

Median Earnings (Second Quarter After Exit)	\$5730	\$	\$5740	\$
Credential Attainment Rate	35.0%	0%	36.0%	0%
Measurable Skill Gains	46.0%	0%	47.0%	0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

A. INPUT OF STATE REHABILITATION COUNCIL

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

VOCATIONAL REHABILITATION

Program-Specific Requirements for State Vocational Rehabilitation Services Program

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan must include the following descriptions and estimates, as required by sections 101(a) and 606 of the Rehabilitation Act of 1973, as amended by title IV of WIOA.

(a) State Rehabilitation Council. All VR agencies, except for those that have an independent consumer-controlled commission, must have a State Rehabilitation Council (Council or SRC) that meets the criteria in section 105 of the Rehabilitation Act. The designated State agency or designated State unit, as applicable, has (select A or B):

(A) is an independent State commission.

[X] (B) has established a State Rehabilitation Council.

In accordance with Assurance 3(b), please provide information on the current composition of the Council by representative type, including the term number of the representative, as applicable, and any vacancies, as well as the beginning dates of each representative's term.

	Current Term Number/	Beginning Date of Term
Council Representative	Vacant	Mo./Yr.
Statewide Independent Living Council (SILC)	2	4/23
Parent Training and Information Center	1	12/22
Client Assistance Program	1	3/22
Qualified Vocational Rehabilitation (VR) Counselor (Ex Officio if Employed by the VR Agency)	2	9/23
Community Rehabilitation Program Service Provider	2	11/22

Business, Industry, and Labor	1	4/22
Business, Industry, and Labor	Vacant	
Business, Industry, and Labor	Vacant	
Business, Industry, and Labor	Vacant	
Disability Advocacy Groups	2	12/21
Current or Former Applicants for, or Recipients of, VR services	Vacant	
Section 121 Project Directors in the State (as applicable)	Vacant	
State Educational Agency Responsible for Students with Disabilities Eligible to Receive Services under Part B of the Individuals with Disabilities Education Act (IDEA)	1	6/22
State Workforce Development Board	Vacant	
VR Agency Director (Ex Officio)	Ongoing	Ongoing

If the SRC is not meeting the composition requirements in section 105(b) of the Rehabilitation Act and/or is not meeting quarterly as required in section 105(f) of the Rehabilitation Act, provide the steps that the VR agency is taking to ensure it meets those requirements.

[The Nevada State Rehabilitation Council (NSRC) conducts quarterly public meetings and is working diligently with DSA leadership to fill all vacant seats.]

In accordance with the requirements in section 101(a)(21)(A)(ii)(III) of the Rehabilitation Act, include a summary of the Council's input (including how it was obtained) into the State Plan and any State Plan revisions, including recommendations from the Council's annual reports, the review and analysis of consumer satisfaction and other Council reports.

[The Nevada State Rehabilitation Council held an open meeting on September 12, 2023 and reviewed the new goals, strategies and priorities developed by the State Plan Subcommittee.]

Provide the VR agency's response to the Council's input and recommendations, including an explanation for the rejection of any input and recommendations.

[The NSRC and DSU continually work together in strategic planning and program evaluation for the VR program. The NSRC input is reflected in the annual report and state plan; however, there were no formal recommendations proposed to the DSU.]

(b) Comprehensive Statewide Needs Assessment (CSNA). Section 101(a)(15), (17), and (23) of the Rehabilitation Act require VR agencies to provide an assessment of:

(1) The VR services needs of individuals with disabilities residing within the State, including:

- (A) Individuals with the most significant disabilities and their need for Supported Employment; [The triennial CSNA was completed on July 31, 2022. It was conducted by the San Diego State University, Interwork Institute. Findings for individuals with the most significant disabilities and their need for Supported Employment include delays caused by wait lists for extended services provided by the Regional Centers. The CSNA also identified the need for parents, school staff, providers and DSU staff to convey and set high expectations for consumers and help individuals with the most significant disabilities strive for their highest potential. Lastly, the CSNA also identified the need to reinvigorate training in SE and Customized Employment (CE) for DSU staff and service providers.]

- (B) Individuals with disabilities who are minorities and individuals with disabilities who have been unserved or underserved by the VR program; [The recent CSNA identified Hispanic and Asian individuals with disabilities as potentially underserved populations by the DSU. At the time of the report in 2022, it was noted that the blind were potentially underserved due to high vacancy rates in the Bureau of Services to the Blind and Visually Impaired (BSBVI) program, but now the agency is back at normal staffing levels and that is no longer a concern. Additionally, the www.vrnevada.org website and documents are available in the 5 main languages spoken in Nevada: English, Spanish, Chinese, Tagalog and Korean.]
- (C) Individuals with disabilities served through other components of the workforce development system; and [The CSNA reported the core partners needing regular training on how to effectively work with individuals with disabilities so that they can move beyond a referral relationship and DSU consumers can access partner services. In addition, the relationship between the DSU and the JobConnect (WIOA Title III Wagner Peyser Program) offices needs to move beyond referral to increased co-enrollment and braided funding throughout the State. Lastly, there are still JobConnect offices that need to increase programmatic and physical space accessibility.]
- (D) Youth with disabilities, including students with disabilities and their need for pre-employment transition services. Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under IDEA. [Transportation, lack of job skills, soft skills, lack of work experience and lack of training were common needs or barriers to employment for youth and students with disabilities as indicated in the CSNA. Of the five required pre-employment transition services, work-based learning experiences were consistently noted as the most important pre-employment transition service. Moreover transition from secondary school to college remains a challenge for youth with disabilities in Nevada as they are not aware of the support or accommodations available them and do not initiate contact with disability resource centers at college.]

(2) Identify the need to establish, develop, or improve community rehabilitation programs within the State.

[The CSNA identified job development and placement, Supported Employment and psychological services as needing to be developed throughout the State. It also noted that the States contracting and insurance requirements are a disincentive for providers and limit the number of individuals that will work with the DSU to become service providers. The CSNA also noted that the DSU needs to develop more assistive technology services and the capacity of providers to work with individuals who have blindness or who are deaf and need sign language interpreters.]

(c) Goals, Priorities, and Strategies. Section 101(a)(15) and (23) of the Rehabilitation Act require VR agencies to describe the goals and priorities of the State in carrying out the VR and Supported Employment programs. The goals and priorities are based on (1) the most recent CSNA, including any updates; (2) the State’s performance under the performance accountability measures of section 116 of WIOA; and (3) other available information on the operation and effectiveness of the VR program, including any reports received from the SRC and findings and recommendations from monitoring activities conducted under section 107 of the Rehabilitation Act. VR agencies must—

(1) Describe how the SRC and the VR agency jointly developed and agreed to the goals and priorities and any revisions; and

[Consistent with the Rehabilitation Act of 1973, as amended, on an annual basis, the DSU and the NSRC, through its state plan subcommittee, jointly develop in public meetings the upcoming year’s

goals, strategies and priorities. The subcommittee considers recommendations and information revealed through the CSNA, the Annual Client Satisfaction Surveys, the WIOA performance measures and mandates, and sentiments expressed in the NSRC meetings. The state plan subcommittee meeting was held on July 11, 2023 for FFY 2024 and FFY 2025. The new state plan goals, strategies and indicators were brought before the full NSRC and approved by majority vote in public meeting on August 12, 2023 for FFY 2024 and FFY 2025.]

- (2) Identify measurable goals and priorities in carrying out the VR and Supported Employment programs and the basis for selecting the goals and priorities (e.g., CSNA, performance accountability measures, SRC recommendations, monitoring, other information). As required in section 101(a)(15)(D), (18), and (23), describe under each goal or priority, the strategies or methods used to achieve the goal or priority, including as applicable, description of strategies or methods that—
- (A) Support innovation and expansion activities;
 - (B) Overcome barriers to accessing VR and supported employment services;
 - (C) Improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, post secondary education, employment, and pre-employment transition services); and
 - (D) Improve the performance of the VR and Supported Employment programs in assisting individuals with disabilities to achieve quality employment outcomes.

[Goal 1: Increase the number of competitive integrated employment outcomes.

Strategies:

- Work to ensure all vacancies are filled as quickly as possible, with the understanding that existing counselors in place are the only way VR will achieve this goal.
- Identify key employers and increase partnerships with them to develop work readiness training programs.
- Increase access to quality job development services including utilizing Vocational Rehabilitation's internal job development team.
- Increase the utilization and promotion of the State of Nevada 700-hour program and federal Schedule A hiring authority.
- Educate and train employers about disability related topics and the opportunities and benefits of hiring persons with disabilities.
- Encourage the use of technology and training earlier in plan development.
- Support counselor continuing education training, to include greater emphasis on assistive technology.
- Utilize internships, apprenticeships and on-the-job training opportunities leading to quality employment.
- Develop a recognition program for businesses who are model employers of people with disabilities, promote a culture of disability inclusion in the workplace.
- Utilize person-centered career planning activities.
- Encourage self-employment and remote/virtual employment options for participants needing those opportunities.
- Utilize the VR Employer Engagement Team as a statewide workgroup to collectivize best practices and identify emerging practices; and to communicate and collaborate for increased cross utilization of resources.
- Leverage resources from the Governor's Workforce Development Board, Local Workforce Development Boards and America's Job Center network.

Measures:

- Clients that closed successfully (90 days of employment) in the report timeframe.

Goal 2: Increase participation of Students with a Disability in Pre-Employment Transition Services (Pre-ETS).

Strategies:

- Increase collaboration between Nevada Department of Education/Office of Inclusive Education (NDE/OIE), school districts and VR to assess, plan and deliver pre-employment transition services for eligible student/clients with disabilities, as required by the WIOA and their Statewide and Local education Agreement.
- Continue the utilization of social and web-based media as a communication and marketing tool for clients and their families, caregivers and advocates.
- Improve outreach efforts to Transition Students, i.e. camps, Nevada Student Leadership Transition Summit, internships, incarcerated, hospitalized youth and trainings.
- Assign VR Transition Coordinators to specific schools within school districts to build, maintain and manage pre-vocational programs, provide guidance and monitoring of students with disabilities during service provision and perform outreach to businesses, families, caregivers, and advocates.
- Continue expanding job shadowing and mentorship programs.
- Expand Work Based Learning opportunities for students to explore employment options.
- Expand summer camp offerings and the Summer Youth Internship Program (SYIP) to include alternative break times during the academic year.
- Identify new educational programs and emerging technological solutions for delivery of Pre-ETS in schools and other adequate partner locations.
- Continue the pilot program with the Certified Transition Program (CTP) at the University of Nevada Reno called the Path 2 Independence, which provides a 2-year employment focused certificate of completion for students with intellectual disabilities.

Measures:

- *Student with a Disability*, age 14 – 21 (or 22 per NRS 388.5223), with an actual service and/or authorization in any of the five Pre-ETS categories: Counseling on Post-Secondary Education; Instruction in Self-Advocacy; Job Exploration Counseling; Work Based Learning Experiences; and Workplace Readiness Training with a service begin date in the report timeframe.

Goal 3: Increase participation of Potentially eligible Students with a Disability in VR services.

Strategies:

- Increase collaboration between NDE/OIE, school districts and VR to assess, plan and deliver Pre-ETS for eligible student-clients with disabilities, as required by WIOA and their Statewide or Local Education Agreement.
- Continue the utilization of social and web-based media as a communication and marketing tool for clients and their families, caregivers and advocates.

- Improve outreach efforts to transition students, i.e. camps, Nevada Student Leadership Transition Summit, internships, incarcerated, hospitalized youth and trainings.
- Increase outreach to and increase new partnerships with charter and private schools.
- Assign VR Transition Coordinators to specific schools within school districts to build, maintain and manage pre-vocational programs, provide guidance and monitoring of students with disabilities during service provision and perform outreach to businesses, families, caregivers and advocates.
- Increase communication through educating teachers, 504 Coordinators, parents, caregivers, advocates, and youth with disabilities regarding the vocational Rehabilitation process, programs, and referral services per the applicable Statewide Education Agency (SEA)/Local Education Agency (LEA) agreements.
- Vocational Rehabilitation staff to participate in more Individualized Education Program (IEP) meetings, when invited. VR staff to attend more career fairs, open houses and special events at schools to discuss the benefits of VR services.
- Work with NDE/OIE, NV PEP and schools to encourage and support family participation.
- Routinely work with school personnel to understand the referral process for transition students. Coordinate with Nevada Centers for Independent Living and NV PEP to promote students and family's participation in transition services including participation in VR.

Measures:

- *Potentially Eligible* Student with a Disability is an individual aged 14-21 (or 22, per NRS 388.5223), enrolled in an educational program, and has a 504 accommodation plan or is receiving transition services under an Individualized Education Program (IEP). A potentially eligible student with a disability has not yet applied for Vocational Rehabilitation services.
- PE Students with a Disability, aged 14 – 21 (or 22 per NRS 388.5223), with an Application Date in the report timeframe.

Goal 4: Increase participation and competitive integrated employment outcomes of Supported Employment (SE) consumers in VR.

Strategies:

- Expand partnerships with Regional Centers which provide supports for Supported Employment consumers.
- Provide appropriate, quality training to staff and State rehabilitation Council members on Supported Employment.
- Identify and support evidence-based practices that encourage high-wage/career track employment.
- Continue participation on the Behavioral Health Planning and Advisory Committee and the State Employment Leadership Network.
- Utilize data collected in the Consumer Satisfaction Survey regarding the needs of individuals for Supported employment to help drive future goals.
- Determine the historical/education setting use of rehabilitation technology (assistive technology) and ensure continuity and access to similar equipment and services.
- Expand job shadowing and mentorship programs.

- Increase access to quality job development services provided by external job developers with ACRE certification. Work with the VR Employer Engagement Team to encourage businesses to understand and utilize job carving, job sharing, and part-time/non-traditional shift offerings.
- Create customized employment options.
- Develop a pathway for long-term supports and services, as needed.
- Develop alternative options for extended service providers.
- Encourage active use of established VR programs (i.e., SYIP, Pathway to Work, Project FOCUS, Path 2 Independence, etc.) for SE consumers.

Measures:

- *Supported Employment* is competitive integrated employment (including customized employment, or employment in an integrated work setting in which an individual with a most significant disability, including a youth with a most significant disability, is working in a short-term basis toward competitive integrated employment) that is individualized and customized, consistent with the unique strengths, abilities, interests, and informed choice of the individual, including with ongoing support services for individuals with the most significant disabilities.
- SE consumers with an Application, Eligibility, Service and/or Employment Date in the report timeframe and Closure Date is NULL.

Goal 5: Increase participation of targeted disability groups in VR.

Strategies:

- Increase collaboration with Southern Nevada adult Mental Health Services (SNAMHS), Northern Nevada Adult Mental Health Services (NNAMHS) and State Rural Mental Health Clinics including virtual service delivery.
- Collaborate with private mental health/substance abuse treatment facilities, behavioral health hospitals, local providers of vision and audiology services.
- Increase vendor base with private mental health, visual impairment and audiological practitioners for service/referrals.
- Collaborate quarterly with the Statewide Independent Living Council (SILC) and local IL centers.
- Collaborate with criminal justice organizations including juvenile justice, parole and probation.
- Provide trainings, resources and tools for staff on:
 - Mental Health
 - Blindness and Low Vision
 - Deafness and Hard of Hearing
- Increase usage of tele-health for VR clients.
- Increase VR's social media postings on mental/behavioral, sensory related health issues and associated Vocational Rehabilitation services.
- Develop a pathway for long-term mental health support and services, as needed.
- Explore further collaboration with the Deaf Commission, National Federation for the Blind and other local and National associations and providers of advocacy and services for sensory disabilities to attend monthly speakers' presentations and annual conference, when able.
- Participate in available mental health, deaf/hard of hearing (D/HH) and blind and visually impaired (BVI) consortiums and related organizations.
- Collaborate with foster youth centers.

- Collaborate with disability resource centers on higher education campuses for these targeted groups.
- Train and educate employers' human resource departments on targeted disability groups.
- Continue to provide a variety of communication and meeting options to all stakeholders.
- Outreach for collaboration for tribal partners and reservations.
- Continue growing participation in and quality of services of the only in-state residential blind skills training program.

Measures:

- Clients that closed successfully (90 days of employment) in the report timeframe.
- Mental health disabilities include depression and other mood disorders, alcohol abuse or dependence, anxiety disorders, eating disorders, drug abuse or dependence, mental illness not listed elsewhere, personality disorder, schizophrenia, and other psychotic disorders.
- Blind or visually impaired disabilities include blindness, deaf/blindness, other visual impairment.
- Deaf or hard of hearing disabilities include deafness primary communication auditory, deafness primary communication visual, hearing loss primary communication auditory, hearing loss primary communication visual, other hearing impairment.]

(d) Evaluation and Reports of Progress: VR and Supported Employment Goals. For the most recently completed program year, provide an evaluation and report of progress for the goals or priorities, including progress on the strategies under each goal or priority, applicable to that program year. Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require VR agencies to describe—

(1) Progress in achieving the goals and priorities identified for the VR and Supported Employment Programs;

Goal #1: Increase number of successful employment outcomes. - GOAL MET

Federal Fiscal Year	(A) Clients Closed After Service With No Employment	(B) Clients Closed With An Employment Outcome	(C) (A+B) Total	B ÷ C = %	Goal relates to column (B)
2018	1,048	765	1,813	42%	
2019	1,062	681	1,743	39%	
2020	981	453	1,434	32%	822
2021	1,148	453	1,601	28%	822
2022	989	552	1,541	36%	550
2023	450	263	713	37%	550

Goal #2a: Increase participation for students with a disability in VR Transition services. - GOAL MET

Federal Fiscal Year	Total Transition Student Applications	Goal
2018	772	
2019	495	
2020	506	1,014
2021	147	1,014
2022	772	200
2023	366	250

Goal #2b: Increase participation and increase successful outcomes of students with a disability in VR Transition services and post-secondary education. - GOALS MET

Federal Fiscal Year	(A) Transition Students Closed With an Employment Outcome	(B) Transition Students With Postsecondary Education	(C) Total Number of Measurable Skill Gains for OPEN cases	(D) Total Number of Measurable Skill Gains for CLOSED cases	(E) Total A + B + C + D	Goal relates to column (E)
2018	175	136			136	
2019	87	157			157	
2020	100	194			194	400
2021	117	118			235	400
2022	148	83	356	255	842	300
2023	79	48	300	56	483	300

Goal #2c: Increase participation and ensure students with a disability receive appropriate Pre-employment Transition Services (Pre-ETS) - GOAL MET

Federal Fiscal Year	(A) Potentially Eligible Transition Students That Received Pre-ETS Service	(B) Transition Students With A VR Case That Received Pre-ETS Service	(C) Total	Goal
2018	1,173	330	1,503	
2019	576	328	904	
2020	825	331	1,156	1,898
2021	122	271	393	1,898
2022	355	262	617	500
2023	330	231	561	750

Goal #3a: Increase participation of supported employment consumers in VR. - GOAL NOT MET.

Federal Fiscal Year	(A) Total Open Supported Employment Consumers	(B) Total Open Non Supported Employment Consumers	(C) A ÷ B = %	Goal relates to column (C)
2019	511			
2020	529			786
2021	812			786
2022	448	1768	25%	35%
2023	466	2337	20%	35%

Goal #3b: Increase successful outcomes of supported employment consumers in a competitive, integrated setting. - GOAL MET.

Federal Fiscal Year	(A) Supported Employment Consumers Closed With an Employment Outcome	(B) Non Supported Employment Consumers Closed With an Employment Outcome	B ÷ A = %	Goal
2018	132			
2019	111			
2020	83			166
2021	97			166
2022	117	435	27%	100
2023	59	204	29%	100

Goal #3c: Increase successful outcomes for students with a disability who are also supported employment consumers in competitive, integrated setting – outcomes. - GOAL MET.

Federal Fiscal Year	(A) Students With a Disability and Who Are Also Supported Employment Consumers Closed after Service No Employment Outcome	(B) Students With a Disability (NOT Supported Employment Consumers) Closed after Service No Employment Outcome	(C) A ÷ B = %	(D) Students With a Disability and Who Are Also Supported Employment Consumers Closed With an Employment Outcome	(E) Students With a Disability (NOT Supported Employment Consumers) Closed With an Employment Outcome	(F) D ÷ E = %	Goal relates to column (F)
2020	70			29			
2021	49			25			
2022	106	240	44%	50	98	51%	40%
2023	48	95	51%	30	49	61%	40%

Goal #4: Collaborate with other resources to support participants with mental health disabilities to obtain and maintain successful employment. - GOAL NOT MET.

Federal Fiscal Year	(A) Clients Closed After Service With No Employment and a Mental Health Disability *	(B) Clients Closed With An Employment Outcome and a Mental Health Disability *	(C) A + B = C	(D) B ÷ C = %	Goal relates to column (D)
2018	416	307	723	42%	
2019	439	307	746	41%	
2020	460	162	622	26%	330
2021	437	184	621	30%	330
2022	388	173	561	31%	40%
2023	173	93	266	35%	45%

Goal #5: VR staff retention efforts as a reflection of employee satisfaction and positive work culture. Decreased negative turnover indicates increased employee satisfaction.

Federal Fiscal Year	(A) VR Counselors	(B) Rehabilitation Technicians	(C) Total	(D) Retired	(E) Transferred to Another Agency / Resigned	(F) Avg Tenure of Separated Staff (Years)	(G) C ÷ E = % Negative Turnover	Goal
2022	37	31	68	2	20	3	29%	
2023	45	33	78	0	10	1	13%	

- (2) Performance on the performance accountability indicators under section 116 of WIOA for the most recently completed program year, reflecting actual and negotiated levels of performance. Explain any discrepancies in the actual and negotiated levels; and
 [PY2022, Negotiated MSG Rate: 30%
 PY2022, Negotiated Credential Rate: 20%
 PY2022, Actual (unconfirmed) MSG Rate: 42.2%
 PY2022, Actual (unconfirmed) Credential Attainment Rate: 38.1%

The DSU exceeded the negotiated levels of performance in Program Year 2022. The DSU's performance in MSG and credential attainment rates is due largely in part to three strategies implemented:

1. The institution of monthly data cleansing days targeting the obtainment of supporting documentation and data entry of MSG and credentials into the case management system. The addition to this targeted effort by the counseling staff, the DSU hired a contractor to assist with the data entry of MSG and credentials into the case management system.
2. The inclusion of MSG and credential attainment rates in counselor work performance standards.
3. Routine review and monitoring of open and closed educational goals in the case management system to ensure accurate capturing of MSGs and credentials.]

- (3) The use of funds reserved for innovation and expansion activities (sections 101(a)(18) and 101(a)(23) of the Rehabilitation Act) (e.g., SRC, SILC).

[The DSU did not receive any Federal section 110 funds earmarked for innovation and expansion activities. Although the DSU did offer to fund I&E for the SILC, they did not produce a plan for appropriate expenditure of those funds, and consequently, the DSU did not fund any external innovation and expansion activities. It is noted the SILC in Nevada is not under the DSU, it is under the State's Department of Health and Human Services, Aging and Disability Services Division.]

(e) Supported Employment Services, Distribution of Title VI Funds, and Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.

- (1) Acceptance of title VI funds:

(A) VR agency requests to receive title VI funds.

(B) VR agency does NOT elect to receive title VI funds and understands that supported employment services must still be provided under title I.

- (2) If the VR agency has elected to receive title VI funds, Section 606(b)(3) of the Rehabilitation Act requires VR agencies to include specific goals and priorities with respect to the distribution of title VI funds received under section 603 of the Rehabilitation Act for the provision of supported employment services. Describe the use of title VI funds and how they will be used in meeting the goals and priorities of the Supported Employment program.

The NSRC has established a state goal concerning supported employment services. For FFY24 and FFY25 the DSU will increase participation and successful employment outcomes of Supported Employment consumers in VR. For the participation aspect of the goal, the DSU will strive to increase the number of new supported employment applicants during the federal fiscal year. For the successful employment outcome aspect of the goal, the DSU will increase rehabilitated outcomes to 115 in FFY24 and 125 in FFY25 respectively.

Strategies:

- Expand partnerships with regional centers which provide supports for Supported Employment consumers.
- Provide appropriate, quality training to staff and State Rehabilitation Council Members on Supported Employment.
- Identify and support evidence-based practices that encourage high-wage/career track employment.
- Continue participation on the Behavioral Health Planning and advisory Committee and the State Employment Leadership Network.
- Utilize data collected in the Consumer Satisfaction Survey regarding the needs of individuals for Supported Employment to help drive future goals.
- Determine the historical/education setting use of rehabilitation technology (assistive technology) and ensure continuity and access to similar equipment and services.
- Expand job shadowing and mentorship programs.
- Increase access to quality job development services provided by external job developers with ACRE certification. Work with the VR Employer Engagement Team to encourage business to understand and utilize job carving, job sharing, and part-time/non0traditional sift offerings.
- Create customized employment options.
- Develop a pathway for long-term supports and services as needed.
- Develop alternative options for extended service providers.

- Encourage active use of established VR programs (i.e., SYIP, Pathway to Work, Project FOCUS, Path 2 Independence, etc.) for SE consumers.

Currently, there are several agencies within the community that provide the needed long-term supports to VR participants that have been identified and meet the criteria for supported employment. Depending on a participant's severity of intellectual and developmental disability, participants are referred to one of three community agencies for services:

- Desert Regional Center (Las Vegas)
- Sierra Regional Center (Reno)
- Rural Regional Centers (Carson City, Gardnerville, Fallon, Winnemucca, Elko)

If a participant has a diagnosis of a developmental disability, the agencies listed above would provide long-term, follow-along services for eligible DSU participants. The regional center receives community training funds, which allow them to open cases and provide long-term, follow-along services for the duration of the participant's employment needs. Rehabilitation counselors coordinate services with regional center case managers to ensure that this connection is made before VR closes a participant's case as successfully employed.

The DSU has long-standing relationships with many workforce development partners, both internal and external, that are designed to effectively identify eligible individuals, including youth, with the most significant disabilities. Extended services funded by VR are only available to youth with most significant disabilities and any other extended services that are provided to individuals with most significant disabilities are funded by adult services providers/long-term funding. Under WIOA, there are challenges and opportunities presented to expand the services of supported employment (SE) and customized employment (CE). The collective goal remains to achieve maximum success in assisting individuals with the most significant disabilities into successful competitive, integrated employment outcomes, although transition services and pre-employment transition services are not supported employment services. Supported employment services do not begin until after job placement. Job placement services and any services prior to placement are VR services and may only be charged to Title I funds. Current efforts are focused on building more effective partnerships and relationships with similar entities throughout the state that support these efforts that expand integrated employment opportunities.

Sources for supported employment services and supports include:

- Increased supports as defined in WIOA, e.g., VR's ability to provide long term supports for youth;
- Social Security Administration work incentives, e.g., Plan for Achieving Self-Support (PASS) and Impairment Related Work Expenses (IRWE);
- The benefits of Aging and Disability Services Division, diverting jobs and day training/waiver funding to instead provide pre-vocational training, and eventual referral of better prepared candidates to Vocational Rehabilitation.
- Natural supports; and
- Expansion of statewide transition services through partnerships with school districts and the Nevada System of Higher Education (NSHE).

We also have providers through our Employment Network (EN) that provide extended services for individuals who may not have DRC/SRC/RRC services, but have Social Security benefits.

In southern Nevada, the DSU collaborates with the Desert Regional Center, Opportunity Village, a local CRP, and our community business partners to provide The Pathway to Work Program. This program is designed to help individuals with disabilities move from center-based employment services to full-time or part-time community-based jobs at or above minimum wage. It is a community integrated “on-the-job” training program that is conducted at a business partner’s job site. Each Pathway to Work participant is provided with four hours of individualized instruction, job coaching, and work experience involving three to five different job tasks. In-depth instruction includes, but is not limited to: viewing training videos, participation in employer workplace expectations and task performance discussions, and the practice of specific individual skills/techniques used on the job. In addition, participants have access to Opportunity Village job developers funded by the DSU who assist with developing a resume, applying for jobs, preparing for interviews, and job placement and support during the new hire process and beyond. The Regional Center provides ongoing (i.e., post-90 days) supports through the use of jobs and day training (JDT) Medicaid waiver funds.

When mental illness has been identified as a disability, and it is determined that the rehabilitation participant meets the criteria for supported employment, the rehabilitation counselor works with public and private mental health service providers to assist in obtaining long-term supported services:

- Division of Public and Behavioral Health, Mental Health (Reno, Nevada)
- Division of Public and Behavioral Health, Rural Clinics Community Mental Health Centers (Carson City, Gardnerville, Silver Springs, Fallon, Elko, Ely, Battle Mountain, Lovelock, Caliente, Mesquite and Winnemucca, Nevada)

When supported employment participants do not meet the eligibility requirements for one of the above-referenced community resources for long-term support, rehabilitation counselors identify other natural supports that can be utilized. Often family members, (i.e., parents, siblings or spouses) assist. Furthermore, members of various advocacy groups may also serve as natural supports. Counselors also work closely with employers to identify coworkers who can provide the long-term follow-along and supportive services that an individual may require to retain successful employment.

Through collaboration with the Vocational Rehabilitation Technical Assistance Center on Quality Employment (VRTAC-QE), VR will receive intensive technical assistance in the area of Customized Employment. The DSU’s ITA plan includes staff and CRP training on customized employment and through this effort will make available practical experience for rehabilitation counselors and community partners in the practice of Customized Employment.]

- (3) Supported employment services may be provided with title 1 or title VI funds following placement of individuals with the most significant disabilities in employment. In accordance with section 101(a)(22) and section 606(b)(3) of the Rehabilitation Act, describe the quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities; and the timing of transition to extended services.

[VR Transition Teams statewide are working strategically to develop expanded supported employment services to include customized employment. In this endeavor, VR is working with Opportunity Village, Centers for Independent Living and individual, qualified job development providers to serve this unique and expanding population. Extended services funded by VR are only available to youth with most significant disabilities and any other extended services that are provided to individuals with most significant disabilities are funded by adult services providers/long-term funding. Supported employment services do not begin until after job placement. Job placement services and any services prior to placement are VR services and may only be charged to Title I funds]

- (4) Sections 101(a)(22) and 606(b)(4) of the Rehabilitation Act require the VR agency to describe efforts to identify and arrange, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services. The description must include extended services, as applicable, to individuals with the most significant disabilities, including the provision of extended services to youth with the most significant disabilities in accordance with 34 CFR 363.4(a) and 34 CFR 361.5(c)(19)(v).

[In the transition from supported employment to extended services, upon achievement of employment, the VR counselor will notify the Regional Center Case Manager. During the 90-day period of employment when the SE consumer’s case is still open at VR, the VR Counselor will monitor the employment, speaking with the employer and consumer on a regular basis and assessing services and supports needed to successfully maintain that employment. VR agency may fund extended services for youth with most significant disabilities for up to four years, or until the individual turns 25 and no longer meets the definition of a youth with a disability. A consumer’s VR case is closed, and/or a warm transfer to Regional Center extended services occurs only when the consumer is considered by VR to be “stable” in his/her employment, which is at a minimum of 90 days or maximum of 24 months. “Stable” employment is defined as the consumer performing at a satisfactory level with the current supports that are replicable after VR case closure, either through natural supports or Regional Center extended services.

As the consumer approaches 90 days of “stable” employment, the VR Counselor will again reach out to the Regional Center Case Manager to inform of upcoming VR case closure. If the Regional Center Case Manager, VR Counselor and the consumer (or his/her representative) agree that existing natural supports are sufficient to meet the consumer’s needs, then Regional Center extended services may not be provided. If all parties agree that extended services are in fact needed, depending upon Regional Center funding, the consumer will either be provided those extended services via a warm transfer upon VR case closure or placed on a waiting list. If placed on a waiting list, VR will keep the consumer’s case open so as to continue providing supportive services until such time as the Regional Center can provide those services. In this scenario, the VR case may remain open after the achievement of “employed” status up to a maximum of 24 months.]

(f) Annual Estimates. Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require all VR agencies to annually conduct a full assessment of their resources and ability to serve all eligible individuals before the start of the Federal fiscal year. In accordance with 34 CFR § 361.29(b), annual estimates must include the following projections:

- (1) Estimates for next Federal fiscal year—

(A) VR Program; and

Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under VR Program	Costs of Services using Title I Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
N/A	3,196	2,772	\$7,122,350	N/A

(B) Supported Employment Program.

Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under Supported Employment Program	Costs of Services using Title I and Title VI Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
N/A	350	263	\$139,201	N/A

(g) Order of Selection.

[X] The VR agency is not implementing an order of selection and all eligible individuals will be served.

[] The VR agency is implementing an order of selection with one or more categories closed.

* VR agencies may maintain an order of selection policy and priority of eligible individuals without implementing or continuing to implement an order of selection.

Pursuant to section 101(a)(5) of the Rehabilitation Act, this description must be amended when the VR agency determines, based on the annual estimates described in description (f), that VR services cannot be provided to all eligible individuals with disabilities in the State who apply for and are determined eligible for services.

(1) For VR agencies that have defined priority categories describe—

- (A) The justification for the order;
- (B) The order (priority categories) to be followed in selecting eligible individuals to be provided VR services ensuring that individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and
- (C) The VR agency's goals for serving individuals in each priority category, including how the agency will assist eligible individuals assigned to closed priority categories with information and referral, the method in which the VR agency will manage waiting lists, and the projected timelines for opening priority categories. NOTE: Priority categories are considered open when all individuals in the priority category may be served.

(2) Has the VR agency elected to serve eligible individuals outside of the order of selection who require specific services or equipment to maintain employment?

Yes

No

(h) Waiver of Statewideness. The State plan shall be in effect in all political subdivisions of the State, however, the Commissioner of the Rehabilitation Services Administration (Commissioner) may waive compliance with this requirement in accordance with section 101(a)(4) of the Rehabilitation Act and the implementing regulations in 34 CFR 361.26. If the VR agency is requesting a waiver of statewideness or has a previously approved waiver of statewideness, describe the types of services and the local entities providing such services under the waiver of statewideness and how the agency has complied with the requirements in 34 CFR 361.26. If the VR agency is not requesting or does not have an approved waiver of statewideness, please indicate "not applicable."

[not applicable]

(i) Comprehensive System of Personnel Development. In accordance with the requirements in section 101(a)(7) of the Rehabilitation Act, the VR agency must develop and maintain annually a description (consistent with the purposes of the Rehabilitation Act) of the VR agency's comprehensive system of personnel development, which shall include a description of the procedures and activities the VR agency will undertake to ensure it has an adequate supply of qualified State rehabilitation professionals and paraprofessionals that provides the following:

(1) Analysis of current personnel and projected personnel needs including—

- (A) The number and type of personnel that are employed by the VR agency in the provision of vocational rehabilitation services, including ratios of qualified vocational rehabilitation counselors to clients;
- (B) The number of personnel currently needed by the VR agency to provide VR services, broken down by personnel category; and
- (C) Projections of the number of personnel, broken down by personnel category, who will be needed by the VR agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Administrator and Deputy Administrator	3	0	1
Rehabilitation Chief	1	0	1
Disability Employment Policy Chief	1	0	1
Rehabilitation Manager	3	0	1
Rehabilitation Supervisor	8	0	3
Rehabilitation Counselor	51	4	10
Counselor Intern	0	2	2
Rehabilitation Instructor	5	1	2
Program Officer	7	3	4
Management Analyst	3	1	1
Rehabilitation Technician	34	4	3
Business Process Analyst	2	0	1
Quality Control	3	0	1
Workforce Services Representatives	8	2	2
Accounting Assistants	7	0	2
Administrative Assistants	15	1	2
Training Officer	1	0	1

(D) Ratio of qualified VR counselors to clients: [1:79]

(E) Projected number of individuals to be served in 5 years: [

Program Year	Number of Clients Served
2022 Actual	3910
2023 Projected	4027
2024 Projected	4188
2025 Projected	4314
2026 Projected	4487
2027 Projected	4666
2028 Projected	4763

- (2) Data and information on personnel preparation and development, recruitment and retention, and staff development, including the following:

- (A) A list of the institutions of higher education in the State that are preparing VR professionals, by type of program; the number of students enrolled at each of those institutions, broken down by type of program; and the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Historically, none of Nevada’s postsecondary institutions have offered accredited Council on Rehabilitation Education (CORE) programs for VR professionals. Consequently, when Nevada needs to hire, it recruits nationally for qualified staff who have graduated from other CORE–accredited programs.

Institute of Higher Education	Type of Program	No. of Students Enrolled	No. of Prior Year Graduates
None			

- (B) The VR agency’s plan for recruitment, preparation and retention of qualified personnel, which addresses the current and projected needs for qualified personnel; and the coordination and facilitation of efforts between the VR agency and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities. [With the implementation of the WIOA, and the previous changes to our class specifications, recruiting has been less of a challenge. The DSU typically hires at the RCII, Bachelor’s Degree level, both from in and outside of the state. In addition, the class specifications allow for the hiring of seasoned rehabilitation technicians as counselor I’s. Thereby, creating a career ladder for rehabilitation staff and ensuring consistent staffing levels for the program. Currently, the DSU employs rehabilitation counselors at the I, II and III level. All DSU rehabilitation counselor III’s have certified rehabilitation counselor (CRC) credentials or are eligible to sit for the Commission on Rehabilitation Counselor Certification (CRCC) national examination. The DSU works with Nevada State Human Resources to advertise our vacancies on high traffic websites such as Indeed.com and Monster.com. The DSU also posts our vacancies with urban universities that have Vocational Rehabilitation Counselor master's degree programs. The DSU has also added a link to current agency vacancies on our new www.vrnevada.org website, in hopes of attracting people who are already interested in VR to apply. The DSU is also focused on ensuring that our advertising/promotional and social media materials reflects the diversity of our state including persons from minority backgrounds as well as visible disabilities. The DSU’s hiring panels are frequently comprised of individuals of varying ethnicities and backgrounds.]
- (C) Description of staff development policies, procedures, and activities that ensure all personnel employed by the VR agency receive appropriate and adequate training and continuing education for professionals and paraprofessionals:
- i. Particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and
 - ii. Procedures for the acquisition and dissemination of significant knowledge from research and other sources to VR agency professionals and paraprofessionals and for

providing training regarding the amendments to the Rehabilitation Act made by the Workforce Innovation and Opportunity Act.

[Staff Development Policies, Procedures, and Activities

1. Assessment, Vocational Counseling, Job Placement, and Rehabilitation Technology: Training Curriculum:

Our comprehensive training curriculum is designed to equip our staff with a diverse set of skills and knowledge, enabling them to provide effective vocational rehabilitation services and support individuals with disabilities in achieving their career goals. This curriculum remains adaptable to address emerging needs and industry trends.]

a. Needs Assessment: Our VR agency conducts regular needs assessments to identify training gaps and areas requiring improvement in assessment, vocational counseling, job placement, and rehabilitation technology. This assessment involves input from staff, supervisors, and external stakeholders.

b. Training Topics: Our comprehensive training curriculum covers a wide range of topics. Here are some key topics, but the list is not exhaustive:

- 7-Module Counselor Academy: This academy provides in-depth training for new counselors, covering vital areas such as intake, eligibility, informed choice, assessment of vocational needs, case documentation, time management, and expenditure management.
- Career Exploration: Our training programs delve into the intricacies of career exploration, helping our staff guide individuals with disabilities in making informed decisions about their career paths.
- Effective Communication (504/ADA): We ensure that our staff is well-versed in the responsibilities and requirements under Section 504 and the Americans with Disabilities Act (ADA), promoting effective communication and accessibility.
- Ethics: In accordance with the CRCC Code of Ethics, the DSU prioritizes ethics training to instill a strong sense of ethical conduct among staff, ensuring that they adhere to the highest standards of professionalism and ethical behavior in their interactions with clients and colleagues.
- Measurable Skill Gains: The DSU emphasizes the importance of measurable skill gains in the vocational rehabilitation process, equipping staff with tools and techniques to track and assess skill development.
- Motivational Interviewing: Our training curriculum includes Motivational Interviewing techniques, enabling our staff to effectively engage and motivate individuals with disabilities to set and achieve their vocational goals.
- Disability Awareness Workshop: Our training includes a Disability Awareness Workshop, which fosters understanding and empathy among our staff, helping them better support individuals with disabilities.
- Supported Employment: Our curriculum covers the principles and practices of Supported Employment, ensuring our staff is well-prepared to assist individuals with disabilities in finding and maintaining meaningful employment.
- Onboarding: For new team members, our onboarding training ensures a smooth transition into the agency, familiarizing them with our policies, procedures, values, and ethical standards.
- Creating Accessible Documents: The DSU creating accessible documents training is an essential resource for DSU staff aiming to promote equal access to information and resources for individuals with disabilities. This comprehensive program delves into the core principles of document accessibility, introducing key standards like the Web Content Accessibility

Guidelines (WCAG) and Section 508 of the Rehabilitation Act. Throughout the training, participants acquire practical skills to ensure documents are inclusive, including proper structuring with headings and formatting, adding alt text to images, creating meaningful hyperlinks, providing captions and transcripts for multimedia, ensuring color contrast for readability, and making documents compatible with assistive technologies like screen readers. By completing this training, DSU staff are empowered to create documents that can be accessed and understood by a diverse audience, thereby promoting inclusivity and accessibility for all.

- (3) Description of VR agency policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) to ensure that VR agency professional and paraprofessional personnel are adequately trained and prepared, including—
- (A) Standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and
 - (B) The establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities. [The state of Nevada does not have state-approved or other recognized certification, licensing, or registration requirements that apply to personnel who are providing VR services. The determination of applicants who are qualified rehabilitation staff is based on the state of Nevada Human Resource Management’s interpretation of the division’s minimum qualifications.

Employees are provided work performance standards which are a written statement of the results and/or behavior expected of the employee when the job elements of the position are satisfactorily performed. Employees are evaluated by their respective supervisor up to three times during the first year of employment; and annually thereafter with satisfactory work performance. In preparation of the work performance evaluation, the Quality Control Team evaluates a minimum of 10 cases managed by the Rehabilitation Counselor. Additionally, annually the QC team conducts statewide case reviews, and eight team technical assistance case reviews per year. An average of two case files per counselor are reviewed during the statewide reviews, and generally two case files per counselor during each of the eight team technical assistance reviews. These reviews are conducted to monitor case management, federal and state performance requirements, quality vocational guidance and counseling services, eligibility and ineligibility determination, and management of case expenditures. During weekly budget and program meetings, administration meets to discuss vacant positions and projected funding for additional positions, if needed. At monthly and quarterly management and supervisory meetings, ideas regarding hiring projections, or in-process recruitments are discussed to ensure that qualified persons are hired. This continues to be a priority topic. In an effort to ensure that staff have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities, staff receive numerous focused trainings. At the recent all staff In-Service, State Chief Economist David Schmidt came and presented to staff on the evolving labor force and how to best help employers meet the needs of individuals with disabilities. Additionally, DSU Administration is purchasing the YesLMS platform to bring 21st century customized on-demand training to DSU staff. This will include trainings from VRTACs, other state VR programs, uploaded Nevada DSU trainings and

curriculum from CORE accredited VR counseling programs.]

- (4) Method(s) the VR agency uses to ensure that personnel are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

[The DSU utilizes staff and a variety of interpreters as the need arises to translate documents into needed languages and to facilitate effective communication with DSU participants. The DSU provides services to Spanish-speaking consumers in each of our VR office locations. When needed, the DSU regularly contracts with bilingual interpreters when providing services in other languages. The DSU has a total of 15 Spanish speaking employees statewide.

The DSU has set requirements for field staff working with a specific disability and/or minority groups to have effective communication with their consumers. This may require professional skills in sign language, Braille, foreign languages, or other modes of communication. There is a Rehabilitation Instructor who reads and writes in Braille available in southern Nevada. In addition to Spanish, the DSU has staff that can provide translation/interpretation services for our clients who speak a variety of languages such as Serbian, Bosnian, Croatian, Mandarin, Chinese, Tagalog, Korean, Romanian, European Portuguese, Russian, Sinhala and French as the DSA maintains a list of employees proficient in their respective languages. If DSU personnel are unavailable, the services of vendors are purchased or contracted, as needed, to communicate in the native language(s) or to communicate via sign language for applicants and eligible individuals.

The DSU has a team serving Deaf and Hard of Hearing consumers in the southern district. This includes two Vocational Rehabilitation Counselors (one who is Deaf) both who are fluent in American Sign Language (ASL) and three paraprofessional Rehabilitation Technicians (two who are also Deaf). Additionally, there are two other staff members who know American Sign language (a supervisor and a District Manager). Deaf consumers are addressed in their preferred language, whether ASL or otherwise. Additionally, each member of this team serving the Deaf/hard of hearing (D/HH) has a video phone to communicate with D/HH consumers. In a Northern rural office, the DSU has one rehabilitation counselor who is fluent in American Sign Language.

The DSU maintains a relationship with a Nevada sister agency, the Aging and Disability Services Division which provides free Certified Hearing Interpreters (CHI) to any Nevada government agency. There are two interpreters available in the south and two in the north. The CHIs are also available to interpret for rural Nevada individuals, when requested.

Based on guidance from the Office of Civil Rights, the agency has developed a policy regarding effective communication with individuals who are Deaf or hard of hearing. Staff members have been trained in effective communication, and this topic is re-addressed annually for new staff. The DSU also has a contract with a vendor called Language Link, which provides interpretation services over the phone, by video remote and document translation in the following thirteen languages; Spanish, Chinese (Mandarin & Cantonese), Arabic, Russian, Farsi, Vietnamese, Swahili, Somali, Korean, French, Portuguese, German and Italian. They also provide "standard" document translation in Bosnian, Serbian, Croatian, Bulgarian, Czech, Danish, Dutch, Finnish, Flemish, Greek, Hungarian, Norwegian, Polish, Romanian, Slovak, Slovenian, Swedish, Turkish and Ukrainian. Lastly, the DSU has created a new forward-facing website, www.vrnevada.org which is available in the 5 most prevalent languages in the State of Nevada, per the state demographer. Those languages are English, Spanish, Chinese, Korean and Tagalog.]

- (5) As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

[The DSU and the NDOE, Office of Special Education, Elementary and Secondary Education and school improvement programs have an interlocal contract, which contains provisions for the joint training of DSU staff and special education personnel. Special education staff members have and will be participating in vocational rehabilitation training on customized employment, job development and placement of individuals with disabilities, and WIOA implications.

In May 2023, Nevada sent a team consisting of the DSU's Bureau Chief, Statewide Transition Coordinator, Transition Supervisor and Transition Counselor to the National Technical Assistance Center on Transition's Capacity Building Institute in Charlotte, North Carolina. They participated in multiple seminars and learned some ideas and best practices from other states, specifically Colorado and Pennsylvania.

The DSU also attends the quarterly Special Education Director's Meetings to provide updates, expand collaboration, create new programs, share success stories and support the linkage between schools and DSU transition staff and coordinators, as defined in our State Education Agreement.

The DSU has initiated Town Hall's once per school semester which are a cross training on available Pre-ETS and DSU services available to Special Education staff across the state. Statewide, DSU staff attend transition team meetings with local schools and school districts to provide ongoing orientation and education regarding DSU services. Staff members provide ongoing assistive technology presentations in southern Nevada for assistive technology consideration in the development of Individualized Education Plans.]

COOPERATION, COLLABORATION, AND COORDINATION (Section 101(a)(11) of the Rehabilitation Act)

(j) Coordination with Education Officials. In accordance with the requirements in section 101(a)(11)(D) of the Rehabilitation Act—

- (1) Describe plans, policies, and procedures for coordination between the designated State agency and education officials responsible for the public education of students with disabilities, that are designed to facilitate the transition of the students with disabilities from the receipt of educational services in school to the receipt of vocational rehabilitation services, including pre-employment transition services.

[The DSU has established plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities beginning as early as age 14 through 22 (under NRS 388.5223) who are potentially eligible or eligible for VR services, from school to the receipt of VR services, including Pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

Information in the formal interagency agreement with the state educational agency includes:

- Consultation and technical assistance to educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services.
- Transition planning by personnel of the DSU and educational agency that facilitates the development and implementation of their individualized education programs (IEPs).
- Roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining state lead agencies and qualified personnel responsible for transition services.
- Procedures for outreach to and identification of students with disabilities who need transition services.

The DSU has formal agreements with the Nevada Department of Education (NDOE) and all 16 Nevada school districts that have high schools, except for Esmeralda County, which does not have a high school. The most recent Statewide Education Agreement (SEA) has been executed on February 3, 2023 and expires on December 31, 2025. Fourteen (14) local education agency agreements have been executed and will expire on 12/31/2023. The renewal of the Clark County School District (CCSD) agreement is in the final stages of being processed and executed.

All of our formal interagency agreements – including the SEA and the LEAs, reflect both the WIOA compliance requirements and the intent of the law for coordination of services designed to meet the educational, vocational and independent living needs of students with disabilities. The DSU has identified that the development of individualized relationships between rehabilitation and education staff is critical to the delivery of comprehensive transition services.

A Rehabilitation Manager in the north and Supervisor in the south have been designated as liaisons with the local school districts as well as every counselor has individual high school programs assigned to them. DSU staff members actively participate in IEP meetings (when invited) and are available to provide other consultation, outreach and plan development assistance, and informational support. The DSU has developed a comprehensive scope of work and fee schedule for the delivery of Pre–Employment Transitions Services (Pre-ETS), to include the five required activities.

In school year 2023-2024, there were an approximate total of 22,400 students with disabilities in Nevada. This total includes all students with 504 Plans or Individualized Education Programs (IEPs) in grades 8 through 12, consistent with the Nevada definition of a student with a disability. In compliance with WIOA, VR’s individualized plan for employment (IPE) is jointly developed within 90 days of eligibility, either in consultation with the special education team or directly with the consumer and/or their parent or guardian, depending upon the individual’s preference. The IPE is agreed to and signed before the student exits school by the rehabilitation counselor and the student, or the parent or guardian if the student is not of the age of majority as mandated in CFR’s §361.22, §361.45.

The DSU has the following coordinated documentation procedures related to youth with disabilities as required in Section 511 of the Rehabilitation Act, as amended by WIOA and 34 C.F.R. Part 397:

- LEAs will coordinate with individual teachers to coordinate referrals to the DSU after obtaining the necessary parental consent, when necessary, utilizing accepted forms, to request pre-employment transition services for identified students.
- LEAs will provide the DSU the required documentation for each student prior to the provision of any pre-employment transition service, either through a provider or through Nevada BVR staff.
- LEA staff to provide, when pre-employment transition services are provided by the LEAs, within thirty (30) days of service delivery, documentation of services delivered and completion, including for each student the following demographic information: name, birth date, specific activity, date of the activity.]

- (2) Describe the current status and scope of the formal interagency agreement between the VR agency and the State educational agency. Consistent with the requirements of the formal interagency agreement pursuant to 34 CFR 361.22(b), provide, at a minimum, the following information about the agreement:
 - (A) Consultation and technical assistance, which may be provided using alternative means for meeting participation (such as video conferences and conference calls), to assist educational agencies in planning for the transition of students with disabilities from school to post-

school activities, including pre-employment transition services and other vocational rehabilitation services;

- (B) Transition planning by personnel of the designated State agency and educational agency personnel for students with disabilities that facilitates the development and implementation of their individualized education programs (IEPs) under section 614(d) of the Individuals with Disabilities Education Act;
- (C) The roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services and pre-employment transition services;
- (D) Procedures for outreach to and identification of students with disabilities who need transition services and pre-employment transition services. Outreach to these students should occur as early as possible during the transition planning process and must include, at a minimum, a description of the purpose of the vocational rehabilitation program, eligibility requirements, application procedures, and scope of services that may be provided to eligible individuals;
- (E) Coordination necessary to satisfy documentation requirements set forth in 34 CFR part 397 regarding students and youth with disabilities who are seeking subminimum wage employment; and
- (F) Assurance that, in accordance with 34 CFR 397.31, neither the SEA nor the local educational agency will enter into a contract or other arrangement with an entity, as defined in 34 CFR 397.5(d), for the purpose of operating a program under which youth with a disability is engaged in work compensated at a subminimum wage.

[The formal interagency agreement below, or Statewide Educational Agreement (SEA) was revised and executed in February 2023. The SEA revision was undertaken by NDE officials and DSU staff and was achieved in 22.5 hours across 14 meetings.

FORMAL INTERAGENCY AGREEMENT

Purpose and Background:

This formal interagency agreement has been developed for multiple purposes:

1. To clarify the roles and responsibilities, including financial responsibilities, of the Nevada Department of Employment, Training and Rehabilitation, Rehabilitation Division's Bureau of Services to Persons who are Blind or Visually Impaired, and Bureau of Vocational Rehabilitation (Nevada VR) and the Nevada Department of Education's Office of Inclusive Education as the State Education Agency (SEA).

2. To provide a framework for Nevada VR and the SEA to clearly specify the plans, policies, and procedures of a comprehensive system to facilitate the seamless transition of students with disabilities who are eligible or potentially eligible for school to post-school employment-related activities and supports to achieve competitive integrated employment through attainment of mutual agency agreements. These supports include pre-employment transition services (Pre-ETS), transition services, and other Nevada VR services.

Both the Individuals with Disabilities Education Act of 2004 (IDEA) and the Rehabilitation Act of 1973 (the Rehabilitation Act), as amended by the Workforce Innovation and Opportunity Act of 2014 (WIOA), require Nevada VR and the SEA to plan and coordinate transition services, including Pre-ETS, for students with disabilities through a formal interagency agreement (Section 612(a)(12) of IDEA and Section 101(a)(11)(D) of the Rehabilitation Act). Nevada VR serves as the lead agency in Nevada for carrying out Federal and State policies as prescribed by the Rehabilitation Act. Additional references used in this document include Sections 113 and 511 of the Rehabilitation Act, and the Final Regulations: State Vocational Rehabilitation Services Program; State Supported Employment Services Program; and Limitations on Use of Subminimum Wage (34 CFR Parts 361, 363, and 397).

Mutual Agency Agreements:

Agreement 1: Nevada VR Referrals, Clients, and Outcomes

Collaborate to increase referral numbers of students with disabilities from LEAs to Nevada

VR.

Collaborate to increase the number of open VR cases for Nevada students with disabilities. Dual agencies focus on converting those potentially eligible Pre-ETS recipients to eligible Nevada VR clients, that ultimately result in outcomes that lead to successful Nevada VR case closures.

Agreement 2: Data-based Decision Making

Define data to be shared by each agency, establish intervals for sharing data, and utilize data for decision-making.

Agreement 3: Pre-ETS

Collaborate to increase Nevada VR provided push-in and other modalities of Pre-ETS instruction.

Collaborate to increase LEA reporting of all sources of LEA provided Pre-ETS (to be accomplished between Nevada VR and LEAs with support provided by the SEA).

Agreement 4: LEA Professional Development and Technical Assistance

Collaborate to share Nevada VR information with LEAs.

Collaborate to ensure LEAs understand how to navigate the Nevada VR process, including students with disabilities with moderate to extensive support needs.

Collaborate to increase Nevada VR representation in IEP meetings (work to address the lack of outside agencies noted in IEPs during SEA compliance monitoring).

Agreement 5: Youth and Family Outreach

Collaborate to ensure both agencies increase the quality and accessibility of communication via outreach efforts to make youth and families aware of coordinated transition services and opportunities.

Agreement 6: Seamless Transition

Collaborate to align policy and practice to maximize resources in both systems and avoid redundancies, to facilitate the seamless transition of youth with disabilities from a free and appropriate public education (school) to the provision of vocational rehabilitation services (work or postsecondary education).

Agreement 1: Nevada VR Referrals, Clients, and Outcomes

Collaborate to increase referral numbers of students with disabilities from LEAs to Nevada VR.

Collaborate to increase the number of open VR cases for Nevada students with disabilities. Dual agencies focus on converting those potentially eligible Pre-ETS recipients to eligible Nevada VR clients, that ultimately result in outcomes that lead to successful Nevada VR case closures.

Roles and Responsibilities:

- Nevada VR - Assess, plan, develop, and provide Nevada VR services for eligible individuals with disabilities who have been referred for Nevada VR services, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, so they may prepare for and engage in competitive, integrated employment.
- Nevada VR - Obtain written consent for the release of confidential information, pursuant to Nevada VR policy and procedures, federal and state laws, and regulations regarding confidentiality.
- Nevada VR - Promote employer participation in providing opportunities for work-based learning for students with disabilities.
- SEA - Model and support LEAs to practice ongoing collaboration with Nevada VR such as inviting Nevada VR to career fairs, planning meetings, parent nights, etc. to increase referrals of students with disabilities to Nevada VR.
- Nevada VR - Attend meetings (this includes in-person or using alternative means for meeting participation such as video conferences, conference calls, etc.) for the development of an Individualized Educational Program (IEP) pursuant to 34 C.F.R. 361.48(4)(i), when invited, and with appropriate consent. As a professional courtesy, Nevada VR requests that these invitations be made 14 days prior to the IEP meeting to guarantee a Nevada VR representative's attendance.

- Nevada VR - Determine the eligibility for Nevada VR services of all students with disabilities who have applied for services within 60 days from the date of application, unless an extension is completed, pursuant to section 102(a)(6) of the Rehabilitation Act and section 34 CFR 361.41(b)(1) of its implementing regulations.
- Nevada VR - Develop an Individualized Plan for Employment (IPE), which is consistent with and takes into consideration the student's Individualized Educational Program (IEP), within 90 days of Nevada VR eligibility determination, unless an extension is approved.
- Nevada VR - Provide or arrange for the provision of services required by the IPE goal that are not services customarily provided to the student by the LEA under the IDEA.

Agreement 2: Data-based Decision Making

Define data to be shared by each agency, establish intervals for sharing data, and utilize data for decision-making.

Roles and Responsibilities:

- Nevada VR - Provide data to the SEA by LEA/schools on an annual basis for students age 14+ including (1) number of referrals, (2) number of open cases, (3) number and type of successful closures, (4) number and type of Pre-ETS provided, (5) status of all post-school students it serves and additional information as requested and as the law allows.
- SEA - Provide data to Nevada VR by SEA/LEA/schools on an annual basis for students with IEPs or 504 Plans who are age 14+ including (1) enrollment data by age, disability category and race/ethnicity, (2) exit data and (3) statewide reporting of student outcomes a year out from separation.
- Nevada VR/SEA - Utilize shared data to identify needs and make decisions to improve service delivery.

Agreement 3: Pre-ETS

Collaborate to increase Nevada VR provided push-in and other modalities of Pre-ETS instruction.

Collaborate to increase LEA reporting of all sources of LEA provided Pre-ETS (to be accomplished between Nevada VR and LEAs with support provided by the SEA).

Roles and Responsibilities:

- Nevada VR - Accept referral of students with disabilities during the transition planning process for the provision of Pre-ETS.
- Nevada VR - Assist LEAs in the identification of eligible and potentially eligible students with disabilities and assessment of their individual needs for Pre-ETS.
- SEA - Model and support LEA staff to coordinate with individual teachers to facilitate referrals for Pre-ETS to Nevada VR after obtaining the necessary parental consent utilizing required forms.
- Nevada VR - Send written notice to LEA directors and principals annually regarding the availability of Pre-ETS for eligible and potentially eligible students with disabilities and the process to request these services.
- Nevada VR - Provide the required forms and templates annually to the SEA and LEAs for LEA provided Pre-ETS documentation and reporting to Nevada VR, including name of teacher/facilitator, date of lesson(s), name of lesson(s), names and dates of birth of students who participated, description of the lesson(s) and outcomes or IEP goals met, and student feedback.
- SEA - Support LEA staff to provide Nevada VR the required documentation for each student prior to Nevada VR providing any Pre-ETS, either through a designated vendor with an approved service agreement or through Nevada VR staff.
- SEA - Support LEA staff to submit documentation of service delivery to Nevada VR, within 30 days, when Pre-ETS are provided by the LEAs.
- Nevada VR - Employ a statewide and regional Transition Coordinators to work closely with each LEA and individual high schools to schedule Pre-ETS to be delivered by Nevada VR staff, a

Nevada VR designated vendor, or the LEA.

- SEA - Support LEAs to engage students with disabilities and their families in transition planning, including the provision of Pre-ETS, in coordination with Nevada VR Transition Coordinators.
- SEA - Consult with LEA staff to request physical space be made available on high school campuses to conduct Nevada VR provided Pre-ETS.
- SEA - Inform LEAs and stakeholders annually that anyone (an LEA, nurse, parent, or student self-referral) can refer students with disabilities for Pre-ETS.
- Nevada VR/SEA – Inform LEAs of their rights regarding Pre-ETS provided by Nevada VR or a designated vendor.

Agreement 4: LEA Professional Development and Technical Assistance

Collaborate to share Nevada VR information with LEAs.

Collaborate to ensure LEAs understand how to navigate the Nevada VR process, including students with disabilities with moderate to extensive support needs.

Collaborate to increase Nevada VR representation in IEP meetings (work to address the lack of outside agencies noted in IEPs during SEA compliance monitoring).

Roles and Responsibilities:

- Nevada VR/SEA - Provide LEA staff with information pursuant to 34 C.F.R.

§300.321(b)(3), including:

- o A description of the purpose of the vocational rehabilitation program
- o Pre-ETS
- o Referral to Nevada VR for services (application procedures)
- o Eligibility requirements
- o IPE development
- o Scope of Nevada VR services
- o Client Assistance Program (CAP)
- Nevada VR - Provide consultation with LEA staff on transition planning to prepare a student to move from school to work or post-secondary education in accordance with the student's unique needs as determined through the IEP process and provision of Pre-ETS.
- Nevada VR - Provide the SEA and LEAs contact information for Nevada VR counselors by district/school and flow charts related to the Nevada VR process for improved communication and fidelity to process.
- Nevada VR - Identify personnel at Nevada VR who will coordinate transition activities within each LEA.
- SEA - Support liaisons between the LEAs or individual schools and local Nevada VR offices, to ensure the provision of psycho-educational reports, multi-disciplinary team eligibility forms, and copy of the IEP/504 for students referred with documented appropriate consent.
- Nevada VR - Share information regarding policies, procedures, guidelines, programs, and services for the purpose of improving access to, and availability of, Nevada VR provided transition services.
- Nevada VR/SEA - Provide joint training of LEA and Nevada VR staff that impact the provision of services by both entities as new federal or state requirements or initiatives are identified.
- SEA - Model and support LEA and Nevada VR collaboration and coordination for the purpose of providing more opportunities and resources to move students from school to work, e.g., participation on local multi-agency teams, access to Career and Technical Education (CTE) programs, and other opportunities for collaboration for improved outcomes.
- SEA - Model and support the development of interlocal agreements between Nevada VR and each LEA.
- SEA - Emphasize to LEAs annually the best practice of sharing Nevada VR provided information on Pre-ETS and transition planning to students and families at all IEP meetings beginning at age 14.
- Subminimum Wage

- o Nevada VR/SEA - Share annually the subminimum wage documentation requirements with LEAs, who will share it with students and families.
- o SEA - Support each LEA to provide Nevada VR documentation that the student has completed transition services or received Pre-ETS when seeking subminimum wage employment. Documentation can include the student's IEP, transition assessment results, work-based learning data, summary of performance and any other specific data/documentation around transition experiences, assessment, and instruction. Documentation must be provided by the LEA to Nevada VR no later than 30 calendar days after the determination of subminimum wage has been made by Nevada VR.
- o Nevada VR - Maintain the provided documentation and provide a copy to the student and family within 45 days after the completion of services.
- o SEA - Neither the SEA nor an LEA will enter an arrangement with an entity holding a special wage certificate under section 14(c) of the Fair Labor Standards Act for the purpose of operating under conditions wherein a youth with a disability is engaged in work compensated at a subminimum wage.

Agreement 5: Outreach

Collaborate to ensure both agencies increase the quality and accessibility of communication via outreach efforts to make youth and families, as early as possible during the transition planning process, aware of coordinated transition services and opportunities.

Roles and Responsibilities:

- Nevada VR - Distribute general information related to services upon request from SEA and LEA staff and with appropriate written consent. This may be accomplished through transition fairs, attendance at IEP meetings and other forums to provide information to students and families as well as school personnel pursuant to 34 C.F.R. §300.321(b)(3) about:
 - o A description of the purpose of the vocational rehabilitation program
 - o Pre-ETS
 - o Referral to Nevada VR for services (application procedures)
 - o Eligibility requirements
 - o IPE development
 - o Scope of Nevada VR services
 - o Client Assistance Program (CAP)
- Nevada VR - Provide access to information about the Nevada VR process and services to LEAs for distribution to students and families, teachers, case managers and others.
- SEA - Support LEA participation in Nevada VR provided conferences, career fairs, Job Shadow Day, summer camps, summer youth internship and other vocational/educational opportunities.
- Nevada VR/SEA - Support the parent training and information center (PTI) in disseminating information on Nevada VR, Pre-ETS, and other transition services.

Agreement 6: Seamless Transition

Collaborate to align policy and practice to maximize resources in both systems and avoid redundancies, to facilitate the seamless transition of youth with disabilities from a free and appropriate public education (school) to the provision of vocational rehabilitation services (work or postsecondary education).

Roles and Responsibilities:

- SEA - Provide representation on the Nevada State Rehabilitation Council.
- SEA - Acknowledge the requirements of WIOA and the SEA role as a collaborative partner in the provision of the required services, including the coordinated provision of Pre-ETS and other transition services to students with disabilities for the purpose of improving access to, and availability of, transition services.
- SEA - Identify SEA personnel for collaboration and coordination of transition activities with Nevada VR.
- Nevada VR - Identify Nevada VR personnel for collaboration and coordination of transition activities with the SEA

- Nevada VR/SEA - Collaborate to establish a state-led transition team focused on improvement of systems communication including developing a better understanding of each other's systems with eventual movement toward sharing barriers and helping create solutions across systems.

Dispute Resolution:

- Nevada VR and the SEA model and support coordination and conflict resolution to be addressed at the lowest possible level.
- Interagency disputes regarding reimbursement or implementation of the provisions of this agreement will be resolved informally, if possible.
- If informal resolution is not successful, Nevada VR will provide a third-party neutral mediator to attempt resolution.

(k) Coordination with Employers. In accordance with the requirements in section 101(a)(11)(E) of the Rehabilitation Act, describe how the VR agency will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of VR services; and transition services for youth and students with disabilities, including pre-employment transition services for students with disabilities.

[The Employer Engagement Team continues to increase its capability to provide outreach and specialized services to businesses. The DSU works diligently to educate business customers by providing information on financial incentives and other advantages of using agency services and hiring individuals with disabilities. The DSU reaches out to businesses through contact lists developed from participation at job fairs, business development expositions, the economic development forum, the local and state workforce boards, human resource associations, regional workforce consortia, chambers of commerce membership/participation, and statewide economic development efforts. These contacts are capitalized upon for one-on-one relationships that can be leveraged into employment opportunities, and pre-employment training sites, including sites for pre-employment transition services for students with disabilities.

One of the prior relationships reported with the Sephora Distribution Center in Las Vegas, continues to be our flagship work readiness program in the state. Sephora was just honored by the DSU for being the number two employer of people with disabilities in the State of Nevada. The number one employer of people with disabilities is the State of Nevada itself through the State's 700-Hour Program which assists Vocational Rehabilitation clients to qualify for temporary 700-hour appointments to state jobs, while still working with Vocational Rehabilitation for supports to make the job a success. The DSU has developed an Employer Recognition Campaign to recognize the good work by businesses who hire people with disabilities. The campaign includes annual recognition of the employer who hires the most individuals with disabilities in the State of Nevada. In PY2022 the two employers who exceed in hiring were the State of Nevada itself and Sephora. Awards were given to these two employers in recognition of this distinction. Additionally, we have created lobby plaques and window clings for business to proudly display and show the public their commitment to hiring disability employment and workplace inclusion for people with disabilities.]

(l) Interagency Cooperation with Other Agencies. In accordance with the requirements in section 101(a)(11)(C) and (K), describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system to develop opportunities for community-based employment in integrated settings, to the greatest extent practicable for the following:

- (1) State programs (designate lead agency(ies) and implementing entity(ies)) carried out under section 4 of the Assistive Technology Act of 1998;

[The DSU is not the designated state entity for the provision of Assistive Technology Act services. The recipient of these funds is the Department of Health and Human Services, Aging and Disability Services Division, which subgrants the AT Act funds to the University of Nevada Reno, Nevada

Center for Excellence in Disability (NCED). The AT Act funds is limited in Nevada and primarily used by the NCED for demonstration, product trial and provision of AT user support groups.]

The DSU continues to provide statewide assistive technology equipment, evaluation and training based on participants' needs in order to improve their independence and employability. Two independent assistive technology labs, which contain the newest assistive technology equipment, are housed at the DSU's Reno and Las Vegas offices. The DSU has greatly improved assistive technology labs in the Las Vegas. In addition to traditional assistive technology, these labs place significant emphasis on assistive technology for the blind and visually impaired. Staff will continue training to develop internal expertise in the field of assistive technology. The goal is to continue assessing the needs of and providing assistive technology equipment to VR participants.

- (2) Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;

[The DSU is not a part of any interagency cooperation on the utilization of services and facilities of the programs carried out by the Under Secretary for Rural Development of the U.S. Department of Agriculture.]

- (3) Non-educational agencies serving out-of-school youth;

[The DSU also holds interlocal contracts with WIOA Section 121 Native American agencies, known as the Moapa Band of Paiutes, the Fort Mojave Indian Tribe, the Shoshone Paiute Tribe of the Duck Valley and a working agreement with the Fallon Paiute Shoshone Tribe. The DSU's Winnemucca Rehabilitation Counselor has collaborated with the Battle Mountain Band of the Te-Moak Tribe of Western Shoshone, and the DSU has also presented the Tribe with an interlocal contract for consideration. The DSU has also reached out to the Fort McDermitt Paiute & Shoshone Tribe. These 121 Native American agencies receive funds to serve out of school youth and the DSU maintains a relationship with each to receive referrals and collaborate to provide services to this population.

Statewide, the DSU collaborates with Child and Family Services within the State's Health and Human Services Division and Nevada's Workforce Development Partners. The DSU collaborates on referrals, shared services for assessments, training, employment and restoration.]

- (4) State use contracting programs;

[The DSU has no formal agreement with the Nevada State Use Program, housed in the Department of Health and Human Services, outlining cooperation with or utilization of services and facilities.]

- (5) State agency responsible for administering the State Medicaid plan under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.);

[The DSU has long-standing relationships with many workforce development partners, both internal and external, that are designed to effectively identify eligible individuals with the most significant disabilities. Under the WIOA, new challenges and opportunities are presented to expand the services of supported employment (SE). The collective goal remains to reach maximum success in assisting individuals with the most significant disabilities in achieving successful integrated employment outcomes. Current efforts are focused on building more effective partnerships and relationships with similar entities throughout the state that support efforts to achieve competitive, integrated employment opportunities.

The DSU works with Nevada's Medicaid agency, the Aging and Disability Services Division (ADSD), to leverage funds for supported employment services with Jobs and Day Training (JDT) Medicaid waivers to provide enhanced and expanded services together with agencies that provide JDT Medicaid waiver services.

The DSU maintains Interlocal Contracts with ADSD to clarify roles and responsibilities and identify areas for increased collaboration for the benefit of mutual clients. The contract includes cross training,

shared training, guidance on sub-minimum wage employment and documentation requirements, grievance and dispute resolution and document/program materials sharing.

DSU staff have been taking part in the Supported Employment and Customized Employment Communities of Practice meetings hosted by VRTAC-QE which has been valuable as the DSU seeks to develop a strong SE/CE program.]

(6) State agency responsible for providing services for individuals with developmental disabilities; [As noted in section 5 above, the DSU has continued partnership with the state individuals with intellectual and developmental disability agency – the Aging and Disability Services Division of the State of Nevada’s Department of Health and Human Services. ADSD is the state agency responsible for both the administration of the State Medicaid plan under title XIX of the Social Security Act as well as that providing services for individuals with developmental disabilities.

The DSU has two flagship programs that are collaborations with the State’s ADSD. Pathway to Work is a southern Nevada partnership between the DSU, the Desert Regional Center, Opportunity Village, a local CRP, and our community business partners. This program is designed to help individuals with disabilities move from center-based employment services to full-time or part-time community-based jobs at or above minimum wage. It is a community integrated “on-the-job” training program that is conducted at a business partner’s job site. Each Pathway to Work participant is provided with four hours of individualized instruction, job coaching, and work experience involving three to five different job tasks. In-depth instruction includes, but is not limited to: viewing training videos, participation in employer workplace expectations and task performance discussions, and the practice of specific individual skills/techniques used on the job. In addition, participants have access to Opportunity Village job developers funded by the DSU who assist with developing a resume, applying for jobs, preparing for interviews, and job placement and support during the new hire process and beyond. The regional center provides ongoing (i.e., post-90 days) supports through the use of jobs and day training (JDT) Medicaid waiver funds.

The other flagship program is a pilot program with the two institutions of higher education – the University of Nevada, Reno (UNR) and Las Vegas (UNLV) to provide opportunities for post-secondary college training through the comprehensive transition programs (CTP). Specifically at UNR, the Path 2 Independence program collaborates with the onsite Nevada Center for Excellence in Disabilities (NCED), the Sierra Regional Center and the DSU to offer college coursework and experiences to program enrollees. The regional center assists with funding for tuition, while the DSU supports the payment of associated program fees. AS in the Pathway to Work program, the regional center provides ongoing supports through the use of their jobs and day training (JDT) Medicaid waiver funds.

(7) State agency responsible for providing mental health services;

[The DSU has established relationships with the Division of Public and Behavioral Health in Las Vegas, Nevada; the Division of Public and Behavioral Health (Mental Health), in Reno, Nevada; the Division of Public and Behavioral Health, rural clinics; and, the community mental health centers in Carson City, Gardnerville, Silver Springs, Fallon, Elko, Ely, Battle Mountain, Lovelock, Caliente, Mesquite, and Winnemucca. In collaboration and in contract with the Division of Public and Behavioral Health (Mental Health), the DSU continues to explore competitive employment opportunities for mutual participants, and the development of on-campus worksites and worksites in the community. These efforts are ongoing, and development continues.

The State agency responsible for providing mental health services in Nevada is the Department of Health and Human Services. They provide inpatient and outpatient services to adults and youth with mental/behavioral health needs. For those youth with most significant disabilities, needing supported employment and extended services, Nevada VR has established interlocal agreements

with the Clark County and Washoe County School Districts. These two districts, the largest in Nevada, both have specialized schools that serve students with significant mental/behavioral health needs. In Clark County, VR Nevada works with three special mental/behavioral focus schools for supported employment. In northern Nevada, there is one special school serving the mental/behavioral health student population, and VR Nevada serves that school as well, providing supported employment services. In any of these settings, if extended services are needed, that would be provided by the respective school district, if the client was a student or Northern Nevada Adult Mental Health Services or Southern Nevada Adult Mental Health Services, if they were an adult]

- (8) Other Federal, State, and local agencies and programs outside the workforce development system; and

[The DSU has developed interlocal contracts with agencies external to the workforce development system that are involved in serving individuals with disabilities. These interlocal contracts are designed to:

- Remove barriers affecting the delivery of mutually beneficial services;
- Increase the availability of resources;
- Eliminate duplication of services; and,
- Facilitate the development of programs and competencies.

VR staff is developing an outreach with Nevada Adult Mental Health Services which will include vocational rehabilitation as part of discharge planning. Collaboration with such organizations as Veterans' Administration for Voc. Rehab., WellCare and Northern Nevada Behavioral Health Systems, has increased participation and services by VR with veterans, the homeless and those with mental health disabilities. In the North, a DSU Rehabilitation Manager is a member on the Sierra Nevada Transportation Coalition, which is a committee to determine the transportation needs of disabled, youth and senior citizens.

VR staff members from the Las Vegas office participate in the National Federation of the Blind, and the Nevada Blind Center activities.

Agreements remain with the Moapa Paiute Reservation, the Fort Mojave Indian Tribe, the Shoshone Paiute Tribe of the Duck Valley, the Fallon Paiute Shoshone Tribe, the Battle Mountain Band of the Te-Moak Tribe of Western Shoshone and the Fort McDermitt Paiute & Shoshone Tribe.

The DSU's Employer Engagement staff also offered Job Seeking Skills/Work Readiness Workshops via the Windmills product, in the Northern Nevada, Southern Nevada and Rural Nevada, including resume writing, job search skills, application assistance, and interviewing & retention topics.]

- (9) Other private nonprofit organizations.

[In recognition of the need to deliver more Pre-Employment Transition Services, the agency is providing resources to Opportunity Village (OV) in Las Vegas, the largest CRP in the state. They have relationships with the Clark County School District (CCSD), where students with disabilities come to OV for services. The DSU is providing Pre-ETS resources to OV to enable them to provide Pre-ETS to CCSD students who are in after school programs at OV.]

VOCATIONAL REHABILITATION CERTIFICATIONS AND ASSURANCES

CERTIFICATIONS

States must provide written and signed certifications that:	
1.	The State of Nevada, Bureau of Vocational Rehabilitation, the DSU, is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by title IV of WIOA, ¹ and its State Plan supplement under title VI of the Rehabilitation Act;
2.	In the event the designated State agency is not primarily concerned with vocational and other rehabilitation of individuals with disabilities, the designated State agency must include a designated State unit for the VR program (Section 101(a)(2)(B)(ii) of the Rehabilitation Act). As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the (enter the name of designated State agency or the designated State unit when the designated State agency has a designated State unit) ² agrees to operate and is responsible for the administration of the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan ³ , the Rehabilitation Act, 34 CFR 361.13(b) and (c), and all applicable regulations ⁴ , policies, and procedures established by the Secretary of Education. Funds made available to States under section 111(a) of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;
3.	As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency or the designated State unit when the designated State agency has a designated State unit, agrees to operate and is responsible for the administration of the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan ⁵ , the Rehabilitation Act, and all applicable regulations ⁶ , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;
4.	The designated State unit, or if not applicable, the designated State agency has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement, and is responsible for the administration of the VR program in accordance with 34 CFR 361.13(b) and (c);
5.	The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.
6.	All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.
7.	The (enter title of State officer below) has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;
8.	The (enter title of State officer below) has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment

¹ Public Law 113-128.

² All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

³ No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

⁴ Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 CFR part 361.

⁵ No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

⁶ Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 CFR part 363.

States must provide written and signed certifications that:	
	services;
9.	The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner, that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

The State Plan must provide assurances that:	
1.	Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
2.	Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a Unified State plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 C.F.R. 76.140.
3.	Administration of the VR services portion of the Unified or Combined State Plan: The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to: <ul style="list-style-type: none"> (a) the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act. (b) either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. (c) consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act. (d) the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3). (e) as applicable, the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. (f) as applicable, the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. (g) statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. (h) the requirements for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act. (i) all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.

The State Plan must provide assurances that:	
	<ul style="list-style-type: none"> (j) the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act. (k) the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act. (l) the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities as set forth in section 101(a)(18)(A). (m) the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.
4.	<p>Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:</p> <ul style="list-style-type: none"> (a) comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(E) and (20) of the Rehabilitation Act. (b) impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act. (c) provide the full range of services listed in section 103(a) of the Rehabilitation Act, as appropriate, to all eligible individuals with disabilities in the State who apply for services or, if implementing an order of selection, in accordance with criteria established by the State for the order of selection as set out in section 101(a)(5) of the Rehabilitation Act. (d) determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act. (e) comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act. (f) comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act. (g) provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act. (h) comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by sections 101(a)(14) and 511 of the Rehabilitation Act. (i) meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs. (j) with respect to students with disabilities, the State: <ul style="list-style-type: none"> (i) has developed and will implement, <ul style="list-style-type: none"> (A) strategies to address the needs identified in the assessments; and (B) strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students

The State Plan must provide assurances that:	
	<p>with disabilities on a statewide basis; and</p> <p>(ii) has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15),101(a)(25), and 113).</p> <p>(iii) shall reserve not less than 15 percent of the allocated funds for the provision of pre-employment transition services; such funds shall not be used to pay for the administrative costs of providing pre-employment transition services.</p>
5.	<p>Program Administration for the Supported Employment Title VI Supplement to the State plan:</p> <p>(a) The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.</p> <p>(b) The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.</p>
6.	<p>Financial Administration of the Supported Employment Program (Title VI):</p> <p>(a) The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(H) and (I) of the Rehabilitation Act.</p> <p>(b) The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.</p>
7.	<p>Provision of Supported Employment Services:</p> <p>(a) The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.</p> <p>(b) The designated State agency assures that the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act , which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(7)(C) and (E) of the Rehabilitation Act.</p>