

FFY22 – FFY23 NSRC State Plan Goals, Strategies and Performance Measures
(October 1, 2021 through September 30, 2023)

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

Goal 1

Increase number of **successful competitive integrated** employment outcomes.

Strategies:

● ~~Training~~

- Utilize person-centered career planning activities.
- Identify key employers and increase partnerships with them to develop work readiness training programs.
- Educate and train employers about disability related topics and the opportunities and benefits of hiring persons with disabilities.
- ~~Provide employers with training on disability related topics.~~
- ~~Ensure consumers are aware of travel training and transportation options and that they are able to utilize the appropriate options.~~
- Explore the use of technology and training earlier in plan development.
- Support counselor continuing education training, to including greater emphasis on assistive technology.
- ~~Services are provided using all modalities, as needed by the client.~~
- ~~Work to ensure all vacancies are filled as quickly as possible, with the understanding that existing counselors in place are the only way VR will achieve this goal.~~

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● ~~Employer Engagement~~

- Increase access to quality job development services including utilizing Vocational Rehabilitation's internal job developer.
- Increase the utilization and promotion of the 700-Hour program and Schedule A.
- ~~Identify federal employment opportunities.~~
- Explore Utilize internships, apprenticeships and on-the-job training opportunities leading to quality employment.
- Utilize Jobs for America's Graduates (JAG), Career and Technical Education (CTE) and other partners for work based learning.
- Develop recognition program for employers who are hiring people with disabilities, promote culture of disability hiring.

● ~~Advocacy~~

- ~~Continue to create and implement marketing strategies.~~
- Consider Encourage self-employment and home-based employment options for participants needing those options.
- ~~Provide access to resources in support of self-employment including business plan development.~~
- ~~Promote peer to peer support networks.~~
- ~~Determine the historical use of rehabilitation technology (assistive technology) and ensure continuity and access to equipment and services.~~
- Utilize Business Development Team Employer Engagement Team as a statewide workgroup to collectivize best practices and identify emerging practices; and to communicate and collaborate for increased cross utilization of resources.
- Leverage resources from Governor's Workforce Development Board, and Local Workforce Development Boards and America's Job Center network.

Measures:

Increase the number of Successful Employment Outcomes. The Division's performance goal in FFY22 and FFY23 will be at least 550 participants with cases closed successfully.

(FFY17 total was 746, projected FFY18 is 768. Goal increased by 7% (FFY19 and FFY20 to be 822). FFY21 there were no changes due to the shutdown by the pandemic).

Goal 2

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

Strategies:

- Increase collaboration between Nevada Department of Education/Office of Inclusive Education, School Districts and VR to assess, plan and deliver pre-employment transition services for eligible student-clients with disabilities, as required by the Workforce Innovation and Opportunity Act (WIOA) and their Statewide or Local Education Agreement.
- Continue the utilization of social and web-based media as a communication and marketing tool for clients and their families, caregivers and advocates.
- Improve outreach efforts to Transition Students, i.e. camps, Nevada Student Leadership Transition Summit, Internships, incarcerated, hospitalized youth and trainings.
- Assign transition coordinators to specific schools within school districts to build, maintain and manage pre-vocational programs, provide guidance and monitoring of students with disabilities during service provision and perform outreach to businesses, families, caregivers, and advocates.
- Continue expanding Job Shadowing and mentorship programs.
- Expand Work Based Learning opportunities for students to explore employment options.
- Expand summer camp offerings and the Summer Youth Internship Program (SYIP) to alternative break times during the academic year.
- Identify new educational programs and emerging technological solutions for delivery of Pre-ETS in schools and other adequate partner locations.

Measures:

Increase Participation of Students with a Disability in Pre-Employment Transition Services (PreETS). (Goal increased 10% in FFY20 = 1,898, FFY21 no changes, FFY22 and FFY23: Goal change FFY22 to 500 and FFY23 to 750.)

Goal 3 2 in 3 parts:

Increase participation and increase successful outcomes in Vocational Rehabilitation (VR) transition services and ensure participants receive as appropriate Pre-Employment Transition Services (Pre-ETS).

2a: Increase Participation for Students with a Disability in VR Transition Services

2b: Increase Participation and Increase Successful Outcomes with Students with a Disability in VR Transition Services and Post-Secondary Education

2c: Increase Participation and Ensure Students with a Disability receive Appropriate Pre-Employment Transition Services (Pre-ETS)

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

Potentially Eligible Student with a Disability is a individual aged 14 – 21, enrolled in an educational program, and has a section 504 accommodation or is receiving transition services under an Individualized Education Program (IEP). A potentially eligible student with a disability has not yet applied for Vocational Rehabilitation services.

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Strategies:

- ~~Increase c~~ Collaboration between Nevada Department of Education/Office of Inclusive Education, School Districts and VR to assess, plan and deliver pre-employment transition services for eligible student-clients with disabilities, as required by the Workforce Innovation and Opportunity Act (WIOA) and their Statewide or Local Education Agreement, via the Social and Emotional Learning Program. ~~Learning is verified for example using pre and post tests.~~
- ~~Services are provided using all modalities, as needed by the client.~~
- ~~Explore~~ Continue the utilization of social and wWeb-based media as a communication and marketing tool for clients and their families, caregivers and advocates.
- Improve ~~special~~ outreach efforts to Transition Students, i.e. camps, Nevada Student Leadership Transition Summit, Internships, incarcerated, hospitalized youth and trainings.
- ~~Encourage successful transition students to provide peer support to those considering enrollment in Pre-ETS.~~
- ~~Develop referral mechanisms with~~ Increase outreach to and increase new partnerships with charter schools and private schools.
- ~~Embed~~ Assign transition coordinators to specific schools within school districts to build, maintain and manage pre-vocational programs, provide guidance and monitoring of students with disabilities during service provision and perform outreach to businesses, families, caregivers, and advocates.
- ~~Increase number and variety of curriculum of summer camps.~~
- Increase communication through educating teachers, 504 Coordinators, parents, caregivers, advocates, and youth with disabilities regarding the Vocational Rehabilitation process, programs, and referral services per the SEA/LEA agreements.
- ~~Work with youth with disabilities, the Nevada Department of Education, local education authorities, parent organizations, and families to encourage early discussions with students about the expectations of employment and their skills, abilities, and talents that will empower them to achieve self-sufficiency.~~
- Vocational Rehabilitation to participatees in more Individualized Education Program (IEP) meetings when invited. VR to attend more career fairs, open houses and special events at schools to discuss the benefits of VR services.
- ~~Expand Work Based Learning opportunities for students to explore employment options.~~
- ~~Continue Expanding Job Shadowing and mentorship programs.~~
- ~~Adopt career planning using evidence-based person-centered planning tools.~~
- Work with NDOE/IE, NV PEP and Schools to eEncourage and support family participation.
- Routinely Work with school personnel to streamlineunderstand and clarify the referral process for transition students.
- ~~Explore the use of technology and training earlier in plan development.~~
- Coordinate with Nevada Centers for Independent Living and NV PEP to explore options for promote students and family's participation in Transition Services including participation in VR.
- ~~Work more closely with Community Rehabilitation Programs (CRPs) to explore customized employment options.~~

Measures:

Part 2a: Increase participation of Transition Students with a Disability in VR Servicesan Application based on age at Application.

Date in the report timeframe. (Participation in FFY17 and was 749, projected for FFY18 is 874. Goal increased by 16% increase to 1,014 for FFY19 and FFY20. FFY21: No Changes. Goal change for FFY22 to 200 and FFY23 to 250.

~~• **Part 2b:** 300 Transition Students will either be enrolled in Postsecondary education programs or successfully employed. (Postsecondary Education in FFY17 was 156. Postsecondary projected for FFY18 is 104). (Successfully Employed in FFY17 was 148 projected for FFY18 is 180. This goal of 400 was not met in FFY19 or FFY20. FFY20 there was no change. Goal change for FFY22 to 300 and FFY23 to 300.~~

~~• **Part 2c 3:** Increase Participation of Students with a Disability in Pre-Employment Transition Services (PreETS). sStudents with a Disability with an authorization or actual service in any of the give Pre-ETS categories: Counseling on Post-Secondary. (FFY17 1,065 transition students received Pre-ETS services and in FFY18, the total was 1,725. Goal increased 10% (FFY20 = 1,898), FFY21 no changes. FFY22 and FFY23: Goal change FFY22 to 500 and FFY23 to 750.~~

~~— Increase collaboration between Nevada Department of Education/Office of Inclusive Education, School Districts and VR to assess, plan and deliver pre-employment transition services for eligible student clients with disabilities, as required by the Workforce Innovation and Opportunity Act (WIOA) and their Statewide or Local Education Agreement. Continue the utilization of social and web-based media as a communication and marketing tool for clients and their families, caregivers and advocates.~~

~~— Improve outreach efforts to Transition Students, i.e. camps, Nevada Student Leadership Transition Summit, Internships, incarcerated, hospitalized youth and trainings. Assign transition coordinators to specific schools within school districts to build, maintain and manage pre-vocational programs, provide guidance and monitoring of students with disabilities during service provision and perform outreach to businesses, families, caregivers, and advocates.~~

~~— Continue expanding Job Shadowing and mentorship programs.~~

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

~~• Expand summer camp offerings and the Summer Youth Internship Program (SYIP) to alternative break times during the academic year.~~

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Goal 3 in 3 parts:

Increase participation and successful outcomes of supported employment (SE) consumers in a competitive, integrated setting.

Goal 4:

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

Supported Employment is: competitive integrated employment (including customized employment, or employment in an integrated work setting in which an individual with a most significant disability, including a youth with a most significant disability, is working in a short-term basis toward competitive integrated employment) that is individualized and customized , consistent

with the unique strengths, abilities, interests, and informed choice of the individual, including with ongoing support services for individuals with the most significant disabilities.

~~3a4: Increase Participation of Supported Employment (SE) Consumers in VR~~

~~3b: Increase Successful Outcomes of Supported Employment Consumers in a Competitive, Integrated Setting~~

~~3c: Increase Successful Outcomes for Students with a Disability Who Are Also Supported Employment Consumers in a Competitive Integrated Setting – Outcomes~~

Strategies:

- ~~• Work more closely with Community Rehabilitation Programs (CRPs) to explore customized employment options.~~
- ~~• SE services are provided using all modalities, as needed by the client.~~
- ~~• Expand partnership Partner with existing public and private State with Regional Centers which entities that provide supports for Supported Employment.~~
- ~~• Provide appropriate, quality training to staff, State Rehabilitation Council Members and consumers on Supported Employment.~~
- ~~• Identify and support evidence-based best practices that encourage high-wage/career track employment.~~
- ~~• Utilize the Vocational Rehabilitation Business Development Team of 10 to improve Supported Employment services outcomes.~~
- ~~• Continue participation on the Behavioral Health Planning and Advisory Committee and the State Employment Leadership Network.~~
- ~~• Develop a plan and collect Utilize data collected in the Consumer Satisfaction Survey regarding the needs of individuals for Supported Employment to help drive future goals.~~
- ~~• Explore the use of technology and training earlier in plan development.~~
- ~~• Determine the historical/education setting use of rehabilitation technology (assistive technology) and ensure continuity and access to similar equipment and services.~~
- ~~• Expand job shadowing and mentorship programs.~~
- ~~• Increase access to quality job development services provided by external job developers with ACRE certification, including utilizing Vocational Rehabilitation's internal job developer.~~
- ~~• Work with the Employer Engagement Team to encourage employers to understand and utilize implement job carving, job sharing, and part-time/non-traditional shift offerings.~~
- ~~• Create customized employment options.~~
- ~~• Develop a pathway for long-term supports and services, as needed.~~
- ~~• Develop alternative options for extended service providers.~~
- ~~• Encourage active use of established VR programs (i.e., SYIP, Pathway to Work, Project FOCUS, Path 2 Independence, etc.) for SE consumers.~~
- ~~• Explore apprenticeship with non-traditional work with opportunities.~~

Measures:

• **Part 3a:** The number of consumers participating in Supported Employment ~~will be~~ (FFY17 total was 503 and FFY18 was 523. With three quarters reporting in FFY19, the total was 684. Goal increased 15% (FFY20 to 786). FFY21, no changes. FFY22 provide comparison %. FFY22 and FFY23; Goal changed to 35% of total supported and non-supported employment consumers.

- **Part 3b:** ~~Increase Successful/Competitive, integrated~~ Employment Outcomes. (FFY17 total was 126 and FFY18 was 132. Goal increased by 20 (FFY19 and FFY20 to 166). FFY21, no changes. FFY22 provide comparison %. FFY22 and FFY23; Goal changed to 100.

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- ~~Part 3c: Increase Successful Employment Outcomes for students with disabilities who are also SE consumers. FFY21, no changes. FFY22 SWD not SE closed after SE outcome and provide comparison %. SWD not SE closed with an EO and provide comparison%. Goals related to FFY22 and FFY23 40%.~~

~~Goal 4-~~

~~Goal 5~~

~~Increase Participation of sensory-targeted disability groups in VR.~~

~~Increase Participation of Supported Employment (SE) Consumers in VR.~~

~~Collaborate with other resources to support participants with mental health disabilities to obtain and maintain successful employment. (May include: Depression and other mood disorders, alcohol abuse or dependence, anxiety disorders, eating disorders, drug abuse or dependence, mental illness not listed elsewhere, personality disorders, schizophrenia, and other psychotic disorders).~~

Strategies:

- Increase collaboration with Southern Nevada Adult Mental Health Services (SNAMHS), Northern Nevada Adult Mental Health Services (NNAMHS) and State Rural Mental Health Clinics including v-Virtual sService sDelivery.
- Collaborate with private mental health/substance abuse treatment facilities, behavioral health hospitals, local providers of vision and audiology services.
- Increase vendor base with private mental health, visual impairment and audiological practitioners for service/referrals.
- ~~Outreach to major hospital mental/behavioral health programs.~~
- Collaborate with Statewide Independent Living Council (SILC) quarterly and local IL centers.
- Collaborate with criminal justice organizations including juvenile justice, parole and probation.
- Provide Ttrainings, resources and and tools for staff on:
 - o Mental health
 - o Blindness and Low Vision
 - o Deafness and Hard of Hearing
 - ~~Dialectical Behavior Therapy strategies.~~
 - ~~Substance Abuse.~~
 - ~~Borderline Personality Disorders.~~
 - o Positive Behavioral Interventions and Supports.
- Increase usage of tele-health for Vocational Rehabilitation (VR) clients.
- ~~Explore opportunities to collaborate with Parole and Probation.~~
- Increase VR's social media postings on mental/behavioral, sensory related health issues and associated Vocational Rehabilitation services.
- Develop a pathway for long-term mental health support and services, as needed.
- ~~Services are provided using all modalities, as needed by the client.~~
- Explore further collaboration with the Deaf Commission, National Federation for the Blind and other local and National Associations and providers of advocacy and services for sensory disabilities to en Mental Illness (NAMI) and attend monthly speakers' presentations and annual conference, when able
- Participate in available mental health, D/HH and VI consortiums and related organizations.
- ~~Embed a rehabilitation counselor at both the SNAMHS and NNAMHS campuses.~~
- Collaborate with foster youth centers.
- Collaborate with disability resource centers on regents for higher education campuses for mental health supports the targeted groups.
- Training and education to help employers' human resources on mental health.

- Continue to provide variety of communication and meeting options to all stakeholders, virtual services post pandemic.
- Outreach for collaboration for mental health for Tribal Partners and Reservations, and minority organizations.
- Continue growing participation in and quality of services of the only in-state residential blind skills training program.

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Measures:

- Goal increased by 10% of FFY18 projection (FFY19 and FFY20 were 330). Goal is that individuals with mental health disabilities will have a successful case closure rate like other disability groups by FFY23.
- Current successful closure rate is 32% and a similar rate would be 41%. FFY21, no changes.

Goal 5

Collaborate with other resources to support participants with mental health disabilities to obtain and maintain successful employment. (May include: Depression and other mood disorders, alcohol abuse or dependence, anxiety disorders, eating disorders, drug abuse or dependence, mental illness not listed elsewhere, personality disorders, schizophrenia, and other psychotic disorders).

VR Staff Retention Efforts as a reflection of Employee Satisfaction and Positive Work Culture

Strategies to be determined.

Measure:

Retention of counseling staff determine negative turnover rate using combined total of VR counseling staff and combined total of transferred/resigned staff. Goal not set for this 2-year reporting period (FFY22/FFY23) Collecting Information.

Indicator 1

Average caseload size by bureau.

Indicator 2

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