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FFY24 – FFY25 NSRC State Plan
Goals, Strategies and Performance Measures
(October 1, 2023 through September 30, 2025)

Goal 1

Increase 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.
- Explore 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 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.

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- 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 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, School Districts and VR to assess, plan and deliver pre-employment transition services for eligible student-clients with disabilities, as required by the Workforce Innovation and Opportunity Act (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.
- 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.

Measures:

Student with a Disability (SWD), age 14 - 21, 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.

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Goal 3

Increase participation of Potentially Eligible Students with a Disability in VR Services.

Potentially Eligible Student with a Disability is an individual aged 14 – 21, enrolled in an educational program, and has a section 504 accommodation 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.

Strategies:

- Increase collaboration between Nevada Department of Education/Office of Inclusive Education, School Districts and VR to assess, plan and deliver pre-employment transition services for eligible student-clients with disabilities, as required by the Workforce Innovation and Opportunity Act (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 NDOE/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:

Students With a Disability, age 14 - 21, with an Application Date in the report timeframe.



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Goal 4

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

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.

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.

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Supported Employment 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 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 (VI) 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 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

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illness not listed elsewhere, personality disorders, 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.

Indicator 1

Average caseload size by bureau.

Indicator 2

Number of active participants in the 700-hour program.

Number of participants completed the 700-hour program and achieved competitive integrated employment.



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