Nevada PYs 2020-2023 WIOA Unified State Plan

Overview

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the Secretary of the U.S. Department of Labor that outlines a four-year strategy for the State's workforce development system. The publicly-funded workforce development system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. 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.

Options for Submitting a State Plan

A State has two options for submitting a State Plan— a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I),
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II), and
- the Wagner-Peyser Act Employment Service program (authorized under the Wagner-Peyser Act, as amended by title III),
- the Vocational Rehabilitation program (authorized under Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined State Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the "common planning elements" (Sections II-IV of this document) where specified, as well as the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)

- Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)
- Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) [1]
- Reintegration of Ex-Offenders program (programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

[1] States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried out by the Department of Housing and Urban Development that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

How State Plan Requirements Are Organized

The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:
    - State Strategy Implementation,
    - State Operating Systems and Policies,
    - Assurances,
    - Program-Specific Requirements for the Core Programs, and

- Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce Innovation and Opportunity Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.[2] States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations.

Paperwork Reduction Act: The Paperwork Reduction Act of 1995 (PRA) provides that an agency may not conduct, and no person is required to respond to, a collection of information unless it displays a valid OMB control number. Public reporting burden for this information collection is estimated to be 86 hours per state; including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Responding to this collection is required to obtain or retain the Federal grant benefit. In addition, responses to this information collection are public, and the agencies offer no assurances of confidentiality. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of Workforce Investment, and reference OMB control number 1205-0522. Note: Please do not return the completed plan to this address.

[2] Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.

I. WIOA State Plan Type and Executive Summary

a. WIOA State Plan Type

Unified or Combined State Plan. Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs. Unified or Combined State Plan. Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

Unified State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs.

Combined State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below.

This is a unified plan

Combined Plan Partner Program(s)

Indicate which Combined Plan partner program(s) the state is electing to include in the plan.

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)

No

Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)

No

Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))

No

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))

No

Trade Adjustment Assistance for Workers programs (activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))

No

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)

No

Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)

No

Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))

No

Employment and training activities carried out by the Department of Housing and Urban Development

No

Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))

No

b. Plan Introduction or Executive Summary

The Unified or Combined State Plan may include an introduction or executive summary. This element is optional.

N/A

II. Strategic Elements

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

a. Economic, Workforce, and Workforce Development Activities Analysis

The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.

1. Economic and Workforce Analysis

A. Economic Analysis

The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include—

i. Existing Demand Industry Sectors and Occupations

Provide an analysis of the industries and occupations for which there is existing demand.

ii. Emerging Demand Industry Sectors and Occupations

Provide an analysis of the industries and occupations for which demand is emerging.

iii. Employers' Employment Needs

With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Nevada currently has two designated local workforce development areas (see Fig. 1): northern and southern Nevada. In compliance with WIOA, Nevada has developed state compliance policies that govern activities in the local workforce areas. The following counties and cities are designated as local workforce development areas:

NORTHERN – Carson City, Churchill, Douglas, Elko, Eureka, Humboldt, Lander, Lyon, Mineral, Pershing, Storey, Washoe, and White Pine.

SOUTHERN – Clark, Esmeralda, Lincoln, Nye, Boulder City, Henderson, Las Vegas, and North Las Vegas.

Economic and Workforce Analysis

Nevada has a long history of significant population growth. For the five decades from the 1960s through the 2000s, Nevada was the fastest growing state in the nation, and for the 1980s through the 2000s Nevada was the only state to have a consistent population growth rate at 25 percent or higher. With Nevada's economy being particularly hard-hit by the 2007 recession, population growth since 2010 currently lags a few other states, but at 12.4 percent through 2018 is still the sixth-highest in the nation, and is currently tied with Idaho for fastest population growth over the year.

Nevada's population is highly concentrated in Clark County, with 73.6 percent of the population, or 2.25 million people living in this county. The next-largest area is Washoe County, with 15.1 percent of the population or 460,000 people. The remaining 11.3 percent of the population is distributed among the other 15 counties of the state. By age, Nevada's population trends somewhat younger than the nation as a whole. Nevada has slightly more people under 18 as a share of the total population than the nation (22.7 to 22.4 percent), and slightly fewer people 65 or older (15.7 to 16.0 percent). By race and ethnicity, Nevada's share of the population which is Hispanic or Latino is the fifth-highest in the nation at 29.0 percent, trailing only New Mexico (49.1 percent), Texas (39.6 percent), California (39.3 percent), and Arizona (31.6 percent). The share of the population which is Asian alone is sixth-highest in the nation at 8.2 percent, trailing Hawaii (37.6 percent), California (14.7 percent), New Jersey (9.7 percent), Washington (8.7 percent), and New York (8.5 percent). The share of Nevada's population which is Black or African American alone is somewhat less than the national average (9.2 percent to 12.7 percent), but is near the middle of the road compared to other states, and is the highest of any state west of the Mississippi save Texas. The share of Nevada's population which is White, but not Hispanic or Latino is the sixth-lowest in the nation at 48.4 percent.

Looking at the economic profile of the state, the effects of the 2007 recession on the housing market in Nevada continue to linger. In 2018, the share of Nevada's population living in the same house as a year ago at the time of the survey was the third-lowest in the nation at 83.5 percent, ahead of Washington (82.5 percent) and Colorado (82.8 percent). Similarly, Nevada had the third-lowest rate of owner-occupied housing in the nation over the same period at 59.0 percent, trailing only New York (57.1) and California (56.2). This, despite monthly housing costs of owners with a mortgage from 2014 to 2018 being lower than the national average ($1,469 to $1,558) while the median gross rent was higher ($1,060 to $1,023).

Shifting to a population analysis of variables which might have a more direct impact on potential barriers to employment, Nevada's rate of persons in poverty in 2018 runs slightly below the national average (9.1 to 9.3 percent), but is near the middle of the distribution of all states, ranked 23rd. Nevada has a relatively large share of the population aged 5 or older that speaks a language other than English at home at 30.9 percent, trailing California (44.6 percent), Texas (35.8 percent), New Mexico (34.1 percent), and New Jersey (31.7 percent). Of Nevada's total population, 12.5 percent have a disability, comparable to the national rate of 12.6 percent, and near the middle of the distribution among all states, ranked 32nd. Nevada also has the eighth-highest share of the population under the age of 65 without health insurance at 13.0 percent, noticeably above the national rate of 10.4 percent. In 2018 dollars, Nevada's median household income ($58,646) and per capita personal income ($31,604) each trail the national averages for the same measures ($61,937 and $33,831, respectively), but are near the middle of the distribution among all states.

Nevada has an above-average rate of households with a computer present, among the top 10 in the nation with a rate of 93.6 percent, and somewhat ahead of the national rate of 91.8 percent. Nevada also is ahead of the national average in terms of households with a broadband internet subscription, 85.9 percent to 85.1 percent, but falls somewhat closer to the middle of the distribution when compared to other states. This is in part a reflection of the population concentration within Clark and Washoe Counties, as more rural areas of the state have significantly more difficulty receiving reliable broadband internet service. In education, the share of the population 25 years or older with a Bachelor's degree in Nevada is among the lowest in the nation at 24.9 percent, noticeably below the national average of 32.6 percent and ahead of only West Virginia (21.3 percent), Mississippi (23.2 percent), Arkansas (23.3 percent), Louisiana (24.3 percent), and Kentucky (24.8 percent). Nevada is similarly ranked in the share of the population 25 years or older with at least a high school degree 86.9 percent, which is below the national average of 88.3 percent and ahead of California (83.8 percent), Texas (84.0 percent), Mississippi (85.4 percent), New Mexico (85.4 percent), Louisiana (85.8 percent), Alabama (86.6 percent), and Kentucky (86.8 percent).

Shifting from overall population dynamics to the broad labor market within Nevada, the trend from 2014 through the middle of 2019 has been largely positive for Nevada. Employment growth has broadly trended around 3 percent with some slowing toward the end of 2019, while the unemployment rate has steadily fallen to a rate equal to Nevada's previous all-time low at 4.1 percent (October 2019). As of the end of 2019, Nevada continues to experience job growth faster than the national average, and Nevada's private sector has been one of the four fastest growing private sectors in the nation for much of the 2014-2019 period.

Nevertheless, there are broad trends that will affect the labor market moving forward. Overall labor force participation is on a declining trend, falling from a rate near 68 percent prior to the 2007 recession to a rate of approximately 63 percent at present. This decline is seen most dramatically in the population aged 16-19, where the rate has declined from 45 percent to 35 percent, but also shows up in the prime working age population of those 25 to 54, where the rate has only recently recovered from multi-decade lows of around 80 percent to a rate of approximately 82 percent, which trails a consistent rate of approximately 85 percent in the 1990s and early 2000s.

Further, despite overall low rates of unemployment, some demographic groups around the state are likely to experience higher rates of unemployment than their counties as a whole. The 2017 Nevada Legislature passed a bill requiring a report on demographic groups with high rates of unemployment in each county and specified three measures to quantify this data set: (1) groups whose unemployment rate is double that of the county, (2) groups whose unemployment rate is four

percentage points higher than that of the county, and (3) groups whose unemployment rate has been higher than that of the county for three consecutive years. The groups with the most frequent incidence of high unemployment among Nevada's counties – those with high rates of unemployment in 10 or more counties according to the 2014-2018 rates from the American Community Survey – are: 1. workers under 24, workers who are American Indian or Alaskan Native, 2. workers whose family is below the poverty level, 3. workers with any disability, and 4. workers with a high school diploma/equivalency or less. The breakouts of each group with high unemployment in each county is included in section (B)(i) below.

Nevada's overall labor market is moving in a positive direction, running at roughly double the rate of employment growth seen in the nation as a whole for the past five years. Unemployment is low, and use of unemployment benefits is near the lowest levels experienced in Nevada's unemployment insurance program's history relative to the size of the state. The 2007 recession has had a lasting impact on some aspects of Nevada's economy – in particular, employment in the construction industry that has still only recovered approximately half of the jobs lost during the recession. However ongoing efforts to diversify and invest in Nevada's labor market for the future have led to growth in new industries such as information technology and advanced manufacturing. This growth will continue to require adapting Nevada's workforce to the needs of emerging sectors, addressing the educational and training needs of workers and employers, building the infrastructure needed to support residential, commercial, and industrial needs and ensuring that the state's economic expansion reaches all Nevadans.

Economic Analysis

Existing Demand Industry Sectors and Occupations

Provide an analysis of the industries and occupations for which there is existing demand.

All of Nevada's 11 super sectors are projected to continue to grow between 2020 and 2026:

- Leisure and hospitality is expected to add 52,766 jobs combined through 2026.
- Construction is expected to add 24,117 jobs through 2026.
- Professional and business services are expected to add 42,422 jobs through 2026.
- Trade, transportation and utilities are expected to add 44,040 jobs through 2026
- Education and health services are expected to add 46, 599 jobs through 2026.
- Manufacturing is expected to add 19,649 jobs through 2026 and to grow at the fastest overall rate at 4.5 percent per year.

Growth of Nevada's *super sectors* is reflected in its largest occupations:

- Retail salespersons are the largest occupation, currently employing 49,458 people. This occupation ranked highest in projected nominal growth, adding 11, 174 to payrolls from 2016 to 2026.
- Combined food preparation and serving workers are other occupations with projected significant growth of over 10,000 jobs through 2026, with a projected growth of 10,931.
- Registered nurses are the fastest growing high-paying occupation with a projected growth of 5,652 through 2026.
- General and operation managers are expected to add 4,398 jobs through 2026 due in most part to their frequent representation across multiple industries
- Other occupations adding significant numbers of jobs through 2026 include personal care aides (5,295), restaurant cooks (4,860), carpenters (3,250), heavy and tracker truck drivers (2,263), financial managers (2,018) and accountants and auditors

(1,921).

Other notable occupations in terms of projected growth are:

- Electrical and electronic equipment assemblers are projected to grow by 200 percent, or 1,658 jobs through 2026.
- Mechanical engineers, mechanical drafters, electrical engineers, industrial engineers, software developers, technical writers, and operations research analysts are all expected to see particularly rapid growth through 2026.

The above-referenced industry sectors and occupations are additional examples of in-demand occupational groups, but do not necessarily show up on the official list provided below for in-demand industries and occupations due to a difference in how official demand is defined in Nevada. The industries and occupations listed above may not meet the above-average wage requirement in place for Nevada's top in- demand occupations list, but continue to constitute an important part of Nevada's economy.

The following are the most recent in-demand industries and occupations that were identified by the Department of Employment. Training and Rehabilitation's (DETR's) Research and Analysis Bureau, the Governor's Office of Economic Development (GOED), the state's workforce board and associated Industry Sector Councils and the Governor's Office of Workforce Innovation (OWINN).

In-Demand Industries

- Information Technology
- Health Care and Medical Services
- Advanced Manufacturing
- Education Services

In-Demand Occupations*

- Software Developers,
- Applications Computer
- Systems Analysts
- Mechanical Engineers
- Licensed Practical and Licensed Vocational Nurses
- Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products
- Network and Computer Systems Administrators
- Physicians and Surgeons, All Other
- Industrial Machinery Mechanics
- Software Developers Systems Software
- Machinists

*Nevada's OECD and OWINN produces a list of the top 100 in-demand occupations; the above-referenced list is a snapshot portion of the total in-demand occupations list.

Emerging Demand Industry Sectors and Occupations

The in-demand occupations for Nevada were identified by DETR's Research and Analysis Bureau, GOED, the state's workforce board and its associated industry sector councils and OWINN. OWINN produced the in-demand occupations report to provide strategic insights and direction to education and the publicly funded workforce system on in-demand industries and occupations.

The following emerging in-demand industries were identified through analysis conducted DETR and GOED and approved by the state's workforce board.

- **Aerospace and Defense**: Aviation maintenance technician and machinist training program.
- **Health Care and Medical Services**: Registered nurses, home health aides, nursing aides, orderlies and attendants, medical assistants, medical secretaries, licensed practical and vocational nurses.
- **Information Technology:** Software developers, cyber security/IA professionals, network/systems administrators, healthcare IT technicians, and database administrators.
- **Manufacturing and Logistics:**
    - **Manufacturing:** Machinists and metal workers, welders, cutters, solderers and brazers, team assemblers, first-line production supervisors, general and operations managers, helpers and production workers.
    - **Logistics and Operations:** Laborers and freight, stock and material movers, office clerks, customer service representatives, stock clerks, order filers, general and operations managers, bookkeeping, accounting and auditing clerks.
- **Mining and Materials:** Equipment operators, diesel mechanics, underground miners, electrician/instrumentation technicians, process operators, fixed maintenance mechanics, and lab technicians.
- **Natural Resources**
    - **Agriculture:** Farmworkers and laborers, crop nursery, plant science, greenhouse workers, food, and batchmakers.
    - **Clean Energy:** Occupational Safety and Health Administration (OSHA) solar panel installers, certified energy managers, Building Performance Institute (BPI) energy auditors, BPI building envelope professionals, Leadership in Energy and Environmental Design (LEED) certification professionals, and Western Electricity Coordinating Council certifications.
    - **Water Technologies:** This is a new industry sector that is yet to be defined. As such, the state anticipates surveying business representatives to identify the top demand/emerging occupations within this occupation. Said findings will be updated in next year's state plan.
- **Tourism, Gaming and Entertainment:** First-line supervisors of food preparation, servers, audio and video equipment technicians, fitness trainers, chefs, meeting and convention planners, massage therapists, accountants and auditors.
- **Construction:** Civil Engineers, first-line supervisors of Mechanics, installers, and repairers, general and operations managers, installers and repairers, general maintenance and repair workers, electricians, construction laborers, welders, masons, operators, carpenters.

Employers' Employment Needs

When assessing the skills in the workforce, many Nevada employers indicated that the skills most deficient in the workforce are *soft skills*. These skills include demonstrations such as employees showing up to work on time, working efficiently and getting along with coworkers. It was further noted that many individuals also lack basic office computer skills. Industries such as mining, leisure and hospitality, and agriculture indicated that soft skills are the only essential skills required. On the job training will provide the additional necessary skills. Specific to the health and education sectors, the need for additional teaching certificates and nursing degrees was noted. Currently, the top requested skills for Nevada's in-demand occupations are: critical thinking, monitoring, judgment and decision making, speaking, active listening, coordination, reading comprehension, time management, complex problem solving, active learning, writing, social perceptiveness, service orientation, persuasion, and instruction. However, a recent report from the National Science Board (NSB-2015-10) argues that due to an increasingly technical and automated job market demands, the need for STEM skills have permeated all corners of the nation's economy. Thus, the significance of STEM knowledge and skills on national economic competitiveness is critical to the development of Nevada's future workforce (U.S. News & World Report, 2015). Additionally, humanities skills are increasingly important to Nevada's workforce development. Proficiencies such as writing efficiencies, communication, listening skills (both active and passive), articulation, thinking, creativity, organization, project and time management, and networking/teambuilding skills are requisite for workforce development in Nevada. OWINN continues to work with business and industry, education, and labor representatives via the industry sector councils to identify skills that should be prioritized for workforce.

B. Workforce Analysis

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA[4]. This population must include individuals with disabilities among other groups[5] in the State and across regions identified by the State. This includes—

[4] Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals.

[5] Veterans, unemployed workers, and youth, and others that the State may identify.

i. Employment and Unemployment

Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

ii. Labor Market Trends

Provide an analysis of key labor market trends, including across existing industries and occupations.

iii. Education and Skill Levels of the Workforce

Provide an analysis of the educational and skill levels of the workforce.

iv. Skill Gaps

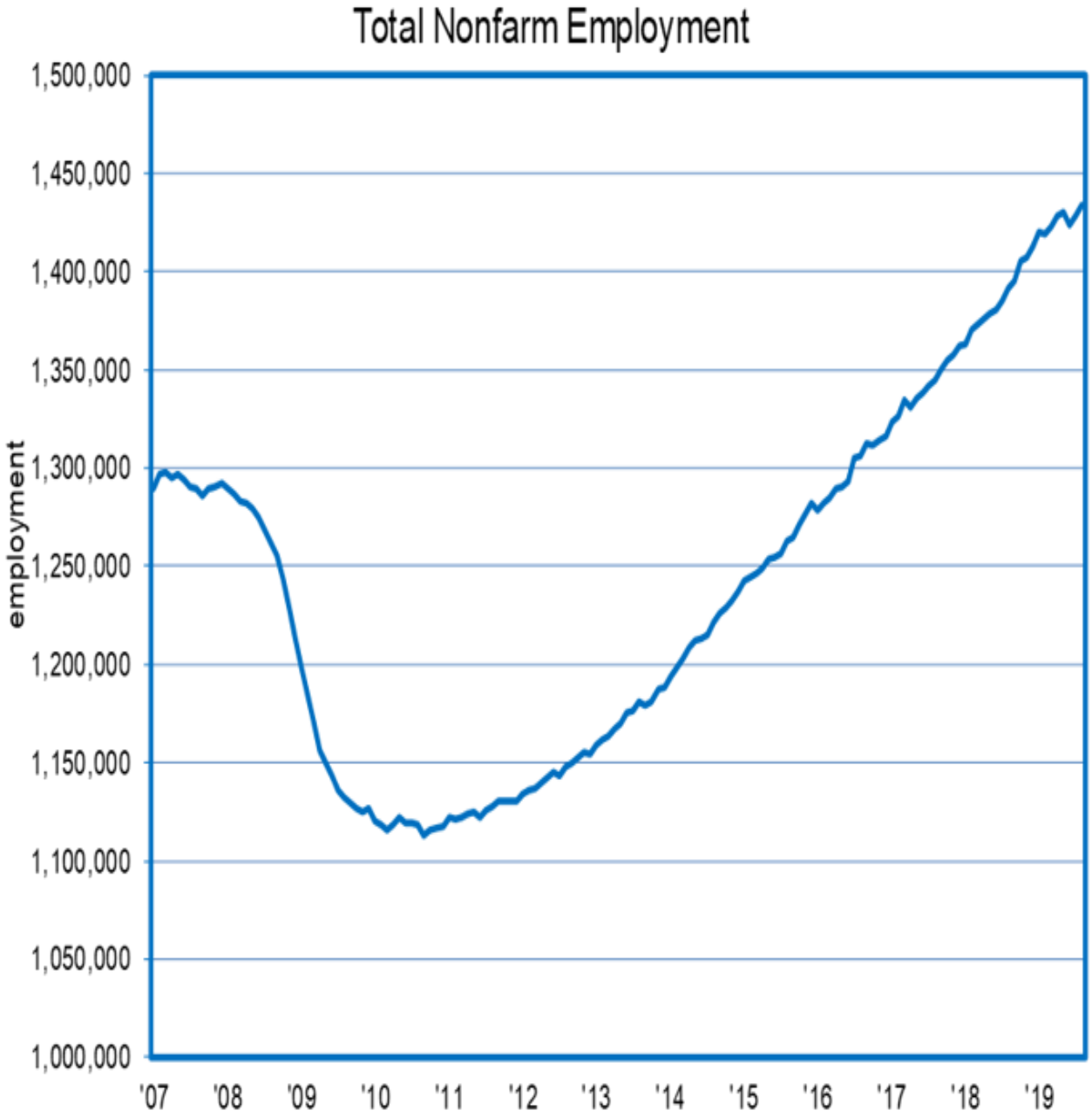
Describe apparent ‘skill gaps’.

Employment and Unemployment

Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the state.

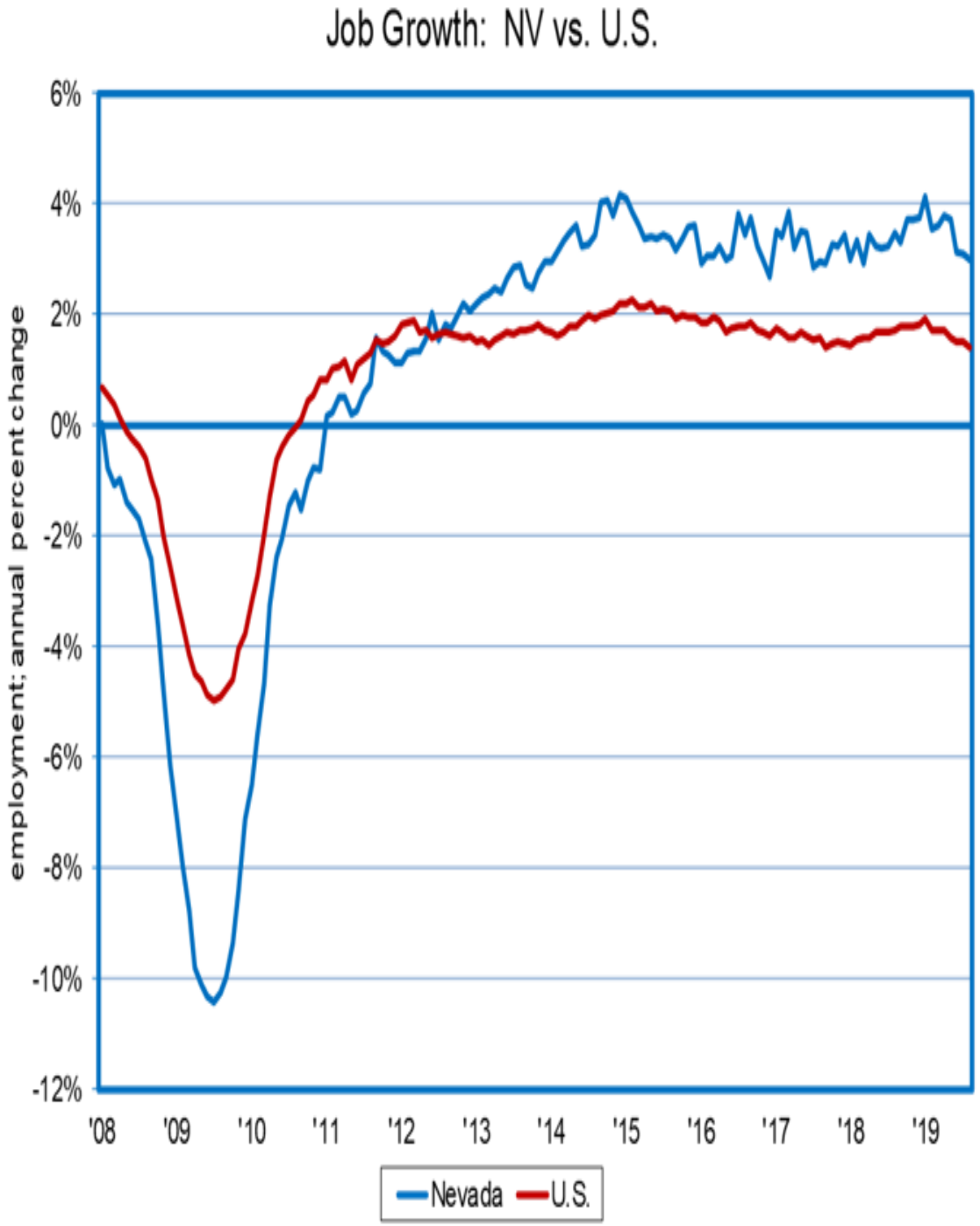
Employment

As of August 2019, estimated seasonally-adjusted employment from the Current Employment Statistics (CES) program for Nevada showed 1,433,600 jobs in the state, an increase of 42,100 over the year and a growth rate of 3.0 percent, which was the fastest rate in the nation for the 11th-consecutive month. Nevada’s employment reached a post-recession low in 2010, but has since grown at a fairly stable rate, surpassing the pre-recession peak employment level in 2016, and currently over 300,000 jobs higher than the recession low.



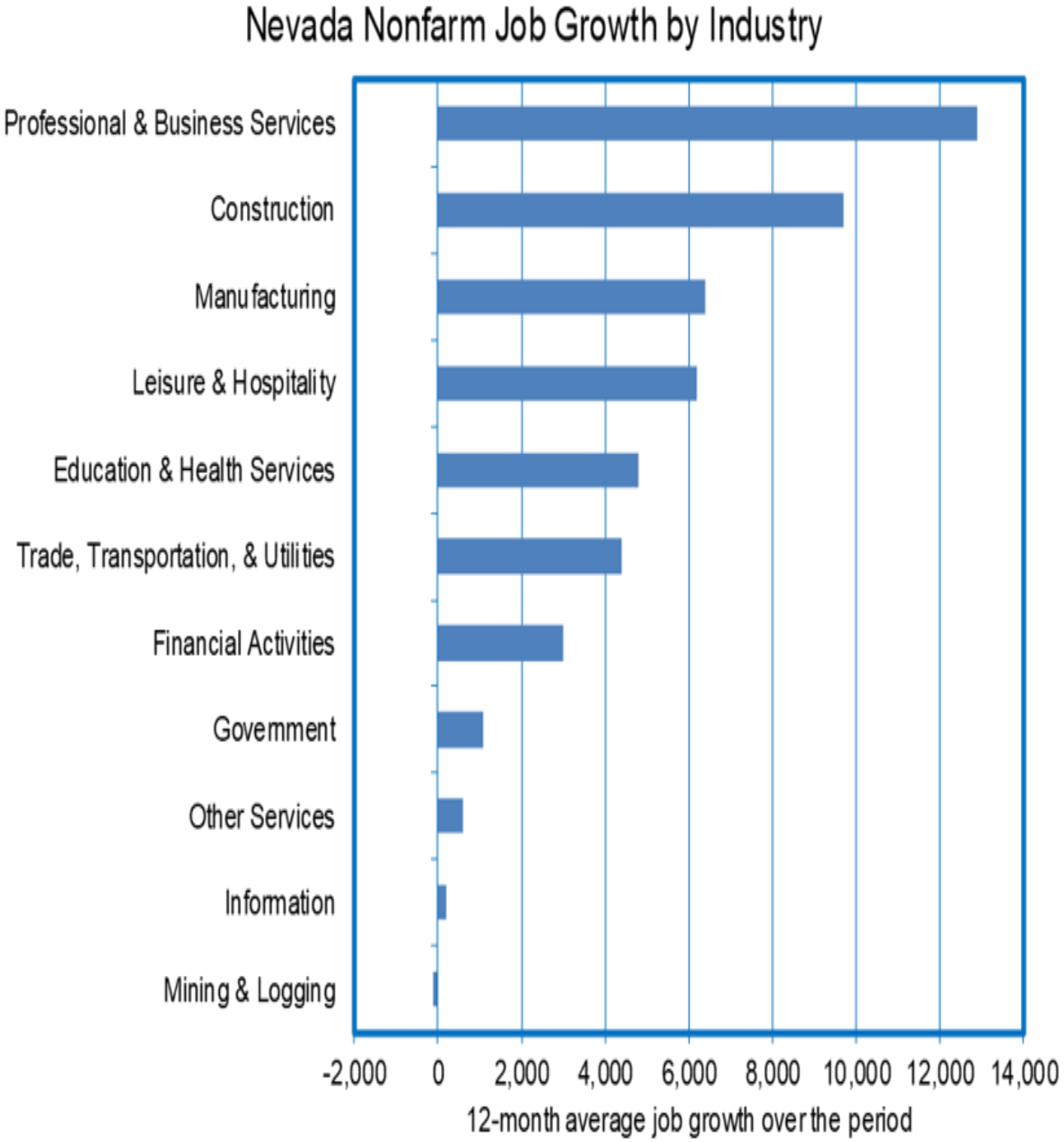
Total Nonfarm Employment, 2007-2019

The rate of job growth seen in the state has run roughly double the rate seen in the nation as a whole from 2014 to 2019, and has exceeded the national rate for the past 85 months, mirroring the largely stable trend seen nationally for that time.



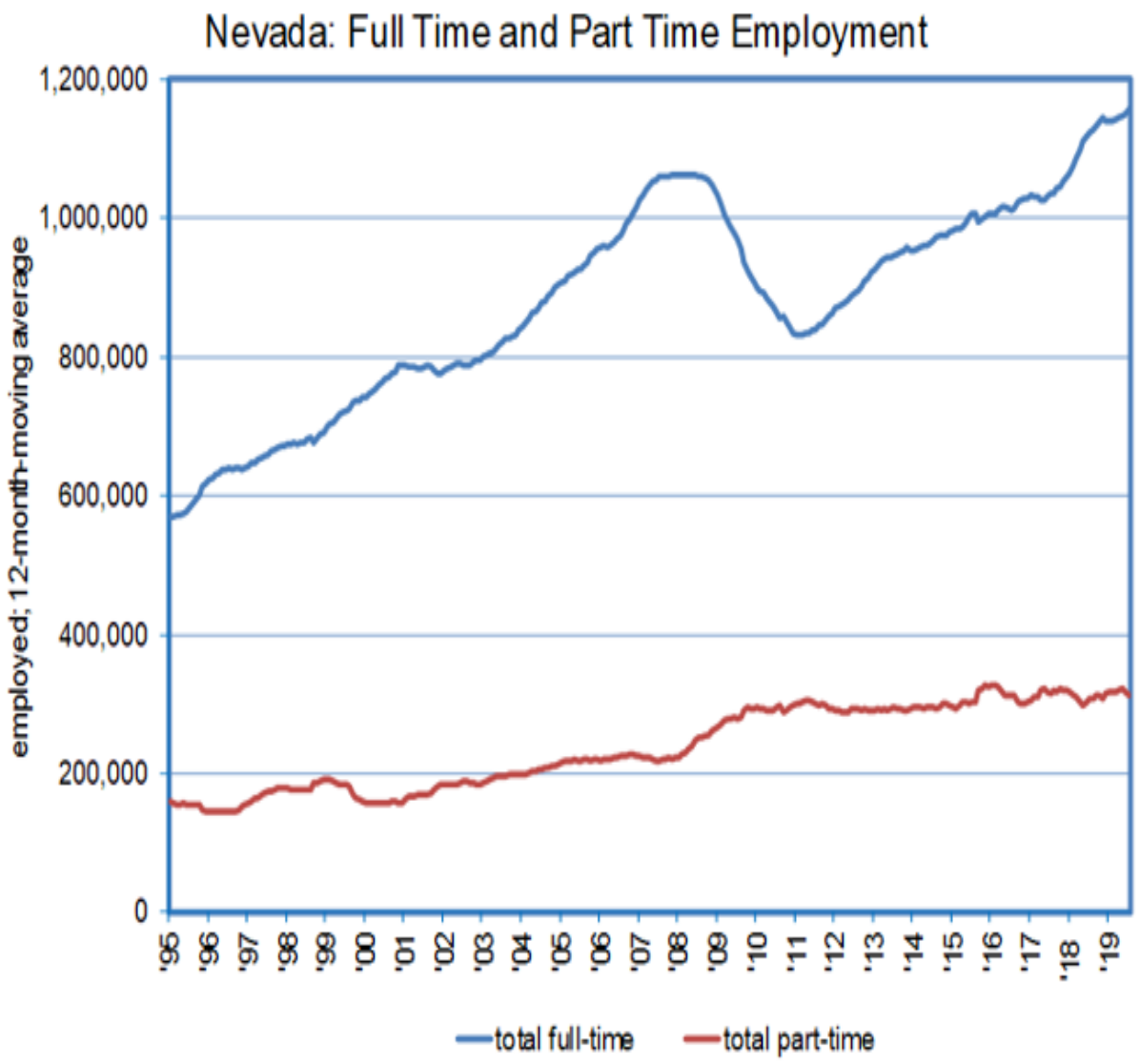
Nevada Employment Growth Compared to US

Job growth in Nevada is widely spread across a number of industries, with professional & business services (12,900), construction (9,700), manufacturing (6,400) and leisure & hospitality (6,200) all exceeding average annual job growth of 6,000 jobs over the last year. During this time period, only mining has seen a decline on average, of merely100 jobs. A more detailed examination of the trends within particularly significant industries is presented in section (A)(i) below, outlining the current demand industries. Overall, Nevada's employment growth is widely distributed across the industries.

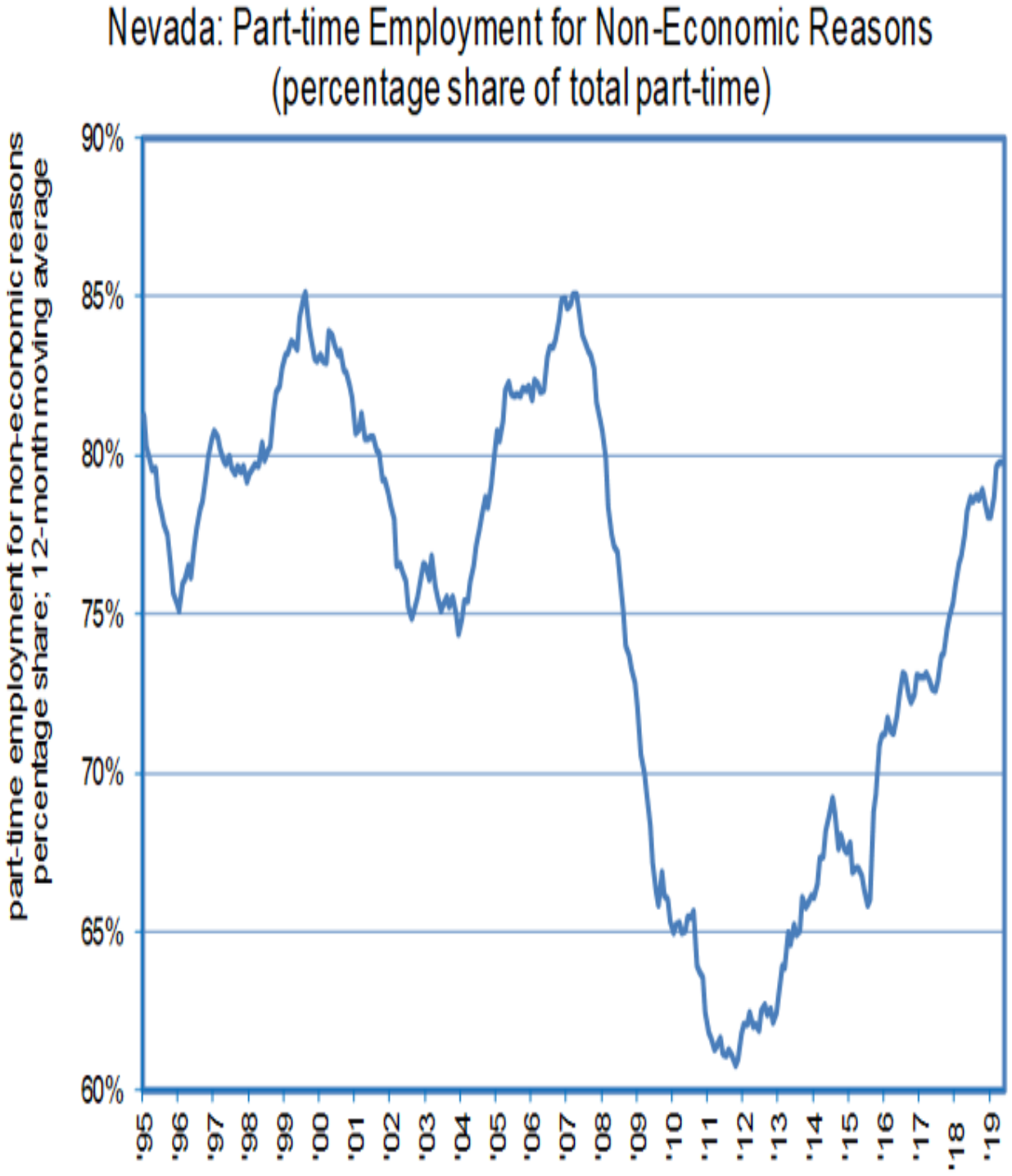


Average Annual Job Growth by Industry

One particularly noteworthy trend in employment in the state is considering full-time and part-time work. During the recession, full-time employment fell while part-time employment rose. Although full-time employment has recovered, there has not been a corresponding decline in part-time employment. However, considering the reasons people have for working part-time, there has been a rise in the share of part-time employment which has been a voluntary decision for those who want to work part-time, as opposed to those who cannot secure full-time employment. From 1995 to 2008, roughly 80 percent of part-time employment was by choice. During the recession, this proportion fell to nearly 60 percent, as a significant number of people secured part-time employment because that was all that they could find. However, since 2011, the share of voluntary part-time work has been rising, and is back up to nearly 80 percent as of 2019.

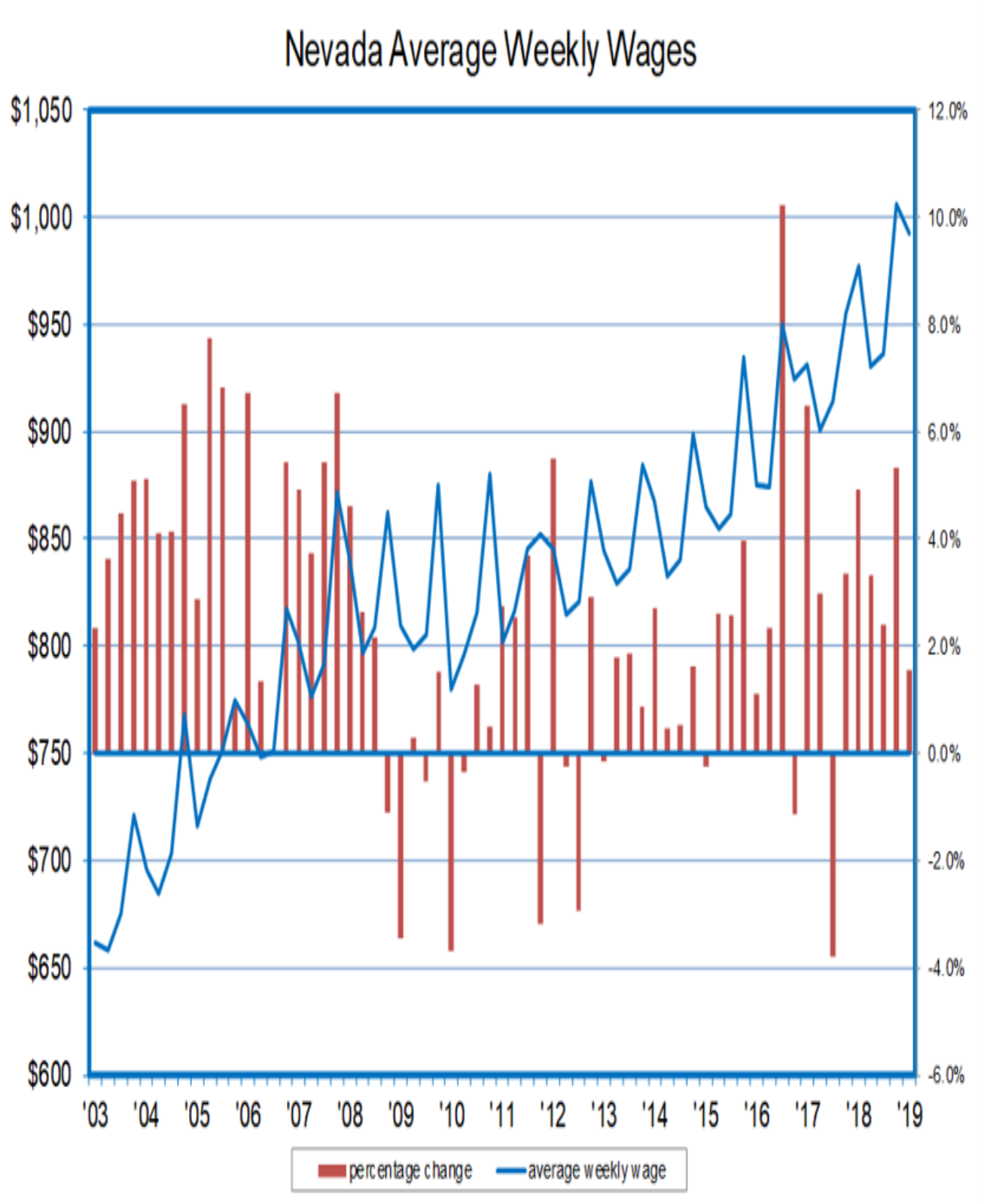


Full-Time and Part-Time Employment in Nevada



Share of Voluntary Part-Time Work

Average weekly wages in the state have grown steadily following a period of stagnation from 2008 – 2012. Beginning in 2015, weekly wages reported each quarter have generally risen by two to three percent over the year, reflecting rising demand for workers.

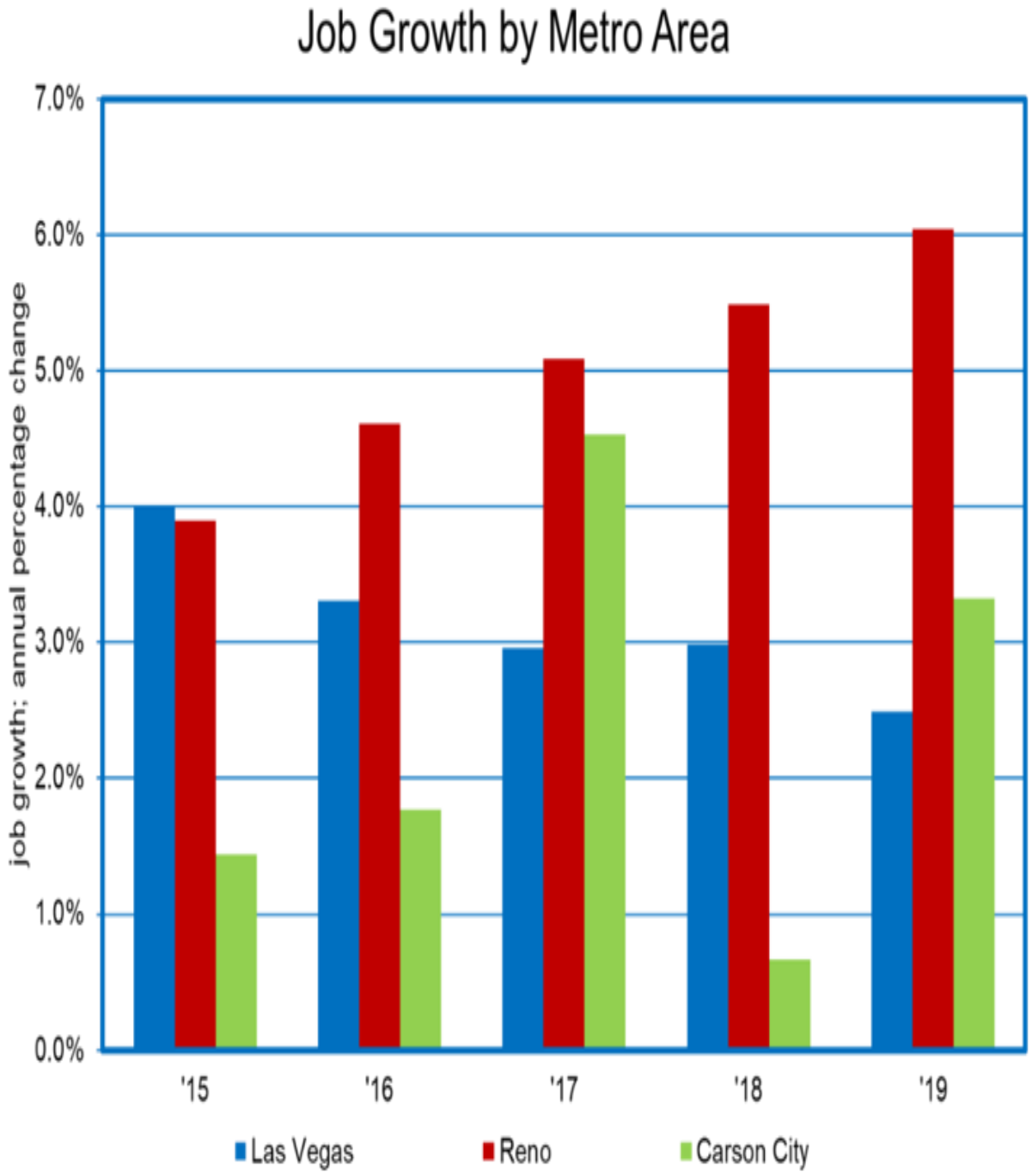


Nevada Average Weekly Wages, Quarterly Census of Employment and Wages

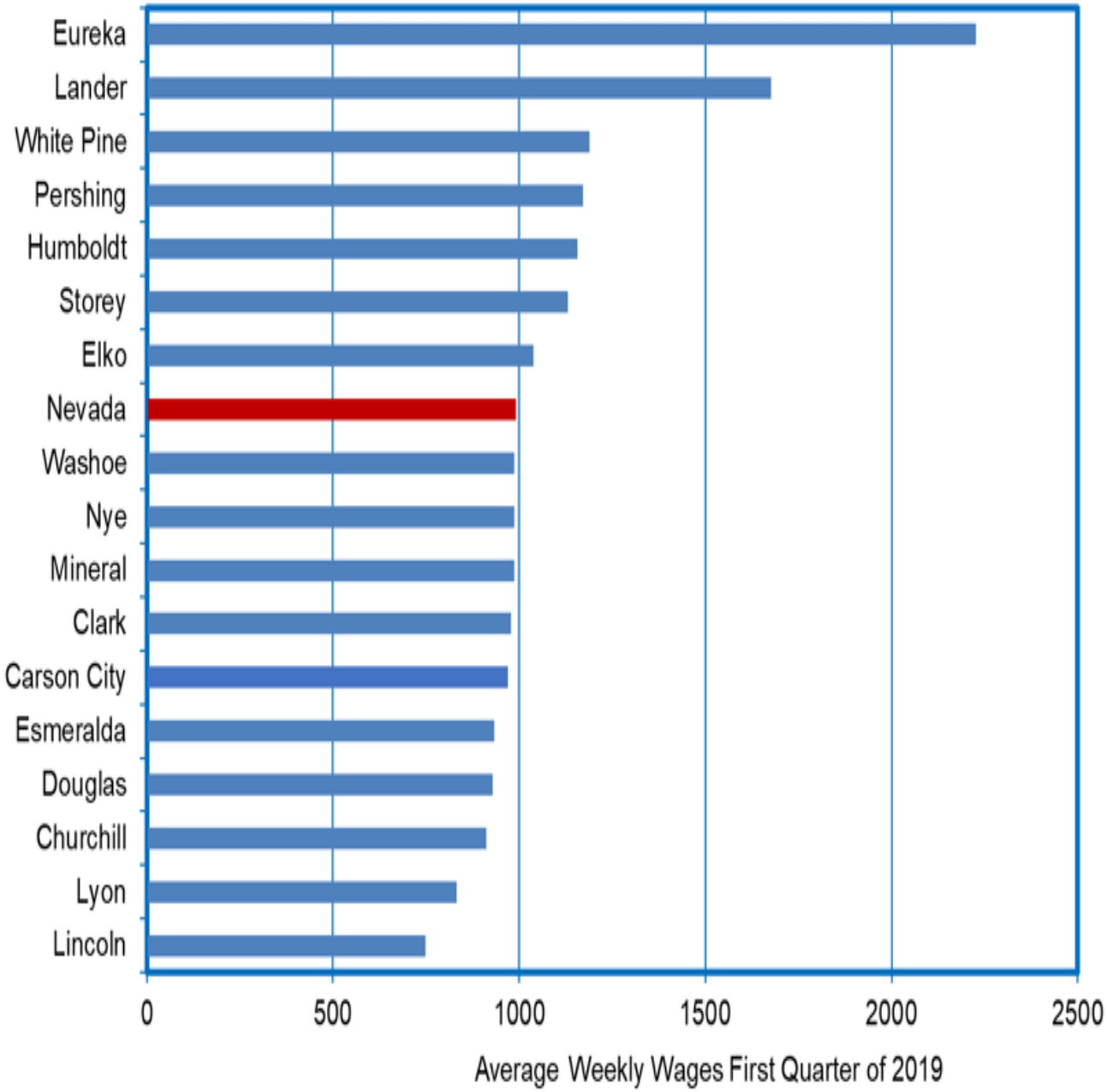
Turning to local areas within the state, every metropolitan statistical area (MSA) in the state has seen growth from 2015 to 2019, on average. The Reno MSA has seen the fastest rate of growth, averaging 6.0 percent growth in 2019 while the Las Vegas MSA has added the most jobs, growing by

an average of 24,900, year-to-date. As of August 2019, the Las Vegas MSA had 1,030,400 jobs, the Reno MSA had 259,000 jobs, and the Carson City MSA had 31,200 jobs. For the twelve months ending March 2019, the average weekly wage in private employment in Clark County was $925 per week, compared to $957 in Washoe County and $907 in Carson City.

On a broader basis, looking at wages by county, weekly wages tend to be highest in rural counties with a high concentration in the mining industry. In Eureka County, where weekly wages are currently over $2,000 per week, the mining industry comprises over 90 percent of all private sector employment reported in the Quarterly Census of Employment and Wages (QCEW).



Job Growth by Metro Area, Year-to-Date, August 2019

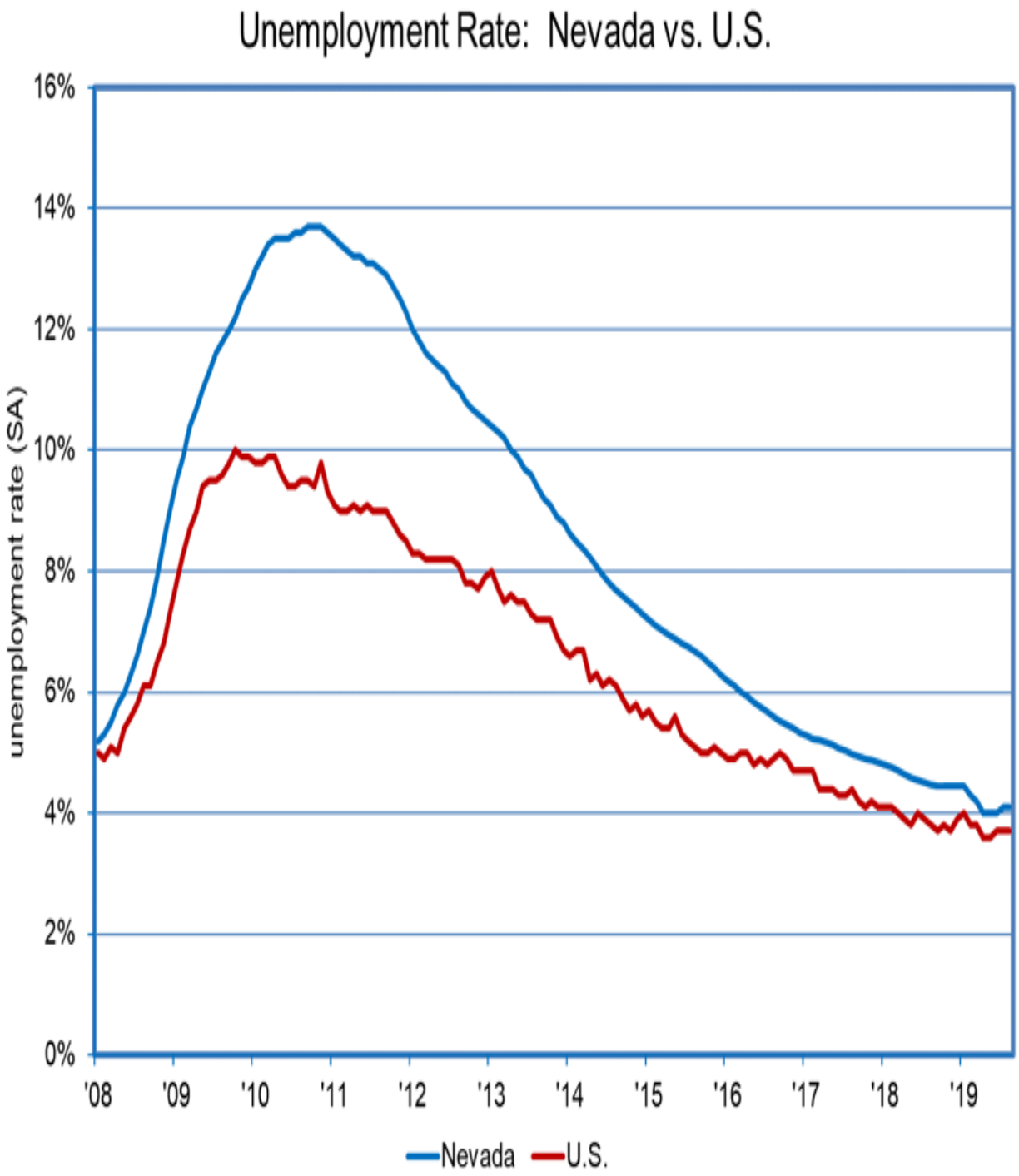


Average Weekly Wages by County, First Quarter 2019

Unemployment

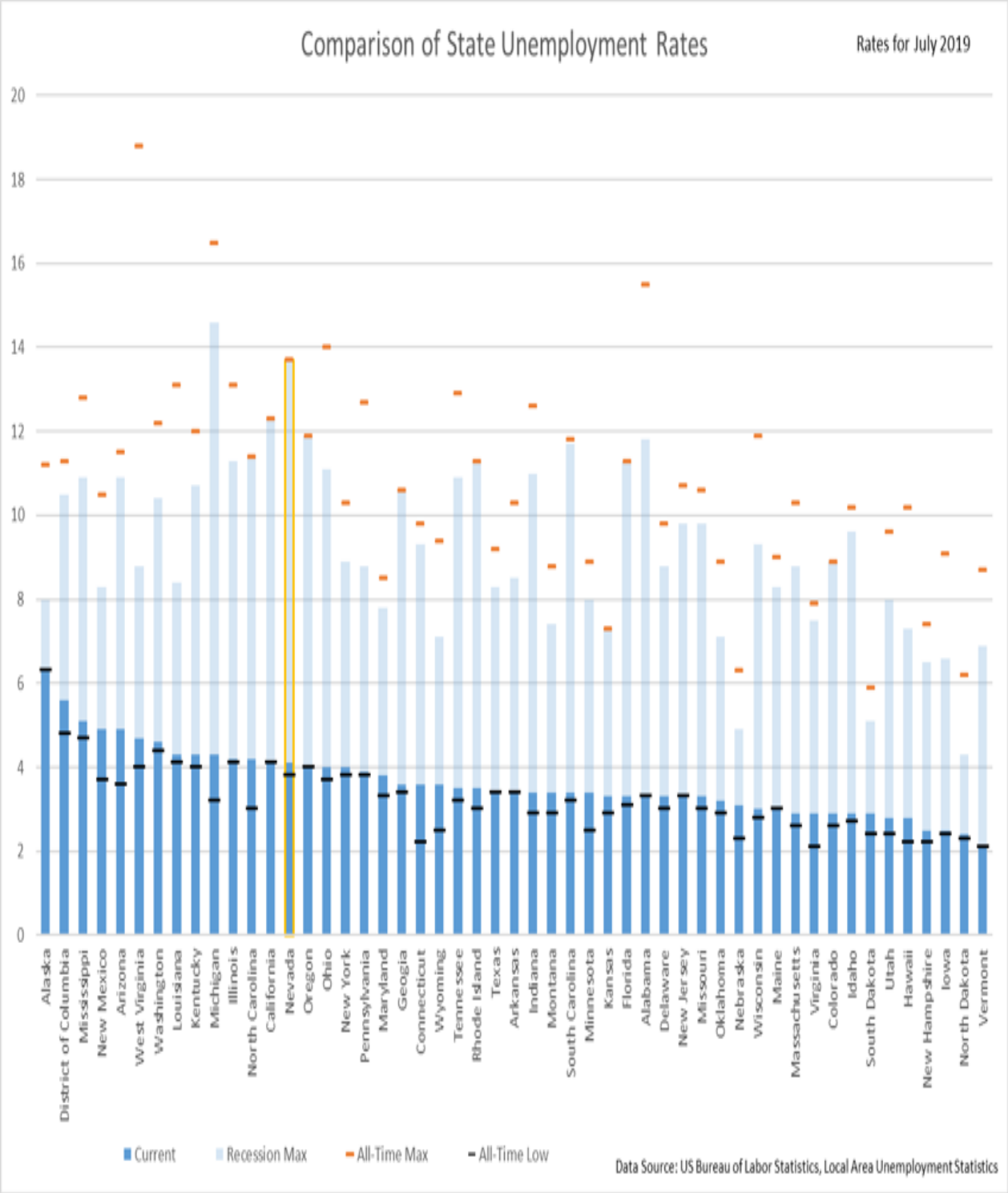
From the early stages of the economic recovery through August 2019, Nevada has seen a long, steady drop in its unemployment rate, which measures the number of people who are unemployed and actively looking for and available for work compared to the total labor force. From 2014 through 2019, while employment has grown at a steady pace the unemployment rate has declined from 8.2 percent to 4.1 percent. This translates to a fall in the number of unemployed from 112,900 from January-August 2014 to 63,167 from January-August 2019. Over the past five years while average job growth has remained relatively steady, the number of unemployed per job added has fallen significantly, meaning there are fewer potential candidates looking for work for each job being

added. In 2012 there were 6.5 unemployed people for every job added in Nevada over the course of the year. In 2014 that fell to 2.2, then fell again to 1.5 as of August 2019.



Unemployment Rate: Nevada vs. U.S.

Nevada remains somewhat above the national unemployment rate, however, both rates have been moving largely sideways for the last year. Like many states, Nevada's unemployment rate is less than half a percentage point above its all-time low rate, indicating that the current level of unemployment is largely structural, not cyclical.



Comparison of State Unemployment Rates

Even with the positive economic trends that we have seen over the last several years, some demographic groups still have high unemployment rates. The groups with the most frequent incidence of high unemployment among Nevada's counties (ie. those with high rates of unemployment in 10 or more counties according to the 2014-2018 rates from the American Community Survey – are: workers under 24, workers who are American Indian or Alaskan Native, workers whose family income is below the poverty level, workers with any disability, and workers with a high school diploma/equivalency or less. The following is a list of those groups that have

notably high unemployment in each county as defined in statute, starting with the largest counties that overlap each of the state's MSAs, and moving on to the rest of the counties in the state.

Clark County

- Age groups exceeding at least one threshold: *16-19 years of age, 20-24, years of age 25-29 years of age.*
- Race / Ethnicity groups exceeding at least one threshold: Black, *American Indian and Alaska Native, Pacific Islander or Native Hawaiian, and two or more races.*
- Gender groups exceeding at least one threshold: *Female with children 0-5 years of age and Female with children 0-5 years of age and 6-17 years of age.*
- Education groups exceeding at least one threshold: *Less than high school, high school or equivalent.*
- Poverty status groups exceeding at least one threshold: B*elow poverty level.*
- Other group exceeding at least one threshold: Individuals *with any disability.*

Washoe County

- Age groups exceeding at least one threshold: *16-19 years of age, 20-24 years of age.*
- Race / Ethnicity groups exceeding at least one threshold: *Black, Hispanic, American Indian and Alaska Native, some other race, two or more races.*
- Gender groups exceeding at least one threshold: *Male, Female with children 0-5 years of age and 6-17 years of age.*
- Education groups exceeding at least one threshold: *Less than high school, high school diploma or equivalent.*
- Poverty Status groups exceeding at least one threshold: B*elow poverty level.*
- Other group exceeding at least one threshold: *Individuals with any disability.*

Carson City

- Age groups exceeding at least one threshold: *16-19 years of age, 20-24 years of age, 55-59 years of age*
- Race / Ethnicity groups exceeding at least one threshold: Black, *Hispanic, American Indian and Alaska Native, some other race.*
- Gender groups exceeding at least one threshold: *Female with children 0-5 years of age and 6-17 years of age.*
- Education groups exceeding at least one threshold: *Less than high school, high school diploma or equivalent.*
- Poverty status groups exceeding at least one threshold: *Below poverty level.*
- Other group exceeding at least one threshold: *Individuals with any disability.*

For the remainder of the State, the summary of available information is as follows:

Churchill County

- Age groups exceeding at least one threshold: *16-19 years of age, 20-24 years of age, 25-29 years of age, 45-54 years of age.*
- Race / Ethnicity groups exceeding at least one threshold: *American Indian and Alaska Native, Asian.*
- Gender groups exceeding at least one threshold: *Female with children 0-5 years of age.*
- Education groups exceeding at least one threshold: *Less than high school, high school diploma or equivalent.*
- Poverty Status groups exceeding at least one threshold: B*elow poverty level.*
- Other group exceeding at least one threshold: *Individuals with any disability.*

Douglas County

- Age groups exceeding at least one threshold: *16-19 years of age, 20-24 years of age, 30-34 years of age.*
- Race / Ethnicity groups exceeding at least one threshold: *Black, Hispanic, American Indian and Alaska Native.*
- Gender groups exceeding at least one threshold: *Male*
- Education groups exceeding at least one threshold: *Less than high school, high school diploma or equivalent.*
- Poverty Status groups exceeding at least one threshold: *Below poverty level.*
- Other group exceeding at least one threshold: *Non*e

Elko County

- Age groups exceeding at least one threshold: *16-19 years of age, 20-24 years of age, 75+ years of age*
- Race / Ethnicity groups exceeding at least one threshold: *American Indian and Alaska Native, Pacific Islander or Native Hawaiian, two or more races.*
- Gender groups exceeding at least one threshold: *None.*
- Education groups exceeding at least one threshold: *Less than high school, high school or equivalent.*
- Poverty Status groups exceeding at least one threshold: *Below poverty level.*
- Other group exceeding at least one threshold: *Individuals with any disability.*

Esmeralda County

- Age groups exceeding at least one threshold: *25-29 years of age, 55-59 years of age.*
- Race / Ethnicity groups exceeding at least one threshold: *Hispanic.*
- Gender groups exceeding at least one threshold: *Female.*
- Education groups exceeding at least one threshold: *Less than high school.*
- Poverty Status groups exceeding at least one threshold: *None.*
- Other group exceeding at least one threshold: *None.*

Eureka County

- Age groups exceeding at least one threshold: *None.*
- Race / Ethnicity groups exceeding at least one threshold: *None.*
- Gender groups exceeding at least one threshold: *None.*
- Education groups exceeding at least one threshold: *None.*
- Poverty Status groups exceeding at least one threshold: *None.*
- Other group exceeding at least one threshold: *None.*

Humboldt County

- Age groups exceeding at least one threshold: *16-19 years of age, 20-24 years of age*
- Race / Ethnicity groups exceeding at least one threshold: *Hispanic, American Indian and Alaska Native.*
- Gender groups exceeding at least one threshold: *Female.*
- Education groups exceeding at least one threshold: *Some college or Associate degree.*
- Poverty Status groups exceeding at least one threshold: *Below poverty level.*
- Other group exceeding at least one threshold: *None.*

Lander County

- Age groups exceeding at least one threshold: 16-19 years of age, *20-24 years of age, 30-34 years of age.*
- Race / Ethnicity groups exceeding at least one threshold: *American Indian and Alaska Native, Some other race.*
- Gender groups exceeding at least one threshold: *Female with children 0-17 years of age, Female with children 0-5 years of age, Female with children 0-5 years of age and 0-17 years of age .*
- Education groups exceeding at least one threshold: *high school diploma or equivalent.*
- Poverty Status groups exceeding at least one threshold: *Below poverty level.*
- Other group exceeding at least one threshold: *Individuals with any disability.*

Lincoln County

- Age groups exceeding at least one threshold: *16-19, 35-44, 55-59.*
- Race / Ethnicity groups exceeding at least one threshold: *None.*
- Gender groups exceeding at least one threshold: M*ale.*
- Education groups exceeding at least one threshold: *None.*
- Poverty Status groups exceeding at least one threshold: *None.*
- Other group exceeding at least one threshold: *People with any disability.*

Lyon County

- Age groups exceeding at least one threshold: *16-19 years of age, 20-24 years of age, 25-29 years of age, 75+ years of age.*
- Race / Ethnicity groups exceeding at least one threshold: *Black, American Indian and Alaska Native, Asian, Pacific Islander or Native Hawaiian, two or more races.*
- Gender groups exceeding at least one threshold: *Female.*
- Education groups exceeding at least one threshold: *high school diploma or equivalent.*
- Poverty Status groups exceeding at least one threshold: *Below poverty level.*
- Other group exceeding at least one threshold: *None.*

Mineral County

- Age groups exceeding at least one threshold: *16-19 years of age, 25-29 years of age, 30-34 years of age*
- Race / Ethnicity groups exceeding at least one threshold: *American Indian and Alaska Native.*
- Gender groups exceeding at least one threshold: Male*.*
- Education groups exceeding at least one threshold: *high school diploma or equivalent.*
- Poverty Status groups exceeding at least one threshold: *Below poverty level.*
- Other group exceeding at least one threshold: *None.*

Nye County

- Age groups exceeding at least one threshold: *16-19 years of age, 20-24 years of age, 30-34 years of age, 65-74 years of age, 75+ years of age.*
- Race / Ethnicity groups exceeding at least one threshold: *White, American Indian and Alaska Native.*
- Gender groups exceeding at least one threshold: *Female, Female with children 0-17 years of age, Female with children 0-5 years of age, Female with children 6-17 years of age.*
- Education groups exceeding at least one threshold: *Less than high school.*
- Poverty Status groups exceeding at least one threshold: *Below poverty level.*
- Other group exceeding at least one threshold: *Individuals with any disability.*

Pershing County

- Age groups exceeding at least one threshold: 16-19 years of age, *25-29 years of age, 45-54 years of age.*
- Race / Ethnicity groups exceeding at least one threshold: *Hispanic, American Indian and Alaska Native, some other race.*
- Gender groups exceeding at least one threshold: *Female with children 0-17 years of age, Female with children 6-17 years of age.*
- Education groups exceeding at least one threshold: *Less than high school.*
- Poverty Status groups exceeding at least one threshold: *Below poverty level.*
- Other group exceeding at least one threshold: *Individuals with any disability.*

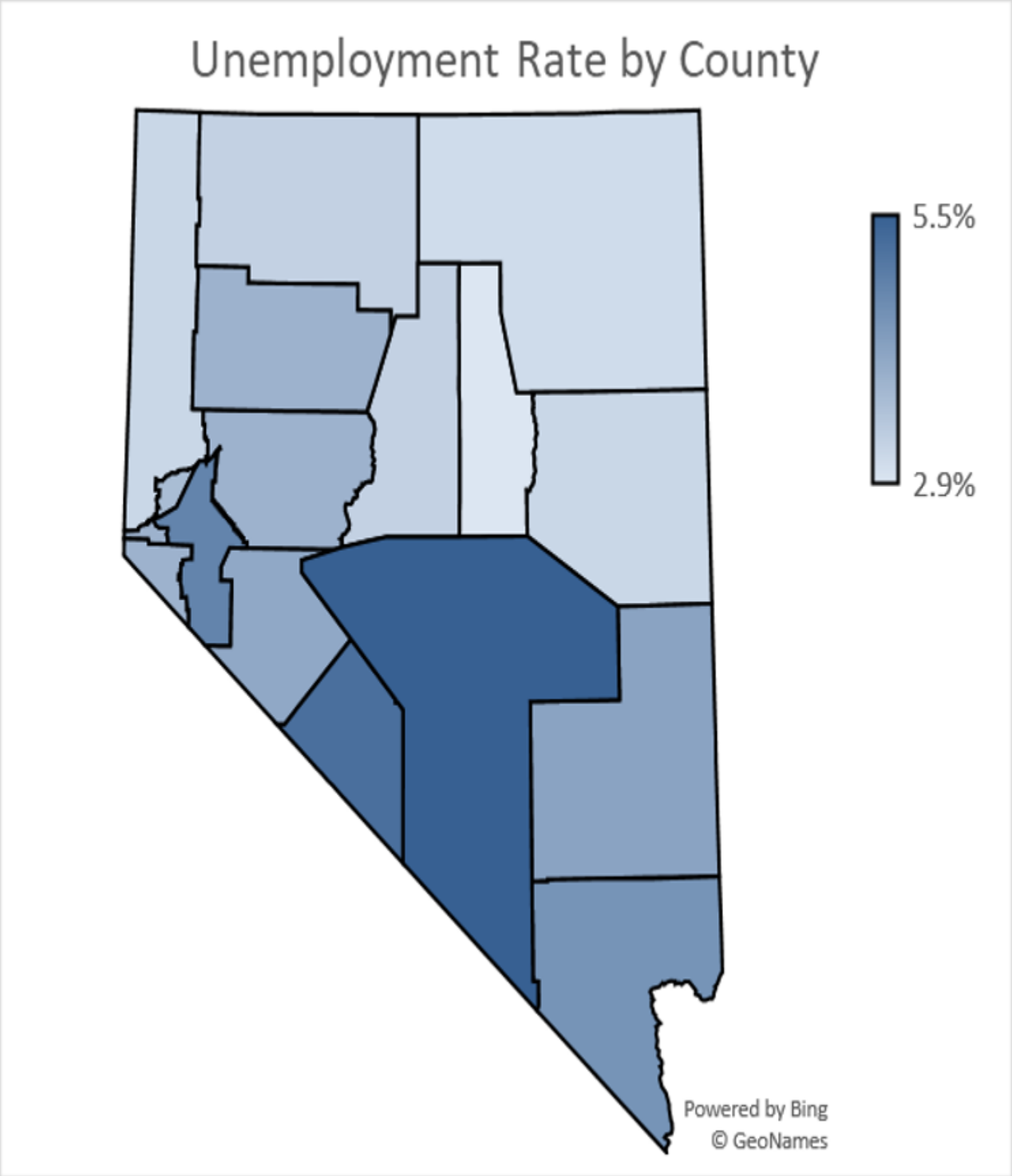
Storey County

- Age groups exceeding at least one threshold: *20-24 years of age, 45-54 years of age.*
- Race / Ethnicity groups exceeding at least one threshold: *Black.*
- Gender groups exceeding at least one threshold: *Male.*
- Education groups exceeding at least one threshold: *Bachelor's degree or higher.*
- Poverty Status groups exceeding at least one threshold: *Below poverty level.*
- Other group exceeding at least one threshold: *None.*

White Pine County

- Age groups exceeding at least one threshold: *16-19 years of age, 30-34 years of age, 65-74 years of age.*
- Race / Ethnicity groups exceeding at least one threshold: *Hispanic, American Indian and Alaska Native, Asian, Pacific Islander or Native Hawaiian.*
- Gender groups exceeding at least one threshold: *Female with children 0-17 years of age, Female with children 6-17 years of age.*
- Education groups exceeding at least one threshold: *Less than high school, high school diploma or equivalent.*
- Poverty Status groups exceeding at least one threshold: *Below poverty level.*
- Other group exceeding at least one threshold: *Individuals with any disability.*

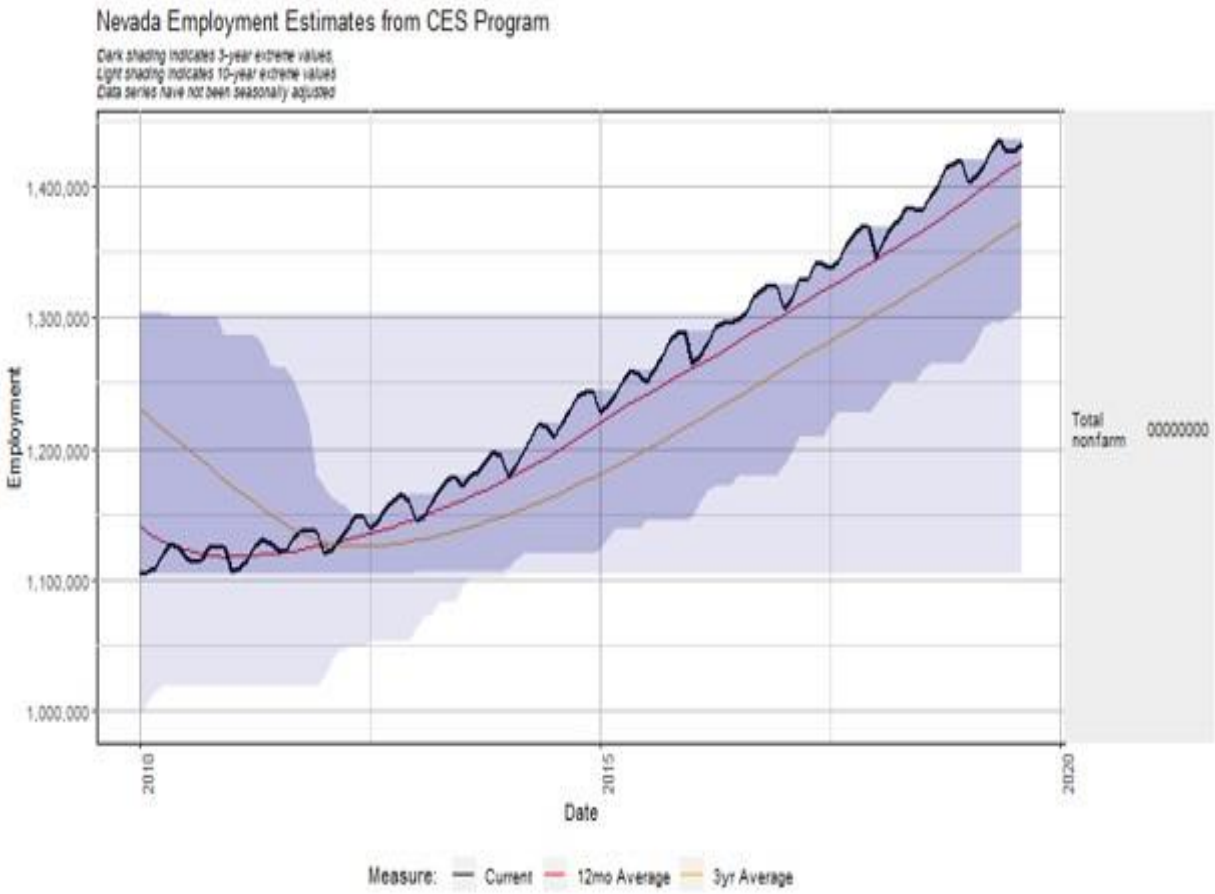
In the state, the lowest overall unemployment rates are in the northern counties, while the highest rates are in Nye, Lyon, and Esmeralda counties. Nye and Lyon counties were particularly hard-hit by the 2007 recession because of the impact on local investment and the housing market, but each has seen significant improvement. The lowest unemployment rate is in Eureka county, which is falling into the two percent range, reflecting a very tight labor market.



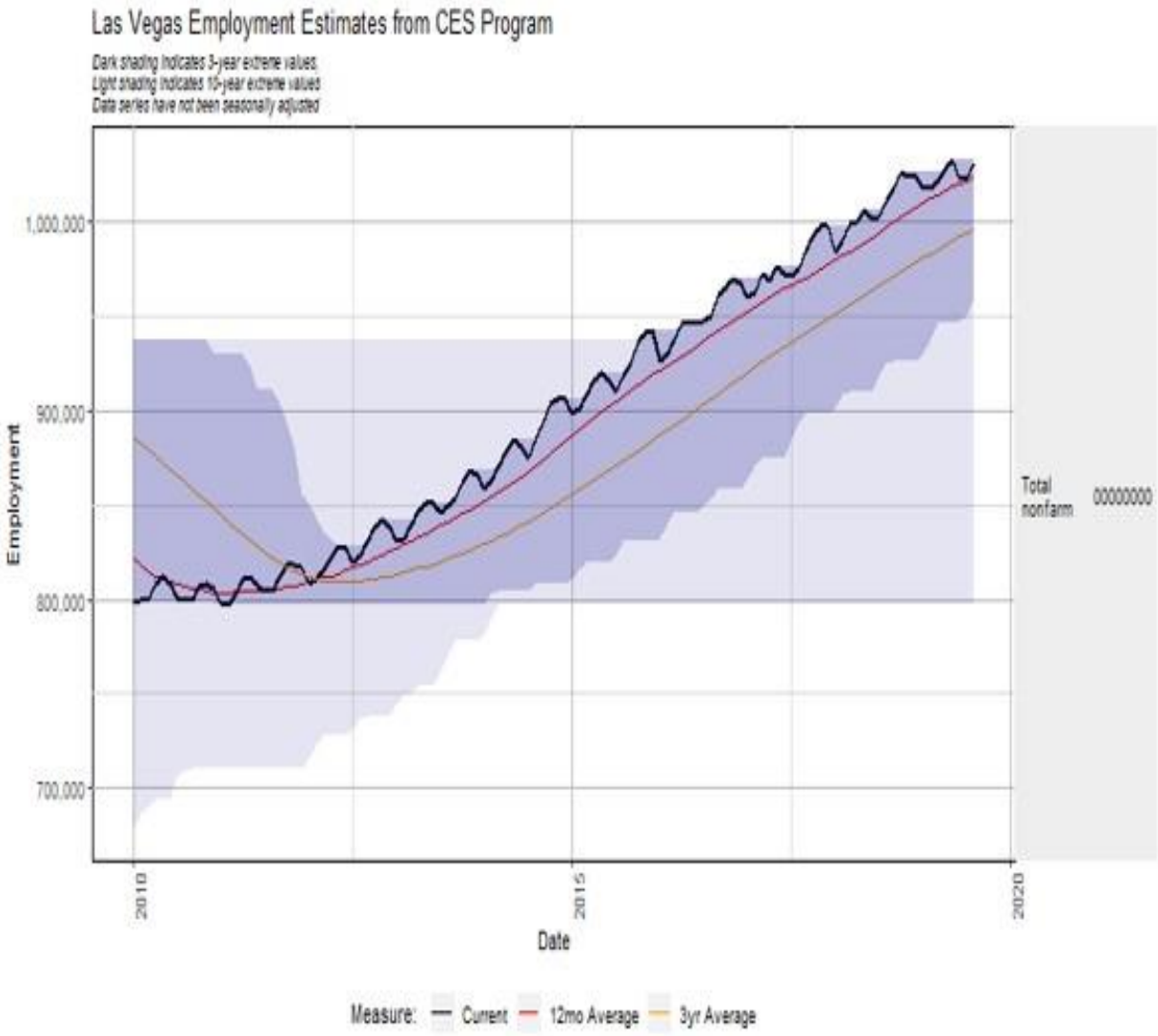
Unemployment Rate by County

Labor Market Trends

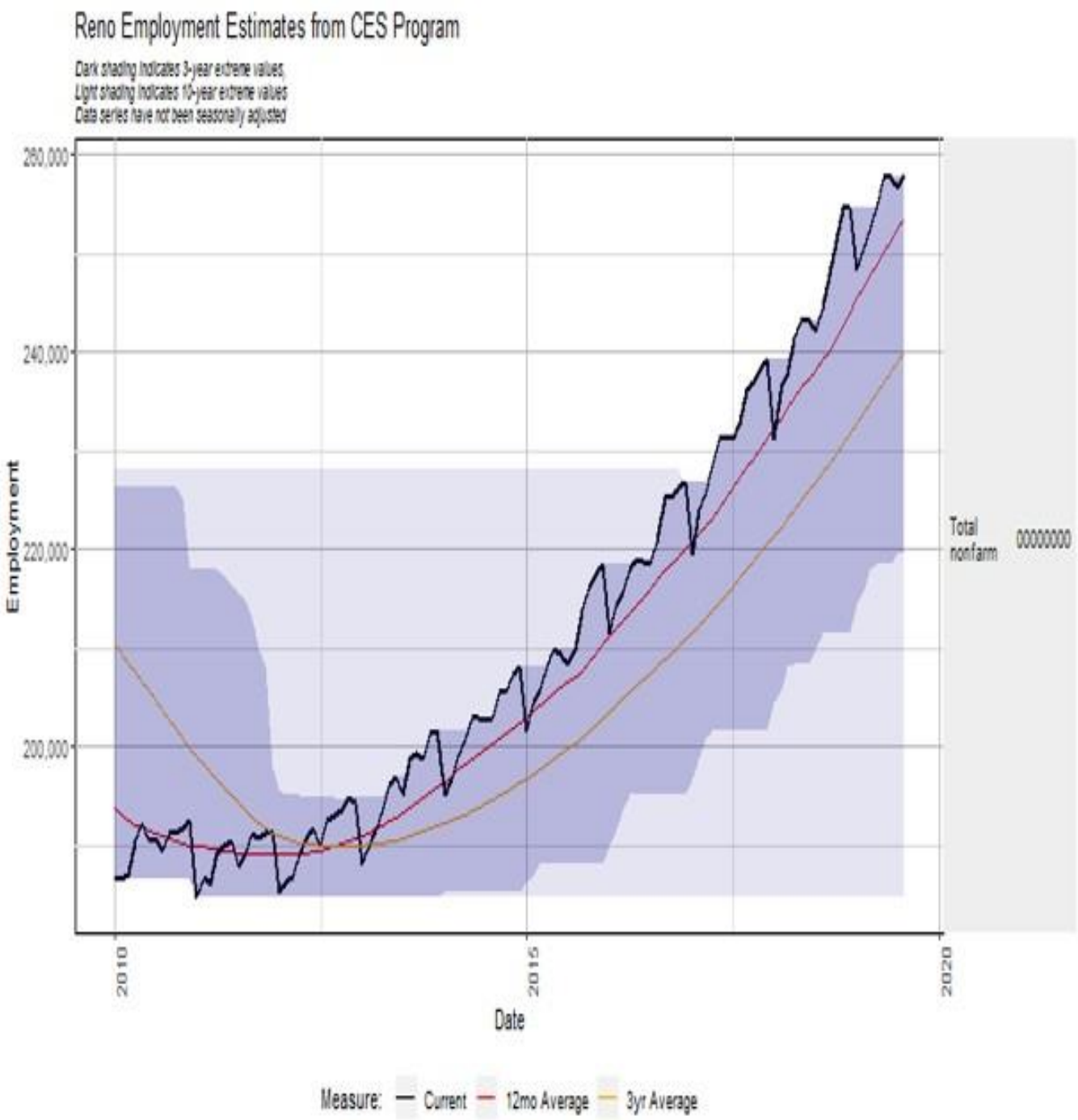
Across the state, the broadest trend is one of growth overall, with employment rising in most industries, flat in a few industries, and only one industry showing significant decline. In the state as a whole as well as the Las Vegas and Reno MSAs, total nonfarm employment shows consistent growth, with each month leading the 12-month average, in turn leading the 3-year average higher. The following charts demonstrate several employment trends for each industry. The dark blue line indicates monthly employment estimates. The dark and light shaded areas indicate three and ten year high and low values, respectively. The red line represents the one-year moving average, and the gold line indicates the three-year moving average.



Nonfarm Employment Trends, Nevada



Nonfarm Employment Trends, Las Vegas MSA

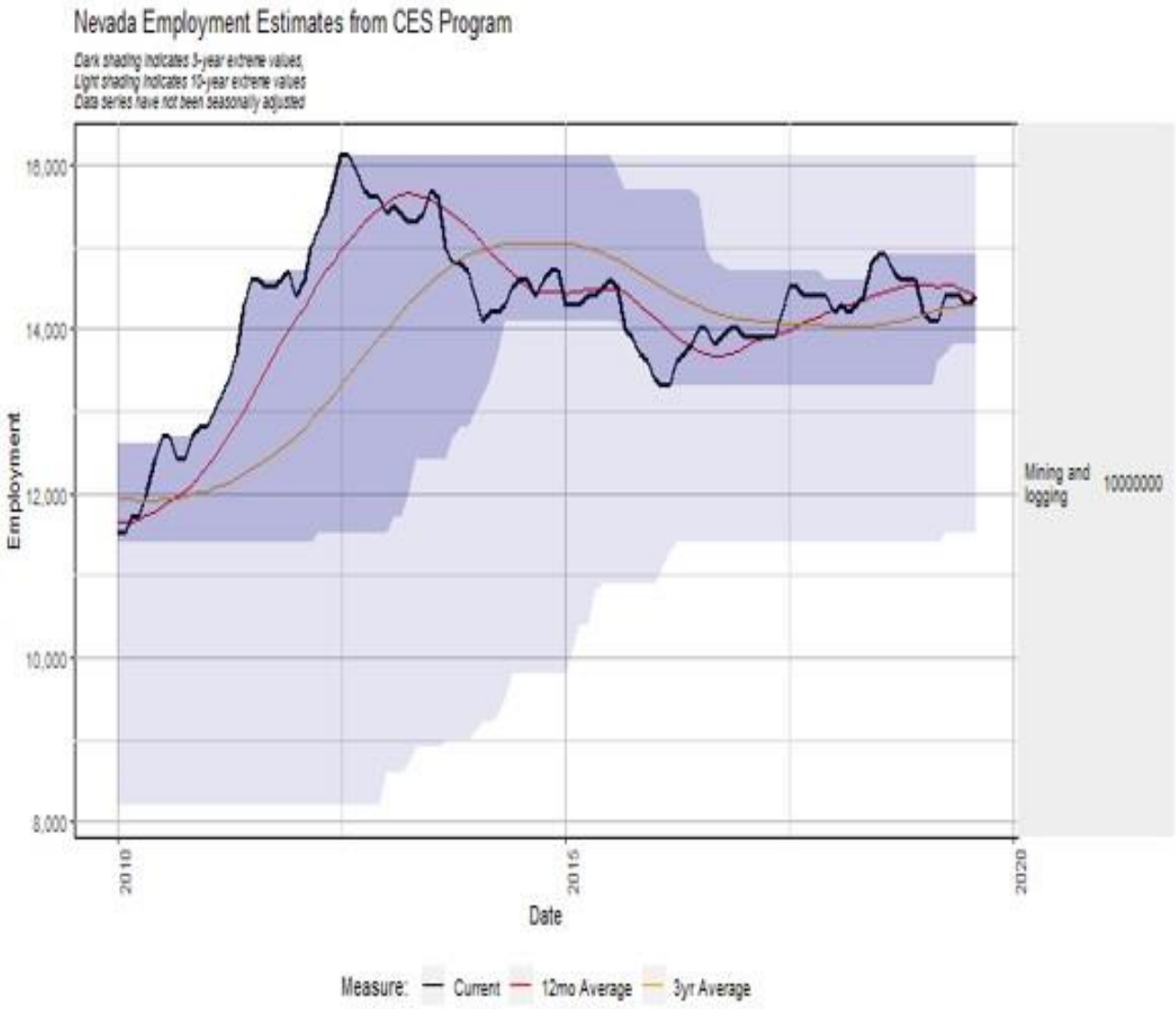


Nonfarm Employment Trends, Reno MSA

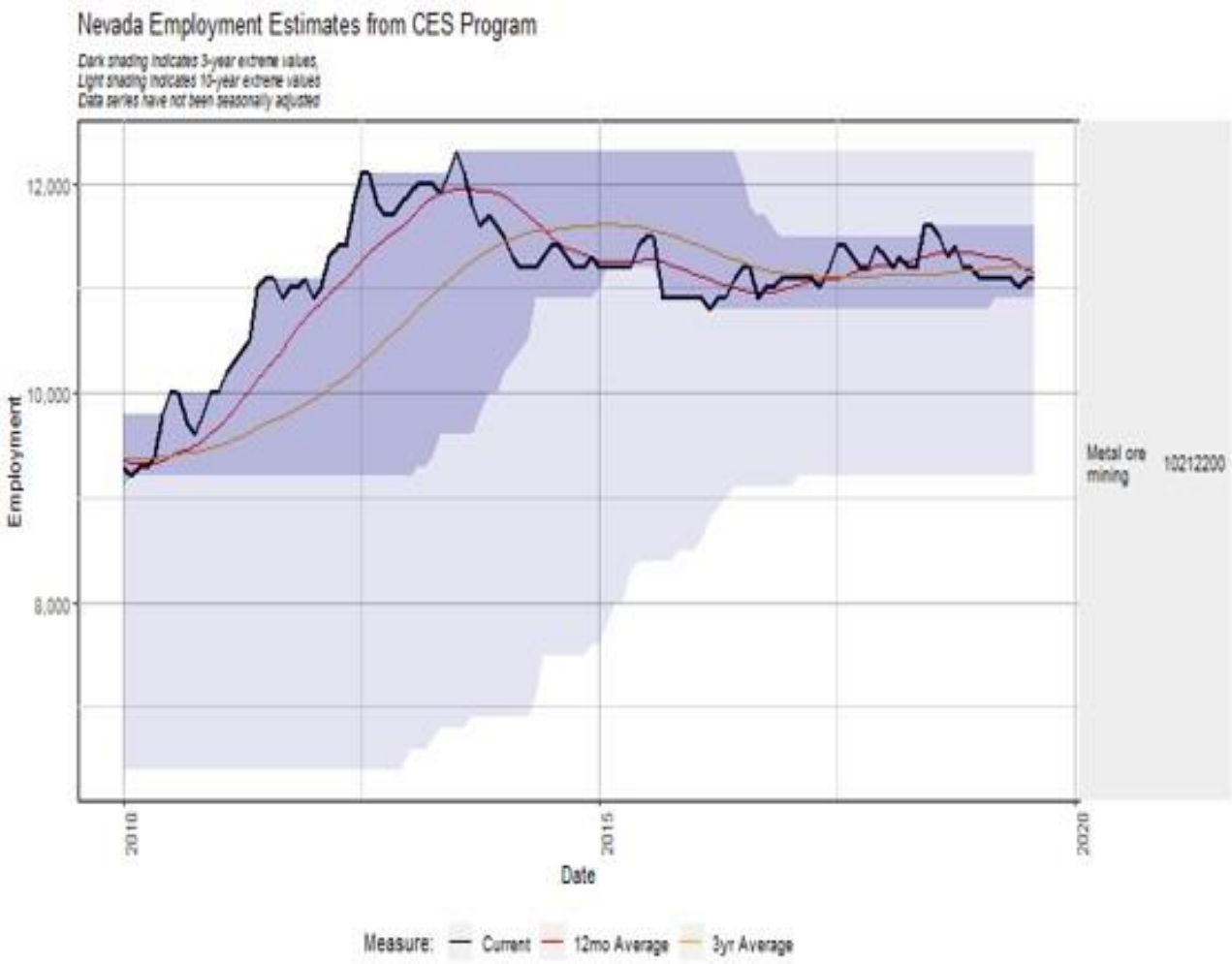
Similar trends are seen in other high-level aggregations, including the private sector, the goods-producing sector, and the service providing sector. Industries with specifically noteworthy trends are highlighted below:

Mining

The mining industry is highlighted as a targeted industry in the state, and also is one that is largely flat dating back to 2014. This industry will need to see prolonged increases in the prices of mined metals to see a significant shift in employment levels.



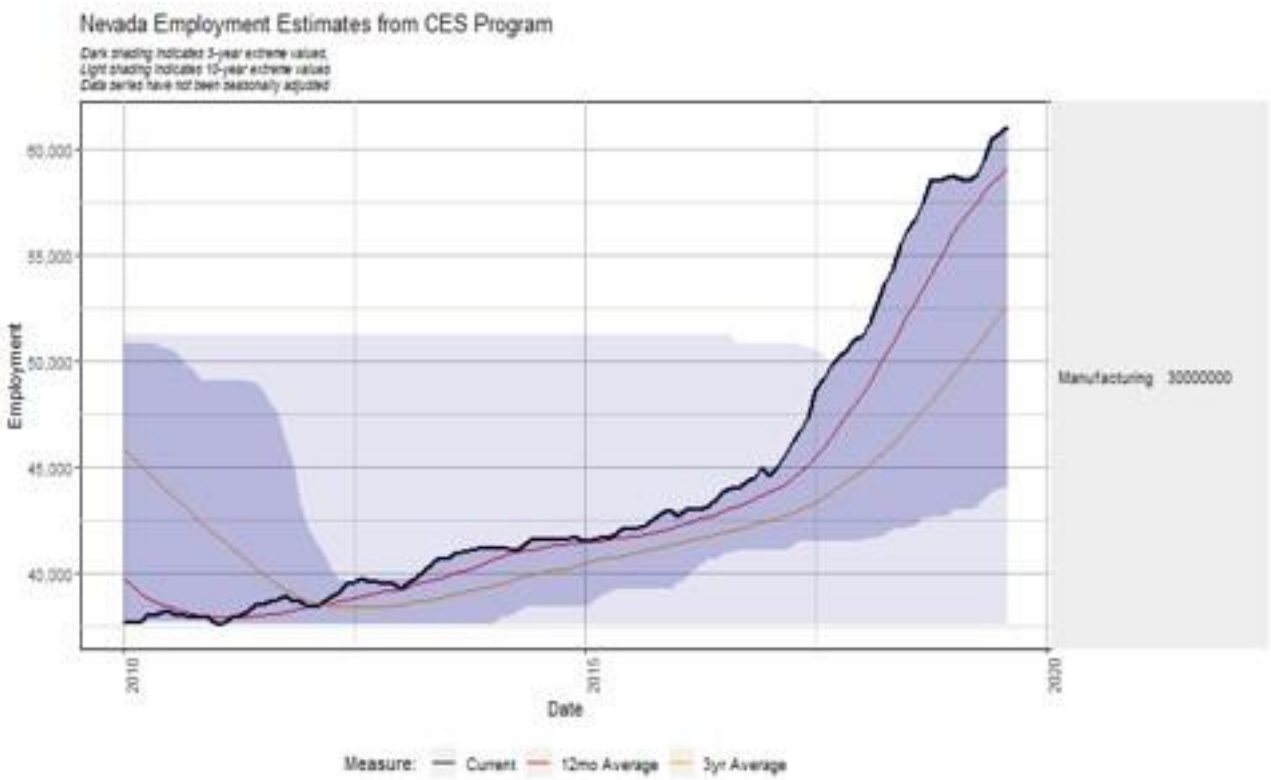
Mining & Logging Employment Trends, Nevada



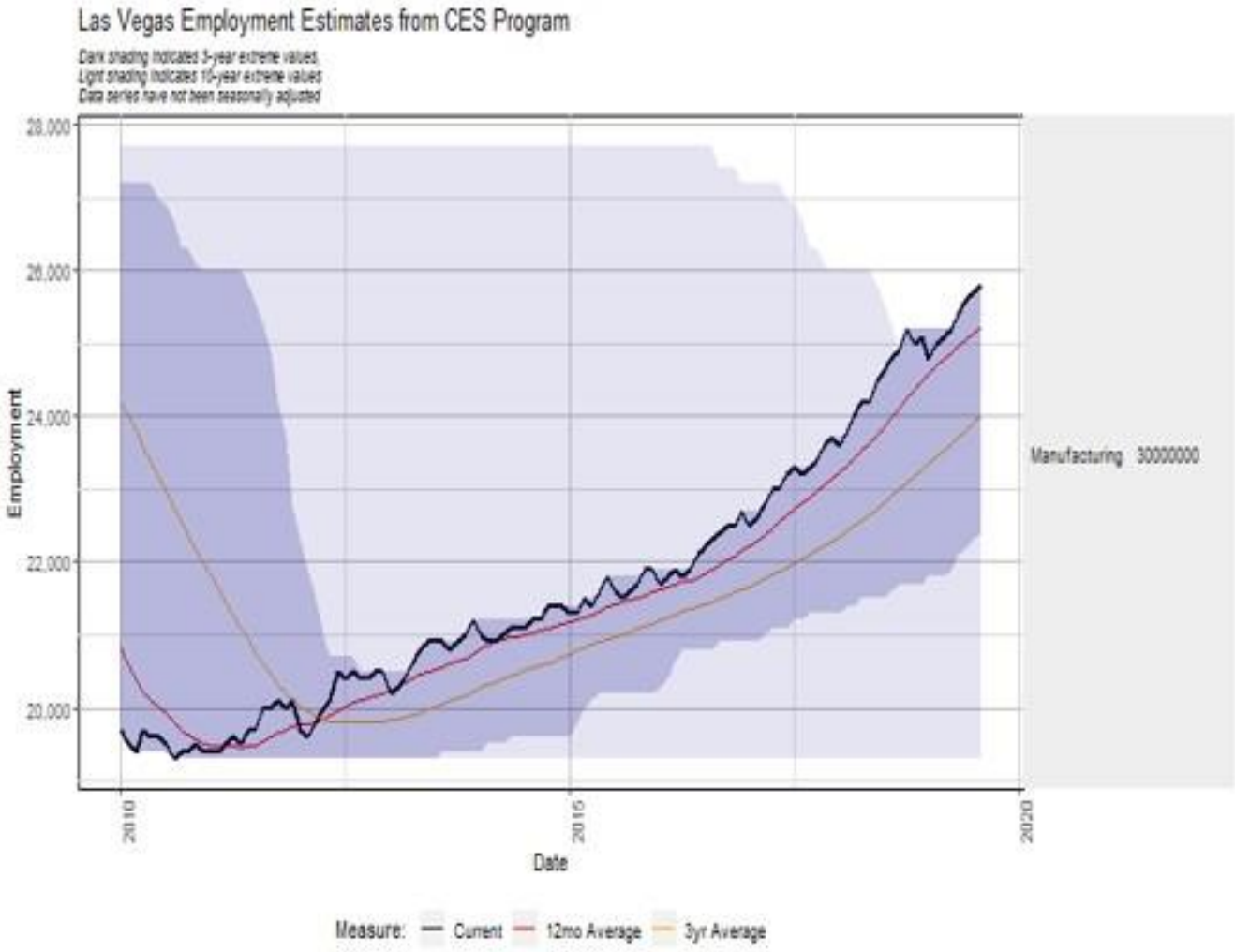
Metal Ore Mining Employment Trends, Nevada

Manufacturing

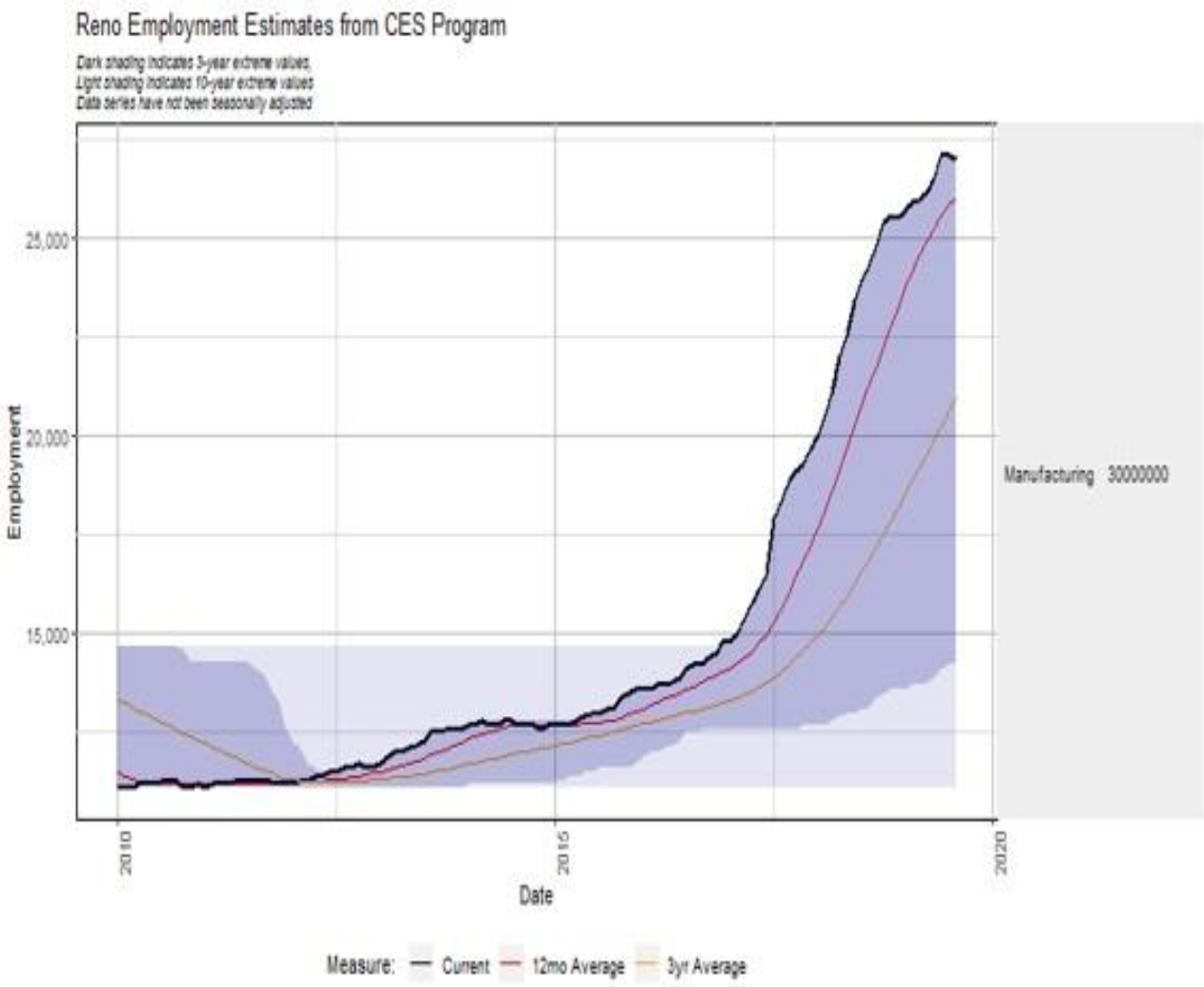
The manufacturing industry has seen substantial growth statewide in the past four years due to a number of investments in both the northern and southern areas of the state.



Manufacturing Employment Trends, Nevada



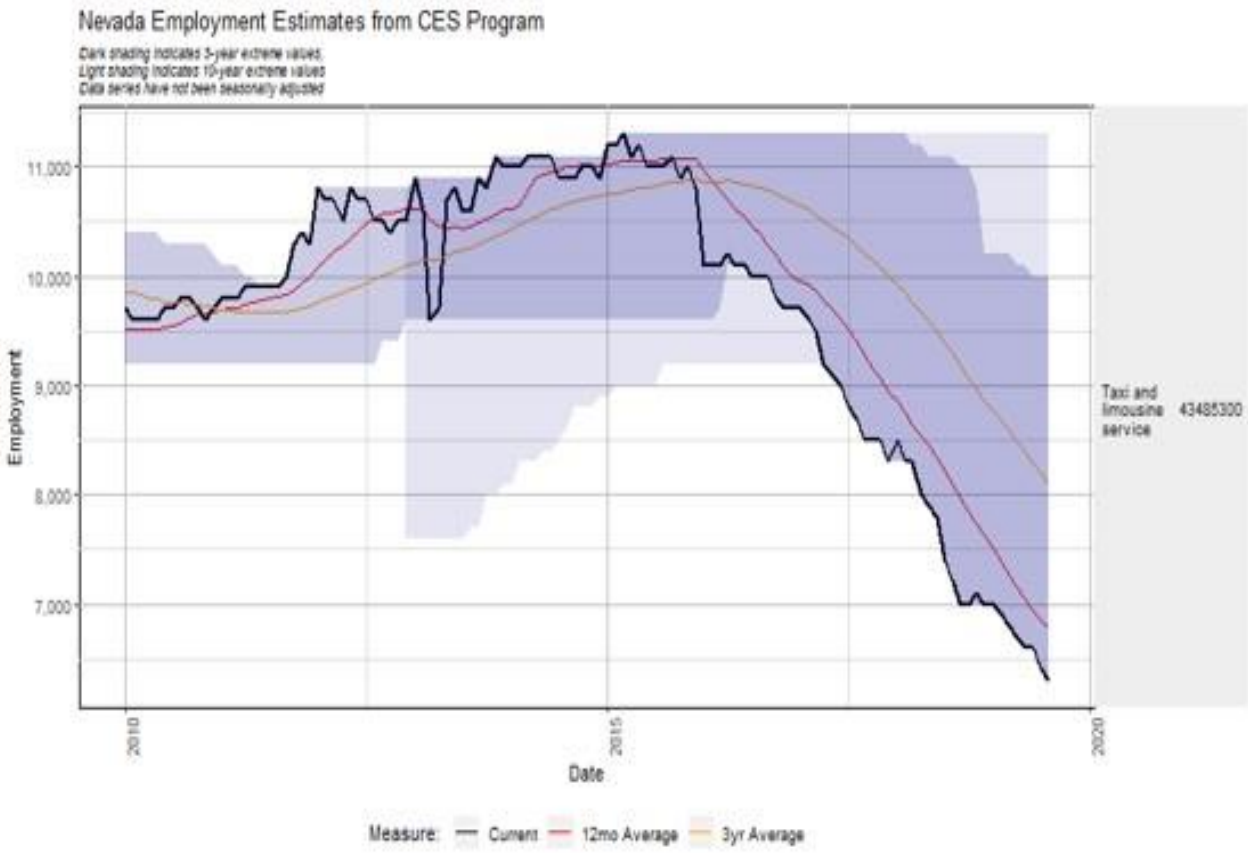
Manufacturing Employment Trends, Las Vegas MSA



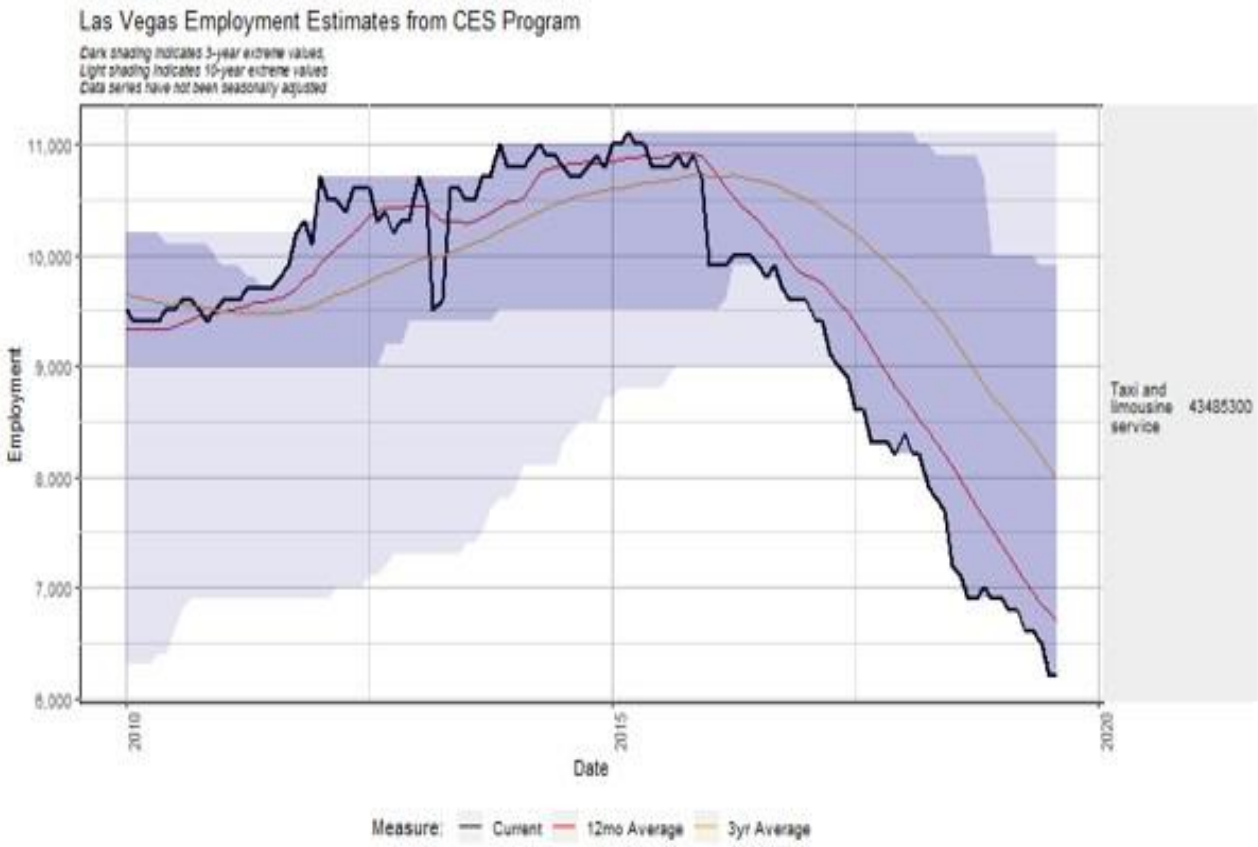
Manufacturing Employment Trends, Reno MSA

Taxi and Limousine Service

The taxi and limousine service industry has been in significant decline since the end of 2015, particularly in Las Vegas where it has shed roughly half of its total employment. While some of the former workers in this industry may be working as independent contractors and not included in these payroll employment estimates, there is not much firm data to describe the extent to which that is or is not happening.



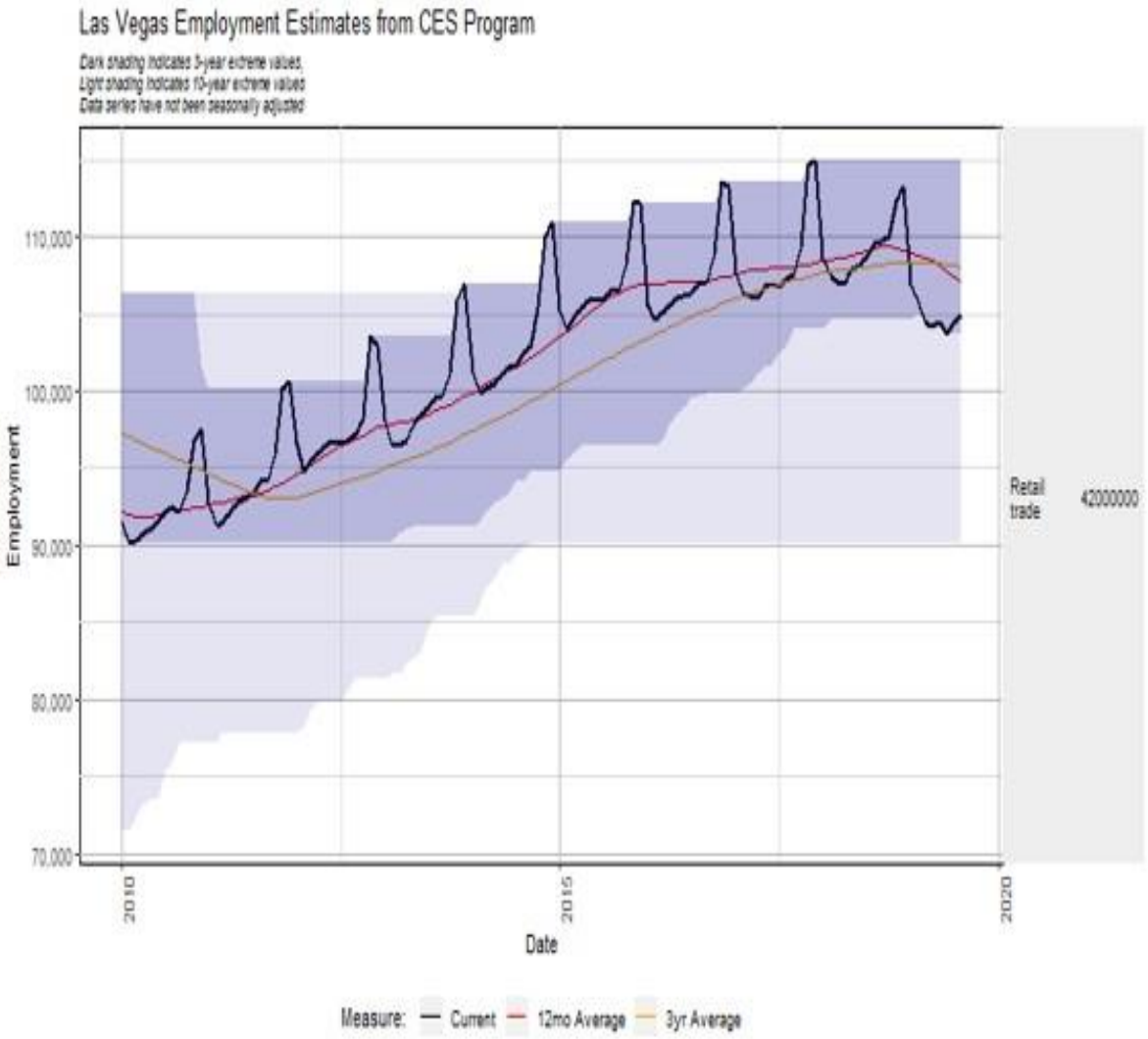
Taxi & Limousine Service Employment Trends, Nevada



Taxi & Limousine Service Employment Trends, Las Vegas MSA

Retail Trade

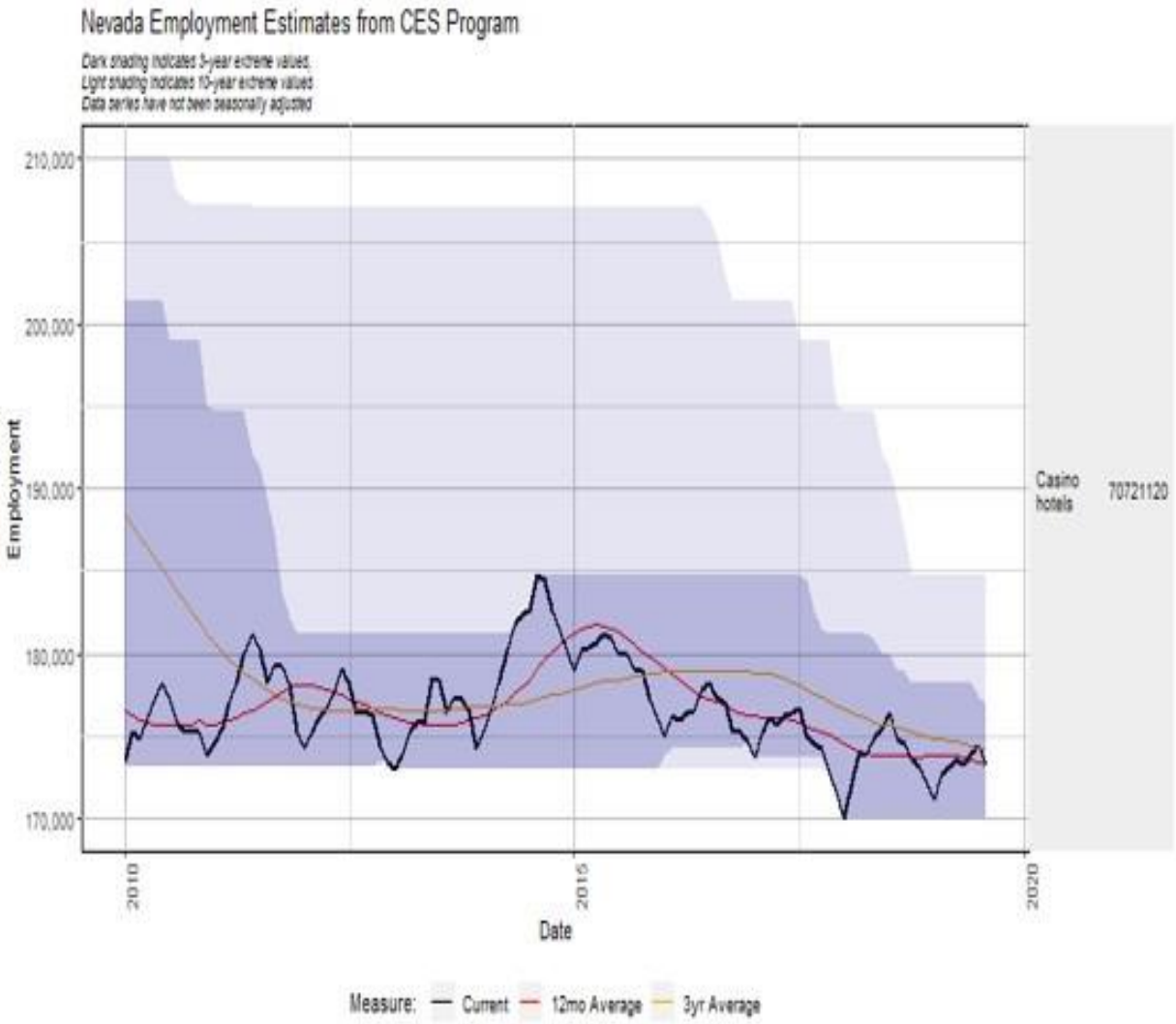
One emerging trend that may prove to be particularly noteworthy is that retail trade employment in Las Vegas which is showing some signs of weakness, falling over the year with both seasonal highs and lows coming in lower in the current year than the prior year. This trend is not similarly reflected in the statewide numbers, in data for the Reno MSA, in other traditionally low-wage industries like limited service restaurants, or in the fastest-growing MSAs of other state with a population of one million or more, so there is no explanation for what is leading this decline as of August 2019. Additional data will become available in future months to help identify whether this is limited to a single industry, or a broader weakness in retail.



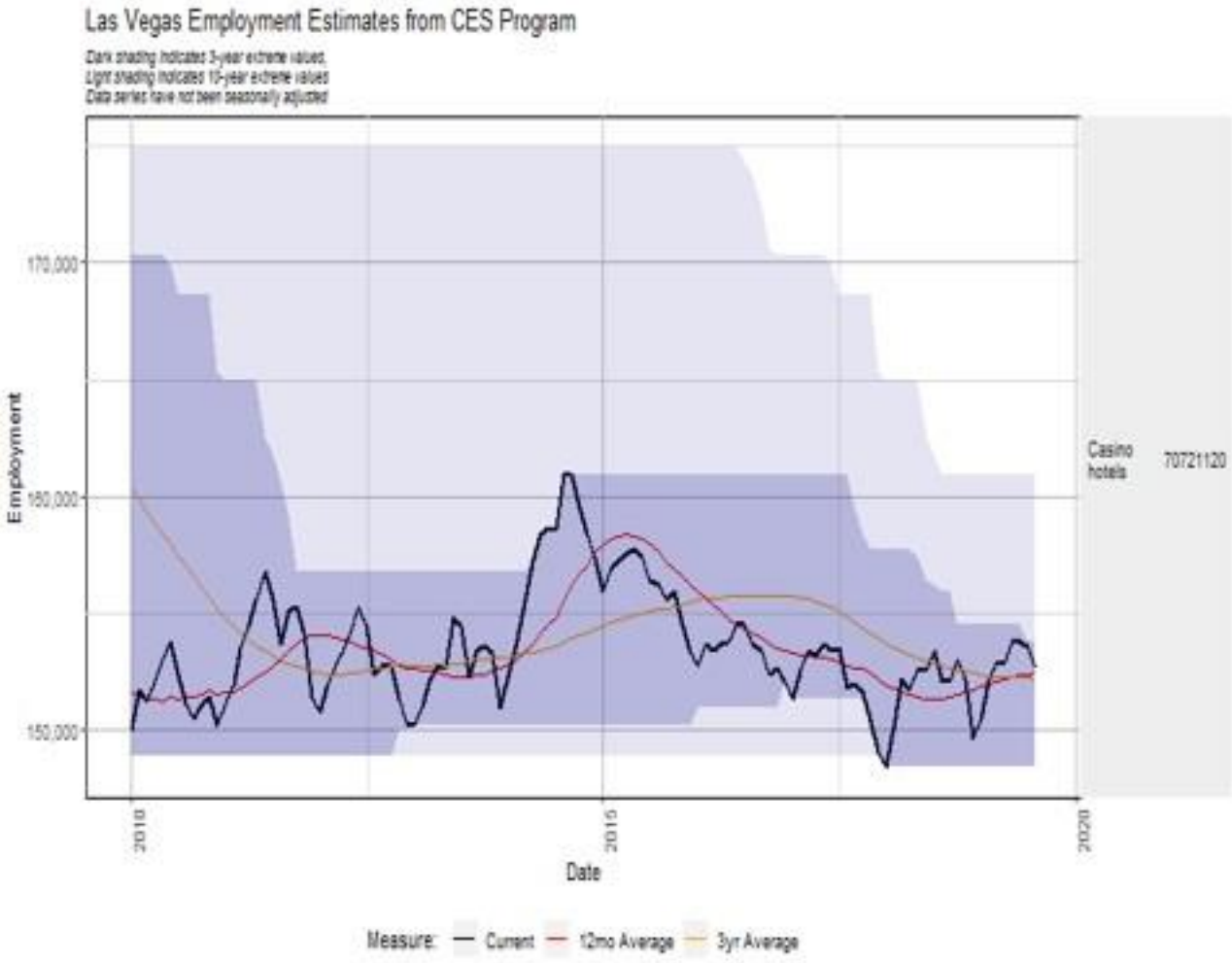
Retail Trade Employment Trends, Las Vegas MSA

Casino Hotels

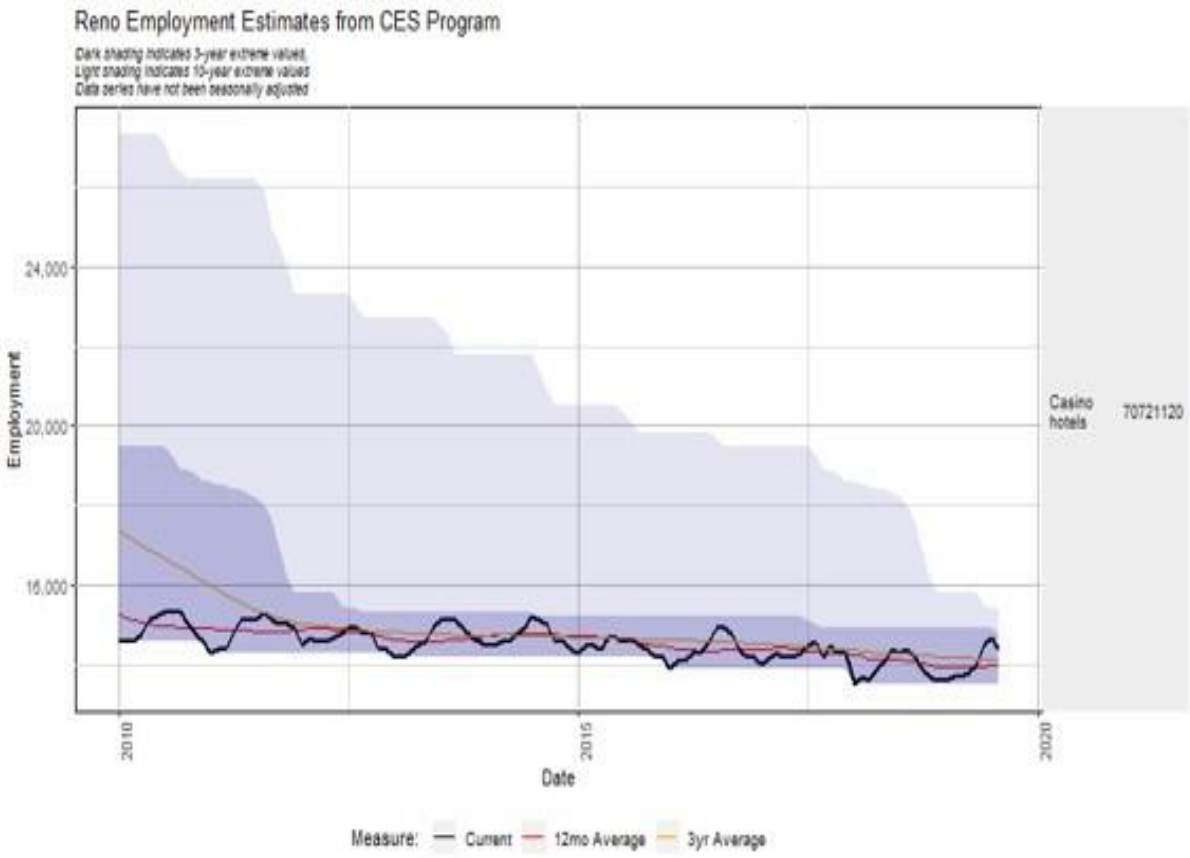
Finally, employment trends in the casino hotel industry are worth noting because of the high concentration in employment in this industry in Nevada, as well as the particular identification this industry has with Nevada. For much of the last two decades, employment in this industry has largely trended fairly flat. If current trends were to continue, food service employment will overtake casino hotel employment within the next five to 10 years as the dominant industry within the accommodation and food service industry.



Casino Hotel Employment Trends, Nevada



Casino Hotel Employment Trends, Las Vegas MSA



Casino Hotel Employment Trends, Reno MSA

Education and Skills Levels of the Workforce

When comparing educational attainment to current occupational staffing patterns, Nevada's current workforce indicates that there are more advanced degree holders (Bachelor's degree or higher) in the labor force than occupations that are estimated to require that level of education. In particular, there are 327,687 individuals in the labor force with a Bachelor's degree or more, while there are only 227,870 jobs which require that level of education. Interestingly, the data indicates that nearly 33 percent of the workforce, primarily those with some college but less than a Bachelor's degree, may be working in occupations that require less formal education than they possess. It is important to note that although there seems to be an excess in education level, this does not take into account businesses using education as a sorting tool for hiring, mismatches in degree subject compared to available jobs, or the needs of emerging occupations/industries that are not currently reflected in the staffing patterns. These trends have also not been compared to national trends to determine if this is a local issue, or a national development.

Civilian Population Age 25 to 64	Estimate	Percent	Occupational Needs
Less than high school graduate:	213, 605	13.3%	
Employed	141,402	8.8%	**451,090**
Unemployed	9,830	0.6%	
High school graduate *(data point includes equivalency)*:	463, 216	28.9%	
Employed	325, 787	20.3%	**504,850**
Unemployed	21,164	1.3%	
Some college or associate's degree *(Data point does not include high school graduate:)*	533,348	33.2%	
Employed	397,656	24.8%	**112,420**
Unemployed	20,489	1.3%	
Bachelor's degree or higher *(data point does not include high school graduate):*	394, 329	24.6%	
Employed	317,529	19.7%	**227,870**
Unemployed	10,158	0.6%	
Total - By Level of Education	1,604,501	100.0%	

Skill Gaps

Gaps between current and future skill demands have not yet been projected, but Nevada is in the process of identifying, analyzing, assessing said demands. There is significant discussion around this topic in the labor market information and workforce development community as all interested parties attempt to assess the impact of automation and artificial intelligence on workforce skill needs in the long term, while feedback at industry sector council meetings has emphasized the need for *soft skills* – workers who can communicate professionally, show up for work, and perform the basic tasks common to many occupations. Further work needs to be done in this area including the development of career ladders to help identify which occupations may provide common points of transition between major occupational groups in the state.

2. Workforce Development, Education and Training Activities Analysis

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above. This must include an analysis of—

A. The State's Workforce Development Activities

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required [6] and optional one-stop delivery system partners.[7]

[6] Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

[7] Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.

B. The Strengths and Weaknesses of Workforce Development Activities

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

C. State Workforce Development Capacity

Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A), above.

Nevada offers employers and job seekers extensive services that promote workforce development, catalyze employer successes and bolster job seekers' skill development. Basic skills required of most in-demand occupations include, but are not limited to: reading comprehension, speaking abilities, critical thinking skills, basic writing skills, active listening skills, the ability to monitor, social perceptiveness, learning strategies, and coordination skills. If potential employees have mastered these basic skills, they can be trained to address specific needs upon employment. However, Nevada employers have indicated that it is difficult to find job seekers who possess even the basic skills. To that end, Nevada strives to collaborate with employers to locate the most qualified workers, while also assisting job seekers who need additional skill development.

Nevada's Workforce Development Activities

Title I. Adult Program, Dislocated Worker Program, Youth Program

Local Workforce Development Boards

Workforce Connections, the southern local workforce development board ('local board'), and Nevadaworks, the northern local workforce development board ('local board') carry out system- wide development activities through the following workforce development activities:

One Stop Career Center

Youth

Education activities provided for WIOA Title I Youth include: tutoring; study skills training; evidence-based dropout prevention; alternative secondary school 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 employment opportunities that are directly linked to academic and occupational learning, work-based learning opportunities that incorporate academic and occupational education, occupational skills training, on-the-job training and entrepreneurial skills training.

Adults and Dislocated Workers

Education and training activities for WIOA Title I Adults and Dislocated Workers programs include short-term prevocational services including assistance with learning skills, communication skills, interviewing skills, occupational skills training, on-the-job training, customized training that is designed to meet the specific employer needs. Services for incumbent workers include training to upgrade existing employees' skills, internships and work experiences, which provide opportunities to gain the skills and knowledge necessary to perform a job through career counseling, and/or career pathways grounded in employer partnerships.

In support of workforce development activities, the local boards provide a number of activities that are designed to help employers thrive. Outreach to various constituents within the local workforce area includes specialized workforce events, participation in community events and employer compacts, convening of local stakeholders and/or subject matter experts, and public forums.

The local boards conduct intelligence gathering that is used to help address skills gaps, develop dropout recovery strategies, and create occupational skills training. Services assist with work experiences and transitional jobs and utilize on-the-job-training to employ individuals with disabilities and individuals facing other barriers to employment.

Title II. Adult Education and Family Literacy Act Program

Nevada Department of Education

Nevada's Adult Education and Family Literacy Act (AEFLA) Program includes seven current WIOA Title II-funded providers:

Clark County

- Catholic Charities of Southern Nevada's English Language program
- College of Southern Nevada's Adult Literacy and Language program
- Clark County-Las Vegas Library District's Community Adult Learning in Libraries (CALL) program

Northern Nevada

- Great Basin College's Adult Basic Education
- Northern Nevada Literacy Council
- Truckee Meadows Community College's Adult Basic Education
- Western Nevada College's Adult Literacy and Language programs

These seven programs receive approximately $5.6 million dollars in basic instruction and Integrated English Literacy/ and Civics Education (IELCE) funding and serve approximately 6,000 qualifying students per year. Programming includes foundational skills, high school equivalency preparation, integrated education and training, workforce preparation (i.e., workplace readiness skills), IELCE,

career pathways, and transition to postsecondary education. Foundational skills are defined as a combination of literacy, numeracy and English language (i.e., listening, reading, writing, speaking in English, digital literacy, and the use of mathematical ideas), and employability skills required for participation in modern workplaces and contemporary life.

In addition, Nevada has 14 state-funded adult high school programs that are operated by Nevada's school districts. Although these programs do not currently receive AEFLA funding and therefore are not subject to the same WIOA reporting requirements. However, they are an essential part of Nevada's basic skills and workforce education system, offering adult standard diploma programming as well as high school equivalency (HSE), English literacy, corrections education, and vocational/industry-recognized credential training. These state-funded adult high school programs serve over 15,000 qualifying students each year.

Title III. Wagner-Peyser Act of 1933 Program

The state of Nevada employs strategies and conducts workforce activities designed to strengthen the state's workforce system and streamline employment related services. While Wagner-Peyser does not provide education or training, it does provide labor exchange services connecting Nevada employers to job seekers and refers to partners that are able to assist with education and training services. Additionally, the state has implemented innovative programs that contribute to the success of Nevada's businesses thereby helping the state's workforce system prosper.

As mandated by Nevada legislation in 2009, on behalf of the state workforce board, DETR established industry sector councils to provide industry intelligence regarding in-demand occupations (NRS 232.935). With the signing of the Governor's Executive Order 2016-08, responsibility for the state workforce board and the sector councils was transferred to the Governor's Office of Workforce Innovation. In the 2017 Nevada Legislative Session, OWINN was codified in Nevada law (NRS 223.800) pursuant to Senate Bill 516. The mission of OWINN is to help drive a skilled, diverse, and aligned workforce in the state of Nevada by promoting cooperation and collaboration among all entities focused on workforce development. Outcomes of said cooperation and collaborations include: (1) preparing all K-12 students for college and career success; (2) increasing the number of Nevadans with postsecondary degrees and credentials; and, (3) increasing employment outcomes in training and credentialing programs. OWINN's coordination of a cohesive and aligned workforce system has resulted in, and will continue to promote, fulfilling the workforce needs of Nevada employers through a skilled workforce pipeline.

Governor's Office of Science, Innovation and Technology (OSIT)

NRS 223., The mission of OSIT is to coordinate and align efforts by K-12 and higher education, workforce development and employers to improve science, technology, engineering, and mathematics (STEM) education, STEM workforce development, and STEM economic development so that Nevada's workforce can meet the demands of its growing economy

A skilled workforce is critical to Nevada's continued economic development and diversification. Likewise, education and skills training help workers qualify for jobs that provide family-sustaining wages. A recent Brookings Institution report found that STEM jobs pay a wage premium of nearly 50 percent over non-STEM jobs requiring a similar level of education.

OSIT has a number of STEM education and workforce development programs that build interest and familiarity with STEM starting in early grades and provide industry-demanded skills and training in secondary and postsecondary settings. OSIT's flagship STEM workforce development program, STEM Workforce Challenge Grants, seeks to spark the creation of lasting partnerships between industry and workforce providers. These partnerships must result in:

1. The identification of STEM-specific skills needed by employers in Nevada;
2. The creation of programs that provide the STEM education and skills training to workers that match the needs of employers;

3. Programs that are aligned with present and future workforce needs in Nevada as identified by relevant labor market information.; and,
4. Programs that are sustainable after grant funds have been exhausted.

OSIT solicits applications for its STEM Workforce Challenge Grant program and competitively awards startup funding to programs that meet the criteria outlined above. Between 2015 and 2019, OSIT funded programs in the following STEM industry sectors: Information Technology and cybersecurity, advanced manufacturing, healthcare, construction, and aviation and unmanned aerial systems.

Outcomes of the STEM Workforce Challenge Grants program between 2015-2019 include:

- Total Funding Awarded: $4,103,067
- Funded Programs: 30
- Number of Enrolled Students: 2, 570
- Number of Completed Degrees or Certificates: 1,323
- Number of Employed in a Related Field: 1,248
- Percentage of Enrolled Students from Underrepresented Backgrounds: 56%
- Average Wage: $61, 376

Beyond these grants, OSIT has partnered with the Nevada Department of Education and provided nearly $500,000 to seven high schools throughout the state to build new career and technical education (CTE) cybersecurity programs. These programs will establish partnerships with previously funded postsecondary cybersecurity programs to provide pathways to employment in this growing field. OSIT plans to continue to work with its partners in secondary and postsecondary systems to create additional pathways to STEM careers.

OSIT also leads the state's efforts to grow its physician workforce by expanding the number and capacity of physician residency and fellowship programs. Nevada's physician workforce per capita lags significantly behind the national average at just 175 physicians per 100,000 compared to 261.8 nationally. Most of the state is considered a physician workforce shortage area in most specialties. Since 2015, OSIT has awarded 24 grants totaling $20,000,000 to ACGME accredited institutions to create or expand graduate medical education (GME) programs in the state. These new GME programs have a total training capacity of over 130 residents across 14 different specialties and subspecialties.

Nevada JobConnect (NJC)

Nevada facilitates a labor exchange system that provides services to both job seekers and employers. The Nevada JobConnect (NJC) system is comprised of 10 NJC career centers that provide services including: job finding workshops, referral and placement services to job seekers, reemployment services to unemployed insurance claimants, job counseling, and recruitment services to Nevada businesses with job vacancies.

Adults and dislocated workers, including low income adults who need new or upgraded skillsets, have access to education and training programs through the NJC system. Individuals are provided the opportunity to access services at any of the 10 NJC centers and/or through local area service providers who are affiliates of Nevada's statewide workforce development system.

To meet the skillset needs of existing and emerging employers, as well as those needed for high-growth occupations, this dual-pronged approach to customers (ie. job seekers and employers) ensures that all associated NJC partners collaborate and coordinate clients' employment and training activities. Through statewide coordinated efforts, employment and training agencies have the ability to leverage their resources, while providing quality support to job seekers and businesses.

Through industry sector councils, partnerships and statewide workforce development collaborations, Nevada has firmly established an aligned workforce system. Representatives associated with community colleges, business and labor organizations, registered apprenticeships, civic groups, and community-based organizations are in alignment utilizing workforce development strategies to drive both industry and regional economic development.

Business Services

The health of Nevada's workforce system depends on a robust and thriving business community. Through the Business Services offices (BSOs), Nevada businesses and employers are provided a wide variety of services to support workforce development including, but not limited to:

- Job recruitment services
- Local/state/national recruitments
- Talent pre-screening
- Applicant assessments
- Hiring event assistance
- Interview space
- Hiring financial incentives
- Workforce intelligence
- Labor market data

Nevada employers continue to express their satisfaction with the value-added benefits from a single workforce system for locating job-ready and skilled employees that meet their needs. Through the NJC career centers, employers have a single point of contact to provide information about current and future skills needed by their employees and a centralized statewide system in which to post job openings.

The state has determined what factors are critical to ensure the success of services to employers. These factors include identifying the type of business model that will increase employer satisfaction. It has been determined that clear niches of focus exist that connect the state to specific industries, economic development partners and/or community colleges. This design consideration has allowed DETR to further leverage funding and/or human resources. Other critical success factors include maintaining a comprehensive case management/service delivery system that tracks contacts, delivery of services and outcomes. In 2018, Nevada implemented a new case management system, EmployNV, which serves as the state's comprehensive service delivery database that is utilized in the NJCs. This system has allowed Nevada JobConnect to design a statewide menu of employer services that can be readily accessed.

The NJC is constantly evaluating the state's strategies to improve services to business customers. NJC utilizes the single point of contact model for business service. NJC operates two regional business service offices that employ dedicated, specialized business service representatives who establish relationships with employers and industries. This specialized staff conducts local area outreach to individual employers and become the employer's primary point of contact in that process. This approach has encouraged employers to post job openings with NJC centers, and helps to eliminate duplication of effort of partnering agency staff who may also engage employers.

The southern and northern Nevada BSOs incorporated a telephone placement unit into their business model. This unit is staffed with experienced workforce service representatives whose sole responsibility is to match and refer qualified individuals to job postings and openings. The purpose of this process is to respond quickly to the workforce needs of Nevada employers.

Incentive/Training Programs

In the efforts to encourage businesses to hire people who are unemployed, the state offers financial incentives. These incentives include:

Employer-Based Training: This incentive provides laid-off workers who qualify for unemployment insurance benefits to simultaneously receive on-site workplace training. Training allowances of up to $200 biweekly, for a maximum benefit of $599, are available. During this program, job seekers are required to train 24 hours per week for up to six weeks while continuing to search for work regularly. Business services representatives at the NJC centers develop training sites and coordinate the completion of all the necessary employer and participant documentation. There is no cost to the employer.

On the Job Training Program: Under this incentive, employers enter into a contract that establishes an agreed upon wage, number of hours required to master the job tasks identified, and the maximum amount of reimbursement based on the wage paid. Employers are reimbursed up to a maximum of 50 percent of the participant's agreed upon gross wage for the contract period, with a maximum of 40 hours per week. Contract length is based on the time estimated to complete requisite training. Employers submit a timesheet, invoice and progress report monthly to receive the reimbursement.

Incentive-Based Employment: This initiative supports employers who hire and retain eligible individuals in full-time employment (i.e., 30 hours or more per week) by providing a wage and training subsidy based on the total amount of time the qualified individual remains actively employed. The employer enters into an employer agreement that outlines the role and responsibility of the employer to the employee, which is executed by both the employer and the agency representative.

Upon completion and satisfaction of specified requirements, the employer may receive a wage retention supplement up to $2,000, payable in four equal increments of $500 following each 30 days of successful employment, up to 120 days.

Work Opportunity Tax Credit: Another financial incentive available to employers is the Work Opportunity Tax Credit (WOTC), which provides eligible employers with a tax credit up to 40 percent of the first $6,000 of first-year wages of a new employee, if said employee is part of a *targeted group,* e.g., an individual with a disability, provided the appropriate government agency has certified the employee as disabled. The credit is available to the employer once the employee has worked for at least 120 hours or 90 days.

Career Enhancement Program: The Career Enhancement Program (CEP) assists job seekers and employers. CEP is an employer-funded training and reemployment program that provides job seekers with training opportunities designed to improve earning potential and increase job skills required in today's workplace. This program also provides job seekers with intensive re-employment assistance by paying for job-related expenses (e.g., certifications, work permits, uniforms, and small tools) that businesses require in order to facilitate entry or reentry into the workforce.

Title IV Rehabilitation Act of 1973 Program

DETR's Rehabilitation Division

Incentives: Vocational Rehabilitation (VR) supports workforce development activities by providing employment services to businesses by educating them about how people with disabilities can contribute to the success of their operations. VR offers hiring incentives that are applicable to the benefits of employers hiring people with disabilities, such as the WOTC, the disability access credit and barrier removal tax deduction. VR also provides training incentives to employers that hire people with disabilities. VR also assists employers in bringing diversity into their workplaces. Disability adds another dimension to diversity efforts, contributing to the development of unique and creative business solutions.

Community-Based Assessments: Vocational Rehabilitation partners with approximately 605 employers statewide to provide community-based assessments for VR clients that are individuals with disabilities. Community- based assessments provide the ability to examine participants' work- related

skills and abilities at actual job sites performing hands-on job duties. These assessments also help identify barriers individuals with disabilities may have in the workplace. VR then provides services and support to mitigate these barriers. While on the job, VR participants in community- based assessment programs are paid wages by VR through a third-party temporary agency. Assessments last up to 100 work hours.

Educational Training: VR provides opportunities to its clients with disabilities to participate in vocational training programs such as warehousing, clerical, forklift driving, cosmetology, culinary, and gaming. VR also provides opportunities for obtaining industry-recognized credentials, such as commercial driver's license and certified nursing assistant, as well as postsecondary education support, high school equivalency (HSE) preparation and testing, and English as a second language instruction. VR is unique in that it may pay for college tuition and associated costs.

Job Search and Preparation Skills: VR assists individuals with disabilities in the VR programs who are in "job ready" status by providing job seeking services to them through its business development team and/or through contracted providers of job seeking or job development services. Job seeking services include assessment of strengths and weaknesses, instruction on attendance, professionalism, problem-solving, critical thinking, proper communication, enthusiasm and attitude, networking, teamwork, conflict resolution, resume building, interviewing techniques with mock interviews, instruction and assistance with online and other job search and job application methods.

Work Readiness Training: Additionally, VR delivers work readiness training programs for individuals with disabilities, through employer partnerships including at the Starbucks® Carson Valley Roasting Plant and Distribution Center in Minden, Sephora and Amazon in Las Vegas and DIPACO in Reno. These programs provide six weeks to nine weeks of pre-training in the classroom and onsite training. Participants learn about the employer's culture, vision and mission; conflict resolution; teamwork; problem-solving and critical thinking; professionalism; and workplace, communication. Said teachings are followed up with on-the-job training and skills development that is relevant to the individual employer's worksite. At Starbucks and DIPACO, VR pays the wages for these individuals through a third-party temporary agency whenever they are performing on-the-job work tasks. If hired, they are then onboarded and wages are paid by the employer. At Sephora and Amazon, wages are paid by the employer during the training and VR provides payment for either the training instructor or the job coaching. In all settings, trainees are considered for employment if vacancies exist and performance meets employer's needs. Starbucks has employed 48 VR participants to date. DIPACO has employed 11. Sephora has hired 13 candidates from 3 classes and Amazon has employed five to date.

Third Party Cooperative Arrangements: To serve youth with disabilities, VR has a third party cooperative arrangement (TPCA) with the Washoe County School District (WCSD) in northern Nevada, and Clark County School District (CCSD) in southern Nevada to provide students with disabilities, up to the age of 22 , with transition and pre-employment transition services. Vocational Opportunities for Inclusive Career Education (VOICE) is a WCSD program for students with disabilities, aged 18- 22. It provides career coaching and skills development to assist students with job searching and work readiness. Students then interact with employers in the community, who provide them job shadowing opportunities and hands-on work assessments. Job Exploration and Expectation Program (JEEP) is a CCSD program for students aged 18-22, that provides similar soft skills and work skills training and experiences. Students rotate every nine weeks to experience several different job opportunities in four different work settings during the school year.

Through TPCAs with Western Nevada College (WNC) and Truckee Meadows Community College (TMCC), VR provides *CareerConnect* services to individuals with disabilities entering into postsecondary education at WNC or TMCC. The *CareerConnect* program provides new or expanded services designed to ensure skills mastery and education leading to employment. Services include academic support and intensive tutoring; hands-on work experiences through internships, job shadowing opportunities or volunteer work; employment preparation; job placement services including job development, site visits, job matching, and job coaching; transportation training; and, assistive technology assessments, equipment and training. VR works closely with WNC and TMCC throughout the referral, eligibility and follow-up processes leading to successful employment outcomes.

OTHER – TANF and SNAP

Nevada Division of Welfare and Supportive Services (DWSS)

The DWSS offers comprehensive workforce education and training programs that include a successful in-house three -week job preparation and job search program called *Working In Nevada*(WIN). The WIN curriculum encompasses self-discovery, life (i.e., soft) skills, money management, mock-interviews, and job retention information with primary emphasis placed on current job seeking techniques. The WIN program is specifically designed to meet the needs of the Temporary Assistance to Needy Families (TANF) New Employees of Nevada (NEON) participants and provide solutions to their participant's most common employment barriers. WIN participants graduate from the program with appropriate interview attire, a master job application, a professionally designed resume, knowledge of up-to-date job search and successful interview techniques, and the confidence to successfully secure employment.

Graduates of the NEON WIN program provide local employers with job ready candidates eager for an employment opportunity. Each month, WIN graduates who have not yet obtained employment participate in a business and community partner presentation day, wherein businesses and partners are invited to speak to NEON-WIN graduates about employment options. These services help foster employer relations for the Division, while promoting NEON participants as a workforce pool.

TANF NEON recipients with significant barriers to employment (e.g., substance abuse, domestic violence issues and /or mental health issues) are provided case management services by the Division's licensed social workers. Drug and alcohol treatments, domestic violence shelter and counseling, and mental health treatment are available to work-eligible TANF recipients via contracts with service providers and referrals to community agencies and organizations.

Additionally, DWSS provides referrals to community colleges, adult education providers, WIOA-funded partners, and other community agencies for education and training services available in the participants' geographical regions. In collaboration with the Clark County School District (CCSD), DWSS offers high school equivalency testing and online preparedness classes with an onsite instructor at the DWSS Belrose District Office. Individual education and training contracts are utilized to provide TANF recipients with access to a wide variety of training opportunities in the community (e.g., truck driving, table game dealer school, certified nursing assistant training, and culinary training).

The Supplemental Nutrition Assistance program (SNAP) provides a job preparation orientation and requires participants to engage in active job searches. Recipients are provided training opportunities to assist in preparing for employment.

Through the community work experience program, DWSS provides training opportunities to clients regarding workplace expectations and behaviors in areas of interest. On-the-job training program incentives are available for employers willing to develop the right candidate for their job openings, and eligible payroll costs are reimbursable up to 50 percent with a cap of $1,999.99 per participant.

DWSS is currently re-engineering the NEON Program with the help of outside contractors to integrate workforce development-based programming into the program. These changes will provide the NEON participants enhanced career and educational opportunities.

To serve the WIOA system partnership and integrate services, Divisional representatives are placed at "One Stop" Comprehensive Career locations in northern and southern Nevada and six "One-Stop" library locations in Clark County. These positions provide a multitude of opportunities for program participants including access to resources and community work experience. The TANF program will continue to expand and develop using innovative employment strategies within this partnership.

In addition, the Division's Belrose District Office became an affiliated "One Stop" location in 2017, bringing expanded access to in-house employment and training opportunities. A referral and communications process was developed to facilitate a warm handoff for TANF NEON participants to enroll in Title One WIOA services.

A strong collaboration with system partners continues to be the catalyst to enhancing opportunities for TANF NEON and SNAPET participants and recipients. The DWSS and the Foundation for an Independent Tomorrow (FIT), an organization committed to linking employers with the appropriate justice involved job seekers or individuals facing re-entry, are working together to develop a co-case management process which includes opportunities to braid funding when possible, improve communication between the organizations, and ensure participants are receiving the services they need to succeed.

The DWSS has established a Workforce Development Team to work with WIOA partners and community organizations to create career pathways that include involvement with identified employers and educational institutions. Programs will be designed to meet the needs of the participating employer and assessment processes will be developed to ensure participants are placed in the right programs for their interests and skills.

In partnership with College of Southern Nevada (CSN) and the Las Vegas Clark County Library District, two separate soft skills classes are being designed to increase new hires and job retention. DWSS will continue to work with CSN to identify and develop other essential job preparatory and vocational training classes to meet the needs of common and high-demand industries within our communities.

The Supplemental Nutrition Assistance Program (SNAP) has begun providing job readiness training and a supervised job search activity to SNAP recipients who have voluntarily enrolled in the program. The SNAP Employment and Training (SNAPET) program also provides a voluntary educational component to SNAP recipients who would like to receive short-term training to obtain a certificate in a high-demand occupation. The educational component is currently offered in Washoe County and the Division is working diligently to expand this opportunity statewide. The Workforce Development Team will begin to establish employer relationships, increased coordination with workforce development partners, community organizations, and educational providers to build pathways and pipelines to employment.

It is important to look at the current system's strengths, as well as its challenges, in order to fully assess the work that lies ahead with the full implementation of WIOA.

Strengths and Weaknesses of Workforce Development Activities

In consultation and collaboration with stakeholders, a general consensus of the state's current workforce system is structured to:

- Connect Nevadans to jobs and supportive services.
- Support business retention, expansion and employer services.
- Improve integration of education and workforce data to produce high-quality, relevant labor market information.
- Produce education and training opportunities that prepare Nevadans for self-sustaining jobs and careers.
- Provide skill upgrade opportunities for incumbent workers.

From these discussions, the following strengths and weaknesses face Nevada's current workforce development activities:

Strengths

WIOA Title I: Adult, Dislocated Workers and Youth Programs

Workforce Connections (southern local board):

The southern local board effectively administers WIOA Adult, Dislocated Worker, and Youth services to a large geographic area of more than 40,000 square miles and a population exceeding 1.5 million

people (age 16 and older). Our partners including the one-stop operator and service providers are uniquely qualified to recruit and serve particularly hard-to-service populations (e.g., veterans, individuals with disabilities, offenders and high school dropouts). All one- stop career centers and affiliate sites will have a dedicated focus on youth and individuals with barriers to employment.

The strengths of the southern local board include:

- The coordination with the state as a result of the establishment of two local boards;
- Access to public officials, governing bodies and other stakeholders;
- Geographic expansion throughout the designated workforce development areas in partnership with four local library districts;
- Considerations of diverse stakeholder perspectives;
- Concerted efforts directed upon specialized populations; and,
- A quality-focused service delivery system.

Nevadaworks (northern local board):

The northern local workforce development board provides WIOA Adult, Dislocated Worker and Youth services to a geographic area of over 70,000 square miles with a population of roughly 750,000 people. WIOA services are made available through the designated one-stop center, funded service providers, affiliate one-stop centers and partner agencies spread across the local area to better serve populations in the areas that they live, including the rural areas.

The strengths of the northern local board include:

- Coordination with DETR;
- Exchange of best practices between local boards;
- Adult, dislocated worker and youth service providers actively working together;
- Adult, dislocated worker and youth service providers meeting and/or exceeding negotiated performance levels;
- Local elected officials actively involved in the selection of programs and services to provide to the designated workforce development areas;
- Geographic expansion throughout the designated workforce development areas; and,
- Diversity of stakeholder perspectives.

WIOA Title II: Adult Education and Family Literacy Act Programs

The strengths of AEFLA (Title II) activities include an effective, efficient system in place to address foundation skills, secondary education and English language deficiencies of the Nevada workforce, wherein nearly 325,000 adults lack a high school diploma or its equivalent, and over 160,000 adults lack proficiency in English. Nearly 80 percent of Title II students are non-native English speakers. In October 2013, Nevada became the first state in the nation to approve multiple high school equivalency (HSE) assessments, which included the HiSET® exam, GED® and the test assessing secondary completion (TASC®). In addition, adult learners have access to free adult standard diploma programs across the state that offers adults multiple options and pathways to secondary education. Nevada Title II programs are cost-effective, with a cost-per-student of less than $800. Program opportunities currently exist in the arenas of career pathways and expanding transitions to postsecondary education and training; all current Title II-funded programs are required to offer such programming. WIOA will strengthen alignment of adult education with postsecondary and workforce activities, as well as strengthen career pathways, integrated education and training, and link IELCE with integrated education and training.

The state of Nevada benefits from an effective and efficient system that addresses the deficiency in foundational skills, secondary education and English language skills of the Nevada workforce. Many of Nevada's approximately 325,000 adults lack a high school diploma or its equivalent, and over 160,000 adults lack proficiency in English.

WIOA Title III: Wagner-Peyser Act of 1933 Programs

The Wagner-Peyser programs operating under the brand *Nevada JobConnect* career centers provide a high-volume dynamic employment service with a regulatory connection to the unemployment insurance program.

Strengths

- Ongoing development of the largest database of skilled, qualified workers in the state.
- Ability to meet the human capital needs of a demand driven workforce system.
- Operation of 10 NJC career centers that provide employment, training, rehabilitation, and business services in each of the geographically diverse locations in the state
- Offices are located in the metropolitan population centers of Las Vegas, Reno, Sparks, Henderson, and Carson City; offices also exist in the state's rural areas of Fallon, Winnemucca, Elko, and Ely. The geographic diversity of the NJC career centers offices provides access to workers with skills relevant to the regional business sectors germane to those areas (e.g., mining, hospitality and gaming, manufacturing, and ranching).
- The NJC brand is highly visible and recognized throughout the state as a resource to the business community and relevant job seekers. Business services staff in both the southern and northern NJC locations engage in close working relationships with state and local economic development organizations, and are regularly included in meetings with companies that are considering relocating and/or opening new facilities in Nevada.

WIOA Title IV: Rehabilitation Act of 1973

The strengths of vocational rehabilitation include:

- Established relationships with employers and maintenance of good communication.
- Ability to provide training, services and support necessary to prepare people with disabilities for the workforce.
- Ability to provide incentives to employers, including information and assistance in applying for tax credits, and outreach training about hiring people with disabilities and other disability-related issues.
- Ability to facilitate fast-track hiring of people with disabilities through **Schedule A** and the state of Nevada's 700-hour program.
- Ability to provide assistive technology assessments, training and equipment to remove barriers to employment for people with disabilities, and to ensure their success in obtaining and maintaining employment.
- Ability to participate and support on-the-job training, job coaching and onboarding activities for_ as long as needed.
- Ability to provide no-cost community-based assessments and no-cost internships to employers.
- Ability to leverage federal sec. 110 Rehabilitation Act grant funding through third party cooperative arrangements (TPCA), which would otherwise be relinquished due to a lack of matching funds. Additionally, these TPCAs create new and/or expanded services for

individuals with disabilities, and often provide work experiences for youth and adults who have never worked prior to their participation in these programs.

Other: TANF

The strengths of the TANF NEON program include:

- One hundred percent engagement of all TANF work-eligible individuals.
- Case management services, which include the development and modification personal responsibility plans, based on the results of comprehensive job readiness assessments.
- Licensed social workers that provide intensive case management services to families with the most significant and complex barriers to employment.
- Availability of a full array of support services for employment readiness and work activities, which include transportation, child care, job search, employment-related clothing, equipment, special needs, and access to domestic violence services, mental health and substance abuse treatment services.
- Professional workforce development services providing comprehensive career assessment and planning strategies adopted from current industry standards and practices that have been proven successful. These strategies will include the use of newly acquired learning and assessment tools and engagement with WIOA system partners and workforce organizations.
- The Online, Automated Self-sufficiency Information System (OASIS), which is the statewide employment and training case management system. The system tracks and records multiple TANF NEON program functions including forms and notices, sanctions, budget tracking, issuance of supportive services, vendor payments, data gathering, and federal reporting.

Other: SNAP

The strengths of the SNAP program include:

- The program is available to all eligible SNAP recipients.
- The Online Automated Self-sufficiency Information System (OASIS), which is the statewide employment and training case management system. The system tracks and records multiple SNAPET program functions including forms and, which supports the case management, notices, sanctions, budget tracking, issuance of supportive services, vendor payments, data gathering, and federal reporting.
- Program operation flexibility allows education and skill attainment to be prioritized.
- Workforce development strategies similar to NEON, such as WIOA system partnering, and the development of employer relations activities that will enhance employability for SNAP recipient.

Weaknesses

WIOA Title I: Adult, Dislocated Workers and Youth Programs

Workforce Connections (southern local board):

The southern local board has identified the following challenges, including:

- Limited resources and funding to adequately serve the potentially eligible population;
- Opportunity for integration and improvement for the coordination of resources and services;
- Lack of integrated employment and training management information systems;
- Opportunity for increased community awareness of available programs and services;

- Quality deficiencies of workforce practitioners within the system;
- Lack of colocation of core programs (Title I-IV); and,
- Administrative redundancies of sub-recipient work.

Nevadaworks (northern local board):

- Limited resources and funding to adequately serve the potentially eligible population;
- Limited access to workforce development services and public transportation in rural Nevada;
- Lack of an integrated employment and training management information system;
- Minimal community awareness of workforce development programs and services;
- Quality deficiencies of workforce practitioners within the system;
- Lack of colocation of core programs (Title I-IV) in affiliate sites; and,
- Administrative redundancies of sub-recipient work.

WIOA Title II: Adult Education and Family Literacy Act Programs

The weaknesses within Title II programs include the absence of a statewide career pathways system with *on-ramps* available for Title II students, and current integrated employment and training offerings that are dependent upon local agreements between AEFLA-funded programs and postsecondary training providers. WIOA presents an opportunity to develop a coherent, statewide strategy to better serve the needs of low-skilled job seekers through the development of foundation skills, obtainment of a secondary diploma or high school equivalency certificate, and transition to postsecondary education or training programs that lead to a family-sustaining job that exists within the job seeker's locality.

WIOA Title III: Wagner-Peyser Act of 1933 Programs

The weaknesses within Wagner-Peyser programs include:

- Deficiencies of sufficient promotional resources to improve the service penetration in the business communities.
- The demand for employment assistance often exceeds the capacity of staff available to provide those services causing long wait times in metropolitan offices.

WIOA Title IV: Rehabilitation Act of 1973

The weaknesses of vocational rehabilitation (VR) include:

- The potential of duplication of effort with workforce partners.
- The competition between multiple partners seeking the same funds and opportunities.
- The need for increased alignment of existing resources. Improvement is needed in effective and focused organization and coordination of programs, services and resources.
- 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.
- The inability to fully match federal sec.110 Rehabilitation Act grant funds, which has led to the relinquishment to the federal government of a total of $ 7.5 million in FFY 18 and $5.7 million in FFY 19.

- A shortage of training opportunities and service providers, specifically medical and psychological, and transportation options in rural Nevada.
- Continual challenges with access in rural Nevada, of which improved transportation and technology would address to some degree.

Other: TANF

The weaknesses of the TANF NEON program include:

- The population served includes individuals with the most significant barriers to employment (e.g., low education levels, those lacking marketable job skills and employment histories, homeless/unstable housing, food insecurities, generational poverty, physical and mental health concerns, disabilities, high prevalence of domestic violence, and substance abuse issues).
- The federal TANF work participation rate performance measures focus on *countable* work activities within prescribed time limitations and quick engagement in employment. This results in TANF recipients being employed in low wage, often part-time jobs with limited stability. An investment in education and skill attainment activities would expand a recipient's capacity for long- term employment with wage gain
- DWSS lacks the expertise to effectively utilize workforce data to guide an individual toward attaining the education, skills and/or experience needed to compete for in-demand occupations.
- The lack of partners in the local employer sector
- The administrative burden of verifying, documenting and reporting actual hours of participation is extremely high and restricts the amount of time that case managers could utilize in coaching and supporting recipients more efficiently and effectively.

Other: SNAP

The weaknesses of the SNAP program as indicated by DWSS include:

- Limited funding for support services.
- Limited access to vocational training opportunities that lead to employment
- The expansion of the 50 percent reimbursement program is slow due to the need to identify eligible match funds.

<u>Nevada's Workforce Development Capacity</u>

WIOA Title I: Adult, Dislocated Workers and Youth Programs

The local boards, Workforce Connections and Nevadaworks, oversee approximately $23.9 million of Title I-B funding to serve the state of Nevada, utilizing a network of youth and adult and dislocated worker service providers. In 2018, Nevada served 2,567 adults, 575 dislocated workers and 1,3851 youth in Title I programs. In the adult population, $12,441,318was spent for a total cost per participant of $4,847. In the dislocated worker population, $1,952,250 was spent for a total cost per participant of $3,395. In the youth population, $8,428,672was spent for a total cost per participant of $6,086.

The local boards competitively procure service providers strategically and geographically located throughout the local workforce designated areas, as well as providers uniquely qualified to recruit and serve targeted populations. The target populations for the local workforce designated areas consist of veterans, youth, and adults who receive low income and face significant barriers to employment and education.

Accordingly, the local boards fulfill their capacity by:

- Partnering with service providers who are uniquely qualified to serve particularly hard-to-serve populations (e.g., veterans, individuals with disabilities, offenders and high school dropouts).
- Providing multiple workshops, hiring events and community forums throughout the year to increase awareness.
- Maintaining and seeking employers who have pledged to work in tandem with the local boards and service providers.
- Operating a mobile one-stop delivery system to provide outreach and intake throughout the workforce development areas.
- Hosting ongoing panel discussions with subject matter experts that provide community-wide perspectives and intelligence related to targeted populations.
- Providing various trainings and technical assistance throughout the year to increase and enhance the system's capacity.

WIOA Title II: Adult Education and Family Literacy Act Programs

To support economic diversification priorities, there is an urgent need to increase the number of adults with postsecondary credentials. That demand cannot solely be met through the K-12 school system; rather, the solution to economic diversification must also be met through the state's adult education population reentry into postsecondary education.

Adults with deficiencies in reading, writing, mathematics, and technology will encounter significant challenges and barriers in the 21st century workforce. In Nevada, thousands of youth drop out of school each year. It is estimated that approximately 325,000 Nevadans are adults who lack a high school credential. Without a high school diploma or equivalency certificate, these individuals are far more likely to be unemployed or on government assistance. Furthermore, the majority of adults cycling in and out of the prison system lack a high school diploma or equivalency certificate.

In addition to the numbers of high school dropouts and non-completers, over 160,000 Nevada adults are non-native English speakers. Federally funded adult basic education programs serve a student population comprised of over 70 percent non-native English speakers, with nearly 60 percent of adult learners pre- and post-tested advancing two or more grade level equivalents.

WIOA Title III: Wagner-Peyser Act of 1933 Programs

In PY 2018, Nevada served 68,872 under the Wagner-Peyser programs. Total expenditures were $6,881,853.00 with a total cost per participant of $100.00. The total number served (excluding reportable individuals) was 49,923 for a total cost per participant of $138.00.

WIOA Title IV: Rehabilitation Act of 1973

The most recent labor force projection information available is for 2018. Therefore, the *actual* number of new clients that came to VR in 2018, who were made eligible was 2,419 ("VR Eligible"). Data for 2019-2025 is *projected* data. Currently with 51 rehabilitation counselors and 2 public service intern counselors, it appears that VR will have sufficient counseling staff to serve the modest increase in clients that is projected through 2025. It also appears that VR will have sufficient funding to cover these projections, when considering *all* sources of funding for client services (i.e. Section 110 federal grant funds, program income, and funding through Third Party Cooperative Arrangements). The VR program will have to monitor closely its funding, especially as it relates to increases in clients and service provision. Economic changes and/or changes to available funding sources could have impacts on these projections and the ability for the VR program to serve Nevadans with disabilities.

LABOR FORCE PROJECTIONS - INDIVIDUALS WITH DISABILITIES

FEDERAL FISCAL YEAR for SECTION 110 FUNDING - VOCATIONAL REHABILITATION GRANT 84.126

Year to Year PROJECTED Growth Rate		Base 2018	Projection 2019	Projection 2020	Projection 2021	Projection 2022	Projection 2023	Projection 2024	Projection 2025
*Avg % of Labor Force Change (Year to Year)	1.02%	1,432,932	1,447,548	1,462,313	1,477,228	1,492,296	1,507,518	1,522,894	1,538,428
**Avg % of Target Group within the Labor Force	1.08%	15,476	15,634	15,793	15,954	16,117	16,281	16,447	16,615
***Avg % of VR Eligible within the Target Group	15.98%	2,419	2,498	2,524	2,549	2,575	2,602	2,628	2,655
Average $ per case	$2,400	$5,805,600	$ 5,995,767	$ 6,056,923	$ 6,118,704	$ 6,181,115	$ 6,244,162	$ 6,307,853	$ 6,372,193
# Participants/ 49 Counselors	49	49	51	52	52	53	53	54	54

LABOR FORCE Employed with a disability + Employed with no disability + Unemployed with a disability + Unemployed with no disability

TARGET GROUP 1% Employed with a disability + 100% Unemployed with a disability

VR ELIGIBLE 5 Year Historical Case Status Overview: = Eligible; Eligibility date appropriate to each SFY

*Labor Force Projection based on 1.02% average Labor Force change, year-to-year, based on average from 2009 to 2018

**Target Group Projection based on 1.08% of Labor Force

***VR Eligible Projection based on 15.98% of Target Group

Other: TANF and SNAP

The TANF program serves all TANF NEON work-eligible individuals. The caseload ranges from 5,000 to 6,000 per month (**NOTE:** This is not unique person count). The SNAP program served approximately 12,700 SNAP participants in FFY 2018. The project number of SNAP participants is expected to decrease due to the program changes in FFY2020; however, the program participants should increase as the program expands.

b. State Strategic Vision and Goals

The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

1. Vision

Describe the State's strategic vision for its workforce development system.

2. Goals

Describe the goals for achieving this vision based on the analysis in (a) above of the State's economic conditions, workforce, and workforce development activities. This must include—

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment[8] and other populations.[9]

(B) Goals for meeting the skilled workforce needs of employers.

[8] Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

[9] Veterans, unemployed workers, and youth and any other populations identified by the State.

3. Performance Goals

Using the tables provided within each Core Program section, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

4. Assessment

Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

Nevada's Strategic Vision for the Workforce Development System

Nevada's strategic vision's renewed focus on the development of a knowledge-based and technologically- advanced economy presents great promise for gainful and sustainable jobs that will raise Nevadans to their highest levels of self-sufficiency. To prepare Nevada's workforce for that future, educational institutions and workforce development agencies must work in tandem with state and local economic development planning efforts to develop demand-driven curriculum, certificate programs, programs of study, and internship opportunities that will best prepare students and potential employees to work and succeed in Nevada's most promising sectors and industry clusters. To deliver this vision, Nevada will establish a unified, flexible and accountable workforce system through the collaboration of business, industry, education, labor, and citizens. The workforce system must consist of a responsive network of core programs and community partnerships that increase access to and opportunities for employment, education, training, and support services, especially for individuals with the greatest barriers to employment.

Nevada's Goals

Goals for Preparing an Educated and Skilled Workforce

The state board aligns development activities to coordinate and collaborate with the contracted local workforce development boards, service providers and community partners within the one-stop delivery system. This offers local access to integrated and statewide services to all employers, workers, job seekers, and youth, including individuals with disabilities and other barriers to employment. The goals for these populations are aligned with the goals for employers as outlined below. By achieving these goals, all population groups, including youth and individuals with barriers to employment benefit.

To meet these goals, all one-stop career centers and affiliate sites will have a dedicated focus on youth and individuals with barriers to employment. Consistent with priority of service, the one-stop delivery systems will also target special populations including: veterans, people with disabilities, re-entry, foster youth, English language learners, etc

Goals for meeting the Skilled Workforce Needs of Employers

Nevada has established the following four overarching goals, each with a set of objectives, to prepare a workforce and meet the needs of employers.

ACCESS: Increase access to education, training and support services and remove barriers to employment

1. Expand access to and enhance the availability of technological resources.

2. Expand and enhance access to transportation and other support services.

3. Increase access to expertise, especially to underserved Nevadans and those with multiple and complex barriers to employment.

4. Ensure physical and geographical access to service delivery locations.

5. Provide a single point of access to all employment-related services.

ALIGNMENT: Align, coordinate and integrate education, employment and training programs to meet the needs of Nevadans

1. Develop and implement a Nevada career pathways system that aligns and integrates education, training, counseling and support services.

2. Maximize education and training opportunities for Nevada's job seekers.

3. Develop a comprehensive management information system.

4. Coordinate employment supports across Nevada's workforce development system.

QUALITY: Meet the needs of Nevada's employers by enhancing the quality of an integrated workforce development system that provides measurable value on investment.

1. Improve Nevada's workforce development data system's validity, relevance, timeliness, and integrity. Expand and enhance Nevada's employers' partnerships, networks and engagement efforts.
2. Ensure that Nevada's workforce has the relevant skills, preparation and credentials necessary for in-demand employment.
3. Ensure service delivery staff members are skilled, qualified, adaptable, and possess 21st century understanding of Nevada's evolving labor market and workforce needs.
4. Ensure accountability and transparency to Nevada's workforce development participants and stakeholders.
5. Enhance efficiency and effectiveness of the workforce system.

OUTCOMES: A statewide workforce development system that results in skills gains, relevant credentials, good jobs, and prosperity for Nevadans.

1. Prepare potential employees to achieve competitive, integrated employment in the *New Nevada*.
2. Meet the skilled workforce needs of Nevada employers.
3. Meet the needs of Nevada's job seekers.
4. Provide effective and efficient job training that is aligned with in-demand occupations.
5. Implement accountability measures directly aligned with high priority outcomes.

Performance Goals

Pursuant to US DOL TEGL 10-19, ***Performance Goals for the Core Programs*** contains proposed/expected levels of baseline performance for PY21 and PY22, based on studies of available historical performance data, and reasonable estimations for new measures that have no historical data.

The new performance indicator of *effectiveness in serving employers* will be measured as a shared outcome across all six core programs to ensure a holistic approach to serving employers. The state will continue piloting approaches for measuring this indicator for the first two years of this PY 2020-2023 State plan.

During the next two years of WIOA performance accountability, the state will renegotiate performance indicators for each program and indicator based on existing enrollment data and robust discussions amongst core programs partners, local boards, U.S. DOL and Department of Education (ED) representatives. Thereafter, the state will, in coordination with core program partners, adjust performance indicators following guidance from U.S. DOL Employment and Training Administration (ETA); U.S. ED; U.S. ED's Office of Career Technical and Adult Education (OCTAE); and, ED's Rehabilitation Services Administration (RSA).

The state was issued a waiver to the obligation of eligible training providers (ETPs) to collect performance data on all students in a training program pursuant to WIOA sections 116(d)(4)(A) and 122; and, 20 CFR §677.230(a)(4) and (5) and 20 CFR §680. Said waiver was approved on December 13, 2018, effective through June 30, 2020, and noted in **Performance Goals for the Core Programs**.

As part of this state plan, the state is submitting a continuation of this waiver, effective July 1, 2020 through June 30, 2022; see **Eligible Training Provider (ETP) Performance Data Waiver Request.**

Assessment

The state will assess overall effectiveness of the workforce investment system and promote continual improvement of the quality of such programs through a four-step iterative process as follows:

- **Reporting:** Goals which are identified within the strategic plan will be tracked and measured for progress (e.g., survey results, LMI, performance goals, integration progress, referral progress, resource sharing, and customer reports).
- **Stakeholder feedback**: Feedback from system partners will improve customer service, employer service, partner collaboration, and provide a means to gather qualitative system intelligence.
- **Analysis**: Reporting will form the basis of analysis which will improve understanding of system operation and provide insight into increased efficiencies. Through the use of analysis, system baselines and goals will be used to evaluate effectiveness of different initiatives and programs.
- **Utilization of assessment to drive continuous improvement:** Analysis coupled with stakeholder feedback will drive the decision-making process for improving the quality of the system. Through the use of analysis, opportunities for improvement can be identified, and system baselines and goals can be established to measure the effectiveness of planned changes. The state will use the widely accepted PDCA (Plan-Do-Check-Act) model for continuous improvement.

1. **Plan:** Identify an opportunity and plan for change.
2. **Do:** Implement the change on a manageable scale.
3. **Check:** Use data to analyze the results of the change and determine whether it made a difference.
4. **Act:** If the change was successful, implement it on a wider scale and continuously assess the results. If the change did not work, begin the cycle again.

c. State Strategy

The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

1. Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). "Career pathway" is defined at WIOA section 3(7) and includes registered apprenticeship. "In-demand industry sector or occupation" is defined at WIOA section 3(23)

2. Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II(a)(2)

Aligning Sector Strategies and Career Pathways – Statewide workforce coordinating agency

Even as the state economy has continued to improve since the Great Recession with Nevada being a national leader in jobs created, there is still the need to increase alignment across K-12, higher education, business and industry, labor and other core stakeholders within the publicly funded workforce system. The Office of Workforce Innovation (OWINN), created in 2016 by Executive Order and codified into Nevada law in 2017 (NRS 223.800), is a statewide workforce-coordinating agency that works across state entities, as well as education, business and industry, labor, and other stakeholders of the publicly funded workforce system.

The mission of OWINN is to "help drive a skilled, diverse, and aligned workforce in the state of Nevada by promoting cooperation and collaboration among all entities focused on workforce development.

OWINN works to address Nevada's workforce needs by leveraging five core strategies:

1. Leveraging labor-market and workforce data through the state's longitudinal data system to support to the state's Industry Sector Councils;

2. Providing leadership in creating career pathway strategies for Nevada in the fields of information technology, advanced manufacturing, education, and healthcare;
3. Expanding registered apprenticeships as a core workforce strategy in Nevada in existing and emerging industries to align with economic development. OWINN now serves as the State Apprenticeship Agency and provides support to the State Apprenticeship Council;
4. Validating industry-recognized credentials that students and adults within the publicly funded workforce system can leverage in careers;
5. Providing leadership, research and support in designing responsive workforce policies

The creation of OWINN is aligned with WIOA's vision of a seamless workforce system that helps job seekers access employment, education, training, and other support services. OWINN also provides staffing and strategic support for the Governor's Workforce Development Board and the State Apprenticeship Council, where it serves as the State Apprenticeship Agency.

OWINN's creation, its core mission of aligning the workforce system, and its vested interest in the success of youth, the unemployed, and the underemployed individuals across the state is viewed as a tremendous gain for the state of Nevada. OWINN's role as a facilitator and collaborator with various agencies and actors allows entities such as Nevada Department of Education to make meaningful progress on the state's strategic education priorities and their vision of ensuring "all Nevadans ready for success in the 21st century."

OWINN maintains meaningful partnerships with organizations such as NDE, GOED, DETR, NSHE, business and industry, labor, the publicly funded workforce system through partnerships with the state's two local workforce development boards, and the broader community.

Since mid-2018, OWINN has remained engaged in a multitude of workforce development efforts and activities in its role as the workforce-coordinating agency. The August 2018 Nevada Economic Development Conference, where OWINN partnered with the Western Nevada Development District and the Nevada Economic Development Association, provided participants with the opportunity to hear from a broad cohort of business professionals, policy leaders and economic experts who shared what is happening in Nevada's dynamic and changing economy. In January 2019, OWINN participated in an apprenticeship summit with the Clark County School District and other key stakeholders that resulted in a consensus that apprenticeship curriculum should be aligned with the current needs of industry, students, parents, employers, educators and other community members should have the most accurate information about the benefits of apprenticeships, and students should be exposed and have access to the skilled trades from early in their lives through high school graduation. In February 2019, the Governor's Workforce Development Board convened for their second annual strategic planning treat to identify priorities, hear from the four core WIOA Title program administrators, and discuss strategies to enhance the board's role and responsibilities in Nevada.

Aligning the Core Programs

Each of the core programs and other combined state plan partner programs will utilize the following strategies to align Nevada's workforce system with the state's stated goals and objectives stated in the previous plan to achieve fully integrated customer services and to achieve the outlined goals of *access, alignment*, *quality,* and *outcomes* and their associated objectives outlined below:

1. ACCESS: Increase access to education, training and support services and remove barriers to employment.

1.1 Expand access to and enhance the availability of technological resources.

1.11 Implement system-wide online career mapping assessments available to clients anywhere through a PC, mobile device, *V-See*, social and web-based media.

1.1.2 Research and utilize *telemedicine*/*telehealth* options whenever possible to provide increased access to Nevadans in need of medical/psychological services wherein they have limited and/or no options.

1.1.3 Increase usage of assistive technology services and devices for individuals with disabilities to improve service delivery and communication.

1.2. Expand and enhance access to transportation and other support services.

1.2.1 Leverage procurement capacity and expand the use of voucher programs for client transportation.

1.2.2. Ensure awareness, promote and expand travel training services and transportation options to high school and adult consumers.

1.2.3 Collaborate with transportation companies (e.g., Washoe County's Regional Transportation Commission) and employers to create a system for paid/reimbursed ridesharing.

1.3. Increase access to expertise, especially to underserved Nevadans and those with multiple and complex barriers to employment.

1.3.1 Expand and enhance outreach activities, targeting hardest-to-serve populations.

1.3.2 Maintain WIOA-compliant resource-sharing agreements and MOUs with required and non-required one-stop system partners.

1.3.3 Facilitate system-wide dialogue for the purpose of collaborating with partners and addressing the needs of job seekers including targeted populations.

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

1.3.5 Recruit bilingual and/or bicultural staff, when feasible.

1.3.6 Ensure resources are available in languages other than English, as needed.

1.4. Ensure physical and geographical access to service delivery locations.

1.4.1 Promote civic planning that includes the needs of individuals with disabilities for improved access and independence in their communities (e.g., barrier-free sidewalks that are wide enough for wheelchairs to safely pass).

1.5. Provide a single point of access to all employment-related services.

1.5.1 Enhance an integrated common intake system that promotes *No Wrong Door* for seamless service delivery across agencies/partners. The *No Wrong Door* initiative is based upon three guiding principles: access, person-centered service delivery and service provider coordination.

1.5.2 Increase beneficial customer contact relations via *warm transfers* between agencies and core program services

1.5.3 Establish a youth one-stop career center

1.5.4 Grow a strong network of business partners/local employers that looks to Nevada's one-stop delivery system and career center(s) as their first choice for employment and training services.

2. ALIGNMENT: Align, coordinate and integrate education, employment and training programs to meet the needs of Nevadans.

2.1 **Develop and implement a Nevada Career Pathways system that aligns and integrates education, training, counseling and support services.**

2.1.1 Establish career pathways based on proven economic and workforce development data focused on the highest growth/highest wage industry sectors, which lead to postsecondary credentials (ie. industry-recognized certifications, achievement certificates, and degrees)

2.1.2 Provide coordinated education, training, counseling, and support services in each career pathway.

2.1.3 Deliver holistic, wraparound youth services by partnering with educators, employers and community-based organizations to identify and leverage resources to increase exposure for youth to the necessary workforce skills, including STEM and humanities skills.

2.1.4 Fund workforce development programs that prepare youth for successful entry into employment and lifelong learning opportunities in the identified industry sectors.

2.1.5 Partner with local employers to promote youth career preparedness and exposure through work-based learning opportunities.

2.1.6 Secure local public/private partners with focus on youth education and training opportunities leading to promising careers.

2.1.7 Grow a strong network of business partners/local employers that looks to Nevada's one-stop delivery system and career center(s) as their first choice for employment and training services.

2.1.8 Partner with local businesses and training providers (colleges, universities, and apprenticeship trades) to gather business intelligence.

2.1.9 Develop and coordinate training activities based on business intelligence.

2.1.10 Team up with the economic development agencies to support business retention and expansion in the local area

2.2 **Maximize education and training opportunities for Nevada job seekers**

2.2.1 Ensure inclusion of all qualified programs and service providers on eligible training provider lists (ETPL).

2.2.2 Decrease duplication of efforts across workforce development programs.

2.2.3 Increase Nevada's industry sector councils' coordination and communications between workforce development stakeholders.

2.2.4 Facilitate system-wide dialogue for the purpose of collaborating with partners and addressing the needs of job seekers including targeted populations.

2.2.5 Serve more transition-aged students by developing and communicating to teachers, parents and youth with disabilities about the VR process and referral mechanisms available to them. Streamline the referral process with secondary schools, postsecondary institutions, charter schools, and private educational institutions.

2.2.6 Increase communication between VR counselors, special education teachers and Section 504 coordinators.

2.2.7 Expand community-based assessment opportunities for individuals with disabilities to explore employment options.

2.2.8 Provide job shadowing and/or mentorship programs.

2.2.9 Increase access to quality job development services.

2.3 **Develop a comprehensive management information system**

2.3.1 Build cross-agency partnerships, collaborations and clarification of roles (e.g., DETR's Research and Analysis Bureau, NSHE, DHHS' ADSD and DWSS divisions, and NDE) to facilitate increased efficacy in gathering data and information on best and emerging practices.

2.3.2 Define system requirements, implementation logistics and other system needs such as staff and training.

2.3.3 Identify funding needs and sources.

2.3.4 Align policies and programs; facilitate data sharing across participating programs and agencies, while ensuring privacy safeguards.

2.3.5 Manage and measure system change and performance.

2.3.6 Collect and report information quarterly on key indicators for competitive, integrated employment across the core programs.

2.4 **Coordinate employment supports across Nevada's workforce development system**

2.4.1 Partner with other state public and private entities that provide supported employment services.

2.4.2 Utilize asset mapping for all workforce programs to mitigate duplication of efforts.

2.4.3 Provide and participate in cross-agency and cross-partner training.

2.4.4 Promote peer-to-peer support networks.

2.4.5 Utilize the state's WIOA business development workgroup as a statewide workgroup to collectivize best practices, identify emerging trends, and to communicate and collaborate for increased cross-utilization of resources.

3. QUALITY: Meet the needs of Nevada's employers by enhancing the quality of an integrated workforce development system that provides measurable value on investment.

3.1. **Improve Nevada's workforce development data system's validity, relevance, timeliness, and integrity**

3.1.1 Continually evaluate system requirements and implement training activities for system partners, as needed.

3.1.2 Through the Workforce Development Academy (WDA), continue to build capacity throughout the workforce system.

3.1.3 Develop a plan to collect data regarding the needs of individuals for supported employment services.

3.1.4 Utilize employment data from Silver State Solutions as a means to strengthen workforce activities and inform decisions.

3.1.5 Track the number of Nevada's 700-hour program (NRS 284.327) interviews and appointments, and compare the latter (appointments) to the percentage of individuals with disabilities in the community to measure success.

3.1.6 Collect data beginning in school, and measure assessment, placement, retention, wage levels, and job satisfaction.

3.1.7 Monitor, track and share performance measures, trends and other data, and review quarterly to refine strategies.

3.2 **Expand and enhance Nevada's employer's partnerships, networks and engagement efforts**

3.2.1 Increase partnerships with employers to develop work readiness training programs.

3.2.2 Provide employers with disability awareness training.

3.2.3 Develop an outreach plan for small businesses.

3.2.4 Educate employers about rehabilitation technologies (e.g., assistive technologies) and peer support.

3.2.5 Identify business leaders to serve as outreach leaders to other businesses and liaison between agencies and schools.

3.3. **Ensure Nevada's workforce has the relevant skills, preparation and credentials necessary for in-demand employment**

3.3.1 Develop a catalogue of industry-recognized certifications that have relevant value in the labor market.

3.3.2 Provide job shadowing and work-based learning programs.

3.3.3 Encourage employers to implement job carving, job sharing and part-time/non- traditional shift offerings.

3.3.4 Identify and support best practices that encourage high wage/career track employment.

3.4 **Ensure service delivery staff members are skilled, qualified, adaptable, and possess 21st century understanding of Nevada's evolving labor market and workforce needs.**

3.4.1 Hire, retain and develop well qualified staff talent and encourage ongoing management and oversight training.

3.4.2 Lend strong technical assistance support and ongoing training to staff, funded partners, service providers, and awarded programs that promotes comprehensive fiscal oversight and accountability for productive outcomes.

3.4.3 Provide and participate in cross-agency and cross-partner training, including assistive technology and supported employment services and supports.

3.4.4 Support staff with continuing education and training opportunities to promote well trained, competent and professional staff members that have the skills to facilitate the ability of Nevada's workforce to achieve competitive and integrated employment.

3.5 **Ensure accountability and transparency to Nevada's workforce development participants and stakeholders**

3.5.1 Communicate the implementation plan and all necessary changes to stakeholders through training and technical assistance.

3.5.2 Evaluate implementation and transition plan for effectiveness and modify as necessary.

3.5.3 Lend strong technical assistance support to awarded programs along with comprehensive fiscal oversight and accountability for productive outcomes.

3.5.4 Develop and document sound corrective action measures with permanent fixes to prevent noncompliance recurrence.

3.5.5 Keep the state board informed of business engagement activities and initiatives.

3.5.6 Maintain partnerships with DHHS, the Office of New Americans, Nevada Indian Commission, and community training centers

3.5.7 Collaborate with other agencies to conduct town hall outreach meetings.

6. **Enhance efficiency and effectiveness of the workforce system**

3.6.1 Assess overall effectiveness and continual improvement of the workforce investment system through an iterative process that includes progress reporting, stakeholder feedback, analytics, and implementation of improvement strategies.

3.6.2 Modify/update policies as necessary to avoid duplicative auditing and findings monitoring.

3.6.3 Utilize the state's WIOA business development workgroup as a statewide workgroup to collectivize best practices, identify emerging trends, and to communicate and collaborate for increased cross-utilization of resources.

3.6.4 Encourage interagency funds transfers for cost sharing of expenses on joint clients.

3.6.5 Explore alternate funding sources for agencies and programs, including through private foundations and grants, and braided and blended funding across agencies.

3.6.6 Maximize available state and federal resources through improved rate and payment systems.

3.6.7 Develop sustainability plans.

4. OUTCOMES: A statewide workforce development system that results in skills gains, relevant credentials, good jobs, and prosperity for Nevadans.

4.1 Prepare potential employees to achieve competitive, integrated employment in Nevada

4.1.1 Increase employment outcomes in training and credential programs.

4.1.2 Consider self-employment and home employment options for job seekers.

4.1.3 Identify federal employment opportunities.

4.1.4 Ensure VR maintains sufficient resources and funding for competitive, integrated employment.

4.1.5 Promote the state of Nevada, including the publicly-funded university system (i.e., NSHE), as a model employer who supports policies, procedures, regulations, and practices to increase opportunities, foster innovations, reduce barriers, facilitate accommodations, and provide informed choices for competitive, integrated employment.

4.2 Meet the skilled workforce needs of Nevada employers

4.2.1 Align education and training programs to skilled, high-wage, in-demand jobs.

4.2.2 Close skill gaps and ensure that appropriate education and training are available for Nevada job seekers, including individuals with disabilities.

4.2.3 Increase the number of Nevada job seekers entering into training programs and earning credentials that are valued and relevant in the workplace.

4.2.4 Increase communication between the state workforce board and local boards, and the state's industry sector councils to assist with employment goal and program development.

4.2.5 Determine the historical use of rehabilitation technology (e.g., assistive technology), and ensure continuity and access to equipment and services that support employment.

4.2.6 Provide ongoing training and support for employers and their employees with disabilities.

4.3. Meet the needs of Nevada job seekers

4.3.1 Provide proactive benefits planning to consumers initially in the service delivery process.

4.3.2 Reduce the dependency on social services (e.g., SNAP and TANF).

4.3.3 Increase the number or percentage of Nevadans with a postsecondary credential, and ensure appropriate training and education are available.

4.3.4 Provide access to resources in support of self-employment, including business plan development.

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

4.3.6 Develop strategies to improve participation and outcomes for students and youth with disabilities via technical assistance that VR will receive from the National Technical Assistance Center on Transition (NTACT).

4.3.7 Ensure youth with disabilities obtain work experiences that are typical of their peers.

4.3.8 Provide pre-employment transition services to students with disabilities, including training on self-advocacy, and outreach including job exploration and opportunities for enrollment in postsecondary education program counseling.

4.4 Provide effective and efficient job training that is aligned with skilled, high-wage, in-demand occupations

4.4.1 Increase the number of Nevadans earning sustainable living wages and support best practices that encourage high wage/career-track employment.

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.

4.5. Implement accountability measures directly aligned to high priority outcomes

4.5.1 Use performance indicators established in WIOA including, but not limited to:

- Employment in second and fourth quarters after program exit
- Median second quarter earnings
- Attainment of measurable skills
- Entry into postsecondary education and training programs leading to credentials
- Employer effectiveness

4.5.2 Develop a plan and collect data regarding the needs of individuals for supported employment services

4.5.3 Track the number of Nevada's 700-hour program interviews and appointments, then compare the latter to the percentage of individuals with disabilities in the community to measure success.

4.5.4 Use the Nevada P-20 to Workforce Research Data System (NPWR, the statewide longitudinal data system) to match/link de-identified K-12 education data to postsecondary education data to workforce data in order to allow for longitudinal research and analysis of patterns and trends shaping Nevada's education and workforce outcomes.

4.5.5 Monitor, track and share performance measures, trends and other data, and review quarterly to refine strategies.

The strategies employed to strengthen workforce development activities in regard to gaps identified in the state's workforce analysis stated above include the following:

Nationwide the focus has been on closing the middle-skill gap for jobs requiring training beyond high school, but not a traditional four-year college degree. Governors can drive innovation and close the middle-skill gap including setting a bold goal for the number of residents to be trained with market-ready skills; changing perceptions of middle-skill jobs; making sure training dollars go toward in-demand credentials aligned with real jobs; identifying how community colleges and public universities are filling the gap; attending local workforce development board meetings to hear their plans to close the middle-skill gap; and convening industry leaders in a partnership targeting open middle-skill positions. State strategies for closing middle-skill gaps include Nevada's sector industry council partnerships, career pathways and counting middle-skill credentials.

Nevada's middle-skill gap may not be as wide as other states due to having a large number of low-skill jobs (NSC Nevada Middle-Skill Jobs Fact Sheet, information for 2017). This will require Nevada to target industries or occupations specifically with gaps to ensure jobs are available for those completing middle-skill training and education programs. Local boards can 1) concentrate on middle-skills jobs that provide decent wages, a pathway to a lifetime career, and are persistently hard to fill; 2) ensure that when in-demand middle-skill gaps are identified for the local area, training programs are available or recruited for the ETPL; 3) provide soft skills training for participants such as workplace behavior and effective communication; and 5) provide employer services to employers including work-based training opportunities (e.g., on-the job training).

The strategies employed to strengthen workforce development activities with regard to weaknesses identified in section II(a)(2) above include the following:

- Strategies 1.1.1, 1.1.2, 1.1.3 all potentially address the weaknesses identified by the core programs in section II(a)(2) related to limited resources, limited access, lack of co-location, wait times, and a lack of transportation options.
- Strategies 1.2.1, 1.2.2. 1.2.3 all potentially address the weaknesses identified by the core programs in section II(a)(2) related to access and a lack of transportation options.
- Strategies 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5 all potentially address the weaknesses identified by the core programs in section II(a)(2) related to a lack of coordination of resources and services, minimal community awareness of available programs and services, and the potential for duplication of efforts.
- Strategy 1.4.1 potentially addresses the weakness identified by the core programs in section II(a)(2) related to access.
- Strategies 1.5.1, 1.5.2, 1.5.3, 1.5.4 all potentially address the weaknesses identified by the core programs in section II(a)(2) related to a lack of coordination of resources and services, the potential for duplication of efforts, shortage of training opportunities and service providers, lack of a unified data collection and sharing system, lack of a common intake system and the lack of an integrated employment and training management information system.
- Strategies 2.1.1, 2.1.2, 2.1.10, 4.4.3 all potentially address the weaknesses identified by the core programs in section II(a)(2) related to the lack of statewide career pathways.

- Strategies 2.1.3, 2.1.4, 2.1.5, 2.2.5, 2.2.6 all potentially address the weaknesses identified by the core programs in section II(a)(2) *for youth specifically*, related to a lack of coordination of resources and services, potential for duplication of efforts, limited access to workforce programs, lack of statewide career pathways, lack of developed programs for foundational skills enhancement and transition from secondary school to post-secondary school or training or work, and competition between multiple partners seeking the same funds.
- Strategies 2.1.7, 2.1.8 potentially address the weaknesses identified by the core programs in section II(a)(2) related to quality deficiencies of workforce practitioners, limited workforce development
- services, limited providers of foundational skills enhancement and transition services, shortage of training opportunities and service providers, and access challenges, especially in rural areas.
- Strategies 2.1.8, 2.1.9 potentially address the weaknesses identified by the core programs in section II(a)(2) related to lack of career pathways, and limited ability to use workforce data and information for decision-making.
- Strategies 2.2.1, 2.2.2, 2.2.3, 2.2.4 all potentially address the weaknesses identified by the core programs in section II(a)(2) related to limited resources, limited access, and the potential for duplication of efforts.
- Strategies 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7 all potentially address the weaknesses identified by the core programs in section II(a)(2) related to a shortage of resources, a lack of coordination of resources and services, the potential for duplication of efforts, lack of a unified data collection and sharing system, lack of a common intake system, lack of an integrated employment and training management information system, quality deficiencies of workforce service providers, and administrative burden and administrative redundancies.
- Strategy 2.4.2 potentially addresses the weakness identified by the core programs in section II(a)(2) related to the potential for duplication of efforts.
- Strategies 2.4.3, 2.4.5 potentially address the weaknesses identified by the core programs in section II(a)(2) related to quality deficiencies of workforce service providers, administrative burden, and limited ability to use workforce data and information for decision-making.
- Strategies 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7 all potentially address the weaknesses identified by the core programs in section II(a)(2) related to a shortage of resources, a lack of coordination of resources and services, the potential for duplication of efforts, lack of a unified data collection and sharing system, lack of an integrated employment and training management information system, quality deficiencies of workforce service providers, and administrative burden and administrative redundancies.
- - Strategies 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 1.5.4, 2.1.7, 2.1.10, 4.1.6, 4.2.6 all potentially address the weakness identified by the core programs in section II(a)(2) related to a lack of a strong network of employer partners.
- Strategies 3.3.1, 3.3.2, 3.3.3, 3.3.4 all potentially address the weaknesses identified by the core programs in section II(a)(2) related to lack of a statewide career pathways system, limited providers of foundational skills enhancement and transition services, and a shortage of training opportunities and service providers.
- Strategies 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 3.5.7 all potentially address the weaknesses identified by the core programs in section II(a)(2) related to quality deficiencies of workforce service providers, limited ability to use workforce data and information for decision-making, a lack of coordination of resources and services, minimal community awareness of available programs and services, and the potential for duplication of efforts.

- Strategies 3.6.1, 3.6.2, 3.6.3, 3.6.4, 3.6.5, 3.6.6 all potentially address the weaknesses identified by the core programs in section II(a)(2) related to quality deficiencies of workforce service providers, limited ability to use workforce data and information for decision-making, a lack of coordination of resources and services, the potential for duplication of efforts, and limited resources.
- Strategy 4.2.5 potentially addresses the weakness identified by the core programs in section II(a)(2) related to access.
- Strategy 4.2.6 potentially addresses the weakness identified by the core programs in section II(a)(2) related to minimal community awareness of available programs and services.
- Strategy 4.3.3 potentially addresses the weaknesses identified by the core programs in section II(a)(2) related to the lack of a statewide career pathways system, and limited providers of foundational skills enhancement and transition services.
- Strategies 4.2.4, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5 all potentially address the weaknesses identified by the core programs in section II(a)(2) related to quality deficiencies of workforce service providers, limited ability to use workforce data and information for decision-making, and limited resource.

III. Operational Planning Elements

The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State's strategy and the system-wide vision described in Section II(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

a. State Strategy Implementation

The Unified or Combined State Plan must include–

1. State Board Functions

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e., provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

State Strategy Implementation

The following describes how Nevada will implement the above-mentioned strategies via:

- The mechanism (i.e., state board) that will oversee the state strategy implementation.
- Activities that will be funded by the entities carrying out the respective core programs to implement strategies, and how such activities will be aligned across the core programs and among the entities administering the programs, including using co-enrollment and other strategies.
- How the activities will be aligned with activities provided under employment, training, education, including career and technical education, and human services programs not covered by the plan, as appropriate, assuring coordinating of, and avoiding duplication among, the activities referred to in this section.
- How the entities carrying out the respective core programs will coordinate activities and provide comprehensive, high-quality services including supportive services, to individuals.
- How the activities will be coordinated with economic development strategies and activities in the state.
- How the state's strategy will improve access to activities leading to a recognized postsecondary credential, including a credential that is an industry recognized certificate or certification, portable and stackable.

State Board Functions

Nevada's state board was established in accordance with sec. 111 of the WIA, as reauthorized in sec. 101 of the WIOA. The state board is codified in NRS 232.935, and Governor Sandoval's Executive Order 2015- 08, and further outlined in Executive Order 2016-08. The state board also maintains an executive committee. The state board further directs the actions of the industry sector councils referenced in section II of this state plan.

The state board meets at least once a quarter, and holds its meetings pursuant to Nevada's Open Meeting Law, NRS 241.020, ensuring transparency and allowing for public participation and comment. The sector councils also conduct their meetings publicly per NRS 241.020, and prepare and present written reports to the state board at its meetings.

In accordance with WIOA Title I, subtitle A, chapter 1, sec. 101(d), the state board assists the governor with:

1. The development, implementation and modification of the state plan.
2. The review of statewide policies, programs and recommendations on actions that should be taken by the state to align workforce development programs in a manner that supports a comprehensive and streamlined workforce development system, including review and commentary on the state plan for programs and activities of one-stop partners that are not WIOA core programs.
3. The development of, and recommendations for the continuous improvement of the workforce development system, including:

a. Identification of barriers and means for removing barriers to better coordinate, align and avoid duplication among the programs and activities carried out through the system.

b. Development of strategies to support the use of career pathways for the purpose of providing individuals, including low-skilled adults, youth and individuals with barriers to employment (including individuals with disabilities), with workforce investment activities, education and supportive services to enter or retain employment.

c. Development of strategies for providing effective outreach to and improved access for individuals and employers who could benefit from services provided through the workforce development system.

d. Development and expansion of strategies for meeting the needs of employers, workers and job seekers, particularly through industry or sector partnerships related to in-demand industry sectors and occupations.

e. Identification of regions, including planning regions, for the purposes of sec. 106(a), and the designation of local areas under section 106 after consultation with local boards and chief elected officials.

f. Development and continuous improvement of the one-stop delivery system in local areas, including providing assistance to local boards, one-stop operators, one-stop partners, and providers with planning and delivering services, including training services and supportive services, to support effective delivery of services to workers, job seekers and employers.

g. Development of strategies to support staff training and awareness across programs supported under the workforce development system.

4. The development and update of comprehensive state performance accountability measures to assess the effectiveness of core programs in the state as required under sec. 116(b).

5. The identification and dissemination of information of best practices, including:

a. Effective operation of one-stop centers relating to the use of business outreach, partnerships and service delivery strategies, including strategies for serving individuals with barriers to employment.

b. Development of effective local boards, which may include information on factors that contribute to enabling local boards to exceed negotiated local levels of performance, sustain fiscal integrity and achieve other measures of effectiveness.

c. Effective training programs that respond to real-time labor market analysis and effectively use direct assessment and prior learning assessment to measure an individual's prior knowledge, skills, competencies, and experiences and evaluate such skills and competencies for adaptability to support efficient placement into employment or career pathways.

6. The review and development of statewide policies affecting the coordinated provision of services through the state's one-stop delivery system described in sec. 121(e), including the development of:

a. Objective criteria and procedures for use by local boards in assessing the effectiveness and continuous improvement of one-stop centers.

b. Guidance for the allocation of one-stop center infrastructure funds under sec. 121(h).

c. Policies relating to the appropriate roles and contributions of entities that carries out one-stop partner programs within the one-stop delivery system, including approaches to facilitating equitable and efficient cost allocation in the system.

7. The development of strategies for implementing and funding technological improvements to facilitate access to, and improve the quality of, services and activities provided through the state's one-stop delivery system, including such improvements to:

a. Enhance digital literacy skills (as defined in sec. 202 of the Museum and Library Services Act – 20 U.S.C. 9101; referred to in the Act as *digital literacy skills*).

b. Accelerate the acquisition of skills and recognized postsecondary credentials by participants.

c. Strengthen the professional development of providers and workforce professionals.

d. Ensure such technology is accessible to individuals with disabilities and individuals residing in remote areas.

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).

9. The review and development of allocation formulas for the distribution of funds to local areas for employment and training activities for adults and youth workforce investment activities to local areas as permitted under sec. 128(b)(3) and sec. 133(b)(3).

10. The preparation of annual reports described in paragraphs (1) and (2) of sec. 116(d).

11. The development of statewide workforce and labor market information system as described in the Wagner-Peyser Act (29 U.S.C. § 491-2(e)).

12. The development of any other policies and recommendations that will encourage and promote improvements to the workforce development system in the state.

The state board's executive committee was created pursuant to Executive Order 2016-08 to assist and expedite the work of the state board. The executive committee evaluates reports from OWINN, and makes recommendations to the state board regarding the allocation of workforce development funds within the state board's purview.

State Board Composition

Members of the state board are appointed by the governor to represent diverse geographic areas of the state, and serve at the pleasure of the governor. The chair and vice-chair are designated by the governor, and members of the state board receive no compensation. The membership composition of the state board complies with WIOA sec. 101(d) and includes:

1. The governor (or his/her designee).

2. One member from each chamber of the Nevada state legislature, who shall be appointed by the appropriate presiding officer.

3. Two or more chief elected officials, who shall collectively represent cities and counties.

4. Representatives of the businesses industry, who shall comprise a majority (*51 percent*) of the state board, and shall include business owners, business representatives from various industry sectors, and business trade associations.

5. Representatives of the workforce and labor, who shall comprise no less than 20 percent of the state board, and shall include representatives of labor federations, labor organizations, and joint labor- management or apprenticeship programs.

6. Representatives of state government, who are officials with primary responsibilities for the core programs contained in the Act.

7. Any other representative(s) the governor may deem necessary.

State Board's Operational Structures

Under the purview of the governor, the state board collaborates with core program partners and workforce development system stakeholders through a network of interagency information communication pathways.

State Board's Executive Committee

The state board's executive committee shall be appointed by and serve at the pleasure of the governor. The executive committee shall be comprised of no more than nine members selected from the state board's membership. Members shall include: the current chair of the state board, who shall also serve as chair of the executive committee; four members representing business or the workforce; one member representing state government; one member representing local government; one member representing higher education; and, one member representing either K-12 education or local workforce training programs.

The executive committee adopted Rules of Practice to efficiently and effectively manage the administrative duties of the state board during the time between regularly-scheduled state board meetings.

The executive committee meets as often as necessary, at the discretion of its chairperson, and all meetings are subject to Nevada's Open Meeting Law, NRS 241.020.

State Board - Industry Sector Councils

As outlined in section II of this state plan, NRS 232.935 requires the state board to establish industry sector councils to identify job training and education programs that best meet regional economic development goals. The mission of these sector councils is to bring together decision makers from business, government, education, labor, and industry professional groups to identify and address the delivery of industry-specific training and workforce development initiatives in support of the economic development of the state.

Based on specific labor market information obtained through the 2011 Brookings-SRI report, DETR's Research and Analysis Bureau identified industry sectors that had the potential for high growth and high-demand job openings in Nevada. The state board originally established nine sector councils to reflect the industry sector strategy activities, and to avoid duplication of effort and ensure coordination with existing policy bodies and advisory groups who provide input to the governor on industry needs. These nine sector councils align with the industry sectors managed by GOED.

In October 2015, the state board consolidated several industry sectors; the following seven industry sector councils currently remain: (1) aerospace and defense; (2) construction; (2) health care and medical services; (3) information technology; (4) manufacturing and logistics; (5) mining and materials; (6) natural resources (includes agriculture, clean energy and water technologies); and, (7) tourism, gaming and entertainment.

On March 16, 2016, the governor issued Executive Order 2016-08, which encompassed significant changes regarding workforce development, specifically the reorganization of the industry sector councils. Said order directed that industry sector councils shall consist of no more than seven

members per council, with at least four members of each council representing business in the targeted industry. The order further directed that each industry sector council shall meet twice per year to receive information from the following entities: Office of the Governor; the Governor's Office of Economic Development (GOED); the Nevada Department of Employment, Training and Rehabilitation (DETR); the Nevada System of Higher Education (NSHE); and any other agencies or organizations directed by the Governor's Office of Workforce Innovation (OWINN). Each industry sector council shall issue recommendations, based on the information received during its biannual meetings, to the state board and OWINN forecasting both short- and long-term job growth on a regional basis for both new and existing industry, so as to inform the workforce development programs in Nevada. Furthermore, said reporting shall include recommendations concerning the necessary skills and education requisite for the jobs outlined in the industry sector councils' job growth recommendations.

On July 21, 2016, the state board approved the addition of a **construction** industry sector council, bringing the total to eight.

State Board's Decision-Making Process

The state board's executive committee, standing subcommittees and industry sector councils work through the state board as follows:

Executive Committee

The executive committee shall act on behalf of the state board in relation to matters under the purview of the state board that arise between regularly scheduled meetings of the state board, or when it is not practical for the state board to meet. The executive committee exists to ensure that the state board successfully performs its role and meets its responsibilities in implementing Nevada's statewide workforce development system pursuant to WIOA. The state board delegates its authority to act as the full state board as is authorized by Executive Order 2016-08.

In carrying out its functions, the executive committee is authorized to exercise any power and take any action that is within the authority of the state board, and any matter that may properly be brought before the state board may be brought before the executive committee. The executive committee may refer matters to the state board for ratification if a majority of the members of the executive committee deem such referral is necessary, provided that any matter pertaining to the allocation of funding which is acted upon by the executive committee must be ratified by the state board at its next regularly scheduled meeting. The executive committee shall:

- Evaluate reports provided by OWINN.
- Make recommendations to the state board regarding the allocation of workforce development funds within the purview of the state board.
- Provide an oral report of the executive committee at every state board meeting, and make minutes of the executive committee's meetings available as soon as they are prepared.
- Undertake any other task or consider any other matter properly within the purview of and as directed by the state board.

The executive committee is authorized, in accordance with Executive Order 2016-08, to:

- Identify industry sectors which are essential to the state and identify the region(s) of the state where the majority of operations of each of those industries are conducted.
- Establish regional goals for economic development for each of the sector councils identified, and establish a council for each industry sector.
- Consider and develop programs to promote:
    - Strategies to improve labor markets for industries and regions of the state, including without limitation, improving the availability of relevant information;

- Coordination of the efforts of relevant public and private agencies and organizations;
- Strategies for providing funding, as needed, by various industry sectors;
- Increased production capacities for various industry sectors;
- The development of useful measurements of performance and outcomes in various industry sectors;
- Participation by and assistance from state and local government agencies;
- Expanded market penetration, including, without limitation, by providing assistance to employers with small numbers of employees;
- Partnerships between labor and management;
- Business associations;
- The development of improved instructional and educational resources for employers and employees;
- The development of improved economies of scale, as applicable, in industry sectors; and,
- Identify and apply for federal funding available for job training and education programs for which federal funding is available.

- With the exception of Governor's Reserve WIOA dollars, consider and approve or disapprove applications for money, provided that such approval or disapproval is subject to final ratification and approval by the state board at its next regularly scheduled meeting.
- With the exception of Governor's Reserve WIOA dollars, upon ratification and approval of the state board, provide and administer grants of money for the purpose of establishing job training and education programs in industry sectors for which regional goals for economic development have been established.

2. Implementation of State Strategy

Describe how the lead State agency with responsibility for the administration of each core program or a Combined Plan partner program included in this plan will implement the State's Strategies identified in Section II(c). above. This must include a description of—

A. Core Program Activities to Implement the State's Strategy

Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also, describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

In collaboration with the WIOA state plan workgroups, the following goals, objectives and strategies were identified that outline the core programs' activities that will be undertaken to accomplish the state's direction outlined in this state plan:

- Nevada's state plan partners include workforce, education and human services who work together in participation in the customer-centric service pathway model that will be created in the one-stop centers. These partners will interface through relevant data systems (e.g., SLDS, EmployNV, OSDS, OASIS, NOMADS/AMPS) towards a common intake and reporting system.
- Nevada will continue to align services across core, required and optional partner programming, and strategically linking programs in order to ensure access for Nevadans and avoid duplication of services in a collaborative, comprehensive system. Nevada will continue to convene a council of leaders amongst core program partners to evaluate services and explore opportunities for new and innovative ways to better align programs and serve Nevada's workforce.

WIOA Title I: Adult, Dislocated Workers and Youth Programs

DETR is responsible for the administration of core program and services for adults, dislocated workers and youth programs.

Career Enhancement Program (CEP)

Nevada's employer-funded training and reemployment CEP will continue to provide job seekers with training to improve earning potential and increase relevant job skills. The CEP works closely with workforce system partners through a referral system to ensure that all identified populations are provided with services, including access, aptitude and proficiency testing, vocational guidance, individualized reemployment plans, and labor market information that is designed to facilitate reentry into the workforce.

Wagner-Peyser – Title I Providers

WIOA Title I providers, in conjunction with Wagner-Peyser services and state funding resources, will continue collaborations to ensure that Nevada business and industries' needs are met. WIOA and one-stop system partners' resources have been identified and leveraged to avoid duplication of services, and are outlined in memorandums of understanding (MOUs) and state compliance policies. Partners' contributions of core services will result in increased services for job seekers and businesses, while unburdening WIOA funds and resources to expand employer services and provide for the identification of demands for workers possessing relevant skill sets. The industry sectors provide input and guidance in these pursuits.

The Nevada Department of Education (NDE) is responsible for the administration of Title II core program and services for adult education and literacy programs.

In cooperation with American Job Centers for Nevada, WIOA Title II programs will, through co-enrollment & referrals, provide Basic Skills, High School Equivalency (HSE) preparation, Integrated Education and Training (IET), Transitions to Postsecondary and Career Pathways, along with College and Career Readiness at all student functioning levels. Basic skills are defined as a combination of literacy, numeracy and English language (i.e., listening, reading, writing, speaking in English, digital literacy and the use of mathematical ideas); and employability skills required for participation in modern workplaces and communities.

Adult Education programs are required to implement co-enrollment strategies for students to have opportunities to participate in eligible career pathway programs that provide counseling and supportive services and are aligned with the education and skill needs of the regional economy. For education and training that leads to identified postsecondary degrees and certificates required for in-demand jobs that pay wages at or above the median earnings threshold, adult education students will be connected with federal financial aid opportunities through Pell Grant ability to benefit (ATB) provisions. For education and training that leads to state-recognized industry certificates, adult education students will be connected with WIOA Title I-funded programs to pay for associated training costs.

Nevada will align services across core and optional partner programming, strategically linking programs in order to ensure access for Nevada adults and avoid duplication of services in a collaborative, comprehensive system. Nevada will continue to convene a council of leaders amongst core programs to evaluate services and explore opportunities for new and innovative ways to better align programs and serve the workforce of Nevada.

WIOA Title III: Wagner-Peyser Act of 1933 Programs

DETR is responsible for the administration of core program and services covered in the Wagner-Peyser Act of 1933.

Nevada JobConnect (NJC)

Adults and dislocated workers, including low income adults needing new or upgraded skill sets, will continue to be provided with access to education, training programs and services through the state‘s 10 NJC centers and/or through local area service providers who are affiliates of Nevada‘s statewide workforce development system.

To meet the skillset needs of existing and emerging employers, including those identified in high growth in-demand occupations, a dual customer-centric approach will be implemented to ensure that all associated NJC partners collaborate and coordinate clients’ employment, training and services activities. Through a statewide coordinated effort, employment and training agencies will leverage their resources and continue to provide quality support to job seekers and businesses.

Implementation of State Strategy

An important part of the transition process is to ensure that all agency staff are familiar with the procedures and capabilities of the other partner organizations in the one-stop delivery system. To meet this objective, partner agencies are participating in the One-Stop System Academy. This joint activity coordinates training of both newly hired and long term staff members from all agencies for both orientation and staff development. The local boards coordinate the training, and the NJC is an active participant in the process.

WIOA Title IV: Rehabilitation Act of 1973

DETR’s Vocational Rehabilitation Division (VR) is responsible for the administration of core program and services covered in the Rehabilitation Act of 1973. VR will continue to implement activities that carry out the state’s strategies, which include:

- Job development including job seeking skills, job search assistance and supports, resume development, job placement, and retention services;
- Transition services and supports for students and youth up to age 24 years;
- Providing opportunities to enroll in postsecondary education Providing opportunities to enroll in industry recognized certificate programs and other skills building training and certificate programs;
- Assistive technology assessments, training and equipment;
- Orientation and mobility training;
- Transportation assistance in connection with receiving services;
- Assessments of job-related skills and abilities;
- Career counseling and guidance;
- Post-employment services;
- Medical and mental restoration services related to vocational goals;
- Job coaching; and,
- Occupational licenses, work cards, tools, equipment, and supplies.

Other: TANF and SNAP

The DWSS is responsible for the administration of the optional programs mentioned throughout this state plan, which include TANF and SNAP. The DWSS' Childcare Assistance Program and TANF transportation supportive services enable participation in a customer-centric pathway model. DWSS has successfully co-located staff in the one-stop centers and Clark County libraries, wherein TANF/SNAP recipients are referred and can obtain information and services. The DWSS Belrose District Office became an affiliate site in 2017 and a goal of DWSS is to make the Henderson District Office an additional affiliate site before the end of 2019.

B. Alignment with Activities Outside the Plan

Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

With regards to the few state partners who operate outside of the integrated case management information systems, coordination at the local level through participation in local boards, and at the state level through participation in the state board, will continue to bridge communication and participation that brings together all data-contributing workforce partners to enable data-driven strategic planning and decision-making.

WIOA Title I: Adult, Dislocated Workers and Youth Programs

State Workforce Development Board

Through the state board, sector councils, industry partnerships and statewide workforce development alignment have been firmly established. Representatives associated with community colleges, business and labor organizations, registered apprenticeships, civic groups, and community-based organizations have aligned and utilize workforce development strategies to drive both industry and regional economic development. Nevada aligns services across core required and optional partner programming through strategically linking programs in order to ensure access and avoid

duplication of services in a collaborative, comprehensive and integrated system. Nevada will continue to convene a council of leaders amongst programs to evaluate services and explore opportunities for new and innovative ways to better align programs and serve Nevada's workforce.

Local Workforce Development Boards

Workforce Connections

Alignment with activities of the southern local board coincides with career services included in WIOA sec. 134(c)(2), which will continue to be funded through the one-stop operator and service providers. Services provided include:

1.

    a. Determinations of eligibility for services under WIOA Title I.

    b. Outreach, intake and orientation to information and services through OSDS.

    c. Initial assessments of skill levels, aptitudes, abilities, and supportive service needs.

    d. Labor exchange services, including job search and placement assistance, career counseling, provisional information for in-demand occupations, and appropriate recruitment and other business services provided on behalf of Nevada employers.

    e. Referrals to and coordination of activities with all other applicable OSDS partn ers and workforce development programs.

    f. Workforce and employment statistical information, including the provision of acc urate information relating to local, regional and national labor market areas.

    g. Job vacancy listings.

    h. Relevant job skills information necessary to obtain employment.

    i. In-demand occupational, skill requirements and earnings data.

    j. Performance and program cost information for eligible providers of training services.

    k. Easy to understand information for customers on performance accountability measures and the availability of other support services in the local area.

    l. UI benefit information and filing assistance.

    m. Information relating to and assistance with establishing eligibility for programs of financial aid assistance and education programs.

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

Workforce Connections will utilize a standardized MOU that outlines the services and funding to be provided by each required and optional local workforce system partner. Overall, the MOU and local unified plans will detail efforts to ensure effective and efficient delivery of workforce services.

Through the regularly convened OSDS partner meetings and other strategies, Workforce Connections intends to align all core, required and optional partner programs to further improve consistency and integration of services by creating a common application process, co-enrolling customers across programs, instituting an integrated case management process, utilizing standardized assessments, creating standardized curriculums for job readiness training, and in conjunction with core and required partners, implementing a comprehensive staff training program for personnel delivering services.

Since the technical assistance visit from US DOL in April 2017, and in order to fully implement the WIOA vision of a seamless customer-focused service delivery network, our system integration efforts in Southern Nevada include but are not limited to:

More Access Points

Through Memorandums of Understanding (MOUs) between Workforce Connections (WC) and the public libraries, no-cost space is bring made available for staff of WIOA required partner programs at Affilitated Centers located inside the libraries. Additionally, JobConnect and Temporary Assistance for Needy Families (TANF) offices have since been designated as Affiliated One-Stop Centers by WC.

Improved Mix of Services

In order to create better client access to required partner programs in the centers, the core partners are working together to achieve a more balanced presence bu strategically co-locating staff from Titles I, II, III, IV and TANF throughout the centers. Use of the HIPPA-compliant “VSee” software will everage technology to provide VR services remotely. Specifically, WC is transitioning Title I services from stand-alone “models” into the One-Stop centers to integrate with the other WIOA required partner programs.

Seamless Service Delivery

DETR and WC are working together to establish integrated delivery of Business Services to employers, Additionally, future efforts will focus on an all-partner marketing effort for the entire system. Consideration is also being given to transitioning existing JobConnect offices into comprehensive centers; and establishing new Specialized Centers that focus on specific industry sectors or target populations. The partners are working on the cross-training of center staff across all One-Stop partner programs.

Nevadaworks

Nevadaworks aligns the activities of the northern local board to include eligibility, outreach and intake, assessment, labor exchange services, referrals, and employment statistics reporting. Nevadaworks further provides diagnostic testing, individual and group counseling, career planning, short-term prevocational services, and internship opportunities.

Nevada Department of Education

To address low skills as a state issue, Nevada must dramatically improve access to basic skills training for not only WIOA core partner clients, but for SNAP and TANF recipients as well. The state plan examines what the critical points at which low skilled adults access public services are and how resources can be leveraged to direct educational services to said recipients. Title II programming should be publicized and linkages established for SNAP, TANF, HUD, local housing authorities, emergency rooms, and wherever Nevadans with low basic skills seek out social services. Adult education programs often see students requesting educational programming, but quickly discover that these students are in need of broader services.

WIOA partners must identify individuals' goals and needs to reach self-sufficiency and determine what would make substantive changes in these individual's lives and in their economic prospects. Low-skilled typically correlates with low economic status as well as the potential for disproportionate unemployment and underemployment. There is significant overlap and crossover between the clientele of DWSS and the literacy, basic skills, and HSE preparation programs of Title II in Nevada.

These services join in cross-training and participate in warm-transfers between agencies and the one-stop affiliate sites. Therefore resources are spent by Title II in one-stop infrastructure costs.

WIOA Title III: Wagner-Peyser Act of 1933 Programs

One-Stop System Academy

A key activity pertaining to the coordination and alignment of services across state plan partners and other stakeholders is the development of strategies to support staff training and awareness across core, required and optional programs for the one-stop delivery system. Program Education and awareness shall be accomplished through the creation and implementation of a one-stop system academy, which shall be scheduled on a periodic, on-going basis at the need and discretion of the system partners.

System partners will be given the opportunity to have staff members of their respective programs shall be made to participate in the academy, either upon hire or through staff development. Participation in the academy will include program leaders, frontline staff, teachers, service providers, and other stakeholders.

As part of the academy, system partners will create and facilitate presentations on the basics of their programs so that the academy can serve as an orientation to the overall workforce development system. When reasonable and appropriate, the academy may include personal development subject matter and create networking opportunities that are key in fostering personal familiarity and collaborative environment necessary for a successful referral process among partners. Each partner will be responsible for developing the curriculum pertaining to and identifying staff member(s) to serve as the instructor for its respective program(s).

Development of the final curriculum, details regarding the instructor certification process and an agreement as to the shared cost responsibilities will be completed by representatives from each partner/program at a date to be determined after the state plan has been submitted and approved by the appropriate federal agencies.

Each of the northern and southern workforce development areas will identify a single, central host site where the academy will be facilitated. Any costs associated with facilitating and/or participating in the academy will be shared across the system partners, as appropriate.

At a minimum, each partner shall include the following:

- Basic eligibility criteria for participants
- Overview of services
- Reasons why an individual might and/or should be referred to a specific partner(s)
- Eligibility or other documentation needed when making a referral

Additional general topics to be presented that are specific to each partner/program shall include:

Title I – Adult, Dislocated Worker and Youth

- One-stop system overview
- Core/required partners
- ADW services
- Basic career services
- Individualized career services
- Training services

- Supportive services
- Performance indicators
- Follow-up
- Youth services

Title II – Adult Education and Family Literacy Act (AEFLA)

- Adult education system overview
- Basic skills and literacy activities
- English language acquisition
- Workforce preparation activities
- Career pathways
- Transitions to postsecondary education or training
- Integrated education and training
- High school equivalency
- Performance indicators

Title III – Wagner-Peyser

- Labor exchange (employment services)
- ESD business services
- Career Enhancement Program (CEP)
- Silver State Works
- Worker Opportunity Tax Credit (WOTC)
- Reemployment Eligibility Assistance (REAnv)
- Reemployment Services and Eligibility Assessment (RESEA)
- Work Experience

Title IV – Bureau of Vocational Rehabilitation (BVR)

- *What* BVR does
- *Who* BVR serves
- Definition of disability for BVR purposes
- Partnering with BVR
- *Why* refer to BVR/*what* is needed for referral to BVR
- On-going partnerships with BVR in one-stop centers and affiliate sites

WIOA Title IV: Rehabilitation Act of 1973

Vocational Rehabilitation will align its activities with partners outside of the state plan by:

- Use of asset mapping for all workforce programs

- Improved and open communication with One-Stop operator and One-Stop partners
- Cross-agency and cross-partner training
- Increased communication and participation with local boards, of which VR is a member
- Increased communication and participation with the state's industry sector councils, using sector council data and feedback to assist with employment goal development and program development
- Focusing on program activities unique to VR

Other: TANF and SNAP

TANF and SNAP programs plan to align their activities with partners outside of the state plan through:

- Common intake and assessment processes
- Standard referral and communication processes – a universal referral process is currently being used by TANF to communicate directly with partners
- Co-enrollment in core programs and services
- Consistent data sharing among partners
- Co-location of staff in one-stop centers, and the DWSS affiliated site.
- Participation in a customer-centric service pathway model in the one-stop centers
- Development of industry-focused educational and training needs.

C. Coordination, Alignment and Provision of Services to Individuals

Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas. The activities described shall conform to the statutory requirements of each program.

Nevada has upgraded the management information system (EmployNV) to include a common intake capacity. Through the utilization of an integrated common intake system, services and accesses will be streamlined for job seekers, providing one system of record entry and access for all programs that an individual may be eligible for. Furthermore, said system will improve customer service and enhance customers' choices.

WIOA Title I: Adult, Dislocated Workers and Youth Programs and WIOA Title II: Adult Education and Family Literacy Act Programs

The role that the WIOA state plan can play in creating a true *no-wrong door* system that leads to an increase in basic skills, transitions to postsecondary education or training, and economic self-sufficiency is through incentivizing participation and collaboration.

State Workforce Development Board

The state board will work with the local boards to ensure that there is cooperation between service agencies, with core and other partner programs and stakeholders. The state board will work toward the creation of a *true* career pathway system.

Local Workforce Development Boards

The LWDBs 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 OSDS 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, 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.

Title III: Labor Exchange Services

The Workforce Innovation and Opportunity Act (WIOA) requires that core programs offered through the one-stop system, including Title III labor exchange services (Wagner-Peyser Act), be coordinated in order to provide high quality customer-centered services including support services to all customer populations. For many years, the NJC provided labor exchange services at 9 NJC offices located in the principal urban (Carson City, Henderson, Las Vegas, North Las Vegas, and Sparks) and rural (Elko, Ely, Fallon and Winnemucca) areas of the state. These offices provide one-on-one interviews at multiple locations providing labor exchange services as well as referral to other partner programs including TANF, SNAP, Vocational Rehabilitation, and WIOA providers. Additionally, NJC staff will provide labor exchange services at the southern Nevada Comprehensive One-Stop Center administered by Workforce Connections, the American Job Center of Reno administered by Nevadaworks, the two day labor offices operated by DETR, and the Nevada Partners-JobConnect joint initiative, which will all be portals to the partner programs. Online services are also provided by EmployNV, the One Stop Operating System.

WIOA Title IV: Rehabilitation Act of 1973

Vocational Rehabilitation (VR) will focus on the delivery of the unique activities of its program, which are not duplicative to those within other programs, such as those noted below. Activities that may be common to other partners will be undertaken based upon the best use of available resources and dependent upon meaningful and open communication. Activities unique to VR include, but are not limited to:

- Orientation and mobility instructors' providing fee-for-service training.
- Assistive technology (AT) specialists providing assessments, purchase of and training on AT equipment.
- 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.

VR will continue to actively participate in cross-agency councils, commissions, boards, taskforces, and workgroups.

Other: TANF and SNAP

TANF and SNAP programs plan to coordinate their activities and resources to provide comprehensive, high-quality, customer-centered services including support services through:

- Common intake and assessment processes
- Standard referral and communication processes – a universal referral process is currently being used by TANF to communicate directly with partners
- Co-enrollment in core programs and services
- Consistent data sharing among partners
- Co-location of staff in one-stop centers and the DWSS, affiliated site
- Participation in a customer-centric service pathway model in the one-stop centers
- Development of industry-focused educational and training needs

D. Coordination, Alignment and Provision of Services to Employers

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

All core program partners coordinate activities and resources to provide comprehensive, quality services to Nevada employers to meet their current and future workforce needs. One key strategy for accomplishing this is through the collaborative and coordinating efforts of the Office of Workforce Innovation (OWINN) that has been created within the Office of the Governor. Pursuant to the governor's Executive Order 2016- 08, OWINN shall:

- Provide support to the state board, the 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;
- Recommend improvements to the allocation of federal and state dollars incorporating evidence- and outcome-based strategies to align workforce training programs in Nevada with current and projected job opportunities and career pathways, based on Nevada's economic development plan and information received from the industry sector councils;
- Apply for and administer grants, including those that may be available from funding reserved for statewide workforce investment activities from WIOA;
- Review the current status and structure of local workforce investment boards in the state to determine if they are appropriately aligned to serve the unique needs of regional economies in Nevada; and,
- Work on any other matters directed by the Office of the Governor.

Executive Order 2016-08 further directed the state board to reorganize all industry sector council memberships no later than April 30, 2016. Said reorganization included the direction of said industry sector councils to issue written recommendations, based on the information received during their respective bi- annual meetings, to the state board that forecasted both short- and long-term job

growth on a regional basis for both new and existing industry so as to inform the workforce development programs in Nevada; and, make recommendations concerning the necessary skills and education for the jobs outlined in its job growth recommendations.

WIOA Title I: Adult, Dislocated Workers and Youth Programs and WIOA Title III: Wagner-Peyser Act of 1933 Programs

The comprehensive one-stop centers in both of Nevada's local workforce areas embody the quality of customer service and level of efficiency that will be predicated upon the following requirements:

- Must enter into a MOU with local areas relating to the operation of their one-stop system that meets the requirements of WIOA and its associated regulations.
- Must establish a foundation for integrating the W IOA required one-stop partners into a non-duplicative, collaborative, seamless system of service delivery that will enhance access to the programs' services and improve long-term employment outcomes for individuals receiving assistance.
- Must establish a system that ensures that a range of workforce development services and programs are carried out by one-stop partners and are easily accessible to individuals seeking assistance.
- Must provide all WIOA specified career services to customers.
- Must have experienced staff that is well-versed in all aspects of local labor market information, employment and training programs and WIOA regulations.
- Must have a fiscal accountability system in place that consists of policies and procedures that exemplify integrity, financial competency of generally accepted accounting practices, and a thorough knowledge of federal monetary regulations.
- Must have a previously demonstrated history of salient performance in employment and training programs that address the needs of diverse populations of adults and youth.

The DETR consolidates the employment and training programs administered by the Employment Security Division (ESD), VR, and the Research and Analysis Bureau (i.e., labor market entity into a single executive branch agency). The centralization of the majority of publicly funded workforce investment programs' funding streams within one administrative entity laid the foundation for the development of the NJC system.

All 9 of the NJC offices throughout the state have resource centers and a range of employment and training services available to the employer and job seeking customers. The employment and training services available from partner organizations in some centers include WIOA adult, dislocated worker, youth services, and labor market information, as well as Wagner-Peyser, veterans employment and training, the Reemployment Services and Eligibility Assessment (RESEA) and Reemployment Eligibility Assistance (REAnv) programs, Trade Act services, VR, Rapid Response, Silver State Works, and the employer-funded CEP.

As the governor's board and the local areas endeavor to meet the changing needs of Nevada's businesses, the roles and responsibilities of the system have been refined to ensure a stronger connection between the needs of employers and the services offered by t h e NJC. It is through enhanced collaboration with state and local economic development entities and the state's educational system that the NJC system seeks out new opportunities to integrate these partners into Nevada's one-stop employment and training service delivery system.

The OSDS unifies training, education and employment programs into a single, customer-centric system that serves as a focal point for service delivery. DETR collaborated with local areas in establishing the 9 NJC offices throughout the state by committing all available resources to provide the foundation for the NJC system. In addition to providing staffing and infrastructure resources, the

state acts as a conduit between the governor and the local areas for communicating strategic priorities for system development and continuous improvement.

The state board ensures universal access for businesses and job seekers through the OSDS by providing the following:

One-Stop Services for Businesses

- Recruitment and pre-screening of qualified applicants
- Easy access to post job listings through EmployNV, National Labor Exchange (NLX) and contracted service providers
- Job and industry growth trends and forecast information
- Wage data and other valuable labor market information
- Economic and business development assistance
- Hiring and training incentives

Employers have expressed their satisfaction with the value-added benefits from a single system for finding job-ready, skilled human capital that meet their workforce needs. Through the NJC, employers have a single point of contact to provide information about current and future skills needed by their employees, as well as a location to post job openings.

One-Stop Service for Job seekers

- Information about local, state and national labor markets
- Job and career resources (e.g., computers, faxes, copy machines, telephones)
- Job listings
- Hiring and employment requirements
- Job referral and placement services
- Information on the quality of education and training programs
- Initial screening for training eligibility
- Testing and assessment
- Job search tools
- Assistance with filing UI claims for benefits
- Information about the availability of local supportive services, including: childcare, transportation, various aid programs, other agencies and their complementary employment support services

The state has determined what factors are critical to ensure the success of services to employers. These factors include identifying the type of business model that will increase employer satisfaction, and manage and deliver employers services. Nevada‘s business plan stems from a business model that establishes one-stop partners and NJC staff into a joint team across program levels. The state has identified clear niches of focus that connect to specific industries, economic development partners and/or community colleges. This design consideration has allowed the state to further leverage its funding and resources. Other critical success factors include maintenance of a comprehensive service delivery database that tracks the state’s contacts, delivery of services and outcomes. The EmployNV serves as the workforce system’s contact management system. The NJC branding has allowed the state to design a statewide menu of employer services that can be readily accessed across the state.

The NJC is continuously evaluating the state‘s strategies to improve services to Nevada’s employers. The NJC system has adopted the single point of contact model for the delivery of business services. The NJC centers hire dedicated specialized business service representatives who establish and maintain relationships with employers and industries. These specialized staff conduct individualized local area outreach to employers and become the employer‘s primary point of contact. This service model approach has encouraged employers to post their job openings with the NJC centers. This mitigates duplication of efforts between partnering agency staff that also interact with employers.

Additionally, Wagner-Peyser Act staff work with industry clusters, sectors and/or groups of related employers to address their local area workforce demands, particularly for industries with labor shortages.

Local Workforce Development Boards

The OSDS’s business services network consists of representatives from partner agencies who convene and coordinate business and employer service activities throughout the OSDS to create a seamless approach for employers and job seekers. Effective, efficient and constant communications among partners are essential elements for success in meeting this purpose and achieving the network’s mission of *no wrong door* for employers. The network enables ongoing communication and continuous feedback with all relevant stakeholders. Each network partner understands the menu of available system services, and each are prepared to assist employers in accessing these services whether provided directly by the partner or in conjunction with other partners.

Workforce Connections, in collaboration with DETR’s Nevada JobConnect Business Services Division, works with Southern Nevada employers to provide outstanding services in securing qualified employment candidates. Additionally, the DETR NJC/WC team collaborates with various entities, stakeholders and local city and county elected officials to produce dynamic employer focused hiring events through the year.

Nevadaworks’ one-stop center operator (DETR) devotes designated business representatives to coordinate and deliver services to employers.

One way the WIOA Title II program provides activities and resources to local employers is by delivering onsite programming for incumbent workers. The program also has developed partnerships with postsecondary institutions to make occupational training available to students that would not normally enroll. The Title II program worked with the Nevada System of Higher Education to change policy that was a barrier to adult education students enrolling in postsecondary education through the state community colleges. Following the change in policy a concurrent enrollment project was started to provide team teaching in high demand CTE areas within two of the state funded community colleges. The adult education programs are working more frequently with Title I providers to obtain funding for tuition costs whenever possible. The postsecondary CTE training leads to college certificates and industry recognized credentials and provides a wider pool of candidates for employers with participants more quickly entering the workforce.

Local programs are co-located at the one-stop centers to increase coordination with the core partners to avoid duplication and effectively serve participants. In the southern area the adult education programs are also co-located with Title I in several library locations that are strategically placed to reach the most at-risk population in the community in which they live.

WIOA Title IV: Rehabilitation Act of 1973

Vocational Rehabilitation (VR) has established an internal business development team that liaises between employers and VR’s workforce of individuals with disabilities. Team members participate in chamber of commerce events, and the Governor’s_ Workforce Development Board and Local Workforce Development Boards’ meetings and events. The team engages with Nevada’s two local boards to share with them information on skills gaps that VR clients have and for which VRneeds support to facilitate workforce solutions. The business development team thoughtfully utilizes

employment data from Employ NV and from DETR's Research and Analysis Bureau as well as guidance obtained from the industry sector councils to drive VR's service delivery_.and the team's collaboration with employers.

Business development team members participate in state and local economic development groups, regional development authorities, GOED, professional workforce organizations, professional conferences, and job fairs. The team members develop pre-employment training and recruitment programs for employers, and they provide disability awareness training to employers and professional organizations.

Other: TANF and SNAP

The TANF and SNAP programs plan to facilitate coordination, alignment and provisions to employers through the following functions:

- Common intake and assessment process
- Standard referral and communication process - a universal referral process is currently being used by TANF to communicate directly with partners
- Co-enrollment in core programs and services
- Sharing of data among partners
- Co-location of staff in one-stop centers and the DWSS , affiliated site
- Participation in a customer-centric service pathway model in the one-stop center

E. Partner Engagement with Educational Institutions

Describe how the State's Strategies will engage the State's community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

WIOA Title I: Adult, Dislocated Workers and Youth Programs

Nevada System of Higher Education

The foundation for Nevada's state plan for partner engagement is collaboration between economic development (GOED), workforce development (DETR), K-12 education (NDE), and higher education (NSHE), with a particular emphasis placed on the community colleges. Under the economic development plan for the state, DETR formed industry sector councils for each of the industry sectors identified and sought after by GOED for growth. Through interactions between the industry sector councils, wherein NSHE has representation, NSHE is determining the requisite skill sets of each industry, and determining how NSHE may embed relevant curricula in its secondary and postsecondary education institutions. The state's community colleges seek input and approval from the sector councils for the creation and/or revision of educational programs. The sector councils also have representation from the primary K-12 educational institutions, the local boards, private educators, and other public sector service providers.

Local Workforce Development Boards

The LWDBs will build partnerships with education and training partners that will increase access to activities leading to postsecondary credentials focusing on career pathways specific to locally-relevant, in-demand occupations within Nevada's key industry sectors. Training partnerships will be identified by advisory panels that provide real-time intelligence regarding the local labor market, education system and economic development activities. Training partnerships will be expanded with universal access to STEM-based programs that anchor participant exposure to skill sets, industry-recognized certificates, licenses, and certifications for occupations across Nevada's key industry

sectors. This ‘real-time’ intelligence will assist in keeping all ETPL partnerships and offerings local industry-relevant and in-support of local in-demand occupations.

Apprenticeship readiness program partnerships will be expanded to target populations with barriers to employment. These apprenticeship readiness programs will support career pathways that prepare participants for eventual placement into local registered apprenticeship programs.

Nevada currently provides funding to all four state community colleges with Title II AEFLA dollars. The Nevada System of Higher Education (NSHE) is a partner in providing the postsecondary education and often the vocational training necessary to meet the demands of the state's economy. The Governor’s Office of Economic Development (GOED) will be a partner in establishing linkages between secondary and postsecondary institutions, and the Governor’s Office of Workforce Innovation (OWINN) will help identify industry sectors with in-demand jobs. Special attention has been paid to establishing integrated education and training (IET) programs in the fields of technology, health care, advanced manufacturing, education and mining, Nevada Adult Education is partnering with CTE programs on providing workplace readiness skills instruction and credentialing, for which CTE has established standards and assessments.

WIOA Title III: Wagner-Peyser Act of 1933 Programs

The governor recognizes that education is the single most important economic investment in the state. It is a major priority to improve the alignment between the skills employers need and the education and workforce system.

WIOA Title IV: Rehabilitation Act of 1973

Through TPCAs with Western Nevada College (WNC); and, Truckee Meadows Community College (TMCC), VR provides *CareerConnect* services to people with disabilities entering into postsecondary education at these colleges. The *CareerConnect* program provides new and/or expanded services designed to ensure skills mastery and education leading to employment. Services include academic support and intensive tutoring; hands-on work experiences through internships, job shadowing opportunities and/or volunteer work; employment preparation; job placement services, including job development, site visits, job matching and job coaching; transportation training; and, assistive technology assessments, equipment and training. VR works closely with the *CareerConnect* colleges and universities throughout the referral, eligibility and follow-up processes leading to successful employment outcomes. VR continues to collaborate with NSHE to expand *CareerConnect* to other member colleges and universities.

VR’s staff of rehabilitation counselors work hand in hand with all NSHE colleges and universities via their disability resource centers to provide supportive services to VR clients attending these institutions. Joint services that may be delivered to ensure college success include tutoring; assistive technology assessments, equipment and training; orientation and mobility training; and work readiness training.

Beginning in 2014 with our award of the National Technical Assistance Center on Transition (NTACT) Technical Assistance grant, Nevada partnered with the Nevada Department of Education (NDOE) to increase the numbers of students receiving Pre-Employment Transition Services and increase the number of students with disabilities enrolled in Careers and Technical Education (CTE) classes. The goal was to establish baseline and improvement in Pre-ETS as well as increase the number of students with disabilities participating in CTE classes from 8.5% to 10%. While valuable for all schools, Nevada selected two high schools in two different districts to use as pilots for program development. At Dayton

High School in North-rural Nevada exceeded the target goal of 10% by reaching 11.86% in September 2019. At Sunrise Mountain High School in urban-southern Nevada, CTE numbers increased from 9.1% to 13%. Take-aways from this effort are that CTE teachers, while subject matter experts in their fields, do not have the experience or specific education to be effective teaching students with disabilities. We also learned that the support of qualified para-professionals to support these students is paramount to their success. One tool we developed through the NTACT to increase

CTE participation was our CTE/VR flyer, which shares program specific information and highlights about VR and CTE to be shared at Individualized Education Program (IEP) meetings with parents and students. NV VR and the NDOE shared costs for the development and printing of this flyer to be distributed statewide.

Other: TANF and SNAP

TANF and SNAP programs will engage with the state's educational institution partners through:

- Co-enrollment
- Co-location
- Shared data/system
- Common intake assessment process
- Standard referral and communication process
- Individual vocational training contracts
- Development of industry-focused workforce educational and training needs
- Contracts with state educational institutions for SNAP 50 percent reimbursement partnerships.

F. Partner Engagement with Other Education and Training Providers

Describe how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

The state board and other partners in the workforce development system (i.e., LWDBs, core program partners and training providers) will engage to facilitate a job-driven education and training system.

LWDBs will build partnerships with education and training partners that will increase access to activities leading to postsecondary credentials focusing on career pathways specific to locally-relevant, in- demand occupations within Nevada's key industry sectors. Training partnerships will be identified by advisory panels that provide real-time intelligence regarding the local labor market, education system and economic development activities. Training partnerships will be expanded with universal access to STEM based programs that anchor participant exposure to skill sets, industry-recognized certificates, licenses and certifications for occupations across Nevada's key industry sectors. This 'real-time' intelligence will assist in keeping all ETPL partnerships and offerings local industry-relevant and in-support of local in-demand occupations.

Apprenticeship readiness program partnerships will be expanded to target populations with barriers to employment. These pre-apprenticeship programs will support career pathways that prepare participants for eventual placement into local registered apprenticeship programs.

G. Leveraging Resources to Increase Educational Access

Describe how the State's strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).

WIOA Title I: Adult, Dislocated Workers and Youth Programs

Local Workforce Development Boards

The local boards will establish and maintain resource sharing agreements with associated partners and facilitate a OSDS incorporating statewide dialogue for the purposes of partner collaborations that address employers' needs to connect to a ready workforce. By partnering and coordinating funds, the local boards will leverage educational access throughout their training programs.

WIOA Title II: Adult Education and Family Literacy Act Programs

The population of low skilled adults in Nevada and nationwide in general is made up of many different subpopulations. The Program for International Assessment of Adult Competencies (PIAAC) data indicates a significant disparity in skills, particularly among Blacks, Hispanics, young adults, and individuals with learning disabilities. Different interventions for different subpopulations are needed.

One subpopulation is individuals identified by the Development, Relief and Education for Alien Minors (DREAM) Act; Nevada's state plan can address the possible disconnection of this subpopulation with postsecondary education. Title II programs often see DREAM Act youth who have been historically excluded from any legitimate careers or education because they had no path to legal documentation. Best practices include outreach programs such as the Latino Youth program that recognizes Latino high school, community college and university graduates, and provides scholarship access to them as well as a forum for students to connect with and support one another. The introduction of the American Dream and Promise Act of 2019, if passed, could extend the opportunities for this subpopulation. Additionally, Nevada community colleges are expanding IET programs that enable adult students to be concurrently enrolled in postsecondary programs and have the opportunity to complete simultaneously with a high school equivalency certificate.

Title II programs will continue to strengthen and increase career pathways and IET programs through strategic partnerships with NSHE and other institutions affiliated with the Commission on Postsecondary Education. Programs will target credentialing programs in in-demand industries, which lead to existing jobs in students' particular zip codes, specifically for underserved, underrepresented and non-traditional student populations. Students will be identified for potential involvement in IET programs at alternative and adult high schools across the state. They will be offered career counseling, academic advising and peer-to-peer networking, and provided opportunities wherein they can engage with positive role models and ongoing mentors. Pell Grants can be utilized to pay for individuals who qualify under Ability To Benefit provisions who are enrolled in concurrent and contextualized instruction in adult education and eligible career pathways programs identified by NSHE community colleges as leading to high-demand employment within their service areas that pay a family-sustaining wage. For non-credit state-recognized industry certifications that lead to positive employment outcomes, Pell Grants cannot be utilized, but can be paid for through WIOA Title I training dollars and other funding sources.

WIOA Title III: Wagner-Peyser Act of 1933 Programs

Business, academic, and labor leaders from throughout the state serve on the Governor's Workforce Development Board to provide guidance to the on-going development of the workforce system. Nevada will also utilize the industry sector councils to engage other public and private sector representatives to participate, thereby asking many of the members serving on the local boards to also serve on the sector council that interests them. Under this state plan, local input into the workforce training system will increase and broaden. This will also ensure that all current areas have the opportunity to continue to participate in workforce development. All Wagner-Peyser staff will be cross-trained to ensure proper referral to partners that can assist with the educational access.

WIOA Title IV: Rehabilitation Act of 1973

Vocational Rehabilitation (VR) utilizes all the following strategies to leverage resources and increase educational accesses, and will continue to development these and other strategies to further influence funding for its programs:

- VR co-enrolls clients through EmployNV to participate in the state's One-Stop/JobConnect system where they may receive services, such as resume development, and referrals to jobs and job fairs. VR capitalizes on the availability of Career Enhancement Program funds for short term training that results in industry recognized credentials. For example, CEP funds have paid for VR clients to attend the Culinary Training Academy in Las Vegas for training in the areas of cook, housekeeping, bar porter, steward, and baker's helper. Additionally, VR has the ability to pay for the costs of many of the state's workforce development programs for VR-eligible clients.

- In Lyon County, where the Dayton High School Pre-ETS/CTE program was implemented, VR has contracted with the Lyon County School District to braid funding for the hiring of one special education transition coordinator. This collaboration includes one-third of the funding source from VR ($28,710.00), one third from Lyon County School District and one third from Career and Technical Education (CTE) funds (Perkins V federal grant). Braided funding for embedded transition coordinators is also being discussed with Washoe County and Douglas County School Districts

- VR enters into appropriate TPCAs that provide new, modified and/or enhanced programs and services for individuals with disabilities in order to remove barriers so they may obtain competitive, integrated,employment. In a TPCA, the partner agency provides the match in either cash or certified time, which draws down the federal sec. 110 of the Rehabilitation Act grant funds to fund the unique program. Currently, VR has entered into four TPCAs.

- Through TPCAs with Western Nevada College (WNC), Truckee Meadows Community College (TMCC), VR provides *CareerConnect* services to people with disabilities entering into postsecondary education at these institutions. The *CareerConnect* program provides new and/or expanded services designed to ensure skills mastery and education leading to employment. Services include academic support and intensive tutoring; hands-on work experiences through internships, job shadowing opportunities and/or volunteer work; employment preparation; job placement services, including job development, site visits, job matching and job coaching; transportation training; and, assistive technology assessments, equipment and training. VR works closely with all NSHE member colleges and universities throughout the referral, eligibility and follow-up processes leading to successful employment outcomes for joint clients/students.

- VR thoughtfully applies for all appropriate grant opportunities.

- VR provides limited fee-for-services amenities. Said services are limited due to the specialization and expertise of its staff. For example, VR provides vocational assessments for the state's DWSS, which in turn compensates VR per assessment.

Other:TANF and SNAP

Collaboration with CCSD has increased the accessibility of High School Equivalency (HSE) testing and preparation classes for TANF NEON participants through onsite instructors at a DWSS' facility. DWSS would like to build upon this success through program expansion in Clark County, as well as increased collaborations with other school districts statewide.

H. Improving Access to Postsecondary Credentials

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

WIOA Title I: Adult, Dislocated Workers and Youth Programs

On November 8, 2012, Nevada's governor issued Executive Order 2012-18. Section 2 of this executive order established the minimum percentage WIA funding allocation that must be expended on training services provided through the ETPL and lead to nationally recognized certificates. This provision does not apply to youth funding. However, the state will continue to provide these activities, which lead to recognized postsecondary credentials including registered apprenticeship certificates with WIOA funding allocations.

Nevada System of Higher Education

Through the collaboration noted in the partner engagement section of this state plan noted above, and specifically via business and industry outreach by our community colleges through the Nevada College Collaborative, NSHE developed public-private partnerships that identified postsecondary curricula and credentials requisite for career growth in various industries. Examples of initiatives include:

- GOED recognized the need for developing the manufacturing sector in northern Nevada and in response, a working group was formed to create career pathways for CTE students that would result in an engineering degree, while also mastering various skills and stackable credentials during secondary and postsecondary education. The advanced manufacturing technologies career pathway was created through the collaborative work of GOED, DETR, WCSD's CTE director, NSHE's Reno and Carson City community colleges, and several existing manufacturers in the Reno-Carson City area. This curricular pathway begins in a student's junior year in high school and includes dual-enrollment in certain community college technical courses. The pathway continues through the community college for many of the advanced technical courses and certificates, and concludes with a three-year program at UNR that results in a bachelor's degree in mechanical engineering. Throughout this pathway, several stackable certificates and industry internships that are useful as career *launch pads* are made available to the candidates. This pathway has been codified by NDE, and the concept endorsed by the NSHE Board of Regents' Standing Committee on Community Colleges as a model for other industries and technical disciplines.

- The NSHE Board of Regents established an institutional advisory council at each of the four community college campuses, which engage the business community in the identification of necessary workforce training to facilitate growth and sustainability of industries in the communities served by the colleges. These councils will help the colleges maximize the potential for the colleges' delivery of curricula that will meet the needs of diverse populations, and also serve as an active link between colleges and communities.

- The community college administrations and the Nevada College Collaborative director engage industry groups and individual industry members to partner with the colleges to create customized training programs that serve the respective industry; and, provide classroom training and internships for students and workers to be trained and/or cross-trained with employable skills applicable to that respective industry and/or company.

Local Workforce Development Boards

Access to activities leading to postsecondary credentials will improve by focusing on career pathways specific to locally in-demand occupations. LWDB's will promote locally relevant career pathways in the respective workforce development areas. Career exploration activities will be designed and implemented for in-demand skill sets and occupations across all of Nevada's key industry sectors. Examples of said strategies include:

- Access to activities leading to postsecondary credentials will improve by utilizing the latest technologies available. Interactive career exploration (ICE) strategies will make effective use of the latest technologies. In southern Nevada, participants will be able to access the Traitify Visual Personality Assessment from any personal computer or mobile device. Unlike most other career-mapping assessments, this unique scientific-based visual assessment is quick, fun and easy to take. After the two-three minute assessment, participants are provided actionable data that allow them to immediately start making career-mapping decisions. Participants are also able to navigate career exploration activities and local labor market information through fun, interactive and animated characters, which are themed in Nevada's key industry sectors. The exploration activities are designed to be engaging, interactive and enjoyable. They include industry-relevant videos, quizzes and games.

- Access to activities leading to postsecondary credentials will improve through universal access and a *no wrong door* philosophy deployed throughout the local one-stop delivery system. Universal access to science, technology, engineering, and math (STEM) based programs will anchor participant exposure to skill sets, industry-recognized certificates and various licenses for occupations across Nevada's key industry sectors.

- Access to activities leading to postsecondary credentials will improve through the effective use of locally-relevant workforce intelligence. Development of partnerships with local employers, apprenticeship councils, DETR's Nevada JobConnect and the Clark County School District will provide timely and locally-relevant intelligence regarding the local labor market, education system and economic development which will focus on business engagement, special populations, youth, and the OSDS. Among other things, this *real-time* labor market intelligence will assist in maintaining all ETPL offerings local industry-relevant and in support of local in-demand occupations.

- Access to activities leading to postsecondary credentials will improve through increased customer choices on the ETPL. The ETPL will meet the new performance reporting requirements and increase customer choice at the same time by using customer reviews in combination with performance data. This will help participants make an informed decision regarding training activities. A new paperless/online ETPL management process will streamline applications, evaluations, approvals/denials/renewals, customer reviews, and the ETPL performance reporting process through conversion to the new case management system, EmployNV.

- Access to activities leading to postsecondary credentials will improve through pre-apprenticeship programs that target populations with barriers to employment. These pre-apprenticeship programs (e.g. YouthBuild) will support career pathways that prepare participants for ensuing placement into local registered apprenticeship programs.

- Access to activities leading to postsecondary credentials will be facilitated through utilization of the National Career Readiness Certification (NCRC) system of defining level or career readiness based on evaluation of basic math skills, obtaining information through workplace documents, and workplace graphic literacy through the WorkKeys assessments.

- LWDBs knowledge of the industry-recognized credentials will increase due to the required 20 percent labor membership representation on the state and local boards, as well as active participation in the governor's industry sector councils.

WIOA Title II: Adult Education and Family Literacy Act Programs

Title II will continue to work closely with NSHE institutions and the NSHE staff to increase the opportunities our participants have to obtain postsecondary credentials leading to high demand, high pay careers. The NSHE has established portable, stackable postsecondary credentials with coursework that leads towards a credential. At the sub-baccalaureate level, the credentials include: (1) associate degrees; certificates of achievement; and, (3) skill certificates. Certificates of achievement typically require 30 credits (i.e., approximately one-half the number of credits required for an associate degree), and the coursework for this credential generally includes a strong technical core. At the individual college level, skill certificates are credentials that are awarded to students who complete required technical coursework to prepare for an industry certification or licensure exam that is required for employment. To support a skill certification system, NSHE has established a state list of industry certifications. In coordination with economic and workforce development, the creation of clear pathways to postsecondary credentialing and industry certifications, coupled with a focused and comprehensive marketing and outreach effort to communicate the value of said credentials, is requisite. For example, the development of an aligned state recognition system for industry credentials for secondary and postsecondary education, and the education and training needed to prepare for the certification exams, should be established to serve the entire workforce development system.

One additional step that has been taken to increase the opportunities for adult education participants to complete postsecondary credentials or registered apprenticeship is the engagement with NSHE and the community colleges regarding a corrections education program which recently received additional legislative funding. We will strive to replicate the IET model being used in the community programs within the prison programs.

WIOA Title III: Wagner-Peyser Act of 1933 Programs

In Nevada, Wagner-Peyser does not provide training. All Wagner-Peyser staff will be cross-trained to ensure proper referral to partners that can assist with educational access.

WIOA Title IV: Rehabilitation Act of 1973 Programs

Through TPCAs with WNC and TMCC and focused contractual relationships, VR has increased supports and services to its clients who are seeking higher education for industry- recognized credentials, certificates and licenses that are portable and stackable. Examples of strategies that VR has and will continue to utilize in this initiative include the following:

- VR may pay union dues for eligible clients with applicable trade employment goals.
- VR has entered into contractual agreements with training providers to increase the easr of service provision and increase tangible skills gain opportunities for individuals with disabilities.
- VR works with the LWDBs and industry sector councils to determine training programs to provide for the in-demand employment needs of Nevada employers.

Other: TANF and SNAP

The DWSS supports postsecondary credentials for TANF NEON participants based on their assessment results and the participant's career path choice through referrals and vocational training contracts with various partners, including DETR postsecondary training providers, and community colleges. SNAP recipients are eligible to enroll in post-secondary education opportunities at contracted educational institutions. The DWSS programs are able to pay for relevant tuition, license fees, testing, and special equipment (e.g., identification/health cards, tools, and uniforms), as well as provide support services such as transportation and child care.

Of notation, TANF statute and regulations limit a TANF recipient's countable participation in vocational education activities to no more than 12 months for the purposes of meeting our TANF work

participation rate performance measures. Therefore, DWSS focuses on educational and skill development in short-term certificate or licensure programs, more than long-term degree programs.

I. Coordinating with Economic Development Strategies

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.

Nevada's state economic plan is still being developed at this time.

b. State Operating Systems and Policies

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in section **II Strategic Elements**. This includes—

N/A

1. The State operating systems that will support the implementation of the State's strategies. This must include a description of–

A. State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.)

WIOA Title I: Adult, Dislocated Workers and Youth Programs and WIOA Title III: Wagner-Peyser Act of 1933 Programs

The Nevada workforce system communicates to job seekers and employers through a variety of outreach and informational efforts that include:

- Radio and television advertising
- Print advertisement
- Websites
- Social media
- Online self-service portals
- Online career exploration and information systems
- Email campaigns
- U.S.P.S. mail
- Telephone call campaigns

The DETR's current one-stop management information system EmployNV is designed to inform workforce investment partners, job seekers and employers about job openings posted directly through Nevada JobConnect (NJC) centers and the national US.jobs website. Employers may also request and receive data related to the number of Nevada job seekers registrants that is specific to the labor market needs in that area, and to further match occupational skills and work experience to provide a

current list of qualified job applicants. EmployNV also communicates and provides linkages to the national labor market.

WIOA Title IV: Rehabilitation Act of 1973

VR currently utilizes the case management system, “AWARE VR” by “Alliance Enterprises.” This case management system is used by 39 VR agencies across the nation. One version of AWARE is a hosted web based environment, secured using the Azure Government Cloud Hosting Platform_ that supports three different sections: Bureau of Vocational Rehabilitation (BVR), Bureau of Services to Persons who are Blind and Visually Impaired (BSBVI) and the Older Individuals Who Are Blind (OIB) program.

AWARE utilizes Accessible Web-based Activity and Reporting to collect and store all case management data in one place. AWARE provides an integration point for case services, accounting, state and federal reporting, and the staff that support these functions. Additionally, AWARE reduces the time spent on information gathering, eliminates redundant data entry and streamlines the eligibility process, which allows staff to focus on providing direct services benefiting Nevadans with disabilities. AWARE provides online transactional information for case management, service initiation and monitoring, service cost management, and ongoing state and federal reporting. The data that is captured includes demographic information, employment history, case outcomes, services provided and related costs, and other important information associated with case management.

WIOA Title II: Adult Education and Family Literacy Act Programs

The Nevada Adult Education and Family Literacy Act program communicates with service providers, learners, educators, and the public and other stakeholders through a variety of venues that include:

- Websites
- Social Media
- Email
- Webinars
- Print Material
- Press Releases
- Meetings and Conferences
- Telephone

NDE uses the *LiteracyPro* system *LACES* (Literacy, Adult and Community Education System) software system for the management of student information. The student information system forms the basis for data analysis and reporting. Additional sources of information include:

- DETR UI information for employment data matching
- Nevada System of Higher Education for postsecondary enrollment data matching
- *DiplomaSender*, LLC for high school equivalency data matching

For fiscal management, NDE uses the Financial Data Warehouse (DAWN), a repository for the state's accounting transactions.

B. Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers

Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers.[10]

[10] For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.

WIOA Title I: Adult, Dislocated Workers and Youth Programs and WIOA Title III: Wagner-Peyser Act of 1933 Programs

EmployNV, a virtual one-stop hosted by Geographic Solutions Inc., is a comprehensive one-stop management information system designed to meet the core business needs of state workforce investment systems. EmployNV allows data to be recorded and shared by state and local partner programs that comprise the NJC system. The system supports both self-service and mediated case management services for job seekers and employers 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.

The EmployNV system contains standardized and ad-hoc reporting tools to query data from the system. These reports track real- time core performance measures for both state and federal program goals, and project for quarterly reporting. Customer surveys are produced, collected and reported for the purposes of improving services provided for employers' recruitment needs. Training dollars are tracked statewide and reported quarterly in order to provide subsets of industry sectors in order to analyze efficient and effective uses of training dollars for in-demand jobs and occupations.

The U.S. Department of Labor's Employment and Training Administration (ETA) program extracts are produced by EmployNV which upload to the Workforce Integrated Performance System (WIPS) to generate, validate and submit ETA program reports.

WIOA Title II: Adult Education and Family Literacy Act Programs

Title II Adult Education and Family Literacy Act (AEFLA) providers are required to use the LiteracyPro System LACES (Literacy, Adult and Community Education System) software system for the management of student information. LACES tracks everyone associated with an AEFLA program, including students, classes and staff. The system collects all National Reporting System data and generates required and optional tables. LACES also tracks outcome measures such as educational gains, follow-up outcomes, demographic information, and attendance hours. Local providers use the LACES software to provide data and reports for program management, progress reports, program improvement, and data integrity checks.

The NDE also utilizes the LACES software to oversee local provider information management and to enforce data quality standards. The LACES software accepts core outcome results from data matching and aggregates de-duplicated participant data for federal reporting. NDE analyzes data at local, regional and statewide levels and produces a variety of reports for progress reporting, program administration, program improvement, and stakeholder information.

Title II is currently working on becoming a PACIA under SWIS agreement which will provide the opportunity to report on employment outcomes across state systems.

WIOA Title IV: Rehabilitation Act of 1973

Vocational Rehabilitation utilizes AWARE Layouts for ad-hoc reporting and data validation purposes. Layouts are used throughout AWARE to display information in grids. While the standard layouts are helpful, the “Manage Layouts” process allows users to create customized layouts to display information.

AWARE developed and maintains a 911 Data Edit Checker. This is an edit and anomaly tool that allows VR to validate data prior to multiple annual and quarterly reporting submissions.

Other: TANF and SNAP

Data is collected and verified though a variety of means and specific to the requirements of each program. Applicants provide information to DWSS through electronic or hardcopy applications, submitting documentation, or providing information through other means of communication. Some data is collected from third party sources primarily through interfaces, mailed inquiries and documented telephone calls. For example, NOMADS/AMPS 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. The SNAP employment and training data is documented and reported based on the federal regulations and guidance.

Data is extracted from NOMADS and OASIS and is entered into the federal reporting systems.

2. The State policies that will support the implementation of the State’s strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, provide the State’s guidelines for State-administered one-stop partner programs’ contributions to a one-stop delivery system

As part of the policy development efforts required to implement WIOA, the state is updating policies to address co-enrollment between all core partners. This new policy will require the concurrence of not only the core and optional partners, but also the state board. Currently, DETR maintains state compliance policies that govern the one-stop system and delineate how the workforce system operates in Nevada. The state board is responsible for reviewing and approving said policies.

The WIOA Fiscal Workgroup provides technical advice on the administration of program fiscal procedures including the funding of the one-stop infrastructure funding methodology (WIOA sec. 121(h)(1)(B)). In addition, DETR is issuing policy on the MOU and resource sharing agreements.

The State utilizes EmployNV as the One Stop Operating System. It is intended that this system will improve program services to Nevada’s job seekers, employers, trainers and staff. This system will reduce manual efforts, duplications and inefficiencies, and provide a common intake system wherein clients can apply once across agencies for services. Furthermore, this system will increase federal and state compliance. High-level goals and objectives for EmployNV that are associated with specific functional areas include:

Job Seekers, Providers and Employers: Modernizes DETR's employment and training services to enhance provider, employer and job seeker services through an internet-enabled, self-service module.

Workforce and other Core Partners: Provides state and federal compliance, and user-friendly case management functionality to the core partner programs. Enables core partner staff the ability to manage self- service job seeker, training provider and employer modules to manage and report on employment services and programs. Furthermore, to reduce costs associated with inefficient processes by automating case workflow and management. The new common intake system allows customers to access the system from any core partner access point.

Once this system is developed, the state will create common intake system implementation policies for the state board to review and approve.

3. State Program and State Board Overview

A. State Agency Organization

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

Governor Sisolak has established a network of state agencies and shareholders to ensure effective information sharing among entities responsible for implementing the state's workforce investment system.

WIOA Title I: Adult, Dislocated Workers and Youth Programs **WIOA Title III: Wagner-Peyser Act of 1933 Programs**

WIOA Title IV: Rehabilitation Act of 1973

DETR is responsible for overseeing the administration of functions and activities pertaining to WIOA Titles I, III and IV.

At the state level, governance is provided by the state board, which is responsible for overseeing workforce programs in Nevada. Administrative leadership, coordination, oversight, and support to the state's workforce system are provided by DETR. An organizational structure chart is included in this state plan, which delineates the course of service delivery control between the various entities described herein.

Nevada is divided into two designated local workforce development areas: one in the north and one in the south. In partnership with the state board, each local workforce development area is overseen by a local board. Governed by chief local elected officials (CLEOs) in the area, each local board is responsible for establishing policy and overseeing workforce programs for their respective workforce development area.

In northern Nevada, Nevadaworks serves as the administrative entity for the local board, which has continuing designation/certification over the following workforce development areas: Nevadan counties Washoe, Storey, Carson, Douglas, Lyon, Mineral, Churchill, Pershing, Humboldt, Lander, Elko, Eureka, and White Pine. In southern Nevada, Workforce Connections serves as the administrative entity for the local board, which has continuing designation/certification over the following workforce development areas: Nevada counties Esmeralda, Nye, Lincoln, and Clark; Boulder City, Henderson, Las Vegas, and North Las Vegas. Each local area contains one of Nevada's two current areas of highest urban concentrations: the northern area encompasses the cities of Reno, Sparks and Carson City; the southern area encompasses the cities of Las Vegas, North Las Vegas, Boulder City, and Henderson. Nevada does not currently participate in any interstate regional collaboration and does not include any regions which meet the definition of a planning region as defined in WIOA Section 106 (a) (2) (B) and (C) if in the future planning areas are designated.

The local boards and CLEOs engage in regional planning that result in:

- Region-wide strategies, including use of cooperative service delivery agreements;
- Development and implementation of sector initiatives for in-demand industry sectors or occupations for the region;
- Collection and analysis of regional labor market data in conjunction with the state
- Establishment of administrative cost agreements, including the pooling of funds for administrative costs as appropriate foe the region.
- Coordination of services with regional economic development and providers; and,
- Establishment of an agreement concerning how the planning region will collectively negotiate and reach agreement with the governor on local levels of performance, and the reporting of said performance for local areas and their respective planning regions.

DETR is responsible for distributing funds, providing policy guidance, monitoring program activity, and providing technical assistance to the state board and the two local boards. The local boards receive federal WIOA funding through the state agency (i.e., DETR) by formula to carry out WIOA workforce development services. Because the local boards are legislatively restricted from carrying out *core* or *intensive* services directly (unless specifically agreed upon by the governor and the CLEO), or from providing training services (unless specifically approved through a waiver issued by the governor), each local board must contract with other local service providers to deliver actual client services.

WIOA Title II: Adult Education and Family Literacy Act Programs

The NDE is responsible for overseeing the administration of functions and activities pertaining to WIOA Title II.

Other: TANF and SNAP

The DWSS is responsible for overseeing other program components contained within the TANF State Plan, the TANF Work Verification State Plan, and the SNAPET State Plan.

The DWSS' TANF and SNAP employment and training programs are organized under the deputy administrator of program and field services.

These programs are referred to as the TANF NEON and SNAPET programs. The NEON program provides services to 100 percent of the TANF NEON work eligible population statewide.
The SNAPET program operates statewide and serves SNAP recipients who have volunteered to participate in the program. The SNAPET opportunities may vary by the geographic location of the participant.

B. State Board

Provide a description of the State Board, including—

See next

i. Membership Roster

Provide a membership roster for the State Board, including members' organizational affiliations.

The current state board membership is in accordance to membership requirements pursuant to WIOA sec. 101 and each member's organizational affiliation. As outlined in section III of this state plan, the state board was established in accordance with section 111 of the Workforce Investment Act of 1998, reauthorized in section 101 of the Workforce Innovation and Opportunity Act of 2014, is codified in Nevada Revised Statute (NRS) 232.935, and in Governor Sandoval's Executive Order 2015-08.

In March 2016, the governor issued Executive Order 2016-08, which amended Executive Order 2015-08 and authorized the appointment of an Executive Committee to assist and expedite the work of the state board.

Name	WIOA 101 EO # 2015-08
Craig von Collenberg Executive Director, OWINN Office of Governor Steve Sisolak	WIOA Section 101(b)(1)(A) EO #2015-08 5(a) Governor
VACANT	WIOA Section 101(b)(1)(B) EO #2015-08 5(b) State Legislature Assembly
Pat Spearman Nevada State Senator	WIOA Section 101(b)(1)(B) EO #2015-08 5(b) State Legislature Senate
VACANT	WIOA Section 101(b)(1)(C)(iii) Government EO #2015-08 5(c) Chief Elected Local Official
Marilyn Kirkpatrick Clark County Commissioner	WIOA Section 101(b)(1)(C)(iii) Government EO #2015-08 5(c) Chief Elected Local Official
VACANT	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
VACANT	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
VACANT	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
William “Larry” Fagerhaug - Chair – Carson City - Carson-Tahoe Health – Chief HR Officer	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(e) Representative of Business
Joseph Riney – Washoe County - Nevada Mining Association	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(e) Representative of Business
Robert Cunningham – Clark County - Global C2 Integration Technologies	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(e) Representative of Business
Ann Silver – Washoe County - CEO, Chamber of Commerce, Reno-Sparks Northern Nevada	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(e) Representative of Business
VACANT	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(e) Representative of Business
Larry Harvey – Washoe County - Reno-Tahoe Airport Authority	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(e) Representative of Business
Kenneth Evans – Clark County - Urban Chamber of Commerce	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(e) Representative of Business
Anthony Buettner - Carson City - Buettner, INC	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(e) Representative of Business
David Dreibelbis – Clark County - Client Services at Zenith American Solutions	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(e) Representative of Business
Douglas A. Owen - Washoe County - Koch Business Solutions	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(e) Representative of Business
VACANT	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(e) Representative of Business

Name	WIOA 101 EO # 2015-08
Hugh Anderson - Clark County - Comprehensive Wealth Manager and Advisor at High Tower	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(e) Representative of Business
Stewart “Mac” Bybee - Washoe County - Association of Builders and Contractors	WIOA Section 101(b)(1)(C)(ii) EO #2015-08 5(e) Representative of Workforce/Labor
Jim New - Washoe County - Vice President of Financial & Administrative Service- Truckee Meadows	WIOA Section 101(b)(1)(C)(ii) EO #2015-08 5(e) Representative of Workforce/Labor
William ‘Bill’ Stanley - Clark County - Southern Nevada Building and Construction Trades Council	WIOA Section 101(b)(1)(C)(ii) EO #2015-08 5(e) Representative of Workforce/Labor
Lawrence Montrose - Washoe County - Dolan Auto Group	WIOA Section 101(b)(1)(C)(ii) EO #2015-08 5(e) Representative of Workforce/Labor
Aaron West - Washoe County - CEO, Nevada Builders Alliance	WIOA Section 101(b)(1)(C)(ii) EO #2015-08 5(e) Representative of Workforce/Labor
Ryan Cordia - Clark County - Assistant Principal – Southeast Career Technical Academy	WIOA Section 101(b)(1)(C)(ii) EO #2015-08 5(e) Representative of Workforce/Labor
VACANT	WIOA Section 101(b)(1)(C)(ii) EO #2015-08 5(e) Representative of Workforce/Labor
Madison Burnett - Clark County - Training Director of Electrical JATC of Southern Nevada	WIOA Section 101(b)(1)(C)(ii) EO #2015-08 5(e) Representative of Workforce/Labor
Dr. Tiffany Tyler-Garner Director - DETR	WIOA Section 101(b)(1)(C)(iii) EO #2015-08 5(f) State Gov. Rep - WIOA Core Program
Steve Fisher Administrator – DHHS - DWSS	WIOA Section 101(b)(1)(C)(iii) EO #2015-08 5(f) State Gov. Rep - WIOA Core Program
Nancy Olsen Nevada Adult Education Program Supervisor	WIOA Section 101(b)(1)(C)(iii) EO #2015-08 5(f) State Gov. Rep - WIOA Core Program
Shelley Hendren Administrator - DETR Rehabilitation Division	WIOASection 101(b)(1)(C)(iii) EO #2015-08 5(f) State Gov. Rep - WIOA Core Program

ii. Board Activities

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

In addition to the functions of the state board outlined in section III of this state plan, the mission of the state board is to bring Nevada business and workers together to shape strategies that best meet workforce needs to foster a healthy and growing economy in Nevada. To fulfill this mission, the state board works together to:

- Promote a system of workforce development that responds to the lifelong learning needs of Nevada’s workforce;
- Advise the governor and Nevada state legislature on workforce development policy;
- Encourage public-private partnerships, and facilitate innovations in workforce development policy and practices; and,

- Ensure a quality workforce system by evaluating results, supporting high standards and through continuous improvement.

The state board meets at least once per calendar quarter, and conducts said meetings pursuant to Nevada's Open Meeting Law NRS 241.020.

4. Assessment and Evaluation of Programs and One-Stop Program Partners

A. Assessment of Core Programs

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

The state board is charged with the oversight responsibility to ensure that core programs are meeting performance accountability measures. In consultation with cabinet-level agency leadership that sponsor core programs, the state board is accountable for analyzing and reviewing assessments of core programs, and reporting said assessments directly to the governor with regards to progress, status and overall effectiveness of core programs as they are designed to drive the state's efforts to diversify the economy and strengthen the workforce.

There are eight statutory primary indicators of performance that apply to the core programs: (1) employment in the second quarter after exit; (2) employment in the fourth quarter after exit; (3) median earnings in the second quarter after exit; (4) credential attainment rate (except Wagner-Peyser); (5) achievement of measurable skills gains (except Wagner-Peyser); (6) placement in employment or education in the second quarter after exit (youth); (7) placement in employment or education in the fourth quarter after exit (youth); and, (8) Employer penetration and repeat business customer rate.

Entities providing services to participants under this plan are required to report performance indicator results to their respective lead state agencies with responsibility for the administration of core programs. Consequently, an accountability system must be in place that supports the evaluation of the programs, services and activities funded under this plan, and one that provides such information as needed to clearly indicate progress in meeting the performance indicators. Performance reports and periodic program evaluations will guide the state in determining appropriate actions to ensure quality, effectiveness and improvement in the delivery of services.

B. Assessment of One-Stop Partner Programs

Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

Integration of the core programs essential to the effective operation of the workforce development system is achieved through the design of the one-stop service delivery system. As provided in WIOA, the establishment and certification of one-stop centers and the one-stop delivery systems consists of a two-step process:

- **State:** The state board, in consultation with CLEOs and local boards, shall establish objective criteria and procedures for use by local boards in assessing at least once every three years the effectiveness, physical and programmatic accessibility, and continuous improvement of one-stop centers and one-stop delivery systems, consistent with the requirements of WIOA section 101(d)(6).

- **Local:** Consistent with an approved state plan, the local board for a local area, with the agreement of the CLEO for the local area, may develop additional criteria and procedures in assessing at least once every three years the effectiveness, physical and programmatic accessibility, and continuous improvement of one-stop delivery systems and one-stop centers. The local board for a local area, with the agreement of the CLEOs for the local area, shall designate, assess, certify, and provide oversight with respect to the one-stop delivery systems and one-stop centers in the local area.

Purpose of the Local Board Certification Process

In order to be eligible to receive and continue receiving infrastructure funding, criteria and procedures are developed for the local board certification of the one-stop delivery systems and one- stop centers, including standards relating to service coordination, economic efficiency, effectiveness, accessibility, and continuous improvement of the one-stop delivery system as the state and local board determines to be appropriate. This process ensures the integrity and maintenance of consistent levels of quality in the services provided in the workforce development areas. Local boards are charged with utilizing established criteria and quality standards for the purpose of selecting/designating one-stop operators accountable for the one-stop centers that operators oversee.

Nevada strives to establish and data-driven, comprehensive system of workforce development services that is accessible and beneficial to all citizens and employers of Nevada who desire to take advantage of them. This is accomplished through a systemic approach in the development of one-stop delivery systems and one-stop centers quality standards, statewide criteria and measures of excellence that can be flexibly applied at the local area level.

Local one-stop systems and one-stop centers benefit from a statewide one-stop logo, marketing campaign and promotional materials. The *branding* of Nevada's one-stop delivery system will designate local systems and centers that have attained local certification as those that have met the highest quality standards for the provisions of workforce development services in their areas.

This process outlines the critical elements that should be considered when preparing for a local board's certification and also identifies specific concentration areas that the local board will consider when awarding certification to one-stop delivery systems and one-stop centers.

State Criteria for the One-Stop Delivery Systems and One-Stop Centers

WIOA requires that state boards establish criteria and procedures for certification, and allows local boards to use additional certification factors in order to respond to labor market, economic, and demographic conditions and trends in the local area. The criteria must assess the effectiveness, physical and programmatic accessibility, and continuous improvement of one-stop delivery systems and one-stop centers. The following are the basic statewide criteria required for certification:

- Improvement opportunities and service gaps identifications
- Identification of potential resource needs
- Organizational strength through utilizing teamwork
- Required criteria checklist; must include:

  - Required partners participation

  - Core services availabilities

- Workforce and labor market information

  - Access to career services and training

  - Signed MOUs and cost allocation plans in place

- Mission/vision statements

- Operating principles
- Organizational chart(s)
- Financial plan or line item budget
- Performance goals and standards
- Meaningful access to WIOA required partner programs
- Customer service plans (employer *and* job seeker)
- Customer feedback plan/satisfaction indicators
- Technology plan
- Staffing and staff development plan
- Continuous improvement plan
- Facilities access plan

Local Certification Process for the One-Stop Delivery Systems and One-StopCenters

Local boards must assess every year and certify at least once every three years the effectiveness, physical and programmatic accessibility, and continuous improvement of one-stop delivery systems and the one-stop centers using the criteria and procedures developed by the state board. The local board may establish additional criteria, or set higher standards for service coordination, than those set by the state's criteria. Local boards must review and update criteria every two years as part of the local plan update process described in WIOA Section 108(a). Local boards must certify one- stop centers in order to be eligible to receive infrastructure funds WIOA Section 121(h).

On-Site Review

The local board's on-site review is an essential component for annual assessment and certification at least once every three years of existing one-stop delivery systems and one-stop centers. The on-site review provides the local boards the opportunity to validate information provided by the one-stop delivery systems and one-stop centers partners.

Written notice shall be provided to one-stop delivery systems and one-stop center partners prior to the on-site review, which indicates the date and time of visit, names of review team members and the organizations that they represent, and specific topic areas that will be covered. Once the on-site review is completed, a written feedback report will be provided to the one-stop delivery systems and one-stop centers partners.

In general, on-site review visits will cover the areas listed below; however, more specific information will be provided to the partners prior to the actual visit:

- Customer flow
- Administrative systems
- Collocation of system partners
- Service and resource integration
- Information technology systems
- Business services
- Quantitative and qualitative measures
- Financial systems

- Facility Access

The on-site review visit team will also provide written feedback to the local boards, which will result in the local board designating either certification or sanctions requiring the provision of technical assistance, corrective actions and/or required follow-up. The local board on-site review visit team will conduct annual visits to assist the one-stop delivery systems and one-stop centers partners in identifying continuous improvement opportunities, training and technical assistance needs.

One-Stop Operator Designation or Certification

In collaboration with core partners, the local boards shall issue Request for Proposals (RFPs) for one-stop operator(s). An operator selection committee comprised of a representative from each of the required four WIOA partners and other selection committee members designated by the local board shall review third party scoring evaluation results; review or evaluate proposals; and provide feedback to the local boards. The local boards have the option of including third party scoring in

their evaluation process. The local board, with the agreement of the chief elected official(s), will select/designate/certify one-stop operators and terminate for cause the eligibility of such operators consistent with WIOA Section 121(d).

One-Stop Operator Agreement

The local boards must enter into a written agreement with each one-stop operator. This agreement should include, but is not limited to, the following:

- Parties to the agreement
- Duration of agreement
- Definition of roles/responsibilities of each party
- Mission/vision of local one-stop delivery system
- Performance standards/outcomes
- Oversight and review schedule
- Description of technical assistance available
- Reporting requirements
- Breach of agreement protocol/consequences
- Modification of agreement protocol
- Process for recertification
- Liability for costs encumbered over contracted amounts

C. Previous Assessment Results

Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

Analysis of PY17 and PY18 data indicates that the State has met or exceeded all negotiated performance indicators, but performance indicators are only a single measure of performance. Further the two LWDBs have identified several common strengths and weakness which have led to the implementation of strategies, such as:

- Enhanced communication and coordination with DETR and the exchange of best practices between the local boards.

- With the implementation of EmployNV, DETR and the local boards collaborate through monthly calls discussing ways to improve and standardize data entry into EmployNV which improves data integrity, reporting and the ability to use data to make programmatic changes.

- Heightened programmatic communication which has helped drive training opportunities for workforce practitioners.

- Regular communication between the LWDBs and DETR leadership to drive system integration and best practices.

- Engagement of local elected officials and board leadership to facilitate system dialog, awareness and improvement to address:

- Lack of community awareness

- Collocation, coordination of services and integration

- Improved coordination of programs across funding streams and partner programs

- Increased system dialog among the mandated partners, economic development, education and business by:

- Implementing sensible geographic expansion (more access points)

- Facilitating increased partnership, integration and coordination

WIOA Title II: Adult Education and Family Literacy Act Programs

In program years (PY) 2017 and 2018, the Title II AEFLA programs did not meet the targets for measurable skill gains.

Based on these outcomes there have been several process changes and additions to reporting requirements on a quarterly basis. Local providers are now required to submit detailed reports quarterly that will examine data related to the measurable skill gains in addition to the normal data quality checks. The hope is that requiring the detailed performance data will keep the focus of the local programs on said performance outcomes. Furthermore, all local programs are subject to a system of program status that would place poor performing programs on a Warning, Probation, and/or Termination status with a required Corrective Action Plan and technical assistance.

WIOA Title III: Wagner-Peyser Act of 1933

The Wagner-Peyser's program uncertified PY18 annual reports show Nevada exceeding negotiated performance goals for 2nd and 4th quarter employment. 2nd quarter negotiated is 71.5% and Nevada's rate is 72.4%. 4th quarter negotiated rate in 60% and actual performance is 72.4%.

WIOA Title VI: Rehabilitation Act of 1973

The VR program has been assessed in the last two federal fiscal years by measuring the following:

- Number and percentage of participants closed with a competitive, integrated employment outcome

- The percentage of participants with a completed Individualized Plan for Employment (IPE) within 90 days or less from their eligibility date.

- Average hourly earnings of participants closed with a competitive, integrated employment outcome

- The percentage of transition students with disabilities closed with a competitive, integrated employment outcome or enrolled in a postsecondary education program.

- Participation rate and number of supported employment participants closed with a competitive, integrated employment outcome.
- Number of participants with mental health disabilities with a competitive, integrated employment outcome

The number of individuals with disabilities applying for and receiving services at Nevada VR has been decreasing over the last three years. In fact, this is a nationwide trend. We believe this is due to the strong economy. The total number of individuals served in VR in all statuses (from application through case closure) was 5,022 in program year (PY) 2017, 4,806 in program year (PY) 2018 and 4,659 in program year (PY) 2019. The overall number of successful case closures of competitive, integrated employment for all ages and all disability types was 774 in PY17, 747 in PY18 and 718 in PY19. This is a representative decline to the decline in overall participation in VR, although the percentage closed successfully vs. those cases closed for other reasons has been holding steady around 40% in the last three years (38.4% in PY17, 42.2% in PY18 and 40.3% in PY19). VR, together with its state rehabilitation council, realized that employment rates for individuals with mental health disabilities was lagging behind those of individuals with other disabilities. For these individuals, cases closed successfully vs. those close for other reasons was 37% in FFY17, 37% in FFY18 and 32% in FFY 19.

VR is exploring the reasons for case closures for reasons other than successful employment. The two most common reasons are: 1) Unable to locate, and 2) No longer interested in receiving services. One assumption for these case closures may be that these individuals are finding employment on their own, and are not reporting it to VR but are simply dropping out of the program. VR feels confident that if individuals already made eligible needed further services, they would continue in the VR program. Some strategies that VR has employed to deliver the message about VR to potential participants and drive more individuals to the program include: the creation of a television commercial, creation of success story vignettes that are posted on social media and the VRNevada.org web site, and staff outreach, including to: community rehabilitation centers (CRPs) like Opportunity Village and Easter Seals; senior centers; high schools; Aging and Disabilities Services Division (ADSD); veterans programs like Veterans of America; programs for the blind such as The Blind Center; and non-profits such as Down Syndrome Network of Northern Nevada and Volunteers of America.

To increase successful outcomes in competitive, integrated employment for all VR participants, including those with the most significant disabilities (SE), VR employed these key strategies:

- Identify key employers and increase partnerships with them to develop work readiness training programs.
- Educate employers about the opportunities and benefits of hiring persons with disabilities.
- Support Staff professional development
- Identify federal employment opportunities.
- Coordinate work-based learning and utilize and contribute to OWINN's online repository for work based learning.
- Utilize Jobs for America's Graduates (JAG), Career and Technical Education (CTE) and other partners for work-based learning.
- Explore the use of technology and training earlier in plan development.
- Provide job shadowing and/or mentorship programs.
- Create customized employment options.

To improve outcomes for individuals with mental health disabilities (success rate of 32% in FY19 vs. 40.3% for other disability groups), VR employed these strategies:

- Increase collaboration with Southern Nevada Adult Mental Health Services, Northern Nevada Adult Mental Health Services and State Rural Mental Health Clinics.
- Collaborate with private mental health/substance abuse treatment facilities.
- Increase vendor base with private mental health practitioners for service/referrals.
- Increase VR's social media postings on mental/behavioral health issues and associated Vocational Rehabilitation services.
- Develop a pathway for long-term mental health support and services.

VR's goal of 100% for completing an IPE within 90 days of eligibility is federally mandated. This change occurred with passage of the Workforce Innovation and Opportunity Act (WIOA) in late 2014. Previously staff had 180 days to complete the IPE process. Staff have struggled to shorten this time frame in half. However, in 95% of cases, the IPE was developed within 90 days in PY17. That percentage dropped to 90% in PY18 and increased slightly to 92% in PY19. Staff have made progress through training and coaching. Most recently VR launched its new case management system, Aware VR. VR has experienced many process improvements with this new system. Additionally, VR expects to have electronic signatures available via DocuSign within the next few months. Both of these technology solutions should improve performance in this area.

VR has exceeded its goals for average wages. The goal in PY17 was $11.33/hour and VR participants achieved $11.27/hour. The goal in PY18 and PY19 was $12.00/hour and VR participants achieved $12.08/hour and $12.77/hour respectively

D. Evaluation

Describe how the State will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

The state board will work in collaboration with the Governor's Office of Workforce Innovation (OWINN) and the core program partners to identify key evaluation criteria and research plans to assess the core programs. These projects will align the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

The state will continue developing new and improved policies and procedures to facilitate ongoing evaluation and research on current and new programs, including state initiatives, and to identify best practices that have the potential to become evidence-based practice. Strategies will include the development and use of logic models to establish benchmarks and outcome measures. Program evaluation will assist to identify and address areas such as skills gaps, service gaps, program inefficiencies, duplication of efforts, etc.

Monitoring and assessment related to each program and activity authorized by WIOA will be an ongoing endeavor. Each core program is responsible for establishing and implementing performance improvement plans, if needed, based on the evaluation of program performance data.

5. Distribution of Funds for Core Programs

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

A. For Title I Programs

Provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

i. Youth Activities in Accordance with WIOA Section 128(b)(2) or (b)(3)

Nevada's strategy is to distribute funds for youth activities by following the methodology specified in WIOA section 128(b)(2) or (b)(3). Specifically, the state will allocate funds accordingly:

- One-third shall be allotted on the basis of the relative number of unemployed individuals in areas of substantial unemployment in each local area, compared to the total number of unemployed individuals in areas of substantial unemployment within the state.
- One-third shall be allotted on the basis of the relative excess number of unemployed individuals in each local area, compared to the total excess number of unemployed individuals within the state.
- One-third shall be allotted on the basis of the relative number of disadvantaged youth in each local area, compared to the total number of disadvantaged youth within the state.

In making allotments under this subparagraph, for program year 2016 and each subsequent program year, the state shall ensure the following:

- *Minimum* percentage and allotment: The state shall ensure that a local area shall not receive an allotment percentage for a program year that is less than 90 percent of the average allotment percentage of the local area for the two preceding program years.

ii. Adult and Training Activities in Accordance with WIOA Section 133(b)(2) or (b)(3)

Nevada's strategy is to distribute funds for adult and training activities by following the methodology specified in WIOA section 133 (b)(2) or (b)(3). Specifically, the state will allocate funds accordingly:

- One-third shall be allotted on the basis of the relative number of unemployed individuals in each local area, compared to the total number of unemployed individuals within the state.
- One-third shall be allotted on the basis of the relative excess number of unemployed individuals in each local area, compared to the total excess number of unemployed individuals within the state.
- One-third shall be allotted on the basis of the relative number of individuals in each local area who have been unemployed for 15 weeks or more, compared to the total number of individuals within the state who have been unemployed for 15 weeks or more.

In making allotments under this subparagraph, for program year 2016 and each subsequent program year, the state shall ensure the following:

- *Minimum* percentage and allotment: The state shall ensure that a local area shall not receive an allotment percentage for a program year that is less than 90 percent of the average allotment percentage of the local area for the two preceding program years.

iii. Dislocated Worker Employment and Training Activities in Accordance with WIOA Section 133(b)(2) and Based on Data and Weights Assigned

Nevada has revised its methodology for determination of dislocated worker allocations to local areas. Dislocated worker employment and training activities in accordance with WIOA sec. 133(b)(2) and based on data and weights assigned. The state will allocate funds accordingly:

- Fifty percent shall be allotted on the basis of the relative number of unemployed individuals in each local area, compared to the total number of unemployed individuals within the state.

- Fifty percent shall be allotted on the basis of the relative number of individuals in each local area who have been unemployed for 27 weeks or more, compared to the total number of individuals within the state who have been unemployed for 27 weeks or more.
- Note: This methodology is under review in preparation for negotiations

The table below contains the current methodology along with the proposed methodology and the justifications for each change:

Factors	Current Weighing (US DOL approved in several prior state plans)	Proposed Weighings	Data Source
Insured Unemployed	**20%**	**50%**	**DETR's Research and Analysis Bureau, AR-6 Jan-Dec, 2019**
Unemployment Concentrations	**0%**	**0%**	**DETR's Research and Analysis Bureau, 2019**
Plant Closings / Mass Layoffs	**30%**	**0%**	**No valid data source could be identified**
Declining Industries	**0%**	**0%**	**DETR's Research and Analysis Bureau, 2019**
Farmer-Rancher Economic Hardship	**15%**	**0%**	**No valid data source could be identified**
Long-Term Unemployed	**35%**	**50%**	**R&A Report: AR-6 Jan-Dec 2019**

In addition to the methodology changes above, the State will apply a hold harmless provision that is consistent with WIOA legislation and policy. No local area otherwise eligible to receive WIOA funds shall receive an allotment that is less than 90 percent of the average allotment the eligible area received for the two preceding program years. Amounts necessary for increasing such allocations to local areas to comply with this hold harmless provision shall be obtained by ratably reducing the allocations to be made to other local areas.

In making allotments under this subparagraph, for program year 2020 and each subsequent program year, the state shall ensure the following:

- *Minimum* percentage and allotment: The state shall ensure that a local area shall not receive an allotment percentage for a program year that is less than 90 percent of the average allotment percentage of the local area for the two preceding program years.

Justification for Zero Weight Factors

Nevada has weighted four dislocated worker data factors (unemployment concentration; plant closing/ mass layoff; declining industries; and farmer-rancher economic hardship) at zero percent because the state does not have an appropriate data source to accurately reflect state needs for the given factor.

Unemployment Concentrations

Zero Weight Justification: The unemployment concentrations criteria has been weighted zero for over 15 years. Recent analysis shows that although 90 percent of Nevada's land is rural, 91 percent of the population is located in the three metropolitan statistical areas (MSAs) of Las Vegas–Paradise, Reno–Sparks, and Carson City. In 2014, DETR and the local boards considered the following unemployment concentrations criteria: only MSAs that exceed the state's average unemployment rate

should be included in the criteria. Because only four of the state's counties are contained within the MSAs, this definition excluded the state's other 13 counties from consideration. Furthermore, since Las Vegas–Paradise represents over 73 percent of Nevada's employment, this MSA overwhelmingly sets the state's average unemployment, therefore the calculations showed that the implementation of this criteria would have resulted in the Reno–Sparks MSA (16 percent of Nevada's employment in Washoe/Storey counties) located in the northern board not receiving any dislocated worker funding for this MSA in most years. It is being recommended that this measure be weighted at zero because of these deficiencies.

Plant Closings/Mass Layoffs

Zero Weight Justification: Although the data source for mass layoffs currently available in the new UI system is able to capture the number of affected workers (50+ within a 30-day period), it cannot tie this information to the employer size and therefore cannot truly measure mass layoffs. This available data also does not measure plant closings. It is being recommended that this measure be weighted at zero because of these deficiencies.

Declining Industries

Zero Weight Justification

At present, this factor does not have relevance in the context of Nevada's economy, as there are no industrial sectors that are in decline. Supported by strong population growth, Nevada's industries are largely growing at a rate faster than the national average, with some industries experiencing relatively flat trends. However, with no industries that are broadly in decline in the state, this factor has been weighted at zero. With no declining industries overall, a significant weight to a factor that doesn't reflect Nevada's economy could have significant impacts to resource allocation disproportionate to the needs of the local areas in the state, where a small shift might be overly magnified in funding impacts due to the overall lack of industries in this condition.

Farmer-Rancher Economic Hardship

Justification: It has been determined that the farmer-rancher economic hardship criteria should be weighted zero by the state of Nevada's dislocated worker formula allocation because:

1. The agriculture, forestry, fishing and hunting industries represents less than one percent of Nevada's jobs (i.e. 0.20 of one percent). However in the past, 15 percent of dislocated worker formula funds were distributed to this criteria.

2. After checking with the Nevada Department of Agriculture, it was determined that there is no regularly produced data source that shows farmer-rancher economic hardship. The U.S. Census and National Agriculture Statistics Service produces data showing net cash farm income and losses by county, but that data is only available every five years.

3. The delinquent farm loan data used for 15 years did not adequately reflect farmer- rancher hardship or employment and training needs since none of the loan borrowers had employees and most of the principal loan amounts were small and in default less than three months.For example, in July 2015, $1.3 million in Dislocated Worker funding was distributed to the two local boards based on information wherein only two farm loans were delinquent more than three months, and none of the loan borrowers had employees.

4. The Governor's Dislocated Worker formula proposes the use of two criteria weighted 50 percent each (i.e., insured unemployed and long-term unemployed) to equitably distribute funds to each of the two local boards in Nevada. Since each local board contains large geographical areas, this proposed Dislocated Worker formula allocation would distribute the resources where the employment and training work actually takes place and meets the most workforce demands. The local boards will then be responsible to further distribute formula funds to sub recipients in rural areas to address those most in need of services and assistance.

It is being recommended that this measure be weighted at zero because of these deficiencies.

Nevada has weighted four dislocated worker data factors (i.e., unemployment concentration; plant closing and mass layoff; declining industries data; and farmer-rancher economic hardship) at zero percent because it does not have an appropriate data source to accurately reflect state needs for the given factor.

In making allotments under this subparagraph, for program year 2016 and each subsequent program year, the state shall ensure the following:

- *Minimum* percentage and allotment: The state shall ensure that a local area shall not receive an allotment percentage for a program year that is less than 90 percent of the average allotment percentage of the local area for the two preceding program years.

B. For Title II

i. Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness

Title II of WIOA, also known as the Adult Education and Family Literacy Act (AEFLA), which is administered by the Office of Career Readiness, Adult Learning and Education Options at NDE, requires that funds be allocated to support local adult education programs through a competitive process based on WIOA criteria and other factors as determined by the state oversight agency. The competition for funding is sent to a list of eligible providers in the state to elicit applications through an RFP process. The same announcement, application and process will be used for all applicants for each RFP the NDE intends to issue. All applications will be treated in the same manner in terms of review and evaluation. An RFP will be released in the spring of 2020, to offer three-year grants for eligible providers selected for funding.

NDE directly funds its AEFLA grants and contracts through a competitive process, rather than contracting with an outside entity to conduct a competition. Applications are evaluated by a review panel established by NDE. Review panel members are solicited from all regions of the state. The review panel is comprised of both NDE and non-NDE individuals with expertise in areas related to adult education and family literacy, and representatives from state and local agencies serving similar populations, including the DETR, the Nevada Department of Administration, local boards, and state universities.

Each application is evaluated solely on the criteria identified in the application. Receipt of a grant award in a previous competition is not, and should not be regarded as, a guarantee of funding in the current competition. Applicants not funded in previous competitions are not precluded and may apply for funding in the current competition.

Applications are considered for funding first by overall average scores, secondly by average score within a proposed service area, in order to ensure basic levels of programming for adult students across the state.

Eligible applicants must demonstrate a history of demonstrated effectiveness, through the submission of National Reporting System data for previously funded programs, or for programs not previously funded through AEFLA, data on student retention, educational functioning level gains, meeting performance targets and student outcomes such as attainment of an HSE credential, transition to postsecondary education or training, and other quantitative data.

ii. Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers

The AEFLA RFP is publicly distributed and announced via public communication channels such as internet, public notice in newspaper and other mediums, along with direct mailing and electronic distribution to a list of known eligible providers. The same announcement, application and process are used for all applicants for each RFP that NDE intends to issue. All applications are treated in the same manner in terms of review and evaluation. The state shall ensure that:

- All eligible providers have direct and equitable access to apply for grants or contracts under this section; and,
- The same grant and/or contract announcement process is used for all eligible providers. *AEFLA 231(c).*

C. Vocational Rehabilitation Program

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

The general VR section 110 grant of the Rehabilitation Act is allocated to all states, including Nevada. Nevada's budgeting process established two budgets in which to receive these federal grant funds:

1. General VR (Bureau of Vocational Rehabilitation) Budget Account "B/A" 3265, and
2. BSB (Bureau of Services to Persons Who are Blind or Visually Impaired) B/A 3254.

To ensure that all individuals with disabilities are adequately served, the grant funds are allocated between the two budget accounts in a split that reflects the level of client service activity that the agencies have experienced. Currently, the funds are split between the two budget accounts in an 88/12 split: 88 percent to B/A 3265 and 12 percent to B/A 3254. The 88/12 split provides sufficient funding for client services contained in each of these budgets. The Rehabilitation Division actively monitors the fiscal activity in both budgets, and reviews ongoing trends in client service activity. Then based on the calculated projections, it will make necessary adjustments to ensure sufficient funding for client services in each of these budget accounts/bureaus. Prior to each biennial legislative session, The Division reviews the adequacy of the split compared to the empirical data from prior biennium and it will adjust the split accordingly to ensure adequate funding for each program. The Division has the flexibility to re-allocate resources within the state's biennial budgeting process and throughout the year, if the need arises.

State Fiscal Year	BA 3254	%	BA 3265	%	Total
2016	$3,612,418	19%	$15,850,463	81%	$19,462,881
2017	$3,430,049	17%	$16,337,976	83%	$19,768,025
2018	$2,585,177	12%	$19,273,160	88%	$21,858,336
2019	$2,916,227	13%	$20,409,799	87%	$23,326,026
2020 budgeted	$2,972,268	12%	$21,950,407	88%	$24,922,675

6. Program Data

A. Data Alignment and Integration

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

i. Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation

In 2015, Nevada's P-20 to Workforce Research Data System (NPWR) was launched to securely match data from NDE, NSHE and DETR. Using a combination of annual automated data-matching events to create de- identified cross-agency unique identifiers, both forward-facing and agency-secured data sets, NPWR allows the state to link de-identified data across the three partner agencies while allowing each agency to retain control of the secured and confidential data that it maintains.

The NPWR system was built with seven public-facing reports, which utilize a data mart of de-identified data to provide information about the links between education, higher education and workforce outcomes, including identifying the most common award or degree in each industry in each county of the state, identifying the employment and wage outcomes of graduates from various degree programs, identifying common math courses at the secondary education level that lead to advanced math classes in higher education.

Interoperability of Management Information Systems

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: adult, dislocated worker, and youth; Wagner-Peyser, unemployment insurance, vocational rehabilitation, youth and adult education and literacy, and 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.

Using the framework of NPWR, the state has infrastructure in place which may be leveraged to expand the sources of information participating in the system to further expand the secure data matching between existing partner agencies, with an option to expand the participation to other agencies.

ii. Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan

A common intake system is requisite for the WIOA requirement to align performance reports across the core programs. The system will provide access to comprehensive information on providers including program outcomes, which will enable both participants and employers to make data- driven, informed decisions with regard to education and/or training programs. DETR has facilitated the integration of data systems through its implementation of EmployNV, which provides powerful, innovative platforms that provide real-time labor market and reporting queries for job seekers, employers, educators, and agency staff. Each core program agency has been working collaboratively to identify business requirements for the new common intake, case management and reporting system EmployNV. The integration of EmployNV will allow agency staff to have access to all of the components and information available to facilitate truly integrated client services. In addition, this integrated system will provide agency staff the ability to view the services that customers are receiving or may be eligible, to enhance client service delivery.

The implementation of the EmployNV will ensure data accuracy through improved controls for data editing, online real-time data validation, transaction balancing, and financial reporting. EmployNV will provide the required internal and external interfaces for data exchanges utilizing standard industry practices, in addition to managing and monitoring all employment services and VR programs. To support common intake and reporting requirements, EmployNV will interface with agencies outside of DETR (e.g., DWSS and NDE). EmployNV will further provide enhanced ad-hoc query and reporting capabilities for DETR and the workforce agency partners.

When fully implemented, EmployNV will streamline access for job seekers, provide one system of record entry and access for all programs, improve customer service, and enhance consumer choices. The common intake system will provide a broader and higher quality of skills assessment and career navigation for job seekers, providing the user with enhanced employment, training and educational opportunities to align with their skills, abilities, education, and interests.

In addition, NPRW connects K-12, higher education and workforce data across agency programs and data sets longitudinally, which allows workforce partners, stakeholders and policymakers to access de-identified data. NPWR provides education data on residents from kindergarten through postsecondary school, and workforce data across multiple system levels to enable Nevada to assess and improve our state's workforce system and investment decisions. These systems integration initiatives are aligned with the job-driven strategies outlined in WIOA and target multiple activities across each agency's goals and objectives.

iii. Explain how the State board will assist the governor in aligning technology and data systems across required 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

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.

High-level goals and objectives associated with the specific functional areas of technology and data system alignment include:

Job Seekers, Providers and Employers

- Modernize current job seeker employment and training services, provider services, and services to employers.
- Provide an internet-enabled, self-service tool for job seekers.

Nevada Workforce System Entities - Including Local Boards

- Provide state and federal compliant, user-friendly case management functionality to the workforce staff.
- Enable workforce staff to manage self-service job seeker, training provider and employer modules for the ability to monitor performance and report on employment services and programs.
- Enable workforce staff to promote efficient collection and use of fiscal and management information for reporting and monitoring the use of funds authorized under the core programs and for preparing the annual report..
- Reduce costs associated with inefficient processes by automating case workflow and management.
- Reduce the need for DETR or workforce program interventions of job seekers, service providers, and/or employer tasks.

Administrative

- Provide timely delivery of a user-friendly, automated computing environment that is established and proven in other states, which will support Nevada's current and future business requirements.
- Increase system flexibility to accommodate growth and future mandates.
- Ensure data accuracy through improved controls for data editing and online real-time data validation, transaction balancing, and financial reporting.
- Provide ongoing system maintenance, support, updates, and enhancements.

State Board

The state board will assist the Governor by:

- Developing and implementing an accountability system that is integrated across all core programs and required one-stop partner programs.
- Seeking state and federal resources, including but not limited to grant opportunities to finance the integrated accountability system.
- When feasible, incorporate data sharing via system MOUs.

iv. Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2))

EmployNV directly outputs reports for federal programs including TAA, WIOA and LX federal reporting requirements. Geographic Solutions Inc. maintains EmployNV to meet both state and federal reporting requirements to ensure compliance.

Data sharing through system interfaces of the core programs will provide the data elements to support and evaluate workforce system data efficiently and effectively. Until such time that cross- agency data

interfaces are implemented, sharing of reporting data elements will be facilitated through a manual process by each of the core program partners. Nevada will take the following series of steps to achieve interoperability and integration of data systems:

Step 1: Ensure that each core program's current management information system has the capability to collect and report on the program data elements required by WIOA.

Step 2. Execute inter-agency agreements, MOUs and policies to facilitate:

- Data sharing of UI wage data for matching purposes; and
- Protection and security of personally identifiable information.

Step 3. Investigate and employ resources that can be used to support data system integration.

Step 4. Create an inter-program data integration team to plan, develop and identify resources for a comprehensive management information system. The team will investigate challenges and opportunities such as:

- Common participant unique user identification system across programs;
- Conflicting data resolution;
- How to identify co-enrollment;
- How to track program entry and exit;
- Secure mechanisms for data processes;
- Identify reporting requirements for core program versus combined common reports; and/or
- Identify fiscal and management accountability guidelines to promote efficient collection and use of fiscal and management information for reporting and monitoring the use of funds authorized under the core programs and for preparing the annual report.

B. Assessment of Participants' Post-program Success

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

Core programs will utilize a variety of follow-up strategies to measure post-program outcomes including, but not limited to:

- Wage record data matching for employment related outcomes
- High school equivalency record data matching for secondary credential outcomes
- Data matching with NSHE for postsecondary enrollment and certificate outcomes
- Participant surveys

The state will focus its performance reporting and follow-up on the measures stipulated in sec. 116 of WIOA. No additional indicators are proposed at this time.

DETR will provide accurate data that project into the future using the EmployNV system ad-hoc reporting tools, queries and predictive reports to assist WIOA partners to meet and improve expected performance outcomes.

C. Use of Unemployment Insurance (UI) Wage Record Data

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

The Unemployment Insurance (UI) program provides wage data through the state's statewide longitudinal data system, called NPWR (Nevada P-20 to Workforce Research Data system). This system acts as a centralized hub for education and workforce data, collected of from various workforce system partners and agencies, that will be used by the state workforce system to accomplish various reporting, policy and planning, and research goals.

DETR is actively engaged in developing methodologies to share employment performance information as allowed by laws and agreements.

Currently, DETR uses quarterly wage data received from Nevada's UI contributions records. Wage data from multiple participating states is also provided through the wage record interchange system. Access to wage information is not available to workforce staff, and is only used and validated for accuracy of federal reporting purposes. EmployNV does indicate Nevada employment after exit from workforce services; however, no wage or employer information is provided or available to workforce staff due to wage confidentiality agreements.

D. Privacy Safeguards

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

The state of Nevada makes every effort to ensure privacy protection. In order to protect the privacy of Nevadans, all partners that provide and share data in collaborative efforts will agree on an MOU to ensure the security of sensitive and confidential information. All partners must expressly agree to abide by all applicable federal, state and local privacy laws and to adhere to the same standards of confidentiality as state employees including, but not limited to:

- 29 U.S.C. 2935; as amended by WIOA (reports, recordkeeping and investigations)
- 29 U.S.C. 2871(f)(3); as amended by WIOA (regarding confidentiality)
- 20 CFR Part 603; safeguards and security requirements regarding disclosed information under UI compensation
- 42 U.S.C. 503; regarding state laws governing UI operations
- 20 CFR 617.57(b); regarding disclosure of information under the Trade Act
- 29 U.S.C. 49I-2(a)(2); as amended under WIOA (regarding information to be confidential under the Wagner-Peyser Act)
- 5 U.S.C. 552; the Privacy Act
- 20 U.S.C. 1232g; the Family Educational Rights and Privacy Act
- 34 CFR 361.38; protection, use and release of personal information of VR participants
- 45 CFR 164.500 - 164.534; Health Insurance Portability and Accountability Act (HIPAA)
- 2 CFR 200.303; regarding reasonable measures to safeguard protected personally identifi able information

- 7 CFR 272.1 (c); disclosure of information obtained from SNAP applicants or recipient households
- 45 CFR 205.50; safeguarding information for the financial assistance programs (e.g., TANF)

Each partner will ensure that the collection and use of any information, systems or records that contain personally identifiable information will be limited to purposes that support the programs and activities described by relevant MOUs as part of the Nevada workforce development system.

Each partner will ensure that access to software systems and files under its control that contain personally identifiable information will be limited to authorized staff members who are assigned responsibilities in support of the services and activities provided as part of the Nevada workforce development system, and who must access the information to perform those responsibilities. Each partner expressly agrees to take measures to ensure that no personally identifiable information is accessible by unauthorized individuals.

System usage policy is in place as well as the individual agreements, partner agreements and agency agreement for all users of the integrated_Employ NV system are in place prior to access to the system. System security training is also required for all users of the system. State and federal law, rules and regulations are stated on these legally binding agreements.

7. Priority of Service for Veterans

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

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

Veterans' priority of service is provided based on Training and Employment Guidance Letter (TEGL) 10-09 and Veterans Program Letter (VPL) 07-09. Nevada follows public law 107-288, §4215 of 38 U.S.C., and all special grant provisions, VPLs and DOL/VETS directives. Veterans' performance measures (e.g., ETA 9173 report) assist the statewide veteran coordinator in evaluating how successfully veterans are provided with priority of services. The statewide veteran coordinator monitors all performance measures, reports and develops the training of management and veteran staff to ensure compliance with all policies and regulations.

To ensure priority of service to all covered persons, a series of questions are asked at the initial intake. The questionnaire entitled Significant Barriers to Employment (SBE) Eligibility Review form is used to determine those eligible for priority of service. Those that are eligible for priority of service are informed of all services available to them and provided the opportunity to take full advantage of the services offered with priority of service.

Screening: This is accomplished at the point of entry for programs and/or services. Point of entry includes physical locations, such as one-stop career centers, as well as Nevada websites and other virtual service delivery resources. A screening process at each NJC front desk has been implemented. Nevada posts signs that ask the client to self-identify as an eligible veteran or other eligible person. After identification in one of the categories, the client will be given a questionnaire that will act as a screening process to identify those clients as either a veteran or an eligible individual.

After determining that the client is eligible for priority of service, a second questionnaire is used to determine their SBE status.

SBE Eligibility Determination and the Referral Process: SBE status is determined by DETR staff using a standardized questionnaire containing questions regarding their inclusion in specific categories of veterans and eligible individual(s). These groups have been prioritized by the U.S. Secretary of Labor because the groups on the list have one or more SBE. Nevada has developed a front desk tracking system into which all NJC jobseekers are entered. The system is marked with either a veteran or a veteran with an SBE. When the appropriate boxes are checked, a minute counter shows how long the jobseeker has been waiting for service. The veteran's names appear in red along with a special box if they have an SBE. A report can be generated showing the average wait time for veterans and veterans with SBE, this allows the offices to insure priority of service is being provided. Access to the report is available at the local, NJC, and the regional level. Once the veteran is determined to have an SBE, they are referred to the next available DVOP. If no DVOP is available they are referred to the next available Wagner-Peyser staff. When a DVOP becomes available, the SBE veteran's information is given to a DVOP to provide individualized career services and employment services through case management approach.

DOL/VETS has directed all DVOP specialists staff to provide services only to veterans with SBE and other eligible individuals. Guidelines for screening and implementing services to veterans determined to have a significant barrier to employment is provided in VPL 03-14, Change 2. Veterans and eligible individual(s) are screened at the initial intake with a questionnaire entitled Significant Barriers to Employment (SBE) Eligibility Review form. This form contains a series of questions used to determine if the eligible veteran or eligible individual possess one or more of the SBE's set forth in VPL 03-14, Change 2 and VPL 03-19.

- Are you a special disabled or disabled veteran, as those terms are defined in 38 U.S.C § 4211(1) and (3); special disabled and disabled veterans are those:

- Who are entitled to compensation (or who, but for the receipt of military retired pay, would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs; or,

- Were discharged or released from active duty because of a service-connected disability.

- A Vietnam-era Veteran: 38 U.S.C. 101(29) defines "Vietnam-era" to mean the period beginning on February 28, 1961, and ending May 7, 1965, in the case of a veteran who served in the Republic of Vietnam during that period, and the period beginning on August 5, 1964, and ending on May 7, 1975, in all other cases:

- A homeless person, as defined in Sections 103(a) and (b) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. I 1302(a) and (b», as amended;
- A recently separated service member, as defined in 38 U.S.C § 4211(6), who has been unemployed for 27 or more weeks in the previous 12 months;
- An offender, as defined by WIOA Section 3 (38), who is currently incarcerated or who has been released from incarceration;
- A veteran lacking a high school diploma or equivalent certificate; or,
- A low-income individual (as defined by WIOA Section 3 (36).
- Eligible Transitioning Service Members, Spouses, and Caregivers: In annual appropriation bills since the Consolidated Appropriations Act of 2014, Congress authorized JVSG grants to support services as described in VPL 07-14 change:2
- Transitioning members of the Armed Forces who have been identified as in need of intensive services (now referred to as Individualized Career Services);

- Members of the Armed Forces who are wounded, ill, or injured and receiving treatment in military treatment facilities (MTF) or warrior transition units (WTU); and
- The spouses or other family caregivers of such wounded, ill, or injured members.

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

8. Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities

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

The state of Nevada provides initial and continuing notices to make all registrants, applicants, 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.

The one-stop delivery system is required to provide equal opportunity in every aspect of its operations and in all areas of employment practices to assure nondiscrimination of any employee or the public on the basis of race, color, religion,sex (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief. It is policy for all to conform strictly to Title VI of the Civil Rights Act of 1964 and all other federal regulations related to fair employment practices in providing client services.

The *Equal Opportunity is the Law* notification disseminates information regarding equal opportunity. This notice is available in English, Spanish, enlarged print, and Braille. These notices are displayed and posted in each one-stop delivery location, as well as online on DETR's website. For the visually impaired, the *Equal Opportunity is the Law* notice is available in enlarged print and Braille, and is also available for viewing through the Job Access with Speech (JAWS) software that is loaded on the resource centers' computers. Upon request, qualified readers can be arranged at the one-stop delivery locations.

Each recipient is required to post the *Equal Opportunity is the Law* notice prominently in reasonable numbers and places; disseminate it in appropriate written formats; include it in handbooks or manuals; and, make it available to each participant as well as a part of each participant's individual record. Customers visiting one-stop centers and employment offices seeking employment, support services, training, or general inquiries are exposed to the equal opportunity (EO) message via signage prominently displayed at each one- stop center/employment center in the state of Nevada. Any participant with a visual impairment is provided with the notice in the proper format to accommodate the specific disability. All participants are advised of this policy and must sign a document to this effect, which is placed in his/her file.

The state of Nevada and its recipients comply and will continue to comply with the requirements of 29 CFR 38.40relating to the provision of affirmative outreach to programs and activities. The state has developed written policies to communicate the obligation of recipients to take appropriate steps to ensure they are providing affirmative outreach to their WIOA Title I financially assisted programs and

activities, including outreach efforts to broaden the composition of the pool of those considered for participation in their programs and activities in efforts to include members of both sexes, the various racial and ethnic groups and age groups, and individuals with disabilities.

All one-stop delivery offices are compliant with the Americans with Disabilities Act (ADA) accessibility guidelines. In addition, resource centers within the one-stop offices have computers with speakers and speech software (i.e., JAWS) to assist the blind and visually impaired. There is also additional software that magnifies the screen (i.e., Magic and Zoomtext), and larger monitors (i.e., 21-inch) that are available to assist visually impaired clients in accessing employment resources.

The state provides anti-discrimination EO training for its staff on an ongoing basis, including *The Respectful Workplace*, which covers anti-discrimination laws and regulations including WIOA and sexual harassment prevention. All one-stop partners are cross-trained and are continuing to actively promote the understanding of various program components relative to serving individuals with disabilities.

All new and reprinted brochures and posters include the statements “Equal Opportunity Employer/Program” and “auxiliary aids and services available upon request for individuals with disabilities”. These brochures and posters include a Nevada telephone relay number (i.e., a TTY/TDD).

9. Addressing the Accessibility of the One-Stop Delivery System for Individuals who are English Language Learners

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

One-stop centers and affiliate sites will have procedures and trained staff to identify English language learners and provide resources including access to off-site interpreters and materials printed in non-English languages that will assist ELL participants in accessing employment and training services. Bilingual staff will be hired and a variety of services will be available including: Internet access, training and retraining, resume writing assistance, career counseling and job search workshops. Not all services will be available at all locations so resource documents will identify locations and availability of services.

IV. Coordination with State Plan Programs

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

Although Nevada has submitted a unified state plan, the state made concerted efforts to align core programs and additional social services programs (e.g., TANF and SNAP) as part of an integrated strategic process.

Overview of Actions Taken to Align Agencies

The strategic planning process for the original state plan began in spring of 2015 with the establishment of WIOA state plan workgroups. These workgroups began with the establishment of bylaws and scopes of work that outlined their charge in this process. These workgroups sought out participation and input that distinctly defined the workgroup's and stakeholders' involvement in the process. A project management site was developed wherein all project working documents were maintained and accessed by the workgroups throughout this process. Open meetings were provided in some workgroup settings, which provided ample opportunities for the public to contribute to the process.

Membership from all of the core programs was represented on each of the workgroups. The local workforce development areas actively participated throughout this process and were tasked with updating and seeking input from chief local elected officials in their respective areas of workforce development.

Centralized Team and Workgroups

An *all group* centralized team was established, which oversaw the work and recommendations of seven workgroups. The goal of the team and workgroups was to support the governor's vision of an integrated workforce system and a collaboration process across core program areas and stakeholders statewide. In addition to the centralized, all-inclusive team, the workgroups focused on the two major planning elements, i.e., strategic planning and operational planning. A chair and vice chair were selected from each group to align the activities of the following workgroups:

- Governance workgroup
- Labor market information workgroup
- Policy workgroup
- Performance accountability workgroup
- Fiscal workgroup
- Business outreach workgroup
- Staff development workgroup

For the 2020 state plan, all stakeholders including LWDBs, core programs and state agencies submitted changes and updates to the plan with the Office of Workforce Innovation serving as the coordinating body. The Governor's Workforce Development Board met at the end of 2019 and the beginning of 2020 to consider and ultimately approve all submitted changes with drafts of the plan posted on the OWINN and DETR websites for public comment.

V. Common Assurances (For All Core Programs)

The Unified or Combined State Plan must include assurances that:

The State Plan must include	Include
1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;	Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;	Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;	Yes
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;	Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;	Yes
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);	Yes
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;	Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;	Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;	Yes
10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);	Yes
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and	Yes

The State Plan must include	Include
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

VI. Program-Specific Requirements for Core Programs

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

Program-specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B—

a. General Requirements

1. Regions and Local Workforce Development Areas

A. Identify the regions and the local workforce development areas designated in the State

Designated Local Workforce Development Areas in Nevada

Pursuant to sec. 106(b) of WIOA Title I, Chapter 2, the following local workforce development areas were subsequently designated by Governor Sandoval on July 5, 2017:

Northern Nevada Regions

- Carson City
- Churchill
- Douglas
- Elko
- Eureka
- Humboldt
- Lander
- Lyon
- Mineral
- Pershing
- Storey
- Washoe
- White Pine

Southern Nevada Regions

- Clark
- Esmeralda
- Lincoln
- Nye
- Boulder City
- Henderson
- Las Vegas
- North Las Vegas

Designated Local Workforce Development Areas

B. Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for "performed successfully" and "sustained fiscal integrity" in accordance with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions

Historically, because of the diverse populations and labor market of the state, the Governor has designed the local areas in a regional design. As noted in the above map Nevada has the Northern and Southern Regions. Regional planning must allow enough flexibility to occur around activities and issues where it makes sense but should not become a barrier. These areas have performed at or above the DOL performance measures for the last several years. Customer service surveys have not indicated that there is a gap in servicing workers or the employer communities. Nevada has in place a state compliance policy governing the local area designation process, which has been approved by the Governor in consultation with the CLEOs, local boards and state board. Said designation process is as follows:

Process:

The Governor of the state shall designate local workforce development areas within the state:

- Through consultation with the GWDB ; and,
- After consultation with chief elected officials and after consideration of comments received through the public comment process as described in sec. 102(b)(2)(E)(iii)(II).

WIOA further states that the considerations should include the following:

- The extent to which the areas are consistent with the labor market areas in the State;
- The extent to which the areas are consistent with regional economic development areas in the state; and,
- The extent to which the areas have available the Federal and non-Federal resources necessary to effectively administer activities under subtitle B and other applicable provisions of WIOA, including whether the areas have the appropriate education and training providers, such as institutions of higher education and area career and technical education schools.

WIOA states that a unit of general local government (including a combination of such units) or grant recipient that requests, but is not granted designation of an area as a local area, may submit an appeal to the GWDB under an appeal process established in the State plan.

Policy:

DESIGNATION AND RE-DESIGNATION POLICY: WIOA requires that existing federally recognized workforce areas are designated during the first two program years, which are referred to as Initial Designations, and again after the first two program years, which is referred to as Subsequent Designation. Units of general local government that desire to become a new local workforce area should follow the *new area* designation requirements in TEGL 27- 14, 5(C).

INITIAL WIOA DESIGNATION FOR EXISTING REGIONS: Existing workforce regions operating in accordance with Workforce Investment Act of 1998 may request initial designation as a Local Workforce Development Area if they have performed successfully and sustained fiscal integrity.

Local board placement in regions is based primarily on economic data, the location of urban populations, and the geographic distribution of industry sectors. The regions are the same as the two designated local areas of the state and remain unchanged from those under WIA. Regions respect the existing administrative boundaries of counties and local boards. The two large metropolitan regions of the state are split into the two areas/regions (northern and southern); these metropolitan regions represent 91 percent of the population and are located 450 miles apart.

An area seeking initial designation must address the following:

- Submit the request in writing to the Chairperson of the Governor's Workforce Development Board (GWDB) by sending an email to: the GWDB Liaison ajfeijoo@gov.nv.gov, or via U.S. mail to: 555 East Washington Avenue, Suite 4900, Las Vegas, Nevada, 89101. Receipt of the request must be documented by electronic return confirmation and/or USPS return/receipt requested. If the requestor does not receive confirmation before 5:00 PM two months prior to the due date given in guidance from Department of Labor (DOL), it is their responsibility to contact the GWDB Liaison at (702) 486-8080 to endure the notice has been received.

- The respective LWDB must be a WIOA-compliant board per s e c . 107 of WIOA Title I, in conflict of interest and transparency and as defined by State Compliance Policy 4.6. Members must ensure the integrity of their pursuits by taking steps to avoid conflict of interest or even the appearance of conflict of interest per State and Board policy. Any conflict of interest by any board member must be declared and then abstained from voting on that agenda item.

- Provide evidence that the area, in two most consecutive program years, met or exceeded the agreed upon adjusted levels of performance for the common measures, as defined by existing performance agreements, and was not subject to the sanctions process resulting from missing the same measure two years in a row. Said evidence must be demonstrated, documented and included in the request.

- Provide assurance that during the two most consecutive program years, the U.S. Secretary of Labor, or the State in place of the secretary, has not made a formal determination that the grant recipient or administrative entity for the local area has mis-expended funds due to willful disregard, gross negligence, or failure to comply with accepted standards of administration.

- Provide evidence that the area, in the two most consecutive program years, was committed to providing quality service through continuous improvement efforts and implemented plans that supported sector partnerships or career pathways; or enhanced services to employers or outreach efforts to the local community. Progress reports submitted to the GWDB on annual plans for these years will serve as sufficient data.

- The Local Workforce Development Board/One-Stop Operators will be on the State's case management system at the time of certification. The State may issue a six-month waiver should said system be in development.

- If the request meets all requirement criteria, the GWDB will recommend approval to the Governor of a local area's request that satisfies these requirements in accordance with sec. 106(b)(2) of WIOA.

SUBSEQUENT WIOA DESIGNATION

Local areas that receive initial designation may request subsequent designation as a LWDA if they have performed successfully, sustained fiscal integrity, and met the requirements for involvement in WIOA regional planning for the two most recent program years of initial designation. Consistent with 20 CFR 679.250(e) for the purposes of subsequent designation under paragraphs (b) and (d) of that section, the local areas and CLEOs must be considered to have requested continued designation unless the local area and the CLEOs notify the Governor that they no longer seek designation.

An area seeking subsequent designation must address the following:

- Submit the request in writing to the Chairperson of the GWDB and to the Liaison of the GWDB by sending an email to –ajfeijoo@gov.nv.gov or via U.S. mail to: 555 East Washington Avenue, Suite 4900, Las Vegas, Nevada, 89101. Receipt of the request must be documented by electronic return confirmation and/or USPS return/receipt requested. If the requestor does not receive confirmation before 5:00 PM two months prior to the due date given in guidance from DOL, it is their responsibility to contact the GWDB Liaison at (702) 486-8080 to ensure that the notice has been received.

- The respective Local Workforce Development Board must be a WIOA-compliant board per s e c .107 of WIOA in conflict of interest and transparency. Members must ensure the integrity of their pursuits by taking steps to avoid conflict of interest or even the appearance of conflict of interest per State and Board policy. Any conflict of interest by any board member must be declared and then abstained from voting on that agenda item. Reference State Compliance Policy 4.6 Conflict of Interest.

- Evidence that the area, in the t w o most consecutive program years, met or exceeded the adjusted levels of performance for the common measures and was not subject to the sanctions process resulting from missing the same measure two years in a row. Said evidence must be demonstrated, documented and included in the request.

- Assurance that during the two most consecutive program years, the U.S. Secretary of Labor, or the State in place of the Secretary, has not made a formal determination that the grant recipient or administrative entity for the local area has misspent funds due to willful disregard, gross negligence, or failure to comply with accepted standards of administration.

- Evidence that the area, if a part of a WIOA planning region, has fulfilled its obligations to engage in regional planning efforts during the two most consecutive program years. Regional plans can be submitted to demonstrate fulfillment of obligations.

- Provide evidence that the area, in the two most consecutive program years, was committed to providing quality service through continuous improvement efforts and implemented plans that supported sector partnerships or career pathways; or enhanced services to employers or outreach efforts to the local community. Progress reports submitted to the GWDB on annual plans for these years will serve as sufficient data.

- The LWDB/One-Stop Operators will be on the state's case management system at the time of certification. The state may issue a six-month waiver should said system be in development.

The GWDB will recommend approval to the Governor of a local area's request that satisfies these requirements in accordance with sec. 106(b)(2) of WIOA.

WIOA DESIGNATION FOR NEW AREAS

Any unit of general local government may request designation as a Local Workforce Development Area under WIOA. New local area designations will only become effective on July 1 of the subsequent program year. An area seeking new designation must perform the following:

- A statement of intent to request designation must be submitted to the GWDB no later than February 15th to be considered for the subsequent program year through email to the GWDB Liaison at ajfeijoo@gov.nv.gov or via U.S. Mail to: 555 East Washington Avenue, Suite 4900, Las Vegas, Nevada, 89101.

- The GWDB will work with the requesting area to determine the deadline for the full request. Submitted materials will be made available for public comment as a part of the review process. The full request for designation as a Local Workforce Development Area must include the following components and steps:

- Submit the request in writing to the Chairperson of the GWDB and to the Lliaison of the GWDB through email to ajfeijoo@gov.nv.gov or via U.S. mail to: 555 East Washington Avenue, Suite 4900, Las Vegas, Nevada, 89101. Receipt of the request must be documented by electronic return

confirmation. If the requestor does not receive confirmation, it is their responsibility to contact the Liaison of the GWDB to ensure that the notice has been received.

- The respective LWDB/One-Stop operator must be WIOA-compliant per WIOA sec. 107, in conflict of interest and transparency. Members must ensure the integrity of their pursuits by taking steps to avoid conflict of interest or even the appearance of conflict of interest per Board policy. Any conflict of interest by any board member must be declared and then abstained from voting on that agenda item. Reference State Compliance Policy 4.6 Conflict of Interest.

- The request must clearly state the circumstances for the request of local area designation.

- The request must also address and clarify how the following criteria are to be met:

- Consistency with the labor market areas in the state;

- Consistency with regional economic development areas in the state;

- Existence of education and training providers, such as institutions of higher education and career and technical education schools in the area;

- Submission of a service delivery plan that includes a description of resources that would be available to the area to provide services;

- Coordination of multiple resources within areas that are based on labor markets and natural travel patterns of local residents;

- Local support of the implementation strategies to provide quality services to employers and individuals by county commissioners, municipal elected officials including mayors and/or city council members where appropriate, and business or community leaders within the area as demonstrated by letters of support or a vote of support by a city council or other applicable board;

- Local ownership, exhibited by strong involvement of local elected officials and community leaders on the LWDB; and,

- Local capacity to manage funds, provide oversight of programs and provide for the proper stewardship of public funds.

- The request must address how the proposed new area designation will impact those other workforce areas from which it is withdrawing, if applicable. It should be understood by any unit of general local government or combination of such seeking designation, that the new area will only secure the formula allocated funds for each WIOA funding stream based on the formula factors as defined by WIOA. If the area in question becomes part of a consortium, the consortium will determine the distribution of WIOA funds within its region(s).

- If opposition to the request is voiced by municipalities or counties within the area seeking designation, then the requesting entity will address their request at a public hearing. The requesting entity will have the opportunity to respond to concerns and questions at the hearing, and all comments will be recorded and used to inform the GWDB's action on the request. If a hearing is necessary, it will be held within 45 days of receipt of the request. Time and place is to be determined by the GWDB liaison.

- The GWDB's liaison and Chair will take the request and comments from the public as well as from a public hearing, if applicable, and determine a recommendation.

- The GWDB will submit its recommendation to the Governor within five (5) business days following the GWDB's vote.

- The final decision resides with the Governor and shall be made prior to May 29th, i.e., four weeks prior to July 1 beginning of the respective fiscal and program year.

- The LWDB/One-Stop operators will be integrated into and utilizing the State's case management system at the time of certification. The State may issue a six-month waiver should said system be in development.

C. Provide the appeals process referred to in section 106(b)(5) of WIOA relating to designation of local areas

Local area(s) seeking to be designated or re-designated, as a local workforce development area, which have been denied, may appeal the decision to the GWDB by performing the following:

- An appeal must be submitted in writing and filed with the GWDB within 14 working days after notification of the decision. Submit the appeal to the Chairperson of the GWDB and to the Liaison of the GWDB by sending an email to ajfeijoo@gov.nv.gov or via U.S. mail to: 555 East Washington Avenue, Suite 4900, Las Vegas, Nevada 89101.
- The appeal must contain a specific declaration of the grounds upon which the appeal is sought.
- The GWDB will review the appeal at its next scheduled meeting and make a recommendation to the Governor. The review will take into account the information in the original request and supplemental information provided in the appeal to determine if the criteria set in this policy have been met.
- The final decision and authority resides with the Governor, and shall be made within a timely manner.
- If the appeal is connected to a request for initial or subsequent designation as prescribed in this policy, and if the appeal does not result in designation, the entity may request review by the Secretary of Labor to determine if procedural rights were granted or if the minimum criteria of WIOA sec. 106(b)(2) or sec. 106(b)(3) were met. This second level of appeal must be sent within 14 days to:

Assistant Secretary of Employment and Training

U.S. Department of Labor

200 Constitution Avenue, N.W. Washington, DC 20210

cc: ETA Regional Administrator, U.S. Department of Labor 90 7th Street, Suite 17-300 San Francisco, CA 94103-1516

Governor's Workforce Development Board

c/o State Board Liaison

555 East Washington Avenue, Suite 4900, Las Vegas, Nevada, 89101

If the final decision of any appeal reverses the prior decision, it will become effective July 1 of the following year.

D. Provide the appeals process referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding

One-stop partners operating a program described in §361.400 through §361.410 have the right to appeal the allocation of one-stop infrastructure costs. The appeal may be made based on the factors delineated at §361.750(b) and must be submitted to the GWDB no later than 14 days from the initial notice of determination. The Governor will issue a final determination within 21 days of receipt of an appeal.

2. Statewide Activities

A. Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities

State Compliance Policies (SCP) will be written and/or revised in accordance with the criteria established in WIOA, NPRM, final regulations, and as clarified by Training and Employment Guidance Letters (TEGL), Training and Employment Notice (TEN) and Veteran Program Letters (VPL). State policy may narrow the policy as it related to Nevada's unique needs. Prior to submission of new policies to the State Workforce Development Board (State Board) for review and approval, each LWDB will have the opportunity for review. This review will allow for comments to be submitted in writing for consideration by the State before final action. Changes to policy initiated either by State staff or Local boards must be approved by the State Board.

Non-substantive changes (administrative corrections or adjustments originating from the State that are considered not to impact content or the law as intended) do not require State Board approval.

Mandatory substantive changes required by Federal program regulation published in the Code of Federal Regulations or documented in either TEN, TEGL or VPL are automatically incorporated into the SCP for approval by the State Board.

Technical Assistance Guides (TAGs) will be issued to clarify statewide procedures, WIOA Reporting, Performance, Management Information System and other clarifications, as necessary.

Nevada's state compliance policies provide guidance to the workforce system and are located at: http://owinn.nv.gov/GWDB/Policies/WIOA-StateCompliancePolices/#Section%205:%20%20Miscellaneous

B. Describe how the State intends to use Governor's set aside funding. Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers

The Office of Workforce Innovation will participate in designing the strategy for the use of Governor's set-aside funds encapsulated in the following duties:

- 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.
- Recommend improvements to the allocation of federal and state dollars incorporating evidence-based and outcome-based strategies to align workforce training programs in Nevada with current and projected job opportunities and career pathways, based on the Nevada's economic development plan and information received from the industry sector councils.
- Apply for and administer grants, including those that may be available from funding reserved for statewide workforce investment activities from WIOA.

Up to 25 percent of dislocated worker funds from WIOA have been allocated for statewide Rapid Response program activities. A Rapid Response business plan is developed annually and the funds needed to deliver statewide Rapid Response activities and services are designated. The remaining allotment is set aside and designated as reserve dislocated worker funds to use for any unforeseen Rapid Response activities or services.

The primary responsibility to carry out Rapid Response activities remains with the state workforce agency, DETR. The agency is designated by the governor to ensure delivery of comprehensive workforce services to businesses in transition and workers facing dislocation due to layoffs and/or business closures of any size both in Worker Adjustment and Retraining Notification Act (WARN) and non-WARN instances. These services are coordinated through DETR's Workforce Investment Support Services (WISS) section. Nevada's Rapid Response unit consists of individuals from the local boards, dislocated worker service providers, organized labor, and DETR's ESD division. The team endeavors to educate businesses and dislocated workers about services and information available through federal, state and local organizations to reduce the effects of businesses in transition. Additionally, the team makes every effort to conduct immediate and on-site assessments with employers and worker representatives to evaluate the specific needs of the event and to provide intervention services which include layoff aversion activities when possible. Layoff aversion activities are provided through the coordination of other programs and entities through DETR's ESD division and other state agencies. Nevada's Rapid Response unit endorses all activities necessary to plan and furnish services that assist businesses in transition and enable dislocated workers to transition into employment as quickly as possible.

The local boards coordinate with Nevada's Rapid Response team for adult and dislocated worker programs. The local boards assist the state to make Rapid Response services available within the local workforce development area. Rapid Response resources are utilized to ensure that efficient early intervention strategies are available for dislocation events, with effective transitions to local WIOA formula-funded programs and services.

C. In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities

Rapid Response Service Delivery Plan

Outreach services will be provided to those who cannot reach the job site or the job site is no longer safe to work in.

Nevada Coordination

NRS 414.0335 "Disaster" defined. "Disaster" means an occurrence or threatened occurrence for which, in the determination of the Governor, the assistance of the Federal Government is needed to supplement the efforts and capabilities of state agencies to save lives, protect property and protect the health and safety of persons in this state, or to avert the threat of damage to property or injury to or the death of persons in this state. (Added to NRS by 1999, 1241)

Per the Nevada State Comprehensive Emergency Management Plan

"In order to ensure that preparations by the State of Nevada will be adequate to respond to and recover from emergencies and disasters, the Nevada Division of Emergency Management (NDEM) is charged with the responsibility of maintaining a comprehensive statewide emergency management program. The NDEM is responsible for coordinating its efforts with the federal government, with other departments and agencies of state government, with city, county, and tribal governments and school boards, as well as with private agencies that have a role in emergency management pursuant to Chapter 414, Nevada Revised Statutes). When an imminent or actual event threatens the state, the Chief of NDEM will make the decision whether to activate the State Emergency Response Team (SERT) and whether to recommend that the Governor declare a state of emergency."

Rapid Response staff will leverage the knowledge, relationships and community resources necessary to meet disaster conditions for employers and affected workers. In conjunction with other appropriate federal, state, local agencies and officials Rapid Response will coordinate resources including added emergency resources listed in the southern and northern Nevada Emergency Resource Guides. The Emergency Resource Guides are available by:

- Dialing 2-1-1 on a touch-tone phone
- Texting your five-digit zip-code to 898-211
- Get Online at www.nevada211.org

2-1-1 includes contact information for Family Resource Centers, Affordable Housing, Food and Utility assistance. As well as Senior Citizen Services, Local Shelters, Cash Assistance and Human Services.

Federal Assistance

If the Federal Emergency Management Agency (FEMA) organizes services for disaster victims, the department FEMA contact will assess the need for a National Emergency Grant (NEG) within 24 hours. In addition, FEMA sets up disaster centers, wherein Rapid Response Services by the regional staff where the natural disaster occurred are housed.

Once the President of the United States declares a major disaster, many federal services become available. Rapid Response will continue to be an advocate in the community offering information on federal assistance, which includes, but is not limited to:

- FEMA (800)621-FEMA: Homeowners, business owners and renters can apply loan interest loan assistance
- US Small Business Association (SBA): Low interest physical disaster loans and assistance via the Internal Revenue Service (IRS)
- Department of Agriculture
- Federal Disaster Unemployment Assistance (DUA)

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: Unemployment insurance benefits claim filing.

To conveniently serve the dislocated workers and as part of Nevada JobConnect, the State of Nevada's Employment Security Division (ESD) is prepared to process unemployment insurance claims for benefits. Claimants will be informed through Rapid Response presentations, that if they choose to file their claims by phone, they can do so by calling one of the following numbers depending on their place of residence:

- Southern Nevada (702) 486-0350

- Northern Nevada (775) 684-0350
- Rural/long distance (888) 890-8211
- File on the internet at www.ui.nv.gov
- Media coverage
- DETR's media contact: Public Information Officer (702) 486-7991
- Nevada Disaster Job Loss Assistance

In addition to UI claim filing, dislocated workers will be informed of the various dislocated workers services provided by the Nevada JobConnect One-Stop Delivery System and local Workforce Innovation and Opportunity Act (WIOA) partners that can provide information about and access to a variety of reemployment services that include job placement, on the job training, employability workshops, vocational training, group and individual counseling, interviewing skills workshop, and other services as deemed appropriate.

Other community-based resources may be made available, which includes, but is not limited to:

- Rent assistance
- Legal assistance
- Financial guidance
- Food assistance
- Utility assistance
- Pension and healthcare information

D. Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade-affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.

Through referral to WIOA Title I programs, integration and alignment of services has been accomplished. WIOA Title I providers are active participants in on-site rapid response activities and co-enrollment with TAA is completed, when applicable.

The state ensures that rapid response assistance and appropriate core and intensive services are made available to those covered by TAA. Under TAA, applicants are assessed to determine eligibility for training. If they are eligible, they are referred for co-enrollment in the dislocated worker program. The NJC staff and other partners may refer to the Trade Act Assistance Guide for program information. A feedback mechanism has been established between the EmployNV and DETR's UInv system to indicate a TAA registration data element.

Rapid response activities following a permanent closure, a mass layoff, a natural or other disaster resulting in a mass job dislocation, or workers who have lost their jobs as a result of foreign trade are:

- Immediate and on-site contact with the employer, representatives of the affected workers, and the local community to provide information and access to unemployment compensation benefits.
- Comprehensive one-stop system services and employment and training activities, including information on the Trade Adjustment Assistance (TAA).

If at all possible, rapid response staff will schedule on-site presentations to the workers, during company time, to deliver the appropriate. If the employer is not amenable to an on-site presentation, the rapid response staff will prepare packets containing the relevant information. These packets are sent to the businesses if the employer does not make the names and addresses of the affected employees available.

NJC staff members are well versed in the requirements for the TAA program and, if during an interview it is discovered that the person may be TAA affected, the NJC staff assists them with filing a petition request.

There are TAA representatives that attend scheduled rapid response events to provide information on TAA. Prior to U.S. D.O.L. certification of a petition, local office representatives will partner with WIOA providers to provide core intake and intensive services, which include: Identifying needs, addressing barriers, assisting with work readiness, and exploring possible training needs. Once a petition is certified, participants undergo a vocational assessment in order to develop an individual (re)employment plan that best fits their individual needs. If basic skill deficiencies are identified, the individuals can be enrolled in the appropriate training program(s) to remove those barriers. There are appointments scheduled every 30 days with the participant until they opt not to participate or enter employment.

The local boards support the state as requested in order to make services available within the designated local workforce development areas. Co-enrollment for trade-eligible dislocated workers in both WIOA and TAA programs is encouraged. Local boards' service providers and one-stop partners participate with state agencies to provide rapid response services.

b. Adult and Dislocated Workers Program Requirements

1. Work-Based Training Models

If the State is utilizing work-based training models (e.g. on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

Pursuant to established requirements, it is expected that employers will hire WIOA participants upon completion of on- the-job trainings. Employers are encouraged to develop training plans accordingly. The local boards place a simultaneous emphasis on the supply (i.e., workforce) and demand (i.e., employers/businesses).

On-the-job training, incumbent worker training, transitional jobs, and customized training are provided for in-demand jobs or high growth industry sectors within the state and local areas. Industry experts make up the membership of the industry sectors councils, providing breadth of insight as to the skills needed in said industries and occupations.

2. Registered Apprenticeship

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).

The registered apprenticeship program is a proven model for meeting employers' workforce needs by allowing workers to earn a wage while they learn new skills and acquire credentials. Registered apprenticeship programs are included on the eligible training provider list. The local boards are committed to strategic initiatives that prepare individuals to enter and succeed in registered apprenticeship programs. The local boards are particularly interested in increasing registered apprenticeship opportunities for under-represented, disadvantaged or low-skilled individuals such that upon completion, they will meet the entry requirements, gain consideration and are prepared for success in one or more registered apprenticeship programs.

Strategies of the local boards include:

- Strong recruitment strategies focused on outreach to populations under-represented in local registered apprenticeship programs;
- Exposing participants to local registered apprenticeship programs and providing direct assistance to participants applying to those programs; and,
- Access to appropriate support services during any applicable apprenticeship readiness programs and a significant portion of the registered apprenticeship program.

The overall goal is to promote greater use of registered apprenticeship by collaboratively promoting the use of registered apprenticeship as a preferred means for employers to develop a skilled workforce and to create great career opportunities for individuals.

3. Training Provider Eligibility Procedure

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

A program of training services, as referred to in § 680.410(a), is one or more courses or classes, or a structured regimen that leads to:

(a) A recognized post-secondary credential, secondary school diploma or its equivalent,

(b) Employment, or

(c) Measurable skill gains toward such a credential or employment.

These training services could be delivered in person, on-line or in a blended approach.

Only providers that the State determines to be eligible, as required in WIOA Sec. 122, may receive training funds under WIOA title I-B to provide training for participants who enroll in a WIOA-funded program of training services. Local Boards are required to have written policy as they pertain to the administration of the Eligible Training Provider List (ETPL) process. Only those applications that the Local Board has reviewed and found to be accurate and within the purview of in-demand occupations of their local area, shall be forwarded, in a timely manner, to the State for consideration and approval.

Not all allowable types of training services are subject to the requirements of the eligible training provider provisions in WIOA title I-B. Training services exempt from the Section 122 eligibility requirements include:

• On-the-job training; customized training; incumbent worker training; transitional employment; or

• The circumstances described at WIOA sec. 134(c)(3)(G)(ii), where the Local Board determines that:

o There are insufficient providers, or

o There is a training services program with demonstrated effectiveness offered in the local area by a community-based organization or other private organization to serve individuals with barriers to employment, or

o It would be most appropriate to award a contract to an institution of higher education or other eligible provider of training services in order to facilitate the training of multiple individuals in in-demand industry sectors or occupations, and such contract does not limit customer choice; or

• When the Local Board provides training services through a pay-for-performance contract.

Eligible Providers of Training Services

(a) Eligible providers of training services are entities that are eligible to receive WIOA title I–B funds, according to criteria and procedures established by the Governor in accordance with WIOA sec. 122(b) for adult and dislocated worker participants who enroll in training services. Potential providers may include:

(1) Institutions of higher education that provide a program which leads to a recognized post-secondary credential;

(2) Entities that carry out programs registered under the National Apprenticeship Act (29 U.S.C. 50 et seq.);

(3) Other public or private providers of a program of training services, which may include joint labor-management organizations and eligible providers of adult education and literacy activities under title II if such activities are provided in combination with occupational skills training; [or 122(a)(2)]

(4) Local Boards, if they meet the conditions of WIOA sec. 107(g)(1).

(b) In order to provide training services, a provider must meet the requirements of this part and WIOA sec. 122.

(1) The requirements of this part apply to the use of WIOA title I–B adult and dislocated worker funds to provide training:

(i) To individuals using individual training accounts to access training through the eligible training provider list; and

(ii) To individuals for training provided through the exceptions to individual training accounts described at §§ 680.320 and 680.530. Training services under WIOA title I–B may be provided through a contract for services rather than Individual Training Accounts under conditions identified in WIOA sec. 134(c)(3)(G). These exceptions include: on-the-job training, customized training, incumbent worker training or transitional employment; instances where the local board determines there is insufficient number of eligible providers of training services in the local area; where the local board determines an exception is necessary to meet the needs of individuals with barriers to employment (including assisting individuals with disabilities or adults in need of adult education and literacy services); where the local board determines that it would be most appropriate to award a contract to an institution of higher education or other eligible provider to facilitate the training of multiple individuals in in-demand industry sectors or occupations (where the contract does not limit customer choice); and, pay-for-performance contracts.

(2) The requirements of this part apply to all entities providing training to adult and dislocated workers, with specific exceptions for entities that carry out registered apprenticeship programs, as described in § 680.470.

A private provider of training services providing services other than basic/life skills training must, as appropriate:

1. Be licensed by the Nevada State Commission on Postsecondary Education as required in Nevada Revised Statutes 394.099 and 394.415 and carry a Nevada State and local business license as required and be accredited by appropriate body associated with training, or
2. Be licensed to provide training by an alternative licensing agency accepted by the Nevada State Commission on Postsecondary Education (currently only CDL training, cosmetology,

barbering and pilot training), [§ 680.450 (d), 122(b)(1)(E)] and carry a Nevada State and local business license as required.

Note: A provider of training services, as described above, must comply with the criteria, information requirements, and procedures established under WIOA and TAG 15-2 to be included on the list of eligible providers of training services. Registered Apprenticeship (RA) programs will remain on the ETPL as long as they remain registered as described in WIOA Sec. 122 (2)(B). WIOA Sec.122(a)(3).

RA programs are required to submit form 5910 (State) and/or form 2000 (Federal) as appropriate at time of application. Local board staff will contact the local office of U.S. DOL, Office of Apprenticeship to confirm current Federal registered programs and the OWINN website for State registered programs.

Pursuant to TEGL 41-14 and State Compliance Policy 1.12, the following are the procedures for determining initial, continued and apprenticeship programs for training provider eligibility:

New Provider Eligibility Requirements

New providers may seek initial eligibility electronically through approval by the local boards and, if reviewed and approved by WISS, will remain eligible and listed on the ETPL for one year for the respective program. New applications received after the initial eligibility period will be reviewed year-round.

Apprenticeships are exempt from initial eligibility procedures and shall be included and maintained on the list of eligible providers for as long as the corresponding program of the provider remains registered as a registered apprenticeship program.

Subsequent Eligibility Requirements

1. The Governor must establish an application procedure for training providers to maintain continued eligibility. The application procedure must consider the provider's prior eligibility status.

    a. Training providers that were previously eligible under WIA, as of July 21, 2014, will be subject to the application procedure for continued eligibility after the close of the Governor's transition period for implementation, described in § 680.440.

    b. Training providers that were not previously eligible under WIA and have been determined to be initially eligible under WIOA, under the procedures described at § 680.450, will be subject to the application procedure for continued eligibility after their initial eligibility expires

2. The Governor must develop this procedure after:

    a. Soliciting and taking into consideration recommendations from Local Boards and providers of training services within the state;

    b. Providing an opportunity for interested members of the public, including representatives of business and labor organizations, to submit comments on such procedure; and

    c. Designating a specific time period for soliciting and considering the recommendations of Local Boards and providers, and for providing an opportunity for public comment.

3. Apprenticeship programs registered under the National Apprenticeship Act (NAA) must be included and maintained on the list of eligible providers of training services as long as the corresponding program remains registered. The Governor's procedure must include a mechanism for registered apprenticeship programs to indicate interest in being included on the list, as described in § 680.470.

4. The application procedure must describe the roles of the State and local areas in receiving and reviewing provider applications and in making eligibility determinations.

5. The application procedure must be described in the State Plan.

6. In establishing eligibility criteria, the Governor must take into account:

- The performance of providers of training services on the performance accountability measures described in WIOA secs. 116(b)(2)(A)(i)(I)–(IV) and required by WIOA sec. 122(b)(2), which may include minimum performance standards, and other appropriate measures of performance outcomes for program participants receiving training under WIOA title I–B, as determined by the Governor. Until data from the conclusion of each performance indicator's first data cycle is available; the Governor may take into account alternate factors related to such performance measure.

- Ensuring access to training services throughout the State including rural areas and through the use of technology;

- Information reported to State agencies on Federal and State training programs other than programs within WIOA title I–B;

- The degree to which training programs relate to in-demand industry.

- State licensure requirements of training providers;

- Encouraging the use of industry recognized certificates and credentials;

- The ability of providers to offer programs that lead to post-secondary credentials;

- The quality of the program of training services including a program that leads to a recognized postsecondary credential;

- The ability of the providers to provide training services to individuals who are employed and individuals with barriers to employment;

- Whether the providers timely and accurately submitted eligible training provider performance reports as required under WIOA sec. 116(d)(4); and

- Other factors that the Governor determines are appropriate in order to ensure: the accountability of providers; that one-stop centers in the State will meet the needs of local employers and participants; and, that participants will be given an informed choice among providers.

7. The information requirements that the Governor establishes under paragraph (f)(1) of this section must require training providers to submit appropriate, accurate and timely information for participants receiving training under WIOA title I–B. That information must include:

- The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;

- The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;

- The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;

- The percentage of program participants who obtain a recognized post-secondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program;

- Information on recognized postsecondary credentials received by program participants;

- Information on cost of attendance, including costs of tuition and fees, for program participants;
- Information on the program completion rate for such participants.

8. The eligibility criteria must require that:

- Providers submit performance and cost information as described in paragraph (g) of this section and in the Governor's procedures for each program of training services for which the provider has been determined to be eligible, in a timeframe and manner determined by the State, but at least every 2 years; and,
- That the collection of information required to demonstrate compliance with the criteria is not unduly burdensome or costly to providers.

9. The procedure for continued eligibility must also provide for the State to review biennially-required provider eligibility information to assess the renewal of training provider eligibility. Such procedures may establish minimum levels of training provider performance as criteria for continued eligibility.

10. The procedure for biennial review of the provider eligibility must include verification of the registration status of registered apprenticeship programs as described in § 680.470.

11. Local Boards may require higher levels of performance for local programs than the levels specified in the procedures established by the Governor.

12. The Governor may establish procedures and timeframes for providing technical assistance to eligible providers of training who are not intentionally supplying inaccurate information or who have not substantially violated any of the requirements under this section but are failing to meet the criteria and information requirements due to undue cost or burden.

When determining continued eligibility, Local Boards/DETR will take into account the following OTHER additional factors:

• The quality of the program of training service as outlined in local board policy;

• Information conveyed through customer satisfaction survey, complaints from participants, Service Providers, licensing and accrediting bodies;

• The rate of achieved recognized credentials earned by participants;

• Rate of employment outcomes; and

• On-site monitoring report(s)

Once the Provider of Training Services is determined eligible, the training provider agrees to:

• Provide Local Board Service Providers with progress reports as their participants attend;

• Notify their Local Board of changes, including deletion of courses, programs or locations, changes in program cost, accreditation certification and /or licensing or change in ownership;

• Provide services in a professional, safe and timely manner as outlined in local board policy;

• Have an adequate facility that abides with ADA requirements;

• Abide by Equal Opportunity and non-discrimination (WIOA Sec. 188 and NRS);

• Not advertise that they are an eligible training provider with DETR/JobConnect;

• Not expect or require minimum numbers of referred customers;

• Within 1 year, and every year thereafter, submit performance data on all students and follow requirements of this policy for continued eligibility (WIOA 122 (b)(4)(C)); and

• Resubmit an application as required but not less than every two years. (WIOA 122 (c)(2))

- Consistent with state requirements, the LWDBs will also take into consideration the following:

- The specific economic, geographic and demographic factors in the local areas wherein providers seeking eligibility are located; and,
- The characteristics of the populations served by programs seeking eligibility, including the demonstrated difficulties in serving these populations, where applicable.

- Data submission requirements:

- For a provider of training services to be determined to be subsequently eligible under sec. 122 of WIOA, and receive funds as described in sec. 133(b) of WIOA, such provider of training services shall submit to the LWDBs verifiable program-specific performance information.

The local boards expect 100 percent attainment of a credential or certificate by WIOA Title I program participants, by program. The LWDBshas established the following additional criteria for determining eligibility to remain on the ETPL:

- Annual subsequent eligibility application;
- Verifiable demand occupations in the field of the training program; and,
- Compliance with federal, state and local regulations (e.g., Equal Opportunity provisions, Americans with Disabilities Act (ADA), and health and safety standards).

Nevada is responsible for ensuring the quality and value of eligible training providers for WIOA program participants. Examples of additional factors that the governor may consider include, but are not limited to: (1) the ability of a provider to partner with employers and provide job placement services; (2) the dropout rate of the training provider; and, (3) the student loan default rate of the provider.

Not all allowable types of training services are subject to the requirements of the eligible training provider provisions in WIOA Title I-B. Training services exempt from the sec. 122 eligibility requirements include:

On-the-job training, customized training, incumbent worker training, transitional employment; and/or

- The circumstances described at WIOA sec. 134(c)(3)(G)(ii), wherein the local board determines that:

- There are insufficient providers;

- There is a training services program with demonstrated effectiveness offered in the local area by a community-based organization or other private organization to serve individuals with barriers to employment;
- It would be most appropriate to award a contract to an institution of higher education or other eligible provider of training services in order to facilitate the training of multiple individuals in in-demand industry sectors or occupations, and such contract does not limit customer choice; or,
- When the local board provides training services through a pay-for-performance contract.

Registered Apprenticeship Programs Inclusion on the ETPL

(a) All registered apprenticeship programs that are registered with the U.S. Department of Labor, Office of Apprenticeship, or a recognized State apprenticeship agency are automatically eligible to be included in the State list of eligible training providers. Some program sponsors may not wish to be included on the State eligible training provider list. Therefore, the Governor must establish a mechanism for registered apprenticeship program sponsors in the State to indicate that the program sponsor wishes to be included on the State eligible training provider list. This mechanism should be

developed with the assistance of the U.S. Department of Labor Office of Apprenticeship representative in the State or, if the State oversees the administration of the apprenticeship system, with the assistance of the recognized State apprenticeship agency.

(b) Once on the State eligible training provider list, registered apprenticeship programs will remain on the list until they are deregistered or until the registered apprenticeship program notifies the State that it no longer wants to be included on the list.

(c) Inclusion of a registered apprenticeship in the State eligible training provider list allows an individual who is eligible to use WIOA title I–B funds to use those funds toward apprentice training, consistent with their availability and limitations as prescribed by § 680.300. The use of individual training accounts and other WIOA title I–B funds toward apprenticeship training is further described in § 680.330.

(d) The Governor is encouraged to consult with the State and Local Boards, ETA's Office of Apprenticeship, recognized State apprenticeship agencies (where they exist in the Governor's State) or other State agencies, to establish voluntary reporting of performance information.

Apprenticeship programs are required to include the following information for the state:

• Occupations included within the Registered Apprenticeship program;

• The name and address of the Registered Apprenticeship program sponsor;

• The name and address of the Related Technical Instruction provider, and the location of instruction if different from the program sponsor's address;

• The method and length of instruction; and,

• The number of active apprentices.

Registered Apprenticeship program sponsors that do not provide the Related Technical Instruction portion of the apprenticeship program (as outlined above) may be required to provide additional information about their education provider, including the cost of the instruction.

Technology based training (on-line programs), must complete the application process as lined out in the application/instructions and include the following additional information; how students login and submit their assignments, testing requirements, if a proctor test, what location, who grades the online submission, and how attendance is being tracked.

Registered Apprenticeship programs are not subject to the same application and performance information requirements, or to a period of initial eligibility, or initial eligibility procedures as other providers because they go through a detailed application and vetting procedure to become a Registered Apprenticeship program sponsor with the United States Department of Labor or with the State Apprenticeship Agency (SAA) which is the Office of Workforce Innovation (OWINN).

Performance Requirements

After the initial period of eligibility ends, eligible training providers will be required to meet the following reporting requirements in order to remain eligible to receive WIOA funding as indicated by the still proposed primary performance indicators for the WIOA eligible training provider performance report.

The ETPL performance report, applicable only to the Title I Adult and Dislocated Worker programs, must report the below five indicators with respect to *all individuals* who exited a program of study and all individuals who completed a program of study including individuals in the program of study who are not WIOA participants:

- The percentage of individuals who are in unsubsidized employment during the second quarter after exit from the program of study.
- The percentage of individuals who are in unsubsidized employment during the fourth quarter after exit from the program of study.

- The median earnings of individuals in the program of study who are in unsubsidized employment during the second quarter after exit.
- The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program. For those participants who obtained a secondary school diploma or its recognized equivalent, the participant must also have obtained or retained employment or be in an education or training program.
- The total number of individuals who exit from the program of study.

The eligible training provider performance report must report the below indicators with respect to all WIOA participants in the program of study:

- The number of participants exiting from the program of study, or the equivalent.
- The total number of participants who received training services through each of the adult program and the dislocated worker program authorized under chapter 3 of subtitle B, disaggregated by the type of entity that provided the training, during the most recent program year and the three preceding program years.
- The total number of participants who exited from training services, disaggregated by the type of entity that provided the training, during the most recent program year and the three preceding program years.
- The average cost per participant for the participants who received training services, disaggregated by the type of entity that provided the training, during the most recent program year and the three preceding program years.
- The number of individuals with barriers to employment served by each of the adult program and the dislocated worker program authorized under chapter 3 of subtitle B, disaggregated by each subpopulation of such individuals, and by race, ethnicity, sex, and age.

ETPL Proposed Performance Measures	
Unsubsidized employment during the second quarter after exit	34 percent
Unsubsidized employment during the fourth quarter after exit	33 percent
Median Quarterly earnings	$3,480
Credential Attainment	20 percent

ETP Performance Data Waiver

The state was issued a waiver to the obligation of eligible training providers (ETPs) to collect performance data on all students in a training program pursuant to WIOA sections 116(d)(4)(A) and 122; and, 20 CFR §677.230(a)(4) and (5) and 20 CFR §680. Said waiver was approved on December 13, 2018, effective through June 30, 2020, and noted in **Performance Goals for the Core Programs**.

As part of this state plan, the state is submitting a continuation of this waiver, effective July 1, 2020 through June 30, 2022; see **Eligible Training Provider (ETP) Performance Data Waiver Request.**

ETPL Training Provider Appeals

The local boards are responsible to establish a written appeals process policy that includes standard time frames in effect, should the need arise. Any registrant, participant, applicant, eligible applicant, sub-recipients, subcontractors, employees, or other interested persons may file a grievance with an administrative entity, contractor or grantee. Complainants must exhaust the procedures at the local level before the grievance and/or complaint can be filed with the state per State Compliance Policy 4.4.

Responsibilities

The local boards are responsible for carrying out the following procedures assigned by the state:

- Review new and subsequent training provider applications for programs of training services to ensure labor market relevance, WIOA training providers eligibility criteria, performance information and state required items have been provided accurately prior to submission to the WISS for final approval.
- Consult with the state when establishing procedures affecting the ETPL.
- Make a yearly determination of those RA programs who no longer wish to be on the list and those who are de-registered with federal Office of Apprenticeship (OA) director or the applicable State agency and are communicated to the State for removal from the ETPL; this has been delegated to the local boards by the state.
- Ensure the local boards' current policy outlines the appeals process and is communicated to all interested parties indicating ineligible programs/providers denied inclusion and/or removed from the ETPL for cause.
- Recommend the termination of programs/providers from the ETPL per State Compliance Policy 1.13.
- Work with the state to ensure that there are sufficient numbers and types of providers of career services and training services, including eligible providers with expertise in assisting individuals with disabilities; eligible providers with expertise in assisting adults in need of adult education and literacy activities; and, that local areas are providing the services involved in a manner that maximizes consumer choice and leads to competitive integrated employment for individuals with disabilities.
- Maintain the credibility of the state's ETPL applications, which means that only state-approved changes and/or updates to the applications are allowed.
- Ensure the state's ETPL is disseminated publicly through the local one-stop system and its partner programs.
- Establish a procedure to provide interested members of the public an opportunity to make recommendations and submit comments regarding the eligibility process.
- Determine programs meet the eligibility criteria and performance levels established by the state.
- Report comments and program/provider statuses to WISS on a quarterly basis.
- Conduct on-site visits of training providers as necessary to ensure proper outcomes and local, state and federal regulation as they relate to safe practices and ADA requirements.
- Communicate Federal, State and local law, policy and procedures as they relate to eligibility, continued eligibility, performance and complaints.

- Communicate State Compliance Policies as they relate to Equal Opportunity (SCP 4.1) Employment Opportunity (SCP 4.2), Discrimination, Grievance/ Complaints (SCP 4.3), Non—criminal Grievance/Complaint (SCP 4.4) Sexual Harassment Procedure (SCP 4.5), Nepotism (SCP 4.6), Termination of Training Service Providers (SCP 1.13);
- Establish a written policy for tracking items purchased through tuition costs, i.e.; books, electronics and support services related to training activities. (CFR 683.410). Reference SCP 1.15, 1.8 and 1.13.
- The local boards may require additional information and/or set higher levels of performance for providers to become or remain eligible to provide services in their particular area within the parameters set forth in WIOA and state requirements.

Note: it is the responsibility of the recipient and each sub-recipient to conduct regular oversight and monitoring of its WIOA activities and those of its sub-recipients and contractors in order to determine expenditures have been made against the cost categories and within the cost limitations specified in WIOA and the corresponding regulations. (CFR 683.410) Reference SCP 1.15., 1.8; and local boards will submit performance and cost information, as well as determinations of provider retention, to the lead state agency within forty-five (45) days from the date that the information is due from providers. If the lead state agency determines, within thirty (30) days from the receipt of information, that the provider does not meet the established state performance levels for the program of training services or is in non-compliance, the lead state agency will recommend removal of the provider from the list of training providers as appropriate CFR 680.480.

The State (WISS) is responsible to ensure the quality and value of eligible training providers for WIOA participants by:

- Clarifying State and LWDB roles and responsibilities;
- Providing Statewide publication/dissemination of ETPL;
- Verifying programs meet the eligibility criteria and established performance levels;
- Verifying the accuracy of LWDB submitted information;
- Verifying the accuracy of LWDB procedure on adding and removing RA programs;
- Upon request from the LWDBs, removing programs that do not meet established program criteria or performance levels;
- Ensuring performance and cost information relating to each provider is available to the public;
- Adjudicating as required in Appeals Process;
- Providing final approval of providers and programs recommended by the LWDBs;
- Consulting with the state board when establishing procedures affecting the ETPL; and
- Establish a procedure by which a provider can demonstrate that providing the required additional performance information would be unduly burdensome or costly. If DETR determines that the provider has demonstrated this, DETR will provide access to cost-effective methods for the collection of the required performance information

4. Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funded by the Adult Formula program

The state and local workforce development boards have established a written policy and procedure to ensure that priority of service is implemented for veterans, public assistance recipients or those who are basic skills deficient for receipt of career services described in WIOA sec. 133(b) paragraph (2)(A)(xii) and training services. The appropriate local board and the Governor shall direct the one-stop operators in the local area regarding making determinations related to such priority. Such criteria may include the availability of other funds for providing employment and training-related services in the local area, the needs of the specific groups within the local area, and other appropriate factors. Local boards must have written policy and procedures describing how this priority will be documented and obtained in the local area. The state will continue to monitor individualized career services and training services priority for basic skills deficient, low income, and public assistance recipients through review of enrollment/service data in EmployNV and the on-site monitoring of local boards and service providers.

The priority established does not necessarily mean that these services only may be provided to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. The local board and the Governor may establish a process that also gives priority to other individuals eligible to receive such services, provided that it is consistent with priority of service for veterans (see [20 CFR] § 680.650), and the priority provisions of WIOA.

Funds allocated to the dislocated workers are not subject to this priority requirement.

5. Describe the State's criteria regarding local area transfer of funds between the adult and dislocated worker programs

WIOA section 133(b)(4) provides the authority for local workforce areas, with approval of the Governor, to expend up to 100 percent of the adult activities funds on Dislocated Worker activities, and up to 100 percent of Dislocated Worker activities funds on adult activities. The process to increase or decrease due to transfer between programs requires a program modification request allowing DETR to determine whether the request addresses the employment and training needs of eligible WIOA program participants within the local area; to consider the impact the transfers will have on the state as a whole; and to review revised strategies and goals. To increase program flexibility and in accordance with 20 CFR 683.130, local boards have the authority to transfer up to 100 percent of allocations for the Adult and Dislocated Worker between the two programs.

c. With respect to youth workforce investment activities authorized in section 129 of WIOA—

With respect to youth workforce investment activities authorized in section 129 of WIOA—

1. Identify the State-developed criteria to be used by local boards in awarding grants or contracts for youth workforce investment activities and describe how the local boards will

take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA in awarding such grants or contracts.[11]

[11] Sec. 102(b)(2)(D)(i)(V)

As provided in WIOA sec. 123, the local board must identify eligible providers of youth workforce investment activities in the local area by awarding grants or contracts on a competitive basis, except as provided below in paragraph (a)(3) of this section, based on the recommendation of the youth standing committee, if they choose to establish a standing youth committee and assign it that function. If such a committee is not established for the local area, this responsibility falls to the local board.

Funds allocated to a local area for eligible youth under section 128(b) shall be used to carry out, for eligible youth, programs that:

(A) provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program;

(B) develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance described in section 116(b)(2)(A)(ii), and that shall identify career pathways that include education and employment goals (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant taking into account the assessment, except that a new service strategy for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program;

(C) Provide—

i. activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential;

ii. preparation for postsecondary educational and training opportunities;

iii. strong linkages between academic instruction (based on State academic content and student academic achievement standards established under section 1111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311)) and occupational education that lead to the attainment of recognized postsecondary credentials;

iv. preparation for unsubsidized employment opportunities, in appropriate cases; and

v. effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets; and

(D) at the discretion of the local board, implement a pay-for-performance contract strategy for required elements, for which the local board may reserve and use not more than 10 percent of the total funds allocated to the local area under section 128(b).

Local areas must conduct a full and open competition to secure youth service providers according to the Federal procurement guidelines at 2 CFR parts 200 and 2900, in addition to applicable State and local procurement laws. Where the Local Board determines there is an insufficient number of eligible providers of youth workforce investment activities in the local area, such as a rural area, the Local Board may award grants or contracts on a sole source basis (WIOA sec. 123(b)).

The requirement in WIOA sec. 123 that eligible providers of youth services be selected by awarding a grant or contract on a competitive basis does not apply to the design framework services when these services are more appropriately provided by the grant recipient/fiscal agent. Design framework services include intake, objective assessments and the development of individual service strategy, case management, and follow-up services.

Regarding meeting performance measures, Workforce Connections and Nevadaworks will track key indicators on a monthly basis, and report to the programs committee, youth council, local boards, and the state board on a quarterly basis. Technical assistance will be provided, and sanctions may be issued based on the local and state boards' policies when and if necessary, to address areas of concerns.

2. Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available.

WIOA shifts the primary program focus of Title I youth formula programs to support the educational and career success of out-of-school youth. A minimum of 75 percent of WIOA youth funds is required to be spent on out-of-school youth, (which is an increase from the minimum of 30 percent under WIA).

The core and required partners involved under WIOA will work together to establish a system of data sharing among agencies and other partners to identify and track out-of-school youth who are underserved. The state and local boards have established a written policy and procedure to ensure that out-of-school youth achieve improved outcomes.

The state will continue to monitor outcomes through review of enrollment/service data in the state MIS and the annual on-site monitoring of local boards and service providers.

3. Describe how the state will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented, including quality pre-apprenticeship programs under the work experience program element. [12]

[12] Sec. 102(b)(2)(D)(i)(I)

The local boards require sub-recipients to provide and/or refer services related to the fourteen WIOA program elements. This expectation will be explicitly noted in any request for proposals announced for youth workforce development activities. Local programs must make each of the 14 services available to youth participants. Local programs have the discretion to determine what specific program services a youth participant receives based on the participant's objective assessment and individual service strategy. Each service must be addressed on an individual basis, avoiding a cookie cutter approach. Documentation must communicate the need or lack thereof of each program element.

Local programs may leverage partner resources to provide some of the readily available program elements they themselves do not offer. When doing so, the local area must ensure that if a program element is not funded with WIOA title I youth funds, the local program has an agreement in place with the partner organization to ensure that the element is closely connected and coordinated with the WIOA youth program.

The local boards have the discretion to implement a pay-for-performance contract strategy for the provision of the program elements for which the local boards may reserve and not use more than 10 percent of the total funds allocated to the local area for youth activities (adult and dislocated worker also have the 10 percent limit).

Sub-recipients will be held accountable during monitoring visits. The state will continue to monitor that the 14 elements are being addressed through review of enrollment/service data in the state MIS and the annual on-site monitoring of local boards and service providers.

4. Provide the language contained in the State policy for “requiring additional assistance to enter or complete an educational program, or to secure and hold employment” criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for “requiring additional assistance to complete an education program, or to secure and hold employment” criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII). If the state does not have a policy, describe how the state will ensure that local areas will have a policy for these criteria.

The state has developed the following eligibility criteria for its definition of “An individual Who Requires Additional Assistance to Enter or Complete an Educational Program, or to Secure or Hold Employment”. A youth, regardless to in-school youth or out-of-school youth eligibility must be low income and must qualify for at least one of the following:

1. Has repeated at least one secondary grade level or is one or more grade levels behind age appropriate level;

2. Has a core GPA of less than 2.0 or is a postsecondary student deemed by a school official to be on academic probation;

3. Is at least two semester/four quarter credits behind the rate required to graduate from high school for each year of secondary education;

4. Has a family history of chronic unemployment (during the two years prior to application, family members were unemployed longer than employed);

5. Is an emancipated youth;

6. Is a current or previous dropout that lacks a high school diploma/ high school equivalency or is deemed at risk of dropping out of school by a school official;

7. Has been suspended two or more times from school or has been expelled;

8. Has been referred to or is being treated by an agency for documented mental health or a substance abuse-related problem;

9. Has experienced a recent traumatic event (within two years of application), is a victim of abuse, or resides in an abusive environment as documented by a school official or professional;

10. Is a youth 16 years of age, or older, who meets one or more of the following criteria:

• not held a full-time job for longer than six months;

• has been fired from a job in the last six calendar months;

• is currently unemployed, or has a poor or no work history and lacks work readiness skills necessary to obtain and retain employment as documented on the youth objective assessment; or

• lacks occupational and/or educational goals.

5. Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define “not attending school” or “attending school,” indicate that is the case and provide the state policy for determining whether a youth is attending or not attending school.

Public school attendance is defined and codified in NRS 392.040-392.220. State law defines “attending school” as *compulsory attendance*. Persons that have not been legally excused from compulsory attendance and “not attending school” are considered *truant*. The state does not define “not attending school”.

NRS 392.040 Attendance required for child between seven and 18 years of age; minimum age required for kindergarten and first grade; waiver from attendance available for child six years of age; developmental screening test required to determine placement; effect of military transfer of parent of child.

For purposes of WIOA eligibility, an out-of-school youth (OSY) is an individual who is:

• Not attending any school (as defined under State law) [NRS 388];

• Not younger than 16 or older than age 24;and[at the time of enrollment. Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 24 once they are enrolled in the program]; and one or more of the following:

1. A school dropout [as defined by state law, a youth attending an alternative school at the time of enrollment is not considered a dropout].

2. A youth who is within the age of compulsory school attendance, [aged 7-18 per NRS 392.040], but has not attended school for at least the most recent complete school year calendar quarter. [The school year calendar quarter is based on the local school district definition].

3. A recipient of a secondary school diploma or recognized equivalent who is a low-income individual and is –

• basic skills deficient [English, reading, writing, or computing skills below 8th grade level on a generally excepted standardized test or does not speak English at a level necessary to function on the job, in the individual’s family or in society]; or

• an English language learner.

4. An individual who is subject to the juvenile or adult justice system

The state does not consider providers of Adult Education under title II of WIOA, YouthBuild programs, the Job Corps programs, high school equivalency programs, or dropout re-engagement programs to be schools. Therefore, WIOA youth programs may consider a youth to be out-of-school for purposes of WIOA youth program eligibility if they are attending the above mentioned. If the youth is attending high school equivalency programs funded by the public K-12 school system and are classified by the school system as still enrolled in school, they are considered in-school.

6. If using the basic skills deficient definition contained in WIOA Section 3(5)(B), include the State definition which must further define how to determine if an individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society. If not using the portion of the definition contained in WIOA Section 3(5)(B), indicate that is the case.

The state defines basic skills deficient in as the WIOA Sec. 3(5) definition. The state or local board must establish its policy in its respective State or local plan. In assessing basic skills, local programs must use assessment instruments that are valid and appropriate for the target population, and must provide reasonable accommodation in the assessment process, if necessary, for people with disabilities. It is expected that basic skills deficient will be determined using an objective, valid and reliable assessments such as Test for Adult Basic Education (TABE) or Comprehensive Adult Student Assessment System (CASAS). Regardless of which assessment is used, documentation of the assessment and results must be maintained in the hard case file/MIS upload/link/scan/documents function and documented in the EmployNV case note.

If service providers determine a participant is basic skills deficient, the ISS and case notes must identify the methods to reduce or alleviate the deficiency or deficiencies and record the benchmarks of improvement as appropriate in the MIS. The local board should have policy addressing the appropriate procedures to reduce or alleviate the identified deficiencies.

Local boards must determine, in policy, generally accepted standardized tests that are valid and appropriate for the target population, and which calculate the desired measures with set benchmarks for assessment results.

d. Single-area State Requirements

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

1. Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)

2. The entity responsible for the disbursal of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)

3. A description of the type and availability of WIOA title I Youth activities and successful models, including for youth with disabilities. (WIOA section 108(b)(9).)

N/A

4. A description of the roles and resource contributions of the one-stop partners.

N/A

5. The competitive process used to award the subgrants and contracts for title I activities.

N/A

6. How training services outlined in section 134 will be provided through individual training accounts and/or through contracts, and how such training approaches will be coordinated. Describe how the State will meet informed customer choice requirements regardless of training approach.

N/A

7. How the State Board, in fulfilling Local Board functions, will coordinate title I activities with those activities under title II. Describe how the State Board will carry out the review of local applications submitted under title II consistent with WIOA secs. 107(d)(11)(A) and (B)(i) and WIOA sec. 232.

N/A

8. Copies of executed cooperative agreements which define how all local service providers will carry out the requirements for integration of and access to the entire set of services available in the one-stop delivery system, including cooperative agreements with entities administering Rehabilitation Act programs and services.

N/A

e. Waiver Requests (optional)

States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;

2. Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

3. Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

4. Describes how the waiver will align with the Department's policy priorities, such as:

A. Supporting employer engagement;

B. Connecting education and training strategies;

C. Supporting work-based learning;

D. Improving job and career results, and

E. Other guidance issued by the department.

5. Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and

6. Describes the processes used to:

A. Monitor the progress in implementing the waiver;

B. Provide notice to any local board affected by the waiver;

C. Provide any local board affected by the waiver an opportunity to comment on the request;

D. Ensure meaningful public comment, including comment by business and organized labor, on the waiver.

E. Collect and report information about waiver outcomes in the State's WIOA Annual Report.

7. The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

Eligible Training Provider (ETP) Performance Data Waiver Request

Statutory and regulatory requirements to be waived:

The State of Nevada (state) requested a waiver of the obligation of eligible training providers (ETPs) to collect performance data on all students in a training program at the Workforce Innovation and Opportunity Act (WIOA) sections 116(d)(4)(A) and 122; and, 20 CFR §677.230(a)(4) and (5) and 20 CFR §680. Said waiver was approved on December 13, 2018, effective through June 30, 2020[1].

The state is now seeking a continuation of this waiver of the obligation of ETPs to collect performance data on all students in a training program at the above-referenced WIOA authorities, effective July 1, 2020 through June 30, 2022.

Specifically, the state requests waiver authority to report a "0" in the eligible training provider performance report for non-WIOA program participants in the following nine data elements related to "all" individuals in training (data elements 120-128 on form EA 9171):

- 120 the number of individuals served;
- 121 the number exited (includes students who completed, withdrew or transferred out of the program);
- 122 the number who completed the program;
- 123 the number of exiters employed in the 2nd quarter after exit;
- 124 the number of exiters employed in the 4th quarter after exit;
- 125 median earnings of exiters in the 2nd quarter after exit;
- 126 the number of exiters who attained a credential during participation or within one year after exit;
- 127 average earnings in the 2nd quarter after exit; and
- 128 average earnings in the 4th quarter after exit.

If approved, this waiver would allow eligible training providers (ETPs) to collect and report performance data for WIOA-funded participants only.

Issues identified prompting this waiver request:

WIOA §116(d)(4)(A), 20 CFR §677.230(a)(5) and 20 CFR §680 Subpart D require that training providers participating in WIOA report performance data for all individuals engaging in a program of study (both WIOA funded and non-supported) that is included on the Eligible Training Provider List (ETPL), which is maintained by the Department of Employment, Training and Rehabilitation (DETR) and Local Workforce Development Boards (LWDB); Nevadaworks and Workforce Connections. This federal requirement creates a hardship for many training providers, resulting in fewer programs applying for inclusion on the state's ETPL .

Nevada recognizes the importance of monitoring provider performance; however, requiring training providers to produce data on **all** individuals, instead of solely WIOA-funded participants, could reduce the training choices and opportunities available to program participants

Nevada has identified several issues impacting delivery of training services to program participants that prompt this waiver request. These issues include and address:

- Insuring a sufficient numbers of training providers to provide a breadth of choices to program participants.
- Reducing the administrative burden on training providers to provide performance information to the state, particularly for private institutions without access to all data sources.
- The potential liability risk to ETPs collecting, maintaining and reporting students' personally identifiable information (PII; e.g., social security numbers) and other sensitive data.
- Educational institutions' concerns with unauthorized access to their student data systems by potentially malicious parties.
- The state's lack of the necessary data collection and validation tools needed to comply with the requirement to report **all** training program participant data, specifically non-WIOA student participants.

An example of the significant burden and impact that this federal requirement places on smaller training providers with limited administrative capacity is demonstrated in proprietary schools providing Commercial Driver's License (CDL) training. Graduates are often transient and work throughout the country, therefore making it difficult for training providers to obtain contact, identification and employment data on these program participants, particularly for students who were not assisted by WIOA and who do not recognize the importance of providing this post-training/graduation information.

These issues also apply to program participants seeking higher academic and/or career credentials. The Nevada System of Higher Education (NSHE) and private institutions typically have large numbers of students wherein only a small percentage are WIOA participants. This results in these institutions considering that the administrative burden outweighs the benefits obtained from educating WIOA students. Ultimately, this reduces the opportunities for students and the diversity of training programs that these institutions could offer.

The state believes that providing data on **all** individuals engaging in a program of study, instead of just WIOA-funded participants, conflicts with both the Family Educational Rights and Privacy Act of 1974 (FERPA; 20 U.S.C. §1232 g) and Nevada state law (NRS 388.267; NRS 388.272), which protect the privacy of student education records. Releasing student information on individuals who are not workforce system participants without their explicit consent could potentially violate federal and state privacy laws and potentially compromise their personally identifiable information (PII).

Under this waiver, Nevada will continue to require training providers to collect and report performance data for all WIOA-funded participants in accordance with WIOA §116(d)(4)(A) and as specified at 20 CFR §677.230 (a), and will assist training providers in this process according to the requirements of 20 CFR 680.490.

<u>Goals and expected outcomes of waiver:</u>

Goals:

The goal of increasing training/educational choices for WIOA clients can be greatly assisted by reducing barriers that training service providers must contend with, as well as waiving the requirement to report on students who obtain no benefit from WIOA. State strategic goals supported by this waiver request include, but are not limited to:

1. **Increased availability of high quality training/education options for WIOA participants.** This proposed waiver could increase the number of training providers on the ETPL resulting in additional choices for WIOA participants.
2. **Ensured protection of PII of non-WIOA participants.** Not requiring the reporting of data for non-WIOA students would reduce the chances of unauthorized disclosure of student PII.

Programmatic Outcomes:

Approval of this waiver would:

1. Reduce the reporting and administrative burdens placed on the training providers, which would allow them to focus time and resources on producing successful outcomes for both their WIOA-funded and non-WIOA students.
2. Increase access and opportunities by promoting a wider variety of training programs through the increase of ETPs on the ETPL.
3. Potentially decrease training costs through the increase of ETPs and training options available to individuals.
4. Provide a wider breadth of training options, with increased demand-driven training options for individuals.

Actions to Remove Barriers:

There is currently no state or local statutory or regulatory barrier to implementing the requested waiver. The State of Nevada's regulations and WIOA State Compliance Policies are in compliance with current state and federal laws.

Department of Labor Policy Priorities:

This proposed waiver will support the U.S. Department of Labor's (USDOL) education and training strategy priorities to allow the increase in training and education choices available to WIOA participants, and encourage training providers to focus on successful outcomes for WIOA-funded participants while protecting the privacy rights of non-WIOA students.

Individuals impacted by the waiver:

This waiver will reduce the reporting burden on training providers while retaining the requirement to report all required performance data for all WIOA-funded participants resulting in significant impact on multiple populations of the public workforce system including, but not limited to:

- Individuals who access training services in Nevada via Individual Training Accounts (ITAs)
- Nevada Department of Employment, Training and Rehabilitation (DETR), Employment Security Division (ESD), Workforce Investment Support Services' (WISS) staff
- Nevada Jobconnect and One-Stop Career Center staff
- State workforce development board and staff
- Local workforce development boards and staff
- Staff and administrators of ETPs

Continued Eligibility:

To comply with the state's responsibility to maintain a procedure whereby eligible training providers and programs maintain their continued eligibility as provided in 20 CFR § 680.460, the state has established the following WIOA State Compliance Policies:

- 1.9 Individual Training Accounts
- 1.12 WIOA Selection of Eligible Training Providers
- 1.13 Termination of Training Service Providers
- 5.7 Oversight and Monitoring

Process for monitoring the waiver implementation progress:

The state will obtain program information and required data from ETPs on their WIOA-funded students, and submit that information in the state's annual WIOA report to USDOL. Furthermore, the state will continue oversight, monitoring and technical assistance to ensure WIOA requirements for state, local areas and direct recipients of program funds are in compliance (SCP 5.7).

Notice to affected Boards:

The state will review this waiver request with local elected officials and local workforce board staff, and provide any relevant input and/or comments in an addendum to this waiver request.

Public comment:

The state will provide for public comment as required by 20 CFR §679.620 by providing the state's two local workforce development boards (i.e., Nevadaworks and Workforce Connections) opportunity to comment on said waiver. Furthermore, the state will ensure that meaningful public comment will occur, including comment by business and organized labor.

Waiver impact:

Under the provisions of this waiver, training providers will be able to submit data on their WIOA-funded students with less concern over control of PII or other sensitive data on non-WIOA students. This will increase retention of WIOA ETPL providers, increase market choices available to program participants and allow Nevada to continue delivering essential training services to meet the needs of employers, job seekers and workers.

Title 1-B Assurances:

The Unified State Plan must include assurances that:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient. **Yes**
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist. **Yes**
3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce development board members. **Yes**
4. The State established written policy and procedures to ensure local workforce development boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). **Yes**
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. **N/A**
6. The State established a written policy and procedure for how the individuals and entities represented on the Governor's Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions. **Yes**
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7). **Yes**
8. The State distribute adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan. **Yes**

9. If the Governor's Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker Programs and Youth Programs under Title I. **Yes**

10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. **Yes**

11. The State has taken appropriate action to insure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3). **Yes**

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Waiver Request

Out of School Youth Expenditure Requirement

Actions for the removal of state or local statutory or regulatory barriers: There are no State of Nevada or local statutory or regulatory barriers to implementation. DETR compliance policies meet current federal program requirements.

State strategic goals/US Department of Labor priorities supported by waiver request: This request supports the DOL policy priorities of:

- Secondary and post-secondary educational obtainment,
- Increase youth access to educational, training, employment, and support services for at-risk in school Youth (ISY) as needed,
- Support the development of career pathways that align with in-demand career areas identified by Department of Labor and the Nevada's Office of Workforce Innovation (OWINN).

Nevada believes that the local areas will benefit from the OSY waiver because:

ISY programs produce higher quality educational outcomes at a greater rate. Nevada has examined 908 exits over PY18 and PY19 comparing educational outcomes of ISY vs. OSY who do not have a high school diploma (drop-outs). Based on educational status at participation and exit, ISY had a secondary drop-out rate of 9.4% as compared to OSY who had 43.1% of participants in the secondary drop-out educational status. In other words, ISY are more apt to remain in school, achieve a diploma and move on to post-secondary education. See table below

	Educational Status at Exit					
Educational Status at Participation	In-School, Secondary or Less	Not In-School with Diploma or GED	In-School, Post-Secondary	Secondary Dropout	Grand Total	Exits
In-School, Secondary or Less	48.4%	28.3%	13.8%	9.4%	100.0%	159
Secondary Dropout	30.8%	25.5%	0.5%	43.1%	100.0%	749
Grand Total	33.9%	26.0%	2.9%	37.2%	100.0%	908

Increased educational outcomes are strongly correlated to long term earnings and employment outcomes. Increased earnings and post-secondary educational attainment for high school diploma holders vs. GED holders indicates a significant benefit to implementing drop-out prevention strategies. Data presented at https://www.census.gov/newsroom/blogs/random-samplings/2012/02/ged-recipients-have-lower-earnings-are-less-likely-to-enter-college.html indicates, "GED certificate holders had lower earnings than those who earned a regular high school diploma regardless of sex, race and ethnicity or age. Overall, high school diploma holders earned approximately $4,700 in mean monthly earnings compared with GED certificate holders, who earned $3,100." Also, the benefit of the high school diploma over the GED extends to individuals even after they obtain higher degrees. "In addition to being less likely to pursue a college education, GED certificate holders earned less than high school diploma recipients even when they did achieve higher education. Among adults who attained a bachelor's degree or higher, the mean earnings of those who earned a high school diploma were approximately $6,300, while the earnings of those who earned a GED certificate were approximately $4,900." See table below:

Characteristics of GED and High School Diploma Holders Among the Population 18 Years and Over: 2009
(Earnings in dollars)

	GED		High school diploma	
	Percent	Mean monthly earnings	Percent	Mean monthly earnings
Total	100.0	3,149	100.0	4,690
Highest Degree Level				
High school graduate	57.3	2,922	27.2	3,222
Some college	38.0	3,192	39.6	3,794
Bachelor's degree or higher	4.8	4,852	33.2	6,305

United States Census Bureau
People, Places and Our Economy

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2008 Panel

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Nevada has one of the highest, frequently the highest, drop-out rates in the nation. For 2017/18 Nevada recorded a statewide drop-out rate for 9th through 12th grade students of 3.1 percent followed by 2.7 percent for 2018/19, for the Clark County School District which is the fifth largest in the nation; the respective rates were 3.4 and 3.0 percent. Addressing the challenges which at-risk ISY face, will reduce the drop-out rate thereby reducing the number of OSY in need of WIOA services. Engagement of additional ISY through the increased availability of WIOA funding will provide them with additional education and training resources enabling them to both enter career oriented economically self-sufficient work and pursue additional post-secondary opportunities. Specific services that can be provided through WIOA include on the job training (OJT) and work experience (WEX) opportunities which should decrease the number of youth dropping out or otherwise failing to obtain a secondary

credential. These activities also allow participants to gain the hard and soft work skills necessary for successful integration into the workplace.

WIOA also allows support service assistance to program participants. A population that would particularly benefit in Nevada is foster youth. Foster youth and youth aging out of foster care, who are typically ISY, have been identified as a target population by Workforce Connections the local board organization serving the metropolitan Las Vegas area and surrounding rural areas of Clark, Nye, Lincoln and Esmeralda counties. Having access to WIOA resources should significantly increase the rate of secondary school graduation and increase their success in transitioning to adult life.

Local Boards have also targeted services toward youth involved with the juvenile justice system. Many of these are younger youth, are still enrolled in education and the ability to provide the education and career services available within WIOA will increase their chances of both high school graduation and integration into the career path workforce. Also, some populations which are currently served as OSY would be better served with an ISY program model (i.e. Incarcerated youth). Youth who are enrolled in Juvenile Justice are often enrolled in OSY programs based on educational status when they are incarcerated. Although these youths fit the definition of an OSY, they are better suited for ISY programs due to their age and goals.

While the state and local districts have made significant progress addressing the drop-out rate, this situation is an area of continued concern for education administrators and elected officials at both levels[1]. Businesses, the State board working through the Governor's Office of Workforce Innovation (OWINN) and other workforce system participants also recognize the issue as negatively impacting efforts to develop the labor force necessary to grow and diversify the state economy. Local and State agencies are attempting to address the problem, but are often limited in scope and program design and additional resources provided through increased ISY funding will augment and improve their results. County school districts have developed local programs to help alleviate the situation. The Governor's Office provides significant support to the Jobs for Nevada's Graduates (JAGNV) program including the use of Governor's reserve (WIOA) funds, and the State Department of Education has developed ongoing programs and initiatives addressing issues including distance learning, homelessness, and competency based learning intended to increase the number of students obtaining secondary credentials.

Nevada has been successful with exceeding OSY expenditure requirements. With the implementation of WIOA, the local Boards have worked diligently to transition the system from ISY dominant to OSY dominant. Several factors have contributed to continued low ISY expenditure rates:

- The original strategy for implementation of WIOA was containment of ISY expenditures.
- Procurements have been primarily designed around serving OSY.
- Shift of expenditures to OSY has limited system capacity to work with and recruit ISY in the schools.

Approval of the proposed waiver will provide additional tools to both state and local, public and private, service providers and administrators to address Nevada's situation. The reduction would allow the local areas to continue serving the OSY population while also increasing the ability to meet the needs of ISY in alignment with WIOA's intent by supporting career pathways and the preparation of young people for in-demand careers in the workforce, regardless of a youth's school status.

DETR also recognizes the need to continue to prioritize service to OSY and will pursue strategies including youth and adult co-enrollment, seek to partner with other agencies including adult education, and will remain in compliance with all program and reporting requirements.

The State of Nevada and the Local Boards (Nevadaworks that serves northern Nevada, and Workforce Connections that serves the southern four counties of the state) also recognize their continued responsibility to address the needs of OSY. The State will monitor the Local Boards to ensure compliance with the modified funding apportionment, to provide effective, quality service to

both ISY and OSY participants, and ensure that all other statutory and regulatory requirements are met by the Local Boards, one-stop operators and client service providers.

Projected programmatic outcomes from waiver: Approval of this waiver request would permit the Local Boards the opportunity to determine how best to meet the educational and training needs of youth, regardless of school status, and specific to the population, geographical location, and the economic and employment conditions of each workforce area. Nevada is a majority/minority state, both Boards are responsible for serving urban and rural populations, both have areas of extreme poverty and significant English language learner populations. Approval of the waiver will allow Nevada to efficiently target all at-risk youth, meet the revised expenditure targets and negotiated performance measures for this client population. Nevada expects to shift $2.3 million from OSY expenditures to ISY expenditures to enroll 300 additional ISY because of the waiver. As a result, Nevada expects the following outcomes associated with WIOA:

WIOA School Status at Exit	ISY	OSY	Inc/(Dec)
Drop Outs	75	(156)	(81)
Diploma / GED	225	(94)	131
Entered Post-Secondary	80	(2)	79

Individuals, groups or populations impacted by the proposed waiver:DETR intends for this waiver to benefit the large number of at-risk ISY in Nevada. It will reduce barriers to education, training, and employment and will continue to serve OSY as a priority population as required by WIOA. Nevada expects to enroll 250 fewer OSY because of the proposed waiver.

Long term benefit to ISY participants: Based on Census data, noted above, long term educational achievement outcomes not measured by WIOA are projected to be as follows:

Highest Educational Level Achieved	ISY	OSY	Inc / (Dec)
Diploma / GED	225	(94)	131
Some College	89	(36)	53
Bachelor's or Higher	75	(5)	70
Median Monthly Earnings			
Diploma / GED	$724,950	($274,995)	$449, 955
Some College	$338,045	($114,154)	$223,891
Bachelor's or Higher	$470,984	($21,918)	$449,065

Procedure for monitoring progress of waiver implementation/collection of outcome information:

DETR will continue monitoring state and local area performance using both state and federal accountability systems to ensure that all negotiated performance measures are met including expenditure percentages, results are accurately reported and will provide necessary technical assistance to the Local Boards, one-stop operators and service providers. As part of the monitoring and performance accountability process, DETR will collect data on waiver outcomes which will be included in the Nevada WIOA Annual Report. Any waiver renewal requests will include the most recent available outcomes data.

Assurance of state posting of the request for public comment and notification of affected local workforce development boards:

DETR will provide for meaningful public review and comment. It will publish the proposed waiver in compliance with Nevada statutory requirements and will review and develop a response to all comments received. DETR has notified all Boards that the agency is seeking this waiver request and sought their input before submitting this request to DOLETA.

Title I-B Assurances

The State Plan must include assurances that:

The State Plan must include	Include
1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;	Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;	Yes
3. The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;	Yes
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);	Yes
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;	No
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;	Yes
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);	Yes
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;	Yes
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;	Yes
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.	Yes
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);	Yes

Adult Program Performance Indicators

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and

- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	76.0%	*	77.0%	*
Employment (Fourth Quarter After Exit)	70.0%	*	71.0%	*
Median Earnings (Second Quarter After Exit)	$5650	*	$5750	*
Credential Attainment Rate	76.0%	*	77.0%	*
Measurable Skill Gains	62.0%	*	63.0%	*
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.

Dislocated Program Performance Indicators

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to

serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	81.0%	*	82.0%	*
Employment (Fourth Quarter After Exit)	83.0%	*	84.0%	*
Median Earnings (Second Quarter After Exit)	$6900	*	$7000	*
Credential Attainment Rate	82.0%	*	83.0%	*
Measurable Skill Gains	64.0%	*	65.0%	*
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.

Youth Program Performance Indicators

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State

having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish

negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	65.0%	*	66.0%	*
Employment (Fourth Quarter After Exit)	68.0%	*	69.0%	*
Median Earnings (Second Quarter After Exit)	$3829	*	$3829	*
Credential Attainment Rate	56.0%	*	56.5%	*
Measurable Skill Gains	34.0%	*	34.5%	*
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

Program-Specific Requirements for Wagner-Peyser Program (Employment Services)

All Program-Specific Requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

a. Employment Service Staff

1. Describe how the State will staff the provision of labor exchange services under the Wagner-Peyser Act, such as through State employees, including but not limited to state merit staff employees, staff of a subrecipient, or some combination thereof.

The Workforce Innovation and Opportunity Act (WIOA) requires that core programs offered through the one-stop system, including Title III labor exchange services (Wagner-Peyser Act), be coordinated in order to provide high quality customer-centered services including support services to all customer populations. For many years, the NJC provided labor exchange services at 9 NJC offices located in the principal urban (Carson City, Henderson, Las Vegas, North Las Vegas, and Sparks) and rural (Elko, Ely, Fallon and Winnemucca) areas of the state. These offices provide one-on-one interviews at multiple locations providing labor exchange services as well as referral to other partner programs including TANF, SNAP, Vocational Rehabilitation, and WIOA providers. Additionally, NJC staff will provide labor exchange services at the southern Nevada Comprehensive One-Stop Center administered by Workforce Connections, the American Job Center of Reno administered by Nevadaworks, the two day labor offices operated by DETR, and the Nevada Partners-JobConnect joint initiative, which will all be portals to the partner programs. Online services are also provided by EmployNV, the One Stop Operating System.

Wagner-Peyser services are provided through Nevada‘s one-stop career centers. The NJC offices provide a range of employment related labor exchange services including, but not limited to: job search assistance, job referrals and placement assistance for all job seekers, re-employment services, and recruitment services to employers with job openings.

The unemployed claimant is registered with the state’s employment services at the time the unemployed claimant files their unemployment claim. All UI claimants are provided with the *Nevada Unemployment Insurance Facts for Claimants* booklet that includes a section entitled *Finding a Job – Nevada Job Connect Start Here*. The booklet provides complete information on all the JobConnect services, addresses and contact information for each location.

JobConnect staff members administer a work test for the state unemployment compensation system making eligibility assessments (for referral to UI adjudication, if necessary), and then proceeds to provide job referrals for those determined to be job ready and application assistance for those UI claimants in need of additional training, education programs and resources.

2. Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers

Staff development within Wager-Peyser programs will be customarily facilitated through seminars and webinars accessed by staff through its National Association of Workforce Development Professionals

(NAWDP) membership. The webinars and seminars encompass current topics relevant to a rapidly changing workforce development system, including business relations and services, job seeker services and system building.

Staff members will also continue to participate and attend economic development and sector council meetings, at which they are exposed to best practices, sector intelligence and workforce needs of specific business sectors. This exposure is invaluable to workforce professionals who are tasked with the responsibilities of preparing the workforce of tomorrow and meeting the needs of the business community.

In addition, Wagner-Peyser and the local boards will share in the development and operation of the One- Stop System Academy. The purpose of this academy is to cross educate all workforce system employees on programs across organizational lines, with the expectation that this program knowledge will assist in the coordination and alignment programs and service delivery. Within this academy system, partners will create and facilitate their presentation on the basics of their programs, thus providing a system orientation. The academy may also provide other professional development training in this shared cost environment. The core curriculum of the academy will include comprehensive segments on Title I, Title II, Title III, Title IV, and TANF programs. Other WIOA programs and services will be added to the academy curriculum, as needed.

3. Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance (UI) program and the training provided for Employment Services and WIOA staff on identification of UI eligibility issues and referral to UI staff for adjudication

Nevada benefits from the joint administration of the unemployment insurance program and workforce services through DETR, which allows efficient coordination between programs. Computer linkages coordinate and provide services between EmployNV and the UI automation system. These links ensure that UI claimants who are required to register have done so, and that UI claimants comply with their work search requirements.

The one-stop staff also administers the UI work test requirement through the link between EmployNV and the UI automation system. This linkage confirms that proper notification is provided when UI claimants fail to register for work or to comply with their work search requirements, including negative referral results or failure to report to a call-in or to employment. UI claimants who fail the UI work test are held ineligible for benefits until they meet their requirement. Nevada unemployment staff will provide cross-training to local boards and other workforce system staff in order to facilitate these efforts. The plan to accomplish this follows:

UI Eligibility Issue Training Plan for Employment Service (ES) and WIOA Staff

Goal:

- Provide training to both ES and WIOA staff members regarding identification of UI Eligibility Issues and referral process for adjudication.
- Ensure that ES and WIOA staff have a clear understanding of all eligibility issues which pose a barrier to claimant receipt of UI Benefits.

Plan:

- The Unemployment Insurance Support Services Office (UISS) will work in conjunction with the Workforce Support Services Office (WISS) to develop the appropriate training curriculum for presentation.

- Training will be delivered by both UISS and WISS Trainers to ES and WIOA staff by way of lecture and Power Point presentations.
- The training will be conducted on a bi-annual basis at both ES and WIOA One-Stop Offices throughout the state to ensure new office staffers are provided with appropriate UI Eligibility Issue information.

Action Items:

- Work with ES and WIOA one-stop office management staff to identify the number of staffers requiring training and available conference room facilities to be used.
- Coordinate an agreeable on-going training schedule with ES and WIOA partner participates.

Nevada will ensure that NJC and WIOA staff are provided with instruction on identifying UI issues and how to report the issues to UI Adjudication.

b. Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through one-stop centers, as required by WIOA as a career service

UI ACCESS FROM ONE-STOP CENTERS

Goal

- Provide a secure method for claimants visiting the one-stop center to be able to get meaningful access to the UI System.
- Set up a phone delivery system that allows claimants to have immediate access to the UI Call Centers.

Plan: Preferred

- Communications team will work with the southern and northern boards to gain access to their phone systems to set up a dedicated phone line directly into the call centers. The preferred method would allow only calls from the one-stop center to access the UI Call Center queues.
- Communications team will either use existing queue structure or build new queues to allow calls coming from the one-stop centers to go directly into those queues.
- Only calls from the one-stop centers will be able to access those queues.
- An English and Spanish queue will be made available.
- UI Operations in conjunction with UISS will create and record messaging specifically for the one-stop center queues.
- The queues will be open starting at 8:00 AM with the last call being made no later than 4:00 PM.
- Virtual hold will not be set up on either of these queues.

Plan: Secondary (If Preferred cannot be achieved)

- Communications team will set up queues that allow access from only the prefix phone numbers used by the one-stop center. The remainder of the primary plan stays intact.

Plan: Third Option (If neither Preferred or Secondary can be achieved)

- Communications team will assist one-stop center in programming their phones with a designated speed dial number that will directly access the UI Call Center queues.
- ESD Administration will provide the number to the one-stop managers with the understanding this number cannot be distributed to claimants or other staff members.

Staffing:

- UI Call Centers will staff those queues with available resources.
- One (1) English speaking and one (1) Spanish speaking claims examiner will be assigned to answer calls solely from the one-stop center queues.
- Additionally, two (2) English speaking and two (2) Spanish speaking claims examiners will be set up to answer calls from the one-stop center queues as their first priority, meaning they will answer calls from those queues first and then if no calls are waiting on that queue, they will answer calls on other queues.

Action Items:

Communication and planning with the one-stop center management will need to include:

- How many phone lines can be built;
- How will they handle overflow customers coming in the door;
- Communication process between one-stop management and call center management to determine staffing levels needed to serve customers; and,
- Expectations from both sides to clearly identify expected outcomes.

c. Describe the State's strategy for providing reemployment assistance to UI claimants and other unemployed individuals

Nevada is committed to ensuring that reemployment services continue to provide the bridge between employment services and the UI program. The governor's vision includes the commitment that one-stop services are available to all job seekers in Nevada and that the one-stop system make a concerted effort to intervene with UI claimants to ensure that they are provided reemployment services prior to UI benefit exhaustion. Since 2011, Nevada has been receiving national recognition from the U.S. DOL and other national organizations due in part to successfully combining ongoing eligibility and work search review (UI REA) in connection to the delivery of reemployment services (RES). It has been found that this provides a seamless service in efforts to get Nevadans back to work. When compared to other states, Nevada's results suggest that the combination of REA and RES services may be more effective than either of these services alone.

In 2012, an IMPAQ International report (contracted study by U.S. DOL) reported that claimants who received REA-RES services in Nevada collected 3.13 fewer weeks of UI and $873 less in total UI benefits than those in the control group. The long-term entered employment rates were higher and UI trust fund savings increased after claimants received services as a result of being selected as a program participant in this study. In May of 2018, Nevada started working with IMPAQ to provide data for a new study reporting all individuals who started collecting UI from January 2013 through December 2017 and were eligible for participation in the REANV and/or RESEA program. As of October 2019, IMPAQ is still working on that data.

The program year 2015 changes included combining UI REA, RES and WPRS into one program, which is now known as the Reemployment Services and Eligibility Assessment (RESEA) program.

UI claimants are selected and called in to NJC centers to participate in the RESEA initiative. A primary component of this initiative is to conduct in-person eligibility reviews and to provide reemployment services and referrals to training, as appropriate. Additional components include providing the claimant with information on the workforce system so the claimants are knowledgeable of the employment and training services that are available to assist in returning to work. The RESEA initial interview is a one-on- one interview and includes eligibility and work search review, development of a reemployment plan, skills assessment, labor market information, and referral to intensive services or short-term training if such services are needed or desired. Ongoing case management is provided with additional follow-up appointments to guide claimants through job readiness preparation listed on the reemployment plan and to provide additional services or assessments, as needed. RESEA selections are driven by the previous system for WPRS services using a statistical model, which identifies claimants most likely to exhaust unemployment insurance benefits and veteran (UCX) claimants. These individuals will receive interventions that provide access to immediate services to enhance employability and reduce the likelihood of benefit exhaustion.

In July 2016 the state implemented the REANV program. Services are provided to individuals at the beginning of their claim (UI claimants randomly selected with 2 weeks or less payments received) to assist them in returning to full-time permanent employment through one-on-one assessment interviews and up to two follow-up appointments. A reemployment plan is created for each participant and similar services provided as the RESEA participants receive. The re-implementation of the original REA/RES model, now the REANV program, is complimentary to the RESEA program by expanding the pool of claimants that are scheduled for mandatory appointments, therefore increasing trust fund savings by increasing the entered employment rates and in reducing the number of weeks individuals are collecting unemployment.

Besides the offerings described above, the range of services to UI claimants is comprehensive throughout the workforce system. UI claimants have access to reemployment services through the state's Career Enhancement Program (CEP), the WIOA programs and through the Wagner Peyser program.

In addition the non-UI unemployed populations that are eligible to work in the United States have in-person and electronic access to a full range of s no-fee employment resource such as, but limited to:

- On-line and manually posted job openings
- Assessment and referrals as appropriate
- Vocational Rehabilitation
- Resource guides
- Job search, resume writing and interviewing videos

d. Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate including the following:

1. Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;

Wagner-Peyser services are provided through Nevada's one-stop career centers. The NJC offices provide a range of employment related labor exchange services including, but not limited to: job

search assistance, job referrals and placement assistance for all job seekers, re-employment services, and recruitment services to employers with job openings.

The unemployed claimant is registered with the state's employment services at the time the unemployed claimant files their unemployment claim. All UI claimants are provided with the *Nevada Unemployment Insurance Facts for Claimants* booklet that includes a section entitled *Finding a Job – Nevada Job Connect Start Here*. The booklet provides complete information on all the JobConnect services, addresses and contact information for each location.

JobConnect staff members administer a work test for the state unemployment compensation system making eligibility assessments (for referral to UI adjudication, if necessary), and then proceeds to provide job referrals for those determined to be job ready and application assistance for those UI claimants in need of additional training, education programs and resources.

2. Registration of UI claimants with the State's employment service if required by State law;

Upon filing for UI benefits, claimants are advised of the requirement to register with a NJC and conduct regular job searches. NRS 612.375(1)(a) refers to the conditions for UI benefit eligibility by requiring the claimant to register for work. This requirement is met when claimants file for unemployment and are automatically registered with the EmployNV as an active job seeker looking for work. UI claims examiners obtain the claimant's occupation O*NET code(s) at the initial claim filing, which allows for immediate job searches to occur. The claimants can utilize the benefits of the system to assist with job searching and reemployment needs. This provides employment service staff with the ability to quickly respond to employment or training opportunities by locating and calling in claimants whose interests, knowledge, skills, and abilities align with job vacancies or training opportunities that are available, including employment and training opportunities.

3. Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and

In accordance with NRS 612.375(a), Nevada claimants must "…register for work" with the state's employment services. An interface has been created between UI and EmployNV to register UI claimants. When a new claim is filed, a basic registration is created in EmployNV, which meets the requirement that Nevada claimants must register for work with employment services. Some UI claimants, i.e., union members and temporary layoffs, are exempt from registering for work with employment services.

In order to meet UI work test and feedback requirements (i.e., Wagner-Peyser Act sec. 7(a)(3)(F)), Nevada has developed a reporting procedure to notify UI of potential issues created by UI claimants when they do not report for interviews, refuse suitable job offers, and/or are not able or available or actively seeking work [20 C.F.R. 210(b)(3)]. By selecting specified activities inEmployNV, a work test email notification report is sent to the UI adjudication unit.

After a review of documentation by employment services staff during a claimant interview, if work search efforts are not satisfactorily documented or other potentially disqualifying issues are detected, employment services staff either issues an advisement, schedules a follow-up appointment(s), or reports potential UI eligibility issues to the UI adjudication unit through EmployNV's daily UI work test notification report. The claimant's benefit payment is held pending a determination issued by the UI adjudication unit. Claimants failing to report to any initial or subsequently scheduled appointments will

be referred to UI adjudication for review. Any claimants who fail to report as directed will result in being disqualified for UI benefits, until such time as they report.

4. Provision of referrals to and application assistance for training and education programs and resources.

Local Workforce Development Boards

An assessment of the customer needs will be made by a partner to determine if and/or which training and education services appear to be necessary to achieve the customer's education and/or employment goals. This will provide direct assistance to UI recipients who may require support in completing an application for a training and education program, including any necessary accommodations.

If a participant requires support, alternative options will be investigated in order to refer the participant to appropriate agencies. Important considerations should be determining whether or not the agency will be able to adequately meet the needs of the participant. Referrals to assessment supported services will occur throughout the system. The goal is that referrals will flow freely between all the core programs including WIOA, Wagner-Peyser, Vocational Rehabilitation, Adult Education, as well as other partners. These would include TANF, SNAP, CEP, and RESEA.

Title III Referral Process

Nevada does not provide training services as part of its Title III activities. The NJC offices refer clients to Title I WIOA and Title II Adult Education service agencies. As previously discussed, orientation of Wagner-Peyser Labor Exchange staff to the capabilities of its one-stop partners is a major emphasis of the One-Stop Academy initiative for NJC staff , staff working at the local boards who administered one-stop centers, and other partner agencies. The other principal area of interface with educational institutions is the Eligible Training Provider List (ETPL). Following the enactment of WIOA, the state has revitalized its policies and procedures concerning the ETPL to improve the information available to clients and funding agencies. DETR intends to provide cost, graduation rate, and post completion employment information to clients to allow them to make more informed decisions and allow service agencies to better advise them during the process. DETR has increased resource allocation in this area to improve service to client service agencies and to better advise schools and other training providers on program requirements and other steps they can take to improve their services.

e. Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include an assessment of need. An assessment need describes the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

1. Assessment of Need. Provide an assessment of the unique needs of farmworkers in the area based on past and projected

agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

Nevada's Agriculture Industry Sector is a major contributor to the overall economy of the state. In addition, Nevada's agriculture has a production output of $916 million, with 4,000 farms covering 6 million acres. (Source: Biennial Report, Nevada Department of Agriculture, 2019)

- Range livestock production of cattle and calves, which is the current leading agricultural industry;
- Livestock of sheep and lambs;
- Dairy;
- Crop growth with alfalfa hay being the dominant cash crop; and,
- Other crops produced in Nevada include potatoes, barley, winter and spring wheat, corn, oats, onions, garlic, and honey. **(Source: Northern Nevada Development Authority, 2013)**

The top five occupations are onions, lettuce, general farm workers, livestock, and agricultural equipment operator. In Nevada, agricultural employment is extremely seasonal. Labor use peaks during the spring, summer and fall; few workers are employed during the winter. The geographic area of prime activity is located in northern Nevada. The top three cities where H-2A positions are certified are Yerington, Ely and Gerlach, Nevada. Furthermore, Yerington was ranked in the top 10 cities for H-2A with 1,873 total certified positions. In total, Nevada had 2,051 H-2A positions certified, and 2,058 H-2A requests reported. (Source: OFLC Annual Report, Employment and Training Administration, 2016)

Factors affecting Nevada are the primary uses of federal land in agriculture production such as livestock grazing. The majority of Nevada's livestock operations are highly dependent on the use of federal rangelands to maintain the viability of their enterprises. The difficulty for ranchers and farmers regarding land in Nevada stems from the fact that more than 80 percent of Nevada's land is under federal control. Nevada's high desert climate provides unique growing conditions for crop production. Water is always an important part of agriculture production and is always at a premium, even in good years. Water rights represent an important asset held and used by ranchers and farmers in Nevada. Nevada cannot rely on rain for agriculture and food production. Irrigation is the primary activity during the summer months of May through August. In 2007, a total of 691,030 acres of Nevada's cropland was irrigated land. **(Source: Economic Contributions of Nevada Agriculture, Nevada Department of Agriculture, 2014).**

2. An assessment of the agricultural activity in the State means: 1) Identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity; 2) Summarize the agricultural employers' needs in the State (i.e. are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce); and 3) Identifying any economic, natural, or other factors that are affecting agriculture in the State or any projected factors that will affect agriculture in the State

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3. An assessment of the unique needs of farmworkers means summarizing Migrant and Seasonal Farm Worker (MSFW) characteristics (including if they are predominantly from certain countries, what language(s) they speak, the approximate number of MSFWs in the State during peak season and during low season, and whether they tend to be migrant, seasonal, or year-round farmworkers). This information must take into account data supplied by WIOA Section 167 National Farmworker Jobs Program (NFJP) grantees, other MSFW organizations, employer organizations, and State and/or Federal agency data sources such as the U.S. Department of

Agriculture and the U.S. Department of Labor (DOL) Employment and Training Administration

According to National Agriculture Worker Survey (NAWS), over 78 percent of the U.S. farm worker population are male, and most of them are relatively young (average age of 34) with seventh or lower grade education. Among these workers, 65 percent are married and 51 percent are parents, but only 48 percent are accompanied by their families on the job site. Migrant child labor is allowed due to children falling under a different set of labor laws. Migrant children can start working at the age of 12 as long as they are accompanied by a parent, and can work longer hours legally as long as they are 14 years of age. With the predominate language being Spanish, many MSFW workers (72 percent) have identified themselves as being from Mexico. “The Pew Hispanic Center states that there are approximately half a million unauthorized workers within the United States agricultural industry.” **(Source: Nevada Migrant Worker Issues in Brief, Nevada State Health Division, 2012).**

Employment in agriculture is extremely seasonal and has periods of peak labor use. In many instances, farm labor peaks during the spring, summer, and fall, with few workers being employed during the winter. **(Source: Economic Contributions of Nevada Agriculture, Nevada Department of Agriculture, 2014).**

4. Outreach Activities

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

Working in northern Nevada allows better access to the agricultural areas of the state given that most of the jobs are located in the north. DETR implemented a new Employment Services registration system called EmployNV. This system includes a self-service registration component. The state’s monitor advocate (SMA) ensured that EmployNV has self-service registration allowing users to self-identify as an MSFW. This will allow MSFWs, especially those who live in remote areas, to utilize available Nevada employment services, by still being able to review job referral information, information on other partner agency services, resume preparation, and labor market information. This new system will allows the SWA to better identify and provide services to the MSFW community. Other outreach activities include working with the NFJP partner, stationed in the Fallon JobConnect (NJC), who visits various agricultural employer sites and provides MSFW handout material to the farmworkers in northern Nevada. NJC inspection staff, will also provide outreach to MSFWs when conducting scheduled housing inspections. The SMA will continue to reach out to community partners and agencies where MSFW individuals or groups may congregate. Pamphlets and posters will be distributed in English and Spanish to help direct individuals to services offered to MSFW clients.

Nevada has updated the MSFW pamphlets. The updated pamphlets provide detailed information about farmworker rights, and how to file a complaint in the state of Nevada. Part time outreach staff will provide information about the Agricultural Recruitment System (ARS) to employers.

A. Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices

See previous section

B. Providing technical assistance to outreach staff. Technical assistance must include trainings, conferences, additional resources, and increased collaboration with other organizations on topics such as one-stop center services (i.e. availability of referrals to training, supportive services, and

career services, as well as specific employment opportunities), the Employment Service and Employment-Related Law Complaint System (“Complaint System” described at 20 CFR 658 Subpart E), information on the other organizations serving MSFWs in the area, and a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.

Agricultural activity is not predominant in Nevada, as compared to other states. The number of registered MSFW clients does not justify assigning more than one individual to conduct outreach more than part- time. Northern Nevada NJC staff conduct housing inspections for Foreign Labor Certification (FLC), and can offer outreach to available farmworkers. The NFJP partner in Fallon, Nevada is currently cooperating with the Nevada SWA to conduct outreach. NJC staff will be trained to accurately identify MSFW clients to provide equitable services, provide information about the complaint system, explain farmworker rights and provide direction to other resources available during housing inspections.

C. Increasing outreach worker training and awareness across core programs including the Unemployment Insurance (UI) program and the training on identification of UI eligibility issues

New NJC staff will be trained to identify and provide outreach to MSFWs while conducting housing inspections. NFJP staff will continue to work hand-in-hand with agricultural workers providing them with the full range of services available at all the One Stop offices offices in the urban and rural locations.

D. Providing State merit staff outreach workers professional development activities to ensure they are able to provide high quality services to both jobseekers and employers

The SMA has a goal to provide training to all staff including, staff who are located in any of the 10 NJC centers located statewide. Nevada’s objective is to provide training so staff can provide a full range of job services to both jobseekers and employers, such as: job listings, job placement, work registration, labor market information, career information and guidance, assessments, information about education and training opportunities, unemployment insurance information, information on filing for unemployment insurance, resume preparation, referrals to other partner agency services, and more.

E. Coordinating outreach efforts with NFJP grantees as well as with public and private community service agencies and MSFW groups

The NFJP partner in Fallon, Nevada is based in an NJC office and currently cooperates with the Nevada SWA to conduct outreach. The SMA and NFJP have started having monthly meetings to discuss MSFW data, and outreach methods to better serve the MSFW community.

5. Services provided to farmworkers and agricultural employers through the one-stop delivery system

Describe the State agency's proposed strategies for:

A. Providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system. This includes:

i. How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers

ii. How the State serves agricultural employers and how it intends to improve such services

Services to Farmworkers: The SMA will work with state and federal agencies, and private employers to accurately identify the farmworker population and encourage participation in the NJC system. Services include referrals to jobs, staff assistance, referrals to supportive services, career guidance, job placement and referral to training, as needed.

Improvements

Describe how the state serves agricultural employers and how it intends to improve such services.

Employer Services:

Availability of agricultural workers is insufficient to meet the needs of agricultural employers, which results in increased reliance on the FLC H-2A program. H-2A application job orders are listed by industry category; NJC centers are able to provide information on job opportunities available to the MSFW community through the H-2A program.

The SMA currently conducting outreach is bilingual to assure better communication and understanding. Encouragement is given to farmworkers to go into any of the 10 NJC centers located statewide, pamphlets are provided, and an explanation on how to access a variety of employment services, including:

- Computers for resume preparation, writing letters to potential employers, and conducting internet job searches;
- Use of Employ NV software to help make the best decisions for future employment;
- Newspapers and self-help books;
- Fax machines, phones and photocopiers;
- Registering for employment;
- Receiving career guidance and counseling;
- Attending job search workshops;
- Testing and job development;
- Referrals to available employment opportunities and job training;
- Access to vocational rehabilitation;
- Receiving labor market information;
- Unemployment insurance assistance;
- Utilizing resource center tools to enhance your job seeking and unemployment insurance related activities;
- Assistance to file a complaint; and,

- Information about other community resources.

Farmworkers are encouraged to go into any of the One Stop Offices located statewide and get prompt attention in providing a full range of job services, such as job listings, job placement, work registration, labor market information, career information and guidance, assessments, information about education and training opportunities, unemployment insurance information, information on filing for unemployment insurance, resume preparation, and referrals to other partner agency services.

B. Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups

Nevada has updated the MSFW pamphlets. The updated pamphlets provide detailed information about farmworker rights, and how to file a complaint in the state of Nevada. Part time outreach staff will provide information about the Agricultural Recruitment System (ARS) to employers.

C. Marketing the Agricultural Recruitment System for U.S. Workers (ARS) to agricultural employers and how it intends to improve such publicity.

See previous section

6. Other Requirements

A. Collaboration

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

The NFJP partner in Fallon, Nevada is currently cooperating with the Nevada SWA to conduct outreach. The SMA and NFJP have started having monthly meetings to share outreach ideas as well as sharing MSFW data to better assist the MSFW community. Nevada's SMA is looking into new partners who provide education and support services to low-income children of migrant and seasonal farm workers and their families in Fallon, Yerington and Winnemucca, Nevada.

B. Review and Public Comment

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP.

The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

This plan review and public comment will be the same as the public comment for the WIOA plan.

This plan will be sent electronically to Nevada's 167 grantees, Mountain Plains Agricultural Services, Western Range Association, and Snake River Farmers Association once final draft is completed and posted for public comment.

C. Data Assessment

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

In the last four program years, Nevada met equity indicators in nine quarters. The following demonstrates said performance:

PY	Performance
2015	Met equity indicators in two quarters(7/1/15-9/30/15; and 1/1/16-3/31/16
2016	Met equity indicators in two quarters (7/1/16 – 9/30/16; and 4/1/17-6/30/17
2017	Met equity indicators in three quarters (7/1/17-9/30/17; 10/1/17-12/21/17; and 1/1/18-3/31/18)
2018	Unable to provide number for PY 2018

Nevada was unable to provide numbers for FY 2018.. We are currently working on obtaining data numbers from our new employment system EmployNV. Nevada failed to meet equity indicators in five quarters. In the last four program years, Nevada served a total of 154 MSFWs, and a total of 377,838 non-MSFWs.

The SMA believes that the equity indicators were not met in various quarters noted above due to staff turnover and the lack of annual training. NJC staff will receive training on an annual basis and technical assistance to ensure that MSFW customers receive services equal to or in excess of the general job seeking population.

D. Assessment of Progress

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

Based on the PY 2015, Nevada surpassed the AOP goal for the number of agricultural openings received (i.e., 7,074) with 20,553. Furthermore, Nevada surpassed the amount of registered MSFWs from (i.e., 33) with 154., EmployNV is Nevada's new employment system, it has allowed for staff to effectively identify and provide services to the MSFW community. Nevada failed to provide statewide training to staff this year. The SMA plans to remedy this by updating MSFW program training, and providing training on an annual basis so that NJC staff are able to correctly identify, provide services, conduct job matches, and report MSFWs in EmployNV.

E. State Monitor Advocate

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

The SMA of Nevada has reviewed and approved the development of the Agricultural Outreach Plan (AOP) for PY 2016.

Wagner-Peyser Assurances

The State Plan must include assurances that:

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes
4. SWA officials: 1) Initiate the discontinuation of services; 2) Make the determination that services need to be discontinued; 3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	Yes

Wagner Peyser Program Performance Indicators

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);

- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	73.0%	*	73.5%	*

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Fourth Quarter After Exit)	72.0%	*	72.5%	*
Median Earnings (Second Quarter After Exit)	$5350	*	$5450	*
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

Program-specific Requirements for Adult Education and Family Literacy Act Programs

The Unified or Combined State Plan must include a description of the following as it pertains to adult education and literacy programs and activities under title II of WIOA, the Adult Education and Family Literacy Act (AEFLA).

a. Aligning of Content Standards

Describe how the eligible agency has aligned its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

In 2013, Nevada's adult education adopted the College and Career Readiness Standards (CCRS). The CCRS represent the adult subset of the common core state standards, adopted and modified in Nevada as the Nevada Academic Content Standards. All WIOA Title II programs are required to implement the CCRS into instruction.

All AEFLA-funded programs (e.g., community colleges, libraries, faith-based organizations, and non-profit community-based organizations) participate in the project led by state leadership's professional development staff and supported by the U.S. Department of Education's Office of Career Technical and Adult Education (OCTAE). Ongoing training has taken place at the local level and an online training system is being developed by the professional development contractor for implementation in 2020. Professional learning communities are supported largely by volunteer instructors and involve the unpacking, alignment and identification of lead standards; creation of units of instruction, lesson study and observations, lesson planning, and final reflections. In RFPs, eligible providers must include justification on how they will incorporate the CCRS into instruction.

b. Local Activities

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
2. Is for the purpose of educational and career advancement.

Special Rule. Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

NDE funds, and will continue to fund, programs by offering a competitive, multi-year Request for Proposal (RFP) process for activities identified in Section 203 of WIOA, in compliance with the requirements of Subtitle C of Title II of WIOA to eligible providers, including:

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that— 1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and 2. Is for the purpose of educational and career advancement.

LITERACY

Literacy services will be provided to assist individuals in obtaining skills necessary to read, write, and speak in English, perform numeracy tasks and solve problems, at levels of proficiency necessary to function on the job, in secondary and postsecondary education institutions, within the family and within their communities.

WORKPLACE ADULT EDUCATION AND LITERACY ACTIVITIES

Services will be provided concurrently and contextually by an eligible provider in collaboration with an employer or employee organization at a workplace or an offsite location designed to improve the effectiveness and efficiency of the workforce. Local educational agencies will partner with business and industry to provide basic skills training that will enhance the skills and knowledge of employees and increase productivity.

FAMILY LITERACY ACTIVITIES

Services will be provided for programs to enable parents or family members to support their children's learning needs and improve their educational and economic prospects and that integrate all of the following activities: (A) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency, (B)

Interactive literacy activities between parents or family members and their children, (C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children, and (D) An age-appropriate education to prepare children for success in school and life experiences. See Special Rule for Family Literacy.

The NDE will not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under state law, except that the agency may use such funds for such purpose

if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, the NDE will attempt to coordinate with programs and services not assisted under this Title II prior to using funds for adult education and literacy activities under Title II for activities other than activities for eligible individuals.

WORKFORCE PREPARATION ACTIVITIES

All eligible providers applying for AEFLA funding must provide detailed plans of how they intend to integrate workforce preparation activities (i.e., employability skills, workplace readiness skills, and/or soft skills). The NDE has a model available adopted by career and technical education in 2012 (i.e., employability skills for career readiness). With the support of key stakeholders, CTE programs adopted and implemented the 21 workplace readiness skills recommended by the Career and Technical Education Consortium of States (CTECS) and used by the Commonwealth of Virginia. Those standards were validated through extensive research conducted by the Weldon Cooper Center of the University of Virginia, and an industry review process that involved more than three hundred employers. In Nevada, the workplace readiness standards were presented to focus groups and to the state's Career and Technical Education Advisory Council, and endorsed by a significant majority of each. The 21 standards are organized in three areas: (1) personal qualities and people skills; (2) professional knowledge and skills; and, (3) technology knowledge and skills. The standards are designed to ensure students emerge properly prepared with skills employers prioritize as the most important and valuable. The standards provide a means through which students may acquire and exhibit leadership qualities, as leadership development principles are embedded in most, if not all, of the standards. Nevada's adult basic education programs are required to either adopt these employability skills for career readiness (i.e., the 21 workplace readiness skills), in which case standards, instruction and assessment supports are available; or, incorporate other workplace preparation activities into all levels and areas of instruction including English language acquisition, basic skills, adult secondary education, and transitions to postsecondary programming. The agency must provide detailed information on the content, standards and assessments that will be used, and what certifications might be issued to the students as a result.

INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION

Services will be provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

INTEGRATED EDUCATION AND TRAINING

All RFPs, require successful applicants to connect high school equivalency programs with postsecondary education and employment training opportunities aligned to high demand occupations within the seven industry sectors identified by the state board, to-wit: (1) aerospace and defense; (2) health care and medical services; (3) information technology; (4) manufacturing and logistics; (5) mining and materials; (6) natural resources (includes agriculture, clean energy and water technologies); and, (7) tourism, gaming and entertainment.

ONE-STOP PARTICIPATION

Title II participation and infrastructure cost sharing with the official one-stop delivery system is ongoing. Each local workforce board and multiple Title II local providers have entered into an infrastructure cost sharing agreement that is revised at a minimum yearly. Title II local providers are co-located at each one-stop center and are charged infrastructure costs on an FTE basis. Infrastructure costs are paid at the local level, including in-kind costs by one local provider.

a. Not less than 82.5 percent of the grant funds to award grants and contacts under section 231 and to carry out section 225, Programs for Corrections Education and Other Institutionalized Individuals, of which not more than 20 percent of such amount shall be available to carry out section 225;

b. Shall not use more than 12.5 percent of the grant funds to carry out State leadership activities under section 223; and,

c. Shall use not more than five percent of the grant funds, or $85,000, whichever is greater, for administrative expenses of the eligible agency.

The NDE distributes federal funds provided to the state by the AEFLA and in accordance with the 13 considerations and provisions set forth in the act and state plan. Applicants must provide narrative detail on how they will meet each consideration.

Applications will be evaluated by a review panel, which will be comprised of both NDE and non-NDE individuals that possess expertise in areas related to adult education and family literacy, and representatives from state and local agencies serving similar populations. The review panel members will be solicited from all regions of the state.

Each application will be evaluated solely on the criteria identified in the application. Receipt of a grant award in a previous competition is not, and should not be regarded as, a guarantee of funding in the current competition. Applicants not funded in previous competitions are not precluded from consideration and will be afforded the opportunity to apply for funding in the current competition. Once all applications have been evaluated, the review panel will submit to NDE its funding recommendations; NDE will make the final funding decisions. The state shall ensure that: (1) all eligible providers have direct and equitable access to apply for grants or contracts under this section; and, (2) same grant or contract announcement process is used for all eligible providers.

Applicants that are not recommended for funding will be notified and may reapply in future grant competitions. NDE is required by federal law to provide an opportunity for a hearing on applications that were not approved for funding. The applicant must request the hearing within 30 days of the disapproval notification. No later than 10 days after the hearing, NDE will issue its written ruling, including findings of fact and reasons for the ruling.

c. Corrections Education and other Education of Institutionalized Individuals

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;

- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

From funds made available under section 222(a)(1), the NDE will carry out corrections education and education for other institutionalized individuals within correctional institutions by offering a competitive, multi-year Request for Proposal process specifically for Corrections Education funding to eligible providers in conjunction with the Adult Education competition. NDE will not use less than 82.5 percent of the grant funds to award grants and contacts under section 231 and to carry out section 225, Programs for Corrections Education and Other Institutionalized Individuals, of which not more than 20 percent of such amount shall be available to carry out section 225.

A correctional institution includes any prison; jail; reformatory; work farm; detention center; or halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders. A criminal offender is any individual who is charged with or convicted of any criminal offense.

The funds shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for:

1. adult education and literacy activities;
1. special education, as determined by the eligible agency;
1. secondary school credit;
1. integrated education and training;
1. career pathways;
1. concurrent enrollment;
1. peer tutoring; and,
1. transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

The state of Nevada currently provides in excess of $5 million per year in state funding to the eight school districts wherein correctional facilities reside in order to provide correctional education programming. Programs offered include high school equivalency certificate preparation, English language acquisition, high school proficiency/end-of-course preparation, adult high school diploma, and vocational/industry certifications.

In conjunction with the Nevada Department of Corrections (NDOC), NDE conducts monthly corrections education consortium meetings that are attended by educational personnel, prison administrators, lieutenants, and case workers to discuss instructional interventions, inmate transfers and re-entry initiatives with the ultimate goal of reducing recidivism.

d. Integrated English Literacy and Civics Education Program

Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries, including how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities.

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

NDE will establish and operate Integrated English Literacy and Civics Education (IELCE) programs by offering a competitive, multi-year Request for Proposal (RFP) process specifically for section 243, Integrated English Literacy and Civics Education funds in compliance with the requirements of Subtitle C of Title II of WIOA to eligible providers in conjunction with the Title II Adult Education and Literacy Activities RFP competition.

The purpose of IELCE is to assist immigrants and other individuals who are English language learners in acquiring an understanding of the American system of government, individual freedom, and the rights and responsibilities of citizenship and gain specific occupational skills necessary for employment. English language learners who hold degrees and credentials in their native countries are eligible to access all services provided by section 243.

IELCE programming provides civics and contextual English language acquisition instruction 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. IELCE programs are delivered using a concurrent enrollment approach for ELL students in an IET program with contextualized instruction, civics education, and workforce preparation skills. IELCE focuses the program’s design and goals on preparing adults for employment in in-demand industries in coordination with the local workforce system.

All applicants for Section 243 funding must include in the program narrative section a plan to deliver the required IELCE activities. IELCE planning should include steps taken to identify high wage/high demand occupations, as well as, training and certificate programs. Applicants must consider the demographics of program locations to determine the need for IELCE services within the area. Contextualized instruction for occupational and employability skills must include an updated curriculum and program framework.

e. State Leadership

1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA

The NDE will use funds made available under section 222(a)(2) for the following adult education and literacy activities to develop or enhance the adult education system of the State. Not more than 12.5 percent of the grant funds made available will be used to carry out State leadership activities under section 223. State leadership funds are awarded following a competitive RFP resulting in a multi-year contract with a single vendor. The contract was awarded to the American Institutes for Research and will be in effect until 2021.

These activities within the contract will address required and permissible state leadership activities under section 222(a)(2) including the development of career pathways to provide access to the employment and training services for individuals in adult education and literacy activities. Additionally, instruction incorporating the essential components of reading instruction tailored to the specific needs of adults, instruction provided by volunteers or paid personnel, and dissemination of information about models and promising practices will be addressed.

Nevada's adult education programs are moving beyond implementing the College and Career Readiness Standards. These standards are meant to forge a stronger link among adult education, postsecondary education and the workforce. Using these standards aligns all adult basic education learners with workforce and career readiness, which can lead to certification and credentialing.

Nevada's goal is to sustain a CCRS-based system that guides curriculum, instruction, assessment, and professional development that is implemented at all AEFLA-funded programs and beyond, in all components that include adult basic education, adult secondary education, and English language acquisition by June 30, 2019.

1. The development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training.
1. The role of eligible providers as a one-stop partner to provide access to employment, education and training services.
1. Assistance in the use of technology including for staff training and training for eligible providers, especially the use of technology to improve system efficiencies.

EVALUATION

Leadership funds will be used to monitor and evaluate the quality of, and the improvement in, adult education and literacy activities and to disseminate information about models and proven or promising practices within the State. The State will provide grantee over-site that includes periodic data monitoring; desk reviews and site evaluation visits; and technical assistance for program improvement.

2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable

NDE will use funds for the permissible state leadership activities outlined in section 223 such as the development and implementation of technology applications; 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.

f. Assessing Quality

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

All AEFLA-funded programs will be monitored for compliance and effectiveness by NDE to ensure that the funds received under AEFLA will not be expended for any purpose other than for activities allowable under the Act. An evaluation of the federally-funded AEFLA programs will be conducted annually and will address the extent to which local providers have implemented each of the 12 considerations specified in WIOA sec. 231 and sec. 225. The NDE will: (1) collect local provider and student performance measures; (2) determine student performance improvement; (3) identify and assess program quality; and, (4) determine the extent to which populations specified in the state plan were served.

The NDE will assess the quality of providers of adult education and literacy activities through data reviews, risk-based onsite monitoring visits and desk monitoring reviews, and performance reports. If a program fails to meet performance goals or other programmatic requirements, the NDE will implement a Corrective Action Plan (CAP) to improve the quality of the adult education and literacy activities. Programs will be provided technical assistance throughout the CAP process.

In addition to desk monitoring, all providers will be evaluated on an annual basis using an instrument to determine the risk level for performance and non-compliance. The risk-assessment will help to determine the need for onsite monitoring and additional technical assistance. Following the risk-assessment, and/or monitoring, the program may be subject to a warning, probation, or termination status depending on the severity of the findings. Any program placed on a warning or probation status will be required to complete a corrective action plan and receive additional technical assistance. Any program subject to termination status will be notified of the appeal process in place for such an action.

Programs are required to submit annual performance reports and annual expenditure reports. The state is required to establish a performance accountability system to assess the effectiveness of local programs and achieve statewide progress in adult education, and to optimize the return of investment of federal funds in adult education activities. Core indicators include measurable skills gain, employment, median earnings, credential attainment, and effectiveness in serving employers.

All grant recipients are required to report performance indicator results to the NDE’s Office of Career Readiness, Adult Learning & Education Options. Consequently, an accountability system must be in place that supports the evaluation of the programs, services and activities funded under this plan, and that provides such information as needed to clearly indicate progress in meeting the performance indicators. Future funding will be contingent on continuous program improvement and agencies will be required to implement improvement plans if performance indicators are not met.

The NDE will make routine program technical assistance available to all providers including, but not limited to, assistance with data collection procedures, reporting and monitoring requirements, and implementation of state and federal policies at the local level on an as-needed basis.

Adult Education and Family Literacy Act Program Certifications

States must provide written and signed certifications that:

The State Plan must include	Include
1. The plan is submitted by the State agency that is eligible to submit the plan;	Yes
2. The State agency has authority under State law to perform the functions of the State under the program;	Yes
3. The State legally may carry out each provision of the plan;	Yes
4. All provisions of the plan are consistent with State law;	Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;	Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;	Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and	Yes
8. The plan is the basis for State operation and administration of the program;	Yes

Adult Education and Family Literacy Act Program Assurances

The State Plan must include assurances that:

The State Plan must include	Include
1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement);	Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;	Yes
4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	Yes
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

Authorizing or Certifying Representative

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of
Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an
officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Please download and sign the forms below. Please scan and return the forms to wioa@ed.gov at the same time you submit your State Plan via the portal.

1. SF424B - Assurances – Non-Construction Programs (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
2. Grants.gov - Certification Regarding Lobbying (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)

APPLICANT'S ORGANIZATION	Enter information in this column
Applicant's Organization	Nevada Department of Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	**Enter information in this column**
First Name	Jhone
Last Name	Ebert
Title	Superintendent of Public Instruction
Email	jebert@doe.nv.gov

Section 427 of the General Education Provisions Act (GEPA)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the following instructions posted at https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc.

The following steps will be and have been taken to ensure equitable access to and equitable participation in the project or activity to be conducted with federal adult education assistance by addressing the access needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age:

Both the competitive request for proposals, spring of 2020, and the continuation funding application, that was completed spring of 2019, include a required response to the following statement;

"Briefly describe the steps the program will take to ensure equitable access to, and participation in, the program. **Include how the program will serve individuals with barriers to employment** and how the program will overcome barriers related to gender, race, national origin, color, disability, or age. Include additional barriers such as geography, financial hardship, and availability to program scheduled class time."

In addition, both documents include the requirement for local providers to describe efforts to recruit and serve individuals with disabilities and support services available to enable individuals, including individuals with disabilities, to attend and complete the program.

Adult Education and Literacy Program Performance Indicators

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to

serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	21.0%		23.0%	
Employment (Fourth Quarter After Exit)	29.0%		30.0%	
Median Earnings (Second Quarter After Exit)	5700.0		5710.0	
Credential Attainment Rate	27.0%		28.0%	
Measurable Skill Gains	45.0%		46.0%	
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.

Program-Specific Requirements for Vocational Rehabilitation (Combined or General)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan [13] must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by title IV of WIOA:

_____

[13] Sec. 102(b)(2)(D)(iii) of WIOA

a. Input of State Rehabilitation Council

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

Annual Report

Recommendations for the 2019 Nevada State Rehabilitation Council (NSRC) annual report described in section 105(c)(5) of the Rehabilitation Act and CFR 361.17(h)(5), were received during the public meetings of the NSRC on September 25, 2019 and November 20, 2019. The NSRC annual report focused on the summer youth internship program, the Blind Business Enterprise of Nevada (BEN) program, state legislative actions, client successes, and program collaborations. Vocational Rehabilitation performance data and office locations were also included.

Annual Consumer Satisfaction Surveys

The review and analysis of client satisfaction, described in sec. 105(c)(4) of the Rehabilitation Act and 34 CFR 361.17(h)(4), were conducted by Market Decisions Research (MDR). At the request of the designated state unit (DSU) and NSRC, MDR conducted annual client satisfaction surveys using three survey instruments: the general participant, the transition student, and the older individuals who are blind (OIB). The most recent calendar year 2019 survey results were presented and discussed with the NSRC on February 11, 2020.

With the recommendation of the NSRC, and in full collaboration with them, the DSU issued a request for proposal (RFP) in August 2017 to seek out other potential vendors to conduct its annual surveys. The RFP proposals were reviewed by a state panel, and a new vendor was selected and approved by the NSRC on November 9, 2017. Market Decisions LLC, dba Market Decisions Research (MDR) was selected, and signed a contract with the DSU, which was approved by the state's Board of Examiners on January 9, 2018. They immediately began work on the survey, and have now completed two years of surveys covering calendar years 2018 and 2019. As part of their contract, in 2018 they collaborated with the DSU and NSRC and created a new survey instrument which was utilized for the 2019 survey for the first time.

Comprehensive Statewide Needs Assessment

The NSRC and the DSU jointly awarded a contract to San Diego State University's (SDSU) Interwork Institute to conduct the triennial comprehensive statewide needs assessment (CSNA), covering federal fiscal years 2014-2016. The needs assessment was completed June 30, 2017, and the results were presented to the NSRC on November 9, 2017. The NSRC and the DSU worked together utilizing the results of the needs assessment to revise existing and develop new goals, strategies, and performance indicators for FFY 2019 and FFY 2020, which are included in this state plan under section o.

The DSU issued an RFP on June 28, 2019 to again seek and select an entity to conduct the next triennial CSNA. San Diego State University's Interwork Institute was again awarded the contract on September 12, 2019, and the contract was fully executed on January 14, 2020. SDSU began their assessment of Nevada's VR program in February 2020 and will review the program's data and performance for federal fiscal years 2017-2019. It is expected that they will present their triennial CSNA results and recommendations to the DSU and the NSRC in September 2020.

State Plan Goals

Consistent with the Rehabilitation Act of 1973, as amended, on an annual basis, the DSU and the NSRC, through its state plan subcommittee, jointly develop in public meetings the upcoming year's goals, strategies and performance indicators. The subcommittee considers recommendations and information revealed through the Comprehensive Statewide Needs Assessment, the Annual Client Satisfaction Surveys, the WIOA performance measures and mandates, and sentiments expressed in the NSRC meetings. The state plan subcommittee meeting was held on July 10, 2018 for FFY 2019, and on August 14, 2019 for FFY 2020. The new state plan goals, strategies and indicators were brought before the full NSRC and approved by majority vote in public meetings on September 18, 2018 for FFY 2019 and on September 25, 2019 for FFY 2020.

The full Unified State Plan draft, including the draft of the Rehabilitation Services portion, was posted online for public comment from December 11, 2019 through the date of submission of this final plan. Public meetings of the Governor's Workforce Development Board were held on October 24, 2019 and January 15, 2020 to review and consider drafts of Nevada's Unified State Plan. Public meetings of the Nevada State Rehabilitation Council were held for the same on November 20, 2019 and February 11, 2020. No public comments were made. However, the DSU received input from NSRC members, WIOA core program partners and the Governor's Workforce Development Board members.

2. the Designated State unit's response to the Council's input and recommendations; and

The NSRC and DSU continually work together in strategic planning and program evaluation for the VR program. The NSRC input is reflected in the annual report and state plan; however, there were no formal recommendations proposed to the DSU.

3. the designated State unit's explanations for rejecting any of the Council's input or recommendations.

The NSRC did not propose any formal recommendations to the DSU.

b. Request for Waiver of Statewideness

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

Nevada's Rehabilitation Division (NRD) requests a waiver of statewideness. The NRD has entered into intrastate interlocal contracts with 16 of the state's 17 school districts to define the roles and responsibilities of each party in coordinating school district and VR services to transition students, including Pre-Employment Transition Services (Pre-ETS). These new contracts outline responsibilities for the provision of transition services and Pre-ETS, and reporting and cost sharing for transition services and Pre-ETS. (**Note:** Esmeralda County School District does not have a high school. For this reason, the NRD did not enter into a contract with them).

Third Party Cooperative Arrangements – Secondary School Districts

The NRD continues its relationship via a third party cooperative arrangement (TPCA) with the Washoe County School District (WCSD) in northern Nevada. The TPCA interlocal contract formalized the financial agreement between the parties to pool resources to provide new, more comprehensive services to eligible transition students of WCSD.

The Vocational Opportunities for Inclusive Career Education (VOICE) program serves students with disabilities by facilitating the effective transition of the NRD's and WCSD's mutual student consumers from school to meaningful employment. The VOICE arrangement exceeds the minimum requirements, as directed by mandate, and provides new or enhanced services to meet the specific needs of the eligible NRD consumers.

Under the VOICE cooperative arrangement, NRD assigned a VR counselor and a rehabilitation technician as active members of the program team, and a rehabilitation supervisor was assigned as its programmatic contract monitor, providing support and oversight of the program. The NRD continues to provide enhanced VR services for VOICE participants aged 18–21 prior to high school exit through June 30, 2021. NRD will continue to work with the individuals under this program, until their individualized plan for employment (IPE) is realized, or until they exit the program.

WCSD provides the non–federal share of costs through certified expenditures. The certified expenditures from the school district are provided by redirected education staff providing unique patterns of VR services exclusively to NRD student consumers. The school district provides training and enhanced programming exclusively to the NRD student consumers that enables

them to achieve employment by utilizing community–based vocational instruction, vocational and worksite training, job placement, work incentive wages, and follow–up services. Augmented services include vocational assessment, career development, work experience, job search skills training, job development, placement, follow–up, and non–supported or supported employment job coaching. The contracted services are not educational services that WCSD is legally mandated or required to provide. They are new, enhanced and/or added services that are exclusively available to NRD student consumers.

This cooperative program is not statewide due to the structure and geographical constraints of the WCSD. However, NRD has negotiated a TPCA with Clark County School District (CCSD), which is the largest school district in the state, located in southern Nevada. This arrangement with CCSD through June 30, 2021, offers new and/or enhanced services to meet the specific needs of the eligible NRD student consumers in Clark County. The Job Exploration and Expectation Program (JEEP) launched in August 2015, provides a coordinated set of services to students with disabilities in a service model not previously offered at CCSD. JEEP provides three, nine–week work site rotations on CCSD campuses and one rotation at an integrated, community work site to provide hands–on work experiences to students up to age 22.

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

While NRD does not currently have sufficient staff or budget authority to work with every potential cooperative partner, and because cooperative arrangements are voluntary programs, they are contingent upon the interest of the local partner agency. Should NRD enter into additional cooperative arrangements with other school districts or other agencies, it will seek a waiver of statewideness to apply to those arrangements as well. State plan requirements apply to all services approved under any approved waiver. Additionally, NRD approves each service proposed under the waiver before it is put into effect.

Third–Party Cooperative Arrangements – Postsecondary Institutions

The NRD has entered into TPCAs with two postsecondary institutions within the Nevada System of Higher Education (NSHE). Both colleges are located in northern Nevada. The NRD is requesting a waiver of statewideness as each TPCA with each college and university is separate, and only covers a specific geographical region in Nevada.

The NRD entered into a TPCA with Western Nevada College (WNC) through June 30, 2021, which serves rural northern Nevada with three campuses located in Carson City, Minden and Fallon, in addition to several rural centers including Fernley and Yerington. WNC boasts that it meets the, "…educational needs of Nevadans living throughout the college's seven county, 18,000–square–mile area." The NRD also entered into a TPCA with Truckee Meadows

Community College (TMCC) also through June 30, 2021. TMCC has more than 20 community locations throughout the Reno area in northern Nevada.

These combined college programs, known as *CareerConnect*, launched in late 2014 and are for eligible students with disabilities who are co–enrolled in the NRD's VR program. Each college's program varies slightly in order to appropriately meet the unique needs of its student populations. These programs include:

– **WNC:** Academic support/tutoring; vocational training including community, hands–on work experiences; soft skills and employment preparation training; academic and employment workshops; transition and vocational assessments; simulated work trials, job exploration, job shadowing and volunteer activities; assistance with other public support agencies; placement services, including job development, site visits and job matching; and job coaching to include job orientation, transportation training, supervision at the worksite, and consultation/liaison with workplace management.

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

These two TPCAs formalize the work of the *CareerConnect* programs and formalize the commitments and financial agreements between the parties to pool resources to provide these new, innovative and comprehensive services to eligible, co–enrolled students of WNC, TMCC and the NRD.

Each college, as outlined in its TPCA, individually furnishes the non–federal share of costs through certified expenditures. The certified expenditures from the colleges are provided by new or redirected education staff providing unique patterns of VR services exclusively to NRD student consumers. The colleges provide enhanced services exclusively to the NRD consumers that enable them to achieve appropriate degrees and/or certifications to secure competitive and integrated employment.

State plan requirements apply to all services approved under any approved waiver. Additionally, NRD approves each service proposed under the waiver before it is put into effect.

Written Assurances

The TPCAs contain written assurances that the cooperative partner agency will make the non–federal share of funds available to NRD. The TPCA is a binding state contract that is approved by DETR and ultimately by the state's Board of Examiners, and is jointly executed by the NRD and local governmental agency representatives prior to the delivery of services. Through the TPCA, local and state agencies certify monthly to the state the actual expenditure of funds that comprise the contribution of non–federal match funds. All certified match and cash match expenditures received are under the administrative supervision of NRD, and no portion of the match expenditures come from federal funds. The total cooperative agency certified expenditure share is matched to federal funds at not less than 25 percent. NRD has developed and implemented fiscal monitoring and reporting procedures and tools for both the NRD district staff and cooperative program contract administrators.

NRD provides annual training to local contract administrators regarding the development of contracts, and has additional training available regarding contract monitoring and invoicing. NRD also keeps data and conducts oversight of contract match and payment invoicing. This information is used to provide local technical assistance during program reviews and site visits, on an *as needed* basis. If the value of the actual time certified by the cooperative agency falls below the actual total program cost, NRD reserves the right to reduce the program costs accordingly.

All VR services provided to NRD consumers through TPCAs are contractually identified with negotiated service goals. The provision of each vocational service is monitored and reported by the local NRD contract administrator. NRD reports and distributes the outcome goals for each of the TPCA programs on both a quarterly and annual basis. All VR services provided under the TPCAs must be authorized or otherwise approved by a VR counselor in consultation with the NRD consumer in advance of provision of services. All NRD consumers and service providers are subject to the provisions of the NRD participant policies and procedures manual.

Unique Services Provided

The VR services provided under each of the NRD's TPCAs comply with federal regulations requiring a unique pattern of service. Specifically, the regulations require that the services provided by the cooperating agency are not the customary or typical services, but are new services that have a VR focus or existing services that have been modified, adapted, expanded, or reconfigured to have a VR focus. NRD has built in assurances that TPCA programs meet this federal requirement. New programs are required to explain how the services in the proposed contract will meet this requirement when they apply for funding. Each cooperative contract also contains duty statements for staff that contrast the cooperative program functions to duties performed under their traditional agency role. Standard contract language also refers to the requirements to adhere to the Rehabilitation Act, and specifically to the requirement of a new pattern of service. The VR services provided under the TPCAs comply with all provisions of the NRD state plan, including both application and plan services.

2. the designated State unit will approve each proposed service before it is put into effect; and

NRD approves each service proposed under the waiver before it is put into effect.

3. All State plan requirements will apply

Requirements of the VR services portion of the Unified State Plan will apply to the services approved under the waiver.

State plan requirements apply to all services approved under any approved waiver.

c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System.

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 with respect to:

1. Federal, State, and local agencies and programs;

The DSU has developed interlocal contracts with agencies external to the workforce investment 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.

The interlocal contracts include the DSU's formal agreements with the Division of Welfare and Supportive Services (DWSS) and the Nevada Division of Public Health and Behavioral Services (NDPHBS) and Aging and Disability Services Division (ADSD). 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.

The DWSS interlocal contract refers welfare recipients to VR programs for completion of vocational testing and assessment. The NDPHBS agreement defines the procedures for timely cross–referrals and information sharing. The agreement with NDPHBS also defines methods for the development of individualized plans for employment through multi–disciplinary teams, funding of job placement and job coaching services, and the provision of extended follow–along services for people whose cases are closed with supported employment outcomes.

Beyond these formal agreements, the DSU pursues cooperative efforts to extend the capacity of the DSU to reach and meet the needs of its diverse clientele.

Other collaborations include:

– Across Nevada, VR hosts a quarterly meeting with the Regional Centers (Rural Regional Center-RRC, Desert Regional Center-DRC, and Southern Regional Center-SRC) to discuss clients. VR also participated in a community fair for community agencies in Elko. Staff members from VR participated in the Elko County Transition Summit in April of 2019, and participated in the Transition Career Fair in October of 2019. VR staff also participates in the Rural Transition Fairs across the State. Counselors from the Winnemucca, Ely, Elko, and Fallon offices attended the chamber of commerce breakfasts. Statewide, each VR office collaborates with the state mental health agencies. 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 Counselor is a member on the Sierra Nevada Transportation Coalition, which is a committee to determine the transportation needs of disabled, youth and senior citizens.

– The Rural Rehabilitation Counselor in Elko, NV has been nominated to sit on the State Library and Literacy Council representing disability, as well as the local Literacy Council in Reno.

– VR staff members from the Las Vegas office participate in the National Federation of the Blind, and the Nevada Blind Center activities.

– VR staff members from the Las Vegas office participated with the City of Las Vegas Public Works Department presenting awareness training on Safety Needs of the Blind in Traffic Situations.

– VR staff members from the Las Vegas office actively participate in the Las Vegas Metropolitan Police Department (LVMPD) Homeless Liaison/Corridor of Hope, which is a homeless coalition.

– VR staff members also represent the DSU at the annual Disability Awareness Fair coordinated by Southern Nevada Center for Independent Living held each October in Las Vegas. In September of 2019, VR staff presented at the Advocating Change Together: 2019 Self-Advocacy Conference in Las Vegas. Other disability awareness activities are held throughout the state in conjunction with local colleges and universities.

– Outreach conducted and collaboration of services occurred 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 Business Services Representatives teamed up with ESD Business Services Representatives and shared a booth at the Nevada Governor's Conference on Business on October 18, 2018, in Las Vegas. Hosted by the Department of Business and Industry, this was a showcase of new Nevada business and start-up competition. Connections were made with business to develop new partnerships and share disability awareness and bring diversity to their workforce.

– In an effort to meet the workforce needs of Nevada businesses, the DSU's business services manager established collaborations with University of Nevada, Reno, and Great Basin College in Northeastern Nevada and the College of Southern Nevada to provide industry-recognized 2-week intensive, soft skills instruction to VR clients. The soft skill classes are also offered by the Professional Institute of Technology & Accounting. These skills ensure that VR clients are well prepared to meet the needs of business and be successfully employed.

The DSU's Business Services staff also offered Job Seeking Skills/Work Readiness Workshops in the Northern Nevada, Southern Nevada and Rural Nevada, including resume writing, job search skills, application assistance, and interviewing & retention topics.

2. State programs carried out under section 4 of the Assistive Technology Act of 1998;

The DSU did not receive any Assistive Technology (AT) Act grant funds in Nevada in 2018-2019.

The DSU continues to work with members of the Nevada Assistive Technology Collaborative for the benefit of VR participants, through co-enrollment or utilization of comparable benefits. The DSU has relationships with all of these partners within the Collaborative and routinely refers clients to and receives clients from them for assistive technology services.

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. There have been significant additions of technology in the Las Vegas Lab. 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.

3. Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;

Currently, the DSU has no programs with the Under Secretary of Agriculture for Rural Development.

4. Noneducational agencies serving out-of-school youth; and

In an effort to address the needs of out–of–school youth, Nevada is partnering with workforce development partners (non–educational agencies) to provide services to bridge the gap and provide comprehensive services to this population.

In northern Nevada, the DSU collaborates with The Eddy House, The City of Reno Neil Road Recreation Center and the Central Reno Family Resource Center, which are all "Safe Place Locations." They also assist youth with employment, medical, Food Bank/SNAP (Supplemental Nutrition Assistant Program), housing, and behavioral health. Additionally, the DSU collaborates with the Nevada Youth and Empowerment Adolescent Treatment Center and Wrap Around.

The DSU continues to collaborate with the Y-TAC (Youth Technical Assistance Center) in an effort to provide services to underserved youth in the juvenile justice and foster care systems. The DSU has sponsored a series of in-person trainings with partners serving the juvenile justice and foster care populations. This has increased the DSU's efficacy and outreach to incarcerated and disadvantaged youth in facilities in Elko and Las Vegas. Collaboration has been established between the DSU and the Nevada Youth Training Center.

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.

5. State use contracting programs.

Nevada VR does not have a cooperative agreement with State use contracting; however, the Purchasing Division works closely with Preferred Purchase Program participants to identify appropriate products or services. The Division then develops and markets "State Use Contracts" for use by governmental agencies. The Division provides technical assistance and quality assurance, as needed, to the CTC and the customer.

The CTCs provide instruction and employment opportunities for individuals with disabilities. In Nevada, the individual CTCs are responsible for the overall management of their contracts. The CTCs employ qualified supervisors who train and monitor workers to ensure quality and timely service.

DVR uses the Preferred Purchase Program when it is able to do so and follows the State's purchasing regulations and procedures. One of the examples is DVR's use of the Opportunity Village for its paper shredding in southern Nevada. DVR's BEP program has also used the

Preferred Purchase Program for janitorial and cleaning services for some of their sites, as needed.

d. Coordination with Education Officials

Describe:

1. DSU's plans

The DSU has established plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities beginning at age 16 through 22 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 on 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 agreements with all 16 Nevada school districts that have high schools, with the exception of Esmeralda County, which does not have a high school. These agreements have been updated to reflect the changes required in compliance with the WIOA. These agreements reflect the intent of the WIOA for coordination of services designed to meet the educational, vocational and independent living needs of students with disabilities. All 16 local education agreements have been completely executed in addition to the initial state education agreement, which was finalized on 1/31/17. The DSU has identified that the development of individualized relationships between rehabilitation and education staff is critical to the delivery of comprehensive services. The first LEA agreement with Clark County School District (CCSD), is up for renewal in December 2019. New agreement with CCSD has been signed by all parties involved and is in the final steps of being processed and executed.

The most recent Statewide Education Agreement (SEA) has been executed on 01/31/2017 and expires on 06/30/2020. New agreement with Nevada Department of Education has been negotiated and is pending signatures by NV Dept. of Education officials. Due to the COVID-19 pandemic Nevada has experienced delays in completing timely execution of a number of our agreements. This delay was caused by a lack of availability of key partner staff due to state government shut-down.

North, south and rural designated transition teams have been established as liaisons with the individual high school programs. The DSU staff members actively participate in IEP meetings and are available to provide other consultation, outreach and plan development assistance, and informational support. The DSU has developed a comprehensive scope of work and fee

schedule for the delivery of pre–employment transitions services (Pre-ETS), to include the five required activities of job exploration counseling, counseling regarding postsecondary education programs, work–based learning experiences, workplace readiness training, and instruction in self–advocacy.

In school year 2018-2019, there were a total of 18,124 students with disabilities in Nevada. This total includes all students with 504 Plans or Individualized Education Programs (IEPs) in grades 9 through 12.

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 his/her 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.

Nevada VR has 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 Nevada BVR after obtaining the necessary parental consent, when necessary, utilizing accepted forms, to request pre-employment transition services for identified students.

- LEA will provide Nevada BVR the required documentation for each student prior to Nevada BVR providing any preemployment 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 service delivery and completion will be provided to Nevada BVR, including for each student: name, birth date, specific activity, date of the activity

2. Information on the formal interagency agreement with the State educational agency with respect to:

A. consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

The DSU has continued its collaborative efforts by updating its interlocal contract with the Nevada Department of Education (NDOE) in conformance with the requirements of the Rehabilitation Act of 1973, as amended in 1998 and the WIOA. The NDOE is Nevada's state educational agency (SEA). The DSU considers the NDOE as the cornerstone for statewide collaboration and facilitating participation in local school transition activities. The DSU has regular meeting with representatives from the Department of Education. The DSU delivers presentations at regional meetings for Special Education Directors and the DSU line staff participate in training events for regional educators. NRD's Deputy Administrator and Bureau Chief provide training to special education directors and staff statewide regarding WIOA Title IV requirements for pre–employment transition services to students with disabilities. As requested, administrative staff present at Special Education Director Meetings and Special Education Advisory Committee (SEAC) meetings.

In partnership with the NDOE, the National Technical Assistance Center on Transition (NTACT) Partnership agreement is in full force. Nevada is in the fourth of a five–year technical assistance grant to improve and promote participation of students with disabilities in academically rigorous and career relevant curricula that prepare them for postsecondary education and employment. In addition to attending the annual Capacity Building Institute, we have provided technical assistance to local high schools to develop goals and objectives to improve outcomes in two primary areas: expansion of service delivery of Pre-ETS; and increasing participation of students with disabilities in Career and Technical Education (CTE) programs statewide.

New in 2019, the DSU was invited to participate with the NDOE and the Regional Center on the Nevada Transition Leadership Team. The focus is to come together to talk about statewide and regional issues for transition aged students with disabilities. Members represent all parts of the State, and some activities include cross training, creation of a universal release of information document, resource information and increased collaboration.

B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

Acceptance of these presentations has grown with time and follow-up will occur within each district to deliver Pre-ETS services according to their respective Local Education Agreements.

Additionally, coordination with students, parents and representatives is achieved through staff involvement in consumer organizations and the participation of consumers in the DSU programs. Transition teams participate in job fairs and other school–related events. The DSU is also represented at the statewide technical and career education planning sessions.

The DSU's Bureau of Services to Persons who are Blind or Visually Impaired (BSBVI) collaborates with CCSD in the assessment of assistive technologies specific to the needs of visually impaired students. BSBVI staff members participate in transition workshops to provide group and individual trainings to students with visual impairments.

The DSU participated in the annual Nevada Student Leadership Transition Summit (NSLTS) which is a two–day summit geared toward increasing graduation rates; participants' exposure to postsecondary options and available resources; and improvement of students' understanding of the requirements for a successful transition to a world beyond high school. The 2019 NSLTS conference was attended by over 225 individuals across 28 teams from 13 school districts. Participants included high school students, teachers, transition facilitators, young adult facilitators, young adult panelists, adult facilitators, and conference planners and coordinators. All came together to learn about services available to students after graduation from high school and how to become active participants in the transition process. Participants 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 VR could assist them with the transition from school to work, or high school to postsecondary education and onto employment. The DSU shared information about the importance of collaborating and reinforced consideration of the IEP in the development of the IPE.

This year the DSU worked with community partners to develop summer camps focused on transition from high school to post-secondary education programs and employment, reinforcing

collaboration between the IEP and the IPE. Partnerships included with Western Nevada College in Carson City, Alpine Academy in Reno, Truckee Meadows Community College in Reno, Washoe County School District in Reno, and Odyssey Charter School in Las Vegas. In June 2019, we added a new summer camp provider, Bloom Consulting from Austin, Texas. They ran 2 additional camps for Nevada. All these camps provided Pre-Employment Transition Services (Pre-ETS) instruction and hand-on experience at job sites.

For the past several years, the DSU, in collaboration with UNLV, UNR, the Clark County School District and Washoe County School District have provided a weeklong college preparatory summer camp held on the UNLV and UNR campuses known as: Careers, Recreation and Vocational Education (CRAVE) for 11th and 12th grade transition students. The DSU presents CCSD's Youth Educational Success (YES) program to students interested in going to college. The program's short–term goal is to assist participants in eliminating barriers so they may consider college as a future option. In 2018, 40 students from across the state participated in the CRAVE camp. In 2018 CRAVE celebrated its eleventh year. After the weeklong camp, students were offered summer internship opportunities from a number of local businesses within their field of interest.

Additionally, in summer of 2018, the DSU continued its partnership with WCSD and NNCIL, the Governor's Council on Developmental Disability, and the Sierra Regional Center (SRC) to offer northern transition students the opportunity to explore their areas of vocational interest firsthand through the community–based Career Exploration Camp. Continuing for the ninth year, approximately 35 students had the opportunity to work at multiple sites to job shadow and do hands–on work. This weeklong program included classroom instruction on employment soft skills, culinary skills, mobility/bus training, and actual hands–on work at job sites.

Nevada VR has 16 executed agreements with Local Education Agencies, which are as follows:

- Clark County School District: Executed: 4/17/17; Expired: 12/31/19 (New agreement has been signed by all parties and is in the final stages of being processed and executed)

- Washoe County School District: Executed: 4/17/20; Expires: 6/30/20

- Carson City School District: Executed: 11/28/17; Expires: 12/31/20 (New Executed Agreement Starts 1/1/21)

- Churchill County School District: Executed: 12/29/17; Expires: 12/31/20

- Douglas County School District: Executed: 12/8/17; Expires: 12/31/20

- Elko County School District: Executed: 11/28/17; Expires: 12/31/20

- Eureka County School District: Executed: 12/8/17; Expires: 12/31/20

- Humboldt County School District: Executed: 11/28/17; Expires: 12/31/20

- Lander County School District: Executed: 12/8/17; Expires: 12/31/20 (New Executed Agreement Starts 1/1/21)

- Lincoln County School District: Executed: 12/8/17; Expires: 12/31/20 (New Executed Agreement Starts 1/1/21)

- Lyon County School District: Executed: 11/8/17; Expires: 12/31/20

•Mineral County School District: Executed: 12/19/17; Expires: 12/31/20 (New Executed Agreement Starts 1/1/21)

•Nye County School District: Executed: 12/29/17; Expires: 12/31/20

•Pershing County School District: Executed: 12/8/17; Expires: 12/31/20 (New Executed Agreement Starts 1/1/21)

•Storey County School District: Executed: 12/8/17; Expires: 12/31/20

•White Pine County School District: Executed: 11/28/17; Expires: 12/31/20 (New Executed Agreement Starts 1/1/21).

C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

In southern Nevada, serving the Clark County School District are five rehabilitation counselors and two rehabilitation technicians that work as two full–time dedicated teams. These teams coordinate transition services to CCSD, which has 49 comprehensive high schools in addition to charter schools and 15-20 alternative and prison schools.

Serving the northern Nevada school districts, which covers seven counties and 26 high schools, are two dedicated transition teams and 5 mixed outreach teams. The teams work with WCSD, LCSD, Churchill County School District, Carson School District, SCSD, MCSD and DCSD and their transition students, in addition to carrying a caseload of specialized special education VR clients.

The DSU partnered with the Lyon County School District to improve post-secondary outcomes for students with disabilities in Lyon County by providing them with support, resources and access to college and career pathways through a dedicated onsite transition coordinator. Hired by the LEA, the site transition coordinator serves as the single point-of-contact for the DSU's regional transition coordinator, facilitating the development of tailored Pre-ETS offerings. Expanding on the success achieved by this model, the DSU has entered into contracts to continue this focused support in LCSD and to provide this focused support in WCSD and Douglas County School district (DCSD) beginning July 1, 2020.

Nevada VR and the LEAs have agreed on the following roles and responsibilities:

A) The responsibilities of Nevada VR are to:

1. Serve as the lead agency in Nevada for carrying out Federal and State policies relating to the program under the Rehabilitation Act, including:
2. Upon request from the LEA staff, and with the parents/guardians or adult student's written consent, distribution of general information related to services, consultation, technical assistance, attend transition fairs and other forums to provide information about pre-employment transition services and Nevada VR services to parents/guardians and school personnel, attend IEP meetings, provide Pre-employment transition services, referral to VR for services, eligibility determination, IPE development and VR services, Pursuant to CFR §300.321(b)(3).
3. Accept referral of students with disabilities during the transition planning process for the provision of pre-employment transition services.

4. Provide consultation with school district 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-employment transition services.
5. 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 that such individuals may prepare for and engage in competitive, integrated employment.
6. Develop an IPE which is consistent with and which takes into consideration the student-client's IEP, within ninety (90) days of Nevada VR eligibility determination, unless an extension is approved.
7. Provide consultation to assist in the identification of eligible and potentially eligible students with disabilities and assessment of their individual needs for pre-employment transition services.
8. Provide or arrange for the provision of services required by the IPE goal, when the student has been determined eligible for VR and the services are specific to his or her employment outcome and are not services customarily provided to the student by the LEA under IDEA.
9. Provide information to parents and/or guardian(s), students/clients regarding VR eligibility, vocational assessment for employment and post-secondary planning and Client Assistance Program.
10. Obtain written consent for the release of confidential information, pursuant to Nevada VR policy and procedures, federal and state laws and regulations regarding confidentiality.
11. Provide contact information for Nevada BVR counselors, and flow charts related to the Nevada VR process for improved communication and fidelity to process.
12. Identify a single point of contact at Nevada VR who will coordinate transition activities within the LEA.
13. Provide information to the NDE on referrals and employment outcomes of students with disabilities by district on an annual basis, and additional information as requested and as the law allows.
14. Share information regarding policies, procedures, guidelines, programs and services for the purpose of improving the access to, and availability of, transition services.
15. Provide brochures and materials about the Nevada VR process and services to the LEA for distribution to the students, parents/guardians, family members, teachers and others.
16. Promote employer participation in providing opportunities for work-based learning for students with disabilities.
17. As new federal or state requirements or initiatives are identified, Nevada VR will participate with the NDE on joint training of the LEA and Nevada VR staff whenever possible.
18. Inform teachers, NDE, students and parents/guardians of the mandates found in the Rehabilitation Act and its implementing regulations, which require the student with a disability exiting school to be referred to Nevada VR prior to entering subminimum wage work with a 14c certificate holder
19. Nevada VR will provide reporting from shared programs such as Project SEARCH or JEEP.

B) The responsibilities of the LEA are to:

1. In collaboration with Nevada VR, expand existing technical assistance, training and reference materials to include information regarding WIOA to schools and other stakeholders identified by the LEA. The LEA will encourage our schools to include parents/guardians, family members and students relating to the provision of pre-employment transition services and other transition services. Additionally, the LEA will disseminate this contract to all appropriate the LEA staff who work with or make decisions about Special Education Services and ensure knowledge of joint responsibilities.
2. To facilitate and coordinate the smooth transition of students with disabilities from school to post-school employment- related activities, including the receipt of appropriate pre-employment transition services, transition services, technical education and competitive, integrated employment.
3. Encourage school district 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, Career and Technical Education (CTE) and other opportunities for collaboration for improved pre-employment transition outcomes.
4. Identify a single point of contact within the LEA for collaboration of transition activities with Nevada VR.
5. The LEA will encourage liaisons between individual schools and local Nevada VR offices, to ensure the provision of psycho-educational eligibility reporting, and or copy of the IEP/504 for students referred with documented appropriate consent. Develop active communication and outreach efforts to make parents/guardians, family members and students aware of coordinated transition services and opportunities. Examples are: participation in the annual transition conference, career fairs, summer camps, and other vocational/educational opportunities.
6. Upon request, share performance data with Nevada VR and stakeholders identified by the LEA annually including district students with disabilities exit data, districtwide reporting of student outcomes a year out from separation and ongoing students with disabilities enrollment data.
7. Provide Nevada VR and stakeholders identified by the LEA information regarding the LEA's adopted written policies and guidelines on compliance with WIOA, including the coordinated provision of pre-employment transition services and other transition services to students with disabilities for the purpose of improving access to, and availability of, transition services.
8. Facilitate joint training between Nevada VR and appropriate school district personnel on new State or Federal requirements or initiatives that impact the provision of services by both entities.
9. Disseminate information about pre-employment transition services to principles and the LEA staff through memorandums to staff, e-mails, or other common methods of dissemination.
10. Provide the required documentation needed by Nevada VR prior to the provision of pre-employment transition services, coordinating IEP meetings with Nevada VR prior to being developed and meetings thereafter for the coordination of services, obtaining the required parental consent as required by State law and the requirement to provide all special educational services or related transition services under IDEA required to be provided by the school system under FAPE in accordance with Section 101(c) of the Rehabilitation Act and 34 CFR 361.22(c) of its implementing regulations.
11. Encourage use of and participation in supplementary pre-employment transition services activities developed by Nevada VR, such as summer camps and internships for the LEA students.

C) Collaboration, Outreach and Identification Procedures

1. Annually, Nevada VR will work with the LEA so it may identify students with disabilities and potentially eligible students that may benefit from the delivery of pre-employment transition services.
2. The LEA to appropriately increase referrals of students with disabilities to Nevada VR, such as through conducting career fairs or planning meetings and inviting Nevada VR to parents/guardians' nights. Schools will refer students with disabilities for purposes of 504 or at the time the individual begins IDEA services.
3. At least annually, the LEA will inform stakeholders that anyone (a teacher, nurse, parent/guardians or student self-referral) can refer students for pre-employment transition services and Nevada VR will work with the LEA to ensure seamless collaboration between transition services provided under IDEA and the pre-employment transition services.
4. Annually, Nevada VR will send written notice to principals and LEA directors and principals regarding the availability of pre-employment transition services for eligible and potentially eligible students with disabilities and the process to request these services.
5. Nevada VR will provide the necessary forms and templates for the required documentation.
6. Nevada VR will provide statewide or regional Transition Coordinators to work with LEAs to coordinate, identify students and implement the pre-employment transition services.
7. These pre-employment transition services may be provided by either the LEA (under IDEA) or Nevada VR (under the Rehabilitation Act).Not all eligible or potentially eligible students with disabilities will require all five required activities, however, all should receive all *needed* and appropriate services, as determined through informed choice and consultation with each student based on their strengths and needs and consistent with their IEP, when applicable.

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D. procedures for outreach to and identification of students with disabilities who need transition services.

In Carson City, the DSU meets monthly to collaborate with the Lyon County School District and Carson City School District to provide outreach services, including community–based assessment and on–the–job training to eligible special education transition students. In addition, in partnership with the NTACT, the DSU provides intensive technical assistance to the Lyon County School District, Dayton High School to identify and serve students who are eligible for Pre-ETS.

In its 5th year, the VOICE program is a TPCA between the WCSD and VR. VOICE serves WCSD students ages 18–21 years with significant disabilities, who have graduated or separated from high school and prepares them for competitive employment. The curriculum developed by the WCSD is outcome oriented and individualized to provide job seeking skills, work readiness training and hands–on work experience. Students learn how to use public transportation independently, how to complete a job application, perform an online job search, and develop interview and work skills to obtain and maintain a job.

The WCSD teachers are certified with proven expertise in working with individuals with disabilities. The core populations served by this cooperative are individuals with moderate learning disabilities, individuals on the autism spectrum and individuals with intellectual disabilities. The program is located at the VR office in Reno. All participants in the VOICE program are co–enrolled clients of VR, and a certified rehabilitation counselor and technician are

part of the team working to assist these young adults find meaningful and appropriate employment.

The DSU continues its work with CCSD in our TPCA called JEEP (Job Exploration and Expectation Program), which was implemented in August 2015. There are ten designated school sites 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 (Pre-ETS) category to ensure WIOA compliance.

The DSU has expanded its transition coordination team. In Spring 2018, the DSU hired its third transition coordinator to serve transition students living in the rural regions of Nevada. The DSU is now fully staffed with a team of 3-part time contracted and one full time state employee performing transition coordination services statewide. This team of 4 individuals coordinates transition services and conducts outreach to and identification of students with disabilities who need transition services. They provide a bridge from the local schools to DSU staff to ensure all students with disabilities have knowledge of transition services and opportunities within Vocational Rehabilitation.

Following are descriptions of collaboration and outreach activities:

- Nevada VR will attend meetings for the development of an IEP and/or Individualized Transition Plan when invited, with appropriate consent and as resources allow.

- Nevada VR will not charge NCSD for staff to attend these meetings. Nevada VR is requesting that LEAs distribute the Transition Planning VR Booklet, Pre-Employment Transition Services Brochure and/or Nevada VR Transition Brochure to students, family members, and parents/guardians and their representatives at all IEP meetings as part of the routine information shared. The Nevada Department of Education (NDE) will emphasize this best practice with all LEAs under its jurisdiction at least annually.

- Nevada VR, in collaboration with LEAs, will provide or arrange for the provision of pre-employment transition services to all students with disabilities identified as requiring these services.

- Nevada VR shall determine the eligibility for Nevada VR services of all students with disabilities who have applied for Nevada VR services within sixty (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 will develop an Individualized Plan for Employment (IPE), which is consistent with and which takes into consideration the student-client's IEP, within ninety (90) days of Nevada VR eligibility, unless an extension is approved.

- Share information regarding policies, procedures, guidelines, programs and services for the purpose of improving the access to, and availability of, transition services.

- Provide brochures and materials about the Nevada VR process and services to the LEA for distribution to the students, parents/guardians, family members, teachers and others.

- Inform teachers, NDE, students and parents/guardians of the mandates found in the Rehabilitation Act and its implementing regulations, which require the student with a

disability exiting school to be referred to Nevada VR prior to entering subminimum wage work with a 14c certificate holder.

- Annually, Nevada VR will work with the LEA so it may identify students with disabilities and potentially eligible students that may benefit from the delivery of pre-employment transition services.

- LEA to appropriately increase referrals of students with disabilities to Nevada VR, such as through conducting career fairs or planning meetings and inviting Nevada VR to parents/guardians' nights. Schools will refer students with disabilities for purposes of 504 or at the time the individual begins IDEA services.

- At least annually, the LEA will inform stakeholders that anyone (a teacher, nurse, parent/guardians or student self-referral) can refer students for pre-employment transition services and Nevada VR will work with the LEA to ensure seamless collaboration between transition services provided under IDEA and the pre-employment transition services.

- Annually, Nevada VR will send written notice to principals and LEA directors and principals regarding the availability of pre-employment transition services for eligible and potentially eligible students with disabilities and the process to request these services.

- Nevada VR will provide the necessary forms and templates for the required documentation.

- Nevada VR will provide statewide or regional Transition Coordinators to work with LEAs to coordinate, identify students and implement the pre-employment transition services.

- These pre-employment transition services may be provided by either the LEA (under IDEA) or Nevada VR (under the Rehabilitation Act).

- Not all eligible or potentially eligible students with disabilities will require all five required activities, however, all should receive all *needed* and appropriate services, as determined through informed choice and consultation with each student based on their strengths and needs and consistent with their IEP, when applicable.

e. Cooperative Agreements with Private Nonprofit Organizations

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

The DSU utilizes interlocal contracts, service contracts and direct purchase methods to coordinate the provision of consultative, evaluative and rehabilitation services. Direct purchase of consultative, evaluative and rehabilitation services is based on a comparison of available service provider expertise to identify potential providers. The DSU then negotiates an hourly rate of payment roughly based on the Medicaid reimbursement schedule, when appropriate.

In addition to direct job placement provided by the DSU staff, the DSU directly purchases all job placement and job coaching services on a structured fee for services/milestones format. The fee–for–service arrangements require eligible providers to meet the terms of a standard agreement for service provision, insurance and licensing requirements. The fee–for–service payment for job development is outcome–based, wherein providers are only paid for attaining

employment objectives for each consumer assigned to them. The largest benchmark payment for job development is for attaining 90–day competitive, integrated employment.

Currently, in FFY 2020, such service contracts include, but are not limited to:

– Accessible Space Inc. (southern Nevada)

– Ability Center (northern Nevada)

– Ascent Audiology & Hearing (statewide)

– Best Buddies (southern Nevada)

– BlindConnect (southern Nevada)

– Chris Corbett Psychological Solutions (statewide)

– Employment Services for the Deaf (southern Nevada)

– Expanding Life LLC dba Life Coaching Services (northern and rural Nevada)

– Gallagher Dental Care (statewide)

– Goodwill Industries of Southern Nevada

– Haugen & Keck: Job development and supported employment (northern & rural Nevada)

– High Sierra Industries (northern Nevada)

– HLN Physicians, Inc. (statewide telehealth)

– Job Development Coach, Inc (southern Nevada)

– Mobility Works (southern Nevada)

– Network Interpreting Services (statewide)

– New Century Rehabilitation: physical therapy (statewide)

– Opportunity Village: Job development and placement (southern Nevada)

– Reflections Therapy (southern Nevada)

– RevolutionEyes (rural Nevada)

– Silver State Hearing and Balance (northern Nevada)

– Stepping Stone Advocacy (southern Nevada)

– Unique Abilities (southern Nevada)

– United Cerebral Palsy of Nevada (northern Nevada)

f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

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

The DSU has long–standing relationships with many workforce development partners, both internal and external, that are designed to effectively identify eligible individuals, including youth, with the most significant disabilities. Extended services funded by VR are only available to youth with most significant disabilities and any other extended services that are provided to individuals with most significant disabilities are funded by adult services providers/long-term funding. With

the implementation of WIOA, new challenges and opportunities are presented to expand the services of supported employment (SE) and customized employment (CE). The collective goal remains to achieve maximum success in assisting individuals with the most significant disabilities into successful competitive, integrated employment outcomes, although transition services and pre-employment transition services are not supported employment services. Supported employment services do no begin until after job placement. Job placement services and any services prior to placement are VR services and may only be charged to Title I funds. Current efforts are focused on building more effective partnerships and relationships with similar entities throughout the state that support these efforts that expand integrated employment opportunities.

Sources for supported employment services and supports include:

– Increased supports as defined in WIOA, e.g., VR's ability to provide long term supports for youth;

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

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

– Natural supports; and

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

We also have a provider through our Employment Network (EN) that provides extended services for Individuals who may not have DRC/SRC/RRC services, but have Social Security benefits.

In southern Nevada, the DSU collaborates with the Desert Regional Center, Opportunity Village, a local CRP, and our community business partners to provide The Pathway to Work Program. 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 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. This collaboration has been very successful, with a placement rate in PY18 of 94%.

Currently, there are several agencies within the community that provide the needed long–term support to VR participants that have been identified and meet the criteria for supported employment. Depending on a participant's severity of cognitive disability, participants are referred to one of three community agencies for services:

– Desert Regional Center (Las Vegas)

– Sierra Regional Center (Reno)

– Rural Regional Centers (Carson City, Gardnerville, Fallon, Winnemucca, Elko)

If a participant has a diagnosis of a developmental disability, the agencies listed above would provide long–term, follow–along services for eligible DSU participants. The DSU receives community training funds, which allow them to open cases and provide long–term, follow–along services for the duration of their employment needs. Rehabilitation counselors coordinate services with regional center case managers to ensure that this connection is made before VR closes a participant's case as successfully employed.

When mental illness has been identified as a disability, and it is determined that the rehabilitation participant meets the criteria for supported employment, the rehabilitation counselor works with public and private mental health service providers to assist in obtaining long–term supported services:

– Division of Public and Behavioral Health, Mental Health (Reno, Nevada)

– Division of Public and Behavioral Health, Rural Clinics Community Mental Health Centers (Carson City, Gardnerville, Silver Springs, Fallon, Elko, Ely, Battle Mountain, Lovelock, Caliente, Mesquite and Winnemucca, Nevada)

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

When supported employment participants do not meet the eligibility requirements for one of the above–referenced community resources for long–term support, rehabilitation counselors identify other natural supports that can be utilized. Often family members, (i.e., parents, siblings or spouses) assist. Furthermore, members of various advocacy groups may also serve as natural supports. Counselors also work closely with employers to identify coworkers who can provide the long–term follow–along and supportive services that an individual may require to retain successful employment.

Supported employment services for youth are provided in all of VR's third party cooperative arrangements with WCSD, CCSD, WNC and TMCC. Each of these programs, in their own unique way, work to provide meaningful transition from the school setting to competitive, integrated employment. In addition, in the programs with the Nevada System of Higher Education (NSHE), there is an emphasis upon assistive technology to help these supported employment youth be productive and successful in their academic and work environments. VR partners with Capability Health and Human Services (previously named "Easterseals Nevada") to provide these assistive technology services statewide.

VR Transition Teams statewide are working strategically to develop expanded supported employment services to include customized employment. In this endeavor, VR is working with Opportunity Village, Centers for Independent Living and individual, qualified job development providers to serve this unique and expanding population. Extended services funded by VR are only available to youth with most significant disabilities and any other extended services that are provided to individuals with most significant disabilities are funded by adult services providers/long-term funding. Transition services and pre-employment transition services are not supported employment services. Supported employment services do no begin until after job placement. Job placement services and any services prior to placement are VR services and may only be charged to Title I funds. Through collaboration and financial support from the Workforce Innovation Technical Assistance Center (WINTAC) and Youth Technical Assistance Center (Y-TAC), VR hosted training for customized employment, including statewide in–service

for VR staff and statewide community partners with nationally recognized supported employment professionals, Griffin-Hammis.

Currently, Griffin-Hammis has been mentoring providers and VR staff statewide as they continue to move clients through the customized employment process. In addition, staff have been taking part in the Customized Employment Community of Practice meetings hosted by WINTAC which has been valuable as we seek to develop a strong CE program. The DSU has also been instrumental in assisting a local CRP in the coordination of customized employment training for its staff in order to expand the provider network for the benefit of our clients.

g. Coordination with Employers

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR services; and

The Business Services 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.

The DSU's partnership with the newly completed Sephora Distribution Center in Las Vegas is currently providing its work readiness training program for the DSU's clients seeking employment in warehousing/distribution. Sephora has hired 13 candidates from 3 classes to date. The DSU collaborated with Sephora to provide the soft skills curriculum and on-the-job training that Easterseals Nevada (now called "Capability Health and Human Services") delivers to participants at Sephora's Distribution Center.

The DSU, in partnership with the DIPACO company has launched an assembly and packaging work readiness training program for VR clients. This program is a paid work experience program that is four weeks at 40 hours per week with the program running at total of 160 hours. DIPACO is a worldwide manufacturer and distributor of diesel fuel injection parts. 11 participants have completed the program thus far, and are employed by DIPACO.

The DSU in partnership with Amazon and Pride Industries has launched Amazon the Alternative Worker Supplier Program (AWSP). This employment program provides opportunities for people with disabilities at the Amazon Sort Centers, Prime Now locations, and Whole Foods locations. All jobs are in an integrated environment at Amazon locations and onboarded clients are Amazon employees with a starting wage of $15.00 per hour. So far, 12 participants have been hired by Amazon.

The DSU developed a format for MGM Properties, Eldorado Resorts, The Service Companies and McDonalds franchisee groups for streamlined hiring of individuals with disabilities. This format has additionally increased retention of employees with disabilities at these businesses.

The DSU sets up prescreening interviews between the businesses' Diversity and Disability Coordinators and the applicants. Topics discussed with the applicants includes their resumes and job history, hobbies and interests, most recent jobs, barriers to employment, assistive technology, accommodations and job coaching. Through this process, the Diversity and Disability Coordinator can better identify employment opportunities for these applicants for maximum success and retention. To date, a total of 38 individuals have been hired through this process.

Through the DSU's employer engagement, soft skills have been identified as the number one training need for job applicants. The DSU is providing soft skills training for all VR clients, as needed. The training includes: Company Vision, Mission and Values; Teamwork; Problem Solving; and Critical Thinking. This helps to prepare job seekers in professionalism, communication and attitude. The DSU has developed inter-local contracts with UNR, CSN and private vendors for statewide delivery of the soft skills curriculum, which was created from the U.S. Department of Labor's "Skills that Pay the Bills" curriculum. To date, soft skills have been delivered to a total of 649 participants statewide.

The DSU has created Job Seeking Skills/Work Readiness Workshops which are delivered monthly in southern, northern and rural Nevada. The workshops include resume building (learning to create/tailor a resume), job searching/application assistance (learning how to effectively search and apply for jobs online), interviewing tips (learning how to prepare for and answer interview questions), and job retention tips. 152 participants have completed the workshops thus far.

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

The DSU's 700-Hour Program assists VR clients to qualify for temporary State of Nevada appointments of up to 700 hours. The DSU has developed a new process to ensure VR is sending qualified, motivated, ready-to-work individuals to the 700 Hour Program. It is a multi-step process and can take a few months before a client is ready to be submitted for the program. There are 137 full time hires into state government via this program, to date.

The following businesses have been hiring VR clients consistently for years. They all have relationships and are partners with the DSU. The number represents the number of hires of VR clients within a 24-month period.

1. Walmart	60
2. State of Nevada	49
3. Albertson's	34
4. Clark Co. School District	33
5. FedEx	22
6. Smith's Food and Drug	19

7. T.J.Maxx/Marshalls/HomeGoods 15

8. Starbucks 11

9. McDonald's 11

10. Grand Sierra Resort & Casino 10

The Business Services Manager attended the National Employment Team (NET) meeting in Baltimore, MD. The summit provided an opportunity to discuss best practices with other states' VR business services teams. Highlights included: VR as the lead in disability employment with workforce partners; Social Security Administration and the VR-NET: supporting ticket holders through a national employer; business-based training options; and connecting VR candidates to apprenticeships.

2. transition services, including pre-employment transition services, for students and youth with disabilities.

In addition to these pre–training programs, the DSU also has 74 community–based assessment employer sites statewide that provide work exploration opportunities and job shadowing to all consumers, with unique sites developed for transition students. Sites include opportunities in clerical, automotive repair, floral design, retail, warehousing, food service, hospitality, janitorial, and childcare.

Recognizing the unique needs of transition students, and in collaboration with CCSD and WCSD, the DSU has four Project SEARCH sites: Sunrise Hospital and Centennial Hills Hospital in Las Vegas, where students are exposed to the world of medical, clerical work and customer service work; the Regional Transportation Commission (RTC) in Las Vegas, where students experience various activities from clerical to vehicle maintenance; and the Renaissance Hotel in Reno, where students experience various activities from housekeeping to banquet services. Each site can serve up to 10 students, for a total of 40 students each school year.

Beginning in SFY16 and continuing through Program Year (PY) 2020 and 2021, the DSU began delivering Pre-ETS services to students with disabilities who are potentially eligible and eligible for VR services in high school classrooms across the state. Working with over 13 qualified vendors, over 2,000 students have received instruction in Pre-ETS. These students are potentially eligible and are encouraged to apply for services with the DSU.

Another method of Pre-ETS service delivery is partnership with vendors to provide youth camps during summer and other school breaks. To date the DSU has provided Pre-ETS camp experiences to over 550 students.

The CCSD's transition staff offer a regional conference bi–annually to the community called Students Talking about the Real World (STAR). The STAR program is designed to educate families, students and professionals about transition services available in Clark County, and the DSU participates in this program. Its transition counselors provide information about VR services to assist students transitioning from school to adult life.

In January 2019, the DSU collaboration with the Office of Special Education, Nevada Department of Education made a statewide purchase of an online job exploration platform called the VirtualJobShadow. The partnership is committed to providing access to every secondary student with disabilities in Nevada. As of September 2019, 2,000 student accounts have been created.

The annual College workshop was hosted by CCSD on January 8-9, 2020. All neighboring high schools were invited (college bound Juniors & Seniors with IEPs) throughout the two days. It is hosted at UNLV. The DSU participates in a presentation with Transition Specialists and through various breakout sessions.

The DSU also participates annually at a local college night. This year it was held on February 25, 2020 at CSN and on February 27, 2020 at Nevada State College. The DSU participated in presentations with Transition Specialists for parents and students.

Career Education Expo at Las Vegas Community Center is held annually for Seniors and students in Transition Programs. This year it was held February 26, 2020. CCSD hosted the event and the DSU assists with inviting local businesses. The DSU also has a booth for outreach. Students can perform informational interviews, pass out their resume, and meet potential future employers.

h. Interagency Cooperation

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. The State Medicaid plan under title XIX of the Social Security Act;

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. With the implementation of 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 JDT Medicaid waivers to provide enhanced and expanded services together with agencies that provide JDT Medicaid waiver services, as described in section 2.

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, grievance and dispute resolution and document/program materials sharing.

VR Transition Teams statewide are working strategically to develop expanded supported employment services to include customized employment. In this endeavor, VR is working with Opportunity Village, Centers for Independent Living and individual, qualified job development providers to serve this unique and expanding population. Extended services funded by VR are only available to youth with most significant disabilities and any other extended services that are provided to individuals with most significant disabilities are funded by adult services providers/long-term funding. Transition services and pre-employment transition services are not supported employment services. Supported employment services do no begin until after job placement. Job placement services and any services prior to placement are VR services and

may only be charged to Title I funds. Through collaboration and financial support from the Workforce Innovation Technical Assistance Center (WINTAC) and Youth Technical Assistance Center (Y-TAC), VR hosted training for customized employment, including statewide in–service for VR staff and statewide community partners with nationally recognized supported employment professionals, Griffin-Hammis.

Currently, Griffin-Hammis has been mentoring providers and VR staff statewide as they continue to move clients through the customized employment process. In addition, staff have been taking part in the Customized Employment Community of Practice meetings hosted by WINTAC which has been valuable as we seek to develop a strong CE program. The DSU has also been instrumental in assisting a local CRP in the coordination of customized employment training for its staff in order to expand the provider network for the benefit of our clients.

Supported employment services for youth are provided in all of VR's third party cooperative arrangements with WCSD, CCSD, WNC and TMCC. Each of these programs, in their own unique way, work to provide meaningful transition from the school setting to competitive, integrated employment. In addition, in the programs with the Nevada System of Higher Education (NSHE), there is an emphasis upon assistive technology to help these supported employment youth be productive and successful in their academic and work environments. VR partners with Capability Health and Human Services (previously named "Easterseals Nevada") to provide these assistive technology services statewide.

2. The State agency responsible for providing services for individuals with developmental disabilities; and

The DSU has a contract with the Aging and Disability Services Division (ADSD) which houses the three statewide regional centers, and conducts quarterly 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 Path 2 Independence (Think College program at University of Nevada Reno) and the Sierra Regional Center. 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 Medicaid waiver programs, and both leverage funding toward opportunities for participants.

Scope of supported employment services provided to individuals with most significant disabilities including youth who are provided with extended services, are as follows:

- Upon request from DS staff, and with the parent's, guardian's or adult individuals' written consent, distribution of general information related to services, consultation and TA, attend employment fairs and other forums to provide information about Pre-ETS, 511 and VR services to parents, SEA/LEA personnel, DS personnel, as available, attend IEP and PCP meetings, provide Pre-ETS and 511 information, referral to VR for services, eligibility determination, IPE development and VR services, pursuant to 34 C.F.R. §300.321(b)(3).
- Accept referral of individuals with disabilities during the PCP process for the provision of employment services.
- Provide consultation with DS staff on PCP planning to prepare an individual to move from school to work or post-secondary education or sheltered setting to work or post-secondary education in accordance with the student's/individuals unique needs as determined through the IEP or PCP process and provision of pre-employment and employment transition services.

- Assess, plan, develop and provide VR services for eligible individuals with disabilities who have been referred for VR services, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, so that such individuals may prepare for and engage in competitive, integrated employment.
- Develop an Individualized Plan for Employment (IPE), which is consistent with and which takes into consideration the individuals Person Centered Plan if provided, within 90 days of Nevada VR eligibility determination, unless an extension is approved.
- Provide consultation to assist in the identification of eligible and potentially eligible individuals with disabilities and assessment of their individual needs for employment services.
- Provide or arrange for the provision of services for achievement of their PCP employment goal, when the individual has been determined eligible for VR, the goal has been vetted as appropriate in relation to the community the individual resides in, labor market and other personal employment factors, the services are specific to his/her employment outcome, and are not services customarily provided to the individual by any other mandated source.
- Provide information to parents and/or guardian(s), individuals/clients regarding VR eligibility, vocational assessment for employment and post-secondary planning and Client Assistance Program (CAP).
- Obtain written consent for the release of confidential information, pursuant to Nevada VR policy and procedures, federal and state laws and regulations regarding confidentiality.
- Provide contact information for Nevada VR counselors, and flow charts related to the VR process for improved communication and fidelity to process.
- Share information regarding policies, procedures, guidelines, programs and services for the purpose of improving the access to, and availability of, developmental services.
- Provide brochures and materials about the VR process and services to DS for distribution to the individuals, parents, legal guardians, case workers, teachers and others.
- Promote employer participation in providing opportunities for work-based learning for individuals with disabilities.
- As new federal or state requirements or initiatives are identified, Nevada VR will participate with the DS on joint training of DS and VR staff whenever possible.
- Inform teachers, NDE, individuals, legal guardians and parents of the mandates found in the Rehabilitation Act and its implementing regulations, which require the student with a disability exiting school to be referred to Nevada VR prior to entering subminimum wage work with a 14c certificate holder.

3. The 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.

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

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.

i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. Data System on Personnel and Personnel Development

A. Qualified Personnel Needs.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

In PY 2019, the DSU served 4,595 individuals with disabilities. With 51 full–time equivalent (FTE) rehabilitation counselor positions (excluding 2 public service intern positions) serving the VR program in Nevada, the ratio of rehabilitation counselors to program participants was 1/90.

Nevada's minimum qualifications for a vocational rehabilitation counselor I or II is a bachelor's degree, and for a vocational rehabilitation counselor III or supervisor is a master's degree in vocational rehabilitation counseling, health, social or other related behavioral science degree program. Vocational rehabilitation counselor IIIs and supervisors must also have the documented ability to sit for the Certified Rehabilitation Counselor (CRC) exam, at a minimum.

The average caseload size per counselor for PY 2018 was 84. It was 76 for PY 2019, as new counselor positions have been added. The current staffing levels are sufficient for the number of participants seeking services, as evidenced by the average caseload size. Additionally, the DSU has considered other factors including service to students with disabilities who are "otherwise eligible," the growth of consumers with the most significant disabilities (as these are more time-consuming cases), and the administrative requirements of WIOA. The following projection for personnel needs is based on the projected population increase for Nevada, applying that same increase to VR participant numbers served, as depicted in the following chart:

PY	Potentially Eligible	Counselor Projection	Technician Projection	Support & Management Personnel Projection
2019 (actual)	2,498	51	33	67
2020	2,524	48	32	60
2021	2,549	48	32	60
2022	2,575	48	32	60
2023	2,602	48	32	60
2024	2,628	50	33	62

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

The DSU was successful in growing its staff in the 2019 legislative session, adding: 3 Rehabilitation Counselor IIs, 2 Rehabilitation Technicians, 1 Quality Control Specialist, and 1 Workforce Services Representative IV (job developer). The DSU will fill vacancies as they occur, but there is no current projected need, based on caseload size to increase counseling staff in the next biennium. However, there are ancillary staff that would be a benefit to add to the DSU, as follows:

The DSU is currently piloting a program of offering internal job development services to its clients through 2 dedicated Workforce Services Representative IV staff members. Once the DSU collects data on this pilot, it will inform whether the DSU requests additional job developer positions in future legislative sessions.

The DSU may request staff ASL interpreter positions in the future, as funds are available. There is a shortage of contracted interpreters statewide, especially in rural Nevada, which affects the DSU's ability to provide timely services to its clients. On occasion, services have had to be rescheduled due to the lack of contracted interpreters. The DSU would benefit by having interpreters on staff.

The DSU may also request in a future legislative session that its 3 contracted Transition Coordinator positions be converted to full time DSU employees. All of its current contracted Transition Coordinators work 30 hours per week. The DSU could utilize their full time services (40 hours/week) to reach into more schools statewide for the delivery of Pre-Employment Transition Services to students with disabilities.

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

For PY 2020, there are 149 total positions (including vacancies) within the DSU to provide support, administration and direct VR services with the following breakdown:

- Administrator and Deputy Administrator: 3 Positions, 0 Current Vacancies, 1 Projected Vacancy
- Rehabilitation Chief and Disability Employment Policy Chief: 2 Positions, 0 Current Vacancies, 0 Projected Vacancy
- Rehabilitation Manager and Supervisor: 11 Positions, 0 Current Vacancies, 2 Projected Vacancies
- Rehabilitation Counselor and Counselor Intern: 53 Positions, 10 Current Vacancies, 15 Projected Vacancies
- Rehabilitation Instructor, Orientation/Mobility Instructor and Vocational Evaluator: 7 Positions, 3 Current Vacancies, 2 Projected Vacancies
- Program Officer and Management Analyst: 7 Positions, 0 Current Vacancies, 1 Projected Vacancy
- Rehabilitation Technician: 33 Positions, 5 Current Vacancies, 10 Projected Vacancies
- Business Process Analyst and Quality Control: 6 Positions, 1 Current Vacancy, 0 Projected Vacancies
- Workforce Service Representative: 6 Positions, 1 Current Vacancy, 0 Projected Vacancies
- Accounting and Administrative Assistants: 21 Positions, 1 Current Vacancy, 5 Projected Vacancies

  Total Positions: 149 Positions, 21 Current Vacancies, 36 Projected Vacancies

Based on current fiscal crisis state of Nevada is facing as caused by the COVID-19 pandemic and the current mandated staff reductions and hiring freezes, we are not anticipated being able to expand our personnel in the upcoming 5 year time period.

B. Personnel Development

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

Historically, none of Nevada's postsecondary institutions have offered accredited Council on Rehabilitation Education (CORE) programs for VR professionals. Consequently, when Nevada needs to hire, it recruits nationally for qualified staff who have graduated from other CORE–accredited programs.

With the implementation of the WIOA, and the previous changes to our class specifications, recruiting has been less of a challenge. The DSU typically hires at the RCII, Bachelor's Degree level, both from in and outside of the state. In addition, the new specifications expanded the series to allow the hire of seasoned rehabilitation technicians as counselor I's. Thereby, creating a career ladder for rehabilitation staff and ensuring consistent staffing levels for the program.

Currently, the DSU employs rehabilitation counselors at the I, II and III level. All DSU rehabilitation counselor III's have certified rehabilitation counselor (CRC) credentials or are eligible to sit for the Commission on Rehabilitation Counselor Certification (CRCC) national examination.

ii. The number of students enrolled at each of those institutions, broken down by type of program; and

Two interns/students enrolled in Master's Degree programs in the last report have since graduated and been hired by the DSU. The DSU is working to develop contracts for internships with universities offering O&M programs/blind specialty programs to help fill long vacant positions. These two students both attended George Washington University.

iii. the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

There were two who graduated in May 2018 with their Masters degrees in Rehabilitation Counseling. Of those, one Rehabilitation Counselor received his CRC in March 2018, the other Rehabilitation Counselor received his CRC in February 2019. Both of these students attended George Washington University.

2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

In response to the changes brought about in WIOA with regard to hiring qualified rehabilitation professionals, and in recognition of the fact that Nevada has no CORE accredited universities or colleges, the DSU underwent a complete overhaul to the class specifications and hiring. The DSU made a deliberate decision to change the hiring structure to offer a career ladder and grow in-house future leaders. Furthermore, in an effort to attract and hire minorities and individuals with disabilities, the DSU will work with Nevada State Human Resources to advertise our vacancies on high traffic websites such as Indeed.com and Monster.com. The DSU will also post our vacancies with urban universities that have Vocational Rehabilitation Counselor masters degree programs. Agency is also focused on ensuring that our advertising/promotional materials reflects the diversity of our state as well as that the hiring panels are comprised of individuals of varying ethnicities and backgrounds.

The DSU worked with Nevada State Human Resources to rewrite the entire Rehabilitation Counselor class series, noted below.

MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENT:

* Current certification or proof of eligibility to sit for the Rehabilitation Counselor Certification exam from the Commission on Rehabilitation Counselor Certification is required at time of application for Rehabilitation Supervisor and Rehabilitation Counselor III.

REHABILITATION SUPERVISOR

EDUCATION AND EXPERIENCE: Master's degree in rehabilitation counseling or health, social or other related behavioral science, and one year of advanced journey level experience as a Rehabilitation Counselor which included supervising one or more professional rehabilitation staff; interpreting and applying established laws, regulations, policies and procedures related to the assigned program; and identifying problems, evaluating solutions and recommending action plans for improvement; **OR** Master's degree as described above and one year of experience as a Rehabilitation Counselor III in Nevada State service. *(See Special Requirement)*

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

Working knowledge of: principles and practices of supervision; provisions of the Americans with Disabilities Act, Workforce Investment and Opportunity Act, and agency policies and procedures; human anatomy, physiology, anthropology and medical terminology; disease process, injury effect, commonly accepted treatment, prognosis and duration of mental and physical disabilities; goals and objectives of the vocational evaluation process; medical, social, psychological, vocational and independent living needs of persons with disabilities including assistive technology and its application; related outside human service agencies, their services, roles and responsibilities; caseload management techniques sufficient to assign, prioritize and control fluctuating caseloads for subordinate staff. **General knowledge of:** federal regulations regarding employment practices and wages. **Ability to:** identify problems, evaluate alternative solutions, make decisions and execute action plans; interpret and apply established policies, regulations and standards relative to assigned program; evaluate effectiveness, and administer corrective action when necessary; establish work priorities, delegate assignments and train, motivate and supervise professional and paraprofessional staff; organize the work flow to accomplish established goals and objectives; plan and direct program rehabilitation services for persons with disabilities; evaluate program effectiveness and forecast program needs; assign work and delegate responsibility through verbal and written communication; apply management techniques to plan, prioritize and schedule work flow; *and all knowledge, skills and abilities required at the lower levels*.

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):

Working knowledge of: federal regulations regarding employment practices and wages; division accounting and data acquisition procedures; federal and State laws, regulations and guidelines applicable to program assignment; medical community including physicians, hospitals and outpatient clinics; methods and procedures used to distribute, approve and track funds expended for client services; agency operating procedures and protocol. **General knowledge of:** state-of-the-art rehabilitation trends and practices; agreement negotiation, including bidding, job planning and the rules and regulations. **Ability to:** analyze fiscal data and plan, prepare and manage budgets; forecast staffing, fiscal, space, equipment and material resource needs; develop and implement detailed procedures that will serve as a training and evaluation resource; present programs and public information to promote a better understanding and acceptance of programs; medical and psychological terminology sufficient to perform quality control and supervisory review functions; read, understand and interpret legal mandates; establish and maintain harmonious working relationships with co-workers, consulting staff and the public; prepare written explanations, decisions and correspondence using appropriate medical, vocational and legal terminology; compare complex facts and abstract concepts relative to medical and psychological conditions to programs regulations, guides and procedures. **Skill in:** mentoring and training subordinate counselors in rehabilitation counseling, case management, occupational testing and guidance.

REHABILITATION COUNSELOR III

EDUCATION AND EXPERIENCE: Master's degree in rehabilitation counseling or health, social or other related behavioral science, and two years of journey level experience as a Rehabilitation Counselor which must have included making eligibility, ineligibility and employment outcome determinations by applying federal, state and agency regulations, policies and procedures for a public vocational rehabilitation program; negotiating and resolving conflicts; and performing community outreach public relations activities for an assigned program; **OR** a Master's degree as described above and one year of experience as a Rehabilitation Counselor II in Nevada State service***.*** *(See Special Requirement)*

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

Working knowledge of: federal, State and agency regulations, policies, procedures and programs; provisions of the Americans with Disabilities Act, Workforce Investment and Opportunity Act; strategies for negotiation and conflict resolution. **General knowledge of:** marketing strategies and techniques for rehabilitation services. **Ability to:** function effectively in a public relations role to include public speaking in order to foster community understanding of disability issues; delegate responsibility through written and verbal communication. **Skill in:** determining eligibility and ineligibility and employment outcomes; *and all knowledge, skills and abilities required at the lower levels.*

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):

(These are identical to the Entry Level Knowledge, Skills and Abilities required for the Rehabilitation Supervisor.)

REHABILITATION COUNSELOR II

EDUCATION AND EXPERIENCE: Master's degree in rehabilitation counseling or health, social or other related behavioral science and one year of professional experience as a Rehabilitation Counselor, or similar occupation, which must have included making eligibility, ineligibility and employment outcome determinations by applying federal, state and agency regulations, policies

and procedures for a public vocational rehabilitation or similar program; negotiating and resolving conflicts; and performing community outreach public relations activities for an assigned program; **OR** two years of experience as a Rehabilitation Counselor I in Nevada State service.; **OR** an equivalent combination of education at or above a Bachelor's degree and two years of experience as described above.

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

Working knowledge of: diagnoses and treatment processes sufficient to analyze and interpret medical and psychological reports; theories and practices related to work assessment, work adjustment and work readiness; medical and psychological reference texts, medical fee schedules and vocational reference materials and how to use them effectively; medical, social and psychological problems unique to persons with disabilities; career counseling and assessment techniques; theories and practices related to disability counseling; vocational consultation and employer services. **General knowledge of:** incentive programs designed to promote employment of persons with disabilities; vocational evaluation instruments used in evaluating characteristics, skills and aptitudes of persons with disabilities; rehabilitation technology and equipment; barriers to independent living and assessment resources. **Ability to:** develop and implement individualized rehabilitation plans; project, authorize and prioritize expenditures associated with rehabilitation services; motivate and persuade employers to hire people with disabilities**;** synthesize and summarize complex technical and medical information into verbal and written expression for presentation to clients, employers and service providers; apply federal and State regulations, policies and procedures to make eligibility and ineligibility determinations and employment outcomes; manage a caseload budget; assess the availability of comparable services and benefits; work as part of a team and across disciplines; **Skill in:** conducting job modification and restructuring assessments; conducting labor market surveys; presenting job seeking skills training; conducting job analysis and transferable skills analysis for selective placement of persons with disabilities; *and all knowledge, skills and abilities required at the lower level*.

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):

(These are identical to the Entry Level Knowledge, Skills and Abilities required for the Rehabilitation Counselor III.)

REHABILITATION COUNSELOR I

EDUCATION AND EXPERIENCE: Master's degree from an accredited college or university in counseling or health, social or other related behavioral science; **OR** a Bachelor's degree from an accredited college or university in counseling or health, social or other related behavioral science and one year of professional experience serving people with disabilities; **OR** a Bachelor's degree as described above and two years of technical or paraprofessional experience serving people with disabilities; **OR** a Bachelor's degree as described above and two years of experience as a Rehabilitation Technician II in Nevada State service; **OR** a Bachelor's degree as described above and one year as a Rehabilitation Instructor I or Vocational Evaluator I in Nevada State service; **OR** an equivalent combination of education and experience at or above a Bachelor's degree as described above.

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

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

General knowledge of: fact-finding and case recording. **Ability to:** establish a counseling rapport with individuals, with varying disabilities and diverse backgrounds; communicate effectively both verbally and in writing; apply appropriate counseling techniques. **Skill in:** eliciting information through interviewing techniques; preparing written reports and keeping accurate records; documenting events and preparing clear, understandable case notes; adding, subtracting, multiplying, and dividing whole numbers, fractions, and percentages.

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job): *(These are identical to the Entry Level Knowledge, Skills and Abilities required for the Rehabilitation*

The DSU, in an effort to find the most qualified staff, and strengthen recruitment efforts, the DSU contacts and works with CORE–accredited universities and colleges that offer Masters' degree programs in rehabilitation counseling, resulting in improvement of Nevada's access to qualified rehabilitation professionals. Additionally, the DSU utilizes the RehabNet, the National Rehabilitation Leadership Institute (NRLI) listserves and the Council of State Administrators of Vocational Rehabilitation (CSAVR) listserves and the Commission on Rehabilitation Counselor Certification (CRCC) website to extend recruitment opportunities specific to the Rehabilitation Counselor III and Rehabilitation Supervisor positions in which the special requirement noted above applies.

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

To retain rehabilitation professionals, the DSU works closely with Interwork Institute, San Diego State University (SDSU), WINTAC, National Technical Assistance Center on Transition (NTACT), Y-TAC, and a number of state professional resources to offer specialized training to rehabilitation staff. The training focuses on emerging trends and topics in disability employment.

In conjunction with SDSU's Interwork Institute, the DSU is collaborating with SDSU to revise and update our e–rehab learning tool to reflect the many changes brought about with the implementation of WIOA. This is an online training for rehabilitation counselors. Once the revisions are completed this online curriculum will consists of nine modules, wherein an assessment occurs at the end of each module. Upon successful completion of each module, individuals achieve a certificate that is applicable for continuing education units with the national Certified Rehabilitation Counselor program.

Nevada Vocational Rehabilitation Counselor Training

The series modules are the following:

– Module 1: Overview, Key Values and Concepts

– Module 2: Informed Choice

– Module 3: Decision Making and Ethics

– Module 4: Determining Eligibility

– Module 5: Assessment of Vocational Needs

– Module 6: IPE/Provision of Services

– Module 7: Job Readiness and Employment

– Module 8: Case Closure

– Module 9: Case Management and Case Documentation

New Counselor Academy

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

– Introduction / Common Performance indicators / application and intakes

– Eligibility

– Informed choice

– Assessment of Vocational Rehabilitation Needs (AVRN) / IPE

– Case documentation

– Case and expenditure management

In addition to new counselor training, the QC team offers "*Effective Communication; Responsibilities under ADA and Section 504*" annually to staff and to the members of the Nevada State Rehabilitation Council. Annual training is also offered to staff regarding changes made to the agency's Participant Services Policy and Procedures Manual. Finally, an In-Service training was provided to all rehabilitation staff on disability related topics such as compassion fatigue, autism, and Pre-Employment Transition Services (Pre-ETS) in June 2019.

3. Personnel Standards

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit 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

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. These minimum qualifications are listed under i.2.

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 21st century

understanding of the evolving labor force and the needs of individuals with disabilities.

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 supervisor will evaluate a minimum of 10 cases managed by the Rehabilitation Counselor. Additionally, twice yearly the QC team conducts statewide case reviews, as well as two yearly targeted case reviews (financial management and Transition) and eight team technical assistance case reviews per year. An average of four case files per counselor are reviewed during the statewide reviews, one case file per counselor during the financial management targeted review and two case files per counselor during each of the eight team technical assistance reviews. Also, an average of 25% of open Transition case files are reviewed during the targeted Transition review. These reviews are conducted in order 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.

4. Staff Development.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with Section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. System of staff development

A system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

The DSU’s staff development training was provided or coordinated by the Training Officer, Quality Assurance Team, the AWARE Training Team or the In-Service Committee. This is in addition to training that may have been completed by other staff or other training provided or coordinated by management or supervisors.

These trainings have included the following:

– Disability Awareness for American Job Centers and Job Connect Staff and Partners

– Effective Communication Requirements under Rehabilitation Act Section 504 and ADA Title II

– Job Developer Case Review Outcome

– Team Training and Technical Assistance

– Transition Case Review Team Training

– AWARE Training to include one on one training for staff who are blind or visually impaired, as well as for those who are deaf

– Resolving Single Audit Exceptions

– Counselor Academy Module 4: Counseling and Guidance-AVRN-IPE

– Case Review Results-Addressing Areas Where Improvement Is Needed

– Resolving 911 Case Reporting Discrepancies

– Introduction to Career Index Plus

– Resolving Single Audit Exceptions

– Job Developer Services and Scope of Work

– Stress Management

– Benefits and Employment (Benefits Planning)

– Autism Awareness

– Diversity Training

– Policies and Procedures Updates Training for Staff

– Team Training and Technical Assistance (Resolving Discrepancies Found During Case Review)

– Case Review and P & P Overview

– Training and Technical Assistance on Employment Services Process

– Counselor Training Assistance

– Advanced Degree Policy

– Case Review Preparation and Training

– Financial Participation Training

– Job Developer Case Review Outcome

– Supervisory P & P Training

– Youth Seeking Subminimum Wage

– State-Wide In-Service

– Serious Mental Illness: A Primer for the Rehabilitation Counselor

– Addressing Compassion Fatigue

– The Beauty of the Spectrum, Understanding and Supporting Individuals with Autism

– Statewide Transition Meeting

– Budget (VR)

– Vision 2020-Today, Tomorrow, Together (Vision of State-Federal VR Agencies)

– Placement Services

– Mind Reconnaissance

– Older Individuals Who Are Blind Technical Assistance

– ADA Public Accommodations

The DSU established a system for the continuing education of rehabilitation professionals and paraprofessionals. It has maintained its comprehensive provision of educational assistance to ensure that all personnel who do not meet the personnel standards described previously are provided opportunities to achieve these standards.

The DSU's training priorities and educational strategies are driven by the counselor needs assessment data. These needs assessments are collected from staff and supervisors. Managers and administration review the needs assessments to identify upcoming training needs and budget accordingly. Additionally, each staff member is evaluated at least annually on his/her work performance and is given the opportunity to provide input for his/her own professional development (i.e. assistance with role, performance, professional maintenance, and/or career development). The DSU maintains a training calendar and staff can request training through the DSU, DETR and/or the state of Nevada Human Resource Management Division.

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

– Customized Employment: Mentoring for those providers and staff who have received the Association of Community Rehabilitation Educators (ACRE) certification, ongoing Community of Practice meetings, and consultation as needed.

– Transition: Assisted in sharing information regarding transition with our local Department of Education and local regional centers.

In addition, this year we are fortunate to be able to receive technical assistance from Mississippi State University's National Research and Training Center on Blindness and Low Vision (NTAC-BVI) specific to our Older Individuals Who Are Blind program.

In addition, there has been staff training specific to our new database system, AWARE, as well as training regarding our new Semi-Autonomous Research Assistant (SARA).

B. Acquisition and dissemination of significant knowledge

Procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

One rehabilitation supervisor continues to be enrolled in Nevada's Certified Public Manager Program (CPM) offered through the state of Nevada Human Resource Management Division. This is a two–year program to support and grow professional leadership in state employees through coursework and one capstone project which is designed to identify and create a process improvement that will conserve resources or generate revenue. The DSU encourages and supports future leaders in VR to attend this nationally recognized program, and nominates candidates each year.

Within state of Nevada, Department of Personnel, non–supervisor staff are required to take thirteen (13) mandatory employee development courses. Supervisory staff must take these 13 courses and eight (8) additional courses. Courses include:

– Evaluating Employee Performance

– Equal Employment Opportunity

– Interviewing and Hiring

– Alcohol and Drug Testing Procedures

– Progressive Disciplinary Procedures

– Handling Grievances

– Work Performance Standards

– Ethics of excellence for managers and supervisors

In addition to internal trainings and educational opportunities, the DSU encourages staff to identify and request external training opportunities. The DSU has participated in the following recent conference training opportunities:

– 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 EmploymentFirst (APSE)

– National Association of Workforce Development Professionals (NAWDP)

--Capacity Building Institute, with NTACT

--The Consortia of Administrators for Native American Rehabilitation (CANAR)

- get Aware Live Conference

- Governor’s Workforce Development Board Retreat

- Nevada Transition Conference

In September 2018, the Rehabilitation Services Administration made an in-person monitoring visit to Nevada. Monitoring took place over 1 week with staff, administration and program partners. Follow up guidance was performed via telephone meetings.

5. Personnel to Address Individual Communication Needs

The DSU utilizes staff and a variety of interpreters as the need arises to translate documents into Spanish and to facilitate effective communication. The northern and rural districts have four bilingual staff members that provide services to the northern region of Nevada. The southern district has four bilingual (Spanish speaking) staff members, including one Administrative Assistant who is a receptionist at the Bureau of Vocational Rehabilitation’s main office. 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. The DSU has a total of eight 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. 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 and French as the Department of Education, Training and Rehabilitation 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 of applicants and eligible individuals.

The DSU now 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 a paraprofessional Rehabilitation Technician (who is also Deaf). Deaf consumers are addressed in their preferred language, whether ASL or otherwise. Additionally, each member of this team serving the Deaf has a video phone to communicate with Deaf consumers. In a Northern rural office, the DSU has one rehabilitation counselor who is able to communicate 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.

6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act

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 2019, Nevada sent a team consisting of NDOE staff and the DSU's Deputy Administrator and Statewide Transition Coordinator to the National Technical Assistance Center on Transition's Capacity Building Institute. They participated in multiple seminars and were presenters on best practices in transition in Nevada.

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.

Statewide, VR staff attend transition team meetings with local schools and school districts to provide ongoing orientation and education regarding vocational rehabilitation services. Staff members provide ongoing assistive technology training in southern Nevada for special education teachers so that they can provide this training to students who are blind or visually impaired.

j. Statewide Assessment

(Formerly known as Attachment 4.11(a)).

1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

A. with the most significant disabilities, including their need for supported employment services;

The DSU, in conjunction with the NSRC, contracted with SDSU's Interwork Institute to perform its triennial comprehensive statewide needs assessment (CSNA) of the vocational rehabilitation needs of persons with disabilities residing in the state of Nevada. The purpose of the assessment was to provide the DSU with information pertinent to the allocation of resources, to inform its decision-making, to provide context and rationale for the development of the DSU's state plan, and to comply with the needs assessment mandate in the Rehabilitation Act. The results of the comprehensive statewide needs assessment were published on June 30, 2017, and included federal fiscal years (FFY) 2014–2016 (i.e., October, 1, 2013 through September 30, 2016).

The process that was developed for conducting the needs assessment involved four primary data–gathering approaches:

– Focus groups conducted in northern Nevada, southern Nevada, and via phone with seven stakeholder groups including individuals with disabilities, representatives of organizations that provide services to individuals with disabilities, DSU staff and Nevada businesses.

– Key informant interviews conducted with VR staff, community partners, individuals with disabilities and businesses in the state.

- Surveys provided on-line or hard copy to individuals with disabilities.

- Surveys of DSU staff, community partners and Nevada businesses.

– Analysis of VR case services and other data.

– Analysis of a variety of existing demographic data relevant to individuals with disabilities.

As it relates to individuals with the most significant disabilities being served in Nevada's VR program, the survey found:

Needs identified in this area included the following:
-Transportation, a lack of hard and soft work skills, and literacy challenges are common for these clients;
-DSU needs to increase outreach and services to individuals with blindness;
-DSU needs to develop customized employment as an employment option for clients; and
-Mental health services continue to be needed, especially in the rural areas of the State.

The number of individuals with blindness that are served by Nevada VR has decreased significantly over the three years covered by this study, while the number of individuals that are Deaf or hard of hearing remained between 9% and 10% of the agency total. Individuals that are Deaf or hard of hearing consistently outperformed the general VR consumer population in rehabilitation rate and median earnings. The average cost of cases for consumers with sensory impairments was generally higher than the VR average for other cases in all categories.

Individuals with mental health disabilities continue to constitute nearly one-third of the consumers applying for services from VR, and when combined with individuals with cognitive impairments, they represent well over half of the consumers. The rehabilitation rate for individuals with physical disabilities and for those with mental health impairments was lower than the rate for other disability types. The median earnings for individuals with cognitive impairments and mental health impairments were lower than the median for all consumers for all three years. The average cost for cases for all groups was fairly consistent with the general population being served by VR.

Some additional observations from key informant interviews includes:

- A lack of work experience, literacy challenges, low math skills, poor soft skills, and accessible public places were frequently cited as needs of individuals with disabilities in Nevada.
- VR developed a soft skills training program with the local community college that has had a positive effect on meeting the need to develop soft skills.
- VR has implemented the requirements of Section 511 of the Rehabilitation Act and has reached all of the adults and youth working in subminimum wage throughout the State. They have contracted out some of the career counseling, information and referral (CCI&R) services to be provided and have provided some using their own staff. The result of this activity is that they have seen an increase in the number of individuals with the most significant disabilities that have applied for services.

B. who are minorities;

Needs identified in this area included the following:
- Individuals of Asian and Hispanic descent were identified as being potentially underserved;
- Language barriers affect the ability of individuals from minority cultures to access services.

The data shows that applicants for VR services closely mirror the general population of Nevada for Caucasians, but exceeds the general population for Hawaiian/Pacific Islanders and American Indians. In addition, the rate of African-American applicants significantly exceeds their occurrence in the general population. Individuals of Asian and Hispanic descent apply at much lower rates than their occurrence in the general population.

The rates of all populations except Whites and American Indians increased steadily over the three years of the study. American Indians exceeded the average time for IPE developed significantly for all three years of the study. Most of the minority ethnicities had rehabilitation rates lower than the average rate for VR for all consumers. Asian consumers and American Indians exceeded the average rehabilitation rate in 2016. Minority consumers tended to earn less than the median earnings for general VR consumers. This was consistent across all consumer types for all years with the exception of Native Americans in 2014 and 2015.

The data indicates that VR spends less per case on average for minority consumers than it does for the general population. With sporadic exceptions, the average cost for all cases, as well as those closed successfully rehabilitated are lower for minority populations than the general population of consumers. This may be partially attributed to the low number of participants from these populations in higher education.

C. who have been unserved or underserved by the VR program;

Needs identified in this area included the following:
-Individuals that are blind may be underserved;
-Native Americans were identified as possibly being underserved;
-Language barriers affect the ability of individuals from minority cultures to access services; and
-Rural areas continue to be an underserved area.

Some additional observations from key informant and focus group interviews includes:

- In rural areas, the geographic distance makes outreach and service delivery a challenge. Staff turnover was also noted as contributing to the difficulty in adequately serving the rural areas.
- The need for bilingual counselors, especially Spanish, was a recurring theme. Although language interpreters are readily available, counselors that speak Spanish and other frequently spoken languages in Nevada, would contribute to the sense that the organization values diverse cultures and encourages their application for services.
- The number of applicants that are blind has decreased. VR should investigate this decrease and determine if these individuals are potentially underserved by the VR program in Nevada. Lack of awareness of vocational rehabilitation services and stigma associated with visual impairment were identified as contributing to low rates of service utilization.
- Individuals with the most significant physical disabilities were cited as being potentially underserved. Several individuals noted that the focus on services to individuals with cognitive and psychiatric disabilities may have resulted in a reduction in service to individuals with physical disabilities over the years.
- Native Americans were identified as possibly being underserved by VR. The partnership between VR and the American Indian tribes was noted as being sporadic and in need of improvement.
- Individuals who are Deaf or hard of hearing were cited as being underserved in the rural areas. There are no services for them and they must travel or relocate to either Reno or Las Vegas to get the help they need.

- Individuals with traumatic brain injury were cited by VR staff and community partners as potentially being underserved. Possible reasons include a lack of knowledge of how to effectively work with this population by VR staff and CRPs.

D. who have been served through other components of the statewide workforce development system; and

Needs identified in this area included the following:
-The DSU and the One-Stop affiliate sites (currently called "JobConnect") have a very good working relationship in many places, but their relationship remains primarily one of referral rather than shared resources;

-The JobConnect sites do not serve individuals with disabilities well on the whole, though there are areas that are better than others; and

-The partnership with Adult Education and Family Literacy should be strengthened.

JobConnect consumers accounted for a decreasing number and rate of applicants to VR over the three years of this study. This seems surprising since the relationship between the two agencies was described as positive and mainly one of referral. However, it should be noted that 20% is a high percentage to begin with, so this may contribute to the lack of an increase. The rate of plan development reflects the consumers that apply, and the average time for IPE development is consistent with the average time for all cases. The rehabilitation rate and median earnings of those closed successfully are consistent with all consumers. The average cost for One-Stop cases and those closed successfully rehabilitated exceeded the average cost for all other consumers.

E. who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

Needs identified in this area included the following:
-The need for transition services is growing statewide and the DSU has responded to this by expanding transition counselors, outreach and services;

-Transportation, work experience, hard and soft work skills, and developing a work ethic are rehabilitation needs of youth in transition;

-The DSU has developed formal and informal programs that are positively affecting their ability to serve transition-age youth; and
-The DSU and the schools need to continue to develop their partnership in order to improve transition services in the future.

The number and rate of consumers aged 14-24 that applied for services from VR increased dramatically over the three years of this study. Individuals classified as transition account for nearly 20% of applicants, and individuals of transition-age, as defined by WIOA, make-up almost 30% of applicants. The IPE development time frames for transition consumers were less than the average for all other VR cases, as was also the case for those age 14-24 in 2016. The average rehabilitation rate for both groups was consistent with the average for all consumers, but the median wage was less for both groups than all other consumers. The average cost of cases generally and for those closed rehabilitated did not differ significantly from the average in both categories for the general population of consumers.

VR provides the five required pre-employment transition services to students with disabilities in Nevada primarily through contracting with community rehabilitation programs that go into the schools and offer classes and work experience opportunities. VR staff also engage in direct service delivery and coordination services. Any student with a disability may access these services as needed. This can occur through VR's Transition Coordinators or school staff. Some of the other ways that VR provides pre-employment transition services with community partners,

including secondary and postsecondary schools includes: Vocational Opportunities for Inclusive Career Education (VOICE), The Careers, Recreation and Vocational Education (CRAVE) Summer Camps, annual Community Based Career Exploration Camps, Project SEARCH, Job Exploration and Expectation Program (JEEP), and Job Discovery II.

2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

Needs identified in this area included the following:
-There is a concern about the quality of services provided by vendors across the State, especially job placement services;
-There is a need to develop providers that can provide customized employment services;
-There is a dramatic lack of service providers in the rural areas;
-The requirements for service providers limit the available pool of providers; and
-There needs to be more job placement providers and current providers need to receive training.

3. Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition

- The need for transition services is growing statewide and the DSU has responded to this by expanding transition counselors, outreach and services;

- Transportation, work experience, hard and soft work skills, and developing a work ethic are rehabilitation needs of students and youth in transition;

- The DSU has developed formal and informal programs that are positively affecting their ability to serve transition-age students and youth; and

- The DSU and the schools need to continue to develop their partnership in order to improve transition services in the future.

The age of individuals served by VR has varied dramatically over the three-year period of this study. The number of transition-age students and youth increased nearly five-fold from 2014-2015, and increased from 5.7% of the total population of consumers in 2014 to just under 30% in 2016.

Respondents were asked if the barriers to achieving employment goals for youth in transition were different from the overall population of persons with disabilities. Of the 15 partner respondents, 73.3% (n = 11) indicated that the barriers to achieving employment goals were different for students and youth in transition. The most commonly cited barriers were: little or no work experience; not having education or training; not having job skills; and poor social skills. Additionally, VR could improve upon: inadequate assessment services; and slow service delivery.

k. Annual Estimates

(Formerly known as Attachment 4.11(b)). Describe: Number of eligible individuals who will receive services provided with funds under Part B of Title I of the Rehabilitation Act and under Part B of Title VI of the Rehabilitation Act, including, if the designated state agency uses an order of selection in accordance with subparagraph 5.3(b)(2) of this State Plan, estimates of the

number of individuals to be served under each priority category within the order; and number of individuals to be served under each priority category within the order.

1. The number of individuals in the State who are eligible for services;

The number of eligible individuals to be served with funding from Vocational Rehabilitation (Title I, Part B) and Supported Employment (Title VI, Part B) under the State Plan is shown in the table below. The DSU projects it will increase the number of individuals determined eligible for vocational rehabilitation services in proportion to the State's projected population growth as detailed below. The DSU is not under an Order of Selection at this time.

PY	Labor Force (1.02% Increase)	Target Group (1.08% of Labor)
2019	1,447,548	15,634
2020	1,462,313	15,793
2021	1,477,228	15,954
2022	1,492,296	16,117
2023	1,507,518	16,281
2024	1,522,894	16,447

2. The number of eligible individuals who will receive services under:

A. The VR Program;

The number of eligible individuals served in federal fiscal year 2019 and the projected number of eligible individuals to be served in federal fiscal years 2020-2022 with funding from VR (Title I, Part B) are shown in the table below. The table contains data based on the State's projected population growth. The last column includes all clients served or projected to be served in the federal fiscal year, as noted. The DSU is not under an order of selection status at this time.

The actual client service expenditures for FFY 2019 utilized to serve eligible individuals are provided in the table below. The DSU expended a total of $7,697,682 for all client services in FFY 2019. These client service expenditures were paid from:

Title I, Part B	$7,629,505
Title VI, Part B	$ 68,177
Total	$7,697,682

Title I Category	Client Services Funds	Clients
2019: Actual	$7,629,505	4,595
2020: Projected (1.02%)	$7,707,326	4,642

2021: Projected (1.02%)	$7,785,941	4,689
2022: Projected (1.02%)	$7,865,357	4,737

B. The Supported Employment Program; and

The number of eligible supported employment individuals served in federal fiscal year 2019 and the projected number of eligible supported employment individuals to be served in federal fiscal years 2020-2022 with funding from supported employment (Title VI, Part B) are shown in the table below. The table contains data based on the State's projected population growth. The last column includes all supported employment clients served or projected to be served in the federal fiscal year, as noted. The DSU is not under an order of selection status at this time.

The actual client service expenditures for FFY 2019 utilized to serve eligible individuals are provided in the table below. The DSU expended a total of $7,697,682 for all client services in FFY 2019. These client service expenditures were paid from:

Title I, Part B	$7,629,505
Title VI, Part B	$ 68,177
Total	$7,697,682

Title VI Category	Client Services Funds	Supported Employment Clients
2019: Actual	$68,177	511
2020: Projected (1.02%)	$68,872	516
2021: Projected (1.02%)	$69,575	521
2022: Projected (1.02%)	$70,285	527

C. each priority category, if under an order of selection;

Nevada is not in an order of selection.

3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

Nevada is not in an order of selection.

4. The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

Nevada is not in an order of selection.

The estimated total cost of services under Title I and Title IV for FFY 2021 is $7,855,516.

I. State Goals and Priorities

The designated State unit must:

1. Identify if the goals and priorities were jointly developed

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

On an annual basis, the DSU and the NSRC, through its state plan subcommittee, jointly develop the upcoming year's goals, strategies and performance indicators. The most recent state plan subcommittee meeting took place on August 14, 2019 to jointly review and revise the goals along with corresponding strategies and measurable indicators to align them with the recommendations and information revealed through the 2017 Comprehensive Statewide Needs Assessment (for FFYs 2014-2016), the 2018 Annual Consumer Satisfaction Survey, the WIOA performance measures and mandates, and sentiments expressed in the NSRC meetings. The new FFY 2020 goals, strategies and performance indicators were recommended to and approved by the full NSRC at its meeting on September 25, 2019.

2. Identify the goals and priorities in carrying out the VR and Supported Employment programs.

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.

The DSU, in collaboration with the NSRC, developed the following strategies to meet their jointly identified goals to expand and improve service delivery for individuals with disabilities in the VR program in FFY 2020.

Nevada will increase the number of individuals who achieve competitive integrated employment by 7 percent each year.

Goal 1

Increase number of successful 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 employers about 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.
    - Incorporate career-readiness content into educational curriculum, linking with colleges via Third Party Cooperative Arrangements (TPCAs).
    - Support counselor continuing education training, including on assistive technology.
    - Services are provided using all modalities, as needed by the client
- 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 apprenticeships.
    - Utilize Jobs for America's Graduates (JAG), Career and Technical Education (CTE) and other partners for work based learning.
- Advocacy
- Continue to create and implement marketing strategies.
- Consider self-employment and home employment 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 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.

Goal 2 *

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

***(Pre-employment transition services are only available to students with disabilities who are eligible or potentially eligible for VR services.)**

Strategies:

- Collaboration between 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), 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 the utilization of social and Web-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 and trainings.
- Encourage successful transition students to provide peer support to those considering enrollment in Pre-ETS.
- Develop referral mechanisms with charter schools and private schools.
- Embed transition coordinators 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.
- 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 participates in more Individualized Education Program (IEP) meetings.
- Expand Work Based Learning opportunities for students to explore employment options.
- Expand Job Shadowing and mentorship programs.
- Adopt career planning using evidence-based person-centered planning tools.
- Encourage and support family participation.
- Work with school personnel to streamline 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 to explore options for participation in Transition Services.
- Work more closely with Community Rehabilitation Programs (CRPs) to explore customized employment options.

Goal 3

Increase participation and successful outcomes of supported employment (SE) clients including youth with most significant disabilities in a competitive, integrated setting.

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

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

Strategies:

- 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.
- Partner with existing public and private State entities that provide Supported Employment.
- Provide appropriate, quality training to staff, State Rehabilitation Council Members and consumers on Supported Employment.
- Identify and support 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 data 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 use of rehabilitation technology (assistive technology) and ensure continuity and access to equipment and services.
- Expand job shadowing and mentorship programs.
- Increase access to quality job development services including utilizing Vocational Rehabilitation's internal job developer.
- Encourage employers to 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.
- Explore apprenticeship opportunities.

Goal 4

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.
- Collaborate with private mental health/substance abuse treatment facilities.
- Increase vendor base with private mental health practitioners for service/referrals.

- Outreach to major hospital mental/behavioral health programs.
- Collaborate with Statewide Independent Living Council (SILC) and local IL centers.
- Collaborate with Juvenile Justice.
- Trainings and tools for staff on:
    - Dialectical Behavior Therapy strategies.
    - Substance Abuse.
    - Borderline Personality Disorders.
    - 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 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 collaboration with National Association on Mental Illness (NAMI) and attend monthly speakers' presentations and annual conference, when able
- Participate in available mental health consortiums and related organizations.
- Embed a rehabilitation counselor at both the SNAMHS and NNAMHS campuses.

Goal 5

Work with eligible government and community partners to maximize utilization of resources and federal funds.

Strategies:

- Collaborate with Department of Health and Human Services, and State commissions related to populations concerned with sensory (blindness, deafness), mental health, intellectual and developmental disabilities; including the Governor's Council on Developmental Disabilities, the Nevada Commission on Services for Persons with Disabilities, the Nevada Commission on Behavioral Health and Community Training Centers (CTCs).
- Encourage discussion with Department of Employment Training and Rehabilitation (DETR) executive leadership, the Governor's office and Nevada legislators.
- Pursue alternate/complimentary funding sources such as through private foundations and grants and utilize grant writing resources across agencies.
- Participate in Disability Awareness Month activities.
- Collaborate with other agencies to hold Town Hall outreach meetings.
- Continue participation on appropriate taskforces, boards, committees and commissions.
- Collaborate with the Division of Health and Human Services for interagency transfers of funds to pay for services for joint clients.
- Continue marketing to inform about the Vocational Rehabilitation (VR) program through vrnevada.org and VR's social media outlets.
- Dedicate a staff member to be responsible to Third Party Cooperative Arrangement (TPCA) partners as a single point of contact to provide technical assistance and

oversight for those programs, and develop new TPCA partners. Current partners include: Clark County School District, Washoe County School District, Truckee Meadows Community College and Western Nevada College.

- Provide outreach to other government entities about the VR program and opportunities to partner with VR.

3. Ensure that the goals and priorities are based on an analysis of the following areas:

A. The most recent comprehensive statewide assessment, including any updates;

The NSRC state plan subcommittee met on August 14, 2019. Their recommendations were presented to the full NSRC on September 25, 2019. The newly developed/modified goals, indicators, and strategies were discussed and approved on September 25, 2019 for FFY 2020, and for inclusion in this rehabilitation services portion of the Unified State Plan.

NSRC members' informal, ad hoc input and opinions; public comment; analysis of performance measures, comprehensive statewide needs assessment, client satisfaction surveys, current trends and best practices contributed to the formulation of the DSU's goals and priorities. Outside of the NSRC state plan subcommittee, there were no other formal recommendations from the NSRC regarding goals and priorities.

VR was monitored by RSA in 2011. All findings were operational/procedural and all have been corrected and fully resolved. No findings from this monitoring were applicable in the development of the current DSU's goals and priorities. The DSU was again monitored in September 2018. The DSU received the final RSA Monitoring Report on October 10, 2019, which was not timely to the development of FFY 2020 goals, strategies and performance indicators.

The NSRC and DSU aligned the revised goals and corresponding strategies and performance indicators to the trends and recommendations noted within the triennial 2017 Comprehensive Statewide Needs Assessment (covering FFYs 2014-2016), including the need to: improve the range and types of jobs the DSU helps to secure for its clients; utilize more certified training and education opportunities for clients; provide benefits planning earlier and to more clients; improve employers' perceptions of hiring individuals with disabilities; assist with securing work experiences, whether paid or unpaid, for more clients but especially for students and youth; and expand the array of mental health services available to clients.

B. the State's performance under the performance accountability measures of section 116 of WIOA; and

Performance accountability measures include:

– Increase partnerships with employers to develop work readiness training programs.

– Increase the use of business services representatives (internal or workforce/One–Stop partners).

– Create and implement marketing strategies.

– Educate employers about incentives for hiring individuals with disabilities.

– Increase access to quality job development services.

– Identify key employers for recruitment efforts and for work readiness training programs.

– Work with the Office of Workforce Innovation for a New Nevada (OWINN) and the Department of Employment Training and Rehabilitation's Research and Analysis Bureau to identify growth occupations with strong labor markets and areas of industry need.

– Work collaboratively with WIOA partners to send clients to appropriate training programs to get the specific education, credentialing, licensure, etc. to fill high–demand/high growth occupations.

– Update interlocal and service contracts (Memorandums of Understanding-MOUs) with education and workforce.

– Increase the use of social media outlets to inform businesses and the public about the benefits of hiring individuals with disabilities.

– Collaborate on the creation of career pathways.

C. other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and finding and recommendations from monitoring activities conducted under section 107.

There were no further reports received/considered. The DSU was monitored in September 2018, and received the final RSA Monitoring Report on October 10, 2019. Unfortunately, as stated, this was not timely to the development of PY 2020 goals, strategies and performance indicators. No other information was considered by the NSRC for the PY 2020 goals, strategies and performance indicators outside of what has already been outlined herein.

m. Order of Selection

Describe:

1. Whether the designated State unit will implement and order of selection. If so, describe:

A. The order to be followed in selecting eligible individuals to be provided VR services.

Nevada is not in an order of selection.

B. The justification for the order.

The State agency is not on an *order of selection*.

C. The service and outcome goals.

Nevada is not in an order of selection.

D. The time within which these goals may be achieved for individuals in each priority category within the order.

Nevada is not in an order of selection.

E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and

Nevada is not in an order of selection.

2. If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

Nevada is not in an order of selection.

n. Goals and Plans for Distribution of title VI Funds.

1. Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.

The NSRC and the DSU jointly agreed to the following goal and performance indicators in carrying out the DSU's supported employment (SE) program:

Goal: **Increase participation and successful outcomes of supported employment consumers in a competitive, integrated setting.**

Indicators:

1. The number of consumers participating in Supported Employment will be 786 participants in PY20. Supported employment goals and funds are for individuals with most significant disabilities, including youth with most significant disabilities.

2. Increase Successful Employment Outcomes. The Division's performance goal in PY20 will be that at least 166 Supported Employment cases are closed as successful employment outcomes.

3. Increase Successful Employment Outcomes for Transition age students with disabilities (up to age 22) who are SE clients. (Currently collecting data. No goal was set).

This continues to align the supported employment goal with the recommendations and information revealed through the comprehensive statewide needs assessment and sentiments expressed in the NSRC meetings and changes due to the implementation of WIOA.

2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

A. the provision of extended services for a period not to exceed 4 years; and

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

For individuals with significant mental illness requiring extended follow along, not to exceed 4 years, to youth with most significant disabilities or until the individual turns 25 years old and no longer meets the definition of a youth with a disability, whichever comes first. The DSU is partnering with the states mental health agency, NNAMHS in the north to provide collaborated case management during the VR case and the provision of long-term follow-along by the NNAMHS case managers.

B. how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

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 follow-along services. The DSU itself is not currently providing follow-along services, as that need is being met statewide through the regional centers, and the Division of Public and Behavioral Health. The DSU may provide extended services for up to four years to youth with most significant disabilities or until the individual turns 25 and no longer meets the definition of a youth with a disability.

o. State's Strategies

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. The methods to be used to expand and improve services to individuals with disabilities.

The DSU, in collaboration with the NSRC, developed the following strategies to expand and improve service delivery for individuals with disabilities in the VR program in FFY 2020:

- Training
  - Utilize person-centered career planning activities.

    - Identify key businesses and increase partnerships with them to develop work readiness and work-based learning training programs.
    - Incorporate career-readiness content into educational curriculum, linking with colleges via Third Party Cooperative Arrangements (TPCAs).
    - Support counselor continuing education training, including on assistive technology.
- Employer Engagement
    - Increase access to quality job development services including utilizing VR's two staff job developers.
    - Increase the utilization and promotion of the 700-Hour program and Schedule A.
    - Utilize Jobs for America's Graduates (JAG), Career and Technical Education (CTE) and other partners for work based learning.
- Advocacy
    - 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 Services 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.
- Explore the utilization of social and Web-based media as a communication and marketing tool for clients and their families, caregivers and advocates.
- Encourage successful transition students to provide peer support to those considering enrollment in Pre-ETS.
- Develop referral mechanisms with charter schools and private schools.
- Embed transition coordinators 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.
- Vocational Rehabilitation participates in more Individualized Education Program (IEP) meetings.
- Expand Work Based Learning opportunities for students to explore employment options.
- Expand Job Shadowing and mentorship programs.
- Adopt career planning using evidence-based person-centered planning tools.
- Encourage and support family participation.
- Work with school personnel to streamline and clarify the referral process for transition students.
- Coordinate with Nevada Centers for Independent Living to explore options for participation in Transition Services.
- Work more closely with Community Rehabilitation Programs (CRPs) to explore customized employment options.
- Work more closely with Community Rehabilitation Programs (CRPs) to explore customized employment options.
- Partner with existing public and private State entities that provide Supported Employment.
- Provide appropriate, quality training to staff, State Rehabilitation Council Members and consumers on Supported Employment.

- Identify and support best practices that encourage high-wage/career track employment.
- Continue participation on the Behavioral Health Planning and Advisory Committee and the State Employment Leadership Network.
- Encourage employers to 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.
- Increase collaboration with Southern Nevada Adult Mental Health Services (SNAMHS), Northern Nevada Adult Mental Health Services (NNAMHS) and State Rural Mental Health Clinics.
- Collaborate with private mental health/substance abuse treatment facilities.
- Increase vendor base with private mental health practitioners for service/referrals.
- Outreach to major hospital mental/behavioral health programs.
- Collaborate with Juvenile Justice.
- Increase usage of tele-health for Vocational Rehabilitation (VR) clients.
- Develop a pathway for long-term mental health support and services, as needed.
- Explore collaboration with National Association on Mental Illness (NAMI) and attend monthly speakers' presentations and annual conference, when able.
- Participate in available mental health consortiums and related organizations.
- Embed a rehabilitation counselor at both the SNAMHS and NNAMHS campuses.
- Collaborate with Department of Health and Human Services, and State commissions related to populations concerned with sensory (blindness, deafness), mental health, intellectual and developmental disabilities; including the Governor's Council on Developmental Disabilities, the Nevada Commission on Services for Persons with Disabilities, the Nevada Commission on Behavioral Health and Community Training Centers (CTCs).
- Collaborate with other agencies to hold Town Hall outreach meetings.

2. How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.

An assistive technology device is any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve the functional capabilities of an individual with a disability.

Assistive technology service is any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device. Services may include:

– Evaluating the needs of an individual with a disability, including a functional evaluation of the individual in his/her customary environment.

– Purchasing, leasing, or otherwise providing for the acquisition by an individual with a disability of an assistive technology device.

– Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices.

– Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.

– Training or providing technical assistance for an individual with a disability or, if appropriate, the family members, guardians, advocates, or authorized representatives of the individual.

– Training or providing technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or others who provide services to, employ, or are otherwise substantially involved in the major life functions of individuals with disabilities to the extent that training or technical assistance is necessary for an individual with a disability to achieve an employment outcome.

The DSU provides assistive technology assistance on a statewide basis. The DSU's southern district office has an on–site assistive technology staff position. This position is responsible for providing evaluations, assessments, training and support services to participants to assist them in obtaining and maintaining employment. Counselors statewide also have the option of referring participants to Kratu, Inc. to provide assistive technology equipment and/or services unavailable internally. Over the last year, the DSU has contracted with the Colorado Center for the Blind, which provides access to Nevada's Rehabilitation Counselors to a residential program that assesses and provides assistive technology services to VR participants.

In field practice, the VR counselor takes into consideration the need for assistive technology assistance at each stage of the rehabilitation process. This may mean referring the participant for an evaluation in their home, or at their current or prospective work environment for the consideration of the provision of AT. Referral for AT services also may occur during the provision of other VR services to help participants prepare for, obtain or maintain competitive integrated employment.

The NSRC, in partnership with the DSU, has determined that assistive technology services are a contributing factor in three out of five state goals and is included as a strategy in these goals.

	Closed Rehabilitated		Closed Other Than Rehabilitated		TOTALS	
PY	All VR Clients	Received AT	All VR Clients	Received AT	All VR Clients	Received AT
2019 Actual	681	153	1,758	115	2,439	268
2020 Projected	688	155	1,776	116	2,463	271
2021 Projected	692	155	1,786	117	2,478	272
2022 Projected	695	156	1,795	117	2,491	274

3. The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.

– The Bureau Chief and Deputy Administrator reached out to the head of Social Work for the Nevada Division of Health and Human Services (DHHS) to increase collaboration between the Welfare system and Vocational Rehabilitation. DHHS Social Workers have already come and toured the southern VR facilities and are coordinating services for shared clients.

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

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

– Partner with Nevada Division of Public and Behavioral Health, state commissions related to populations concerned with autism, developmental disabilities, and cognitive and mental health disabilities.

– Partner with advocacy groups.

– Participate in Disability Awareness Month activities.

– Recruit bilingual and/or bicultural staff.

– Increase marketing and participation efforts with ethnically diverse populations and media, and specifically to Latino and Asian populations.

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

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

– Ensure documents are available in other languages as needed, including all marketing and advertising materials. Use of professional translation services.

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

– Continue developing programs, such as Pathway to Work, to move individuals out of sub–minimum wage jobs into competitive, integrated employment.

4. The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).

The Vocational Opportunities for Inclusive Career Education (VOICE) initiative, which is a locally developed cooperative arrangement in its fifth year of existence, serves secondary and postsecondary students with disabilities by facilitating the effective transition of the DSU's and WCSD's mutual student consumers from school to meaningful employment. The VOICE arrangement exceeds the minimum requirements, as directed by mandate, and provides new or enhanced services to meet the specific needs of the eligible DSU consumers. The focus is on pre-employment transition, work readiness skills training and specialized job development for the achievement of competitive and integrated employment for these youth.

The second cooperative arrangement developed by the DSU was JEEP (Job Exploration and Expectation Program). This is a program with Clark County School District to provide pre-employment transition services. This includes 9-week worksite rotations on the high school campus with a job coach promoting movement from secondary education to postsecondary activities and employment.

The DSU has two collaborations with our NSHE partners at Western Nevada College and Truckee Meadows Community College. These collaborations, called *CareerConnect,* continue to successfully serve mutual clients who are attending post-secondary training at these institutions. This collaborative, which focuses on VR youth transitioning from high school to college, continues to provide guidance to students to acquire the academic preparation, work readiness skills, internship opportunities and job development necessary to successfully obtain competitive integrated employment. The goal is to assist students to develop the skills and knowledge for meaningful careers.

The DSU proudly partnered with the Lyon County School District to braid funding to improve postsecondary outcomes for students with disabilities in Lyon County by providing them with support, resources and access to college and career pathways through a dedicated site transition coordinator. Hired by the LEA, the site transition coordinator serves as the single point-of-contact for the DSU's regional transition coordinator facilitating the development of tailored Pre-ETS offerings. Expanding on the success achieved by this model, Nevada VR has entered into contracts to continue this focused support in LCSD and to provide this focused support in WCSD and Douglas County School district (DCSD).

In 2018 the DSU worked with community partners to develop summer camps focused on the transition from high school to post-secondary education, programs and employment. The partnerships included University of Nevada Reno, Western Nevada College in Carson City, Alpine Academy in Reno, Amplify Life in Reno, Truckee Meadows Community College in Reno, University of Nevada Las Vegas, Odyssey Charter School in Las Vegas. The camps specialized in a variety of learning experiences from retail art to career exploration and exposure to careers in the community and local government. These camps were built on a Pre-ETS framework to ensure all skills learned were geared toward the transition from high school to college and employment. Since 2017, Nevada VR has served over 550 students in these camps. Additionally, the DSU has provided Post-Secondary Counseling instruction to over 800 students statewide via classroom instruction (48 classes).

Starting in the Spring of 2017, the DSU partnered with the Carson City School District, Carson High school to develop the "Next Step." This ongoing program is for students from ages 18-22 who are interested in exploring work experiences and developing their vocational skills in preparation for employment. This innovative collaboration leverages the student's desire to focus on employability by providing work experiences, soft skills and work readiness training in lieu of traditional academic courses during the school day. Students spend approximately 6 hours/week at community employers.

The DSU provides a job coach while the school district provides the work experiences, soft skills and work readiness training during the school day instead of traditional academic courses for those students who have exhausted the academic aspect of their education and have decided to focus on employability.

The DSU hired a permanent Transition Coordinator who oversees the delivery of Pre-ETS statewide.

5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

Nevada has no plans for establishing, developing or improving CRPs.

6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

– Increase partnerships with businesses: 1) to develop work readiness training programs, and 2) to promote hiring initiatives for individuals with disabilities.

– Increase the use of business services representatives (internal or workforce/One–Stop partners). Co-locate staff in One-Stop locations. (As of January 2020, all the DSU's workforce services reps. (WSRs) are now co-located with other partner WSRs at the Maryland Parkway JobConnect office in Las Vegas, and at the Reno Town Mall One-Stop location in Reno).

– Create and implement marketing strategies, including the creation of a TV commercial to reach out to individuals with mental health disabilities.

– Educate businesses about incentives for hiring individuals with disabilities.

– Increase access to quality job development services, including creation of the DSU's own FTE staff job developers. (As of February 2020, the DSU has its first ever FTE staff job developer positions. The pilot incudes one job developer in the north and one in the south. Both are supported by rehabilitation technician IIs, with oversite from a statewide manager. This is a pilot that the DSU hopes to expand in the future).

– Identify key businesses for recruitment efforts and for work readiness training programs.

– Work with the Governor's Workforce Development Board, the Local Workforce Development Boards, the Office of Workforce Innovation in a New Nevada (OWINN), and DETR's own Research and Analysis Bureau to identify growth occupations with strong labor markets and areas of industry need.

– Work collaboratively with WIOA partners to send clients to appropriate training programs to get the specific education, credentialing, licensure, etc. to fill high–demand/high growth occupations.

– Update interlocal contracts (MOUs) with education and workforce.

– Increase the use of social media outlets to inform businesses and the public about the benefits of hiring individuals with disabilities.

– Collaborate on the creation of career pathways.

7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

– Provide businesses with disability awareness training, including "Windmills."

– Educate businesses about rehabilitation technologies/assistive technologies and peer supports.

– Consider self–employment and home employment options for individuals with disabilities.

– Provide access to resources in support of self–employment, including business plan development.

– Increase the utilization and promotion of the 700–Hour program for state employment of people with disabilities. Consider statute changes to enhance this program.

– Identify federal employment opportunities, leveraging the requirements in the regulations for Sec. 503 of the Rehabilitation Act.

– Promote VR programs and the hiring of individuals with disabilities at local and state board meetings, and elicit feedback from members for developing policy and programs for people with disabilities.

– Utilize employment data from EmployNV, Aware VR and from DETR's Research and Analysis Bureau as a means to strengthen VR's workforce activities and inform decisions.

8. How the agency's strategies will be used to:

A. achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

The DSU, in collaboration with the NSRC, developed the following strategies to meet their jointly identified goals to expand and improve service delivery for individuals with disabilities in the VR program in FFY 2020.

Goal 1

Increase number of successful 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 employers about 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.
    - Incorporate career-readiness content into educational curriculum, linking with colleges via Third Party Cooperative Arrangements (TPCAs).
    - Support counselor continuing education training, including on assistive technology.
    - Services are provided using all modalities, as needed by the client.
- 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 apprenticeships.
    - Utilize Jobs for America's Graduates (JAG), Career and Technical Education (CTE) and other partners for work based learning.
- Advocacy
- Continue to create and implement marketing strategies.
- Consider self-employment and home employment 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 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.

Goal 2 *

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

***(Pre-employment transition services are only available to students with disabilities who are eligible or potentially eligible for VR services.)**

Strategies:

- Collaboration between 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), 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 the utilization of social and Web-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 and trainings.
- Encourage successful transition students to provide peer support to those considering enrollment in Pre-ETS.
- Develop referral mechanisms with charter schools and private schools.
- Embed transition coordinators 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.
- 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 participates in more Individualized Education Program (IEP) meetings.
- Expand Work Based Learning opportunities for students to explore employment options.
- Expand Job Shadowing and mentorship programs.
- Adopt career planning using evidence-based person-centered planning tools.
- Encourage and support family participation.
- Work with school personnel to streamline 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 to explore options for participation in Transition Services.
- Work more closely with Community Rehabilitation Programs (CRPs) to explore customized employment options.

Goal 3

Increase participation and successful outcomes of supported employment (SE) clients including youth with most significant disabilities in a competitive, integrated setting.

(Supported Employment is: competitive integrated employment (including customized employment, or employment in an integrated work setting in which an individual with a most significant disability, including a youth with a most significant disability, is working in a short-term basis toward competitive integrated employment) that is individualized and customized , consistent with the unique strengths, abilities, interests, and informed choice of the individual, including with ongoing support services for individuals with the most significant disabilities).

Strategies:

- 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.
- Partner with existing public and private State entities that provide Supported Employment.
- Provide appropriate, quality training to staff, State Rehabilitation Council Members and consumers on Supported Employment.
- Identify and support 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 data 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 use of rehabilitation technology (assistive technology) and ensure continuity and access to equipment and services.
- Expand job shadowing and mentorship programs.
- Increase access to quality job development services including utilizing Vocational Rehabilitation's internal job developer.
- Encourage employers to 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.
- Explore apprenticeship opportunities.

Goal 4

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.
- Collaborate with private mental health/substance abuse treatment facilities.
- Increase vendor base with private mental health practitioners for service/referrals.
- Outreach to major hospital mental/behavioral health programs.
- Collaborate with Statewide Independent Living Council (SILC) and local IL centers.
- Collaborate with Juvenile Justice.
- Trainings and tools for staff on:
    - Dialectical Behavior Therapy strategies.
    - Substance Abuse.
    - Borderline Personality Disorders.
    - 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 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 collaboration with National Association on Mental Illness (NAMI) and attend monthly speakers' presentations and annual conference, when able
- Participate in available mental health consortiums and related organizations.
- Embed a rehabilitation counselor at both the SNAMHS and NNAMHS campuses.

Goal 5

Work with eligible government and community partners to maximize utilization of resources and federal funds.

Strategies:

- Collaborate with Department of Health and Human Services, and State commissions related to populations concerned with sensory (blindness, deafness), mental health, intellectual and developmental disabilities; including the Governor's Council on Developmental Disabilities, the Nevada Commission on Services for Persons with Disabilities, the Nevada Commission on Behavioral Health and Community Training Centers (CTCs).
- Encourage discussion with Department of Employment Training and Rehabilitation (DETR) executive leadership, the Governor's office and Nevada legislators.
- Pursue alternate/complimentary funding sources such as through private foundations and grants and utilize grant writing resources across agencies.
- Participate in Disability Awareness Month activities.
- Collaborate with other agencies to hold Town Hall outreach meetings.
- Continue participation on appropriate taskforces, boards, committees and commissions.
- Collaborate with the Division of Health and Human Services for interagency transfers of funds to pay for services for joint clients.
- Continue marketing to inform about the Vocational Rehabilitation (VR) program through vrnevada.org and VR's social media outlets.
- Dedicate a staff member to be responsible to Third Party Cooperative Arrangement (TPCA) partners as a single point of contact to provide technical assistance and oversight for those programs, and develop new TPCA partners. Current partners include: Clark County School District, Washoe County School District, Truckee Meadows Community College and Western Nevada College.
- Provide outreach to other government entities about the VR program and opportunities to partner with VR.

B. support innovation and expansion activities; and

Innovation and Expansion Projects for 2020/2021:

The DSU is partnering with Sephora, a global leader in prestige retail, and community partner, Easterseals Nevada (now called "Capability Health and Human Services"), to launch an on-the-job training program that leads to full-time placement upon successful completion. This model has proven success in another Sephora distribution center, as well as many other large distribution companies throughout the US. Their goal is to hire individuals with disabilities within the first year of operation to fill full-time positions, with the long-term goal of hiring 30% of their workforce as individuals with disabilities.

The DSU is currently discussing plans with Petco to create a work readiness program at their regional distribution center in Stead, Nevada. This would be modeled after the successful Sephora training program.

The Starbucks ® Corporation remains a strong partner of the DSU. In addition to the ongoing programs at the roasting plant, the DSU has developed a pre-training program for baristas working in Starbucks retails stores. To date 48 individuals have participated.

The DSU partnered with the University of Nevada, Reno to offer an on-campus summer camp experience for juniors and seniors from Northern/Rural Nevada. This expansion program was fashioned after the long-term and successful CRAVE Camp in Southern Nevada, based out of UNLV.

Going forward, the DSU is working to expand into more disability-specific summer camp opportunities, such as a camp for Deaf and hard of hearing students and STEM learning camps.

The Workforce Services Team continues to grow to meet the needs of the DSU. After expanding in 2015–2016, the DSU, repurposed a vacant position to be a supervisor on this team. Going forward, the team will be adding to their emphasis to include in-house job development services, thereby better controlling the referrals to outside vendors and handling more of the job development duties in house. Services will include job clubs, job seeking skills classes, and employer outreach for job development.

The DSU, through its Workforce Services Team, is increasing its outreach to employers. In addition to the existing Starbucks and Sephora collaborations, the DSU is working to expand a workforce readiness program with Amazon.com.

With the guidance of the National Technical Assistance Center on Transition (NTACT) the DSU and NDOE are working to provide technical assistance to expand outreach to one additional urban high school. This will become the model for how transition activities, including Pre-ETS and collaboration with NDOE's Career and Technical Education (CTE) will be handled across the state.

The DSU currently contracts with three regional transition coordinators, in addition to a full-time state supervisor of the three contract transition coordinators. This will ensure consistency of delivery of Pre-ETS and transition programs statewide.

Based on guidance from the Youth Technical Assistance Center (Y-TAC), the DSU is working to expand its outreach to the juvenile justice and incarcerated youth populations statewide.

In recognition of the lack of choices for individuals with developmental and intellectual disabilities (DD/ID) not wanting to be in day habilitation or sheltered settings, the DSU is working with TransCen Inc. to bring the Meaningful Day program to Nevada. The DSU will partner with ADSD for cross training of DSU and ADSD/Regional Center staff to learn this innovative approach to braiding funding in an effort for a more meaningful day for clients.

Based on the success of the braided funding model with Lyon County School District for a regional Transition Coordinator, the DSU is working with Douglas and Washoe Counties to replicate this model for expansion into these school districts.

In current fiscal climate as we are facing significant budget shortfalls caused by the COVID-19 pandemic, Nevada VR is not in a position to support the SRC and/or SILC with I&E funds.

C. overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

In order to improve client access to services with our core partners, the DSU has provided Disability Awareness Training as well as training in Assistive Technology to the staff of our American Job Centers and Comprehensive One-Stop locations. Our Rehabilitation Instructor, who specializes in Assistive Technology, has assisted in determining the accessibility of agency internal documents. She also checks for screen reader accessibility on documents/flyers we receive from our community partners prior to us sending these to our clients.

p. Evaluation and Reports of Progress: VR and Supported Employment Goals

Describe:

1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals.

For PY19, as per collaboration with the NSRC and in consideration of Nevada's most recent statewide needs assessment at the time, the NSRC established the following goals and indicators. Outcomes data from PY19 is included:

Goal 1: **Increase number of successful employment outcomes.**

Program Year	Clients Closed After Service With No Employment	Clients Closed With An Employment Outcome	Total	Goal (Employment Outcome)
2019	1,048	712	1,760	822

Goal 2: **Increase participation and increase successful outcomes in Vocational Rehabilitation (VR) transition services and ensure participants receive as appropriate Pre-Employment Transition Services (Pre-ETS).**

Program Year	Total Transition Student Applications	Goal
2019	775	1,014

Program Year	Transition Students Closed With an Employment Outcome	Transition Students With PostSecondary Education	Total	Goal
2019	81	22	104	400

Program Year	Potentially Eligible Transition Students That Received Pre-ETS Service	Transition Students With A VR Case That Received Pre-ETS Service	Total	Goal
2019	787	318	1105	1,898

Goal 3: **Increase participation and successful outcomes of supported employment (SE) consumers in a competitive, integrated setting.**

Program Year	Total Supported Employment Clients (open cases)	Goal
2019	519	786

Program Year	Supported Employment Clients Closed With an Employment Outcome	Goal
2019	106	166

Goal 4: **Collaborate with other resources to support participants with mental health disabilities to obtain and maintain successful employment.**

Program Year	Clients Closed After Service With No Employment and a Mental Health Disability	Clients Closed With An Employment Outcome and a Mental Health Disability	Percentage successful	Goal (Employment Outcome)
2019	378	203	35%	330

Goal 5: **Work with eligible government and community partners to maximize utilization of resources and federal funds.**

Federal Fiscal Year	Non-General Fund Match (Expended)	Federal Section 110 Funds Generated from Non-General Fund Match
2019	$1,859,084	$6,869,010

B. Describe the factors that impeded the achievement of the goals and priorities.

With the exception of Goal 5, these goals were not met due to high rehabilitation counselor vacancy rates and the time and effort involved in recruiting and training new staff and ensuring their understanding and proper implementation of the many changes mandated within WIOA. Additionally, the DSU implement a new case management system, Aware VR, which greatly impacted staff's ability to meet goals. Aware VR went live in April 2019, and took 2 years to fully implement.

2. An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals.

Goal 3: **Increase participation and successful outcomes of supported employment (SE) consumers in a competitive, integrated setting.**

Program Year	Total Supported Employment Clients (open cases)	Goal
2019	519	786

Program Year	Supported Employment Clients Closed With an Employment Outcome	Goal
2019	106	166

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.

- Partner with existing public and private State entities that provide Supported Employment.
- Provide appropriate, quality training to staff, State Rehabilitation Council Members and consumers on Supported Employment.
- Identify and support 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 data 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 use of rehabilitation technology (assistive technology) and ensure continuity and access to equipment and services.
- Expand job shadowing and mentorship programs.
- Increase access to quality job development services including utilizing Vocational Rehabilitation's internal job developer.
- Encourage employers to 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.
- Explore apprenticeship opportunities.

B. Describe the factors that impeded the achievement of the goals and priorities.

The primary factors impeding the achievement of this goal include ongoing vacancies of rehabilitation counselors with expertise in serving individuals with the most significant disabilities and the time and effort involved in recruiting and training new staff and ensuring their understanding and proper implementation of the many changes mandated within WIOA. Additionally, the DSU implement a new case management system, Aware VR, which greatly impacted staff's ability to meet goals. Aware VR went live in April 2019, and took 2 years to fully implement. Lastly, Nevada has struggled with receiving appropriate training on customized employment and retaining staff and partners with that expertise.

3. The VR program's performance on the performance accountability indicators under section 116 of WIOA.

***Negotiated* Measurable Skill Gains Rate:**

PY 2020: 16 percent

PY 2021: 20 percent

4. How the funds reserved for innovation and expansion (I&E) activities were utilized.

Federal Section 110 funds for innovation and expansion activities identified in our prior State Plan submission, were spent in the following manner:

- Staff Salaries: Addition of three 3/4-time, contracted Transition Specialists and the FTE Statewide Transition Specialist.
- Provision of soft skills training to clients statewide through WNC, University of Nevada, Reno (UNR), College of Southern Nevada (CSN) and Professional Institute of Technical Accounting (PITA). Curriculum is based upon the U.S. Department of Labor's "Skills that Pay the Bills" curriculum.
- Second round of staff and partner training on customized employment.
- Staff development through participation in a Statewide In-service Training.
- Provision of assistive technology training statewide for staff.
- With the guidance of the National Technical Assistance Center on Transition (NTACT) the DSU and NDOE began and continued to work with one rural high school providing technical assistance. This program will become the model for how transition activities, including delivery of Pre-ETS, will be handled across the state, especially rural communities.
- The DSU paid private-vendorized providers to operate topic-specific statewide summer camps for transition students with disabilities. All camps met the Pre-ETS requirements and met Pre-ETS standards for instruction.
- The NTACT was extended another year to continue working with Nevada on specific technical assistance, as identified in their statewide goals.
- The DSU braided funding with the Washoe County School District (WCSD) for the purchase of 3 PAES Labs for hands on practical work skills instruction. Topics such as carpentry, electrical, data entry, sewing and plumbing are included in the instruction. WCSD values this instruction so much, they have added 3 more labs at their own cost. The DSU intends to expand these labs to Southern Nevada.
- In an effort to better meet WIOA reporting requirements, the DSU purchased a new case management system from Alliance, Inc. called Aware VR. This streamlines data collection, case records, financial management and common performance measures.
- The DSU continues to braid funding with Lyon County School District for a regional Transition Coordinator position.
- To save funds through increased efficiency, the DSU is working to bring Docusign into field work, saving time for counselors and clients alike.
- To meet the needs of clients in Southern Nevada, the DSU is planning to expand into a larger facility at the main rehab office. This will make room for new staff allocated in the 2019 Legislative Session and better meet the needs of VR clients.
- No I&E funds were used to fund the SRC and/or SILC in PY 2018

q. Quality, Scope, and Extent of Supported Employment Services.

Include the following:

1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

The DSU continues to work with Opportunity Village, Inc. on the Pathway to Work program, which gives individuals with existing JDT Medicaid waivers an opportunity to experience workforce training at community work sites. Currently, there are three employers participating in this program: Rio Hotel, Get Fresh and Centennial Hills Hospital. In SFY 2018, 41 individuals benefitted from this program.

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

Internally, one rehabilitation team has focused its efforts on SE participants. This team has developed unique relationships with SE employment support providers and meets on a regular basis to staff client cases and ensure closer follow-along. This model has proven very successful and is under consideration for future expansion.

Job placement services and services provided to prior to placement are VR services funded with Title I, and that supported employment services (funded by Titles I and VI) begin after placement. Supported employment services can be provided up to 24 months. The scope of supported employment includes: placement in an integrated setting based on the unique strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice of individuals with the most significant disabilities.

Below is a summarization of our supported employment (SE) participants' outcomes:

PY	SE Closed Rehab	SE Closed Other	Total SE Closures	SE Outcomes
2017	112	126	238	47%
2018	90	167	257	35%
2019	106	169	275	39%

2. The timing of transition to extended services.

In the transition from supported employment to extended services, upon achievement of employment, the VR counselor will notify the Regional Center Case Manager. During the 90-day period of employment when the SE consumer's case is still open at VR, the VR Counselor will monitor the employment, speaking with the employer and consumer on a regular basis and assessing services and supports needed to successfully maintain that employment. VR agency may fund extended services for youth with most significant disabilities for up to four years, or until the individual turns 25 and no longer meets the definition of a youth with a disability. A consumer's VR case is closed, and/or a warm transfer to Regional Center extended services occurs only when the consumer is considered by VR to be "stable" in his/her employment, which

is at a minimum of 90 days or maximum of 24 months. “Stable” employment is defined as the consumer performing at a satisfactory level with the current supports that are replicable after VR case closure, either through natural supports or Regional Center extended services.

As the consumer approaches 90 days of “stable” employment, the VR Counselor will again reach out to the Regional Center Case Manager to inform of upcoming VR case closure. If the Regional Center Case Manager, VR Counselor and the consumer (or his/her representative) agree that existing natural supports are sufficient to meet the consumer’s needs, then Regional Center extended services may not be provided. If all parties agree that extended services are in fact needed, depending upon Regional Center funding, the consumer will either be provided those extended services via a warm transfer upon VR case closure or placed on a waiting list. If placed on a waiting list, VR will keep the consumer’s case open so as to continue providing supportive services until such time as the Regional Center can provide those services. In this scenario, the VR case may remain open after the achievement of “employed” status up to a maximum of 24 months.

Vocational Rehabilitation (Combined or General) Certifications

States must provide written and signed certifications that:

1. The (enter the name of designated State agency or designated State unit, as appropriate,) 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 WIOA[14], and its supplement under title VI of the Rehabilitation Act[15];

Enter the name of designated State agency or designated State unit, as appropriate

Nevada Department of Employment, Training and Rehabilitation

Nevada Rehabilitation Division

2. 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)[16] agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan[17] , the Rehabilitation Act, and all applicable regulations[18] , policies, and procedures established by the Secretary of Education. Funds made available under section 111 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;

Enter the name of designated State agency

Nevada Department of Employment, Training and Rehabilitation

Nevada Rehabilitation Division

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 agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan[19] , the Rehabilitation Act, and all applicable regulations[20] , 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 agency and/or the designated State unit 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;

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 the name of authorized representative 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;

Enter the name of authorized representative below

Shelley Hendren

8. The (enter the title of authorized representative below) has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;

Enter the title of authorized representative below

Rehabilitation Division Administrator

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.

Footnotes

[14] Public Law 113-128.
[15] Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.
[16] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.
[17] 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.
[18] 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.
[19] 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.
[20] Applicable regulations, in part, include the citations in footnote 6.

Certification Signature

Signatory information	Enter Signatory information in this column
Name of Signatory	Shelley Hendren
Title of Signatory	Rehabilitation Division Administrator
Date Signed	02/25/2020

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 of the Rehabilitation Services Administration (RSA), 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:**

The State Plan must include	Include
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 plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.	
3. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:Administration of the VR services portion of the Unified or Combined State Plan:	
3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act	
3.b. The establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (A or B must be selected):	
3.b.(A) “is an independent State commission” (Yes/No)	No
3.b.(B) “has established a State Rehabilitation Council” (Yes/No)	Yes
3.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	
3.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)	
3.e. 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. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No)	No
3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No)	No
3.g. Statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan	Yes
3.h. The descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act	

The State Plan must include	Include
3.i. All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act	
3.j. The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act	
3.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	
3.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	
3.m. The submission of reports as required by section 101(a)(10) of the Rehabilitation Act	
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:	
4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act	
4.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	
4.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 in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)	Yes
4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act	
4.e. 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	
4.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	
4.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	
4.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 section 101(a)(14)of the Rehabilitation Act	
4.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	
4.j. With respect to students with disabilities, the State,	
4.j.i. Has developed and will implement,	
4.j.i.I. Strategies to address the needs identified in the assessments; and	

The State Plan must include	Include
4.j.i.II. Strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and	
4.j.ii. Has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25))	
5. Program Administration for the Supported Employment Title VI Supplement:	
5.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	
5.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	
5.c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act	
6. Financial Administration of the Supported Employment Program:	
6.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)(G) and (H) of the Rehabilitation Act	
6.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	
7. Provision of Supported Employment Services:	Yes
7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act	
7.b. The designated State agency assures that:	
7.b.i. 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	
7.b.ii. 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)(6)(C) and (E) of the Rehabilitation Act	

Vocational Rehabilitation Program (Combined or General) Performance Indicators

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);

- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate	Baseline	Baseline	Baseline	Baseline
Measurable Skill Gains	8.5%		10.0%	
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.

VII. Program-Specific Requirements for Combined State Plan Partner Programs

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult program, Dislocated Worker program, Youth program, Wagner-Peyser Act program, Adult Education and Family Literacy Act program, and the Vocational Rehabilitation

program— and also submit relevant information for any of the eleven partner programs it elects to include in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. 24 If included, Combined State Plan partner programs are subject to the "common planning elements" in Sections II-IV of this document, where specified, as well as the program-specific requirements for that program.

[24] States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

Performance Indicator Appendix

All WIOA Core Programs

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

All WIOA Core Programs

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Effectiveness in Serving Employers	Not Applicable[1]	Not Applicable[1]	Not Applicable[1]	Not Applicable[1]

[1] "Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

Additional Indicators of Performance

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Additional Indicators of Performance

Other Appendices

N/A