



Nevada (NV) WIOA Matrix

Employment First State Leadership Mentor Program (EFSLMP)

- 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.
- 4.4.3 Incorporate career readiness content into educational curriculum that links to postsecondary education. (Page 68)
- Nevada transition conference
 - California State University, Northridge (CSUN)/assistive technology conference
 - The CSAVR fall and spring conferences
 - National Council of State Agencies for the Blind
 - Employment and disability forum
 - Program Evaluation and Quality Assurance Summit
 - BLAST (National Association of Blind Merchants and National Federation of the Blind)
 - Association of People Supporting Employment First (APSE)
 - National Association of Workforce Development Professionals (NAWDP) (Page 271)

Customized Employment

Vocational counseling and guidance provided by master's degree-level rehabilitation counselors with expertise in working with individuals with disabilities to remove barriers to employment.

- 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.(Page 85)

The DSU has long-standing relationships with many workforce system 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

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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 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 255)

VR Transition Teams statewide are working strategically to develop expanded supported employment services to include customized employment for youth. 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. VR has taken the lead in providing training for customized employment, including statewide in-service for VR staff and community partners with Denise Bissonette and Abbey Cooper, both nationally recognized supported employment professionals.

The DSU is not currently providing extended services for supported employment youth, as that need is being met statewide through the regional centers, the Division of Public and Behavioral Health and through natural supports. (Page 256)

The DSU and the NDE, Office of Special Education, Elementary and Secondary Education and school improvement programs have an inter-local 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. Special Education staff were also invited to attend two professional presentations in FFY 2015 from Denise Bissonette (author, trainer, keynote speaker) on career development, job development and workforce development, and from Abby Cooper (renowned leader from SDSU in defining employment practices for individuals with disabilities) on customized employment. (Page 272)

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 282)

Entities that provide supported employment services, including the Independent Living program within ADSD, which provides customized employment services, a brochure for supported employment services, expanded communication and training services for VR staff and NSRC members and consumers who are eligible for supported employment services, and partners with the Governor's Council on Developmental Disabilities to provide supported and customized employment job developer training. (Page 288)

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In northern Nevada, the customized/supported employment program continues in collaboration with Northern Nevada Center for Independent Living and Sierra Regional Center (SRC). This initiative strives to serve co-enrolled clients and deliver supported employment services, specifically job carving and person-centered customized employment. Substantial funding was made available and distributed to support this effort. (Page 309)

Braiding/Blending Resources

The DSU works with Nevada's Medicaid agency (ADSD) to leverage funds for supported employment services by braiding its funding with JDT Medicaid waivers to provide enhanced and expanded services together with agencies that provide JDT Medicaid waiver services, as described below.

The DSU has a contract with the three statewide regional centers, and conducts monthly meetings with staff at these regional centers. The DSU and regional centers collaborate on services for individuals with intellectual/developmental disabilities who are joint clients. In northern Nevada, the DSU has continued its relationship with High Sierra Industries for its Career Development Academy. In southern Nevada, the DSU developed a contract with Opportunity Village, Inc. for its Pathways to Work program. Both of these programs are with vendors of JDT waiver programs, and both leverage funding toward opportunities for competitive and integrated employment. (Page 260)

The DSU leverages funds for supported employment services by braiding its funding with JDT Medicaid waivers to provide enhanced and expanded services together with agencies that provide JDT Medicaid waiver services. The DSU also partners with the statewide regional centers and Division of Public and Behavioral Health to ensure warm handoffs for extended services. The DSU itself is not currently providing extended services, as that need is being met statewide through the regional centers, the Division of Public and Behavior Health and through natural supports. (Page 288)

Section 188/Section 188 Guide

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 140)

DEI/Disability Resource Coordinators

No specific disability related information found.

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Other State Programs/Pilots that Support Competitive Integrated Employment

To reiterate, the DSU worked with CCSD to formulate a TPCA called JEEP (Job Exploration and Expectation Program), which was implemented in August 2015. There are six designated pilot schools where students participate in work rotations in various departments of the school with the final site being a site within the community. Participants rotate every nine weeks through the sites that they are interested in until they culminate into the community-based assessment experience. Part of this training includes activities under the pre-employment transition services (PETS) category to ensure WIOA compliance. Reflecting back on the initial collaborative efforts with the Nevada Center for Excellence in Disability, the DSU has evolved wherein customized employment is viewed as a standard service that is offered to the most severely disabled consumers. This philosophy is no longer part of a pilot; it is now standard practice with qualified job developers. (Page 252)

Other 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);
- Diversion of jobs and day training/waiver funding for pre-vocational training; and,
- Natural supports. (Page 255)

Financial Literacy/Economic Advancement

Education activities provided for WIOA Title I Youth include: tutoring; study skills training; evidence-based dropout prevention; alternative secondary school services and dropout recovery services; financial literacy; and, education offered concurrently with workforce preparation activities and training for specific occupations or occupational clusters. Youth programs also include summer employment opportunities that are directly linked to academic and occupational learning, paid and unpaid work experiences that incorporate academic and occupational education, occupational skills training, and entrepreneurial skills training. (Page 32)

In southern Nevada, VR collaborates with Goodwill of Southern Nevada for their "elite program" serving youth 17-21 by providing identification and work documents, work training programs, interview assistance, transportation, financial literacy and interview clothing. Statewide, Nevada VR collaborates with Child and Family Services within the State's Health and Human Services Division. VR collaborates on referrals, shared services for assessments, training, employment and restoration. (Page 247)

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Benefits

- 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 inter-local 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. (Page 284)

Data is collected and verified through 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 107)

School to Work Transition

The annual Nevada Student Leadership Transition Summit (NSLTS) is a two-day summit geared toward increasing graduation rates, participants' exposure to postsecondary options, available resources, and improvement of students' understanding of the requirements for a successful transition to a world beyond high school. The 2014 NSLTS conference was attended by over 200 people, which included high school students, teachers, transition facilitators, young adult facilitators, young adult panelists, adult facilitators, and conference planners and coordinators. The DSU recently participated in the November 2015 NSLTS. Special education students, teachers, and counselors from 16 school districts across the state of Nevada attended this event to learn about services available to students after graduation from high school and how to become active participants in the transition process. They toured UNR, learned about disability services available on college campuses, were provided opportunities to network with other students with disabilities, and learned about resources they were receiving and what their goals were after high school. Young adult speakers with disabilities reflected upon their transition experiences and shared motivational stories on lessons learned as they moved from high school to adult life. The conference also included the parents of students with disabilities to help educate parents on services available to students in both high school and after high school. The DSU transition counselors presented in a breakout session about services available to students with disabilities and how BVR could assist them with the transition from school to work, or high school to postsecondary education and onto employment. (Page 250)

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Data Collection

The state continues to lack a unified system for data collection and sharing, and a common intake system across core partners. There needs to be an improvement in coordination of service delivery across programs and partners, of which a statewide, unified system would address.

- Shrinking state VR funding since 2008, and the inability to fully match federal sec. 110 Rehabilitation Act grant funds. (Page 45)

8. The development of strategies for aligning technology and data systems across one-stop partner programs to enhance service delivery and improve efficiencies in reporting on performance accountability measures (including the design and implementation of common intake, data collection, case management information, performance accountability measurement and reporting processes, and the incorporation of local input into such design and implementation to improve the coordination of services across one-stop partner programs). (Page 74)

Describe any/all data collection/reporting processes that are used for all programs and activities, including those present in the one-stop centers.

WIOA Title I: Adult, Dislocated Workers and Youth Programs

WIOA Title III: Wagner-Peyser Act of 1933 Programs

NJCOS, a partner of the America's One-Stop Operating System (AOSOS) consortium of states, is a one-stop management information system designed to meet the core business needs of state workforce investment systems. NJCOS allows data to be recorded and shared by state and local partner programs that comprise the Nevada JobConnect system. The system supports both customer self-service and mediated case management services, and contains all necessary components to meet the data-collection needs of all one-stop program partners under WIOA, labor exchange and Trade Adjustment Act (TAA) components to meet reporting requirements. (Page 105)

As the state administrator for Title I and the responsible entity for Titles III and IV of WIOA, DETR aligns its information technologies for the workforce system in Nevada with NDE, DHSS's DWSS division, the state board, and the two local boards to establish efficient and effective interfaces across core WIOA programs, which include: Wagner-Peyser, unemployment insurance, vocational rehabilitation, youth and adult education and literacy, TANF employment and training. The efforts include integration into a common intake case management and reporting system that will reduce limitations on data collections; result in more complete data; provide partner accessibility to employment, education, training, and client support services information; enable data exchange; coordinate appropriate referrals for services according to customer needs; provide support for reporting responsibilities that are required by state and federal laws; provide evidence-based, data-driven and accountable workforce development data to workforce development stakeholders and policymakers; provide automatic and real-time data calculations; eliminate duplicative data entries; and, increase the state's ability to successfully implement WIOA. (Page 131)

Describe how the state board will assist the governor in aligning technology and data systems across mandatory one-stop partner programs - including design and implementation of common intake, data collection, etc. - and how such alignment will improve service delivery to individuals, including unemployed individuals.

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A statewide workforce integrated accountability system will facilitate common intake and data collection across core programs and required one-stop partner programs, and will improve program services and reduce manual efforts and inefficiencies to benefit Nevada's job seekers, employers, trainers, educators, and staff. Through the establishment of a common intake system wherein clients can apply across agencies for services, the Nevada workforce system will increase federal and state compliance and upgrade antiquated technologies through the modernization of the current workforce system. (Page 132)

Small Business/Entrepreneurship

If FEMA is not involved in a natural disaster in Nevada Rapid Response team members including an unemployment insurance professional and JobConnect Center staff will either present a group orientation or provide a table at community events for staff to provide needed information where affected workers can come for one on one service. Other agencies and programs that may be typically represented are American Red Cross, Internal Revenue Service, Nevada Attorney General, Nevada State Department of Emergency Management, local law enforcement, Salvation Army, Small Business Administration, Social and Rehabilitation Services and other appropriate local service organizations the Rapid Response Coordinator may contact. One or more of the following may also be included to round out the needed services for a disaster situation: Chamber of Commerce, City Clerk and/or Administrator, City Mayor, Red Cross, Salvation Army and United Way may assist the affected workers and businesses affected by a disaster. Once these contacts are made, the information regarding the services available to assist those who have temporarily lost their jobs due to the disaster will be provided. A temporary office in the area may be set up to provide these services. Affected workers who have lost their jobs due to the disaster may be offered the following additional services: (Page 163)

- 1.8 Increase access to quality job development services.
- 1.9 Identify key employers.
- 1.10 Identify federal employment opportunities.
- 1.11 Support counselor continuing education training.
- 1.12 Increase the utilization and promotion of the state of Nevada's 700-hour certification program list and schedule A.
- 1.13 Promote peer to peer support networks.
- 1.14 Develop an outreach plan for small businesses.
- 1.15 Adopt career planning using an evidence based person centered planning model. (Page 289)

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Career Pathways

- The development and dissemination of curricula, including curricula incorporating the essential components of reading instruction;
- Developing content and models for integrating education and training and career pathways;
- The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance; or
- Other allowable activities that of statewide significance. (Page 230)
 - 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 inter-local 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. (Page 284 & 297)

One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans. (Page 4)

The local boards will utilize strategies developed in tandem with core, required and other partner programs to serve the needs of individuals, including those identified in sec. II(a)(1)(B) of WIOA. Coordination of activities to support the identified strategies will be outlined in the one-stop delivery system MOU and include both sector strategies and the implementation of career pathways.

A customer-centered approach will be at the forefront of each strategy and thorough assessments will be provided so that services can be tailored to the unique needs of the individual,

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and a holistic plan for employment can be developed that includes the need for supportive services and the identification of resources from entities outside the scope of this state plan. The coordination will be recorded in a common client reporting system. (Page 84)

The design of Nevada's framework of local youth programs provides for an objective assessment of each youth participant, including a review of the academic and occupational skill levels and service needs, for the purpose of identifying appropriate services and career pathways for participants and informing the individual service strategy. A new assessment of a participant is not required if the state board determines that it is appropriate to use a recent (i.e., within the previous six months) assessment of the participant conducted as part of another education or training program.

IEL/CE programming will provide civics contextual English language acquisition instruction (ELA/Civics) in combination with integrated education and training activities (IET) through career pathways and opportunities provided by partnerships with business and industry and other educational institutions.

IEL/CE program delivery approaches include:

- Co-enrolling ELA/Civics students in an existing Integrated Education and Training program.
- Integrating ELA/Civics instruction within an Integrated Education and Training program.

Integrated EL/Civics focuses the program's design and goals on preparing adults for employment in in-demand industries in coordination with local workforce system.

All applicants must include in the program narrative section the plans that lead toward full implementation of required integrated EL/civics activities for PY 2016-2017. Suggestions for integrated EL/civics planning may include identifying high wage/high-demand occupations, training and certificate programs with a high percentage of non-native English speakers in the location/zip code of the program area, and updated curricula and program framework to include contextualized instruction for occupational and employability skills. (Page 217)

Procedures will be developed by the Office of Workforce Innovation. Governor Sandoval issued Executive Order 2016-08 creating the Office of Workforce Innovation within the Office of the Governor. This office will participate in designing the strategy for the use of Governor's Set-aside funds encapsulated in the following duties detailed in the executive order:

- Provide support to the Governor's Workforce Development Board ('State Board'), industry sector councils, and the Office of the Governor in developing a strategy for the cooperation and collaboration among all stakeholders focused on workforce development;
- Develop a career pathways strategy for Nevada in the fields of technology, advanced manufacturing, education, and health care;

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The design of Nevada's framework of local youth programs provides for an objective assessment of each youth participant, including a review of the academic and occupational skill levels and service needs, for the purpose of identifying appropriate services and career pathways for participants and informing the individual service strategy. A new assessment of a participant is not required if the state board determines that it is appropriate to use a recent (i.e., within the previous six months) assessment of the participant conducted as part of another education or training program.

NOTE: For purposes of the literacy and numeracy gain performance measure (in effect until July 1, 2016), the prescribed suggested assessments are CASAS or an equivalent. Local boards must have written policy and procedures directing acceptable assessments and procedures. (Page 178)

Employment Networks

Section identified but no detailed information specifically addressing disability focused implementation. (Page 324)

* All enclosed information is cited directly from final state plan as of February 23, 2017

Find your local state plans here: <https://www2.ed.gov/about/offices/list/osers/rsa/wioa/state-plans/index.html>