to help students with disabilities plan their careers and develop the right skills they need to enter in the workforce. In order to include youth with disabilities in the workforce the state can promote linking state colleges' and universities' disability services with career services and provide students with specific knowledge and skills to be successful. Postsecondary institutions are good resources to target career services to students with disabilities.

Many states are also expressing interest in connecting disability employment efforts to the state's economic development efforts (The National Governors Association Center for Best Practices (NGA Center), 2012).

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### A. STRATEGIES TO PROVIDE WORK EXPERIENCES TO STUDENTS WITH DISABILITIES

The following models and strategies are implemented by states in collaboration with the business community to provide work experiences to students with disabilities that align closely with business needs:

- **Prioritize work experience programs for students with learning disabilities**

The following is a transition program implemented by Pittsburgh Public Schools in Pennsylvania in order to give students work experience.

- Start on Success program: Through this program, vocational rehabilitation counselors from the Office of Vocational Rehabilitation (OVR) help program staff provide career exploration and transition services to youth with learning disabilities.

- **Co-locate vocational rehabilitation counselors and services in high schools**

Effective career-readiness services for youth with disabilities involve collaboration and cooperation among:

- The state’s vocational rehabilitation agency and department of education
- Local school districts and individual schools
- The local business community (The National Governors Association Center for Best Practices (NGA Center), 2012)

Some examples are:

- Rhode Island’s partnership provides access to students with disabilities to comprehensive vocational assessments and allows them to learn about their interests, skills and abilities (The National Governors Association Center for Best Practices (NGA Center), 2012).
- Early Start to Supported Employment is a program that facilitates constant communication among state and local agencies along with supported employment service providers and families (The National Governors Association Center for Best Practices (NGA Center), 2012).
- Mississippi collaboration facilitates a relationship between the student and the vocational rehabilitation system and allows students to experience transition services in a familiar setting to increase their comfort level (The National Governors Association Center for Best Practices (NGA Center), 2012).
- Transition services in West Virginia are provided to students as young as 15 years of age through a cooperative agreement between the state’s department of education and Division of Rehabilitative Services (The National Governors Association Center for Best Practices (NGA Center), 2012).

B. PROGRAMS RELATED TO EDUCATION AND INTEGRATED EMPLOYMENT IN NEVADA

Examples of innovative new programs are provided in page 28 under “Businesses as an employer and partner.”

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## 6. Sustainable funding

To improve integrated employment for individuals with disabilities it is very important to leverage limited resources and utilize multiple funding streams. There are many federal sources of funding that currently support people with disabilities. However, many of these sources are underused by states.

The state should ensure that Nevada is fully matching the federal funding for Vocational Rehabilitation, which is approximately 20 percent in state funds to 80 percent in federal-grants funds.

Funding mechanisms vary across states and do not always reflect policy priorities, which is one of the challenges for systems change described in the “StateData: The national report on employment services and outcomes.” Although there is no “best” approach for state employment funding structures there are several key elements for success (Butterworth, et al., 2014). These include:

- Establishing clear goals for rates and contracting structures
- Making changes to funding rates based on the real costs of providing high quality integrated employment
- Convening all agencies that pay for employment services
- Working on systemic change to the funding system

Funding structures, resources, and coalitions to promote integrated employment are found in APPENDIX XII: Funding structures that promote integrated employment and Appendix XIII: Resources and coalitions designed to promote integrated employment for individuals with disabilities.

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### A. STRATEGIES TO ADVANCE EMPLOYMENT OPPORTUNITIES FOR PEOPLE WITH DISABILITIES

The state should implement the following strategies to support businesses that employ people with disabilities:

- **Make the best use of limited resources to advance employment opportunities for people with disabilities**

State agencies can continuously review opportunities for federal support and the possibility of partnerships with federal agencies and the private and nonprofit sectors.

Areas to consider include:

- **Capitalizing on the numerous federal programs**, particularly in:
  - The U.S. Department of Education Office of Special Education (OSERS), which oversees the Rehabilitation Services Administration (RSA)
  - The U.S. Department of Labor’s Office of Disability Employment Policy (ODEP)
  - The U.S. Health and Human Services (HHS) Administration on Community Living
  - The Workforce Innovation and Opportunity Act (WIOA) partners and programs
  - Center for Medicaid and Medicare (CMS)
  - Social Security Administration (programs)

(The National Governors Association Center for Best Practices (NGA Center), 2012):

- **Connecting with private sector and philanthropic resources** in order to complement public-sector funding with short-term pilots, innovative ideas, or evaluations and studies.
- **Maximizing the efforts of disability experts** including advocacy organizations, research institutions, and universities that are engaged in similar activities as state agencies to advance opportunities for people with disabilities, such as recruitment, assessment, services, outreach, and awareness campaigns.

- **Include small businesses**

The state should ensure that state agencies are including small businesses in disability employment efforts, as they create the majority of new jobs (The National Governors Association Center for Best Practices (NGA Center), 2012).

- **Provide easy-to-understand resources for individuals, families, and employers to learn about the benefit options**

The state should provide resources to help individuals, families, and employers navigate the complexities of disability benefits. The structure of federal disability benefits limits the amount of income recipients can earn while receiving benefits. People with disabilities need to know their options for maintaining benefits while working.

Although the state cannot change the structure of federal disability benefits, the state can take concrete steps to counteract the work disincentives and other unintended consequences of those programs, such as:

- Using various waiver programs through the Centers for Medicare and Medicaid Services (CMS)
- Dedicating a state funding source to fund the benefits individuals need while working

(The National Governors Association Center for Best Practices (NGA Center), 2012)

The state should provide easy-to-understand information about options for different benefit programs that are available while an individual with disabilities is working.

Several states (Arizona, California, Michigan, Minnesota, Missouri, and New Jersey) provide through their Disability Benefits 101 platform a user-friendly, one-stop portal for people with disabilities as well as information about what will happen to their benefits when they are employed (The National Governors Association Center for Best Practices (NGA Center), 2012).

The Dollars and Sense Individual Career Account (ICA) project in New Hampshire and the KEYS to Employment project in Oklahoma demonstrates ways that funding agencies and community rehabilitation programs can work together to support the attainment of consumer-directed employment outcomes. These projects are good examples of funding consumer-directed services. They have the following elements in common:

- Active involvement of community rehabilitation programs in strategies that highlighted matching funding to services and employment outcomes driven by informed choice.

- A high value on benefits counseling to assure that consumers made decisions on targeted employment outcomes based on information about work incentives and the impact of employment on benefits.
- Funding is matched to needed supports through a combination of personalized budgeting, collaborative participation of funding representatives, and use of vouchers.
- Choices on how funds would be used and which programs would provide services were offered to consumers.
- Consumer participation and satisfaction have a high value with the service process and the employment outcomes achieved.

(Virginia Commonwealth University & The Institute for Community Inclusion University of Massachusetts, Boston, 2005)

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## B. FEDERAL SUPPORTS AND SERVICES FOR PEOPLE WITH DISABILITIES

State and federal disability policy, workforce development policy, income maintenance, and healthcare policy are the context in which employment supports are provided. These include supports related to transportation, housing, welfare, and childcare (Butterworth, et al., 2014).

The following sources are available for people with disabilities:

- **State IDD agencies**

They remain the primary source of long-term funding and service coordination. The state IDD agencies provide funding and monitor a wide range of services such as employment supports, facility-based options (sheltered workshops and non-work day habilitation programs), community integration services, and self-directed options. (Butterworth, et al., 2014).

- **State vocational rehabilitation (VR) agencies**

Over one million people annually benefit from the services provide by state VR agencies. Prior to receiving Medicaid, waiver funding policy under the Medicaid Home and Community-Based Services (HCBS) program requires individuals to access VR for

employment support. However, a wide range of systemic barriers impede collaboration. These barriers include lack of agreement about target populations and differences in culture and resources (Butterworth, et al., 2014).

- **One-Stop Career Centers**

The Workforce Investment Act established and supported the One-Stop Career Centers (also known as American Job Centers).

- **Medicaid**

Medicaid is both:

- A primary source for health care for individuals with disabilities
- The largest federal source of funds for day and employment services

Historically, Medicaid-funded services have shown no clear preference for integrated employment.

In 2011, the Centers for Medicare and Medicaid Services (CMS) issued a policy bulletin that provided guidance that established individual integrated employment as a priority goal. Over the past decade, CMS expanded its focus on employment through the Medicaid Infrastructure Grant program and the expansion of state Medicaid buy-in programs, (Butterworth, et al., 2014).

- **Social Security**

The Social Security Administration (SSA) supports employment through work incentives such as the Plan for Achieving Self-Support, Impairment Related Work Expenses, and the Student Earned Income Exclusion. Work incentives and the Ticket to Work program remain underused (Butterworth, et al., 2014).

- **Community Rehabilitation Providers (CRPs)**

CRPs and their staff are the primary source of day and employment supports for people with IDD (Butterworth, et al., 2014).

According to the U.S. Government Accountability Office, more than 45 federal programs support employment for people with disabilities. The federal Departments of Education, Health and Human Services, and Department of Labor mostly administer those programs. Although federal policies cannot easily be changed by states, states can make the best use of federal resources by streamlining and coordinating them to meet state goals (The National Governors Association Center for Best Practices (NGA Center), 2012).

The state should consider how disability benefits interact with the changes that result from the Affordable Care Act (ACA) and resources from the U.S. Department of Health and Human Services (HHS), and use resources available through the new law for the provisions that affect people with disabilities (The National Governors Association Center for Best Practices (NGA Center), 2012).

Each year, Congress appropriates funds for use by The Administration for Community Living (ACL) and other federal agencies in carrying out their mission. Grants and cooperative agreements are the vehicles by which ACL transfers its appropriated funding resources to grantees (U.S. Department of Health and Human Services, 2014).

HHS's Administration on Community Living (ACL) oversees programs such as those the ACA creates that provide resources relevant to employing people with disabilities. The Medicaid program is another significant resource for states. For example:

- Provision 1915(i): known as Home and Community-Based Services (HCBS) offers states the flexibility to design and tailor Medicaid services in order to accommodate the needs of individuals in the community before they need nursing home-level care (The National Governors Association Center for Best Practices (NGA Center), 2012).
- The Community Choice First Option supports states' efforts to serve as many people with disabilities as possible in their communities instead of in health care facilities (e.g., California's Community First Choice Option program) (The National Governors Association Center for Best Practices (NGA Center), 2012).

The Medicaid Balancing Incentive Program helps states transform their long-term care systems by lowering costs through improved system performance and efficiency, creating tools to help consumers with care planning and assessment, and improving quality measurement and oversight. It requires states to implement structural changes, including a

no-wrong-door, single-entry-point system, conflict-free case management services, and core-standardized assessment instruments. (The National Governors Association Center for Best Practices (NGA Center), 2012).

The state should use research and evidence-based practices housed at the U.S. Department of Education's Office of Special Education and Rehabilitation Services (OSERS). OSERS provides grants to multiple institutions across the country, and states can partner with grantees to advance state efforts and make the best use of limited resources (The National Governors Association Center for Best Practices (NGA Center), 2012).

The following are examples of OSERS' initiatives that have shown promise in supporting transition for youth:

- Parent training initiatives give parents the tools they need to support their students through transition to work.
- The presence of vocational rehabilitation staff in high schools supports the presence of vocational rehabilitation staff in high schools to meet with students and their counselors. This interaction makes it more likely that students access employment support during transition from school to work.
- The SWIFT Initiative, or the School Wide Integration Framework for Transformation Initiative, is a grant focused on combining resources within a school. OSERS will provide technical assistance to four state education agencies to adopt practices that bring together various federal funding.

In addition, OSERS administers discretionary grants to states, including the Promoting Readiness of Minors in Supplemental Security Income grants (The National Governors Association Center for Best Practices (NGA Center), 2012).

The U.S. Department of Labor's Office of Disability Employment Policy (ODEP) offers at its website monthly webinars, free technical assistance and training opportunities, and an ePolicyWorks virtual policy workspace in which states can share policy implementation tools. ODEP's website also has an Integrated Employment Toolkit among other resources (The National Governors Association Center for Best Practices (NGA Center), 2012).

There are many sources and services that could help improve outcomes of employment for people with disabilities. The state should ensure that they are being leveraged efficiently by encouraging their vocational rehabilitation agencies to fully match the federal funding from the Rehabilitation Service Administration (RSA), which is an approximately 20 percent–state-funding to 80 percent-federal-funding match (The National Governors Association Center for Best Practices (NGA Center), 2012).

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C. PROGRAMS RELATED TO EDUCATION AND INTEGRATED EMPLOYMENT IN NEVADA

A number of innovative new programs are excerpted in the Nevada Position Statement on Integrated Employment “Changing Nevada's Employment Landscape—Increasing Integrated Employment Outcomes for Nevadans with Intellectual/Developmental Disabilities” (Nevada Governor's Council on Developmental Disabilities, 2014).

The table in Appendix XV shows the estimated amount of Federal grant funds provided to each state, under The Developmental Disabilities Assistance and Bill of Rights Act of 2000, Subtitle B—Federal Assistance to State Councils on Developmental Disabilities (See Appendix XV: State Allocation Tables: State Councils on Developmental Disabilities (DDC)). The total FY 2015 estimated allocation award to all states is \$70,876,000 and the estimated amount to Nevada is \$471,142 (U.S. Department of Health and Human Services, 2014).

The table in Appendix XVI shows the estimated amount of Federal grant funds provided to each state under The Developmental Disabilities Assistance and Bill of Rights Act of 2000, Subtitle C—Protection and Advocacy of Individual Rights. (See Appendix XVI: State Allocation Tables: State Protection and Advocacy Systems (P&AS)). The total FY 2015 estimated allocation for all states is \$37,959,320 and the estimated amount to Nevada is \$362,881 (U.S. Department of Health and Human Services, 2014).

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## 7. Orientation to results

Setting and measuring progress toward employment goals and the return on investment of disability employment programs is a key element to advancing employment opportunities for people with disabilities. Results will help Nevada improve programs and encourage others to participate in them.

As previously mentioned, the government's leadership as a model employer is crucial to improve outcomes of employment for people with disabilities. To establish an orientation to results the state could set state hiring goals of people with disabilities working in state government to measure their progress in assuming the model employer's role, and hold agencies accountable for achieving that goal (The National Governors Association Center for Best Practices (NGA Center), 2012).

Becoming a model employer allows the state to encourage businesses to hire people with disabilities. The state should be able to show the value that hiring people with disabilities would meet needs in the business community instead of appealing to their corporate responsibility (The National Governors Association Center for Best Practices (NGA Center), 2012).

Data collection and use is very important for ensuring accountability of public funds, learning about what is working, and attracting new support. The state should include disability employment with existing workforce metrics, should measure outcomes for disability-related programs that set employment as a goal for people with disabilities, and should gauge the return on investment of disability employment programs (The National Governors Association Center for Best Practices (NGA Center), 2012).

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### A. CHALLENGES FOR SYSTEMS CHANGE

A number of challenges for systems change are described in the "StateData: The national report on employment services and outcomes."

- **State and federal policy do not consistently prioritize employment**

Expansion of community-based non-work (CBNW) services has competed with integrated employment. CBNW is loosely defined with respect to requirements, activities, populations served, and goals (Butterworth, et al., 2014).

- **Community Rehabilitation Providers (CRPs) have not reallocated resources to community employment**

According to the Institute for Community Inclusion's (ICI's) 2010–2011 National CRP Survey (Butterworth, et al., 2014):

- 19 percent of individuals with intellectual and developmental disabilities participated in individual employment services, a slight increase from the 18 percent reported in 2002–2003
- 9.5 percent of individuals were reported to be working in mobile work crews or enclaves
- 25.2 percent of individuals participated in facility-based services
- 43 percent of individuals participated in non-work services

Setting a target for reallocation would demonstrate an orientation to results.

- **Individual employment outcomes have not improved**

A majority of individuals with disabilities have a low annual income, limited access to employee benefits, and work part-time in entry level positions (Butterworth, et al., 2014). This trend has not improved. Goals could revolve around minimum annual income targets.

- **Transition-age youth continue to face challenges**

Youth and young adults with disabilities lag behind their peers without disabilities in measures of education, employment, and economic well-being (Butterworth, et al., 2014).

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B. THE NEED AND CHALLENGES OF TRANSITION FROM SHELTERED WORKSHOPS TO INTEGRATED EMPLOYMENT

Between 2004 and 2010, the reported percentage of individuals in integrated employment services grew from 32.1 percent to 36.4 percent for the states that are members of the State Employment Leadership Network (SELN), and dropped from 19.9 percent to 18.4 percent in 2010 for non-SELN states (Butterworth, et al., 2014).

The foundation for system change includes broad shifts in thinking and practices. The following are best practices to set the pathway for meaningful system changes including policies and legislation.

- **Utilize a strategic planning structure**

A strategic planning structure helps agencies prioritize decision making, which is crucial to improving integrated employment outcomes. According to the Nevada Disability Employment Resource Guide 2011, the components that comprise a strategic planning structure are:

- Impetus and catalyst for innovation

Identify needs, barriers, use of data, and policy changes.

- Forming a coalition

Create strong coalitions with a united voice for change.

- Developing a mission, plan, and Employment First policies

Establish an integrated structure where mission, plan, and Employment First policies are aligned and communicated to all stakeholders.

- Aligning infrastructure with vision and policies,

Align infrastructure with vision and policies, by using funding and rate structure changes.

- Building stakeholder capacity

Provide training and technical assistance.

- Measuring progress and monitoring implementation

This component allows the state to confirm that goals are met, standards are upheld, and advancement is made in integrated employment.

(Harrington, Sykes, & Wassmuth, 2012)

- **Policies and legislation is an important aspect of change**

Examine existing legislation and propose improvements. Identify the need, including barriers, use of data, and policy changes.

- **Set in place progress and monitoring**

Monitoring will show the progress toward integrated employment goals and systems improvements.

## SECTION III: RECOMMENDATIONS

During the NV 2010 Employment Policy Summit the following recommendations were made by agencies and individuals regarding system changes to increase the employment of people with disabilities in Nevada:

1. Involve all stakeholders in the improvement of interagency collaboration and communication.
2. Engage individuals with disabilities in developmental career experiences at a younger age.
3. Develop and institute training and educational systems and public awareness programs for people with disabilities, providers, families, employers and community partners that focus on employment of individuals with developmental disabilities.
4. Review, define, revise, implement and enforce a reimbursement structure for service providers that increases employment of persons with disabilities.
5. Expand and enhance transportation options for persons with disabilities.
6. Define, expand and educate the use of assistive technology to increase employment options.

(Brancamp, McKliney, & Youngs, 2012)

### **Characteristics of Successful Implementation of Employment First**

- There are measurable increases in employment of citizens with disabilities within the general workforce, earning minimum wage or higher with benefits.
- Greater opportunities exist for citizens with disabilities to pursue self-employment and the development of microenterprises.
- Employment is the first and preferred option when exploring goals and a life path for citizens with disabilities.
- Citizens with disabilities are employed within the general workforce, regardless of the severity of disability and assistance required.
- Young people with disabilities have work experiences that are typical of other teenagers and young adults.

- Employers universally value individuals with disabilities as an integral part of their workforce, and include people with disabilities within general recruitment and hiring efforts as standard practice.
- Individuals with disabilities have increased incomes, financial assets, and economic wealth.
- Citizens with disabilities have greater opportunities to advance in their careers, by taking full advantage of their individual strengths and talents.
- Funding is sufficient so that quality services and supports are available as needed for long-term employment success.
- A decision not to consider employment in the community for an individual is re-evaluated on a regular basis; the reasons and rationale for this decision are fully documented and addressed in service provision.

(Association of People Supporting Employment First (APSE), 2010)

**Recommendations related to implementing principle goals of Employment First are to:**

- Increase expectations about the employment potential of youth and adults with disabilities, including those with complex lives for whom competitive employment has been very limited
- Develop a unified state, and local public policy agenda and framework
- Promote (re)investment of public resources to increase opportunities and access
- Implement policies and practices that educate job seekers about possibilities and encourage employment as a real choice
- Increase the employment participation rate of Nevadans with disabilities in the workforce
- Promote economic prosperity of vastly unemployed and underemployed Americans with disabilities.
- Implementation of Employment First principles must be based on clear public policies and practices to ensure employment of Americans with disabilities within the general workforce is the priority for public funding and service delivery.

- Inclusion or exclusion of the specific term “Employment First” does not determine whether a public system or agency has adopted Employment First principles. Such a determination can only be made in examining whether the underlying policies, procedures and infrastructure are designed for and ultimately result in increased integrated employment outcomes in the general workforce for Nevadans with disabilities.

(Jennings, Jr. & Zhiwei, 2013)

### **Recommendations on a framework for systems change**

SELN recommends the following employment goals that lead to systems change to improve integrated employment outcomes.

#### *Leadership.*

- Clear and unambiguous commitment to employment in individual community jobs, from top leadership through all levels in the system. Local and state-level administrators are champions for employment.

#### *Strategic goals and operating policies.*

- Employment is identified as the preferred outcome in state developmental disabilities policy, and is supported by program goals and operating practices that are clearly designed to achieve that objective.

#### *Financing and policies.*

- The outcome of employment in individual integrated community jobs is emphasized and supported through the state’s resource allocation formulas, reimbursement methods, and rate setting practices.

#### *Training and technical assistance.*

- High-performing employment systems invest in the development and maintenance of a strong, competent workforce, building the skills of job coaches and developers, supervisors, and key

*Interagency collaboration and partnership.*

- Building relationships with key state and local agency partners, such as vocational rehabilitation, education, mental health, and the state Medicaid agency, removes barriers to employment supports as people transition from one funding stream to another.

*Services and service definitions.*

- Service definitions and support strategies are structured and aligned to facilitate the delivery of employment supports to all individuals with developmental disabilities, regardless of the intensity of their needs.

*Performance measurement and data management.*

- Comprehensive data systems are used to measure progress, benchmark performance, and document outcomes. Information is gathered on key indicators across employment and other related systems and is used to evaluate and track results, inform policy, and improve provider contracts and service agreements. Data are shared with other state agencies to report results and improve quality.

*Recommendations:*

- Identify key staff accountable and responsible for results
- Work to build training and competency-development
- Understand how to capitalize on partnerships with other systems
- Track outcome data to guide decision-making

(State Employment Leadership Network, 2012)

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## Appendix I: DISABILITY STATUS IN NEVADA BY RACE AND AGE

### AGE BY DISABILITY STATUS (WHITE ALONE) (U.S. Census Bureau )

Universe: White alone civilian non-institutionalized population  
 2011-2013 American Community Survey 3-Year Estimates

	Estimate	Margin of Error
<b>Total:</b>	1,903,146	+/-9,582
<b>Under 18 years:</b>	<b>417,293</b>	<b>+/-4,121</b>
With a disability	14,926	+/-1,292
No disability	402,367	+/-4,183
<b>18 to 64 years:</b>	<b>1,195,112</b>	<b>+/-6,349</b>
With a disability	129,798	+/-3,530
No disability	1,065,314	+/-7,051
<b>65 years and over:</b>	<b>290,741</b>	<b>+/-1,058</b>
With a disability	103,271	+/-2,181
No disability	187,470	+/-2,253

### AGE BY DISABILITY STATUS (BLACK OR AFRICAN AMERICAN ALONE) (U.S. Census Bureau)

Universe: Black or African American alone civilian non-institutionalized population  
 2011-2013 American Community Survey 3-Year Estimates

	Estimate	Margin of Error
<b>Total:</b>	222,188	+/-2,666
<b>Under 18 years:</b>	<b>60,128</b>	<b>+/-1,712</b>
With a disability	3,927	+/-750
No disability	56,201	+/-1,868
<b>18 to 64 years:</b>	<b>140,653</b>	<b>+/-1,660</b>
With a disability	18,186	+/-1,333
No disability	122,467	+/-1,967
<b>65 years and over:</b>	<b>21,407</b>	<b>+/-400</b>
With a disability	7,941	+/-667
No disability	13,466	+/-697

### AGE BY DISABILITY STATUS (AMERICAN INDIAN AND ALASKA NATIVE ALONE) (U.S. Census Bureau)

Universe: American Indian and Alaska Native alone civilian non-institutionalized population  
 2011-2013 American Community Survey 3-Year Estimates

	Estimate	Margin of Error
<b>Total:</b>	29,838	+/-1,426
<b>Under 18 years:</b>	<b>7,550</b>	<b>+/-729</b>
With a disability	371	+/-143
No disability	7,179	+/-742
<b>18 to 64 years:</b>	<b>18,863</b>	<b>+/-949</b>
With a disability	3,147	+/-459
No disability	15,716	+/-821
<b>65 years and over:</b>	<b>3,425</b>	<b>+/-307</b>
With a disability	1,876	+/-323
No disability	1,549	+/-299

**AGE BY DISABILITY STATUS (ASIAN ALONE) (U.S. Census Bureau)**

Universe: Asian alone civilian non-institutionalized population  
 2011-2013 American Community Survey 3-Year Estimates

	<b>Estimate</b>	<b>Margin of Error</b>
Total:	205,664	+/-3,315
<b>Under 18 years:</b>	<b>39,060</b>	<b>+/-1,843</b>
With a disability	884	+/-319
No disability	38,176	+/-1,841
<b>18 to 64 years:</b>	<b>140,577</b>	<b>+/-2,061</b>
With a disability	7,578	+/-899
No disability	132,999	+/-2,066
<b>65 years and over:</b>	<b>26,027</b>	<b>+/-596</b>
With a disability	7,822	+/-730
No disability	18,205	+/-847

**AGE BY DISABILITY STATUS (NATIVE HAWAIIAN AND OTHER PACIFIC ISLANDER ALONE) (U.S. Census Bureau )**

Universe: Native Hawaiian and Other Pacific Islander alone civilian non-institutionalized population  
 2011-2013 American Community Survey 3-Year Estimates

	<b>Estimate</b>	<b>Margin of Error</b>
Total:	17,108	+/-731
<b>Under 18 years:</b>	<b>4,377</b>	<b>+/-557</b>
With a disability	168	+/-155
No disability	4,209	+/-559
<b>18 to 64 years:</b>	<b>11,597</b>	<b>+/-457</b>
With a disability	1,282	+/-394
No disability	10,315	+/-595
<b>65 years and over:</b>	<b>1,134</b>	<b>+/-150</b>
With a disability	211	+/-97
No disability	923	+/-171

**AGE BY DISABILITY STATUS (SOME OTHER RACE ALONE) (U.S. Census Bureau)**

Universe: Some other race alone civilian non-institutionalized population  
 2011-2013 American Community Survey 3-Year Estimates

	<b>Estimate</b>	<b>Margin of Error</b>
Total:	231,526	+/-9,197
<b>Under 18 years:</b>	<b>77,633</b>	<b>+/-3,835</b>
With a disability	3,005	+/-668
No disability	74,628	+/-3,681
<b>18 to 64 years:</b>	<b>145,548</b>	<b>+/-6,091</b>
With a disability	12,858	+/-1,393
No disability	132,690	+/-5,701
<b>65 years and over:</b>	<b>8,345</b>	<b>+/-812</b>
With a disability	3,590	+/-664
No disability	4,755	+/-589

**Appendix II: NEVADA LABOR FORCE DATA BY COUNTY, 2013 ANNUAL AVERAGES**

**Bureau of Labor Statistics**

**Nevada Labor Force Data by County, 2013 Annual Averages**

<b>County</b>	<b>Labor Force</b>	<b>Employed</b>	<b>Unemployed</b>	<b>Unemployment Rate (%)</b>
Churchill County	12,843	11,789	1,054	8.2
Clark County	990,212	891,483	98,729	10.0
Douglas County	21,346	19,098	2,248	10.5
Elko County	30,269	28,469	1,800	5.9
Esmeralda County	667	643	24	3.6
Eureka County	1,086	1,017	69	6.4
Humboldt County	9,863	9,272	591	6.0
Lander County	4,891	4,636	255	5.2
Lincoln County	1,732	1,519	213	12.3
Lyon County	21,907	18,976	2,931	13.4
Mineral County	1,936	1,695	241	12.4
Nye County	17,236	15,190	2,046	11.9
Pershing County	2,817	2,537	280	9.9
Storey County	2,111	1,900	211	10.0
Washoe County	221,584	200,292	21,292	9.6
White Pine County	5,436	5,045	391	7.2
Carson City	27,062	24,300	2,762	10.2

**Appendix III: NEVADA EMPLOYMENT STATUS BY DISABILITY STATUS AND TYPE**

NEVADA EMPLOYMENT STATUS BY DISABILITY STATUS AND TYPE (U.S. Census Bureau)  
 Universe: Civilian non-institutionalized population 18 to 64 years  
 2010-2012 American Community Survey 3-Year Estimates

	Estimate	Margin of Error
<b>Total:</b>	<b>1,691,226</b>	<b>+/-1,442</b>
<b>IN THE LABOR FORCE:</b>	<b>1,318,279</b>	<b>+/-6,376</b>
<b>Employed:</b>	<b>1,149,363</b>	<b>+/-8,236</b>
<i>With a disability:</i>	60,608	+/-2,389
With a hearing difficulty	19,055	+/-1,374
With a vision difficulty	13,504	+/-1,194
With a cognitive difficulty	15,320	+/-1,404
With an ambulatory difficulty	24,495	+/-1,860
With a self-care difficulty	5,495	+/-805
With an independent living difficulty	9,337	+/-883
<i>No disability</i>	1,088,755	+/-8,188
<b>Unemployed:</b>	<b>168,916</b>	<b>+/-4,948</b>
<i>With a disability:</i>	16,274	+/-1,364
With a hearing difficulty	3,828	+/-740
With a vision difficulty	3,333	+/-623
With a cognitive difficulty	5,843	+/-912
With an ambulatory difficulty	6,800	+/-769
With a self-care difficulty	1,378	+/-359
With an independent living difficulty	3,196	+/-573
<i>No disability</i>	152,642	+/-4,667
<b>NOT IN LABOR FORCE:</b>	<b>372,947</b>	<b>+/-6,176</b>
<i>With a disability:</i>	88,398	+/-3,535
With a hearing difficulty	15,286	+/-1,380
With a vision difficulty	14,365	+/-1,265
With a cognitive difficulty	38,488	+/-2,286
With an ambulatory difficulty	56,264	+/-2,895
With a self-care difficulty	22,540	+/-1,564
With an independent living difficulty	42,499	+/-2,671
<i>No disability</i>	284,549	+/-5,691

**Appendix IV: WORK EXPERIENCE BY DISABILITY STATUS AND TYPE**

NEVADA WORK EXPERIENCE BY DISABILITY STATUS AND TYPE (U.S. Census Bureau)  
 Universe: Civilian non-institutionalized population 18 to 64 years  
 2010-2012 American Community Survey 3-Year Estimates

	Estimate	Margin of Error
<b>Total:</b>	<b>1,691,226</b>	<b>+/-1,442</b>
<b>WORKED FULL-TIME, YEAR ROUND:</b>	<b>806,859</b>	<b>+/-7,865</b>
With a disability:	38,653	+/-1,990
With a hearing difficulty	12,940	+/-1,215
With a vision difficulty	8,573	+/-994
With a cognitive difficulty	8,109	+/-1,016
With an ambulatory difficulty	15,236	+/-1,327
With a self-care difficulty	3,270	+/-666
With an independent living difficulty	4,723	+/-729
No disability	768,206	+/-7,529
<b>WORKED LESS THAN FULL-TIME, YEAR ROUND:</b>	<b>477,597</b>	<b>+/-6,141</b>
With a disability:	34,980	+/-1,704
With a hearing difficulty	9,365	+/-922
With a vision difficulty	7,346	+/-944
With a cognitive difficulty	12,015	+/-1,174
With an ambulatory difficulty	15,134	+/-1,278
With a self-care difficulty	3,883	+/-642
With an independent living difficulty	7,579	+/-760
No disability	442,617	+/-6,288
<b>DID NOT WORK:</b>	<b>406,770</b>	<b>+/-6,955</b>
With a disability:	91,647	+/-3,833
With a hearing difficulty	15,864	+/-1,394
With a vision difficulty	15,283	+/-1,330
With a cognitive difficulty	39,527	+/-2,410
With an ambulatory difficulty	57,189	+/-3,160
With a self-care difficulty	22,260	+/-1,595
With an independent living difficulty	42,730	+/-2,688
No disability	315,123	+/-5,981

**Appendix V: MEDIAN EARNING IN THE PAST 12 MONTHS BY DISABILITY STATUS BY SEX FOR THE CIVILIAN NON-INSTITUTIONALIZED POPULATION 16 YEARS AND OVER WITH EARNINGS**

NEVADA'S MEDIAN EARNINGS IN THE PAST 12 MONTHS  
 (in 2012 inflation-adjusted dollars)  
 BY DISABILITY STATUS BY SEX FOR THE CIVILIAN NON-INSTITUTIONALIZED  
 POPULATION 16 YEARS AND OVER WITH EARNINGS (U.S. Census Bureau)  
 Universe: Civilian non-institutionalized population 16 years  
 and over with earnings in the past 12 months  
 2012 American Community Survey 1-Year Estimates

	<b>Estimate</b>	<b>Margin of Error</b>
Total:	29,616	+/-621
<b>With a disability:</b>	<b>24,381</b>	<b>+/-2,204</b>
Male	27,340	+/-2,180
Female	21,321	+/-1,648
<b>No disability:</b>	<b>30,069</b>	<b>+/-333</b>
Male	32,355	+/-535
Female	26,090	+/-401

## Appendix VI: QUESTIONS FROM BUSINESS ABOUT EMPLOYING PEOPLE WITH DISABILITIES

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### Questions from Business About Employing People with Disabilities (The National Governors Association Center for Best Practices (NGA Center), 2012)

#### How do I find people with disabilities?

- State vocational rehabilitation agencies provide career services to people with disabilities. Recently, the Council of State Administrators of Vocational Rehabilitation (CSAVR) launched the National Employment Team to work with employers across the nation and the Talent Acquisition Portal for employers to search online to find qualified workers with disabilities.
- Workforce one-stop centers exist in every state to help match employers to job seekers, including people with disabilities. Several states co-locate disability services in these centers.
- Universities and educational institutions train the next generation of workers, including people with disabilities. Governors can encourage their postsecondary institutions to target career services to students with disabilities.
- Private and nonprofit providers train and assess talented individuals, including people with disabilities. Some firms serve people with disabilities exclusively. For example, Manpower Group launched a national program called Project Ability to transition people with disabilities into sustainable employment with leading employers nationwide. A company called Specialisterne is setting up in

the United States to enable 1 million jobs for people with autism and similar challenges through social entrepreneurship, corporate-sector engagement, and a global change in mindset.

### **Do they have the skills I need?**

- Research shows that employees with disabilities have nearly identical job performance ratings to employees without disabilities.
- Public programs can provide skill assessments and training to ensure a good match.

### **What will it cost?**

- The average cost of accommodations is \$500, and data show that more than half of all accommodations cost nothing. Resources about the cost are available at the Jobs Accommodation Network.
- Advances in technology make a wide variety of accommodations available, and many are inexpensive.

*The question on costs has other factors beyond accommodations. Businesses want to know:*

### **What are the liability risks? What if it doesn't work out? And will a person with a disability cost more with regard to benefits? What about sick time?**

- Provide one point of contact to liaise between the business and the state government who can navigate the many organizations and resources across the United States (local and national) dedicated to answering those questions for business. For example, the U.S. Department of Labor and Cornell University

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run a technical assistance Center for employers of people with disabilities called AskEarn. AskEarn.org is a clearinghouse of information, with a toll-free number that employers can call to talk to a specialist.

- Facilitate business-to-business networking. The U.S. Business Leadership Network (USBLN), for example, is an association of more than 3,000 businesses that employ people with disabilities across all industries and company sizes, with affiliates in most states that serve as business-to-business resources.

Appendix VII: WASHINGTON WORKING AGE ADULT POLICY



DEVELOPMENTAL DISABILITIES ADMINISTRATION  
Olympia, Washington

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TITLE: COUNTY SERVICES FOR WORKING AGE ADULTS POLICY 4.11

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Authority: [Chapter 71A RCW](#) *Developmental Disabilities*  
[WAC 388-850-035](#) *Services – Developmental Disabilities*

**BACKGROUND**

[RCW 71A.10.015](#) states that the Legislature “recognizes the state’s obligation to provide aid to persons with developmental disabilities through a uniform, coordinated system of services to enable them to achieve a greater measure of independence and fulfillment and to enjoy all rights and privileges under the Constitution and laws of the United States and the state of Washington.” The legislative intent can be accomplished by providing working age adults the supports needed to achieve gainful employment.

Washington has had much success in providing supported employment services to assist individuals with developmental disabilities in becoming gainfully employed. Participating in gainful employment results in individuals with developmental disabilities earning typical wages and becoming less dependent on service systems. In addition, employment provides the rest of the community with the opportunity to experience the capabilities and contributions made by individuals with developmental disabilities.

In December 2000, the Division of Developmental Disabilities (DDD) submitted the *Strategies for the Future Long-Range Plan Phase II Report* to the Washington State Legislature. This report included the recommendations of the Stakeholder Workgroup regarding adult employment and day program services. The Stakeholder Workgroup recommended persons of working age should be gainfully employed, participating and contributing to community life, using a variety of strategies to reach this status in the community. Specifically, the report states:

“Pathways to Employment: Each individual will be supported to pursue his or her own unique path to work, a career, or his or her contribution to/participation in community life. All individuals, regardless of the challenge of their disability, will be afforded an opportunity to pursue competitive employment.”

The Working Age Adult policy was first issued in July 2004 and counties were given a timeline of July 2006 for full implementation. Between 2007 and 2009 the number of DDD clients in

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TITLE: COUNTY SERVICES FOR WORKING AGE ADULTS POLICY 4.11

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integrated employment increased by 54 percent, representing an additional 2,555 clients and a total of 7,277 clients in integrated employment.

In July 2011, action by the 2011 Washington State Legislature required revision to this policy to allow DDD clients to choose Community Access if they are not satisfied with employment services after nine months in an employment program with an unsuccessful job search.

In March 2012, the Washington State Legislature passed legislation to support employment as the first choice for adults of working age; to incorporate the right to transition to a community access program after nine months in an employment service; and to receive only one service option at a time (employment or community access).

### **PURPOSE**

This policy establishes employment supports as the first use of employment and day program funds for working age adults and ensures that after nine months of employment services the person may choose Community Access. The policy establishes guidelines for Field Services staff of the Developmental Disabilities Administration (DDA) and Counties to follow when providing services to working age adults.

### **SCOPE**

This policy applies to all DDA eligible working age adults who receive or seek employment and day program services, DDA Field Services staff, and Counties under contract with DDA and their subcontractors.

### **DEFINITIONS**

**Administration** means the Department of Social and Health Services' Developmental Disabilities Administration (DDA).

**Day Program** means Community Access service.

**Community Access service** means support to assist individuals to participate in activities that promote individualized skill development, independent living and community integration. Activities must provide individuals with opportunities to develop personal relationships with others in their local communities and to learn, practice and apply skills that promote greater independence and community inclusion.

**Employment program services** means Individual Employment, Group Supported Employment, or Pre-Vocational service (sometimes referred to as Sheltered workshops).

**Employment supports** means services that support individuals to pursue or maintain gainful employment in integrated settings in the community. Key elements of these services include:

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1) Supports are tailored to the needs, interests and abilities of the individual; 2) All individuals receive supports to achieve and maintain integrated, gainful employment in their community.

**Gainful employment** means employment that reflects achievement of or progress towards a living wage.

**Integrated settings** means typical community settings not designed specifically for individuals with disabilities in which the majority of people employed are individuals without disabilities and wages are paid at minimum wage or better.

**Living wage** means the amount of earned wages needed to enable an individual to meet or exceed his or her living expenses.

**Maintain gainful employment** means supports required to sustain gainful employment and increase earned income.

**Pursue gainful employment** means employment or other activities that demonstrate steady movement toward gainful employment over time.

**Supported employment** means paid, competitive employment for people who have severe disabilities and a demonstrated inability to gain and maintain traditional employment. Supported employment occurs in a variety of normal, integrated business environments and includes:

- o Minimum wage or better;
- o Support to obtain and maintain jobs; and
- o Promotion of career development and workplace diversity.

**Working age adults** means individuals age 21 through 61 years.

### **POLICY**

- A. Supports to pursue and maintain gainful employment in integrated settings in the community shall be the first service option for working age adults.
1. Counties will develop and make available services that offer support for working age adults to pursue or maintain gainful employment, including support and technical assistance to achieve integrated employment outcomes.
  2. DDA Field Services staff shall authorize services to working age adults that support the individual to pursue and maintain integrated, gainful employment.
  3. Regardless of age, adults over age 21 may continue to receive support to pursue or continue to engage in integrated employment.

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TITLE: COUNTY SERVICES FOR WORKING AGE ADULTS POLICY 4.11

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- B. Approval for Community Access services to working age clients will be authorized when clients have pursued employment through the Administration for nine months and are not satisfied with the results.
- C. Case Resource Managers (CRMs), in conjunction with County staff, will provide each DDA enrolled individual with information about all services and service providers and be available to answer questions to assist clients to understand their range of service options.
- D. An individual client may be authorized for only one service option, either employment or Community Access.

### **PROCEDURES**

#### **A. New Working Age Adults**

1. Counties and DDA Regions will negotiate contracts to ensure the availability of services consistent with this policy.
2. CRMs will provide individuals with information regarding services. CRMs will use the Comprehensive Assessment and Reporting Evaluation (CARE) system to complete DDA Assessments prior to referring these individuals to Counties for additional assistance.
3. CRMs, in cooperation with Counties, will determine preferences for gainful employment with clients and their family members. Counties will accept or decline referrals using the ADSA Web Access System.
4. CRMs will use CARE to authorize services for individuals seeking to pursue or maintain gainful employment or who are eligible to choose community access.
5. Approval for services to working age clients that do not emphasize the pursuit or maintenance of employment in integrated settings will be authorized when clients have pursued employment through the Administration for at least nine months and are unsatisfied with the results.
6. If clients of working age do not want to pursue or maintain gainful employment, and request Community Access, the CRM may submit an exception to rule. Refer to [WAC 388-845-0603](tel:388-845-0603) for Community Access eligibility conditions.
7. If clients of working age do not want to pursue or maintain gainful employment and are not eligible to choose Community Access, then CRMs, in conjunction with County staff, will provide information about generic community services.



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TITLE: COUNTY SERVICES FOR WORKING AGE ADULTS POLICY 4.11

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Approved: /s/ Donald Clintsman  
Deputy Assistant Secretary  
Developmental Disabilities Administration

Date: July 15, 2013

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Appendix VIII: MASSACHUSETTS' EMPLOYMENT FIRST POLICY



Deval L. Patrick  
Governor

Timothy P. Murray  
Lieutenant Governor

The Commonwealth of Massachusetts  
Executive Office of Health & Human Services  
Department of Developmental Services  
500 Harrison Avenue  
Boston, MA 02118-2439

JudyAnn Bigby, M.D.  
Secretary

Elin M. Howe  
Commissioner

Area Code (617) 727-5608  
TTY: (617) 624-7590

**POLICY TITLE:** DDS Employment First Policy  
**DDS POLICY #:** 2010 - 2  
**DATE ISSUED:** July 20, 2010  
**EFFECTIVE DATE:** August 1, 2010

**COMMISSIONER'S SIGNATURE:** \_\_\_\_\_

*Elin M. Howe*  
Elin M. Howe, Commissioner

**Introduction**

The last two decades have seen significant progress in terms of employment in the community for people with intellectual disabilities. It has now been clearly demonstrated that individuals who were previously considered unemployable in integrated community settings can work successfully. Even for those individuals with the most significant level of disability, through careful job matching and support design, employment has been shown to be a viable option. In addition to demonstrating the viability of employment, it also has been clearly shown that employers and community members are capable of providing the necessary supports and assistance for an individual to achieve employment success, supplemented if required by paid staff and services. This shift towards a greater emphasis on community employment echoes the general shift towards services designed to integrate individuals into their communities, with the same opportunities and responsibilities as all other citizens.

**Policy Statement**

This policy, known as the "Employment First" policy, establishes that for working age adults served by the Massachusetts Department of Developmental Services, integrated, individual employment is the preferred service option and optimal outcome. In the development of service plans and service delivery, assistance and supports for individual, integrated employment will be prioritized.

It is recognized that full implementation of this policy will be a long-term process, requiring a general raising of expectations over time, by individuals served by the Department of Developmental Services, their families, as well as DDS and service provider staff concerning the ability of individuals to succeed in individual, integrated employment. This will require a

consistent message across the DDS system regarding integrated employment as a priority; consistent actions that reinforce this message; and an infrastructure, including prioritizing and directing of resources, that supports this effort. This will also require a fundamental shift in thinking from a mind-set of integrated employment as an option for some individuals, to employment as a goal for all.

### **Service Priorities and Definitions**

In implementing this policy, the optimal goal is “integrated individual employment.”

**Integrated Individual Employment:** For the purposes of this policy “integrated individual employment” is defined according to the following criteria:

- The individual is hired and paid directly by the employer (i.e., the person is not paid via a subcontract with the service provider).
- Employment takes place in a work place in the community, where the majority of individuals do not have disabilities, and which provides opportunities to interact with non-disabled individuals to the same extent that individuals employed in comparable positions would interact.
- The position is an individual job (i.e., not a group or enclave setting).

**Self-employment:** This is also an option included under this policy. Self-employment is defined as earning income directly from one’s own business, profession, or trade; and not as an employee of a business owned by someone else.

**Employment Based on Individual Preferences and Needs:** Placement of individuals served by DDS in employment is driven by a person-centered career planning process which identifies an individual’s career preferences and choices, and is based on a comprehensive career exploration and assessment process, emphasizing community-based situational assessment. Individuals should be actively involved in the job search process to the maximum extent possible. Placement should emphasize not only job opportunities that are a good match for an individual’s work skills and abilities, but also environments that are a good fit for an individual’s personality, social needs, and work culture preferences.

**Emphasis on Natural Supports:** In the course of obtaining employment in the community, emphasis should be placed on work environments with potential availability of natural employer and co-worker supports. Paid supports from service providers should be viewed as supplemental to the existing supports within the work place, and should be provided only as necessary. This does not preclude situations where individuals, because of the nature of their disability, require a significant level of long-term, ongoing paid supports.

**Maximizing Work Hours:** In providing employment supports, the optimal employment status should be one in which individuals are working the maximum number of hours they are capable of working, and earning the prevailing wage with any associated benefits.

**Use of Community Settings for Non-Work Hours:** It is expected that through the implementation of this policy, individuals will be engaged primarily in paid employment.

However, it is recognized that for individuals who are working on a part-time basis, employment may not fully occupy their weekday hours. For these individuals, it is expected that the priority for activities during non-working daytime hours should be on supporting individuals in other typical adult activities in the community, including volunteer work, recreation, and daily living activities. As with employment, such activities should take place in integrated community settings, on an individual (non-group) basis as much as possible, with an emphasis on non-paid, natural community supports whenever possible. For individuals employed in the community less than full-time who require structured services and supports when they are not working, participation in group/congregate models of service should focus on community integration and skill development.

### **Conclusion**

Employment has clearly benefited individuals in terms of income and economic independence. In addition, given that employment is one of the primary vehicles for community participation in our society; increased employment has also led to greater opportunities for community integration and inclusion. This has not only benefited individuals in terms of building relationships, friendships, and creating a sense of self-worth; but it has also benefited society in terms of creating greater understanding of the wide range of capabilities of individuals with intellectual disabilities as co-workers, fellow community members, and peers.

Appendix IX: CONNECTICUT'S EMPLOYMENT FIRST POLICIES

STATE OF CONNECTICUT  
DEPARTMENT OF DEVELOPMENTAL SERVICES

**Policy No:** I.C.5.PO.001  
**Subject:** Employment First Initiative  
**Section:** Services and Supports:  
Employment and Day Supports

**Issue Date:** April 13, 2011  
**Effective Date:** Upon release  
**Approved:** /s/Terrence W. Macy/KdP

**A. Policy Statement**

In order for individuals with an intellectual disability to achieve full citizenship, employment opportunities in fully integrated work settings are the first priority. This shall be the first option explored in the service planning for working age adults. This process will begin during the child's school aged years and may even begin prior to school.

While all options are important and valued, integrated employment is more valued than non-employment, segregated employment, facility-based employment, or day habilitation in terms of outcomes for individuals.

For those individuals who successfully achieve the goal of employment in an integrated setting, future service planning will focus on maintaining employment as well as the consideration of additional career or advancement opportunities.

For those individuals not yet achieving employment, annual service planning will include and reflect employment opportunities.

**B. Applicability**

This procedure applies to all staff members of the Department of Developmental Services.

**C. Definitions**

None

**D. References**

None

**E. Attachments**

None

STATE OF CONNECTICUT  
DEPARTMENT OF DEVELOPMENTAL SERVICES

Procedure No: I.C.5. PR.001  
Subject: **Employment First Initiative**  
Section: Services and Supports:  
Employment and Day Supports

Issue Date: April 13, 2011  
Effective Date: Upon release  
Approved: /s/Terrence W. Macy/KdP

**A. Purpose**

The purpose of this procedure is to establish a consistent approach to achieve full competitive work.

**B. Applicability**

This procedure shall apply to all individuals who are eligible for DDS day supports and services.

This procedure shall apply to Regional Planning and Resource Allocation Teams, the staff of the DDS Operations Center, Regional Resource Administration staff, Case Managers, Self Determination Directors, Providers and other staff responsible for the allocation, development and implementation of day supports.

**C. Definitions**

PRAT Regional Planning and Resource Allocation Teams  
The PRAT reviews all requests for allocations.

Competitive Employment The individual is employed and supervised directly by the employer and is paid prevailing wages. Minimal or no ongoing employment supports are provided through DDS.

Group Employment A supported employment situation in a competitive employment environment in which a group of participants are working at a particular work setting. The participants may be disbursed throughout the worksite:

1. Among workers without disabilities;
2. Congregated as a group in one part of the worksite; or
3. Part of a Mobile Work Crew

Day Support Options Supports to participants that lead to the acquisition, improvement, and/or retention of skills and abilities to prepare a participant for work and/or community participation, or support meaningful socialization, leisure, and retirement activities. Supports include the development, maintenance or enhancement of independent functioning skills including but not limited to sensory-motor, cognition, personal grooming, hygiene, toileting, assistance in developing and maintaining friendships of choice and skills to use in daily interactions; the development of work skills; opportunities to earn money; opportunities to participate in community activities.

STATE OF CONNECTICUT  
DEPARTMENT OF DEVELOPMENTAL SERVICES

Blended Day Supports A combination of supports being provided to a participant during the same day or a combination of supports provided during the week (2 hours/days of Group Employment and 3 hours/days of Individual Supported Employment).

LON Level of Need Assessment and Screening Tool

Individual Plan DDS written document which specifies the supports and services, both generic and specialized, that an individual consumer will receive based on assessed needs.

Operations Center A division of DDS that provides overall management and coordination of services purchased directly by families or provided in partnership with the department for the Participant.

Career Assessment An assessment to determine participant strengths, interests and other individual needs and preferences to inform career plan and path in securing employment for the participant.

Resource Administration The division of DDS that has administrative oversight responsibilities for Contractors. Responsibilities include managing CSAs and related budgets, as well as ensuring quality services and contract compliance.

#### D. Implementation

Regional Planning and Resource Allocation Teams:

The PRAT reviews all requests for allocations. All future requests for group employment or group day services for individuals with a LON score of between one and three will include a written justification that outlines the reasons for not requesting individual employment supports for the DDS consumer. Significant health or behavioral concerns may be included in the justification. In these instances the PRAT will first offer other strategies to assist the consumer in achieving employment.

Case Managers:

Case Managers develop Individual Plans for all DDS consumers who are receiving services and supports. Included in these plans are strategies for achievement of outcomes that respond to the person's goals. Each Individual Plan for consumers who are 18 through 21 years of age and have a LON score between one and three shall include an employment outcome which contains reference to minimum or competitive wages. Each Individual Plan for consumers under the age of 62 who are receiving group day supports and who have a LON score between one and three shall include an employment outcome which contains reference to minimum or competitive wages. Individual Plans for consumers with significant health or behavioral concerns can be exempted from this procedure.

Case Managers and Private Providers:

STATE OF CONNECTICUT  
DEPARTMENT OF DEVELOPMENTAL SERVICES

The DDS Employment Information Profile/Career Assessment Plan will be used to document employment services provided to the individual. This will be completed by the case manager and private service employment provider during the funded career assessment period.

Operations Center and Resource Administration

The Operations Center and Resource Administration are primarily involved in the overall management and coordination of services purchased directly by families or provided in partnership with the department by private providers. The goals for enhancing the employment outcomes of individuals served by an agency shall be addressed in each day service provider's continuous quality improvement plan.

**E. References**

None

**F. Attachments**

None

Appendix X: DELAWARE'S EMPLOYMENT FIRST LEGISLATION (TEXT OF HOUSE BILL 319)



SPONSOR: Rep. Heffernan & Sen. McDowell  
Reps. Brady, Hocker, Hudson, Q. Johnson, Osienski,  
M. Smith, Walker; Sens. Bunting, Ennis, Sokola

HOUSE OF REPRESENTATIVES  
146th GENERAL ASSEMBLY

HOUSE BILL NO. 319

AN ACT TO AMEND TITLES 19 AND 29 OF THE DELAWARE CODE RELATING TO AN EMPLOYMENT FIRST PRIORITY POLICY FOR PERSONS WITH DISABILITIES.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

Section 1. Amend Chapter 7, Title 19 of the Delaware Code by making insertions as shown by underlining as follows:

Subchapter V. Employment First Act

§ 740. Short title.

This subchapter may be known and cited as the "Employment First Act."

§ 741. Statement of purpose.

The General Assembly finds that the benefits of meaningful work have significance and importance to all working age individuals, including persons with disabilities, which shall include, but not be limited to, veterans with service-connected disabilities. Persons with disabilities have a right to the opportunity for competitive employment. In order to achieve meaningful and competitive employment for persons with disabilities, employment opportunities in fully integrated work settings shall be the first and priority option explored in the service planning for working age persons with disabilities.

§ 742. Definitions.

As used in this subchapter, unless the context otherwise requires:

(1) "Competitive employment" means work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting and for which a person with a disability is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by persons without disabilities.

(2) "Disability" means, with respect to an individual:

a. a physical or mental impairment that substantially limits one or more major life activities of such individual;

b. a record of such an impairment; or

c. being regarded as having such an impairment,

as defined in the Americans with Disabilities Act of 1990, as amended.

(3) “Integrated setting” means with respect to an employment outcome, a setting typically found in the community in which persons with disabilities interact with persons without disabilities, other than persons without disabilities who are providing services to those persons with disabilities, to the same extent that persons without disabilities in comparable positions interact with other persons.

(4) “Working age” means 14 years of age or older in accordance with § 505, Title 19 of this Code.

§ 743. Employment first policy.

It is hereby declared to be the policy of this State that competitive employment in an integrated setting shall be considered its first and priority option when offering or providing services to persons with disabilities who are of working age. All state agencies that provide services and support to persons with disabilities shall follow this policy and ensure that it is effectively implemented in their programs and services. Nothing in this Act shall be construed to limit or disallow any disability benefits to which a person with a disability who is unable to be employed as contemplated by this Act would otherwise be entitled. Nothing in this Act shall be construed to require any employer to give preference to hiring persons with disabilities.

§ 744. Implementation of policy by state agencies.

(a) All state agencies shall coordinate efforts and shall collaborate within and among such agencies to ensure that state programs, policies, procedures and funding support competitive employment in integrated settings for persons with disabilities who are of working age. All state agencies shall, whenever feasible, share data and information across systems in order to track progress toward full implementation of this Act. All state agencies are encouraged to adopt measurable goals and objectives to promote assessment of progress in implementing this Act.

(b) State agencies are authorized to adopt rules and regulations to implement this Act.

§ 745. Establishment of Employment First Oversight Commission.

(a) There is hereby established an Employment First Oversight Commission under the purview of the State Council for Persons with Disabilities, which shall facilitate the full, effective and timely implementation of this Act.

(b) The Commission shall consist of 11 members, who are residents of this State. The Commission shall consist of the following members:

(1) Four members who are persons with a disability and who are knowledgeable of disability issues and who are not state employees, one of which shall be a veteran and one of which shall be a member of the State Council for Persons with Disabilities, and of whom:

(A) one shall be appointed by the Speaker of the House of Representatives;

(B) one shall be appointed by the Minority Leader of the House of Representatives;

(C) one shall be appointed by the President Pro Tempore of the Senate; and

(D) one shall be appointed by the Minority Leader of the Senate;

(2) one member who is experienced with employment service programs and who is not a state employee and who shall be appointed by the Speaker of the House of Representatives;

(3) a representative of the Division of Industrial Affairs, appointed by the Secretary of Labor;

(4) a representative of the Division of Vocational Rehabilitation, appointed by the Secretary of Labor;

(5) the Secretary of Education or a designee appointed by the Secretary;

(6) the Secretary of Health and Social Services or a designee appointed by the Secretary;

(7) the Director of the Division of Developmental Disabilities Services or a designee appointed by the Director; and

(8) the Chair of the Developmental Disabilities Council or a designee appointed by the Chair.

(c) Except as provided in subsections (d) and (e) of this section, each member shall serve a term of 3 years, and may succeed himself or herself for 1 additional term; provided, however, that where a member was initially appointed to fill a vacancy, such member may succeed himself or herself for only 1 additional full term. Any person appointed to fill a vacancy on the Commission shall hold office for the remainder of the unexpired term of the former member. Each term of office shall expire on the date specified in the appointment; however, the member shall remain eligible to participate in Commission proceedings unless and until such member's successor is duly appointed.

(d) The terms of the members of the Commission shall be staggered. Four members shall serve an initial term of 3 years, 4 members shall serve an initial term of 2 years, and the remaining members shall serve an initial term of 1 year. Thereafter, all terms shall be for 3 years.

(e) A person, who has never served on the Commission, may be appointed to the Commission for 2 consecutive terms; but no such person shall thereafter be eligible for 2 consecutive appointments. No person, who has been twice appointed to the Commission or who has served on the Commission for 6 years within any 9-year period, shall again be appointed to the Commission until an interim period of at least 1 term has expired since such person last served.

(f) Members of the Commission shall serve without compensation.

(g) Any member, who is absent without adequate reason for 3 consecutive meetings, or who fails to attend at least half of all regular business meetings during any calendar year, shall be subject to suspension or removal from the Commission.

§ 746. Commission organization; meetings; officers; quorum.

(a) The Commission shall hold regularly scheduled business meetings at least once in each quarter, and at such times as the chairperson deems necessary, or at the request of a majority of the members of the Commission.

(b) The Commission annually shall elect a chairperson and vice-chairperson. Each officer shall serve for 1 year and shall not succeed himself or herself for more than 2 consecutive terms.

(c) A majority of the members shall constitute a quorum for the purpose of transacting business.

§ 747. Powers and duties of Commission.

(a) The Commission shall review measurable goals and objectives as submitted to it by each relevant state agency to ensure implementation of this Act. The Commission shall track the measurable progress of state agencies in implementing this Act. All state agencies shall fully cooperate with and provide data and information to assist the Commission in carrying out its duties.

(b) The Commission shall prepare an annual report as part of, and included in, the annual report submitted by the State Council for Persons with Disabilities to the Governor and members of the General Assembly. The report shall detail progress

toward the goals and objectives and full implementation of this Act. All state agencies shall cooperate with the Commission on the creation and dissemination of the report. The report also shall identify barriers to achieving the outcomes along with the effective strategies and policies that can help realize the employment first initiative.

Section 2. Amend § 8210(b), Title 29 of the Delaware Code by making insertions as shown by underlining as follows:

(b) This Council shall have the following duties and responsibilities:

(1) Promote coordination among all state programs, services and plans established for or related to persons with disabilities.

(2) Review, on a continuing basis, all state policies, plans, programs and activities concerning persons with disabilities which are conducted or assisted, in whole or part, by state departments, agencies or funds in order to determine whether such policies, programs, plans and activities effectively meet the needs of persons with disabilities.

(3) Make recommendations to the Governor, the General Assembly and all state departments and agencies respecting ways to improve the administration of services for persons with disabilities and for facilitating the implementation of new or expanded programs.

(4) Provide the Governor, the General Assembly, all interested agencies and the general public with review and comment on all state legislative proposals affecting people with disabilities.

(5) Provide policymakers and the general public with analyses and recommendations on federal and local governmental legislation, regulations and policies affecting state programs and persons with disabilities.

(6) Propose and promote legislation, regulations and policies to improve the well-being of persons with disabilities.

(7) Serve as a central state clearinghouse for information and data regarding:

- a. The current numbers of persons with disabilities and their needs;
- b. The location, provision and availability of services and programs for persons with disabilities;
- c. Any other relevant information and data about persons with disabilities which the council deems appropriate.

(8) Prepare and submit to the Governor and the General Assembly an annual report of the activities of the Council and the status of services and programs for persons with disabilities.

(9) Serve as advisory council for the Community-Based Attendant Services program established by Chapter 94 of Title 16.

(10) Serve as the primary brain injury council for the State. In furtherance of this role, the Council shall:

- a. Fulfill the duties and responsibilities set forth in paragraphs (b)(1) through (8) of this section with respect to persons with brain injuries;
- b. Maintain a standing brain injury committee to facilitate prevention and centralized interdisciplinary planning, assessment and an improved service delivery system for individuals with brain injury comprised of the following members, or designees of such members:

1. Director of the Division of Public Health;

2. Director of the Division of Developmental Disabilities Services;
3. Director of the Division of Substance Abuse and Mental Health;
4. Director of the Division of Aging and Adults with Physical Disabilities;
5. Director of the Division of Prevention and Behavioral Health Services;
6. Director of Division of Vocational Rehabilitation;
7. Exceptional Children Director of Department of Education;
8. Chair of Governor's Advisory Council for Exceptional Citizens;
9. Chair of Developmental Disabilities Council;
10. Minimum of 3 survivors of brain injury or family members of such individuals; and
11. Representatives of prevention, planning, veterans and service delivery organizations

appointed by the Council, including a representative of the state chapter of the Brain Injury Association of America and a representative of the "protection and advocacy agency" defined in § 1102 of Title 16.

(11) Serve as administrative agency for the Employment First Oversight Commission as established in § 745 of Title 19.

#### SYNOPSIS

All persons with disabilities, including veterans with service-connected disabilities, have a right to the opportunity for competitive employment. To promote the realization of this right, this bill creates the Employment First Act. The Act requires that state agencies that provide services and support to persons with disabilities shall consider, as their first option, competitive employment in an integrated setting for persons with disabilities. The Act does not require an employer to give preference to hiring persons with disabilities.

The Act requires all state agencies to follow this policy for employment by coordinating and collaborating efforts among agencies. In addition, agencies may share data and information whenever possible across systems in order to track progress. State agencies may adopt rules and regulations to implement the Act.

This Act further establishes an Employment First Oversight Commission as part of the State Council for Persons with Disabilities. The Commission reviews measurable goals and objectives as submitted to it by each relevant state agency to ensure implementation of the Act. The Commission tracks the measurable progress of state agencies in implementing the Act. The Commission prepares an annual report as part of the annual report submitted by the State Council for Persons with Disabilities to the Governor and the General Assembly. The report details progress made toward the goals and objectives as well as strategies and policies to help realize the employment first initiative.

Appendix XI: ILLINOIS' EMPLOYMENT FIRST LEGISLATION

HB2591 Enrolled

LRB098 07302 JLS 37365 b

1 AN ACT concerning employment.

2 **Be it enacted by the People of the State of Illinois,**  
3 **represented in the General Assembly:**

4 Section 1. Short title. This Act may be cited as the  
5 Illinois Employment First Act.

6 Section 5. Policy. It is the policy of this State that  
7 competitive and integrated employment shall be considered the  
8 first option when serving persons with disabilities of working  
9 age. This policy applies to programs and services that provide  
10 services and supports to help persons with disabilities obtain  
11 employment. All State agencies shall follow this policy and  
12 ensure that it is effectively implemented in their programs and  
13 services. Nothing in this Section shall be construed to require  
14 any employer to give preference to hiring persons with  
15 disabilities.

16 Section 10. Definitions. As used in this Act:

17 "Competitive employment" means work in the competitive  
18 labor market that is performed on a full-time or part-time  
19 basis in an integrated setting and for which an individual is  
20 compensated at or above the minimum wage, but not less than the  
21 customary wage and level of benefits paid by the employer for  
22 the same or similar work performed by individuals who are not

1 disabled.

2 "Disability" has the meaning ascribed to that term in  
3 Section 10 of the Disabilities Services Act of 2003.

4 "Integrated setting" means with respect to an employment  
5 outcome, a setting typically found in the community in which  
6 applicants or eligible individuals interact with non-disabled  
7 individuals, other than non-disabled individuals who are  
8 providing services to those applicants or eligible  
9 individuals, to the same extent that non-disabled individuals  
10 in comparable positions interact with other persons.

11 "State agency" means and includes all boards, commissions,  
12 agencies, institutions, authorities, and bodies politic and  
13 corporate of the State, created by or in accordance with the  
14 Illinois Constitution or State statute, of the executive branch  
15 of State government and does include colleges, universities,  
16 public employee retirement systems, and institutions under the  
17 jurisdiction of the governing boards of the University of  
18 Illinois, Southern Illinois University, Illinois State  
19 University, Eastern Illinois University, Northern Illinois  
20 University, Western Illinois University, Chicago State  
21 University, Governors State University, Northeastern Illinois  
22 University, and the Illinois Board of Higher Education.

23 Section 15. Agency coordination. All State agencies shall  
24 coordinate efforts and shall collaborate within and among such  
25 agencies to ensure that State programs, policies, procedures,

1 and funding support competitive and integrated employment of  
2 persons with disabilities. All State agencies shall, whenever  
3 feasible, share data and information across systems in order to  
4 track progress toward full implementation of this Act. State  
5 agencies are authorized to adopt rules to implement this Act.

6 Section 20. Establishment of measurable goals and  
7 objectives. The Employment and Economic Opportunity for  
8 Persons with Disabilities Task Force established under the  
9 Employment and Economic Opportunity for Persons with  
10 Disabilities Task Force Act shall establish measurable goals  
11 and objectives for the State to ensure implementation of this  
12 Act and monitor the measured progress toward implementation of  
13 this Act. All State agencies shall fully cooperate with the  
14 Task Force and provide data and information to assist the Task  
15 Force in carrying out its responsibilities. The Task Force  
16 shall include in its annual report a progress report on the  
17 implementation of this Act and any recommendations with respect  
18 to the implementation of this Act.

19 Section 99. Effective date. This Act takes effect upon  
20 becoming law.

**Appendix XII: FUNDING STRUCTURES THAT PROMOTE INTEGRATED EMPLOYMENT**

**Funding structures that promote**

**integrated employment (Office of Disability Employment Policy)**

Author	Funding structure
The Washington Division of Developmental Disabilities	<p><b>Washington State Working Age Adult Policy</b></p> <p>This policy establishes employment supports as the primary use of employment/day program funds for working age adults and guidelines for Case Resource Managers (CRM) and counties to follow when authorizing and offering services to working age adults. This document also contains answers to Frequently Asked Questions on implementation.</p>
The National Technical Assistance and Research (NTAR) Leadership Center	<p><b>Blending and Braiding Resources to Support the Employment of People with Disabilities</b></p> <p>This National Technical Assistance and Research (NTAR) Virtual Leadership Institute webinar defines "blending" and "braiding" as strategies to use available resources in more coordinated and flexible ways to support customized employment. It reviews sources of funding that can be accessed within the vocational rehabilitation-supported employment process and explains how the strategies are used in the state of Virginia.</p>
Grant Revell	<p><b>Funding Consumer-Directed Employment Outcomes Fact Sheet</b></p> <p>This fact sheet explains how the funding sources used by service providers and individuals with disabilities can support or</p>

hinder Customized Employment practices, specifically those that are directed by the consumer. It lists key characteristics of customer-oriented funding policy and gives examples of successful initiatives in New Hampshire and Oklahoma.

The State Employment Leadership Network (SELN)

**State Employment Practices Funding for Employment 2008**

This State Employment Leadership Network (SELN) report reviews developmental disability service systems in five states (Connecticut, Florida, North Carolina, Oklahoma, and Tennessee) that are leading the way in finding innovative ways to modify their employment funding design to achieve the intended outcomes.

Nancy Brooks-Lane and Grant Revell

**Q&A on Customized Employment: Funding of Community-Integrated Employment Outcomes**

This brief explains how the Cobb-Douglas Counties Community Services Boards in Georgia refocused their efforts on Customized Employment and funding.

**Appendix XIII: RESOURCES AND COALITIONS DESIGNED TO PROMOTE INTEGRATED EMPLOYMENT FOR INDIVIDUALS WITH DISABILITIES**

**Resources and coalitions (Office of Disability Employment Policy)**

Author	Resources or coalitions
	<p><b>The National Association of State Directors of Developmental Disabilities Services Web Site</b>                      NASDDS exists to help state agencies to build person-centered systems of services and supports for people with developmental disabilities and their families. The association offers regulatory guidance, technical assistance, and networking opportunities for its members.</p>
	<p><b>Washington Initiative for Supported Employment "Innovative Projects" Web Site</b>                      This Web site showcases a range of innovative projects being used in Washington state to more fully integrate persons with disabilities in the community, in housing, and in employment.</p>
<p>The Washington Initiative for Supported Employment</p>	<p><b>Community Leadership for Employment First in Oregon: A Call to Action</b>                      This paper recommends strategies for implementing Employment First in the state of Oregon, building off the Employment First Summit held in September 2010 and subsequent regional stakeholder meetings. It addresses challenges and opportunities at the state, community, and individual and family levels.</p>
<p>Wisconsin APSE</p>	<p><b>Employment First Wisconsin: Working to Insure the Full Array of Employment Options and Supports for All Citizens</b></p>

Author	Resources or coalitions
	<p>This paper by Wisconsin APSE (formerly the Association for Persons in Supported Employment) captures key successes and next steps shared at a series of facilitated group discussions held in eight locations around the state in 2009. Topics include consumer and family education, the transition from high school to integrated employment, training for employment support providers, transportation, and funding.</p>
The Alliance for Full Participation	<p><b>Alliance for Full Participation (AFP) State Team Scorecard</b></p> <p>The Alliance for Full Participation (AFP) State Team Scorecard can be used to measure a state's progress in eleven areas necessary for strongly supporting integrated employment.</p>
Mark L. Hill, David J. Ruth, P. David Banks, James L. Troxell, Robert M. Carlson, Michael J. Hine, and Simone W. Jones	<p><b>WorkWORLD Benefit Planning Decision Support System: Assisting People With Disabilities To Find Earnings And Work Incentive Solutions To Low Income and Health Care Problems While Benefiting Taxpayers And Government Policy Implementers</b></p> <p>This software helps consumers understand how the rules that govern work incentives and benefits apply to them and make an informed decision about the decision to get a job. This product can also help policymakers understand how certain rules result in disincentives for employment.</p>

Author	Resources or coalitions
The State Employment Leadership Network (SELN)	<p data-bbox="824 237 1390 373"><b>State Employment Leadership Network (SELN) Brochure and Accomplishments Report, Membership Year 2009-2010</b></p> <p data-bbox="824 401 1409 1121">The State Employment Leadership Network is a joint program of the Institute for Community Inclusion at the University of Massachusetts Boston and the National Association of State Directors of Developmental Disabilities Services that supports state agencies working to improve employment outcomes for people with intellectual and developmental disabilities. The Accomplishments Report summarizes progress in seventeen member states in 2009-2010 in areas such as waiver service definitions, Employment First policies and strategies, funding and rate methodology changes, and sharing data across state agencies.</p>

## Appendix XIV: NEVADA EMPLOYMENT RESOURCES FOR PEOPLE WITH DISABILITIES

### **Providing levels of supported employment**

The following list gives employment resources for people with disabilities in Nevada. Included are the various agencies that work with those with disabilities, and a brief description of each. Many of these agencies are operated by the State of Nevada, while some are private, non-profit organizations, but all provide some form of employment training and support. In addition, this list contains the various supported employment community providers in the state, as obtained from the three Nevada regional centers. These organizations provide varying levels of supported employment either at their facilities or in the community (Harrington, Sykes, & Wassmuth, 2012).

#### **Blind Center of Nevada**

<http://blindcenter.org/>

\*1001 N. Bruce Street, Las Vegas, NV 89101 (702) 642-6000

The Blind Center of Nevada is an organization based in Las Vegas, NV, which provides various services to people with visual impairments. The Center provides jobs, employment training, training in braille, and various social programs designed to allow more independent and fulfilling living.

#### **Blindconnect**

<http://www.blindconnect.org/>

\*6375 West Charleston Blvd WCL #200, Las Vegas, NV 89146 (702) 631-9009

Blindconnect is a non-profit organization based in Las Vegas, NV, which has the aim of promoting involvement of people with visual impairments in the community. Blindconnect works to help those with visual impairments connect with each other, find and utilize community programs and training, and find employment.

#### **Department of Education**

<http://www.doe.nv.gov/>

The Nevada Department of Education (DOE) is the state governing board of K-12 education. In this regard, the DOE offers special education training and career training for those with disabilities.

### **Department of Employment, Training and Rehabilitation**

<http://www.nvdetr.org/>

\*2800 E. St. Louis Avenue, Las Vegas, NV 89104

\*500 East Third Street, Carson City, NV 89713 (775) 684-3849

The Nevada Department of Employment, Training and Rehabilitation (DETR) provides the many employment services offered by the State of Nevada. Through its various agencies, DETR provides employment rehabilitation, training, job location services, upholds employment laws, and performs employment related data collection and analysis. DETR consists of several divisions: the Research and Analysis Bureau, the Employment Security Division, the Nevada Equal Rights Commission, the Rehabilitation Division, and Information Development and Processing.

### **Employment Security Division**

<http://detr.state.nv.us/esd.htm>

(775) 684-3909

(702) 486-6632

The Employment Security Division (ESD) provides training and other employment programs for Nevada workers and businesses. It works in conjunction with Nevada Job Connect to provide job placement for workers and employers, as well as guidance, various labor related information, and data.

### **Career Enhancement Program**

<http://detr.state.nv.us/ESD%20Pages/cep%20for%20jobseekers.htm>

(775) 684-3909

(702) 486-6632

The Career Enhancement Program (CEP) provides assistance to workers to increase job skills and potential earnings. This employer-funded program provides direct coaching and training for workers to find new careers, and provides specialized training for people with disabilities, veterans, and older workers.

### **Nevada Equal Rights Commission**

<http://detr.state.nv.us/nerc.htm>

\*555 E. Washington Avenue Suite 4000, Las Vegas, NV 89101 (702) 486-7161

\*1675 East Prater Way Suite 103, Sparks, NV 89434 (775) 823-6690

The Nevada Equal Rights Commission (NERC) is the primary state equal opportunity employment enforcement and policy agency. The Commission investigates incidences of workplace discrimination, including discrimination against those with disabilities.

### **Rehabilitation Division**

<http://detr.state.nv.us/Rehab%20pages/rehab.htm>

(702) 486-5230

(775) 684-4040

The Rehabilitation Division is tasked with aspects of employment of those with disabilities including training, placement, and assessment of employment. The Rehabilitation Division includes Vocational Rehabilitation, Services to the Blind and Visually Impaired, and Disability Adjudication bureaus, as well as the Office of Disability Employment Policy, and the Client Assistance Program.

### **Office of Disability Employment Policy**

<http://detr.state.nv.us/Rehab%20pages/ODEP.htm>

The Office of Disability Employment Policy (ODEP) is responsible for creating disability employment policy for state agencies, as well as contracting services and material needs for the various disability employment training centers in Nevada.

### **Bureau of Services to the Blind and Visually Impaired**

<http://detr.state.nv.us/Rehab%20pages/blind%20services.htm>

The Bureau of Services to the Blind and Visually Impaired (BSBVI) provides testing and work accommodation to those with visual impairments. The Bureau helps those with visual impairments to work by testing abilities, finding appropriate work, and providing assistive technologies and work accommodations.

### **Transition Services**

<http://detr.state.nv.us/Rehab%20pages/transitionservices.htm>

Transition Services help people with disabilities coming out of high school to find an appropriate job, or to continue school. Transition Services assesses the individual while in high school to determine ability and eligibility for vocational training and rehabilitation. Job training and assistive technologies are also provided by Transition Services.

### **Client Assistance Program**

<http://detr.state.nv.us/Rehab%20pages/cap.htm>

The Client Assistance Program (CAP) informs individuals with disabilities of the various state resources and programs available to them. It also aids problem resolution for those with disabilities experiencing problems with state agencies.

### **Bureau of Vocational Rehabilitation**

<http://detr.state.nv.us/Rehab%20pages/voc%20rehab.htm>

The Bureau of Vocational Rehabilitation provides job services to those with disabilities including assessment of abilities, job location and placement, and training and services for retention.

### **Bureau of Disability Adjudication**

<http://detr.state.nv.us/Rehab%20pages/disability%20adjudication.htm>

The Bureau of Disability Adjudication is responsible for evaluating individuals with disabilities to determine their eligibility for federal assistance such as Supplemental Security Income and Social Security Disability Insurance.

### **Division of Health Care Financing and Policy**

\*1100 East William Street Suite 101, Carson City, NV 89701

(775) 684-3676

\*1210 S. Valley View Suite 104, Las Vegas, NV 89102 (702) 668-4240

\*1010 Ruby Vista Drive Suite 103, Elko, NV 89801 (775) 753-1191

\*1030 Bible Way, Reno, NV 89502 (775) 687-1939

The Division of Health Care Financing and Policy (DHCFP), a division of the Nevada Department for Health and Human Services (DHHS), works in conjunction with the Centers for Medicare and Medicaid (CMS) to provide health coverage for those with low income and disabilities.

### **Nevada Ticket to Work and Work Incentives Improvement Act Medicaid Infrastructure Grant**

<http://dhcfp.state.nv.us/tickettowork.htm>

As part of the Ticket to Work and Work Incentives Improvement Act (TWWIIA) of 1999, Nevada has initiated a Medicaid buy in program, funded by the Medicaid Infrastructure Grant (MIG). This program allows individuals with disabilities who are employed or seeking employment to have access to Medicaid, even if their income is higher than the general maximum allowable.

### **Division of Mental Health and Developmental Services**

<http://mhds.nv.gov/>

\*4126 Technology Way, Second Floor, Carson City, NV 89706 (775) 684-5943

The Nevada Division of Mental Health and Developmental Services (MHDS), a division under the Nevada Department of Health and Human Services, is responsible for programs seeking to create a more independent lifestyle for people with disabilities. Included within the MHDS are the state's three regional centers for those with disabilities, Desert Regional Center (DRC), Rural

Regional Center (RRC), and Sierra Regional Center (SRC). State regional centers are responsible for providing services to residents with disabilities to enjoy a more independent and meaningful life, such as employment services and residential services within the community.

### **Desert Regional Center**

\*1391 South Jones Boulevard, Las Vegas, NV 89146 (702) 486-6200

Desert Regional Center (DRC) is the state regional center for people with disabilities serving Las Vegas, Clark County and portions of Lincoln and Nye Counties.

### **Rural Regional Center**

\*1665 Old Hot Springs Road, Suite 157, Carson City, NV 89706 (775) 687-5162

\*1825 Pinion Road, Suite A, Elko, NV 89801 (775) 753-4236

\*151 North Maine Street, Fallon, NV 89406 (775) 423-0347

\*3595 Highway 50 West, Suite 3, Silver Springs, NV 89429 (775) 577-4077

\*475 West Haskell, Winnemucca, NV 89445 (775) 623-6593

Rural Regional Center (RRC) is the state regional center for people with disabilities serving rural areas outside of Reno and Las Vegas. The main intake office is located in Carson City, with other offices in Elko, Fallon, Silver Springs, and Winnemucca.

### **Sierra Regional Center**

\*605 South 21st Street, Sparks, NV 89431-5599

(775) 688-1930

Sierra Regional Center (SRC) is the state regional center for people with disabilities serving Reno/Sparks and Washoe County.

### **Nevada Council of the Blind**

<http://www.nvblind.org/>

\*PO Box 364496, North Las Vegas, NV 89036

(702) 383-0600

The Nevada Council of the Blind (NCB) is a non-profit organization based in North Las Vegas, NV. NCB provides advocacy for independent living for those with a visual impairment. As an affiliate of the American Council of the Blind, NCB additionally provides employment advocacy, including training.

### **Nevada Disability Advocacy and Law Center**

<http://www.ndalc.org/>

\*6039 Eldora Avenue, Suite C, Box 3, Las Vegas, NV 89146

(702) 257-8150

\*1865 Plumas Street #2C, Reno, NV 89509

(775) 333-7878

\*1250 Lamoille Highway, Suite 944, Elko, NV 89801

(775) 777-1590

The Nevada Disability Advocacy and Law Center (NDALC) is a non-profit, statewide organization that provides education, training, and legal support for people with disabilities. NDALC operates offices in Elko, Reno/Sparks, and Las Vegas, and provides legal representation based on individual case merit and the ability of NDALC to resolve the issue.

### **Nevada Job Connect**

<http://www.nevadajobconnect.com/centers/index.php>

\*4001 South Virginia Street, Reno, NV 89502

(775) 284-9600

\*121 Industrial Way, Fallon, NV 89406

(775) 423-5115

\*3405 South Maryland Parkway, Las Vegas, NV 89169

(702) 486-0100

\*119 Water Street, Henderson, NV 89015

(702) 486-0300

\*1929 North Carson Street, Carson City, NV 89701

(775) 684-0400

\*2827 Las Vegas Boulevard, North Las Vegas, NV 89030

(702) 486-0200

\*172 Sixth Street, Elko, NV 89801

(775) 753-1900

\*1675 East Prater Way, Suite 103, Sparks, NV 89434

(775) 284-9520

\* 1541 E. Basin St., Building #1, Pahrump, NV 89048

(775) 537-2323

\*1500 Avenue F, Suite 1, Ely, NV 89301

(775) 289-1616

\*475 West Haskell Street, #1, Winnemucca, NV 89445

(775) 623-6520

Nevada Job Connect offers eleven career centers statewide that provide job listings, placement, skills assessment, and training, in addition to other programs. Job Connect also works in

conjunction with the Rehabilitation Division of the Nevada Department of Employment, Training, and Rehabilitation to provide vocational rehabilitation services.

### **Northern Nevada Center for Independent Living**

<http://www.nncil.org>

\*999 Pyramid Way, Sparks, NV 89431

(775) 353-3599

\*1250 Lamoille Hwy. #944, Elko, NV 89801

(775) 753-4300

\*1919 Grimes Street #B, Fallon, NV 89406

(775) 423-4900

The Northern Nevada Center for Independent Living (NNCIL), based in Reno, NV with offices in Elko and Fallon, NV offer a variety of services to those with disabilities to increase independence. NNCIL offers assistive technologies, home and vehicle modifications, training in public transportation, and general life skills training, in addition to other services.

### **Social Security Administration**

<http://www.ssa.gov/>

\*10416 S Eastern Avenue, Henderson, NV 89052

(800) 772-1213

\*1250 S Buffalo Dr. Suite 150, Las Vegas, NV 89117

(800) 772-1213

\*4340 Simmons Street, North Las Vegas, NV 89032

(866) 614-9667

\*1170 Harvard Way, Reno, NV 89502

(888) 808-5481

The Social Security Administration (SSA) provides a number of services to those with disabilities including Supplemental Security Income (SSI), plans 1619(a) and 1619(b), Impairment Related Work Expenses (IRWE), Blind Work Expenses (BWE), and the Plan to Achieve Self Support (PASS). For more information on these programs, see Resource Methodology, SSI Annual Statistical Report.

### **Southern Nevada Centers for Independent Living**

<http://www.sncil.org/>

\*6039 Eldora Ave., Ste. H-8, Las Vegas, NV 89146

(702) 889-4216

The Southern Nevada Centers for Independent Living (SNCIL) provide services to increase independence for residents of Southern Nevada with disabilities. SNCIL provides coaching on available programs such as Supplemental Security Income, life skills training, adaptive technologies, and many other services. In addition, SNCIL is the state Work Incentives Planning and Assistance (WIPA) provider. In this capacity, SNCIL is authorized by the Social Security Administration to provide assistance and guidance to beneficiaries with disabilities for job planning and placement, and analysis of benefits eligibility and work incentive programs.

### **Supported Employment Community Providers**

#### **ALPHA PRODUCTIONS TECHNOLOGY**

\*50 Freeport Blvd # 3, Sparks, NV 89431-6254

(775) 359-4498

#### **AMERICAN REHABILITATION (ARC)**

\*4601 W. Sahara Ave., Suite T, Las Vegas, NV 89102

(702) 878-1111

#### **A.S.A.P. EMPLOYMENT SERVICES**

<http://www.asapemployment.com/index.html>

\*3175 E. Warm Springs # 117, Las Vegas, NV 89120

(702) 210-4468

**CARPE DIEM**

\*4525 Spring Mountain Rd. Suite 110, Las Vegas, NV 89102

(702) 485-6705

**CHOICES FOR ALL**

\*3189 Mill St, Reno, NV 89502

(775) 324-2322

**DANVILLE MESQUITE (GREEN WILLOW)**

<http://www.danserv.com/home/>

\*150 N. Yucca, Rm. # 22, Mesquite, NV 89027

(435) 634-1704

**DISABILITY RESOURCES**

<http://www.disabilityresourcesnv.org/>

\*50 E. Greg St., Ste. 102, Sparks, Nevada 89431

(775) 329-1126

**EASTER SEALS SOUTHERN NEVADA**

<http://www.easterseals.com/nevada/>

\*6200 West Oakey Blvd, Las Vegas, NV 89146

(702) 870-7050

\*4336 Losee Road Building B, Suites 1 & 2, North Las Vegas, NV 89030

(702) 649-7151

**FLETCHER EMPLOYMENT SERVICES**

\*773 N. Christy Lane, Las Vegas, NV 89110

(702) 580-9028

**FOUNDATION FOR AN INDEPENDENT TOMORROW**

<http://www.lasvegasfit.org>

\* 1931 Stella Lake Drive, Las Vegas, NV 89106

(702) 367-4348

**GOODWILL INDUSTRIES OF SACRAMENTO VALLEY AND NORTHERN NEVADA**

<http://www.goodwillsacto.org/>

\*6648 Franklin Blvd, Sacramento, CA 95823

(916) 395-9000

**GOODWILL OF SOUTHERN NEVADA, INC.**

<http://www.sngoodwill.org/>

\*1280 W. Cheyenne Avenue, Las Vegas, NV 89030

(702) 214-2000

**HIGH SIERRA INDUSTRIES - WASHOE ABILITY RESOURCE CENTER**

<http://www.warcnv.org>

<http://hsireno.com/>

\*790 Sutro Street, Reno, NV 89512

(775) 333-9272

**MURRAY, RUTH**

\*4461 W. Murray Court, Pahrump, NV 89048

(775) 537-0161

**NEW VISTA COMMUNITY**

<http://www.newvistanv.org/>

\*5220 W. Charleston Blvd., Las Vegas, NV 89146

(702) 457-4677

**OPPORTUNITY VILLAGE**

<http://www.opportunityvillage.org/index.php>

\*6300 West Oakey Blvd, Las Vegas, NV 89146

(702) 259-3700

\*Retail Store: 4600 Meadows Ln, Las Vegas, NV 89107

(702) 383-1082

\*6050 S. Buffalo Dr., Las Vegas, NV 89113

(702) 262-1550

\*451 E Lake Mead Blvd., Henderson, NV 89015

(702) 564-7400

**PORTALS (REM)**

\*4660 S. Decatur Blvd., Las Vegas, NV 89103

(702) 873-5554

**PROGRESSIVE CHOICES**

\*3000 Rigel Ave. (Corporate Office), Las Vegas, NV 89102

(702) 248-9484

**RAINBOW MEADOWS**

\*3053 W Craig RD. Suite 192, N. Las Vegas, NV 89032

(702) 255-9233

**SALVATION ARMY FRIENDSHIP CIRCLE**

\*P.O. Box 91300, Henderson, NV 89009

(702) 565-8836

**SUMMIT (PINNACLE)**

\*3435 W. Cheyenne, Suite 103, N. Las Vegas, NV 89032

(702) 636-0841

**TRINITY**

<http://www.trinity-services.org/>

240 South Rock Blvd, Suite #133, Reno, NV 89502

(775) 857-2500

**UNGER, HEIDI**

\*HCR 38, Box 140, Las Vegas, NV 89124

(702) 395-1519

**UNITED CEREBRAL PALSY OF NEVADA**

\*6100 Neil Rd., Suite 201, Reno, NV 89511

(775) 834-4164

**UNR PATH-STEP**

<http://www.unr.edu/psych/behavior/path.html>

\*Behavior Analysis Program, University of Nevada Reno, Mack Social Science, Room 404,  
Department of Psychology, Mail Stop 296, Reno,

NV 89557

(775) 636-2584

**WESTVIEW**

<http://www.westviewservices.org/>

\*1401 S. Arville Street, Ste. D, Las Vegas, NV 89102

(702) 248-6735

**Appendix XV: STATE ALLOCATION TABLES: STATE COUNCILS ON DEVELOPMENTAL DISABILITIES (DDC)**

**Developmental Disabilities Councils (DDC) FY 2015 Estimated**

**Allocation for Awards to States/Territories**

<b>State/Territory</b>	<b>Developmental Disabilities Councils (DDC)</b>
Alabama	\$1,286,594
Alaska	\$453,609
Arizona	\$1,399,118
Arkansas	\$755,771
California	\$6,525,724
Colorado	\$863,372
Connecticut	\$684,571
Delaware	\$453,609
District of Columbia	\$453,609
Florida	\$3,515,346
Georgia	\$2,050,742
Hawaii	\$453,609
Idaho	\$453,609
Illinois	\$2,488,609
Indiana	\$1,415,494
Iowa	\$733,450
Kansas	\$582,257
Kentucky	\$1,201,182
Louisiana	\$1,334,204
Maine	\$453,609
Maryland	\$955,124
Massachusetts	\$1,326,442
Michigan	\$2,450,823
Minnesota	\$971,358

Mississippi	\$910,365
Missouri	\$1,300,138
Montana	\$453,609
Nebraska	\$453,609
<b>Nevada</b>	<b>\$471,142</b>
New Hampshire	\$453,609
New Jersey	\$1,499,696
New Mexico	\$481,580
New York	\$4,126,430
North Carolina	\$2,007,183
North Dakota	\$453,609
Ohio	\$2,708,124
Oklahoma	\$850,049
Oregon	\$785,303
Pennsylvania	\$2,972,147
Rhode Island	\$453,609
South Carolina	\$1,078,006
South Dakota	\$453,609
Tennessee	\$1,432,620
Texas	\$4,816,568
Utah	\$640,525
Vermont	\$453,609
Virginia	\$1,422,918
Washington	\$1,188,436
West Virginia	\$743,743
Wisconsin	\$1,230,361
Wyoming	\$453,609
American Samoa	\$236,227
Guam	\$236,227
Northern Mariana Islands	\$236,227
Puerto Rico	\$2,375,051

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Virgin Islands	\$236,227
<b>TOTAL</b>	<b>\$70,876,000</b>

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***Disclaimer:** Once Congress enacts an appropriation for FY 2015, and after ACL has updated the data used in the formula for determining award amounts, the allotments will be adjusted accordingly. The final State allotments will be provided to the grantee after a final appropriations bill is passed by Congress.*

(U.S. Department of Health and Human Services, 2014)

**APPENDIX XVI: STATE ALLOCATION TABLES: STATE PROTECTION AND ADVOCACY SYSTEMS (P&AS)**

**Protection & Advocacy (P&A) FY 2015 Estimated Allocation for**

**Awards to States/Territories**

<b>State/Territory</b>	<b>Protection and Advocacy (P&amp;A)</b>
Alabama	\$621,790
Alaska	\$362,881
Arizona	\$662,160
Arkansas	\$382,623
California	\$3,308,266
Colorado	\$448,132
Connecticut	\$374,133
Delaware	\$362,881
District of Columbia	\$362,881
Florida	\$1,871,228
Georgia	\$1,049,391
Hawaii	\$362,881
Idaho	\$362,881
Illinois	\$1,269,982
Indiana	\$767,447
Iowa	\$372,593
Kansas	\$362,881
Kentucky	\$579,143
Louisiana	\$568,672
Maine	\$362,881
Maryland	\$468,424
Massachusetts	\$606,532
Michigan	\$1,244,002
Minnesota	\$514,482

Mississippi	\$425,999
Missouri	\$689,871
Montana	\$362,881
Nebraska	\$362,881
<b>Nevada</b>	<b>\$362,881</b>
New Hampshire	\$362,881
New Jersey	\$745,824
New Mexico	\$362,881
New York	\$1,835,961
North Carolina	\$1,093,115
North Dakota	\$362,881
Ohio	\$1,336,512
Oklahoma	\$419,743
Oregon	\$408,276
Pennsylvania	\$1,375,314
Rhode Island	\$362,881
South Carolina	\$575,609
South Dakota	\$362,881
Tennessee	\$751,384
Texas	\$2,440,849
Utah	\$362,881
Vermont	\$362,881
Virginia	\$732,147
Washington	\$620,668
West Virginia	\$366,370
Wisconsin	\$640,072
Wyoming	\$362,881
American Samoa	\$194,139
Guam	\$194,139

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Northern Mariana Islands	\$194,139
Puerto Rico	\$890,053
Virgin Islands	\$194,139
Native American Protection and Advocacy Inc.	\$194,139
<b>TOTAL</b>	<b>\$37,959,320</b>

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Disclaimer: Once Congress enacts an appropriation for FY 2015, and after ACL has updated the data used in the formula for determining award amounts, the allotments will be adjusted accordingly. The final State allotments will be provided to the grantee after a final appropriations bill is passed by Congress (U.S. Department of Health and Human Services, 2014).

## Appendix XVII: EXAMPLES OF EMPLOYERS IN NEVADA

**Alpha Productions** is a wire and cable harness manufacturing organization based in Sparks, NV. Alpha Productions provides employment to people with disabilities in their manufacturing plant, as well as employment and skills training for employment in the community. (Harrington, Sykes, & Wassmuth, 2012)

**The Easter Seals of Southern Nevada** is a non-profit organization providing a number of services to residents of Southern Nevada with disabilities to aid in becoming self-sufficient. The Easter Seals provide services such as supportive employment, supportive living arrangements, assistive technologies, day services, and education. (Harrington, Sykes, & Wassmuth, 2012)

**Fallon Industries (FI)** is a non-profit organization, serving people with disabilities in the Fallon/Fernley, NV region. Fallon Industries offers community based supportive employment, contracting with state and private businesses in the area. (Harrington, Sykes, & Wassmuth, 2012)

**Goodwill Industries of Sacramento Valley and Northern Nevada** is a non-profit organization that provides employment opportunities and training to people with disabilities. Employment training and programs are funded primarily through sales generated in Goodwill's chain of thrift stores. (Harrington, Sykes, & Wassmuth, 2012)

**Goodwill of Southern Nevada** is a non-profit organization located in and around Las Vegas, NV that provides employment opportunities and training to people with disabilities. Employment training and programs are funded primarily through sales generated in Goodwill's chain of thrift stores. (Harrington, Sykes, & Wassmuth, 2012)

**High Sierra Industries – Washoe Ability Resource Center (HSI-WARC)** is a non-profit organization providing employment opportunities and training for people with disabilities in the Reno/Sparks, NV area. High Sierra Industries operates a light manufacturing facility, and Washoe Ability Resource Center operates a number of thrift stores, both of which are used to provide employment, and fund training and community integrated employment opportunities. (Harrington, Sykes, & Wassmuth, 2012)

**Opportunity Village (OV)** is a non-profit organization in Las Vegas and Henderson, NV that provides employment services, training, day services, and social activities for people with disabilities. Opportunity Village is funded by charitable donations, as well as its thrift stores. (Harrington, Sykes, & Wassmuth, 2012)

**United Cerebral Palsy (UCP)** is a national non-profit organization which provides services to people with disabilities, including housing, life skills, assistive technologies, and employment training and job location. UCP of Nevada is a local UCP affiliate which provides services in the Reno, NV area. (Harrington, Sykes, & Wassmuth, 2012)