

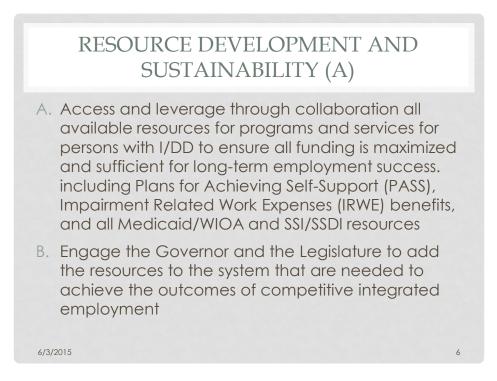


Strategies Survey Presentation and Discussion

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
<ol> <li>Government as a Leader and Model and 7 Employer Engagement, Developmen and Support</li> </ol>	4 – 3, 5 and 10 9 year
6. Workforce Development	5 – 5 year
<ol> <li>Employment First Policies and Practices 8. Culture Shift and Community Awareness</li> </ol>	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



SUSTAINABILITY (	A)			
Strategy (n=13)	Weighted Average (higher is	Pe	umber eople f ected F	for
	better)	1 - 2	3 - 4	5 - 6
<ol> <li>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</li> </ol>	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



## 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 DEVELOPM SUSTAINABILITY					
Strategy (n=13)	Weighted Average (higher is better)	e Number of People for Selected Rani			
		1	2	3	
<ol> <li>Establish a funding and rate plan for sustainability that includes braided and blended funding across agencies, and re-balancing funding and staff.</li> </ol>	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	







COORDINAT	ION				
Strategy (n=13)	Weighted Average (higher is better)	Number of People fo			
	( )	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	



- 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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- C. Implement data sharing policies, practices and systems with state agencies, school districts and providers of competitive, integrated employment services
- 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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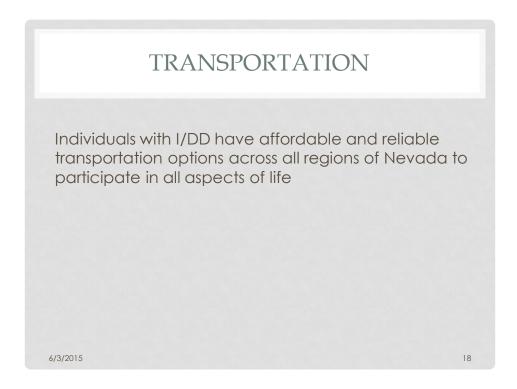
# COLLABORATION AND COORDINATION

- 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
- 1. Identify redundancies and reduce duplication of efforts. Streamline all processes to eliminate waste and promote seamless service transitions

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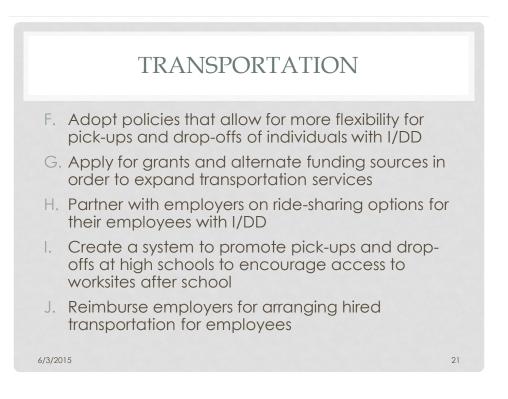
Strategies Survey Presentation and Discussion





Strategy (n=13)	gy (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

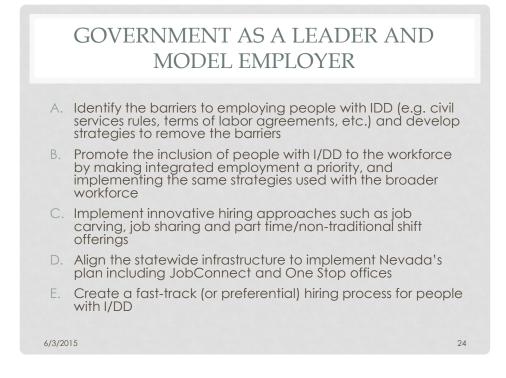




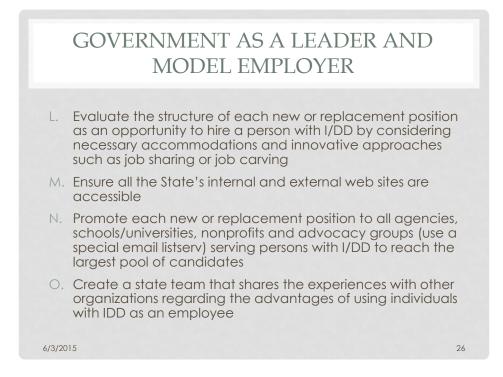


GOVERNMENT AS A LEADER AND
MODEL EMPLOYER

Strategy (n=15)	Weighted Average (higher is better)	Number of People for Selected Rank			
		1-3	4 - 6	7 - 9	
<ol> <li>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.</li> </ol>	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	
<ol> <li>Implement innovative hiring approaches such as job carving, job sharing and part time/non-traditional shift offerings</li> </ol>	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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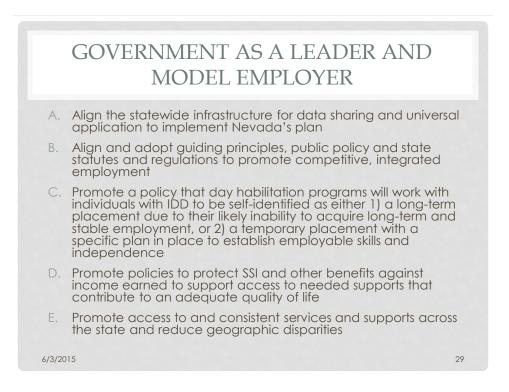
## GOVERNMENT AS A LEADER AND MODEL EMPLOYER

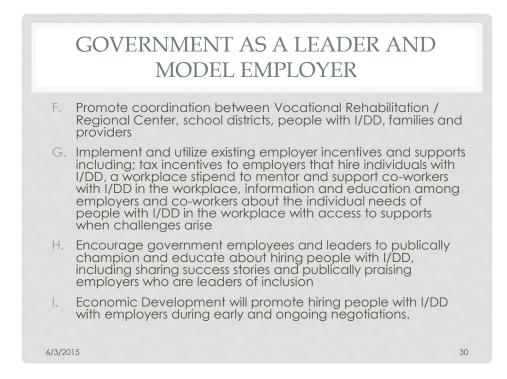
The State of Nevada, including the publicly-funded university system, is a model employer who supports policies, procedures, regulations and practices to increase opportunities, foster innovation, reduce barriers, facilitate accommodations and informed choice for competitive, integrated employment of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

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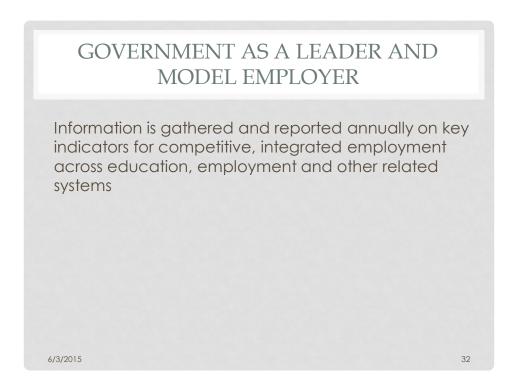
#### GOVERNMENT AS A LEADER AND MODEL EMPLOYER

Weighted Average (higher is better)	Number of People fo Selected Rank		
	1-3	4 - 6	7 - 9
17.07	5	4	3
16.43	8	2	1
16.29	7	2	2
15.64	2	3	5
14.71	3	3	3
	(higher is better) 17.07 16.43 16.29 15.64	Si       1-3       17.07       5       16.43       16.29       7       15.64	Selected           1-3         4-6           17.07         5         4           16.43         8         2           16.29         7         2           15.64         2         3



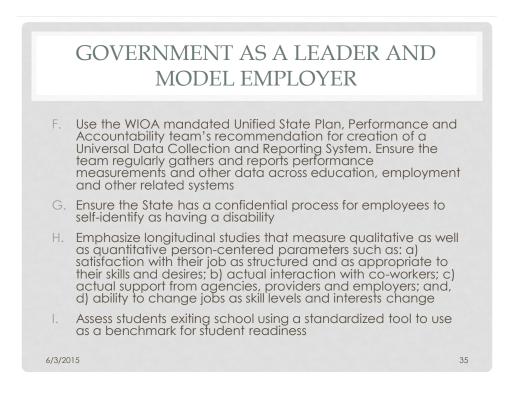






MODEL EMP	LOYER			
Strategy (n=14)	Weighted Average (higher is better)		ber of P elected	eople for Rank
		1-3	4 - 6	7 - 9
1. Establish outcomes tied to length of time to achieve employment, longevity of employment, wages, benefits and satisfaction in the workplace	15.21	6	4	2
6. Collect data beginning 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







EMPLOYER ENGAGE DEVELOPMENT AND S		Г		
rrategy (n=13) Weighted Average (higher is better)		e Number People fo		
		1 -	3 -	5 -
		2	4	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







DEVELOPMENT AND	SUPP	OK.	1	
Strategy (n=13)	Weighted Average			People d Rank
	(higher is better)	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



#### Strategies Survey Presentation and Discussion

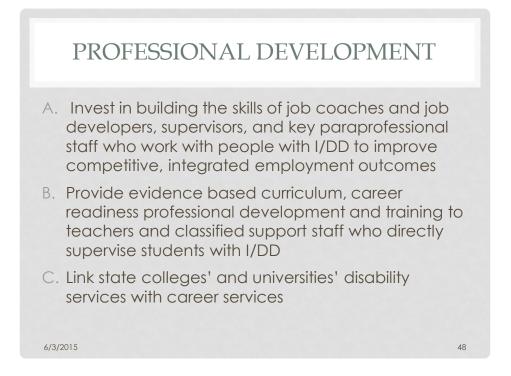






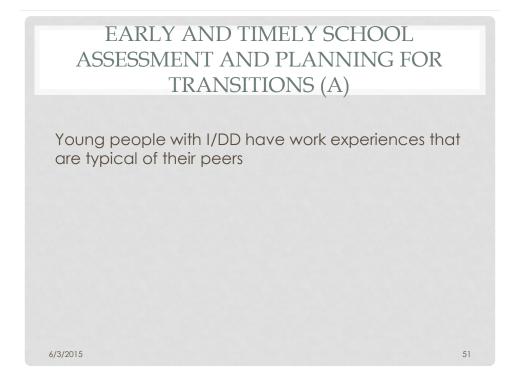


PROFESSIONAL DEVE	LOPME		I	
Strategy (n=13)	Weighted Average (higher is better)	e Number of People for Selected Ran		
		1 - 2	3 -	5.
6. Invest in building the skills of job coaches and job developers, supervisors, and key paraprofessional staff who work with individuals with I/DD to improve competitive, 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









## 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

#### 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 careerbased 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

- 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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- 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



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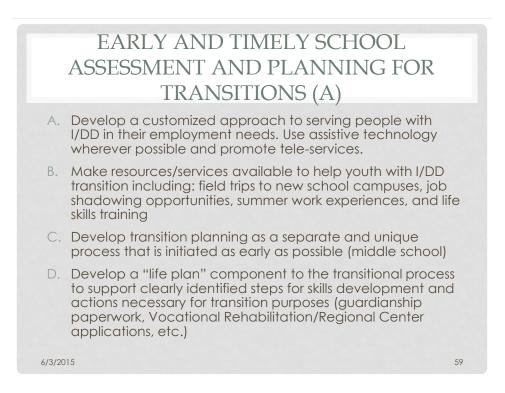
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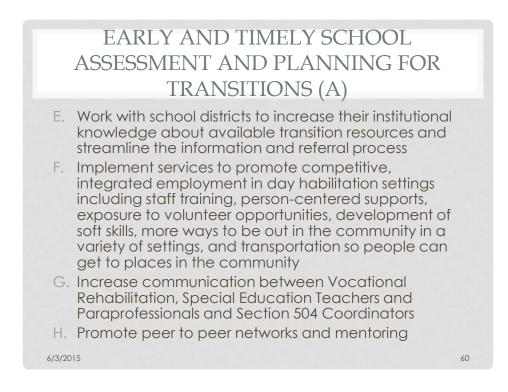
## EARLY AND TIMELY SCHOOL ASSESSMENT AND PLANNING FOR TRANSITIONS (A)

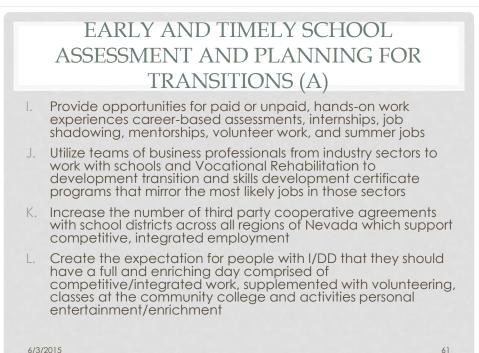
Strategy (n=13)	Weighted Average (higher is better)	Number of People for Selected Rank		
		1-3 4	4 - 6	7 - 9
2. Develop a customized approach to serving individuals with I/DD in their employment needs	14.69	6	3	3
4. Expose individuals with I/DD to many different options and skill sets to create a pipeline 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

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

employment in day habilitation settings including staff training, person-centered supports, exposure to volunteer opportunities,	3.54	<b>1 - 3</b> 3	<b>4 - 6</b> 6	<b>7 - 9</b> 1
employment in day habilitation settings including staff training, person-centered supports, exposure to volunteer opportunities,	3.54	3	6	1
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				
7. School districts will increase their institutional knowledge about 12 available transition resources and streamline the information and referral process	2.00	2	2	5







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