

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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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](http://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

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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. ASDS 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 ASDS. 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, <sup>1</sup> 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) <sup>2</sup> 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 <sup>3</sup> , the Rehabilitation Act, 34 CFR 361.13(b) and (c), and all applicable regulations <sup>4</sup> , 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 <sup>5</sup> , the Rehabilitation Act, and all applicable regulations <sup>6</sup> , 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

<sup>1</sup> Public Law 113-128.

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

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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"> <li>(a) the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.</li> <li>(b) either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.</li> <li>(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.</li> <li>(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).</li> <li>(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.</li> <li>(f) as applicable, the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.</li> <li>(g) statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.</li> <li>(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.</li> <li>(i) all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.</li> </ul>



	<p>The State Plan must provide assurances that:</p> <ul style="list-style-type: none"> <li>(j) the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.</li> <li>(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.</li> <li>(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).</li> <li>(m) the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.</li> </ul>
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"> <li>(a) comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(E) and (20) of the Rehabilitation Act.</li> <li>(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.</li> <li>(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.</li> <li>(d) determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.</li> <li>(e) comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.</li> <li>(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.</li> <li>(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.</li> <li>(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.</li> <li>(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.</li> <li>(j) with respect to students with disabilities, the State: <ul style="list-style-type: none"> <li>(i) has developed and will implement, <ul style="list-style-type: none"> <li>(A) strategies to address the needs identified in the assessments; and</li> <li>(B) strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students</li> </ul> </li> </ul> </li> </ul>

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>