### Nevada (NV) WIOA Matrix

#### Employment First State Mentoring Program (EFSLMP)

<table>
<thead>
<tr>
<th>4.4 Provide effective and efficient job training that is aligned with in-demand occupations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4.1 Increase the number of Nevadans earning sustainable living wages and support best practices that encourage high wage/career-track employment.</td>
</tr>
<tr>
<td>4.4.2 Operationalize employment first strategies, which include the strategy that employment services should be the first priority option for individuals with disabilities. Employment first is based on the premise that everyone can work.</td>
</tr>
<tr>
<td>4.4.3 Incorporate career readiness content into educational curriculum that links to postsecondary education. (Page 56)</td>
</tr>
</tbody>
</table>

### Customized Employment

The WIN curriculum encompasses self-discovery, life (i.e., soft) skills, money management, mock-interviews, and job retention information with primary emphasis placed on current job seeking techniques. The WIN program is specifically designed to meet the needs of the Temporary Assistance to Needy Families (TANF) New Employees of Nevada (NEON) recipients and provide solutions to the participant’s most common employment barriers. WIN participants graduate from the program with appropriate interview attire, a master job application, a professionally assisted resume, knowledge of up-to-date job search and successful interview techniques, and the confidence to successfully secure employment. (Page 34) Title I

- Services provided by VR’s business development team, including: direct recruitment and outreach services to employers regarding hiring individuals with disabilities and disability awareness, and developing recruitment and work readiness programs to meet employers’ hiring needs.

- Vocational assessments, education and training, skills enhancement training, vocational counseling and guidance, job development and advocacy, transition services for students and youth transitioning to college or careers, customized employment, physical and mental restoration services, and post-employment services that are unique to VR and address the unique needs of individuals with disabilities.

VR will continue to actively participate in cross-agency councils, commissions, boards, taskforces, and workgroups. (Page 77) Title I

— TMCC: Assistive technology evaluation, recommendation and training; holistic assessments including in transition and career/vocational options; academic supports including intensive,
targeted tutoring and coaching; assistance with accessing campus and community resources; job search skill development; job preparation and job readiness skills training; internships and other community, hands—on work experiences; comprehensive exploration with a counselor/coach in job discovery, research, networking, decision—making, planning, action steps and goal setting; and the EPY101 course, which includes the use of assistive technology (AT) to enhance accessibility, improve study skills and student success. (Page 197) Title IV

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency’s efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

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. With the implementation of WIOA, new challenges and opportunities are presented to expand the services of supported and customized employment (SE, CE). The collective goal remains to achieve maximum success in assisting individuals with the most significant disabilities into successful competitive, integrated employment outcomes. 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. (Page 209) Title IV

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. Through collaboration and financial support from the Workforce Innovation Technical Assistance Center (WINTAC) and Youth Technical Assistance Center (Y—TAC), VR hosted training for customized employment, including statewide in—service for VR staff and statewide community partners with nationally recognized supported employment professionals, Griffin—Hammis. (Page 211) Title IV

The DSU is engaged with a McDonalds Northern Nevada Franchisee group that owns 16 restaurants and one training facility to work with each applicant interested in their desired position with McDonalds. The Human Resources and General Manager along with Store Managers meet with candidates to conduct a tour and discuss employment opportunities throughout the 16 restaurants. McDonalds is seeking to identify applicants with the desire to work in their restaurants to obtain measurable and long term skills gain. This has enabled McDonalds to identify and accommodate an individual with a disability to maintain higher retention rates. A total of two Discovery Sessions have been conducted, resulting in seven interviews and five hires. (Page 212) Title IV

Currently, there are eight VR supervisors, each of whom supervises up to seven direct reports. With an increase in VR counselors, it is likely one additional supervisor will be needed to provide the oversight necessary to ensure quality services to individuals with disabilities. Current staffing levels for accounting staff, administrative assistants, and rehabilitation instructors will
Nevada (NV) WIOA Matrix

Not require an increase in the next five years. However, it’s likely the DSU will need additional rehabilitation technicians to fulfill program administration requirements, as mentioned above. The DSU will also need to fill 32 projected vacancies over the next five years. The greatest projected need is for new/dedicated staff to perform internal job development activities, customized employment activities for the most significantly disabled clients, and transition staff to serve this ever-growing population.

The number of qualified personnel for VR is allocated in biennial legislative sessions based on the projected needs of the DSU and available funding. After annually reviewing the personnel vacancy reports, the DSU was able to estimate projected vacancies for the next five years. Longevity of current personnel working in state service was also factored in to determine the number of personnel who will exit the DSU in the next five years due to retirement. (Page 216) Title IV

The DSU has an agreement for Intensive Technical Assistance from WINTAC, Y-TAC and NTACT and as such the DSU has received professional development training from these sources in a variety of topics including:

- Customized Employment, Intensive training leading to Association of Community Rehabilitation Educators (ACRE) certification


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 VR 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. The DSU was invited by the NDOE to participate in collegial training on meaningful collaboration between special education, Career and Technical Education and VR by renowned educator, George Tilson. The DSU currently is working with the school districts to provide complementary trainings coordinated by local vocational rehabilitation offices to share information on VR processes and programmatic changes such as the requirements in WIOA for pre-employment transition services. The local offices work with special education departments and career and technical education programs for the establishment of pre-vocational coordinated activities. Future plans include an increased effort for outreach to all students with disabilities, including students with disabilities as defined under section 504 of the Rehabilitation Act. (Pages 228-229) Title IV

- Provision of soft skills training to clients statewide through WNC, University of Nevada, Reno (UNR), College of Southern Nevada (CSN) and Great Basin College (GBC). Curriculum is based upon the U.S. Department of Labor’s “Skills that Pay the Bills” curriculum.
### Nevada (NV) WIOA Matrix

- Addition of 2 Third Party Cooperative Arrangements (TPCAs) with College of Southern Nevada (CSN) and University of Nevada, Las Vegas (UNLV). CSN operated from July 2016 through June 2017 upon which time the contract was cancelled. UNLV began operating in January 2016, and continues to operate presently.

- Staff training on customized employment.

- Staff development through participation in Transition training.

- Provision of assistive technology training statewide for staff.

- With the guidance of the National Technical Assistance Center on Transition (NTACT) the DSU and NDOE began and continue to work with one rural high school providing technical assistance. This program will become the model for how transition activities, including Pre-ETS and collaboration with CTE will be handled across the state especially rural communities. (Page 256) Title IV

Additional programs working with youth exist in southern Nevada through collaboration between the CCSD, Opportunity Village, Inc., the DSU, and the Desert Regional Center. The school district pays for student’s ages 18-21 years to participate in soft skills and vocational training in a program called Job Discovery I and II. When the students graduate to phase II, they are referred to the DSU to begin formal job development and placement activities.

Internally, one rehabilitation team has focused its efforts on SE participants. This team has developed unique relationships with SE employment support providers and meets on a regular basis to staff clients and ensure closer follow along. This model has proven very successful and is consideration for future expansion. (Page 257) Title IV

### Braiding/Blending Resources

One-stop partner meetings will be held quarterly to continue to align the workforce services provided by all core, required and optional partners participating in the One-Stop Delivery System (OSDS). The goal is to increase the alignment and coordination with those partner programs already involved in the OSDS, and to engage those partner programs that are new to the OSDS. The availability of employment, training and educational opportunities will be improved through the alignment process. Current program services of all core, required, and optional partners will be inventoried; efficiencies and duplication of efforts across programs will be identified; and, realignment will take place. Topics of discussion will include strategies to maximize and integrate intake processes and other one-stop career center and affiliate site services, with significant emphasis placed on co-enrollment between all applicable program partners. Furthermore, encouragement of co-enrollment and resource leveraging through other means (e.g., requirements built into individual training account policies and procedures will occur. (Page 71) Title I
### Nevada (NV) WIOA Matrix

#### DEI/Disability Resource Coordinators

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>No disability specific information found</td>
<td>regarding this element.</td>
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</table>

#### Financial Literacy/Economic Advancement

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td>No disability specific information found</td>
<td>regarding this element.</td>
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#### School to Work Transition

<table>
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<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td>School to Work Transition</td>
<td>Incentives: Vocational Rehabilitation (VR) supports workforce development activities by</td>
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<tr>
<td></td>
<td>providing employment services to businesses by educating them about how people with disabilities</td>
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<tr>
<td></td>
<td>can contribute to the success of their operations. VR offers hiring incentives that are</td>
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<td>applicable to the benefits of employers hiring people with disabilities, such as the WOTC, the</td>
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<tr>
<td></td>
<td>disability access credit and barrier removal tax deduction. VR also provides training incentives</td>
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<tr>
<td></td>
<td>to employers that hire people with disabilities. VR also assists employers in bringing diversity</td>
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<td></td>
<td>into their workplaces. Disability adds another dimension to diversity efforts, contributing to</td>
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<tr>
<td></td>
<td>the development of unique and creative business solutions.</td>
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<tr>
<td>Community-Based Assessments</td>
<td>Vocational Rehabilitation partners with approximately 65 employers statewide to provide</td>
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<td></td>
<td>community-based assessments for VR clients that are individuals with disabilities. Community-</td>
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<td>based assessments provide the ability to examine participants’ work-related skills and abilities</td>
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<td>at actual job sites performing hands-on job duties. These assessments also help identify</td>
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<td>barriers individuals with disabilities may have in the workplace. VR then provides services and</td>
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<td>support to mitigate these barriers. While on the job, VR participants in community-based</td>
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<td></td>
<td>assessment programs are paid wages by VR through a third-party temporary agency. Assessments</td>
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<tr>
<td></td>
<td>last up to 100 work hours. (Page 32) Title I</td>
</tr>
<tr>
<td>Under the VOICE cooperative arrangement</td>
<td>NRD assigned a VR counselor and a rehabilitation technician as active members of the program</td>
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<td></td>
<td>team, and a rehabilitation supervisor was assigned as its programmatic contract monitor,</td>
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<td>providing support and oversight of the program. The NRD continues to provide enhanced VR services</td>
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<td>for VOICE participants aged 18—21 prior to high school exit through June 30, 2020. NRD will</td>
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<td>continue to work with the individuals under this program, until their individualized plan for</td>
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<td></td>
<td>employment (IPE) is realized, or until they exit the program.</td>
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<tr>
<td>WCSD provides the non—federal share of costs</td>
<td>WCSD provides the non—federal share of costs through certified expenditures. The certified</td>
</tr>
<tr>
<td></td>
<td>from the school district are provided by redirected education staff providing unique patterns of</td>
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<td></td>
<td>VR services exclusively to NRD student consumers. The school district provides training and</td>
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<td></td>
<td>enhanced programming exclusively to the NRD student consumers that enables them to achieve</td>
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<td>employment by utilizing community—based vocational instruction, vocational and worksite training,</td>
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<td>job placement, work incentive wages, and follow—up services. Augmented services include</td>
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<td>vocational assessment, career development, work experience, job search skills training, job</td>
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<td>development, placement, follow—up, and non—supported or supported employment job coaching. The</td>
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<td></td>
<td>contracted services are not educational services that WCSD is legally mandated or required to</td>
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<tr>
<td></td>
<td>provide. They are new, enhanced and/or added</td>
</tr>
</tbody>
</table>
Nevada (NV) WIOA Matrix

services that are exclusively available to NRD student consumers. (Pages 195-196) Title IV

As with the WCSD arrangement, CCSD furnishes the non—federal share of costs through certified expenditures. The certified expenditures from the school district are provided by redirected education staff providing unique patterns of VR services exclusively to NRD student consumers. The school district provides training and enhanced programming to the NRD student consumers that enable them to achieve employment utilizing community—based vocational assessments, vocational instruction, employment preparation, on—campus and off—campus job exploration, and vocational experiences including simulated work trials, job shadowing and volunteer activities. These work—based learning experiences provide NRD student consumers with vocational direction, occupational skills, interpersonal skills, and work ethic development. Furthermore, augmented services provided include job development, job placement, follow—up, and non—supported or supported employment job coaching. These contracted services are not educational services that CCSD is legally mandated or required to provide. They are new, enhanced and/or added services that are exclusively available to NRD student consumers. (Page 196) Title IV

— UNLV: Assistive technology evaluation and training; career assessment; establishing career goals; academic supports (intensive tutoring and coaching); EPY101 course designed to incorporate the use of AT; accessing campus and community resources; workplace readiness skills development; job development and advocacy; and internship or other work experiences that support the individualized plan for employment (IPE) goal. Unique to UNLV is the provision of counseling and psychological services provided by a UNLV Psychologist for participants with mental health disabilities. These three TPCAs formalize the work of the CareerConnect programs and formalize the commitments and financial agreements between the parties to pool resources to provide these new, innovative and comprehensive services to eligible, co—enrolled students of WNC, TMCC, UNLV and the NRD. Each college, as outlined in its TPCA, individually furnishes the non—federal share of costs through certified expenditures. The certified expenditures from the colleges are provided by new or redirected education staff providing unique patterns of VR services exclusively to NRD student consumers. The colleges provide enhanced services exclusively to the NRD consumers that enable them to achieve appropriate degrees and/or certifications to secure competitive and integrated employment. State plan requirements apply to all services approved under any approved waiver. Additionally, NRD approves each service proposed under the waiver before it is put into effect. (Pages 197-198) Title IV

North, south and rural designated transition teams have been established as liaisons with the individual high school programs. The DSU staff members actively participate in individual education plan meetings 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 of job exploration counseling, counseling regarding postsecondary education programs, work—based learning experiences, workplace readiness training, and instruction in self—advocacy. (Page 203) Title IV

In compliance with WIOA, the individualized plan for employment (IPE) is jointly developed
Nevada (NV) WIOA Matrix

within 90 days, either in consultation with the special education team or directly with the consumer and/or their parent or guardian depending on 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. (Page 203) Title IV

- Work with youth with disabilities, the Nevada Department of Education, local education authorities, parent organizations, and families to encourage early discussions with students about the expectations of employment and their skills, abilities, and talents that will empower them to achieve self-sufficiency.

- Increase participation of vocational rehabilitation representatives in Educational Plan (IEP) conferences.

- Expand Work Based Learning opportunities for students to explore employment options.

- Increase communication between Vocational Rehabilitation Counselors, Special Education Teachers, and 504 Coordinators.

- Explore a Job Shadowing and/or mentor program.

- Adopt career planning using an evidence based person centered planning model.

- Encourage and support family participation and make training material available.

- Streamline and clarify the referral process for transition students.

- Explore the use of technology and training earlier in plan development. (Page 243) Title IV

- A Financial Management Case Review, which typically involves the review of one case from each counselor’s caseload. This review evaluates financial aspects of the case.

- A Transition Case Review, which typically involves the review of an average of 25% of open transition case files. This review evaluates three federal requirements for transition.

- Case file reviews of the DSU’s contracted job developers are conducted to ensure quality services are provided. This review began in 2013.

In addition, VR supervisors review no less than 10 unique cases annually for every Rehabilitation Counselor under their supervision. Annually, the outside accounting firm of Eide Bailly, LLP performs a targeted review of a random sampling of VR cases (50-60 on average), to test for eligibility and IPE requirements. (Page 259) Title IV

Career Pathways

In southern Nevada, serving the school district are four rehabilitation counselors and two rehabilitation technicians that work as two full—time dedicated teams. These teams coordinate
## Nevada (NV) WIOA Matrix

Transition services to CCSD, which has 47 high schools, charter schools and alternative learning centers.

Serving the northern Nevada school districts, which covers five counties and 26 high schools, has two dedicated transition teams and 1 mixed outreach team. The teams work with WCSD, LCSD, CCSD, SCSD and DCSD transition students in addition to carrying a caseload of specialized special education VR clients.

In August 2017, the DSU proudly partnered with the Lyon County School District to improve post-secondary outcomes for students with disabilities in Lyon County by providing them with support, resources and access to college and career pathways. Effective in August, the transition coordinator had been hired to implement this much needed program for best practice in a rural county. This was innovative for Nevada as it was the first time that we braided funding for a goal in common in this way. Funding was shared between the DSU, Lyon County School District and the Careers and Technical Education program. (Page 207) Title IV

- Create and implement marketing strategies.
- Educate employers about incentives for hiring individuals with disabilities.
- Increase access to quality job development services.
- Identify key employers for recruitment efforts and for work readiness training programs.
- Work with state sector councils to identify growth occupations with strong labor markets and areas of industry need.
- Work collaboratively with WIOA partners to send clients to appropriate training programs to get the specific education, credentialing, licensure, etc. to fill high demand/high growth occupations.
- Update interlocal contracts (Memorandums of Understanding-MOUs) with education and workforce.
- Increase the use of social media outlets to inform employers and the public about the benefits of hiring individuals with disabilities.
- Collaborate on the creation of career pathways. (Page 238) Title IV
### Nevada (NV) WIOA Matrix

- Increase partnerships with employers to develop work readiness training programs.
- Increase the use of business development representatives (internal or workforce/one-stop partners).
- Create and implement marketing strategies.
- Educate employers about incentives for hiring individuals with disabilities.
- Increase access to quality job development services.
- Identify key employers for recruitment efforts and for work readiness training programs.
- Work with state sector councils to identify growth occupations with strong labor markets and areas of industry need.
- Work collaboratively with WIOA partners to send clients to appropriate training programs to get the specific education, credentialing, licensure, etc. to fill high demand/high growth occupations.
- Update interlocal contracts (MOUs) with education and workforce.
- Increase the use of social media outlets to inform employers and the public about the benefits of hiring individuals with disabilities.
- Collaborate on the creation of career pathways. (Pages 248-249) Title IV

### Apprenticeship

No disability specific information found regarding this element.

### Work Incentives and Benefits

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. With the implementation of WIOA, new challenges and opportunities are presented to expand the services of supported and customized employment (SE, CE). The collective goal remains to achieve maximum success in assisting individuals with the most significant disabilities into successful competitive, integrated employment outcomes. 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;
Nevada (NV) WIOA Matrix

— Social Security Administration work incentives, e.g., Plan for Achieving Self—Support (PASS) and Impairment Related Work Expenses (IRWE);

— Diversion of jobs and day training/waiver funding for pre—vocational training;

— Natural supports; and

— Expansion of statewide transition services through partnerships with school districts and the Nevada System of Higher Education (NSHE).

In northern Nevada, the DSU has continued its relationship with High Sierra Industries to partner in the Career Development Academy to provide supported employment services for adults and youth. The program is an intensive prevocational program for supported employment eligible clients who are interested in competitive and integrated employment. High Sierra Industries provides VR—funded, pre—vocational training and job development, and the Sierra Regional Center provides ongoing (i.e., post—90 days) supports through the use of jobs and day training (JDT) Medicaid waiver funds. This collaboration has been very successful, with an average 85 percent placement rate. (Pages 209-210) Title IV

Employer/Business

Through the DSU’s employer engagement, it has been identified the number one training requested by employers is Soft Skills. The DSU is providing Soft Skills training for all Vocational Rehabilitation clients, as needed. The soft skills taught include: Company Vision, Mission and Values; Teamwork; Problem Solving; and Critical Thinking. This helps to prepare job seekers in professionalism, communication and attitude. The DSU has developed inter-local agreements with UNR, CSN and Great Basin College (GBC) to deliver the Soft Skills statewide using a curriculum created from the U.S. Department of Labor’s “Skills that Pay the Bills” curriculum. To date, a total of five classes have been delivered with a total of 50 participants.

To address the unique needs of individuals with intellectual/developmental disabilities, the DSU continues its collaboration with its community rehabilitation partners. In Las Vegas, the DSU collaborates with the Desert Regional Center and Opportunity Village for three to six-month workplace training programs at Centennial Hills Hospital, Boulder Station Casino, Rio Casino and the Get Fresh produce processing center. Consumers gain hands—on work experience and have the opportunity to rotate through several job experiences at all of these locations. (Page 212) Title IV

Data Collection

Rehabilitation Act of 1973 Vocational Rehabilitation utilizes Discoverer software for ad-hoc reporting and data validation purposes. Discoverer is an Oracle® application that captures online transactional data from RAISON. Through a weekly extract and load process, RAISON information is migrated into a data warehouse that allows users to create analytical tools and produce ad-hoc queries. Discoverer facilitates timely responses to federal and state ad hoc reporting requests and expands special outreach efforts. The NDE, through the U.S. Rehabilitation Services Administration (RSA), developed and maintains the 911 Data Edit
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Checker (v. 2015-1.1) using Microsoft Access 2010. This is an edit and anomaly tool that allows VR to validate data prior to multiple annual and quarterly reporting submissions. Other: TANF and SNAP Data is collected and verified though a variety of means and specific to the requirements of each program. Applicants provide information by entering it into the online application AccessNevada system, submitting hardcopy applications and statements, providing third party documentation, and/or providing information directly to a staff member. Some data is collected from third party sources primarily through interfaces, mailed inquiries and documented telephone calls, i.e., NOMADS interfaces directly with the Social Security Administration’s system for information on identity, benefits and disability status, and with DETR’s data systems for information on unemployment insurance (UI) benefits and quarterly wage data. Data on participation hours in the TANF NEON program and federally defined work activities is collected, audited and reported according to the TANF work verification plan, which is a 35 page document outlining the reporting requirements for TANF performance measures, including how hours of participation reporting and the related internal control mechanisms for accurate reporting assurances. (Page 96) Title I

511

The DSU dedicates funding for the provision of reasonable accommodations for employees with disabilities who need assistance to perform the essential functions of their jobs. Examples include interpreters, flexible work schedules and assistive technology.

New Counselor Academy

The Quality Assurance team provides a number of trainings, including an overview of VR processes to VR staff, and a one week new counselor academy for all newly hired counselors. The curriculum for the new counselor academy includes:

- Introduction / Common Performance indicators/application and intakes
- Eligibility
- Informed choice
- Assessment of Vocational Rehabilitation Needs (AVRN)/IPE
- Case documentation
- Case and expenditure management (Page 223) Title IV

The DSU has an agreement for Intensive Technical Assistance from WINTAC, Y-TAC and NTACT and as such the DSU has received professional development training from these sources in a variety of topics including;

- Customized Employment, Intensive training leading to Association of Community Rehabilitation Educators (ACRE) certification
Nevada (NV) WIOA Matrix


- WIOA Common Performance Measures (Page 226) Title IV

- Collaborate with minority groups with program development and program referrals.

- Participate in appropriate cultural activities or events, such as applicable chambers of commerce meetings and events.

- Ensure documents are available in other languages as needed, including all marketing and advertising materials.

- Provide information and referrals through the statewide regional centers to individuals in sub-minimum wage employment regarding participation in the VR program.

- Continue developing programs, such as Pathway to Work, to move individuals out of sub-minimum wage jobs into competitive, integrated employment. (Page 247) Title IV

Equal Opportunity and Nondiscrimination: Section 188

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State’s one-stop center certification policy, particularly the accessibility criteria.

The state of Nevada provides initial and continuing notices to make all registrants, applicants, and eligible applicants/registrants, applicants for employment, employees, and interested members of the public aware of the recipients’ obligations to operate its programs and activities in a nondiscriminatory manner. The state board has issued specific state compliance policies related to the communication of equal opportunity (EO), with which all grantees must comply. (Page 124) Title IV

Vets

Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans’ Employment Representatives and Disabled Veterans’ Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor
Nevada (NV) WIOA Matrix

determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

Nevada offers employers and job seekers extensive services that promote workforce development, catalyze employer successes and bolster job seekers’ skill development. Basic skills required of most in-demand occupations include, but are not limited to: reading comprehension, speaking abilities, critical thinking skills, basic writing skills, active listening skills, the ability to monitor, social perceptiveness, learning strategies, and coordination skills. If potential employees have mastered these basic skills, they can be trained to address specific needs upon employment. (Page 25) Title I

Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program’s Disabled Veterans’ Outreach Program (DVOP) specialist.

Priority of service is provided to all covered persons as defined in U.S.C. §4215. With respect to any qualified job training program, a covered person shall be given priority over non-veterans for the receipt of employment, training and placement services provided under that program, notwithstanding any other provision of law. Such priority includes giving access to such services to a covered person before a non-covered person or, if resources are limited, giving access to such services to a covered person instead of a non-covered person and priority of service is provided in all Nevada JobConnect (NJC) centers. (Page 122) Title I

DOL/VETS has directed all JVSG staff to provide services only to veterans with SBE. Guidelines for screening and implementing services to veterans determined to have a significant barrier to employment is provided in VPL 03-14, Change 2. Veterans and eligible spouses are screened at the initial intake with a questionnaire entitled Significant Barriers to Employment (SBE) Eligibility Review form. This form contains a series of questions used to determine if the eligible veteran or eligible spouse possess one or more of the SBE’s set forth in VPL 03-14, Change 2.

- Are you a special disabled or disabled veteran, as those terms are defined in 38 U.S.C § 4211(1) and (3); special disabled and disabled veterans are those:
  - Who are entitled to compensation (or who, but for the receipt of military retired pay, would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs; or,
  - Were discharged or released from active duty because of a service-connected disability;
- A homeless person, as defined in Sections 103(a) and (b) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 1 1302(a) and (b»), as amended;
- A recently-separated service member, as defined in 38 U.S.C § 4211(6), who has been
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unemployed for 27 or more weeks in the previous 12 months;

- An offender, as defined by WIOA Section 3 (38), who is currently incarcerated or who has been released from incarceration;

- A veteran lacking a high school diploma or equivalent certificate; or

- A low-income individual (as defined by WIOA Section 3 (36)).

If any of these questions are answered yes, the eligible person would be referred to the next available Disabled Veterans Outreach Program (DVOP) where an assessment would be conducted and individualized career services are provided. (Page 123) Title I

The State Plan must include assurances that:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; Yes

2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program’s Disabled Veterans’ Outreach Program (DVOP) specialist; Yes

3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members. Yes

4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). Yes

5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. No (Page 162) Title I

Mental Health

- Availability of a full array of support services for employment readiness and work activities, which include transportation, child care, job search, employment-related clothing, equipment, special needs, access to domestic violence services, mental health and substance abuse treatment services.

- The online, automated self-sufficiency information system (OASIS), which is a statewide system application that supports case management, notice, sanction, budget, payment, voucher, invoicing, data gathering, and federal reporting functions of the program. (Page 37) Title I

The weaknesses of the TANF NEON program include:
The population served includes individuals with the most significant barriers to employment (e.g., low education levels, those lacking marketable job skills and employment histories, homeless/unstable housing, food insecurities, generational poverty, physical and mental health concerns, disabilities, high prevalence of domestic violence, and alcohol and drug addictions).

The pressure to meet the TANF work participation rate performance measures and avoid and/or minimize TANF penalties results in the program focusing on only countable work activities within prescribed time limitations and quick engagement in employment. This results in TANF recipients being employed in low wage, often part-time jobs with little long-term stability; oftentimes, TANF recipients cycle on and off the TANF program. An investment in education and skill attainment activities initially would provide more promising opportunities for long-term employment and wage gain successes. (Page 39) Title I

1.3.4 Partner with DHHS and state commissions (i.e., the Governor’s Council on Developmental Disabilities; the Nevada Commission on Services for Persons with Disabilities; the Nevada Commission on Behavioral Health; community training centers; and, the State Employment Leadership Network) related to underserved populations concerned with sensory (i.e., blindness and/or deafness), mental health, intellectual and developmental disabilities. (Page 50) Title I

— Across Nevada, VR hosts a monthly meeting with the Regional Centers (Rural Regional Center-RRC, Desert Regional Center-DRC, and Southern Regional Center-SRC) to discuss clients in common or potential clients and implications stemming from WIOA. VR also participated in a community fair for community agencies in Elko. Staff members from VR, the RRC, the Northern Nevada Center for Independent Living (NNCIL), and other agencies were present to discuss their programs. Counselors from the Winnemucca, Ely, Elko, and Fallon offices attended the chamber of commerce breakfasts. Statewide, each VR office collaborates with the state mental health agencies. In the north, the District Manager is a member on the Transportation Coalition Committee, which is a committee to determine the transportation needs of disabled, youth and senior citizens. (Page 200) Title IV

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)

For those individuals who are yet unknown to the DSU, but receiving services through Northern Nevada Adult Mental Health Services (NNAMHS), a new program has been developed to facilitate direct referrals of such individuals straight from NNAMHS to VR. In an effort to provide intensive services for supported employment, this collaboration is unique, in that NNAMHS is taking responsibility for the long term follow along for maintenance of
In collaboration and contract with the Division of Public and Behavioral Health (Mental Health), the DSU continues to explore competitive employment opportunities for mutual clients, and the development of on-campus worksites in the community; these efforts are ongoing and development continues. 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, Nevada.

For those individuals who are yet unknown to the DSU, but receiving services through Northern Nevada Adult Mental Health Services (NNAMHS), a new program has been developed to facilitate direct referrals of such individuals straight from NNAMHS to VR. In an effort to provide intensive services for supported employment, this collaboration is unique, in that NNAMHS is taking responsibility for the long term follow along for maintenance of employment.

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):

Working knowledge of: counseling principles and practices which includes mental health, group, family and individual counseling, psychosocial and cultural issues in counseling, and foundations, ethics and professional issues in counseling; human growth and development; methods and techniques of interviewing; medical and psychological terminology; basic math.

General knowledge of: fact-finding and case recording.

Ability to: establish a counseling rapport with individuals, with varying disabilities and diverse backgrounds; communicate effectively both verbally and in writing; apply appropriate counseling techniques.

Indicator: The number of consumers participating in Supported Employment will be 500 participants in FFY 2019. Increase Successful Employment Outcomes. The Division’s performance goal in FFY 2019 will be that at least 166 Supported Employment cases are closed as successful employment outcomes.

Goal 4: Collaborate with other resources to support participants with mental health disabilities to become successfully employed. (May include: Alcohol abuse or dependence, anxiety disorders, eating disorders, drug abuse or dependence, mental illness not listed elsewhere, personality disorders, schizophrenia, and other psychotic disorders).

Indicator: The Division’s performance goal in FFY 2019 will be that at least 260 individuals with Mental Health Disabilities are closed as successful employment outcomes. Individuals with Mental Health Disabilities will have a successful case closure rate similar to other Disabilities groups by FFY 2023.
After reviewing the needs assessment and WIOA mandates, the DSU and NSRC focused on the rehabilitation needs of individuals with disabilities, particularly the VR service needs of:

- Individuals with the most significant disabilities, including their need for supported employment and customized employment;

- Minorities with disabilities in the Nevada workforce, especially the underserved groups of Hispanic and Asian individuals;

- Individuals with disabilities that have been underserved, especially those with mental health disabilities;

- Individuals with disabilities served through other components of the statewide workforce investment system; and

- Transition students. (Page 237) Title IV

The NSRC and DSU aligned the revised goals and corresponding strategies and performance indicators to the trends and recommendations they noted within the new, triennial 2016 Comprehensive Statewide Needs Assessment, including the need to: improve the range and types of jobs the DSU helps to secure for its clients; utilize more certified training and education opportunities for clients; provide benefits planning earlier and to more clients; improve employers’ perceptions of hiring individuals with disabilities; assist with securing work experiences, whether paid or unpaid, for more clients but especially for students and youth; and expand the array of mental health services available to clients. (Page 238) Title IV

While the DSU can and may provide extended services, not to exceed 4 years, the most common method to deliver this service is through close collaboration and partnership with the Aging and Disability Services Division. Clients needing extended services are most commonly clients of ADSD and are entitled to long term follow along through Regional Centers.

For individuals with significant mental illness requiring extended follow along, not to exceed 4 years, the DSU is partnering with the state’s mental health agency, NNAMHS in the north to provide collaborated case management during the VR case and the provision of long term follow along by the NNAMHS case managers. (Page 240) Title IV

Strategies:

- Collaborate with Department of Health and Human Services, and State commissions related to populations concerned with sensory (blindness, deafness), mental health, intellectual and developmental disabilities; including the Governor’s Council on Developmental Disabilities, the Nevada Commission on Services for Persons with Disabilities, the Nevada Commission on Behavioral Health and Community Training Centers (CTCs). (Pages 244-245) Title IV

- Continue marketing efforts with mental health hospitals, mental health service providers, and
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the state’s welfare services.

- Partner with mental health service providers and community training centers (CTCs).

- Partner with Nevada Division of Public and Behavioral Health, state commissions related to populations concerned with autism, developmental disabilities, and cognitive and mental health disabilities. (Pages 246) Title IV

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*All enclosed information is cited directly from final state plan as of June 30, 2019*

Find your local state plans here:

[https://www2.ed.gov/about/offices/list/ersa/wioa/state-plans/index.html](https://www2.ed.gov/about/offices/list/ersa/wioa/state-plans/index.html)