

## Strategic Planning Session

### INTEGRATED EMPLOYMENT STRATEGIC PLAN

GOALS AND OBJECTIVES JUNE 10, 2015

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### INTENDED OUTCOMES

- Review strategies prioritization and revision
- Refine strategies
- Validate timing
- Identify implementation lead
- Approve strategic plan draft

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## TIMING FROM APRIL MEETING

Issue	Proposed priority and timing
2. Resource Development and Sustainability	1 – 3 year
5. Collaboration and Coordination	2 – 3 year
10. Transportation	3 – 3 and 5 year
1. Government as a Leader and Model and 7 Employer Engagement, Development and Support	4 – 3, 5 and 10 year
6. Workforce Development	5 – 5 year
3. Employment First Policies and Practices 8. Culture Shift and Community Awareness	6 – 3, 5 and 10 year
9. Early and Timely School Assessment and Planning for Transitions	7 – 5 and 10 year
4. Outcomes Measurement and Review Process	8 – 3, 5, and 10 year

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## RESOURCE DEVELOPMENT AND SUSTAINABILITY (A)

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

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## RESOURCE DEVELOPMENT AND SUSTAINABILITY (A)

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank		
		1 - 2	3 - 4	5 - 6
1. Access all available resources and funding for programs and services for individuals with I/DD and ensure funding is sufficient so that quality services and supports are available as needed for long-term employment success	9.08	7	4	0
2. Access and leverage through collaboration all available resources and funding for programs and services for individuals with I/DD to ensure federal funding is maximized and sufficient for long-term employment success.	8.77	8	2	2
3. Engage/challenge the Governor and the Legislature to add the resources to the system that are needed to achieve the outcomes of competitive integrated employment	7.38	4	3	2
4. Maximize and leverage existing resources including actively seeking all funding available including Plans for Achieving Self-Support (PASS), Impairment Related Work Expenses (IRWE) benefits, and all Medicaid/WIOA and SSI/SSDI resources	7.38	3	4	3
5. Develop new and promote existing partnerships and collaborations between all state agencies charged with supporting people with disabilities	7.00	2	4	5

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## RESOURCE DEVELOPMENT AND SUSTAINABILITY (A)

- A. Access and leverage through collaboration all available resources for programs and services for persons with I/DD to ensure all funding is maximized and sufficient for long-term employment success, including Plans for Achieving Self-Support (PASS), Impairment Related Work Expenses (IRWE) benefits, and all Medicaid/WIOA and SSI/SSDI resources
- B. Engage the Governor and the Legislature to add the resources to the system that are needed to achieve the outcomes of competitive integrated employment

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## RESOURCE DEVELOPMENT AND SUSTAINABILITY (A)

- C. Develop new and promote existing partnerships and collaborations between all state agencies charged with supporting people with disabilities
- D. Pursue alternative/complementary funding through private foundations and grants
- E. Identify and link grant seeking staff across agencies to leverage information and increase grant success.
- F. Develop third party cooperative arrangements between state agencies and education systems

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## RESOURCE DEVELOPMENT AND SUSTAINABILITY (A)

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

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## RESOURCE DEVELOPMENT AND SUSTAINABILITY (A)

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank		
		1	2	3
1. Establish a funding and rate plan for sustainability that includes braided and blended funding across agencies, and re-balancing funding and staff.	3.54	4	3	2
2. Maximize available state and federal resources through improved rate and payment systems offered by the RSA Section 110 dollars to increase competitive employment	3.46	3	5	2
4. Work with legislators to understand the importance of increased State funding of Vocational Rehabilitation to draw down increased Federal funds at a 4:1 ratio.	3.08	2	3	3
3. Develop sustainability plans to respond to funding changes and the WIOA	2.62	3	0	3
5. Require any changes to the NV system of care, including Medicaid and Education to include this plan in their implementation plan.	2.31	1	2	3

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## RESOURCE DEVELOPMENT AND SUSTAINABILITY (A)

- A. Establish a funding and rate plan for sustainability that includes braided and blended funding across agencies, and re-balances funding and staff.
- B. Maximize available state and federal resources through improved rate and payment systems offered by the RSA Section 110 dollars to increase competitive, integrated employment

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## RESOURCE DEVELOPMENT AND SUSTAINABILITY (A)

- C. Educate legislators to understand the importance of increased State funding of Vocational Rehabilitation to draw down increased Federal funds
- D. Develop sustainability plans to respond to funding changes and WIOA
- E. Require competitive, integrated employment to be addressed in all applicable state plans that are part of the Nevada system of care

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## COLLABORATION AND COORDINATION

Nevada develops effective partnerships that include all stakeholders to implement competitive, integrated employment

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## COLLABORATION AND COORDINATION

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank		
		1 - 2	3 - 4	5 - 6
2. Expanding innovative partnerships and collaborations to leverage resources and expand opportunities for employment. This includes projects like customized employment, Third Party Cooperative Arrangements, Project Search and other pilot efforts.	12.08	9	1	1
1. Establish memorandum of understanding (MOUs/interlocal agreements) with key state and local agency partners, such as vocational rehabilitation, education, mental health, and the state Medicaid agency to remove barriers to employment supports as people transition from one funding stream to another	11.77	8	2	1
4. Implement data sharing policies, practices and systems with state agencies, school districts and providers of competitive, integrated employment services	9.00	2	5	1
3. Secure grant funding, including braided or blended funding to implement innovative projects statewide	8.92	1	4	3
8. Provide outreach and specialized staff training across agencies and schools to ensure understanding and ownership of the process and outcomes for transition students.	8.77	2	2	4

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## COLLABORATION AND COORDINATION

- A. Expand innovative partnerships and collaborations to leverage resources and expand opportunities for employment. This includes projects like customized employment, Third Party Cooperative Arrangements, Project Search and other pilot efforts
- B. Establish memorandum of understanding (MOUs/interlocal agreements) with key state and local agency partners, such as vocational rehabilitation, education, mental health, and the state Medicaid agency to remove barriers to employment supports as people transition from one funding stream to another

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## COLLABORATION AND COORDINATION

- C. Implement data sharing policies, practices and systems with state agencies, school districts and providers of competitive, integrated employment services
- D. Secure grant funding, including braided or blended funding to implement innovative projects statewide
- E. Provide outreach and specialized staff training across agencies and schools to ensure understanding and ownership of the process and outcomes for transition students

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## COLLABORATION AND COORDINATION

- F. Increase communication between Vocational Rehabilitation, Special Education Teachers and Paraprofessionals and Section 504 Coordinators
- G. Continue Taskforce work groups which include all regions of Nevada stakeholders
- H. Research and employ evidence-based best practices, including person-centered planning
- I. Identify redundancies and reduce duplication of efforts. Streamline all processes to eliminate waste and promote seamless service transitions

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## COLLABORATION AND COORDINATION

- J. Provide assistive technology, as needed, including training on its use, and ensure a seamless transition with said technology when students leave high school
- K. Develop a webpage with links to ASD, Vocational Rehabilitation, Department of Education and Job Connect to create a “No Wrong Door” approach to supported employment

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## TRANSPORTATION

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

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## TRANSPORTATION

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank		
		1 - 2	3 - 4	5 - 6
2. Develop rural paratransit service options	8.23	5	4	2
1. Expand and promote use of taxi vouchers	8.15	6	2	2
3. Provide travel training services (in high school and for adult users)	6.77	1	3	6
10. Work with transportation companies (including taxi and limo companies) to create a system for paid/reimbursed ride sharing.	6.69	2	4	2
4. Provide driver's license support for high-functioning individuals with I/DD	6.15	1	2	5

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## TRANSPORTATION

- A. Develop rural paratransit service options
- B. Expand and promote use of taxi vouchers
- C. Provide travel training services in high school and for adult users
- D. Work with transportation companies (including taxi and limo companies) to create a system for paid/reimbursed ride sharing
- E. Provide driver's license support for high-functioning people with I/DD

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## TRANSPORTATION

- F. Adopt policies that allow for more flexibility for pick-ups and drop-offs of individuals with I/DD
- G. Apply for grants and alternate funding sources in order to expand transportation services
- H. Partner with employers on ride-sharing options for their employees with I/DD
- I. Create a system to promote pick-ups and drop-offs at high schools to encourage access to worksites after school
- J. Reimburse employers for arranging hired transportation for employees

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## GOVERNMENT AS A LEADER AND MODEL EMPLOYER

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

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## GOVERNMENT AS A LEADER AND MODEL EMPLOYER

Strategy (n=15)	Weighted Average (higher is better)	Number of People for Selected Rank		
		1 - 3	4 - 6	7 - 9
2. Identify the barriers to employing people with IDD (e.g. civil services rules, terms of labor agreements, etc.) and develop strategies to remove the barriers.	17.60	8	2	3
7. Promote the inclusion of individuals with disabilities to the workforce by making integrated employment a priority, and implementing the same strategies used with the broader workforce	14.67	5	2	2
6. Implement innovative hiring approaches such as job carving, job sharing and part time/non-traditional shift offerings	14.47	2	5	4
1. Align the statewide infrastructure to implement Nevada's plan	13.47	5	2	1
3. Create a fast-track (or preferential) hiring process for people with I/DD	12.47	5	1	0

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## GOVERNMENT AS A LEADER AND MODEL EMPLOYER

- A. Identify the barriers to employing people with IDD (e.g. civil services rules, terms of labor agreements, etc.) and develop strategies to remove the barriers
- B. Promote the inclusion of people with I/DD to the workforce by making integrated employment a priority, and implementing the same strategies used with the broader workforce
- C. Implement innovative hiring approaches such as job carving, job sharing and part time/non-traditional shift offerings
- D. Align the statewide infrastructure to implement Nevada's plan including JobConnect and One Stop offices
- E. Create a fast-track (or preferential) hiring process for people with I/DD

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## GOVERNMENT AS A LEADER AND MODEL EMPLOYER

- F. Ensure the State has a centralized fund source for accommodations and assistive technology for employee
- G. Create more under-fill, intern and trainee positions in the state system
- H. Develop communications and marketing, including social media, career fairs and job announcements that encourage qualified applicants with disabilities to apply
- I. Utilize Vocational Rehabilitation's counselors to identify job carving opportunities within state agencies for VR clients
- J. Information on diversity awareness and employment supports is readily distributed and taught at employee orientation
- K. The State uses the contracting system to promote the hiring, retention and promotion of people with I/DD by state contractors, much like the federal Section 503 of the Rehabilitation Act

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## GOVERNMENT AS A LEADER AND MODEL EMPLOYER

- L. Evaluate the structure of each new or replacement position as an opportunity to hire a person with I/DD by considering necessary accommodations and innovative approaches such as job sharing or job carving
- M. Ensure all the State's internal and external web sites are accessible
- N. Promote each new or replacement position to all agencies, schools/universities, nonprofits and advocacy groups (use a special email listserv) serving persons with I/DD to reach the largest pool of candidates
- O. Create a state team that shares the experiences with other organizations regarding the advantages of using individuals with IDD as an employee

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## GOVERNMENT AS A LEADER AND MODEL EMPLOYER

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

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## GOVERNMENT AS A LEADER AND MODEL EMPLOYER

Strategy (n=14)	Weighted Average (higher is better)	Number of People for Selected Rank		
		1 - 3	4 - 6	7 - 9
3. Align the statewide infrastructure for data sharing and universal application to implement Nevada's plan	17.07	5	4	3
2. Align and adopt guiding principles, public policy and state statutes and regulations to promote competitive, integrated employment	16.43	8	2	1
1. Align public policy to promote competitive, integrated employment	16.29	7	2	2
4. Promote a policy that day habilitation programs will work with individuals with IDD to be self-identified as either 1) a long-term placement due to their likely inability to acquire long-term and stable employment, or 2) a temporary placement with a specific plan in place to establish employable skills and independence	15.64	2	3	5
5. Promote policies to protect SSI and other benefits against income earned to support access to needed supports that contribute to an adequate quality of life	14.71	3	3	3

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## GOVERNMENT AS A LEADER AND MODEL EMPLOYER

- A. Align the statewide infrastructure for data sharing and universal application to implement Nevada's plan
- B. Align and adopt guiding principles, public policy and state statutes and regulations to promote competitive, integrated employment
- C. Promote a policy that day habilitation programs will work with individuals with IDD to be self-identified as either 1) a long-term placement due to their likely inability to acquire long-term and stable employment, or 2) a temporary placement with a specific plan in place to establish employable skills and independence
- D. Promote policies to protect SSI and other benefits against income earned to support access to needed supports that contribute to an adequate quality of life
- E. Promote access to and consistent services and supports across the state and reduce geographic disparities

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## GOVERNMENT AS A LEADER AND MODEL EMPLOYER

- F. Promote coordination between Vocational Rehabilitation / Regional Center, school districts, people with I/DD, families and providers
- G. Implement and utilize existing employer incentives and supports including; tax incentives to employers that hire individuals with I/DD, a workplace stipend to mentor and support co-workers with I/DD in the workplace, information and education among employers and co-workers about the individual needs of people with I/DD in the workplace with access to supports when challenges arise
- H. Encourage government employees and leaders to publically champion and educate about hiring people with I/DD, including sharing success stories and publically praising employers who are leaders of inclusion
- I. Economic Development will promote hiring people with I/DD with employers during early and ongoing negotiations.

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## GOVERNMENT AS A LEADER AND MODEL EMPLOYER

- J. Make available Medicaid or Vocational Rehabilitation funded supports to facilitate summer, weekend, and after-school employment experiences
- K. Educate local and statewide workforce development boards so they fully support integrated employment for people with I/DD as a winning strategy for workforce development
- L. Bring all aspects of hiring persons with I/DD, including candidate sourcing, evaluation, and interviewing, consistent with best practices through a thorough review of all policies, procedures, regulations and practices
- M. Ensure small business centers and tools are accessible, and staff are trained to include and service small business owners who are people with I/DD, and encourage micro-lending to these individuals

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## GOVERNMENT AS A LEADER AND MODEL EMPLOYER

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

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## GOVERNMENT AS A LEADER AND MODEL EMPLOYER

Strategy (n=14)	Weighted Average (higher is better)	Number of People for Selected Rank		
		1 - 3	4 - 6	7 - 9
1. Establish outcomes tied to length of time to achieve employment, longevity of employment, wages, benefits and satisfaction in the workplace	15.21	6	4	2
6. Collect data beginning in school to track, follow and measure key data elements including assessment, placement, retention, wages and satisfaction	13.36	4	3	3
2. Establish outcomes tied to longevity of employment, wages, and benefits	12.93	4	4	2
4. Measure appropriateness of placement including individual and employer satisfaction	12.71	5	2	3
5. Measure individual and employer satisfaction	12.29	2	5	2

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## GOVERNMENT AS A LEADER AND MODEL EMPLOYER

- A. Establish outcomes tied to length of time to achieve employment, longevity of employment, wages, benefits and satisfaction in the workplace
- B. Develop and adopt statewide universal data elements to capture data related to key indicators across the lifespan
- C. Measure appropriateness of placement including individual and employer satisfaction
- D. Collect data beginning in school to track, follow and measure key data elements including assessment, placement, retention, wages and satisfaction
- E. Monitor, track and share performance measurements, trends and other data at the individual and program/system level. Utilize the data annually to review and refine statewide strategies

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## GOVERNMENT AS A LEADER AND MODEL EMPLOYER

- F. Use the WIOA mandated Unified State Plan, Performance and Accountability team's recommendation for creation of a Universal Data Collection and Reporting System. Ensure the team regularly gathers and reports performance measurements and other data across education, employment and other related systems
- G. Ensure the State has a confidential process for employees to self-identify as having a disability
- H. Emphasize longitudinal studies that measure qualitative as well as quantitative person-centered parameters such as: a) satisfaction with their job as structured and as appropriate to their skills and desires; b) actual interaction with co-workers; c) actual support from agencies, providers and employers; and, d) ability to change jobs as skill levels and interests change
- I. Assess students exiting school using a standardized tool to use as a benchmark for student readiness

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## EMPLOYER ENGAGEMENT, DEVELOPMENT AND SUPPORT

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

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## EMPLOYER ENGAGEMENT, DEVELOPMENT AND SUPPORT

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank		
		1 - 2	3 - 4	5 - 6
6. Develop continued employment support for individuals with I/DD who have achieved more than 90 days of successful employment; i.e. 180 days, 360 days	7.15	4	4	4
1. Promote public/private partnerships	6.54	4	3	2
5. Support partnerships and resources for employers to help them manage legal, tax, and employment requirements	5.85	4	2	2
7. Pursue creative partnerships with employers to provide on the job training, work-readiness and self-advocacy training for individuals with I/DD on their worksites.	5.69	1	4	4
10. Utilize business owners and managers in Nevada and other states who have effectively hired and retained persons with I/DD to relate their stories, demonstrate the benefits, and share their knowledge and best practices on how to create competitive, integrated employment opportunities.	5.62	1	4	4

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## EMPLOYER ENGAGEMENT, DEVELOPMENT AND SUPPORT

- A. Develop continued employment support for individuals with I/DD who have achieved more than 90 days of successful employment; i.e. 180 days, 360 days
- B. Support partnerships and resources to expand outreach efforts to inform employers of available supports
- C. Pursue creative partnerships with employers to include job carving and job sharing and to provide on the job training, work-readiness and self-advocacy training for persons with I/DD on their worksites

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## EMPLOYER ENGAGEMENT, DEVELOPMENT AND SUPPORT

- D. Utilize business owners and managers in Nevada and other states who have effectively hired and retained persons with I/DD to relate their stories, demonstrate the benefits, and share their knowledge and best practices on how to create competitive, integrated employment opportunities
- E. Provide benefits planning to persons with I/DD and their families to understand the impact of work on benefits and supports
- F. Assure that every Rehabilitation Counselor has the training and tools to maximize the amount of earned income for each person they serve while still protecting necessary benefits

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## EMPLOYER ENGAGEMENT, DEVELOPMENT AND SUPPORT

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

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## EMPLOYER ENGAGEMENT, DEVELOPMENT AND SUPPORT

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank		
		1 - 3	4 - 6	7 - 9
2. Establish a point person in an appropriate agency (DETR?) in each region of the state who has real world business experience working with persons with disabilities who can effectively serve as the outreach leader to businesses, and liaison between agencies and schools (think "entrepreneur-in-residence")	12.69	4	4	1
1. Establish one point of contact within the state system for businesses interested in employing individuals with IDD in their workforce.	12.64	6	2	3
6. Engage a number of industries, including small businesses and entrepreneurial ventures to participate in competitive, integrated employment	12.46	3	4	1
3. Establish no wrong door for businesses at the state	12.23	4	3	0
7. Provide training and support to companies and HR groups across all regions of Nevada regarding persons with I/DD and the benefits of hiring them	11.62	2	3	2

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## EMPLOYER ENGAGEMENT, DEVELOPMENT AND SUPPORT

- A. Dedicate staff with business expertise with persons with disabilities in each region of the state who can effectively serve as the outreach leader to businesses, and liaison between agencies and schools (think "entrepreneur-in-residence")
- B. Engage a number of industries, including small businesses and entrepreneurial ventures to participate in competitive, integrated employment
- C. Provide outreach, training and support to employers and HR groups to dispel myths and fears, and to educate them about hiring individuals with I/DD, the benefits to doing so, and the job supports available to sustain these employees

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## EMPLOYER ENGAGEMENT, DEVELOPMENT AND SUPPORT

- D. Develop a structure for ongoing stakeholder involvement to support local coalitions that can link providers, businesses, schools and families with individuals with I/DD
- E. Create and implement marketing strategies and share success stories with employers. Promote business opportunities through social media
- F. Support partnerships and resources for employers to help them manage legal, tax, and employment requirements. Engage a number of industries, including small businesses and entrepreneurial ventures to participate in competitive, integrated employment

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## EMPLOYER ENGAGEMENT, DEVELOPMENT AND SUPPORT

- G. Facilitate partnerships with local and state economic development authorities including GOED and EDawn, businesses and nonprofits to mentor and support persons with I/DD to start up and develop entrepreneurial ventures
- H. Pursue public/private partnerships with businesses, nonprofits, and persons with I/DD and their families to work with DETR, school districts, ADSD, RTC and other relevant agencies to provide technical assistance and resources to be used in education and training of persons with I/DD for real world competitive, integrated employment positions

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## EMPLOYER ENGAGEMENT, DEVELOPMENT AND SUPPORT

- I. Add a tab on the Secretary of State's webpage to share information on resources and linkages to hiring people with disabilities for new businesses in Nevada
- J. Include an Employer Forum at the Chamber of Commerce level, SHRM, Sector Council and WIA to create employer linkages to facilitate the hiring of people with disabilities

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## PROFESSIONAL DEVELOPMENT

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

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## PROFESSIONAL DEVELOPMENT

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank		
		1 - 2	3 - 4	5 - 6
6. Invest in building the skills of job coaches and job developers, supervisors, and key paraprofessional staff who work with individuals with I/DD to improve competitive, integrated employment outcomes.	7.46	6	2	3
5. Provide evidence based career readiness professional development and training to teachers and classified support staff who directly supervise students with I/DD	7.23	4	3	4
2. Incorporate evidence based and best practices, including career-readiness content, into community college and university curriculum	6.46	4	3	2
3. Incorporate career-readiness content into the educational curriculum, linking state college and university disability services with career services	6.00	1	6	2
1. Link state colleges' and universities' disability services with career services	5.85	3	2	4

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## PROFESSIONAL DEVELOPMENT

- A. Invest in building the skills of job coaches and job developers, supervisors, and key paraprofessional staff who work with people with I/DD to improve competitive, integrated employment outcomes
- B. Provide evidence based curriculum, career readiness professional development and training to teachers and classified support staff who directly supervise students with I/DD
- C. Link state colleges' and universities' disability services with career services

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## PROFESSIONAL DEVELOPMENT

- D. Change the rate structure to raise salaries for Direct Service Professionals and Job Developers to levels commensurate with careers in the field
- E. Promote and support Direct Service Professionals and Job Developers positions as meaningful, competitively-compensated human services and economic development careers rather than administrative positions.

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## PROFESSIONAL DEVELOPMENT

- F. Ensure that teachers and Vocational Rehabilitation counselors have knowledge on competitive, integrated employment, and adopt transition competencies
- G. Work with the higher education systems to create a minor in I/DD employment services

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## EARLY AND TIMELY SCHOOL ASSESSMENT AND PLANNING FOR TRANSITIONS (A)

Young people with I/DD have work experiences that are typical of their peers

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## EARLY AND TIMELY SCHOOL ASSESSMENT AND PLANNING FOR TRANSITIONS (A)

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank		
		1 - 2	3 - 4	5 - 6
1. Incorporate career-readiness content into the educational curriculum, linking state college and university disability services with career services	10.23	6	3	1
2. Provide students with specific knowledge and skills to be successful	9.38	6	2	2
3. Promote hands-on work experience during high school, whether it is paid or not	9.38	6	1	2
8. Require community based career exploration and job training for all high school students with I/DD across all regions of Nevada.	7.38	3	0	3
9. Provide opportunities for paid or unpaid, hands-on work experiences including in the form of career-based assessments, internships, job shadowing, mentorships, volunteer work, and summer jobs.	7.15	2	2	2

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## EARLY AND TIMELY SCHOOL ASSESSMENT AND PLANNING FOR TRANSITIONS (A)

- A. Incorporate career-readiness content into the educational curriculum, linking state college and university disability services with career services
- B. Provides classes in job readiness and hands-on work experience onsite at businesses to students with intellectual and developmental I/DD
- C. Provide opportunities for paid or unpaid, hands-on work experiences including in the form of career-based assessments, internships, job shadowing, mentorships, volunteer work, and summer jobs

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## EARLY AND TIMELY SCHOOL ASSESSMENT AND PLANNING FOR TRANSITIONS (A)

- D. Require community based career exploration and job training for all high school students with I/DD across all regions of Nevada
- E. Work with school districts to create an internal expectation that Vocational Rehabilitation will be included in all junior and senior IEP meetings to facilitate best practice transition planning
- F. Create advisory panels of typical high school and college young people to provide technical assistance and mentorship to young people with I/DD on where to find, and how to get employed at, work experiences typical of their peers.

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## EARLY AND TIMELY SCHOOL ASSESSMENT AND PLANNING FOR TRANSITIONS (A)

- G. Focus on in-demand careers, including in high-tech and science, technology, engineering, and math (STEM) fields when offering classes, transition planning, work experience and internships
- H. Utilize models such as Wisconsin's Youth On the Job training wage (funded by Vocational Rehabilitation) to offer a wage subsidy of up to 100% for up to 500 hours for a permanent job

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## EARLY AND TIMELY SCHOOL ASSESSMENT AND PLANNING FOR TRANSITIONS (A)

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

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## EARLY AND TIMELY SCHOOL ASSESSMENT AND PLANNING FOR TRANSITIONS (A)

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank		
		1 - 3	4 - 6	7 - 9
2. Develop a customized approach to serving individuals with I/DD in their employment needs	14.69	6	3	3
4. Expose individuals with I/DD to many different options and skill sets to create a pipeline for various industries in need of workers	14.23	7	2	0
6. Make resources/services available to help youth with I/DD transition including: Field trips to new school campuses, Job shadowing opportunities, including summer work experiences, Life skills training, Develop transition planning as a separate and unique process that is initiated as early as possible (middle school), Develop a "life plan" component to the transitional process to support clearly identified steps for skills development and actions necessary for transition purposes (guardianship paperwork, Voc Rehab/regional center applications, etc.), Increase institutional knowledge on the part of school districts of resources available and provision of such information in a timely fashion to assist families in making informed decisions	14.23	5	3	1

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## EARLY AND TIMELY SCHOOL ASSESSMENT AND PLANNING FOR TRANSITIONS (A)

Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank		
		1 - 3	4 - 6	7 - 9
5. Implement services to promote competitive, integrated employment in day habilitation settings including staff training, person-centered supports, exposure to volunteer opportunities, development of soft skills, more ways to be out in the community in a variety of settings, transportation so people can get to places in the community	13.54	3	6	1
7. School districts will increase their institutional knowledge about available transition resources and streamline the information and referral process	12.00	2	2	5

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## EARLY AND TIMELY SCHOOL ASSESSMENT AND PLANNING FOR TRANSITIONS (A)

- A. Develop a customized approach to serving people with I/DD in their employment needs. Use assistive technology wherever possible and promote tele-services.
- B. Make resources/services available to help youth with I/DD transition including: field trips to new school campuses, job shadowing opportunities, summer work experiences, and life skills training
- C. Develop transition planning as a separate and unique process that is initiated as early as possible (middle school)
- D. Develop a "life plan" component to the transitional process to support clearly identified steps for skills development and actions necessary for transition purposes (guardianship paperwork, Vocational Rehabilitation/Regional Center applications, etc.)

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## EARLY AND TIMELY SCHOOL ASSESSMENT AND PLANNING FOR TRANSITIONS (A)

- E. Work with school districts to increase their institutional knowledge about available transition resources and streamline the information and referral process
- F. Implement services to promote competitive, integrated employment in day habilitation settings including staff training, person-centered supports, exposure to volunteer opportunities, development of soft skills, more ways to be out in the community in a variety of settings, and transportation so people can get to places in the community
- G. Increase communication between Vocational Rehabilitation, Special Education Teachers and Paraprofessionals and Section 504 Coordinators
- H. Promote peer to peer networks and mentoring

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## EARLY AND TIMELY SCHOOL ASSESSMENT AND PLANNING FOR TRANSITIONS (A)

- I. Provide opportunities for paid or unpaid, hands-on work experiences career-based assessments, internships, job shadowing, mentorships, volunteer work, and summer jobs
- J. Utilize teams of business professionals from industry sectors to work with schools and Vocational Rehabilitation to development transition and skills development certificate programs that mirror the most likely jobs in those sectors
- K. Increase the number of third party cooperative agreements with school districts across all regions of Nevada which support competitive, integrated employment
- L. Create the expectation for people with I/DD that they should have a full and enriching day comprised of competitive/integrated work, supplemented with volunteering, classes at the community college and activities personal entertainment/enrichment

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## EARLY AND TIMELY SCHOOL ASSESSMENT AND PLANNING FOR TRANSITIONS (A)

- M. Evaluate implementation of the Work Link/Transcen model in use in California, [www.transcen.org](http://www.transcen.org)
- N. Change policies to allow a student transitioning into work or postsecondary options, to keep their assistive technology devices after high school.
- O. 19. For students with I/DD transitioning out of high school, VR will develop and implement a common application that will be across agencies.

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