WIOA STATE PLAN FOR THE STATE OF NEVADA

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OVERVIEW

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the U.S. Secretary of Labor that outlines a four-year workforce development strategy for the State's workforce development system. The publicly-funded workforce 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 jobseekers 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 Literacy Program (Title II),
- The Wagner-Peyser Act Program (Wagner-Peyser Act, as amended by title III), and
- The Vocational Rehabilitation Program (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 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 and III of this document) where specified, as well as the program-specific requirements for that 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 (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 Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))*

- Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

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* 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 and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 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, and
    - Program-Specific Requirements for the Core Programs, and
    - Program-Specific Requirements for the Combined State Plan partner programs.

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.* While discussion of and strategies for every target population is not expected, States must address as many as are applicable to their State's population and look beyond strategies for the general population.

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

GOVERNOR'S MESSAGE

In my 2015 Inaugural Address, I recounted the unprecedented times of economic hardship and fiscal peril that Nevada has faced and fought to overcome in recent years, pledging to dedicate all the work of my remaining term as governor to Nevada's future generations and their ultimate success. I spoke about the restoration of Nevada as a center for new opportunities, and how we as a state had reclaimed our title as a national leader in economic growth, innovation, and job creation.

Today, Nevada's rate of job growth is the strongest in the country, we have cut our unemployment rate in half, and we have the second fastest growing population in America. Some of the world's most dynamic companies are relocating to Nevada and diversifying our economy. We are adding good jobs in almost every sector, with business services, manufacturing and logistics, health services, and gaming and tourism leading the way. These are encouraging trends. But, we must do better.

In my January 15, 2015 State of the State address, I proposed a vision for building what I call the "New Nevada." The foundation for that vision was a historic education reform package approved during the legislative session. Education reform was the critical first step. Our next step is to ensure that Nevada's students are college and career ready by graduation, so that they can succeed as the 21st century workforce our state will need to continue to thrive. This will include a signification expansion of Career and Technical Education, a renewed focus on Science, Technology, Engineering, and Math (STEM) education, and leveraging programs such as Jobs for America's Graduates. Nevadans must have the education and skills necessary to meet the growing demand for high-quality jobs.

Nevada's plan to develop and implement the Workforce Innovation and Opportunity Act (WIOA) gives the state the opportunity to bring together all of the elements necessary to create a workforce system that improves our economy and the lives of our citizens. We will accomplish this through aligning education, career training and workforce development services to achieve targeted objectives; reorganizing the workforce investment system in line with emerging sectors; and, continuing to promote greater educational achievement.

We are battle born and Nevada proud. Optimism is our heritage. Opportunity is our watchword. And courage is in our blood. As the great western pioneer Sarah Royce so eloquently stated, "We must venture out, embracing the sense of going forward instead of backward, or the temptation to simply stand still." That pioneering spirit of exploration, optimism and opportunity will continue to define our efforts to create the New Nevada.

Nevada's Opportunity to Innovate

The Recession

By the time Governor Brian Sandoval took office in January of 2011, the so-called "Great Recession" of 2008 and the ensuing economic downturn that gripped the nation had hit the state of Nevada harder than perhaps any other state in America. When the governor was sworn in, Nevada led the nation in unemployment, bankruptcies and foreclosures. The housing market in Nevada was the worst in the country. Tens of thousands of Nevadans had lost their jobs, their homes and in many cases both. The unemployment rate had reached a high of more than 14 percent, and businesses across the state were forced to close their doors.

The recession hit Nevada families and workers especially hard in part because of the state economy's significant reliance upon the gaming and tourism industries, which are driven primarily by consumer spending of disposable income. As the nation's economy contracted, the number of travelers to Nevada declined, as did the amounts spent on gaming, restaurants and entertainment, which are so critical to the travel and tourism sectors. The explosive growth of the previous decade that had propelled an unprecedented expansion of housing developments and commercial projects, particularly in southern Nevada, came to a screeching halt.

The recession also severely affected Nevada's state government infrastructure. Upon entering office, Governor Sandoval's administration had no alternative but to implement austerity measures as part of a strategic triage response to an unprecedented economic crisis. The governor immediately froze all new regulations on businesses and ordered the systematic review of all existing regulations to identify those that unnecessarily obstructed economic growth. He implemented nearly $500 million in budget cuts, and required state employees to take unpaid furlough days.

In the midst of this dramatic downturn that disproportionately impacted minority-owned businesses, communities and families, the nation was also fighting two wars overseas and Nevada saw hundreds of young patriots answering the call of duty. As those conflicts scaled down, more and more Nevada veterans returned from overseas facing an economy that offered little in the way of job opportunities, and as a result, joblessness and homelessness among Nevada's veteran population rose in the same way unemployment increased among minority communities across the state.

What became undeniably clear during this period of economic turbulence and uncertainty was that the time had long passed for Nevada's economy to meaningfully diversify. A 21st century global economy necessitated a more diverse economic landscape, and while discussions about diversification had been ongoing for years prior to the recession, the need for such diversification in Nevada had never been more acute, and was as apparent as it had ever been.

The Recovery

While the governor took immediate steps to mitigate the severe effects of the Great Recession, he also began to implement long-term strategies that would begin the process of economic development and diversification across the state of Nevada. He created the Governor's Office of Economic Development (GOED) and charged the agency with attracting and recruiting businesses to the Silver State. He placed GOED in charge of funds that would be used to assist small businesses and innovators with start-up investment dollars. And, he charged GOED with exploring opportunities to cultivate new and emerging industries such as healthcare, energy development, aerospace and defense, and information technology, while strengthening Nevada's legacy industries such as gaming and tourism, agriculture, and mining.

GOED's role in executing the governor's economic development strategy and driving what continues to be a historic economic recovery can hardly be overstated. In December of 2013, as a result of GOED's efforts, Nevada was selected by the Federal Aviation Administration as one of six test sites for Unmanned Aerial Vehicles (UAV) technology, paving the way for Nevada to lead on an international level as a center for innovation within a 21st century emerging industry. In September of 2014, as unemployment continued to decline and Nevada's steady but fragile recovery progressed, Tesla Motors, after extensive negotiations with GOED, committed to construct its lithium ion "Gigafactory" in northern Nevada, a project that meant tens of thousands of direct and indirect jobs and billions of dollars to the state over the coming years. And, in December of 2015, Nevada's economy experienced another milestone event when electric car manufacturer Faraday Future announced it would build a $1 billion auto manufacturing plant just outside of North Las Vegas, a city that arguably suffered some of the most severe effects of the recession.

These and other historic economic development achievements coincided with steady job growth, solid improvements in the housing market and other gradual but deliberate steps toward economic recovery. By the beginning of the governor's second term, Nevada once again was on a clear path toward economic prosperity. Funding for state programs was restored, and long-term stabilization of the state's revenue system was implemented in order to fund improvements to education. The decades-old conversation about the diversification of the state's economic base had begun to be realized. Traditional sectors recovered as well, pushing Nevada's unemployment rate to an eight-year low of 6.4 percent by early 2016.

The Realization

Both the Great Recession as well as Nevada's recovery from it have made clear that diversification of the state's economy is essential to its continued and future success. The foundation for that long-term effort has been laid and continues to be reinforced by the continued attraction and recruitment of dynamic industries and companies relocating to Nevada. Premier bands such as Tesla Motors, Faraday Future, Switch Technologies, Amazon, EBay, Panasonic, and many others are rapidly and significantly changing the economic landscape of the state, and emerging technologies are being developed by innovators, entrepreneurs, and start-ups that are increasingly coming to Nevada in greater numbers. There is no question that the first prong of the state's economic development strategy - attracting new businesses - is being successfully executed.

With the realization that Nevada must develop new commercial and economic bases has come the realization that Nevada's workforce, too, must adapt to the needs and realities of a 21st century economy. It is not enough to simply attract new business and import skilled workers to meet the demands of new employers. What is required is an effective pipeline and system of career pathways that prepares Nevadans for the job opportunities available to them in these new and emerging industries.

As the state continues to cultivate vibrant, modern economic sectors such as advanced manufacturing, information technology, data storage, aerospace and defense, healthcare delivery, as well as others, it must also focus equally on developing and preparing a workforce that can sustain and support these industries. Economic development and workforce development are both essential to Nevada's long-term prosperity. This is perhaps best illustrated by the example of the Faraday Future's project, which required not only legislative solutions addressing infrastructure and taxation issues, but also a legislative mechanism for ensuring that the state could support efforts to train and prepare employees in Nevada for the high-tech jobs that would be available as a result of the project. Governor Sandoval has already led substantial investment in the K-12 public education system, coupled with reforms to modernize that delivery and hold schools accountable. He is laying the groundwork for postsecondary revitalization as well, all with an eye toward building on five years of success and with the goal of preventing such a dramatic downturn from impacting the Nevada family so adversely in the future.

In short, it can be said that no other state has experienced the dramatic need for workforce development to the extent that Nevada has. An unprecedented economic downturn, coupled with a recovery that relied heavily on recruiting 21st century industries has led to the compelling realization that Nevada's workforce development efforts must be aligned, enhanced and reformed to create a statewide system that effectively prepares students, as well as displaced workers, for 21st century jobs that require 21st century skills.

Nevada's Unified State Plan is an expression of the state's realization that workforce development is a top priority. Further, it is a manifestation of the state's intent to meaningfully align and improve existing programs in order to achieve this outcome, and create new programs and solutions necessary to ensure this outcome continues to be achieved for years to come. The future of the state's economy rests upon a deliberate, strategic effort to develop a skilled and ready workforce that can sustain the dynamic growth Nevada continues to experience. Only through a fervent, united, statewide effort to align programs, effectively utilize and interpret data, and reduce barriers to education, literacy, and training can Nevada continue to move forward on the path to historic economic growth and prosperity. This plan addresses the needs of those hardest to serve, tackles both unemployment and underemployment, and serves as a cornerstone of a true Workforce Development System that reaches beyond tradition federal core programs to bring to bear the resources of other state, local, private, and nonprofit entities.

Overview

The state of Nevada has opted to submit a Unified State Plan ('state plan') to meet the requirements of the Workforce Innovation and Opportunity Act of 2014 (WIOA). This state plan is built around Nevada Governor Brian Sandoval's commitment to an innovative *New Nevada*, and the governor's pledge to ensure that Nevadans are provided the opportunities to obtain the education and skills necessary to meet the workforce needs of Nevada's employers. To accomplish this, Nevada's state plan outlines how Nevada will align education, career training and workforce development into an integrated workforce system that improves Nevada's economy and the lives of Nevadans.

Nevada's state plan provides a clear understanding of the opportunities and challenges that Nevada's workforce, job seekers and employers face in an increasingly globalized and shifting economy, wherein technology and innovation are catalysts for change, which in turn compel the current and prospective workforce to fill skill and educational gaps to meet Nevada's economic needs.

Governor Sandoval elicited input from all workforce, education and social services stakeholders to develop a state plan that centered on an integrated, effective and efficient workforce system built to meet the demands of Nevada employers, and meet the needs of Nevada's current workforce and future job seekers. Under the purview of the Governor's Workforce Development Board ('state board'), WIOA state plan workgroups (see below) were established to seek input for the development of the strategic and operational components of the state plan, and were charged with conducting assessments and developing strategies that frame this state plan. Participation in said workgroups included core program staff, local and state board representation, and economic development participation.

The *full team* and *governance* workgroups held open meetings pursuant to Nevada's Open Meeting Law, N.R.S. 241.020, to encourage and promote public participation in this process. The team and workgroups met regularly on weekly/biweekly basis throughout 2015, which culminated with: (1) a 30-day notice to the public of public hearings to solicit comments; (2) a January 14, 2016 public hearing before the state board's strategic planning subcommittee; (3) a January 21, 2016 public hearing before the state board; and, (4) a February 18, 2016 public hearing before the state board, at which the state board voted on the unified state plan.

The WIOA full team (representation from each of the WIOA workgroups) included:

- Governance workgroup
- Labor market information workgroup
- Policy workgroup
- Performance accountability workgroup
- Fiscal workgroup
- Business outreach workgroup
- Staff development workgroup

Workgroups met regularly, and a project management site was established and utilized (Micro Focus VIBE) for stakeholders to share team folders, document management, workflows and social streams to enhance workgroup productivity and stakeholder input. These activities resulted in the outcomes and recommendations from this collaborative process that was used to construct a common framework in the evolution of this state plan.

The nucleus of Nevada's state plan is engrained in the economic and workforce analyses prescribed by WIOA. The economic outlook in Nevada continues to show remarkable signs of recovery from the recession. However, because Nevada's economy currently remains reliant, in part, on consumer sentiment and willingness to spend disposable income, Nevada's recovery is only as strong as a national and/or international one. A diversified approach to economic and workforce development is required.

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

Combined State Plan. This plan includes the Adult Worker Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program as well as one or more of the optional combined State Plan partner programs identified below. No

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 (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 Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) No

Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))] No

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. 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 INDUSTRY SECTORS AND OCCUPATION

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 1 and 2 above, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

(a) Economic, Workforce and Workforce Development Activities Analysis

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:

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

SOUTH - Clark, Esmeralda, Lincoln, Nye, Boulder City, Henderson, Las Vegas, and North Las Vegas.

(1) Economic and Workforce Analysis

An analysis of the economic conditions, economic development strategies, and labor market in which the state's workforce system and programs will operate.

According to the 2014 American Community Survey one-year estimates, Nevada's population is 2,839,100 people. Roughly 49.7 percent of the population is female and 50.3 percent is male. Looking at the racial/ethnic breakdown of the state, it is noted that White Nevadans make up 68 percent of the population, followed by Hispanic/Latinos at 27.8 percent and Black/African Americans at 8.6 percent. Nevada's population falls among the younger half of the states. The largest age category is the 24 or younger group at 32.4 percent of the population, followed by the 55 and older age group at 26.2 percent. Other age groups are fairly evenly distributed with 14.3 percent ages 25 to 34, 13.5 percent ages 35-44, and 13.5 percent ages 45 to 54. When looking at the make-up of

Nevada's population, it is noted that 13.4 percent of individuals have disabilities. Within the labor force, only 7.7 percent are disabled, of which 1.2 percent are unemployed.

In March 2016, Nevada's current non-farm payroll employment was approximately 1.28 million (actual payroll data at a specific point in time). Year-to-date, the State added 31,600 to payrolls, up 2.6 percent, for an annual average of 1.27 million jobs. In nominal terms, trade, transportation and utilities has grown by more jobs than any other sector adding 9,200 jobs so far this year, growing at an annual average of 3.9 percent according to the current employment statistics program.

Year-to-date, in terms of percentage growth, construction is the fastest growing industry in Nevada, with an over-the-year employment increase of 9.1 percent. This industry ranks second out of ten industries for job growth in numerical terms, with 5,900 jobs added over the same time period.

Professional and business services industries and occupations have also experienced significant growth. As the state's third largest employer, this sector expanded the workforce by 5,800 positions so far this year, relative to the same time period last year, which equated to a growth rate of 3.6 percent.

Growth in leisure and hospitality, the Silver State's largest industry, has slowed as of late. Year-to-date, 1,200 jobs have been added. This translates to an average growth rate of 0.3 percent, so far this year. Although growth in the leisure and hospitality sector is not as strong as previous years, employment in this sector surpassed its February 2007 pre-recession peak by 7,300 jobs in March.

Mining is the only industry sector to have demonstrated a consistent reduction in jobs during 2016 so far, which was due in part to decreasing commodity prices. Mining demonstrated a declining growth rate of -5.6 percent year-to-date, with a loss of 800 jobs.

Additional insight can be gained by looking at the industry structure via the Quarterly Census of Employment and Wages (QCEW) program results. The QCEW measure is more accurate than the current employment statistics program, but less timely. The table below shows the current industry structure as defined by the QCEW program as of the third quarter of 2015.

Industry	Employment	Percent	Average Weekly Wages	Establishments
Total, All Industries	1,244,839	100%	$862	78,914
Natural Resources and Mining	16,995	1.4%	$1,557	639
Construction	71,978	5.8%	$1,018	6,077
Manufacturing	42,122	3.4%	$1,011	1,967
Trade, Transportation and Utilities	243,806	19.6%	$775	16,339
Information	14,758	1.2%	$1,134	1,624
Financial Activities	58,214	4.7%	$1,153	8,852
Professional and Business Services	167,302	13.4%	$1,004	20,033
Education and Health Services	191,836	15.4%	$971	8,775
Leisure and Hospitality	345,849	27.8%	$601	8,066
Other Services	30,810	2.5%	$666	4,916
Public Administration	60,345	4.8%	$1,229	820
Unclassified	824	0.1%	$1,215	806

(A) ECONOMIC ANALYSIS

An analysis of the economic conditions and trends in the state, including sub-state regions and any specific economic areas identified by the state, including: (i) existing demand industry sectors and occupations; (ii) emerging demand industry sectors and occupations; and, (iii) employers' employment needs.

Nevada's economy continued on a path of improvement through 2016, year-to-date, with over the year job growth averaging 31,600 jobs relative to the January through March period last year, leading to a growth rate of 2.6 percent. Additionally, in the first quarter of 2016, the Silver State added an average of 1,100 jobs per month. Overall, the Nevada labor market has stayed in a period of expansion with growth in employment and a reduction in unemployment, however, the rate of the decreases in unemployment may be slowing due to an increase in the number of individuals in the overall labor force.

Private payrolls accounted for approximately 28,600 of these jobs so far this year, averaging about 1,000 of the total jobs added per month. Further, the private sector has been experiencing positive job growth for 63 consecutive months, January 2011-March 2016. Government sector employment also expanded, adding about 3,000 total new jobs year-to-date.

Employment growth in March 2016 indicated the addition of 32,500 seasonally adjusted jobs year-to-date, growing at 2.6 percent. Private payrolls have contributed 29,300 to this total, with government growing by 3,200 jobs. Seasonally adjusted nominal growth in Nevada's industrial sectors has been led by professional and business services.

As more jobs are added to Nevada's economy, the unemployment rate is expected to decrease. In March 2016, Nevada had the eighth highest unemployment rate in the nation, ahead of Alaska, the District of Columbia, Illinois, Mississippi, Alabama, New Mexico, and Louisiana. Relative to March 2015, the unemployment rate dropped 1.1percentage points in March 2016 to 5.8 percent. This was the 61st consecutive month in which the unemployment rate has declined on a year-over-year basis.

Nevada's labor force participation rate started trending upward in the first half of 2015. Recent rates are some of the lowest participation rates Nevada has experienced since modern tracking of the data series began in 1976. The labor force participation rate for March 2016 averaged 63 percent. The recent change in direction in the participation rate is encouraging and shows the increasing health of Nevada's economy. Many factors could have contributed to the decline in labor force participation ranging from planned retirement of the baby boom generations, to the expiration of extended unemployment compensation, but one primary factor was likely a lack of employment opportunities during the recession. The recent increase in the rate signals a growing confidence in the labor market and in individuals' abilities to locate work.

Another measure of labor market conditions can be found by the examination of initial unemployment insurance claims. Over the period 2001 through 2008, initial claims averaged 14,300. In 2015, initial claims averaged 12,900, which is 1,700 claims below the initial claims for 2014. Significant progress has been made in 2015, as this average is trending below the seven-year average from earlier in the millennium. Since 2009, initial jobless claims have been declining towards the long-term trend. To illustrate this, claims fell nearly 19 percent in 2010 relative to 2011, and have continued decreasing, albeit at a decreasing rate. In March, there were 10,900 initial claims, down 22.2 percent from March last year. Leading economic indicators are varied, but support the view of continued strengthening of Nevada's economy. Data through March 2016 demonstrated that YTD gaming wins were down $5.8 million dollars, or -0.6 percent. Statewide, taxable sales data

for February 2016 indicated an increase of 5.1 percent over the year. Currently, Nevada's average weekly wage across all industries is $860, as of the third quarter of 2015 QCEW results.

To summarize, Nevada's economy is in the sixth year of its recovery. Private sector employment has shown steady growth, while government levels have also increased, but at a slower pace. Given the recent increases in taxable sales, it is likely that government job growth may start will increase on the state and local levels. The unemployment rate has decreased through continued job growth, although a growing labor force has moderated the pace of decline. Thus, initial claims for unemployment insurance continues to trend down, and Nevada's economy continues to improve at a slow and steady pace.

Growth in the state's metropolitan statistical areas (MSA) has been positive. The state's largest MSA, Las Vegas, added 22,900 jobs year-to-date, which equated to a 2.5 percent growth rate. The Reno-Sparks MSA added 8,300 jobs during this time frame, indicative of a 4.1 percent growth rate. Job growth in Carson City, the state's smallest MSA, lost 400 jobs during this timeframe, equating to a 0.4 percent decrease.

Las Vegas continues to lead the state in taxable sales growth, as well as in visitor volume with positive domestic and international visitor growth. Nevada's smaller metropolitan areas, Reno-Sparks and Carson City, continue to show steady economic growth during this time period. Las Vegas received a record-breaking 42 million visitors in 2015. In recent trends, Las Vegas' visitor volume has increased 3.5 percent year-to-date through March 2016, compared to the previous year. Nevada's total gross domestic product, a measure of the state's output, has increased for the last four consecutive years (2010-2014), having demonstrated a 3.3 percent growth rate in 2014.

(i) Existing Demand Industry Sectors and Occupations

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

The majority of Nevada's super sectors are projected to continue growing through 2016:

- Leisure and hospitality is expected to grow at a 3.5 percent rate from 2014 to 2016, adding 23,100 to payrolls, which is more than any other super sector.

- Construction is projected to grow at the highest rate at an 11.8 percent rate, adding 14,600 to payrolls from 2014 to 2016.

- Professional and business services are expected to grow at a 3.8 percent rate.

- Trade, transportation and utilities are expected to grow at a 2.5 percent rate.

- Education and health services are expected to grow at a 2.8 percent rate, and are expected to add a significant amount of jobs over the projection period, between 10,800 and 11,600.

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

- As the largest *occupation,* retail salesperson occupations currently employ 49,100 people. This occupation ranked fourth in projected growth, adding 3,900 to payrolls from 2014 to 2016 (+ 2.3 percent).

- Waiters and waitresses, Nevada's second largest occupation, currently has approximately 37,400 on payrolls. This occupation is estimated to grow by 3.9 percent from 2014 to 2016, with the addition of 3,100 employees. Although this is significant growth, this occupation did not rank in the top five for projected growth.

- As the third largest occupation in Nevada, cashiers employ 31,500 people. Cashiers are projected to add 1,200 jobs between 2014 and 2016, indicative of a 2.0 percent growth rate.

- Janitors and cleaners (sans maids and housekeeping cleaners) currently employ 30,600 Nevadans, ranking fourth; however, this occupation is not projected to demonstrate significant growth from 2014 -2016, adding only 1,800 to payrolls.

- The last notable occupation, in terms of employment, is the combined food preparation and serving workers (including fast food) occupations, with 29,500 jobs. This occupation is ranked third in terms of projected growth between 2014 and 2016, indicative of a 6.0 percent growth rate, adding nearly 3,900 jobs. Combined, the top five occupations account for 15 percent of all Nevada jobs.

Other notable occupations in terms of projected growth are:

- Food and beverage serving workers, which are expected to add 8,500 jobs to payrolls from 2014 to 2016 (+4.6 percent), more than any other occupation.

- Construction trades workers, with an 8.8 percent growth rate, which is expected to add 8,400 jobs to payrolls from 2014-2016.

- Cooks and food preparation workers, with a 4.3 percent growth rate, which are expected to add 3,200 jobs to payrolls from 2014-2016.

The above-referenced industries 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 our top in-demand occupations list, but continue to constitute an important part of Nevada's economy.

Below are the most recent in-demand industries and occupations that were completed by DETR's Research and Analysis Bureau, which were based on the average wage and ranked by annual job openings.

<u>In-Demand Industries</u>

- Specialty trade contractors

- Professional, scientific and technical services

- Ambulatory health care services

- Electrical equipment, appliance and component manufacturing

- Educational services

In-Demand Occupations*

- Carpenters

- General and operations managers

- Registered nurses

- First-line supervisors and managers of construction trades and extraction work

- Maintenance and repair workers (general)

- Electricians

- Truck drivers, heavy and tractor-trailer

- Painters, construction and maintenance

- Construction managers

- Accountants and auditors

*Nevada 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.

(ii) Emerging Demand Industry Sectors and Occupations

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

The in-demand occupations for Nevada were identified by DETR's Research and Analysis Bureau and the Nevada JobConnect Operating System (NJCOS), as well as working with the Governor's Office of Economic Development (GOED), the Las Vegas Global Economic Alliance, and the state board's industry sector councils. Emerging in-demand occupations were collected by the sector councils, then identified and validated by DETR's Research and Analysis Bureau. There are several occupations that overlap from the current in-demand occupations. The occupations that were identified by the sector councils were determined by the number of jobs posted, the average wage rate, and were from both new and existing businesses moving into the region. With the new integration and implementation of Silver State Solutions, Nevada's employment, career and education resource tool, DETR's Research and Analysis Bureau has the ability to provide real-time estimations of emerging and in-demand occupations.

The following emerging in-demand occupations for Nevada were identified by the industry sectors and verified by DETR's Research and Analysis Bureau. The data used for analysis was gathered from Economic Modeling Specialists International, NJCOS and GOED.

- **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:**

- **Machinists and metal workers, welders, cutters, solders and brazers, team assemblers, first-line production supervisors, general and operations managers, helpers and production workers.**

- **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.

- **Farmworkers and laborers, crop nursery, plant science, greenhouse workers, food, and batchmakers.**

- **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.**

- **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.

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.

Continued research into the skills and credentialing needs of Nevada employers is ongoing and will be accomplished by working closely with educators, economic development, labor and community organizations, and by the sector councils engaging in candid discussions with Nevada's employers and industries and measuring said needs via surveys. Additional information about critical jobs, skills and competencies needed, as well as the training and education that may be required will be gleaned from the Silver State Solutions system once it is fully implemented. The most beneficial tool will be working with the Silver State Solutions system collaboratively amongst DETR's Research and Analysis Bureau, NJCOS and GOED.

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.* This population must include individuals with disabilities among other groups** in the State and across regions identified by the State. This includes: 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. ** 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’.

(I) EMPLOYMENT AND UNEMPLOYMENT

As of March 2016, Nevada’s current level of employment has reached 1.27 million. Employment in Nevada has grown by 31,600 jobs year-to-date, compared to the same period in2015. When compared to 2010, Nevada has added 171,400 new jobs in period ending in March 2016. Employment is continuing to trend higher, although recent employment estimates indicate that the rate of growth may be slowing. This growth has been seen across all industries with the exception of mining.

Unemployment has decreased to 5.8 percent in March 2016, down from 6.9 percent a year ago, and down from 13.4 percent at the height of the recession. Similar to employment, the rate of improvement in the unemployment rate has recently slowed. One of the primary reasons for this decline is a surge in the labor force. When individuals reenter the labor force without a job, they place upward pressure on the unemployment rate, even as more jobs are being added to the economy and fewer people are applying for unemployment insurance benefits. This increase in the labor force is a good indication that individuals are feeling more confident in their abilities to locate employment. The labor force grew by nearly 24,000 in 2015, and is up 12,800 so far this year.

	Current Employment Statistics (CES) Since 2010	
Total		
(Private + Public)	Private Sector	
2010 Baseline	1,117,800	964,000
Calculation of 2011 Growth		
2011	1,125,700	975,500
Growth from 2010	7,900	11,500
Calculation of 2012 Growth		
2012	1,144,800	995,400
Growth from 2011	19,100	19,900
Calculation of 2013 Growth		
2013	1,174,300	1,023,300
Growth from 2012	29,500	27,900
Calculation of 2014 Growth		

	Current Employment Statistics (CES) Since 2010	
2014	1,216,900	1,064,400
Growth from 2013	42,600	41,100
Calculation of 2015 Growth		
2015	1,257,600	1,102,600
Growth from 2014	40,700	38,200
Calculation of 2016 Year-to-Date Growth		
2015 Year-to-Date (through March)	1,235,200	1,080,200
2016 Year-to-Date (through March)	1,266,800	1,108,800
Growth from 2015	31,600	28,600
`		
Total Growth Since 2010 (2011 Growth + 2012 Growth + 2013 Growth + 2014 Growth +2015 Growth+2016 YTD Growth)	171,400	167,200

By utilizing the Silver State Solutions system to produce real-time labor information about current demand occupations and industries, DETR's Research and Analysis Bureau has the ability to analyze current trends not only in Nevada, but also nationwide. Information pertaining to occupations, skills, certifications and requisite education can be acquired from this system. Collaborative discussions and engagements with the industry sectors is another way of identifying existing occupations. Other means of obtaining information include data reporting and analyses conducted through DETR's Research and Analysis Bureau, NJCOS, NCIS, GOED, and the U.S. Department of Labor.

(II) LABOR MARKET TRENDS

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

Nevada quarterly employment forecast: Second quarter, 2015 - fourth quarter 2018 (short-term projections):

Nevada was the state most negatively affected during the recession, mostly due to above average levels of employment in the construction industry and the state's reliance on tourism and gaming. Both of these sectors were extremely hard-hit by the economic downturn. Nevada's initial recovery lagged the national economy, but the economic situation is improving in Nevada. For instance, private sector job growth in Nevada during this year's first three quarters, at 3.8 percent, was the third highest in the nation.

In this forecast, the state predicts that employment will surpass the peak levels achieved in 2007; set to occur in mid-2016. To put this in perspective, Nevada lost about 175,000 jobs from peak to trough. In 2011, the Nevada economy created 6,800 jobs, equating to a 0.6 percent increase. In 2012, employment grew 1.5 percent, or 17,100 jobs. Job gains have continued to accelerate into 2015; through the 2015 second quarter, job gains stand at 4.0 percent (i.e., 51,800 jobs) below the peak. Job gains are predicted to be at 45,800 by the end of 2015 reporting, 52,500 in 2016, 58,400 in 2017, and 65,100 in 2018.

Nevada experienced a rapid construction boom that was fueled by strong population and employment growth in the two decades leading up to the recession, but also by easy credit and speculation. The housing crisis left Nevada in a deep hole in terms of jobs. Construction employment plummeted for almost six straight years, bottoming out in 2012 with the loss of over 90,000 jobs. The

pronounced losses in construction employment were, in large part, an adjustment from the exceptionally high levels prior to the start of the recession.

Construction activity turned positive again after the 2012 trough, and has been trending upwards since. This growth is being driven by projects in both the northern and southern metro areas. Notably in the north is the Tesla battery manufacturing plant (*'Gigafactory'*), which began construction in 2015. In southern Nevada, construction on the Las Vegas strip is rebounding with the Genting Group project on the former Stardust/Echelon site, and the new MGM Resorts arena. In 2015, Nevada added 6,300 construction jobs, with an additional 7,500 jobs in 2016, 7,900 jobs in 2017, and 9,300 jobs in 2018. As projected, 2018 construction jobs would still be 48,000 *below* the pre-recession peak.

Manufacturing slumped in the deep recession as households and businesses cut back spending, creating lower demand for factory goods at home and abroad. Employment in this sector decreased dramatically during the recession, losing 12,500 jobs from peak to through recession period, and has been slow to recover. However, the manufacturing sector is gearing up for a true recovery in the coming years, due in part to the resultant employment effects of the Tesla's *Gigafactory*. The employment gains that will be realized at this one facility will account for approximately 14 percent of manufacturing employment in Nevada. In 2015, we forecast 1,300 more jobs in the manufacturing sector, followed by gains of 2,200 in 2016, 2,900 in 2017 (when the bulk of Tesla's employment will be filled), and 3,200 jobs in 2018. Another noteworthy project in this industry is Faraday Future's electric car manufacturing plant. This factory is expected to add 50 jobs in 2015, 250 jobs in 2016, and an additional 700 jobs in 2017; the total projected jobs associated with this project added by 2025 are estimated at 4,500.

Southern Nevada, which drives Nevada's economy, is heavily dependent on tourism, conventions and gaming, which in turn feeds the retail industry. Retailers rely on consumer spending and disposable income. The latter two are a reflection of the relative strength of the economy; therefore, it is no surprise that consumption plummeted during the recession. Nevada's economy had a rash of store closings and vacant retail space when the recession hit. As the recession unfolded, retail employment fell by 12,700 from its peak employment of 140,500 in 2007, to 127,800 in 2010. Since then, retail employment has been in recovery.

Improved household balance sheets are facilitating pent-up demand. As job growth accelerates, consumers will gain more confidence. The retail sector in Las Vegas will benefit from the construction developments on and around the Las Vegas Strip as many of them include retail space. We are projecting 4,800 additional jobs in 2015, 5,600 jobs in 2016, 6,300 jobs in 2017, and 7,900 jobs in 2018.

Demographics are the main driver of the growth in the number of jobs in the health care and social assistance sectors. Employment in the individual and family services industries, which provides a variety of social assistance to children, elderly people, people with disabilities, and others, is projected will increase as well. Our projections indicate an additional 4,500 jobs in 2015, 5,700 jobs in 2016, 6,500 jobs in 2017, and 7,100 jobs in 2018.

The hospitality and food service industry has the largest share of employment in Nevada, accounting for about a quarter of all jobs in the state. Most hospitality and food services jobs are concentrated in the Las Vegas area. The fact that the Las Vegas economy is dependent on tourism and has a consumption-based economy makes it very susceptible to the national economy's ups and downs. Thus, the success of the industry depends on people having disposable income to spend.

Employment in the accommodation and food services industries reached its peak in the 2007. The recession cost the sector 26,900 jobs before the recessionary bottom was reached in 2009. Tourism related employment has steadily increased since the end of the recession. Construction developments on and around the Las Vegas strip will have a significant impact on the accommodation and food services sector employment. The forecast estimates 11,700 additional jobs in 2015. The state anticipates additional gains of 12,700 jobs in 2016, 13,600 jobs in 2017, and 14,400 jobs in 2018.

Additional data sources and partnerships are currently being developed, which will be able to provide further insights into Nevada's labor market. DETR's Research and Analysis Bureau provides both short- and long-term industry and occupation projections. In accordance with information garnered from data inquires and reporting from the NJCOS and the Silver State Solutions system, insight is gained on emerging demand industries and occupations. The Silver State Solutions system can be used to help identify emerging occupations combined with requisite training, skills and education associated with said occupations. Through analyses of online job posting data, Silver State Solutions' queries provide an overview of current and future workforce needs by identifying: job types, job posting age, job locations, requisite experience, education, and/or certification requirements. Working with GOED, the Las Vegas Global Economic Alliance (LVGEA), the Economic Development Authority of Western Nevada (EDAWN), and other economic development stakeholders, information is gathered and compared to identify the emerging needs of the industry sectors to validate information derived from the Silver State Solutions system, the U.S. Department of Labor, DETR's Research and Analysis Bureau, and other resources.

The 2011 Brookings-SRI report: *An Economic Development Agenda for Nevada*, assisted GOED and DETR in the determination of targeted industry sectors for Nevada. Based on this report and other data and intelligence gathered from GOED and DETR, seven industry sectors were initially identified, to-wit: aerospace and defense; business information technology (IT) ecosystems; clean energy; health and medical services; logistics and operations; mining, materials and manufacturing; and, tourism, gaming and entertainment. Subsequently, agriculture was added and in October 2015, the state board refined said industry sectors based on the current needs of Nevada employers, to-wit: aerospace and defense; health care and medical services; information technology; manufacturing and logistics; mining and materials; natural resources (includes agriculture, clean energy and water technologies); tourism, gaming and entertainment. Real-time data is obtained and reported through the Silver State Solutions system.

(III) EDUCATION AND SKILLS LEVELS OF THE WORKFORCE

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

According to the American Community Survey on Educational Attainment's five-year estimates (2010-2014), roughly 59 percent of all Nevadans (civilian labor force, age 25-64) possessed more than a high school diploma. Of the approximate 10 percent of the population that were unemployed, only 1.4 percent possessed a bachelor's degree or higher with a similarly small percentage having less than a high school diploma. The largest portion of the labor force, nearly 35 percent, possessed at least some college.

When comparing educational attainment to current occupational staffing patterns, Nevada's current workforce indicates a nearly 10 percent *shortfall* in advanced degrees holders. Interestingly, the data indicates that nearly 20 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 of education according to the chart, 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 Labor Force Age 25 to 64	Estimate	Percent
Less than high school graduate:	151,839	13.2%
Employed	129,552	11.3%
Unemployed	22,287	1.9%
High school graduate (data point includes equivalency):	319,710	27.8%
Employed	279,967	24.3%
Unemployed	39,743	3.5%
Some college or associate's degree (data point does not include high school graduate):	399,767	34.8%
Employed	359,429	31.3%
Unemployed	40,338	3.5%
Bachelor's degree or higher (data point does not include high school graduate):	278,599	24.2%
Employed	262,715	22.8%
Unemployed	15,884	1.4%
Total- By Level of Education	1,149,915	100.0%

The employment needs of Nevada employers are identified by working closely with educators, economic development, labor and community organizations, utilizing surveys, and through candid discussions with the sector councils. Additional information about critical jobs, requisite skills and competencies needed, and the training and education that may be required can be obtained from the Silver State Solutions system once it is fully implemented. The most beneficial resource tool will be working with the Silver State Solutions system along with DETR's Research and Analysis Bureau, the Nevada System of Higher Education (NSHE), NJCOS and GOED to produce real-time and relevant analyses of Nevada's workforce needs.

(VI) SKILL GAPS

Gaps between current and future skill demands have not yet been projected, but are in the process of being identified, analyzed and assessed. The Governor's recent Executive Order 2016-08 regarding workforce development calls for, amongst other things, a streamlined and more efficient network of sector councils within Nevada. There will be a particular focus on providing workforce intelligence necessary to identify both current and future skill gaps likely facing the State's private sector employers. The efforts of the sector councils will incorporate forward-looking and consensus-model data sets to better and more fully inform the state and local boards, K-12 education and postsecondary planning activities.

Additional skill gap analyses may become more apparent and available through the Silver State Solutions system once it is fully implemented. These tools will provide real-time access to information regarding the skills, education, and experience that are in-demand on the part of Nevada employers.

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 *Education and Skill Levels of the Workforce* above, and the employment needs of employers, as identified in *Employers' Employment Needs* 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 and optional one-stop delivery system partners.*

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* 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.

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.

The state's workforce development activities, including education and training activities of the core programs, and mandatory and optional one-stop delivery system partners.

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 strategies:

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 services and dropout recovery services; financial literacy; and, education offered concurrently with workforce preparation activities and training for specific occupations or occupational clusters. Youth programs also include summer employment opportunities that are directly linked to academic and occupational learning, paid and unpaid work experiences that incorporate academic and occupational education, occupational skills training, and entrepreneurial skills training.

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, 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 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 adult education 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 $4.7 million dollars in basic instruction and English literacy/civics funding, and serve approximately 9,000 qualifying students per year. Programming includes foundational skills, high school equivalency preparation, integrated education and training, workforce preparation (i.e., workplace readiness skills), EL/civics, 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 Adult Education and Family Literacy Act (AEFLA) funding and therefore are not subject to the same reporting requirements, 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 20,000 qualifying students each year.

Title III. Wagner-Peyser Act of 1933 Program

The state of Nevada employs strategies to strengthen the state's workforce and streamline employment related services. While W/P does not provided education or training, it does provide labor exchange services connecting hiring businesses to job seekers and refers to partners that are able to assist with education and training services. The state of Nevada employs a number of strategies to strengthen the state's workforce and streamline employment related services. State agencies and one-stop partners work both independently and in collaboration with one another to

offer comprehensive training and education services to job seekers. Additionally, the state has implemented innovative programs that contribute to the success of Nevada's employers, thereby helping the state's workforce system prosper.

In an effort to strengthen Nevada's workforce, planning and implementation of service and training under WIOA guidelines is overseen by the state board and DETR is the designated state agency that provides administrative resources to the state board. As mandated by Nevada legislation in 2009, on behalf of the state board, DETR established industry sector councils to provide industry intelligence regarding in-demand occupations. DETR has expanded its community and industry-based participation through activities conducted within the sector councils.

As stated above, the 2011 Brookings-SRI report: *An Economic Development Agenda for Nevada*, initially identified nine industry sectors, which have subsequently been refined to the following seven: aerospace and defense; health care and medical services; information technology; manufacturing and logistics; mining and materials; natural resources (includes agriculture, clean energy and water technologies); tourism, gaming and entertainment. Membership includes private sector and partner agencies. The councils report to the state board and are responsible for assisting the state board with the following:

- Developing a sector strategy to support businesses in meeting their human resource needs.

- Reviewing and recommending workforce development-funded appropriate training curriculum and skills credential certifications.

- Mapping the talent pipeline for respective sectors and identify where the talent needed will come from now and in the future.

- Analyzing and applying workforce intelligence to develop sector-wide strategies to improve the talent pipeline.

- Identifying the critical jobs, skills and competencies needed by the workforce of the industry sector.

- Generating public and private resources, including, but not limited to, grants to support the sector's work and projects.

- Maintaining communication with GOED to determine the workforce training needs of companies moving to or expanding in the state.

- Providing guidance for future training policy formation and implementation.

The community college component of NSHE is the primary training provider, which receives annual allocations of resources. Specialized training for industry-specific needs is sought, primarily utilizing Nevada's community colleges, in addition to private for-profit and not-for-profit colleges. Foundational and/or remedial training resources are sought for less employable constituents.

The following strategies and associated resources will be deployed to aid in increasing the number of workers served with regular federal formula dollars in the specific populations of displaced homemakers, low-income individuals, migrant and seasonal farm workers, women, minorities, individuals training for nontraditional employment, veterans, public assistance recipients, and

individuals with multiple barriers to employment, including but not limited to: ex-offenders, older individuals, individuals with limited English proficiency, and individuals with disabilities. The development and refinement of a statewide, business-driven worker pipeline is the core of Nevada‘s sector strategies framework to facilitate:

- Focus on identifying workforce needs, with emphasis placed on sector initiatives.

- Bringing businesses to the table through an industry sector framework.

- Raising the credibility of the state workforce development system.

- Supplying industry sectors with qualified human capital.

WORKFORCE INNOVATIONS FOR A NEW NEVADA (WINN)

To assist employers to recruit and retain a well-trained, diverse workforce, the state of Nevada, through the Governor’s Office of Economic Development, Nevada System of Higher Education and the Department of Employment, Training and Rehabilitation established the Workforce Innovations for a New Nevada (WINN) fund utilizing state resources. Through the WINN program, the state will now play a primary role in the recruiting, screening and training of the long-term workforce for certain new and expanding employers. WINN funding is reserved for industries that are identified in the State Plan for Economic Development, and are primarily focused on high-skill, high-wage full-time jobs. Programs conducted under WINN are typically long-term (e.g., years). This program will leverage WIOA Title I funding to amplify its efforts to deliver training opportunities.

TRAIN EMPLOYEES NOW (TEN)

Nevada’s Train Employees Now (TEN) program assists new and expanding businesses to train new or potential employees. Training is developed jointly with the employer, the contact agency and the educational institution, and ranges from recruitment to classroom and on-the-job training. Typically, TEN programs are short in duration (e.g., months) and limited in scope. Trainee selection is at the discretion of the employer. This program provides job assistance to new businesses. The funding provided through this program allows an employer to quickly train workers in the specialized skills that each employer requires. The program is supported by state funding, and participating employers contribute 25 percent of the total training costs.

GOVERNOR’S OFFICE OF SCIENCE, INNOVATION AND TECHNOLOGY (OSIT)

The Governor’s Office of Science, Innovation and Technology (OSIT) was established in NRS 223.600, and reestablished in the 2015 Nevada Legislative session in Assembly Bill 485. 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. The office also coordinates broadband activities, supports Nevada’s Advisory Council on STEM and administers STEM Workforce Challenge Grants.

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.

The State, through STEM Workforce Challenge Grants, seeks to spark the creation of lasting partnerships between industry and workforce training 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. Workforce training programs that are in alignment with present and future workforce needs in Nevada as identified by relevant labor market information; and,

4. Are sustainable after grant funds have been exhausted.

In October 2015, OSIT awarded STEM Workforce Challenge Grants to three Nevada community colleges, totaling $335,975. In February 2016, OSIT awarded a second round of STEM Workforce Challenge Grants to Nevada workforce training providers throughout the state, totaling $626,206. Together with matching funds from the institutions and their partners, total investment in STEM workforce training exceeds $2 million during the past year. These grants have funded the creation of new degree and certificate programs throughout the state and are being developed in close collaboration with local employers. Each program will train workers in one of the State's growing, targeted STEM industry sectors such as advanced manufacturing, IT, agriculture, cyber security, and STEM education. The education and training that these grant monies will provide to training providers will proliferate the highly trained workforce that Nevada employers need to be competitive in the national economy.

NEVADA JOBCONNECT (NJC)

Adults and dislocated workers, including low income adults who need new or upgraded skillsets, have access to education and training programs through the state's Nevada JobConnect system. Individuals have 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, a dual approach to customers has been implemented by ensuring 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 sector councils, partnerships and statewide workforce development collaborations, alignment has been firmly established. 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. The public workforce system in Nevada provides a wide variety of services to the business community to support workforce development including, but not limited to:

- Recruitment services

- Local/state/national recruitments

- Talent pre-screening

- Applicant assessments

- Hiring event assistance

- Interview space

- Hiring financial incentives

- Workforce intelligence

- Labor market data

Employers have expressed their satisfaction with the value-added benefits from a single workforce system for locating job-ready and skilled potential employees that meet their needs. Through NJC, employers have a single point of contact to provide information about current and future skills needed by their employees and a centralized location 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 service delivery database that tracks contacts, delivery of services and outcomes. The NJCOS serves as that comprehensive service delivery database. 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 Nevada JobConnect centers, and helps to eliminate duplication of effort of partnering agency staff who may also engage employers.

The southern and northern Nevada business service offices recently launched a telephone placement unit. This unit is comprised of a rotating staff of workforce service representatives. Their 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.

Employer Incentive Job 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 intensive re-employment assistance. CEP also provides job seekers 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 65 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: In the area of education and training, VR provides training such as warehousing, clerical, fork lift driving, cosmetology, culinary, and gaming. It also provides industry-recognized certificate programs, such as commercial driver's license and certified nursing assistant, as well as postsecondary education support, HSE preparation and testing, and English as a second language instruction. VR is unique in that it may pay for college tuition.

Job Search and Preparation Skills: VR assists individuals with disabilities enrolled in VR programs and in job ready statuses by providing job seeking services 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 Office Depot, Carson Valley Roasting Plant and Distribution Center, and PepsiCo.

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 facility. 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 work place 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.

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.

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) above.

After consultation and collaboration with stakeholders, a general consensus was formed that the 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

Local Workforce Development Boards:

Workforce Connections (Southern local board):

The southern local board effectively provides 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 of our one-stop career center and strategically and geographically located 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;

- Considerations of diverse stakeholder perspectives;

- Concerted efforts directed upon specialized populations; and,

- A quality-focused service delivery system.

Nevadaworks (northern local board):

- 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 and secondary education and English language deficiencies of the Nevada workforce, wherein nearly 370,000 adults lack a high school diploma or its equivalent, and nearly 150,000 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 $600. 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 EL/civics 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 370,000 adults lack a high school diploma or its equivalent, and nearly 150,000 adults lack proficiency in English.

WIOA TITLE III: WAGNER-PEYSER ACT OF 1933 PROGRAMS

The Wagner-Peyser programs operating under the brand *Nevada JobConnect* provide a high volume 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.
- Ten JobConnect offices 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 JobConnect 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 JobConnect 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 Nevada JobConnect locations enjoy 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 capitalize on the new rules for the sec. 503 of the Rehabilitation Act regarding federal employers and contractors who hire people with disabilities.

- Ability to provide **schedule A** and the state of Nevada's 700-hour certification programs for fast track hiring of people with disabilities.

- 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 continual updating of 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, access to domestic violence services, mental health and substance abuse treatment services.

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

OTHER: SNAP

The strengths of the SNAP program include:

- An efficient job preparation, job search program designed to serve the maximum number of mandatory recipients within the limitation of the funding available for the program.

- OASIS, which is a statewide system application, which supports the case management, notice, sanction, budget, payment, voucher, invoicing, data gathering, and federal reporting functions of the program.

- Flexibility in how DWSS operates the program; education and skill attainment can be prioritized.

- The current diminutive administrative burden of federal reporting.

WEAKNESSES

WIOA TITLE I: ADULT, DISLOCATED WORKERS AND YOUTH PROGRAMS

Local Workforce Development Boards:

Workforce Connections (southern local board):

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

- Limited resources and funding to adequately serve the potentially eligible population;

- Room for improvement of coordination of resources and services;

- Lack of integrated employment and training management information systems;

- Minimal 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); 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.

- Wait times; insufficient staff members to shorten wait times for job seekers visiting NJC offices, and to staff a telephone rapid matching and referral unit for businesses to respond more quickly to employers' and job seekers' workforce needs.

Additional Weaknesses

Additional weaknesses in the Labor Exchange service delivery were also identified. The legacy DETR labor exchange service system (Title III Wagner-Peyser) has several deficiencies. Services are offered through the JobConnect offices and on-line using an IT system developed over a decade ago. While JobConnect offices are located to serve the great majority of Nevadans, they are not totally integrated with Title I and other service partners and because of the size of Nevada; rural clients may have to travel over fifty miles to receive service to use a system with only limited capabilities. With the new system, job seekers will have improved access to training and support services, job orders and other business services will be accessible throughout the workforce service infrastructure and the development of an improved IT system that allows online users increased access and provides increased transparency for all agencies and individual customers.

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.

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

- 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 alcohol and drug addictions).

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

- Currently, DWSS staff lack expertise in effectively utilizing workforce data to guide an individual toward attaining the education, skills and/or experience needed to compete for gainful employment within in-demand occupations with earning gains.

- Inability to expand the capacity of the WIN program, specifically classroom space and access to computer labs due to the lack of resources.

- The lack of strong network employer partners.

- Access to education, training and employment services offered by core partners needs to be improved for TANF recipients.

- 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:

- Funding restrictions limit service to a small percentage of the total SNAP mandatory population in the metropolitan areas of Las Vegas and Washoe County, and limits the program to a job search component only.

- Very limited funding for support services.

- The DWSS has been unable to identify opportunities for leveraging federal funds under the 50 percent reimbursement option with the goal of expanding services and number of participants served.

- Although not a concern currently due to the one year able-bodied adults without dependents (ABAWD) waiver extension, projected lack of a program component to qualify ABAWDs beyond time limits.

C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

WIOA TITLE I: ADULT, DISLOCATED WORKERS AND YOUTH PROGRAMS

The local boards, Workforce Connections and Nevadaworks, oversee approximately $27.5 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 2014, Nevada served 5,753 adults, 2,024 dislocated workers and 3,623 youth in Title I programs. In the adult population, $11,559,279 was spent for a total cost per participant of $2,009.27. In the dislocated worker population, $7,373,626.56 was spent for a total cost per participant of $3,643.10. In the youth population, $8,521,247.42 was spent for a total cost per participant of $2,351.99.

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 will 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 will increase and enhance the system’s capacity.

WIOA TITLE II: ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

To support immediate economic diversification priorities, there is an urgent need will 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, over 20,000 youth drop out of school each year. It is estimated that nearly 370,000 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, nearly 150,000 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. Eighty-nine percent of adult learners who seek to retain or improve their occupations were still employed after three quarters following program exit.

Annually, state-funded adult high school programs issue more than 4,000 adult standard diplomas and high school equivalency certificates to students in adult high schools and correctional facilities. Furthermore, over 28,000 high school credits are awarded each year to adult learners previously considered non-graduates or dropouts. Nevada adult education provides a critical second chance for thousands of Nevada's youth who drop out of school every year. Nevada's adult education emphasis on college and career readiness assists adult students in improving their basic reading, writing, mathematics, and English skills, which in turn facilitates the obtainment of a standard diploma or high school equivalency certificate, thus making the transition to postsecondary education or training feasible in order to gain employment and contribute more fully to Nevada's economy.

WIOA TITLE III: WAGNER-PEYSER ACT OF 1933 PROGRAMS

In 2014, Nevada served 105,032 (including self-service) under the Wagner-Peyser programs. Total expenditures were $5,891,696.57, with a total cost per participant of $56.75. The total number served (excluding self-service) was 75,609, with a total cost per participant of $77.93.

WIOA TITLE IV: REHABILITATION ACT OF 1973

Taking into consideration the trend towards increased costs to provide services, as well as the increase in the number of participants seeking VR services as a result of WIOA, Nevada's VR program may experience a budget shortfall in state fiscal year (SFY) 2017.

In SFY 2017, the client service budget is $5,976,311, whereas the projected need to serve 3,134 newly eligible participants in FFY 2016 with an average cost of $2,400 equates to a projected client service need of $7,769,131. This projected *shortfall* will continue will increase as the projected number of transition students will increase at a greater rate as WIOA mandates for transition students are fully implemented. Additionally, the increase in individuals with the most significant disabilities is projected as a result of the implementation of WIOA section 511. The projected *shortfall* of $1,342,820 equates to 319 participants. Thus, if the projected numbers of newly eligible participants actually seek VR services and the average cost remains at current levels, the VR program will be required to further stretch resources to meet the needs identified, or seek to establish an order of selection status. The VR program expects to be at its fiscal capacity by FFY 2017.

Future year projections indicate the same trend in that it will be necessary for Nevada will increase the funding provided to meet the projected increase in participants accessing the VR program. The VR program will seek will increase matching funds to better meet the projected fiscal needs of the program.

The VR program currently has 47 vocational rehabilitation counselor positions that have an average total caseload size of 70 cases. Considering the projected caseloads for the next five years, the VR program does not anticipate the need for an increase in the counseling staff. The projected average total caseload per counselor will reach approximately 88 by FFY 2021, wherein effective and productive case management still occurs.

Labor Force	Employed with a disability + employed with no disability + unemployed with a disability + unemployed with no disability
Target Group	One percent employed with a disability + 100 percent unemployed with a disability
VR Eligible	RAISON case status = eligible; eligibility date appropriate to each SFY
*Labor Force Projection	Based on One percent average labor force change, year-to-year, based on average from 2009 to 2014
**Target Group Projection	Based on 1.25 percent of labor force
***VR Eligible Projection	Based on 16.15 percent of target group

Other: TANF and SNAP

The TANF program serves all TANF NEON work-eligible individuals. The caseload ranges from 5,000 to 7,000 per month (**NOTE:** This is not unique person count). The SNAP program served approximately 9,100 SNAP participants in FFY 2015, which represented less than 10 percent of the total mandatory work registrants receiving SNAP in the same time period.

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.

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 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.

2. GOALS

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

- Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment* and other populations.**
- Goals for meeting the skilled workforce needs of employers.

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* 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.

** Veterans, unemployed workers, and youth and any other populations identified by the State.

TITLE IV: REHABILITATION ACT OF 1973 PROGRAM

Goal 1: Increase the number of successful employment outcomes by 5 percent in FFY 2017 over a 3-year average based on FFY 2012, 2013 and 2014 performance levels.

Goal 2: Increase participation and successful outcomes in VR Transition services (students) including postsecondary education. Participation will increase by 15 percent over a three-year average based on FFY 2012, 2013 and 2014 performance levels. Outcomes for competitive, integrated employment or postsecondary employment services will increase by 10 percent over a three-year average based on FFY 2012, 2013 and 2014 performance levels.

Goal 3: Increase participation and successful outcomes of supported employment in a competitive and integrated setting. Participation will increase by 17 percent in FFY 2017 over FFY 2016. Outcomes for competitive, integrated employment will increase by 5 percent in FFY 2017 over FFY 2016.

Goal 4: Increase participation of under-served disability groups by 3 percent in FFY 2017 over a three-year average based on FFY 2012, 2013 and 2014 performance levels.

Goal 5: Increase participation of underserved ethnic populations through increased outreach efforts in FFY 17 commensurate with their representation in the population of Nevada.

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.

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

1. 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.

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

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

1.4 Ensure physical and geographical access to service delivery locations.

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

2. 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.

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

2.3 Develop a comprehensive management information system.

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

3. 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.

3.2 Expand and enhance Nevada's employers' partnerships, networks and engagement efforts.

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

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

3.6 Enhance efficiency and effectiveness of the workforce system.

4. 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 the *New Nevada*.

4.2 Meet the skilled workforce needs of Nevada employers.

4.3 Meet the needs of Nevada's job seekers.

4.4 Provide effective and efficient job training that is aligned with in-demand occupations.

4.5 Implement accountability measures directly aligned with high priority outcomes.

3. PERFORMANCE GOALS

Using the table provided in Appendix 1, 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.)

The **Appendix 1: *Performance Goals for the Core Programs***contains preliminary levels of projected baseline performance, based on studies of available historical performance data, and reasonable estimations for new measures that have no historical data.

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

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.

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 inwill 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:

- **Plan:** Identify an opportunity and plan for change.

- **Do:** Implement the change on a manageable scale.

- **Check:** Use data to analyze the results of the change and determine whether it made a difference.

- **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.

DETR continually analyzes the workforce systems, through reporting, projections and customer feedback to determine whether practices should continue or be modified to meet the current labor market/employer needs. During these periods of analysis, policies and procedures will be reviewed for clarification or updating. Based on current performance levels it appears that these processes are successful.

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). "IN-DEMAND INDUSTRY SECTOR OR OCCUPATION" IS DEFINED AT WIOA SECTION 3(23).

The industry sector councils utilize numerous strategies to contribute to the development of Nevada's workforce and to bolster education and training opportunities for Nevada's job seekers. Through collaborative relationships with GOED, targeted sector industry leaders, NDE, the State's rehabilitation partners, and various other stakeholders, the sector councils are strategically positioned to carry out the state's vision and effectively meet its goals.

Regular meetings of industry leaders and workforce and economic development partners allow for a robust exchange of ideas and strategic planning identifying grants and other resources to support workforce development, education and training needs, specifically as they pertain to the development of a comprehensive system of career pathways.

In partnership with NSHE, DETR recently acquired Silver State Solutions, which is a cutting edge employment, career and education resource program developed by Burning Glass Technologies®. This electronic tool provides real-time data on current job openings and skill requirements allowing for a more customized job matching experience for job seekers and employers. It allows the sector councils to assess current trends in the labor market and synthesize employers' needs to strategically support job placement efforts for college students, the disabled community, and patrons of the NJCs. This real-time data supports efforts of the sector councils to assess in-demand skills needed to seek training programs, career pathways, certifications, and apprentice programs that correlate with in-demand job requirements.

In an effort to effectively support future workforce development needs, sector councils work in concert with GOED, LVGEA, EDAWN, and other agencies and stakeholders to provide comprehensive employment services that meet the demands of Nevada's expanding and diversifying economy. Sector strategies include seeking training programs that complement career pathways which uniquely position all Nevada's job seekers, including those with barriers to employment, to compete for future high-demand occupations.

Industry sector councils work closely with NDE, school districts, GOED, and other local area workforce and human service agencies to assist in developing, reviewing and recommending the usage of career and technical education (CTE) competitive grants in school districts and charter schools for education programs. This is to prepare for the success of students in a diverse and globally connected world. Additionally, the sector councils provide career pathway information to schools to encourage youth to consider high-demand occupations and begin taking necessary classes and to prepare for and acquire the necessary skills.

Functions of the industry sector councils include:

- Collecting real-time labor market information to identify and train for in-demand occupations and to assist in the development of future career pathways, certifications and apprenticeship programs.

- Working with GOED, LVGEA, EDAWN and other economic development agencies to determine the workforce training needs of employers moving to or expanding in Nevada.

- Working closely with other agencies such as human services to identify diversification through workforce development.

- Working with state and federal agencies to identify individuals with barriers to employment to assist in obtaining gainful employment.

- Collaborating and communicating with employers, DETR, NDE, GOED, and other stakeholders to develop career pathways for future critical jobs that may be hard to fill.

- Reviewing and making recommendations for appropriate applications for federal grant opportunities that will assist with critical training needs.

- Partnering with WIOA partners and other stakeholders to identity public and private resources needed for workforce training and education.

Input from employers ensures that their specific industry needs and other work-related issues will be addressed. These efforts currently culminate at quarterly sector council meetings wherein industry experts exchange new ideas, and present challenges and best practices. The strategies involve businesses, education, GOED industry specialists, and other pertinent partners who engage in implementation and evaluation of school programs and assist in the development and implementation of career pathways. Furthermore, industry sectors work closely with NDE, school districts, GOED, and local state agencies to assist in developing, reviewing and recommending where CTE competitive grants could be best incorporated in school districts and charter schools for school program development. This prepares students to succeed in a diverse and globally connected world.

The DETR, NDE and CCSD work closely to ensure school counselors are disseminating relevant and appropriate information to all students. To meet the needs of in-demand occupations and key industries, educating all students consistently regarding work requirements is requisite. Industry sector councils identify and develop pipelines to match students with industries for future real world experience. The councils collaborate with NDE through community engagement, and business and industry to assist in providing guidance, operation and evaluation of the CTE programs. By all stakeholders working together, students can be trained for future key occupations.

Building on the successes outlined above, Nevada has a two-fold strategy for the sector councils and career pathways going forward:

- Utilize industry sector councils as the centralized targeting mechanism for emerging workforce needs in the New Nevada economy. Council recommendations will inform the work of the state board, local boards, NDE, and NSHE.

- Enhance interagency collaboration through governance changes or other coordination efforts. The office of the governor will review and enhance governance structures and interagency communication/collaboration throughout 2016, and will consider legislative changes in 2017.

- Streamline state board activities through the creation of an executive committee to more nimbly coordinate with sector councils and the governing bodies of NDE and NSHE. By executive order in 2016, the governor will enhance the state board's ability to respond to new information.

- Align local boards with regional development agencies. DETR and GOED will conduct a review of local board alignment with the state-funded regional development agencies, which may result in new applications for local board status and/or the adjustment of counties-served boundaries to more accurately reflect the regional economies of Nevada.

DETR continually analyzes the workforce systems, through reporting, projections and customer feedback to determine whether practices should continue or be modified to meet the current labor market/employer needs. During these periods of analysis, policies and procedures will be reviewed for clarification or updating. Based on current performance levels it appears that these processes are successful.

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 CORE PROGRAMS

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

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.

1.1.1 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., RTC) 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 Establish and 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 Collaborate with other agencies to conduct town hall outreach meetings.

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

1.3.7 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.

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 that include, but are not limited to: industry certifications, achievement certifications and degrees.

2.1.2 Provide coordinated education, training, counseling, and support services in provision of 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 will 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 Continue to provide local input and expertise supporting the implementation of the new statewide automated workforce system (SAWS).

2.3.7 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.

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 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 interviews and hires, and compare the latter (hires) 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 employers' 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 that 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 mentorship 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 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.

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

3.6 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.

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 the *New 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 Increase the utilization and promotion of Nevada's 700-hour certification program list and schedule A.

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

4.1.6 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 will 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 in-demand, middle-skill 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 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 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 hires, then compare the latter to the percentage of individuals with disabilities in the community to measure success.

4.5.4 Establish use of the new NPWR system (i.e., the statewide longitudinal data system) to collect data beginning in school and measure assessment, placement, retention, wage level, and job satisfaction.

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

III. OPERATIONAL PLANNING ELEMENTS

The Unified or Combined State Plan must include an Operational Planning Elements section that support 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).

Nevada's state board was established in accordance with section 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 maintains an executive committee, and two standing subcommittees: the strategic planning subcommittee and the legislative affairs subcommittee. 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 standing subcommittees and 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 on 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 the Governor's Office of Workforce Innovation (OWINN), and makes recommendations to the state board regarding the allocation of workforce development funds within the state board's purview.

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.

Describe how the lead state agency with the responsibility for the administration of each core program or a combined state plan partner program included in this plan will implement the state's strategies identified in this plan.

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.

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, SAWS, OSDS, OASIS, NOMADS) towards a common intake and reporting system.

- Nevada will continue to align services across core and optional partner programming, 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

The 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.

WIOA Title II: Adult Education and Family Literacy Act Programs

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 Foundation Skills, High School Equivalency (HSE) preparation, Integrated Education and Training (IET), Transitions to Postsecondary and Career Pathways, along with College and Career Readiness and Awareness at all student functioning levels. Foundation 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 of achievement 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

The 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: (Title III)

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 JobConnect is an active participant in the process.

WIOA Title IV: Rehabilitation Act of 1973

The 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;

- Postsecondary education;

- 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 is working on a plan to co-locate staff in the one-stop centers, wherein TANF/SNAP recipients are referred and can obtain information and services. Furthermore, DWSS is also working on a plan to make some of its current DWSS office locations affiliate sites.

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.

LOCAL WORKFORCE DEVELOPMENT BOARDS WORKFORCE CONNECTIONS

One-stop partner meetings will be held quarterly to continue to align the workforce services provided by all core, required and optional partners participating in the One-Stop Delivery System (OSDS). The goal is will 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.

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. Determinations of eligibility for services under WIOA Title I.

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

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

4. 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.

5. Referrals to and coordination of activities with all other applicable OSDS partners and workforce development programs.

6. Workforce and employment statistical information, including the provision of accurate information relating to local, regional and national labor market areas.

7. Job vacancy listings.

8. Relevant job skills information necessary to obtain employment.

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

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

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

12. UI benefit information and filing assistance.

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

One-stop partner meetings will be held quarterly. 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 system partner meetings and other strategies, Workforce Connections intends 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 partners, implementing a comprehensive staff training program for personnel delivering services.

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.

WIOA Title II: Adult Education and Family Literacy Act Programs

Nevada Department of Education

To address low skills as a state issue, Nevada must dramatically improve access to foundation skills training for not only WIOA core partner clients, but for SNAP and TANF recipients as well. The state plan will examine 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 foundation 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' real goals and needs to reach economic self-sufficiency, and determine what would make substantive changes in these individuals' 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 and affiliate sites, therefore resources will be spent by Title II to share 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. Cross-training 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.

All system partners commit to ensuring that 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 shall 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 and all 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 employer services
- Career Enhancement Program (CEP)
- Silver State Works
- Worker Opportunity Tax Credit (WOTC)
- Reemployment Eligibility Assistance (REA)
- Worker Profiling Reemployment Services (WPRS)
- Silver State Solutions

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

- 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 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

- Co-enrollment in core programs and services

- Consistent data sharing among partners

- Possible co-location of staff in one-stop centers, affiliated sites and DWSS facilities

- Participation in a customer-centric service pathway model in the one-stop centers

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 JobConnect provided labor exchange services at ten Nevada JobConnect offices located in the principal urban (Carson City, Henderson, Las Vegas, North Las Vegas, Reno 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 JobConnect staff will provide labor exchange services at the Southern Nevada One-stop administered by Workforce Connections, 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 JobConnect which is in the process of developing a more user friendly successor system for roll-out within the next eighteen months to provide easier electronic access to workforce services.

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 to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program.

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

A customer-centered approach will be at the forefront of each strategy and thorough assessments will be provided so that services can be tailored to the unique needs of the individual, 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 10 NJC offices located in the principal urban (Carson City, Henderson, Las Vegas, North Las Vegas, Reno 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 one-stop career center administered by Workforce Connections, 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 NJC which is in the process of developing a more user friendly successor system for roll-out within the next eighteen months to provide easier electronic access to workforce services.

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 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

- Co-enrollment in core programs and services

- Consistent data sharing among partners

- Possible co-location of staff in one-stop centers, affiliated sites and DWSS facilities

- Participation in a customer-centric service pathway model in the one-stop centers

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. The activities described shall conform to the statutory requirements of each program.

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 §662.330 of WIA regulations and sec. 121 of WIOA.

Must establish a foundation for integrating the WIOA 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 (EDS), 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 10 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) program, 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 the 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 one-stop system 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 10 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 one-stop service delivery system by providing the following:

One-Stop Services for Businesses

- Recruitment and pre-screening of qualified applicants
- Easy access to post job listings through NJCOS, Nevada.US.Jobs 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 NJCOS 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

Workforce Connections’ business engagement specialist team coordinates activities and resources to provide comprehensive, high quality services to employers to meet their current and projected workforce needs by committing to a demand-driven system. Being demand-driven means identifying and using the hiring needs of employers as the starting point. Core program partners will continue the coordination of services so that as an integrated workforce system, the state can produce a labor supply that is aligned with demand.

The Workforce Connections’ business engagement panel, which is outlined in Workforce Connections’ bylaws and comprised of business engagement compact members, provides direct information to one-stop partner programs on in-demand jobs, requisite skill sets, training program requirements and candidate assessment factors to produce additional trainees with skills and competencies that enhance alignment with industry, thus promoting long-term employment upon training completion.

The one-stop delivery system’s business services network consists of representatives from partner agencies who convene and coordinate business and employer service activities throughout the one-stop delivery system 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.

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

WIOA Title II: Adult Education and Family Literacy Act Programs

An example of best practices and a good case study for the nation in the coordination, alignment and provisions made for employers involves the revitalization efforts in downtown Las Vegas, dubbed the Downtown Project. Nevada’s largest adult education provider was invited to relocate their base of operations to city hall. The reason for the invitation is a strategic initiative by the mayor’s office and the Downtown Project to boost the economic wherewithal of the formerly derelict downtown Las Vegas corridor.

The major driver of the Downtown Project has been Zappos®, an online shoe company that is headquartered in Las Vegas. Rather than locate themselves in a relatively higher socioeconomic status area such as Henderson, Nevada, Zappos® decided to locate their headquarters in the old city hall building in downtown Las Vegas, with the goal being to transform the area into the most community-focused large city in the world. The focus of the Downtown Project is on arts, music and culture and there are new restaurants, coffee shops and neighborhood bars in a previously rundown area. In a city where neighbors often do not know each other's names, there is an appetite for creating a true walkable community, where people interact and support one another. Downtown Project organizers have prioritized education as the foundation on which any successful neighborhood must be built. There is a new private school and adult education institution in the neighborhood, which serve both ends of the spectrum.

The Las Vegas mayor's office and Downtown Project organizers realize that if Las Vegas fails to improve the foundational skills of its current residents, revitalization delay will occur and ultimately result in the displacement of established residents. This project has stemmed an increase in basic skills, English literacy and HSE preparatory classes in the area. Las Vegas recognized that if the current residents do not improve their foundation skills, they will be stuck in the same situation of unemployment and underemployment, they will be unable to share in the prosperous upturn of their neighborhood, and thus they will be forced out. At the same time, local employers' needs for a skilled workforce will go unmet. In response, the state-supported the College of Southern Nevada's adult education program's proposed relocation and fast-track of a new HSE testing center, and acted as a resource to assist the state tell its story of the important role that WIOA Title II plays in turning around the economic prosperities of a state, one neighborhood at a time.

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 and local boards' meetings and events. The team engages with Nevada's two local boards to share with them information on skills gaps that VR needs support with in order to facilitate workforce solutions. The business development team thoughtfully utilizes employment data from the Silver State Solutions system, as well as guidance obtained from the industry sector councils to drive the team's service delivery.

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

Co-enrollment in core programs and services

Sharing of data among partners

Possible co-location of staff in one-stops, affiliated sites and DWSS facilities

Participation in a customer-centric service pathway model in the one-stops

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).

Describe how the state's strategies will engage the state's education and training providers including 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 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 local boards will establish strong partnerships with local area colleges and universities through MOUs and solicit training providers to submit training applications related to demand-driven industry sectors for placement on the state's eligible training providers list (ETPL).

The partners will be required to report on various performance information, which will engage the partners to offer courses based on industries' hiring needs.

WIOA Title II: Adult Education and Family Literacy Act 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 *New Nevada* 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 will help identify industry sectors with in-demand jobs. Special attention will be paid to

establishing integrated education and training (IET) programs in the fields of technology, health care, advanced manufacturing, education and mining, in addition to the workforce projections and data supplied by DETR. 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. With the implementation of the new ETPL requirements the eligible training partnerships should continue to strengthen.

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 WNC or TMCC. 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 WNC and TMCC throughout the referral, eligibility and follow-up processes leading to successful employment outcomes.

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 training contracts

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.

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 local boards will establish strong partnerships with local area colleges and universities through MOUs and solicit training providers to submit training applications related to demand-driven industry sectors for placement on the state's eligible training providers list (ETPL).

The partners will be required to report on various performance information, which will engage the partners to offer courses based on industries' hiring needs.

WIOA TITLE II: ADULT EDUCATION AND FAMILY LITERACY ACT 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 *New Nevada* economy. The Governor's Office of Economic Development (GOED) will be a partner in establishing linkages between secondary and postsecondary institutions, and will help identify industry sectors with in-demand jobs. Special attention will be paid to establishing integrated education and training (IET) programs in health care, advanced manufacturing and the mining industries, in addition to the workforce projections and data supplied by DETR. 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. With the implementation of the new ETPL requirements the eligible training partnerships should continue to strengthen.

WIOA TITLE IV: REHABILITATION ACT OF 1973

Through TPCAs with the College of Southern Nevada (CSN), University of Nevada, Las Vegas (UNLV), 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 and universities. 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.

G. LEVERAGING RESOURCES WILL 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).

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 educational institutions described above.

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 one-stop delivery system 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 recent 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. Additionally, Nevada community colleges are expanding Jump Start programs that enable high school students to be concurrently enrolled in postsecondary programs and have the opportunity to graduate simultaneously with a high school diploma and an Associate's degree. Western Nevada College has targeted a Latino Cohort for its Jump Start program, focusing on 100 percent English Language Learners and first-time college students.

Title II programs will 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, provided opportunities wherein they can engage with positive role models and ongoing mentors to whom they can relate to and follow throughout their lives. 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 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

The governor‘s alignment plan will require the state board to assimilate many of the great public and private sector minds inclusive of higher education that are currently and/or should be involved in the oversight of workforce development in Nevada. Nevada will also utilize the industry sector councils to engage other public and private sector intellects 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 insure 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 receives interagency funds transfers. For example, VR partners with the state's Department of Health and Human Services (DHHS) Aging and Disabilities Services Division (ADSD) and its Independent Living program to pay for home and vehicle modifications for eligible joint-serviced clients. ADSD's portion of the shared costs is transferred to VR and used as match to draw down federal sec. 110 of the Rehabilitation Act grant funds into the program.

- VR applies for state grant funding from the Fund for a Healthy Nevada, which is administered by Nevada's DHHS. For SFY 2016, VR received a 55 percent increase in its award over SFY 2015. These funds are also used as match to draw down federal sec. 110 of the Rehabilitation Act grant funds into the program.

- VR co-enrolls clients to participate in the state's NJC system and one-stop workforce programs, such as the CEP job seeking skills class offered at UNR. VR has the ability to pay for the costs of many of the state's workforce development programs for VR-eligible clients.

- VR enters into appropriate TPCAs that provide new, modified and/or enhanced programs and services for individuals with disabilities in order to remove barriers and obtain or maintain

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 six TPCAs, and is currently collaborating on two potentially new TPCA programs.

Through TPCAs with Western Nevada College (WNC), Truckee Meadows Community College (TMCC), College of Southern Nevada (CSN), and the University of Nevada, Las Vegas (UNLV), 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 WNC, TMCC, CSN and UNLV throughout the referral, eligibility and follow-up processes leading to successful employment outcomes.

- 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 resulted in the availability of HSE testing and preparation classes with onsite instructors at DWSS' facility. Said services have increased accessibility and monitoring of such activities for DWSS' clientele. DWSS will 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 prevision does not applyto 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 is developing public-private partnerships that identify 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. Workforce Connections will promote locally relevant career pathways in the southern Nevada workforce development area. Career exploration activities will be designed and implemented for in-demand skill sets and occupations across all of Nevada's key industry sectors identified by the Governor's Economic Development Plan. 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. Southern Nevadans will be able to access the Woofound 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. Advisory panels will provide timely and locally-relevant intelligence regarding the local labor market, education system and economic development activities. The advisory panels will focus on business engagement, special populations, youth, and the one-stop delivery system. 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.
- Access to activities leading to postsecondary credentials will improve through pre-apprenticeship programs that target populations with barriers to employment. These pre-apprenticeship programs will support career pathways that prepare participants for ensuing placement into local registered apprenticeship programs.
- Local boards' 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

Nevada Title II programs have been aggressive in the adoption and implementation of the College and Career Readiness (CCR) standards, the adult subset of the common core state standards, known in this state as the *Nevada Academic Content Standards*.

Nevada has been selected twice to participate in the U.S. Department of Education-sponsored Standards in Action (SIA) program. Nevada is currently in round two of SIA, which involves multiple webinars, face-to-face trainings and ongoing support for Title II administrators and instructors to integrate CCRs into all levels of programming, which will further align instruction and prepare students for integrated education and training, and transitionary preparation into postsecondary education. Eligible providers must respond in the competitive RFP process on how they are incorporating the CCRs into instruction. The state's professional association, Nevada Adult Educators, has also been active in supporting the implementation of the CCR standards, and Nevada has seen a positive response and sustained implementation from all WIOA Title II programs.

Nevada can engage in a gap analysis of states that have been successful in CCR implementation to identify deficiencies in assessments, curriculum and to further identify any areas or factors that may be detrimental to the successful implementation of CCRs.

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; (2) 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.

State-level recognition of industry credentials should be based on pre-established criteria, whereby such certifications are either: (1) required for employment by state law or regulation; (2) required by the industry and/or a significant number of employers; or, (3) have proven value to enhance employment opportunities.

To that end, the NDE has contracted with Workcred to develop a state system for verifying and recognizing industry credentials. The primary goals of the project are to:

- Ensure students have access to high quality certifications;
- Protect students from organizations that label their credentials as certifications, but are actually educational certificates;
- Ensure state-recognized credentials meet national standards;
- Ensure state-recognized credentials are recognized by third parties;
- Ensure recognized credentials support improved employment prospects and have market value; and,
- Protect the State from legal liability by establishing processes and selection criteria that are transparent and legally defensible.

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 insure proper referral to partners that can assist with educational access.

WIOA Title IV: Rehabilitation Act of 1973 Programs

Through TPCAs with WNC and TMCC, CSN, UNLV 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 in place a provider agreement process and has entered into agreements with training providers will increase the ease of service provision and increase tangible skill gain opportunities for individuals with disabilities.

- VR has contracted with the community colleges - TMCC, CSN, GBC, and WNC - for Workkeys assessment testing. The colleges proctor the on-line assessments for VR clients, which assist VR in determining educational and training curricula for its clients, as well as portable and stackable credentials leading to employment.

- VR works with the local boards 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 on a case-by-case basis based on their job readiness assessment results and the participant's career path choice. Participants may be referred to DETR, WIOA-funded training providers, community colleges, and other postsecondary training providers. DWSS' program is able to pay for relevant tuition, license fees, testing, special equipment (e.g., identification/health cards, tools, uniforms), and 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 Revised Statutes 231.053 requires the Executive Director of the Governor's Office of Economic Development (GOED) to develop and periodically revise a State Plan for Economic Development. The WIOA Unified State Plan will consistently reference the most current version of the State Plan for Economic Development.

The current version of the State Plan for Economic Development is outlined in the report *Moving Nevada Forward: A Plan for Excellence in Economic Development,* which generally identified the following five objectives and strategic initiatives:

1. **Establish a cohesive economic development operating system.**

1.1. Unify the economic development effort.

1.1.1. Implement the state plan and communicate Nevada's economic advantage.

1.1.2. Advocate on behalf of businesses and jobs.

1.2. Launch regional development authorities.

1.2.1. Prepare regional economic development plans.

1.3. Develop data and metrics that matter.

1.3.1. Establish a state clearinghouse of economic development information.

2. **Advance targeted sectors and opportunities in the regions.**

2.1. Develop strong working knowledge about targeted opportunities.

2.1.1. Work with industry to prepare sector acceleration plans.

2.2. Grow sectors through recruitment, retention and expansion.

2.2.1. Provide access to assistance with financing and incentives.

2.3. Support sector enhancement in the regions.

2.3.1. Convene targeted industry summits and continue to improve the business environment.

3. **Expand global engagement.**

3.1. Facilitate export growth.

3.1.1. Assist Nevada businesses to engage in exporting goods and services.

3.2. Increase foreign direct investment in targeted sectors.

3.2.1. Promote investment opportunities to international visitors and through trade representatives.

3.3. Enhance global networks.

3.3.1. Boost Nevada's international representation and relationships.

3.3.2. Support international business councils.

4. **Catalyze innovation in core and emerging industries.**

4.1. Develop statewide innovation and commercialization structure.

4.1.1. Execute plan for technology based economic development.

4.2. Increase industry collaboration with universities and DRI.

4.2.1. Connect research and development capacities with business needs.

4.3. Build complete entrepreneur support structures.

4.3.1. Launch *Spark Plug*, a web-based resource center.

5. **Increase opportunity through education and workforce development.**

5.1. Align education, career training and workforce development to targeted opportunities.

5.1.1. Coordinate strategic planning efforts between education and economic development.

5.2. Reorganize the workforce investment system to align with targeted sectors.

5.2.1. Strengthen sector councils; partner with community colleges.

5.2.2. Improve educational achievement.

5.2.3. Focus policies for high-quality instruction and student achievement.

Of these economic development objectives, increasing opportunity through education and workforce development (objective five)is critically dependent on the core program activities in this WIOA Unified State Plan. A means by which this is accomplished is through the utilization of sector councils that are aligned with the industry sectors targeted by GOED. The sector councils help accomplish these activities through:

- Ensuring that the allocation of critical training resources are aligned with economic development goals and strategies established in the State Plan for Economic Development, and critical needs of industry.

- Working closely with the Nevada Job Connect system and the two local workforce development boards to ensure that recommended training is delivered to individuals seeking employment, especially in areas of critical need.

- Collaboration and communication with employers, DETR, GOED, NDE, NSHE, and other relevant stakeholders to assist in the development, implementation and evaluation of career pathway programs or curriculum.

- Obtaining and disseminating information regarding new funding or programs that may be available to assist industries with recruitment needs through Nevada’s workforce system.

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—

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 (NJCOS) is designed to inform workforce investment partners, job seekers and employers about job openings posted directly through Nevada JobConnect 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. The NJCOS system also communicates and provides linkages to the national labor market.

Beyond NJCOS, DETR is engaged in implementing the Silver State Solutions system, which provides a powerful, innovative platform for job seekers, employers, agency staff wherein real-time labor market analytics are produced and reported. In addition, beginning in February of 2014, DETR began working on the procurement of a new management information system known as the Statewide Automated Workforce System (SAWS) with the intention of integrating said system with the Silver State Solutions system to provide agency staff access to all of the components and information on services that clients are receiving or for which they may be eligible. When fully

implemented, SAWS and Silver State Solutions will streamline access for job seekers and employers, provide one system of record entry for all programs for which an individual may be eligible, improve customer service, and enhance consumer choices. The use and integration of a common intake system will provide broader and higher quality skills assessment and career navigation for job seekers, providing the user with enhanced employment and training opportunities to align with their skills, abilities and interests. It will also create a common interface between Nevada's service agencies (i.e., NDE, DWSS, VR, and DETR's workforce partners and providers). A common intake system is requisite for the WIOA requirement of aligning performance reporting across the core programs. It will expand access to comprehensive provider information including program outcomes, which will enable both participants and employers to make informed, data-driven decisions with regards to education and/or workforce training programs.

WIOA Title IV: Rehabilitation Act of 1973

VR currently utilizes RAISON (Rehabilitation Automated Information System of Nevada) for VR participants. RAISON is an Oracle, Bureau of Vocational Rehabilitation (BVR), Bureau of Services to the Blind and Visually Impaired (BSBVI) and the Older Individuals Who Are Blind (OIB) program.

RAISON utilizes Accessible Web-based Activity and Reporting (AWARE) to collect and store all case management data in one place. RAISON provides an integration point for case services, accounting, state and federal reporting, and the staff that support these functions. Additionally, RAISON 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. RAISON 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 VR.

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*.

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

WIOA Title I: Adult, Dislocated Workers and Youth Programs

WIOA Title III: Wagner-Peyser Act of 1933 Programs

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

The DETR utilizes ad-hoc reporting tools that query the data from NJCOS. 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 reports are produced via Reportlink software. This software provides data validation processes and regular data updates to ensure Nevada's reporting accuracies for ETA program reports. Software updates are in process for WIOA reporting transitioning.

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, goal achievement, cohort 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 purposes including progress reporting, program administration, program improvement, and stakeholder information.

WIOA Title IV: Rehabilitation Act of 1973

Vocational Rehabilitation utilizes Discoverer software for ad-hoc reporting and data validation purposes. Discoverer is an Oracle through a weekly extract and load process, RAISON information is migrated into a data warehouse that allows users to create analytical tools and produce ad-hoc queries. Discoverer facilitates timely responses to federal and state ad hoc reporting requests and expands special outreach efforts.

The NDE, through the U.S. Rehabilitation Services Administration (RSA), developed and maintains the 911 Data Edit Checker (v. 2015-1.1) using Microsoft Access 2010. This is an edit and anomaly tool that allows VR to validate data prior to multiple annual and quarterly reporting submissions.

Other: TANF and SNAP

Data is collected and verified though a variety of means and specific to the requirements of each program. Applicants provide information by entering it into the online application *AccessNevada* system, submitting hardcopy applications and statements, providing third party documentation, and/or providing information directly to a staff member. Some data is collected from third party sources primarily through interfaces, mailed inquiries and documented telephone calls, i.e., NOMADS interfaces directly with the Social Security Administration's system for information on identity, benefits and disability status, and with DETR's data systems for information on unemployment insurance (UI) benefits and quarterly wage data. Data on participation hours in the TANF NEON program and federally defined work activities is collected, audited and reported according to the TANF work verification plan, which is a 35 page document outlining the reporting requirements for TANF performance measures, including how hours of participation reporting and the related internal control mechanisms for accurate reporting assurances.

Work participation data is audited and changes are manually entered into the federal reporting system.

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

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, DESCRIBE THE STATE'S PROCESS FOR DEVELOPING GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM, INCLUDING BENCHMARKS, AND ITS GUIDANCE TO ASSIST LOCAL BOARDS, CHIEF ELECTED OFFICIALS, AND LOCAL ONE-STOP PARTNERS IN DETERMINING EQUITABLE AND STABLE METHODS OF FUNDING INFRASTRUCTURE IN ACCORDANCE WITH SEC. 121(H)(1)(B). BEGINNING WITH THE STATE PLAN MODIFICATION IN 2018 AND FOR SUBSEQUENT STATE PLANS AND STATE PLAN MODIFICATIONS, THE STATE MUST ALSO INCLUDE SUCH GUIDELINES.

(A) JOB SEEKERS, PROVIDERS AND EMPLOYERS

Modernize DETR's employment and training services to enhance provider, employer and job seeker services through an internet-enabled, self-service module.

(B) WORKFORCE AND OTHER CORE PARTNERS

Provide state and federal compliance, and user-friendly case management functionality to the core partner programs. Enable 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 will allow 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.

Nevada's workforce system organizational chart is attached as **Appendix 2**.

Governor Sandoval has established a network of state agencies and shareholders to ensure effective information sharing amongst 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 elected local 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 initial designation 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 initial designation 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.

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 for 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' employment and training programs are organized under the deputy administrator of program and field services, which serves the TANF and SNAP work mandatory populations. These programs are referred to as the TANF NEON and SNAPET programs. The NEON program provides services to 100 percent of the NEON population statewide. The SNAPET program operates in the metropolitan areas of Washoe and Clark counties, and serves a percentage of the mandatory population based on available resources.

B. STATE BOARD

Provide a description of the State Board, including—

(i) Membership

Provide a membership roster for the state board, including members' organizational affiliations.

The current state board membership is noted in **Appendix 3**, which identifies members 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.

(ii) State 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. The state board has two standing subcommittees: the strategic planning subcommittee (SPS) and the legislative affairs (LA) subcommittee. The SPS is responsible for developing and maintaining a continuous and systematic process wherein recommendations are made about intended future outcomes, how said outcomes are to be achieved, and how success is measured and evaluating by and through the state board. With the enactment of WIOA, the SPS serves as a mediatory between the WIOA workgroups and the state board for recommended action and decision making. The LA subcommittee is responsible for keeping the state board informed of any local, state or federal legislation that may affect the state's workforce investment system and/or its partners

1. MEMBERSHIP ROSTER

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

NAME	WIOA 101EO 2015-08
Mike Willden Chief of Staff - Office of Governor Brian Sandoval	WIOA Section 101(b)(1)(A)EO 2015-08 5(a) Governor/Designee
Stephen Silberkraus Nevada State Assemblyman	WIOA Section 101(b)(1)(B)EO 2015-08 5(b) Representatives of State Legislature - Assembly
Michael Roberson Nevada State Senator	WIOA Section 101(b)(1)(B)EO 2015-08 5(b) Representatives of State Legislature - Senate
Oscar Delgado Reno City Councilman	WIOA Section101(b)(1)(C)(iii)Government RepEO 2015-08 5(c)Chief Elected Local Official
Marilyn Kirkpatrick Clark County Commissioner	WIOA Section101(b)(1)(C)(iii)Government RepEO 2015-08 5(c)Chief Elected Local Official
William 'Bill' Welch Business - Statewide Nevada Hospital Association - STATEWIDE	WIOA Section101(b)(1)(C)(i)EO 2015-08 5(d)Business
Cory Hunt GOED - Business - Statewide	WIOA Section101(b)(1)(C)(i)EO 2015-08 5(d) Business
Dave Ellis Business - Clark County DB Electric, LLC/Communication Electronic Systems, LLC	WIOA Section101(b)(1)(C)(i)EO 2015-08 5(d) Business
Debbie Banko Business - Clark County Link Technologies	WIOA Section101(b)(1)(C)(i)EO 2015-08 5(d)Business
Patrick Sheets Business - Clark County Global C2 Integration Tech	WIOA Section101(b)(1)(C)(i)EO 2015-08 5(d)Business
Horacio Lopez Business - Clark County So. Nevada Courier Services	WIOA Section101(b)(1)(C)(i)EO 2015-08 5(d)Business
Jo Cato Business - Clark County Periwinkle Media Group	WIOA Section101(b)(1)(C)(i)EO 2015-08 5(d)Business

2. BOARD ACTIVITIES

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

(ii) State 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. The state board has two standing subcommittees: the strategic planning subcommittee (SPS) and the legislative affairs (LA) subcommittee. The SPS is responsible for developing and maintaining a continuous and systematic process wherein recommendations are made about intended future outcomes, how said outcomes are to be achieved, and how success is measured and evaluating by and through the state board. With the enactment of WIOA, the SPS serves as a mediatory between the WIOA workgroups and the state board for recommended action and decision making. The LA subcommittee is responsible for keeping the state board informed of any local, state or federal legislation that may affect the state's workforce investment system and/or its partners.

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.

Describe how the core programs will be assessed each year based on state performance accountability measures described in WIOA. This assessment must include the quality, effectiveness and improvement of programs broken down by local area or provider.

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. Achieving these objectives is critical in the realization of the governor's strategic vision of building the *New Nevada* and, as such, guiding the state agencies toward meeting benchmarks, reaching goals and objectives, and implementing key programs.

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) a yet-to-be-defined measurement of employer effectiveness.

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.

As provided in WIOA, the establishment and certification of one-stop centers and the one-stop delivery system consists of a two-step process:

- **Local:** Consistent with an approved state plan, the local board for a local area, with the agreement of the CLEO for the local area, shall develop, designate, certify, and provide oversight with respect to the one-stop delivery system in the local area.

- **State:** The state board, in consultation with CLEO 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 the one-stop delivery system, consistent with the requirements of WIOA section 101(d)(6).

Purpose of the Certification Process

In order to be eligible to receive and continue receiving infrastructure funding, criteria and procedures are developed for the certification of one-stop centers, including standards relating to service coordination, economic efficiency, effectiveness, accessibility, and improvement of the one-stop delivery system as the state 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 holding one-stop operators accountable for the one-stop delivery system and centers that operators oversee.

Nevada strives to establish a quality-driven, data-driven, comprehensive system of workforce development services that is accessible and beneficial to all citizens of Nevada who desire to take advantage of them. One way this can be accomplished is through a systemic approach in the development of one-stop operator quality standards and measures of excellence that can be flexibly applied at the local area level. The state will ensure consistency of quality throughout Nevada's one-stop delivery system by establishing a state-level certification process of the local one-stop delivery system and one-stop center operators. Achievement of state-level certification will allow local one-stop operators to 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 state certification as those that have met the highest quality standards for the provisions of workforce development services in their areas. State certified one-stop operators will revel in the benefits of brand recognition and the ability to easily customize marketing products in which to add their own area/center moniker and logo.

This process outlines the critical elements that should be considered when preparing for a Nevada one-stop operator certification. The guide also identifies specific concentration areas that the state board will consider when awarding state certification to a local one-stop delivery system/one-stop center operators.

One-Stop Operator Selection

In consultation and collaboration with core partners and the state board, the local boards will issue RFPs that incorporate the mandatory elements listed below. A one-stop operator applicant's proposal must provide a cost containment plan that delineates a process for controlling the operational expenses that cap the per FTE costs to 60 percent of the average FTE costs of their home offices, and define program goals within pre-planned budgetary constraints. The cost containment plan is requisite to ensure adequate funding of client services. Once proposals are received, the local boards will convene an operator selection committee comprised of one member from the local boards, NDE, DHHS, and DETR to select the one-stop operator. The procurement process will follow Nevada's state purchasing guidelines to ensure transparency. The one-stop operator can have no familial relationship to the third degree of consanguinity, business, financial, or political ties with any member of the local boards or their staff, local elected officials consortium or any employee of a mandatory core program located within the one-stop.

ELEMENTS OF STATE CERTIFICATION

State-level certification will apply the elements listed below as its foundational certification measures. In addition, a paper review, followed by site visit teams comprised of representatives from the core program areas, will be conducted to verify required elements, partner involvement, service

integration, and other quality indicators. If any elements are lacking and/or found to be inadequate, the application will be rejected and feedback and technical assistance will be provided to correct application deficiencies. The local boards are encouraged to recommend additional elements for the state board to consider. Once state certification has been achieved, it will be valid for up to two years from the date of award. The local boards may apply for recertification on behalf of their one-stop operators six months prior to expiration. The following are the basic elements required for certification:

- Gauges that indicate readiness as one-stop operator

- Improvement opportunities and service gaps identifications

- Identification of potential resource needs

- Organizational strength through utilizing teamwork

- Required elements checklist; must include:

  - An adequate cost containment plan
  - Mandatory partners participation
  - Core services availabilities
  - Access to intensive services and training
  - Signed MOUs and cost allocation plans in place

- Business plan components

- Mission/vision statements

- Operating principles

- Organizational chart(s)

- Financial plan

- Performance goals and standards

- Customer service plans (employer *and* job seeker)

- Customer feedback plan/satisfaction indicators

- Technology plan

- Staffing and staff development plan

- Continuous improvement plan

- Facilities plan

On-Site Review

The on-site review is an essential component for certification of existing one-stop centers, in addition to the recertification of one-stop centers. The on-site review provides the local boards and core partners of the workforce development system the opportunity to validate information provided in the one-stop operator's certification application, and to make inquiries that may arise post-review of the written material. Conversely, one-stop operators are provided with additional opportunities to supply information, clarify specific points or ask questions that they may have about the local boards and/or core partners' expectations. Combined with the written application, the on-site review provides the local boards and core partners with additional insight as to a one-stop operator's readiness for certification.

Written notice shall be provided to one-stop operator applicants 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-side review is completed, a written feedback report will be provided to the one-stop operator applicant.

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

- Customer flow

- Administrative systems

- Service and resource integration

- Information technology systems

- Business services

- Quantitative and qualitative measures

- Financial systems

- Facility

The on-site review visit team will also provide written feedback to the local boards and state board, which will result in either certification or suspension for provision of technical assistance and/or required follow-up. The one-site review visit team will conduct annual visits to assist the local boards in identifying continuous improvement opportunities, training and technical assistance needs. These visits will be prearranged by the local boards. In addition, unannounced (i.e., *secret shopper*) on-site visits will randomly occur during the term of certification in order to gauge performance standards from customers' perspectives. The chairpersons of both the local boards and state board will receive written feedback reports following both the pre-arranged and unannounced visits. Additional details will be distributed to the local boards' chairs regarding how the unannounced *secret shopper* visits will be conducted, the components that said visits will focus on, and the evaluation process that will be utilized.

To reiterate, a local board may apply for recertification of its one-stop operator six months prior to the expiration of said state certification. The local boards must ensure that all one-stop operators seeking recertification have continued to meet and/or exceed the local level certification criteria.

One-Stop Operator Agreement

Once state certification has been awarded, the local boards must enter into a written agreement with each certified 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 an assessment 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.

WIOA Title I: Adult, Dislocated Workers and Youth Programs

For the past two program years, Nevada has performed on average at 6.5 percent above the negotiated rates for all but four measures. The measures that were not exceeded included: (1) dislocated worker employment retention; (2) average earnings; (3) youth placement in education and/or employment; and (4) literacy/numeracy. Youth literacy/numeracy was the lowest average at 90.1 percent of the negotiated level of 41 percent. The state will continue to focus on increasing

those areas by providing technical assistance to the local areas and closely monitoring the quarterly DOL reports to insure progress towards improvement of those numbers.

WIOA Title II: Adult Education and Family Literacy Act Programs

In program years (PY) 2013 and 2014, the Title II AEFLA programs met and/or exceeded the targets for employment and secondary credential attainment. Targets for the enter postsecondary education or training outcome were not met, due in part to the large number English language learners at the lower educational functioning levels included in the rate by default. Changes in participant selection criteria in the National Reporting System under WIOA are expected to address this issue.

Overall, educational functioning level outcomes measured within a few points of the national average (e.g., 40 percent in PY 2014), performance against negotiated targets exceeded six out of 11 performance targets in PY 2014, thus meeting the previously-established threshold for incentive funding eligibility.

WIOA Title III: Wagner-Peyser Act of 1933

The Wagner-Peyser program performed on average 1.45 percent *above* the negotiated performance in entered employment and retention. Average earnings were at an average of 98.9 percent. Nevada will continue to monitor this progress and provide technical assistance and support as needed.

WIOA Title VI: Rehabilitation Act of 1973

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

1.1 The number of participants achieving competitive, integrated employment as compared to the previous federal fiscal year.

1.2 The percentage of participants who exited the program and achieved competitive, integrated employment as compared to those who exited and did not achieve employment.

1.3 The percentage of employment outcomes that achieved at least the federal minimum wage.

1.4 The percentage of competitive employment outcomes for participants categorized with *significant* or the *most significant* disabilities, as compared to those in other categories.

1.5 The ratio of the average hourly wage in relations to the statewide average hourly wage.

1.6 The percentage of participants with successful employment outcomes who reported their primary source of income as employment.

2.1 Access to services for minorities, as measured by their service rate versus non-minority service rate.

In FFY 2014, VR met and/or exceeded all seven of these federal performance measures. In FFY 2015, VR met and/or exceeded five of the seven federal performance measures; VR did not meet performance measure 1.1 or 1.2. With regards to performance measure 1.1, VR achieved 938 successful employment outcomes in FFY 2014, as compared to 886 in FFY 2015.

The goal for performance measure 1.2 was 55.8 percent; VR achieved 53.6 percent. Factors that may have contributed to the shortfall in both areas include high rehabilitation counselor vacancy rates; not yet implementing an internal workforce development team in southern Nevada; having new staff in key positions (i.e., administrator and southern district manager); and, the time involved in understanding and implementing significant changes mandated within WIOA.

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 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

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—

1. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3),

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

(i) Youth Activities

Nevada's strategy is to distribute funds for youth activities by following the methodology specified in WIOA section 128(b)(2). 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 fiscal year 2016 and each subsequent fiscal year, the state shall ensure the following:

- *Minimum* percentage and allotment: The state shall ensure that no local area shall receive an allotment for a fiscal year that is an amount based on 90 percent of the allotment percentage of the local area for the preceding fiscal year.

- *Maximum* percentage and allotment: Subject to sub-clause (I), the state shall ensure that no local area shall receive an allotment percentage for a fiscal year that is more than 130 percent of the allotment percentage of the local area for the preceding fiscal year.

2. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3),

(ii) Adults and Training Activities

Nevada's strategy is to distribute funds for adult and training activities by following the methodology specified in WIOA section 133 (b)(2). 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 fiscal year 2016 and each subsequent fiscal year, the state shall ensure the following:

- *Minimum* percentage and allotment: The state shall ensure that no local area shall receive an allotment for a fiscal year that is an amount based on 90 percent of the allotment percentage of the local area for the preceding fiscal year.

- *Maximum* percentage and allotment: Subject to sub-clause (I), the state shall ensure that no local area shall receive an allotment percentage for a fiscal year that is more than 130 percent of the allotment percentage of the local area for the preceding fiscal year.

3. 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.

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

Factors:	Current Weighting (DOL approved in several prior State Plans)	Proposed Weightings	Data Source
Insured Unemployed	20%	50%	R&A report: AR-6 Jan - Dec
Unemployment Concentrations	0%	0%	No change from currently approved methodology
Plant Closings/Mass Layoffs	30%	0%	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

Factors:	Current Weighting (DOL approved in several prior State Plans)	Proposed Weightings	Data Source
			employer size and therefore cannot truly measure mass layoffs. This available data neither measures plant closings. It is being recommended that this measure be weighted at zero because of these deficiencies.
Declining Industries	0%	0%	No change from currently approved methodology
Farmer-Rancher Economic Hardship	15%	0%	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 industry represents less than 1% of Nevada's jobs (.20% of one percent). However in the past, 15% of dislocated worker formula funds were distributed to this criteria; 2. After checking with the Nevada Department of Agriculture, it was found that there is no regularly produced data source that shows farmer-rancher economic hardship. The US Census and National Agriculture Statistics Service produces data showing net cash farm income and losses by county, but that data is only available every 5 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 3 months. For example in July 2015, $1.3 million in Dislocated Worker funding was distributed to the two local boards based on information where only 2 farm loans were delinquent more than 3 months and none of the loan borrowers had employees. 4. The Governor's dislocated worker formula proposes the use of two criteria weighted 50% each (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 DW 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.
Long-term Unemployed	35%	50%	R&A report: AR-6 Jan - Dec

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.

Nevada has weighted four dislocated worker data factors (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.

Justification for Zero Weight Factors

Nevada has weighted four dislocated worker data factors (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.

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. 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: The declining industry criteria has been weighted zero for over 15 years and two recent annual industry comparisons show that there are no significant declining industries at this time. It is being recommended that this measure be weighted at zero because of these deficiencies.

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 1 percent of Nevada's jobs (0.20 of one percent). However in the past, 15 percent of dislocated worker formula funds were distributed to these 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.

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:

1. MULTI-YEAR GRANTS OR CONTRACTS

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 is used for all applicants for each RFP the NDE intends to issue. All applications are treated in the same manner in terms of review and evaluation. An RFP will be release in the spring of 2017, to offer four-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 other 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.

2. ENSURE DIRECT AND EQUITABLE ACCESS

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 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. TITLE IV VOCATIONAL REHABILITATION

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 Nevada. Nevada's budgeting process established two budgets in which to receive the federal grant funds: General BVR (Bureau of Vocational Rehabilitation) BA 3265, and BSBVI (Bureau of Services to the Blind and Visually Impaired) BA 3254. Historically, the grant funds have been allocated between the two budgets at an 80/20 split: 80 percent to BA 3265 and 20 percent to BA 3254. The 80/20 split provides sufficient funding for client services contained in each of these budgets. Periodically, VR reviews this split to ensure that it provides adequate funding for each program. The flexibility to re-allocate resources based on need exists within the state's budgeting process during budget creation and/or throughout the state fiscal year.

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.

1. 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 pre-K-20 workforce reporting 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.

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.

(i) Interoperability of Management Information Systems

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.

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

2. 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.

(ii) Integration of Data Systems

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 the Silver State Solutions, 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 known as SAWS (Statewide Automated Workforce System). The integration of Silver State Solutions and SAWS 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 SAWS system will ensure data accuracy through improved controls for data editing, online real-time data validation, transaction balancing, and financial reporting and

accounting. SAWS 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, SAWS will interface with agencies outside of DETR (e.g., DWSS and NDE). SAWS will further provide enhanced ad-hoc query and reporting capabilities for DETR and the workforce agency partners.

When fully implemented, SAWS and Silver State Solutions 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 will connect K-12, higher education and workforce data across agency programs and data sets longitudinally, which will allow workforce partners, stakeholders and policymakers to access de-identified data. NPWR will provide 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.

3. 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.

(iii) Technology and Data System Alignment

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

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 report on employment services and programs.

- Enable workforce staff to manage program budgets and applicable fiscal and accounting information.

- Reduce costs associated with inefficient processes by automating case workflow and management.

- Reduce the need for DETR or workforce program interventions of job seekers, vendor 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 and accounting.

- 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.

4. DESCRIBE THE STATE'S PLANS TO DEVELOP AND PRODUCE THE REPORTS REQUIRED UNDER SECTION 116, PERFORMANCE ACCOUNTABILITY SYSTEM. (WIOA SECTION 116(D)(2)).

(iv) Reporting

Describe the state's plans to develop and produce the reports required under WIOA's performance accountability system requirements.

Reportlink is a stable, viable and enhanced reporting application used to meet the needs of Nevada and other subscribing states for TAA, WIA and LX federal reporting requirements. *ReportLink*, is a web-based reporting tool that utilizes the 2005 Microsoft The *ReportLink* system provides enhanced processes for regular updating of data to produce required ETA program reports and data file submissions. Nevada is in the process of updating this tool to provide for WIOA reporting requirements.

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;

- Gathering and collecting of SSNs for accurate matching of records, including client consent and consent management; 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

Planning Note: *States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. Separately, the Departments of Labor and Education anticipate working with States to inform future guidance and possible information collection(s) on these accountability systems. States should begin laying the groundwork for these fiscal and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.*

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 surveysThe 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, real-time data that project into the future using the NJCOS system ad-hoc reporting tools and *Reportlink* 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. NJCOS 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 identifiable 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 NJCOS 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 Nevada JobConnect (NJC) centers.

Veterans' priority of service is provided based on Training and Employment Guidance Letter (TEGL) 10-09 and Veterans Program Letter (VPL) 7-09. 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 9002 and VETS 200 reports) assist the statewide veteran coordinators in evaluating how successfully veterans are provided with priority of services. The statewide veteran services 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 SBE Eligibility Review Form is used to advise those eligible for priority of service and so the covered person is informed of all services available to them, and affording the opportunity to take full advantage of the 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 JobConnect 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 spouse. After determining that the client is eligible for priority of service, a second questionnaire is used 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 spouses. These groups have been prioritized by the Secretary of Labor (Secretary) because the groups on the list have significant barriers to employment. 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. 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 Vets and Vets with SBE, this allows the offices to insure priority of service is being provided. Access to the report is available at the local, AJC and the regional level.

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 spouses. 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 intensive services and employment services through case management approach.

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

- Are you a special disabled or disabled veteran, as those terms are defined in 38 U.S.C § 4211(1) and (3); special disabled and disabled veterans are those:

o 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,

o Were discharged or released from active duty because of a service-connected disability;

- A homeless person, as defined in Sections 103(a) and (b) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 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).

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 intensive 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, and eligible applicants/registrants, applicants for employment, employees, and interested members of the public aware of the recipients' obligations to operate its programs and activities in a nondiscriminatory manner. The state board has issued specific state compliance policies related to the communication of equal opportunity (EO), with which all grantees must comply.

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, national origin, sex, sexual orientation, religion, age, disability, or political affiliation. 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 37.42 relating to the provision of universal access 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 universal access 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).

(A) ONE-STOP CENTER CERTIFICATION POLICY

Nevada is currently in the process of revising its current state compliance policy (1.4) on the one-stop delivery system. As provided in WIOA, the establishment and certification of one-stop centers and the one-stop delivery system consists of a two-step process:

Local

Consistent with an approved state plan, the local board for a designated local area, with the agreement of the respective chief local elected official (CLEO), shall develop, designate, certify, and provide oversight with respect to the one-stop delivery system in the local area.

State

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

Purpose of the Certification Process

In order to be eligible to receive and continue receiving infrastructure funding, criteria and procedures are developed for the certification of one-stop centers, including standards relating to service coordination, economic efficiency, effectiveness, accessibility, and improvement of the one-stop delivery system as the state 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. The local boards are charged with utilizing established criteria and quality standards for the purpose of holding one-stop operators accountable for the one-stop delivery system and centers that operators oversee.

Nevada strives for continuous improvement towards a quality-driven, data-driven, comprehensive system of workforce development services that is accessible and beneficial to all citizens of Nevada

who desire to take advantage of them. One way this can be accomplished is through a systemic approach in the development of one-stop operator quality standards and measures of excellence that can be flexibly applied at the local area level. The state board will ensure consistency of quality throughout Nevada's one-stop delivery system by establishing a state-level certification process of the local one-stop delivery system and one-stop center operators. Achievement of state-level certification will afford local one-stop operators to benefit from a statewide branded 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 state certification as those that have met the highest quality standards for the provisions of workforce development services in their areas. State certified one-stop operators will revel in the benefits of brand recognition and the ability to easily customize marketing products in which to add their own area/center moniker and logo.

This process outlines the critical elements that should be considered when preparing for a Nevada one-stop operator certification. The guide also identifies specific concentration areas that the state board will consider when awarding state certification to a local one-stop delivery system/one-stop center operators.

One-Stop Operator Selection

In consultation and collaboration with core partners and the state board, the local boards will issue RFPs that incorporate the mandatory elements listed below. A one-stop applicant's proposal must provide a cost containment plan that delineates a process for controlling the operational expenses that cap the per FTE costs to 60 percent of the average FTE costs of their home offices, and define program goals within projected budgetary constraints. The cost containment plan is requisite to insure adequate funding of client services. Once proposals are received, the local boards will convene an operator selection committee comprised of one member from the local board, NDE, DHHS, and DETR to select the one-stop operator. The procurement process will follow Nevada state purchasing guidelines to ensure transparency. The one-stop operator can have no familial relationship to the *third* degree of consanguinity, business, financial or political ties with any member of the local board or its staff, the local elected officials consortium or an employee of a mandatory core program located within the one-stop center.

Elements of State Certification

State-level certification will apply the elements listed below as its foundational certification measures. In addition, a paper review, followed by site visit teams comprised of representatives from the core program areas, will be conducted to verify required elements, partner involvement, service integration, and other quality indicators. If any elements are lacking and/or found to be inadequate, the application will be rejected and feedback and technical assistance will be provided to correct applicant deficiencies. The local boards are encouraged to recommend additional elements for the state board to consider. Once state certification has been achieved, it will be valid for up to two years from the date of award. The local boards may apply for recertification on behalf of their one-stop operators six months prior to expiration. The following are the basic elements required for certification:

- Gauges readiness as one-stop operator
- Identifies improvement opportunities and service gaps
- Uncovers possible resource needs
- Strengthens organization by utilizing teamwork
- Required elements checklist:

- Includes an adequate cost containment plan?
- Are mandatory partners included?
- Are core services available?
- Is access to intensive services and training available?
- Are signed MOUs and cost allocation plans in place?
- Business plan components
- Mission/Vision statements
- Operating principles
- Organizational chart
- Financial plan
- Performance goals and standards
- Customer service plans (employer *and* job seeker)
- Customer feedback plan/satisfaction indicators
- Technology plan
- Staffing and staff development plan
- Continuous improvement plan
- Facilities plan

On-Site Review

The on-site review is an essential component for certification of existing one-stop centers prior to enactment of WIOA, in addition to the recertification of one-stop centers. The on-site review provides the local boards and core partners of the workforce development system the opportunity to validate information provided in a one-stop operator's certification application, and to make inquiries that may arise post-review of the written material. Conversely, one-stop operators are provided with additional opportunities to supply information, clarify specific points, or ask questions that they may have about the local boards' and/or core partners' expectations. Combined with the written application, the on-site review provides the local boards and core partners with additional insight as to a one-stop operator's readiness for certification.

Written notice shall be provided to one-stop operator applicants 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 operator applicant.

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

- Customer flow

- Administrative systems

- Service and resource integration

- Information technology systems

- Business services

- Quantitative and qualitative measures

- Financial systems

- Facility

The on-site review visit team will also provide written feedback to the local boards and state board, which will result in either certification or suspension for provision of technical assistance and/or required follow-up.

The one-site review visit team will conduct annual visits to assist the local boards in identifying continuous improvement opportunities, training and technical assistance needs. These visits will be prearranged by the local boards. In addition, unannounced, *secret shopper* on-site visits will occur randomly during the term of certification in order to gauge performance standards from customers' perspectives. The chairpersons of both the local boards and state board will receive written feedback reports following both the pre-arranged *secret shopper* visits. Additional details will be distributed to the local boards' chairpersons regarding how the *secret shopper* visits will be conducted, the components that the *shoppers* will focus on, and the evaluation process that will be utilized.

To reiterate, a local board may apply for recertification of its one-stop system/operator center(s) six months prior to expiration of state certification. The local boards must ensure that all one-stop operators seeking recertification have continued to meet and/or exceed the local level certification criteria.

One-Stop Operator Agreement

Once state certification has been awarded, the local board must enter into a written agreement with each certified 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

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR 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 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

The team and workgroups worked collaboratively on identifying strategies and goals that signified the governor's vision of a workforce system. The team and workgroups met regularly on weekly/biweekly basis throughout 2015, which culminated with: (1) a 30-day notice to the public of public hearings to solicit comments; (2) a January 14, 2016 public hearing before the state board's strategic planning subcommittee; (3) a January 21, 2016 public hearing before the state board; and,

(4) a February 18, 2016 public hearing before the state board, at which the state board voted on the unified state plan.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The Unified or Combined State Plan must include assurances that—

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

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.

Pursuant to sec. 106(b) of WIOA Title I, Chapter 2, the following local workforce development regions were initially designated by Governor Sandoval on September 14, 2015:

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

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:

The governor of the state shall designate local workforce development areas within the state:

- Through consultation with the state board; 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 CTE 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 state board 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 WIA 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 state board by sending an email to the state board's liaison - kknelson@nvdetr.org, or via USPS to: 500 E. Third Street, Carson City, Nevada 89713. 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 on the deadline date for application, it is the applicant's responsibility to contact the state board's liaison at (775)684-3891 to ensure that the notice has been received.**

- The respective local board/one-stop operator must be a WIOA-compliant board per sec. 107 of WIOA Title I, and have no familial relationship to the third degree of consanguinity, business, financial, or political ties with any member of the one-stop operators, its staff, local elected officials consortium, or an employee of a mandatory core program located within the one-stop in the respective local workforce development area(s).

- Provide evidence that the area, in two preceding 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 preceding 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 two preceding 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 state board on annual plans for these years will serve as sufficient data.

- The local boards/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 state board 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. Initial designation as a local area will remain valid until June 30, 2017.

SUBSEQUENT WIOA DESIGNATION: Local areas that receive initial designation may request subsequent designation as a local workforce development area if they have performed successfully, sustained fiscal integrity, and met the requirements for involvement in WIOA regional planning. A request for subsequent designation for those receiving initial designation for July 1, 2015 must be submitted to the state board by March 2, 2017 for consideration for the next program year (July 1 - June 30, 2017).

An area seeking subsequent designation must address the following:

- Submit the request in writing to the chairperson of the state board and to the liaison of the state board by sending an email to - kknelson@nvdetr.org, or via USPS to: 500 E. Third Street, Carson City, Nevada 89713. 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 on the deadline date for application, it is the applicant's responsibility to contact the state board's liaison at (775)684-3891 to ensure that the notice has been received.**

- The respective local boards/one-stop operators must be a WIOA-compliant board per sec. 107 of WIOA Title I, and have no familial relationship to the third degree of consanguinity, business, financial, or political ties with any member of the one-stop operators, its staff, local elected officials consortium, or an employee of a mandatory core program located within the one-stop in the respective local workforce development area(s).

- Evidence that the area, in two preceding program years 2014 and 2015, 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 preceding program years 2014 or 2015, 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 program years 2015 and 2016. Regional plans can be submitted to demonstrate fulfillment of obligations.

- Provide evidence that the area, in two preceding program years 2014 and 2015, 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 state board on annual plans for these years will serve as sufficient data.

- The local boards/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 state board 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 state board no later than February 15th to be considered for the subsequent program year through email to the state board's liaison at kknelson@nvdetr.org, or via USPS to: 500 E. Third Street, Carson City, Nevada 89713.

- The state board 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 state board and to the liaison of the state board through email to kknelson@nvdetr.org, or via USPS to: 500 E. Third Street, Carson City, Nevada 89713. 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 state board to ensure that the notice has been received.

- The respective local boards/one-stop operators must be WIOA-compliant per WIOA Title I, sec. 107, and have no familial relationship to the third degree of consanguinity, business, financial, or political ties with any member of the one-stop operators, its staff, local elected officials consortium, or an employee of a mandatory core program located within the one-stop in the respective local workforce development area(s).

- 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 CTE 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 local boards; 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 state board'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 state board liaison.

- The state board'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 state board will submit its recommendation to the governor within five business days following the state board'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 local boards/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 state board by performing the following:

An appeal must be submitted in writing and filed with the state board within 14 working days after notification of the decision. Submit the appeal to the chairperson of the state board and to the liaison of the state board by sending an email to kknelson@nvdetr.org, or via USPS to: 500 E. Third Street, Carson City, Nevada 89713.

The appeal must contain a specific declaration of the grounds upon which the appeal is sought.

The state board 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

5000 E Third Street Carson City, NV 89713

If the final decision of any appeal reverses the prior decision, it will become effective July 1st 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 state board 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.

Nevada is diligently working to update all state compliance polices (SCP) to be WIOA compliant. In the link provided below you will find several already updated. Until April 2016, all changes to SCP had to be reviewed by the state board. The process was extremely cumbersome.

The state now has a policy that allows non-substantive changes to occur in a more expeditious process and therefore speed up some of the updates. Nevada anticipates that all SCPs should be completed by the end of next program year. It has been extremely difficult to achieve this task without final NPRMs released.

- Each SCP will be placed on a state board agenda, and reviewed and voted upon during a public meeting.

- DETR's WISS unit will monitor the benchmarks of SCP updates as they are presented and approved by the state board.

- Nevada anticipates that all SCP updates should be completed no later than the end of the next program year.

Nevada's state compliance policies provide guidance to the workforce system and are located at:

http://detr.state.nv.us/worforce_investment_pages/WIA_Policies.htm.This link refers to a page with WIOA specific policies.

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

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

- Provide support to the Governor's Workforce Development Board ('State Board'),industry sector councils, and the Office of the Governor in developing a strategy for the cooperation and collaboration among all stakeholders focused on workforce development;
- Develop a career pathways strategy for Nevada in the fields of technology, advanced manufacturing, education, and health care;
- 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 set aside is designated as reserve dislocated worker funds to use for any unforeseen rapid response layoffs and/or plant closings. From that reserve amount, up to 63 percent will be used towards development of the department's new workforce automation system in order to bring Nevada into the new age, integrate its workforce data systems, and into compliance with WIOA reporting requirements. The balance of the reserve funds will be used towards WIOA transition activities.

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 for businesses and their employees affected by downsizing or closures that result in a job dislocation, and to assist dislocated workers in obtaining reemployment as soon as possible. Nevada's rapid response program is assigned to oversee and provide expedited services to businesses and workers facing 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 is comprised of individuals from the local boards, dislocated worker service providers, organized labor, and DETR's ESD division. The team endeavors to educate every business and dislocated worker about the services and information available through federal, state and local organizations to reduce the effects of business downsizing. Additionally, the team makes every effort to conduct immediate and on-site assessments with the employer, representatives of the affected workers and the local community to evaluate the specific needs of the affected business and workers and to provide intervention services. Nevada's rapid response unit endorses all activities necessary to plan and furnish services that enable dislocated workers to transition into reemployment as quickly as possible following a job dislocation.

Layoff aversion is defined as the prevention or minimization of unemployment, either for employees of companies that have announced layoffs, are struggling, or looking to retool for new products or industries, through a range of strategies and approaches. Effective July 1, 2011, DETR implemented a statewide layoff aversion strategy, coordinated with the two local areas. The objectives of the strategy are to:

- Examine major issues in the field of workforce and economic development; and work to create programs, partnerships and solutions to complement local area policy decisions.

- Promote creative service design within rapid response that is tailored to meet the needs of regional economies.

- Drive change within the workforce development system that aligns services to workers with benefits and resources that educate and prepare them for structural changes in the global marketplace.

- Facilitate the vision of talent development within economic development planning by proactively assisting with the adoption of common policies across regional systems and structures.

- Build on the principles of transformation for rapid response: Initiating proactive collaborations and partnerships, connecting strategic planning to regional economies, and creating customized solutions for businesses and workers in transition.

- Adopt tools, approaches and successes in regional transformation that overcome barriers to performance and encourage innovative practices.

- Focus on the creation of a demand-driven, integrated, publicly-funded workforce investment system.

- In order to achieve the objectives of the plan, local staff will actively participate and strive to create partnerships, implement policies and solutions to complement current service delivery design and encourage innovative practices that benefit dislocated workers and the business industry.

The local boards coordinate with Nevada's rapid response team for adult and dislocated worker programs. The local boards will assist the state, as required, to make rapid response services available within the local workforce development area. Rapid response resources will be 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 5-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. FEMA will set up Disaster Centers. These centers will be used to also house Rapid Response Services by the regional staff where the natural disaster has occurred.

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 for example and not limited to:

FEMA 1 800-621-FEMA Homeowners, Business owners and renters can apply loan interest loan assistance.

US Small Business association (SBA) offers low interest physical disaster loans assistance

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 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 Internet at www.ui.nv.gov.

Media Coverage

The DETR Public Information Officer is the media contact at 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 and may include:

Rent Assistance,

Legal Assistance,

Financial Guidance Assistance,

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 NJCOS 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. 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.

The local boards have the expectation 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. DESCRIBE HOW THE STATE WILL INCORPORATE REGISTERED APPRENTICESHIP INTO ITS STRATEGY AND SERVICES.

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 pre-apprenticeship 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. PROVIDE THE PROCEDURE, ELIGIBILITY CRITERIA, AND INFORMATION REQUIREMENTS FOR DETERMINING TRAINING PROVIDER INITIAL AND

CONTINUED ELIGIBILITY, INCLUDING REGISTERED APPRENTICESHIP PROGRAMS (WIOA SECTION 122).

Pursuant to Technical Assistance Guide (TAG) 15-2, the following is the procedure for determining training provider eligibility:

Transition of Existing Training Providers

The WIOA eligible training provider requirements went into effect on July 1, 2015. In order to facilitate implementation of these requirements, existing training providers and programs eligible under WIA on June 30, 2015 continued to be eligible to provide training services through December 31, 2015. After December 31, 2015, all providers will be required to update program and performance levels for local board review by January 15, 2016. Transitioning providers and programs approved by the local boards will then be reviewed by DETR's WISS unit to ensure complete information has been provided and eligibility requirements as outlined in TAG 15-2 have been met. Transitional training providers must meet subsequent eligibility requirements as described below:

- Eligibility will be automatically extended through December 31, 2015. To ensure that the provider's transition is smooth, providers must seek continued eligibility by submitting their application before **November 15, 2015**.

- Training providers and programs that do not renew eligibility by November 15, 2015 will be removed as an eligible training provider and removed from ETPL effective January 1, 2016.

Eligible Providers of Training Services

A program of training services is defined as one or more courses or classes, or a structured regimen that leads to a recognized postsecondary credential, secondary school diploma or its equivalent towards employment or measurable skills gain toward a credential or employment. These training services could be delivered in person, on-line or in a blended approach. The types of eligible training services under WIOA Title I-B are similar to those approved under WIA Title I with expanded options for incumbent workers and the use of local board contracts for training services.

Providers of training services are identified within the following categories:

- Postsecondary education institutions;

- Registered apprenticeship programs;

- Other public or private providers of training, 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;

- Local boards, if they meet the conditions of WIOA sec. 107(g)(1);

- Accredited by the Northwest Accreditation Commission to provide training in the careers or certification programs identified as being viable within one of the designated industry sectors;

- Community-based organizations or private organizations of demonstrated effectiveness that provide training under contract with the local board; and,

- Consistent with established requirements, eligible providers of training services must provide a program of training services through one or more courses or classes that upon successful completion leads to:

- A recognized postsecondary credential; or,
- A secondary school diploma or its equivalent; or,
- Employment; or,
- Measurable skills gains toward such a credential or employment.

A provider, as described above, must comply with the criteria, information requirements and procedures established under WIOA and this TAG to be included on the list of eligible providers of training services.

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.

New Provider Eligibility Requirements

Initial eligibility for all new training providers under WIOA begins July 23, 2015. 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. Eligibility applications received after the initial eligibility period will be reviewed annually as a state requirement. The criteria and information requirements determined by WISS establish that a provider and/or program not previously eligible under this section provide verifiable information pertaining to:

- Description of each program of training service to be offered including internships, lab fees and materials to include costs associated for each item and as indicated on the eligible training provider application.

- Information addressing a factor related to the indicators of performance, as described in WIOA sec. 116(b)(2)(A)(i)(I)-(IV), which include: unsubsidized employment during the second quarter after exit, unsubsidized employment during the fourth quarter after exit, median earnings, and credentials attainment.

- A description concerning whether the provider is in a partnership with a business, including quality and quantity of employer partnerships and as indicated on the ETPL application.

- Other factors that indicate high-quality training services leading to a recognized postsecondary credential.

- Information addressing the alignment of the training services with in-demand industry sectors and occupations, to the extent practicable.

- State licensure requirements.

- The ability of the providers to provide training services that is physically and programmatically accessible for individuals who are employed and individuals with barriers to employment, including individuals with disabilities.

- The ability of the providers to provide training services that is physically and programmatically accessible for individuals who are employed and individuals with barriers to employment, including individuals with disabilities.

- Additional criteria for the initial review process has been established by Workforce Connections. The list may change based on local or regional need:

- Training supports employment in Nevada's targeted industry sectors; or,
- Training leads to an industry-recognized credential or skill set; or,
- Training aligns with local labor market information; or,
- Training aligns with intelligence gathered from Workforce Connections' advisory panels and the Governor's industry sector councils; or,
- Training is provided in accordance with training provider eligibility criteria within this policy; or,
- Training results in measurable skills obtainment that makes the participant more employable, i.e., this will be supported by performance data supplied by the training provider in the ETPL application: percentage of trainees who obtain employment after training completion.

Continual Eligibility Requirements

In addition to the above requirements, continued eligibility requires the following factors be considered by local boards when electronically recommending programs to WISS for approval:

- The performance of providers of training services on the performance accountability measures described in WIOA sec. 116(b)(2)(A)(i)(I)-(IV), as initially and subsequently required by WISS and indicated initially through the provider application process.

- 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, including one-stop partner programs.

- The degree to which training programs relate to in-demand industry sectors and occupations in the state.

- State licensure requirements of training providers and licensing status of providers of training services, if applicable.

- The provider's ability to offer industry-recognized certificates and/or credentials.

- The ability of providers to offer programs that lead to postsecondary credentials.

- The quality of the training services program, including a program that leads to a recognized postsecondary credential.

- The ability of the providers to provide training services that are physically and programmatically accessible for individuals who are employed and individuals with barriers to employment, including individuals with disabilities.

- The timeliness and accuracy of the eligible training provider's performance reports.

- Other factors that the governor deems appropriate to ensure the accountability of providers, that one-stop centers meet the needs of local employers and participants, and that participants are given an informed choice amongst providers. This includes the annual recertification process and performance reporting functions.

- Additional criteria for the subsequent eligibility review process gathered through either the subsequent eligibility application or by other means may include some of the following factors:

- Completion rates for all individuals participating in the training program conducted by the provider of training services;
- Total number of trainees that completed the listed training program and obtained a credential/certificate, or other measurable skills;
- Total number of trainees that completed the training program and obtained unsubsidized employment;
- Total number of trainees who obtained unsubsidized employment related to the completed training program.

- Consistent with state requirements, Workforce Connections 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 Workforce Connections 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. Workforce Connections has 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; or,
- 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,
- 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

All registered apprenticeship programs registered with the U.S. Department of Labor, offices of apprenticeship or a state-recognized apprenticeship agency are automatically eligible to be included as an eligible training provider. These include:

- **Employers who provide related instruction:** Employers with registered apprenticeship programs provide formal in-house instruction, as well as on-the-job training at the work site.

- **Employers who use an outside educational provider**: Under this model, registered apprenticeship program sponsors do not provide the related instruction or educational portion of the apprenticeship, but rely upon an outside educational entity to deliver instruction. Employers can use two- or four-year postsecondary institutions, technical training schools, eligible providers of adult education and literacy activities under Title II, or on-line courses for related instruction. The employer is the eligible training provider and must identify their instructional providers as defined locally.

- **Joint apprenticeship training programs**: These programs are made up of employers and unions. They have an apprenticeship training school where the instructional portion of the registered apprenticeship program is delivered. The training schools are usually administered by unions.

- **Intermediaries:** Intermediaries can serve as program sponsors when they take responsibility for the administration of the apprenticeship program. They can also provide expertise such as curriculum development, classroom instruction and supportive services, as appropriate. The intermediary is the eligible training provider and must identify the instructional provider if an outside organization is providing the educational portion of the apprenticeship. Intermediaries include:

- Educational institutions including two- and four- year postsecondary institutions, technical schools or eligible providers of adult education and literacy activities under Title II. In this model, the educational institution administers the program, works with employers to hire apprentices and provides classroom or on-line instruction for the apprenticeship program.
- Industry associations administer the program and work with employer/members and educational entities to implement the apprenticeship program.
- Community-based organizations administer the program and work with employers, educational entities and the community to implement the apprenticeship program.

Local boards are responsible for establishing contact with registered apprenticeship program sponsors within their local areas to identify the programs that want to be included on the state's ETPL through appropriate means (e.g., mass email or other general communication, personal communication or a telephone call to local registered apprenticeship program sponsors) pursuant to TEGL 41-14 sec. 8.

A written response to the local boards from the registered apprenticeship program sponsor requesting inclusion will serve as the program sponsor's affirmation to be included on the ETPL.

The local boards must notify WISS in writing of all registered apprenticeship programs that indicate an interest in being included in the ETPL.

NOTE: Pre-apprenticeship programs do not have the same automatic eligibility as registered apprenticeships do and must pursue the standard application process to apply to the ETPL.

PROCEDURE

The local boards shall work with local providers to comply with training provider and program eligibility requirements. The local boards shall provide the following information to WISS for all registered apprenticeship programs that indicate an interest in being on the ETPL:

- 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.

- 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.

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.

PURPOSED PERFORMANCE MEASURES

- Unsubsidized employment during the second quarter after exit: 34 percent

- Unsubsidized employment during the fourth quarter after exit: 33 percent

- Media earnings: $3,480

- Credential attainment: 20 percent

NOTE: Data collected will be analyzed as appropriate over the span of the next two program years, and considered in setting, resetting and in determining additional WIOA performance measures, as determined by the governor. Additional performance measures may be released in the future; along with final performance requirement should they change from the above proposed. The designated levels of performance will be published on the ETPL website on a yearly basis.

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.

NOTE: State compliance policy updates are ongoing.

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 quarterly determination of registered apprenticeship programs that have indicated their intention(s) of being/remaining on the list and have provided the required information to the state for submission to the ETPL; this has been delegated to the local boards by the state.

- Make a quarterly determination of registered apprenticeship programs that have indicated that they no longer wish to be on the list, including those that de-registered with federal Office of Apprenticeship (OA) director or the applicable state agency and are communicated 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.

- 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.

DETR's WISS unit is responsible to ensure the quality and value of eligible training providers for WIOA participants by:

- Establishing ETPL eligibility procedures;

- Clarifying state and local boards' roles and responsibilities;

- Providing statewide publication/dissemination of an ETPL;

- Verifying programs meet the eligibility criteria and established performance levels;

- Verifying the accuracy of the local boards' submitted information;

- Verifying the accuracy of local boards' procedures on adding and removing registered apprenticeship programs;

- Upon request from the local boards, 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 in the appeals process, as necessary;

- Providing final approval of providers and programs recommended by the local boards; and,

- Consulting with the state board when establishing procedures affecting the ETPL.

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 FUNDING 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. The core and required partners involved under WIOA will work together to establish a system of data sharing among agencies and other partners to better track priority groups under WIOA who are underserved. Improvements to data systems and sharing will take place over the course of WIOA implementation.

DETR is in the process of updating state compliance policies to incorporate changes required by WIOA. The implementation of these policies will provide guidance to local areas in priority of services. DETR 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 the state MIS and the on-site monitoring of local boards and service providers.

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 will 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. Will 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. YOUTH PROGRAM REQUIREMENTS

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 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.*

* Sec. 102(b)(2)(D)(i)(V)

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

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

The state's criteria used to develop an individual service strategy for each youth participant must include the following:

- Is directly linked to one or more indicators of performance as described in sec. 116(b)(2)(A)(ii) of WIOA.

NOTE: This will not be effective until program year 2016.

- Identifies appropriate career pathways that include education and employment goals.

- Considers career planning and the results of the objective assessment.

- Prescribes achievement objectives and services for the participant.

- Provides case management of youth participants, including follow-up services.

The local boards solicit perspective and intelligence from a youth panel consisting of youth subject matters experts in the local area. Information will be considered in tandem with local labor market information. Request for proposals will be solicited and announced accordingly. Subsequently, following the required competitive procurement process, recommendations for youth workforce investment activities will be presented to the Workforce Connections' programs committee and Nevadaworks' Youth Council. In turn, the local board will finalize approval/disapproval for recommended programs received from the programs committee and youth council. Awards will be

granted on an annual basis with the option to continue up to an additional three years based on fiscal and programmatic performance.

With regards to 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. Sanctions may be issued based on the local and state boards' policies when and if necessary in order to address areas of concerns.

Performance measures will be tracked for key indicators on a monthly basis. Programs not meeting or exceeding the negotiated performance levels are provided technical assistance in areas where measurements are not being achieved.

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, AND COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

The state and local workforce development boards have established a written policy and procedure to ensure that out of school youth achieve improved outcomes. The core and required partners involved under WIOA will work together to establish a system of data sharing among agencies and other partners to better track out of school youth under WIOA who are underserved. Improvements to data systems and sharing will take place over the course of WIOA implementation.

DETR is in the process of updating state compliance policies to incorporate changes required by WIOA. The implementation of these policies will provide guidance to local areas for out of school youth. DETR will continue to monitor 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.*

* Sec. 102(b)(2)(D)(i)(I)

WIOA enhances the youth program design through an increased emphasis on individual participant needs by adding new components to the objective assessment and individual service strategy (ISS). WIOA incorporates career pathways as part of both the objective assessment and development of the individual service strategy. In addition, the individual service strategy must directly link to one or more of the performance indicators. The program design under WIOA also includes effective connections to employers, including small employers, in in-demand industry sectors and occupations. In addition, 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). The state is currently updating its state compliance policy to reflect these changes. The local boards require sub-recipients to provide and/or refer services related to the 14 WIOA program elements. This expectation will be explicitly noted in

any request for proposals announced for youth workforce development activities. Sub-recipients will be held accountable for such during monitoring visits.

In-school and out-of-school programs are delivered through several service providers in compliance with sec. 129(c)(2) of WIOA.

DETR is in the process of updating state compliance policies to incorporate changes required by WIOA. The implementation of these policies will provide guidance to local areas for youth. DETR 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).

The state has developed the following eligibility criteria for its definition of, "A youth who requires additional assistance to enter or complete an educational program, or to secure or hold employment."

To qualify, NJCOS fields (where they exist), case notes and case file must document one of the following:

- Has repeated at least one secondary grade level or is one or more grade levels behind age appropriate level.

- Has a core GPA of less than 1.5 or is a postsecondary student deemed by a school official to be on academic probation.

- Is at least two semester credits behind the rate required to graduate from high school for each year of secondary education.

- Has a family history of chronic unemployment (during the two years prior to application, family members were unemployed longer than employed).

- Is an emancipated youth.

- Is a current or previous dropout or is deemed at-risk of dropping out of school by a school official.

- Has been suspended two or more times from school or has been expelled.

- Has been referred to or is being treated by an agency for depression or a substance abuse-related problem.

- 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.

- Is a youth 16 years of age or older who has not held a job for longer than three months or is currently unemployed and was fired from a job within six months of application.

The local boards have adopted the State of Nevada's definition of "requiring additional assistance to enter or complete an education program, or secure and hold employment", for both in-school and out-of-school youth. The local boards will use the above identified 10 additional elements to qualify a youth in need of additional assistance.

Specifically, the state's WIOA TAG 15-3 dated May 18, 2016 includes the following language for in-school youth eligibility and the five percent limitation:

In-School Youth (ISY) Eligibility

An ISY is an individual who is:

• Not younger than 14 and not older than 21 years;

• Attending school (as defined by state law);

• Low-income, as defined by WIOA §3(36), or lives in a high poverty area; and

One or more of the following:

- Basic skills deficient;
- An English language learner;
- An offender;
- A homeless individual, a homeless child or youth, a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under §477 of the Social Security Act (42 USC §677), or in an out-of-home placement;
- Pregnant or parenting;
- An individual with a disability; or,
- Requires additional assistance to enter or complete an educational program or to secure or hold employment (WIOA §3(27) and §129(a)(1)(C)). No more than five percent of ISY served in the workforce area may be deemed eligible because of the criteria described in this bullet.

Additionally there is a new limitation in WIOA related to the "additional assistance" criterion that applies only to ISY. WIOA Section 129(a)(3)(B) states that in each local area, not more than five percent of the ISY assisted may be eligible based on paragraph (1)(C)(iv)(VII), which refers to the barrier for an ISY who requires additional assistance to complete an educational program or to secure or hold employment. States and local areas must ensure that in a given program year, no more than five percent of ISY enrolled in the program year are eligible only based on the "additional assistance" criterion.

WIOA, like WIA, maintains a five percent low-income eligibility exception where five percent of local area participants who ordinarily would need to be low-income do not need to meet the low-income provision. Under WIA, the five percent low-income exception was calculated based on five percent of all youth participants enrolled in a given program year. However, because not all OSY are required to be low-income, the five percent low-income exception under WIOA is calculated based on the five

percent of youth enrolled in a given program year who would ordinarily be required to meet the low-income criteria.

Specifically, the state's WIOA TAG 15-3 dated May 18, 2016 includes the following language for out-of-school youth eligibility:

Out-of-School Youth (OSY) Eligibility

An OSY is an individual who is:

• Not younger than 16 and not older than 24 years;

• Not attending school (as defined by State law), other than adult education provided under Title II of WIOA, YouthBuild programs, and Job Corps programs; and

One or more of the following:

- A school dropout, does not include individuals who have dropped out of postsecondary education, as defined by the state (a youth attending an alternative school at the time of enrollment is not a considered a dropout);
- Within the age of compulsory school attendance (aged 6-18), but has not attended school for at least the most recent complete school year's calendar quarter;
- A recipient of a secondary school diploma or its recognized equivalent who is a low- income individual and is either:

Basic skills deficient; or

An English language learner;

- Subject to the juvenile or adult justice system;
- A homeless individual, a homeless child or youth, a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under §477 of the Social Security Act (42 USC §677), or in an out-of-home placement;
- Pregnant or parenting;
- An individual with a disability; or
- A low-income individual who requires additional assistance to enter or complete an educational program or to obtain or retain employment.

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.

The state defines **not attending** school as the youth is at an age when they are required to attend school, does not have an exception to the regular school attendance as outlined in NRS 392.040-220, or has not graduated. However, the state must make school attendance a priority and provide services outside of the regular school day. Through the individual service strategy (ISS), the local board makes school attendance a priority by providing services that direct a youth back to school.

The first goal of the ISS must be to have the youth return to school. The board can also provide services that encourage regular school attendance such as counseling, tutoring or exploring career options.

Public school attendance is defined and codified in 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*. NRS 389):

The following are pertinent excerpts from the NRS regarding attendance (for full text see

Compulsory Attendance

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.

NRS 392.040(1) Except as otherwise provided by law, each parent, custodial parent, guardian or other person in the state of Nevada having control or charge of any child between the ages of seven and 18 years shall send the child to a public school during all the time the public school is in session in the school district in which the child resides unless the child has graduated from high school.

Excused Attendance

NRS 392.050 Attendance excused for physical or medical condition; excused child with disability qualifies for free appropriate public education.

NRS 392.060 Attendance excused upon completion of 12 grades of elementary and high school.

NRS 392.070 Attendance excused for children in private school or homeschool; participation of private school children and homeschooled children in classes and extracurricular activities.

NRS 392.075 Attendance excused if permission granted to take high school equivalency assessment. Attendance required by the provisions of NRS 392.040 must be excused if a child has obtained permission to take the high school equivalency assessment pursuant to NRS 385.448.

NRS 392.080 Attendance excused for distant residence from nearest school.

NRS 392.110 Attendance excused for child between 15 and 18 years of age who has completed eighth grade to enter employment or apprenticeship; written permit required.

Truancy

NRS 392.130 Conditions under which pupil deemed truant; approval required for absence; notice of unapproved absence to parent; applicability.

NRS 392.130(1) Within the meaning of this chapter, a pupil shall be deemed a truant who is absent from school without the written approval of the pupil’s teacher or the principal of the school, unless the pupil is physically or mentally unable to attend school.

NRS 392.140 Conditions under which pupil declared habitual truant; applicability.

NRS 392.140(1) Any child who has been declared a truant three or more times within one school year must be declared a habitual truant.

NRS 392.140(2) Any child who has once been declared a habitual truant and who in an immediately succeeding year is absent from school without the written:

(a) Approval of the child's teacher or the principal of the school pursuant to subsection 1 of NRS 392.130; or,

(b) Notice of his or her parent or legal guardian or other person who has control or charge over the pupil pursuant to subsection 3 of NRS 392.130, may again be declared a habitual truant.

NRS 392.140(3) The provisions of this section apply to all pupils who are required to attend school pursuant to NRS 392.040.

6. IF NOT USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE SPECIFIC STATE DEFINITION.

The state defines basic skills deficient as a youth who has English reading, writing or computing skills at or below the 8th grade (8.9 or lower) level on a generally accepted standardized test. Nevada utilizes the portion of the basic skills deficient definition contained in WIOA sec. 3(5)(B); there is no state-specific definition.

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 also 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. THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES, INCLUDING AN IDENTIFICATION OF SUCCESSFUL PROVIDERS OF SUCH ACTIVITIES. (WIOA SECTION 108(B)(9).)

Not applicable

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 PROCESS 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

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;

This question was added when the requirements were released and after the Nevada plan had been approved and vetted through public comment.

TITLE I-B ASSURANCES

The State Plan must include assurances that:

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

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

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

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

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

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. No

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); No

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 PROFESSIONAL STAFF DEVELOPMENT.

1. 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 other WIOA service providers 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.

2. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE PROGRAM, AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION.

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 UNEMPLOYMENT INSURANCE 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.

The program year 2015 changes include 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.

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 Comprehensive Employment 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 NJCOS 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 the NJCOS to register UI claimants. When a new claim is filed, a basic registration is created in NJCOS, 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 in NJCOS, a work test email notification report is sent to the UI adjudication unit.

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

A of 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--

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 ranches rank third in the nation in size, averaging 3,500 acres. The following are the major agriculture activities relevant to the state:

- Range livestock production of cattle and calves, which is the current leading agricultural industry;

- Livestock of sheep, lambs and dairy;

- Crop growth with alfalfa hay being the dominant cash crop; and,

- Other crops produced in Nevada including potatoes, barley, winter and spring wheat, corn, oats, onions, garlic, and honey. (**SOURCE:** Northern Nevada Development Authority, 2013)

Agriculture in Nevada faces a mixed price outlook. Feeder steer operations are the largest of the agricultural industries in Nevada and will enjoy rising prices through 2015, and still maintain relatively strong prices for several years thereafter. Dairy production is also a major industry. Milk prices have recently fallen substantially from last year's highs, and profitability will wane at a time dairy herds in the northern part of the state are trying to expand to meet the needs of the whole milk powder processing plant. Hay prices are expected to fall from 2014 levels, but global competition for feed in general and the competition for land in the U.S. by biofuels feedstock will result in those feed prices remaining high and being reflected in hay prices nationally and in Nevada. In addition, the persistent drought is still offering support to hay prices in the far west. (Source: Nevada Agricultural Outlook, University of Nevada, Reno, 2015)

A. 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.

Nevada's agriculture industry sector is a major contributor to the overall economy of the state. In addition, Nevada's ranches rank third in the nation in size, averaging 3,500 acres. The following are the major agriculture activities relevant to the state:

- Range livestock production of cattle and calves, which is the current leading agricultural industry;

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B. 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.

Migrant and seasonal farmworker (MSFW) client registrations continue to be low in Nevada. There were 10 MSFW recipients registered in PY 2014, with one indicating a desire to continue work in the agricultural sector. Despite the increase in agriculture activities in Nevada, MSFWs coming into the state seek employment in other industries, such as the leisure and hospitality sectors. The majority of job orders in Nevada are related to the H-2A temporary work visa program, which provides the bulk of the temporary agricultural labor force within the state of Nevada. During PY 2014, employers opened 82 agricultural job orders with 2,176 position openings. There were 21 referrals (*less than one percent*) and no job placements. As mentioned previously, one out of the 10 MSFW clients registered in PY 2014 showed an interest continuing work in the agricultural sector. The continuing trend for MSFW clients is transitioning to employment in other industries favoring jobs in other fields. Historically Nevada has registered a low number of MSFW clients. It is anticipated the level of agricultural activity will remain the same or decrease seeing that MSFW clients are interested in pursuing other job opportunities. According to the quarterly census of employment and wages program, fourth quarter 2012 review issued in June 2013, Nevada experienced employment loss in the agriculture sector at 2,280 in the fourth quarter of 2011, which decreased to 2,197 in the fourth quarter of 2012, resulting in a total loss of 83 jobs and a decrease of 3.6 percent. In addition, the article indicated the retail trade gained the most jobs year-over-year, increasing by 3,246 jobs and resulting in a 2.4 percent overall growth rate. Collected data and research has demonstrated agriculture employment is subsiding; therefore, MSFW activity is not expected will increase.

Currently, Nevada has NJC staff in the northern NJC centers who conduct housing inspections for Foreign Labor Certification (FLC). During housing inspections, NJC staff can offer outreach to available farmworkers. In addition the 167 grantees, the Nevada Human Development Corporation has a person stationed at the Fallon NJC center who conducts outreach in northern Nevada. Brochures and menus of service handouts are distributed to areas where MSFWs congregate. Nevada believes there are currently sufficient resources for outreach.

2. 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 northern areas. DETR is in the process of acquiring a new employment service registration system, which will include a self-service registration component. The state’s monitor advocate (SMA) will ensure that the self-service registration allows users to self-

identify as an MSFW. This will allow MSFWs, especially those who live in remote and rural areas, to learn about available Nevada employment services, while still being able to review job referral information, information on other partner agency services, resume preparation, and labor market information. This new system will allow the SMA to better identify and provide services to the MSFW community.

Other outreach activities include working with the National Farmworker Jobs Program (NFJP) partner who is stationed at the Fallon NJC, visits various agricultural employer sites and provides MSFW handout material to the farmworkers in northern Nevada. 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.

A. CONTACTING FARMWORKERS WHO ARE NOT BEING REACHED BY THE NORMAL INTAKE ACTIVITIES CONDUCTED BY THE EMPLOYMENT SERVICE OFFICES.

New section added when requirements were released.

B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH WORKERS. 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 COMPLAINT SYSTEM, 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.

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 NJCOS 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

- Information about other community resources

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 NJC 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.

This was revised when the requirements were released, after the Nevada plan had been approved and vetted for public comment.

E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEES AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS.

This was revised when the requirements were released, after the Nevada plan had been approved and vetted for public comment.

3. 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.

This was revised when the requirements were released, after the Nevada plan had been approved and vetted for public comment.

(B) MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS.

This was revised when the requirements were released, after the Nevada plan had been approved and vetted for public comment.

(C) MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

The SMA has created bilingual brochures and a poster explaining the purpose and intent of the MSFW program, information about the complaint system, along with an explanation of DETR's ESD services with contact and location information for all NJC centers. These brochures and poster have been placed with various organizations across Nevada for distribution in the past and will continue to be a means of outreaching to MSFW clients. Nevada will work on increasing contact with the MSFW population by networking and mirror other state outreach activities.

4. 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).

This was revised when the requirements were released, after the Nevada plan had been approved and vetted for public comment.

(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.

In developing the AOP, the state workforce agency 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 state workforce agency 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 state workforce agency must: (1) Consider any comments received in formulating.

This plans 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 2011: Met equity indicators in all quarters

- PY 2012: Met equity indicators in two quarters (10/1/12 - 12/31/12; and,

1/1/13 - 3/31/13)

- PY 2013: Met equity indictors in two quarters (1/1/14 - 3/31/14; and,

4/1/14 - 6/30/14)

- PY 2014: Met equity indicators in one quarter (7/1/14 - 9/30/14)

Nevada failed to meet equity indicators in seven quarters. In the last four program years, Nevada served a total of 33 MSFWs, and a total of 349,328 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. Due to low MSFW numbers, 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 2014 AOP, Nevada surpassed last year's goal for the number of agricultural openings received (1,950) with 2,176, which is 112 percent goal attainment. Also, Nevada surpassed the goal of 10 for initiated interstate clearance orders with a total of 58, which is a 480 percent goal attainment. Nevada did not meet the MSFW placement goal of 19. The SMA plans to remedy this by updating the MSFW program training, and providing training so that staff in the NJC centers can correctly identify, provide services, and report MSFWs in the employment service system. Once training has been completed the expectation is that MSFW numbers, as well as MSFW job placement numbers will increase.

(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 been given the opportunity to develop the Agricultural Outreach Plan (AOP) for PY 2016. The State Monitor Advocate (SMA) of Nevada has reviewed and approved the development of the Agricultural Outreach Plan (AOP) for PY16.

F. WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:

1. The Wagner-Peyser 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. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; No

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 services, Adult and Dislocated Worker programs and Youth Programs under Title I; and Yes

4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. Yes

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA).

A. ALIGNING OF CONTENT STANDARDS

Describe how the eligible agency will, by July 1, 2016, align 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.

As Nevada adult education programs move to full CCRS implementation, the work of the 2011-2013 national Standards in Action project will be built upon in round two of the Standards in Action from 2015-2016; CCRS use the same systematic approach. 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). 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 future RFPs, eligible providers must include justification on how they are incorporating 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 the adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of 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.

ALLOWABLE ACTIVITIES

ADULT EDUCATION

The term *adult education* refers to academic instruction and education services below the postsecondary level that increase an individual's ability to read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; transition to postsecondary education and training; and obtain employment.

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 is 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.

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.

ENGLISH LANGUAGE ACQUISITION

The term *English language acquisition program* means a program of instruction that:

- Is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and,

- Leads to:

§ Attainment of a secondary school diploma or its recognized equivalent; and,

§ Transition to postsecondary education and training; or employment.

WORKFORCE PREPARATION ACTIVITIES

The term w*orkforce preparation activities* means activities, programs or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

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) for 2017-2018. 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

The term *integrated education and training* means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational sector for the purpose of educational and career advancement.

An integrated education and training program must include the following three components:

1. Adult education and literacy activities, as described above.

2. Workforce preparation activities, as described above.

3. Workforce training for a specific occupation or occupational sector, which can be any one of the training services defined in WIOA sec. 134(c)(3)(D):

a. Occupational skills training, including training for nontraditional employment;

b. On-the-job training;

c. Incumbent worker training in accordance with subsection (d)(4);

d. Programs that combine workplace training with related instruction, which may include cooperative education programs;

e. Training programs operated by the private sector;

f. Skill upgrading and retraining;

g. Entrepreneurial training;

h. Transitional jobs in accordance with subsection (d)(5);

i. Job readiness training provided in combination with services described in any of clauses (a) through (h);

j. Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (a) through (g); and

k. Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Suggestions for integrated education and training planning may include identifying high wage/high-demand occupations and pathways in the location/zip code of the program area, and updating curricula and program framework to include contextualized instruction for occupational and employability skills.

In future RFPs, successful applicants will 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

Complete implementation of Title II participation and cost infrastructure sharing with the official one-stop delivery system will occur in 2016-2017.

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.

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:

a. Adult education and literacy activities;
b. Special education, as determined by the eligible agency;
c. Secondary school credit;
d. Integrated education and training;
e. Career pathways;
f. Concurrent enrollment;
g. Peer tutoring; and
h. 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

(2) Special education, as determined by the eligible agency

(3) Secondary school credit

(4) Integrated education and training

(5) Career pathways

(6) Concurrent enrollment

(7) Peer tutoring

(8) 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

1. 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.

The term integrated English literacy and civics education means English Literacy and civics education, in combination with integrated education and training. The purpose 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. English language learners who hold degrees and credentials in their native countries are eligible to access all services provided by section 243.

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

IEL/CE program delivery approaches include:

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

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

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

2. DESCRIBE HOW THE STATE WILL FUND, IN ACCORDANCE WITH THE REQUIREMENTS OF TITLE II, SUBTITLE C, INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION SERVICES AND HOW THE FUNDS WILL BE USED FOR THOSE SERVICES.

NDE will establish and operate Integrated English Literacy and Civics Education (IEL/CE) 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.

Funds will be awarded in each designated local workforce area. Each program operating under funds provided by section 243 shall be designed to help eligible individuals who are English language learners:

- Achieve competence in reading, writing, speaking, and comprehension of the English language;
- Attain a secondary school diploma or its recognized equivalent;
- Transition to postsecondary education and training; and
- Prepare for, and be placed in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Each program shall integrate with the local workforce development system and its functions to carry out the activities of the program.

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.

A) The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.

B) The establishment and operation of high quality professional development programs to improve the instruction provided pursuant to required local activities, including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel, and dissemination of information about models and promising practices related to such programs.

A primary focus of the WIOA Title II state leadership sub-grant is to continue implementation and sustainability of standards-based education. Workshops, webinars and professional learning communities focused on the implementation of the College and Career Readiness Standards (CCRS) are delivered to adult basic education program directors, coordinators and teachers from AEFLA-funded programs multiple times throughout the year along with Nevada's corrections education teachers and administrators. These activities will address required state leadership activities A) and B) including the development of career pathways to provide access to the employment and training services for individuals in adult education and literacy activities, as well as 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 related to such programs through state leadership-funded adult education newsletters, *Nevada Connections*.

In 2014-2015, state leadership staff primarily focused on continued implementation and sustainability of the new research-based CCRS for adult education, continued support for career awareness, career pathways, transitions to college, and support for preparation for the high school equivalency assessments.

In 2015-2016, Nevada's adult education programs are moving beyond the introduction and initial phase of implementing the CCRS. These standards are meant to forge a stronger link among adult education, postsecondary education and the workforce and require a major paradigm shift in how instructors teach in order to integrate college and career readiness into all programming levels. Using these standards aligns all adult basic education learners with workforce and career readiness, which can lead to certification and credentialing.

Nevada was one of 10 states selected to participate in the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) two-year College and Career Readiness Standards-in-Action initiative (CCR-SIA). Susan Pimentel, the lead author and primary trainer of the CCRS under OCTAE's direction, came to Reno, Nevada along with a mathematics coach from

Washington, D.C. to present the first CCR-SIA training. The state leadership manager and seven state leadership CCRS facilitators participated in the two-day training.

PARTICIPATION IN THE NATIONAL COLLEGE AND CAREER READINESS STANDARDS-IN-ACTION INITIATIVE

State leadership plans to integrate CCRS into all program levels for all adult learners with the help and support of Susan Pimentel and her team and OCTAE. Helping the teachers learn how to implement the CCRS will pave the way for students to make easier transitions to postsecondary education and training, to align adult basic education programming with workforce and career readiness that leads to certification and credentialing, and to promote career pathways curriculum and lesson plans that support short-term certification for high-demand job sectors based on current labor market data.

Nevada's goal is to develop and 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.

To achieve this goal, state leadership will provide two tiers of ongoing training to the ELA/literacy and mathematics teachers in AEFLA-funded programs throughout the state. Nevada state leadership will also train program directors and other management staff members to observe CCR-SIA in the adult education ELA/literacy and mathematics classrooms in their programs.

TIER 1

The first tier of training provides the foundation or basic understanding of the CCRS. It brings the implementation institute to Nevada and uses implementation institute materials (posted on the Literacy Information and Communication System - LINCS). It is offered in two parts: CCRS level 1 and CCRS level 2. Along with AEFLA-funded programs, state-funded adult high school programs are invited participate in the trainings.

CCRS Level 1 is the first two units of the implementation institute posted on LINCS:

FOR ELA/LITERACY

- Unit 1: Connecting the CCRS to the key advances

- Unit 2: Selecting texts worth reading

FOR MATHEMATICS

- Unit 1: Focusing on the major work of the levels

- Unit 2: Thinking across levels to connect learning

CCRS Level 2 is the second two units of the implementation institute:

FOR ELA/LITERACY

- Unit 3: Identifying questions worth answering

- Unit 4: Creating high-quality writing assignments

FOR MATHEMATICS

- Unit 3: Engaging the three components of rigor

- Unit 4: Connecting standards for mathematical practice to content

TIER 2

The second tier brings CCR-SIA innovations to Nevada. It is offered in two main parts:

- Translating standards into college and career readiness, aligned curriculum and instruction, which have two teacher trainings: CCR-SIA trainings 1 and 2.

- Assessing the implementation of college and career readiness standards in adult education classrooms, which has one teacher training: CCR-SIA training 3; and, and one program director training: CCR-SIA training 4.

CCR-SIA Training 1 is the first two parts of translating standards into college and career readiness, aligned curriculum and instruction:

FOR BOTH ELA/LITERACY AND FOR MATHEMATICS

- Unit 1: Part 1, analyzing the alignment of resources to CCRS; part 2, revising a resource to improve alignment to CCRS.

CCR-SIA Training 2 is the third part of translating standards into college and career readiness, aligned curriculum and instruction:

FOR BOTH ELA/LITERACY AND FOR MATHEMATICS

- Unit 1: Part 3, creating CCRS aligned lessons.

CCR-SIA Training 3 is the first part of assessing the implementation of CCRS in adult education classrooms:

FOR BOTH ELA/LITERACY AND FOR MATHEMATICS - THIS IS FOCUSING ON ASSIGNMENTS AND STUDENT WORK:

- Part 1, conduct the four-step SIA student work protocol and student work.

- Part 2, assess the group process and catalogue the improved assignment.

- Part 3, learning to use the CCR-SIA observation tool for observing a lesson.

CCR-SIA Training 4 is the second part of assessing the implementation of college and career readiness standards in adult education classrooms, observing the college and career readiness SIA. This training is for program directors and other management staff who will be observing teacher CCRS lessons.

- Part 1, train observers to use the CCR-SIA observation tool for observing a lesson.

In addition to the five trainings, multiple interactions and observations are required. For example, the revision of resources to improve alignment to the CCRS may require several team meetings to review and revise resources; the critical friends model should be employed to strengthen sample assignments; and, when observing CCR-SIA, trained observers (i.e., CCR-SIA training 5) need to implement part 2 of observing CCR-SIA, trained observers implement the CCR-SIA observation system with adult educators.

IMPLEMENTATION OF THE CCR-SIA INNOVATIONS

Nevada state leadership facilitators will train ELA/literacy and mathematics agency coaches and teachers to implement the CCR-SIA innovations at each AEFLA-funded program. The ELA/literacy and math coaches are teachers who have been approved by the program to be trained in CCR-SIA innovations and guide teachers in their programs to be able to effectively implement these innovations in their classrooms.

OBJECTIVES

ELA/LITERACY

Objective 1 for ELA/literacy

- By June 30, 2019, to train all ELA/literacy and mathematics teachers in AEFLA-funded programs in the basics of CCRS *by using the implementation institute materials posted on LINCS*.

- Regional trainings will occur upon request over the next four years. State-funded adult high school programs will be invited to receive this training throughout the next four years.

Objective 2 for ELA/literacy

- Each year through June 30, 2019, offer training to all ELA/literacy and instructors in AEFLA-funded programs on *how to translate standards into college and career readiness, aligned curriculum and instruction*.

Objective 3 action steps for ELA literacy

- Each year through June 30, 2019, teach all ELA/literacy instructors in AEFLA-funded programs how to assess the implementation of CCRS in adult education classrooms by creating CCRS, aligned lessons and using workshop 2 materials.

Objective 4

- Each year through June 30, 2019, teach all ELA/literacy instructors in AEFLA-funded programs on how to assess the implementation of CCRS in adult education classrooms through examination of student work and appropriately using the lesson observation tool.

MATHEMATICS

Objective 1

- By June 30, 2019, to train all ELA/literacy and mathematics teachers in AEFLA-funded programs in the basics of CCRS *by using the implementation institute materials posted on LINCS*.

- Regional trainings will occur upon request over the next four years. State-funded adult high school programs will be invited to receive this training throughout the next four years.

Objective 2

- Each year through June 30, 2019, offer training to all mathematics instructors in AEFLA-funded programs providing math instruction on *how to translate standards into college and career readiness-aligned curriculum and instruction*.

Objective 3 action steps for mathematics

- Each year through June 30, 2019, teach all mathematics instructors in the AEFLA-funded programs providing math instruction on how to assess the implementation of CCRS in adult education classrooms by creating CCRS, aligned lessons and using workshop 2 materials.

Objective 4 action steps for mathematics

- Each year through June 30, 2019, teach all mathematics instructors in AEFLA-funded programs providing mathematics instruction on how to assess the implementation of CCRS in adult education classrooms through examination of student work and appropriately using the lesson observation tool.

PROGRAM DIRECTORS, MANAGEMENT AND STAFF MEMBERS

Action Steps

- Conduct *CCR-SIA training 4* for 100 percent of Nevada's program directors, management and staff members in 2016.

Requested funding for programs for professional development (i.e., part-time teachers and staff are paid to attend workshops and trainings) is encouraged as part of the annual budget planning. Since the onset of the college and career awareness implementation, programs are encouraged to use their professional development budgets for CCRS professional development as an incentive for teachers to take advantage of the many professional development opportunities throughout the year. It is recommended that teachers and tutors take advantage of the free, self-paced, online courses (e.g., differentiated instruction, content-based learning, scaffolding in the multi-level classroom, integration of technology in the classroom, etc.).

Since the CCR-SIA focuses on rigor, academic language, evidence-based reading, writing, speaking and listening, and knowledge-building through content-rich/non-fiction texts, professional development opportunities will include these important components in CCRS training.

The goal for state leadership is to help and support teachers in learning how to teach rigorous, relevant lessons that will help Nevada's adult learners achieve their goals after they exit state programs. Adult learner goals need to be realistic, meaningful and backed by support from the NDE, state leadership staff and administrators at each agency. State leadership staff is also supporting the alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the state plan under WIOA sec. 102, including the development of career pathways to provide access to employment and training services in adult education and literacy activities. State leadership funds are currently being used to support career-infused adult education and career pathways options training. Three face-to-face trainings, in addition to follow-up in the intervals between, are scheduled through the end of PY 2016. Tier 1 focuses on the beginning reader or English language learner up to the eighth grade reading level, and integrates the following into existing adult basic education and English language acquisition learning plans:

- Contextualized reading, vocabulary and mathematics encompassing the top five to 10 high-demand job sectors in the service area;

- Soft skills (SCANS) integrated into existing adult basic education and English language acquisition;

- **Career awareness:** Learning what specific jobs are available in the region;

- **Career exploration:** Learning what reading, mathematics and soft skill levels are required and what individuals with those proficiencies do;

- **Self-assessment:** Assisting students to identify which skills she/he already possess;

- **Career planning:** Learning what students need to learn in order to prepare for those high-demand jobs;

- **Contextualized bridge:** Highly contextualized classroom learning that leads to transition into community college occupational programs;

- **Linked classes:** Students enrolled in a contextualized adult education class, as well as an occupational training class, which leads to an industry recognized certificate;

- Teachers confer to provide for continuity, sequence and integration learning/instruction; and,

- **Integrated education and training:** Adult education and occupational teachers team-teach, which leads to an industry-recognized certificate.

Many rural, multi-level classes are limited to Tier 1 options. Conversely, concentrations of populations have large enough numbers of adults with similar interest and goals to allow Tier 2 options.

The state leadership sub-grantee designs and operates a statewide professional development for all AEFLA-funded agencies. The goal is to support adult education instruction in Nevada with the objective of improving student outcomes. In conjunction with state leadership staff, NDE conducts three face-to-face adult basic education directors' meetings each year, wherein local program directors and key staff members are invited and provided support and guidance on the implementation of models for integrated education, training and career pathways. Offerings in addition to the CCR-SIA project are designed to support programs that assist adult students to transition from adult education to postsecondary education and training, and establish linkages with postsecondary education and training programs. Professional learning communities are supported by state leadership staff on the development and implementation of programs and services to meet the needs of adult students with barriers to employments, including learners with learning disabilities and English language learners, including evidence-based instructional strategies.

Offered by the National Adult Education Professional Development Consortium, Nevada participates in the Leadership Excellence Academies, which provide local program directors and key staff members with the tools and skills needed to analyze program data, perform self-assessments, and explore current research in order to target three needs: higher student enrollment, better student retention and greater student transition to college/work training.

The lead education agency team has progressed through the various stages of this project that covered:

- Selecting and administering stakeholder's assessments;

- Reviewing the results and prioritizing needs;

- Engagement in the current research;

- Selecting promising practices;

- Setting vision and goals for a program improvement plan;

- Identifying, collecting and analyzing the data; and,

- Measuring and fine-tuning professional development, policy and resource.

C) The provisions of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title include:

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.

2. The role of eligible providers as a one-stop partner to provide access to employment, education and training services.

3. Assistance in the use of technology including for staff training and training for eligible providers, especially the use of technology to improve system efficiencies.

Nevada Professional Development training will be offered on research-based reading, writing and math approaches, and extended professional development is available to a cohort of adult education professionals. The project enrolls teams of teachers and an administrator from sites across the state in a school-year learning experience. Participants engage in one face-to-face training of two days, four webinars (one pre-workshop and three post-workshops), communities of practice that meet after the face-to-face two-day workshop, interim assignments that continue learning by reinforcing and putting into practice material presented in the workshops, and an online self-paced subject-specific training. This combination of extended, blended learning opportunities is structured to develop local, regional, and state communities of practice that create real and sustained improved teaching and learning outcomes.

AREAS OF TRAINING

Reading covers information and resources from LINCS' *Assessment Strategies and Reading Profiles (ASRP)* and *Teaching Adults to Read* to inform reading assessment and instructional strategies using the four components of reading: *alphabetic, fluency, vocabulary, comprehension.* This training introduces, demonstrates, and provides practice in using the components. It introduces the research base for reading instruction, including assessing for each component of reading. Assessment tools and the Assessment Strategies and Reading Profiles website are demonstrated.

Writing will cover the research on writing as reported by the National Academies of Science in their publication *Improving Adult Literacy Instruction: Developing Reading and Writing* as well as information and resources from *LINCS' Teaching Excellence in Adult Literacy (TEAL)*. Participants will be engaged in reading and discussion and will implement at least one new writing activity in their classroom. Readings will be required to be completed between each of the sessions.

Math explores ways to add context to the math content already being taught and to help learners develop reasoning and problem-solving skills. Teachers will learn to enhance instructional activities to meet learners' needs and explore strategies will increase their ability to apply the math content in a variety of real-life contexts. The activities will:

- Increase math content knowledge among teachers and program administrators.

- Increase instructional skills among teachers working with ABE, HSE, and pre-HSE students.

- Increase knowledge and use of math content standards.

- Build local program and state capacity to support adult numeracy instruction.

Effective use of technology will be infused into all training through hands on use of technology delivery methods such as webinars and web-based learning. The online course *Integrating Technology in the Adult Education Classroom* will be facilitated by Literacyworks with support from Nevada state leadership staff. This course covers the purposes for integrating technology, explores guidelines for planning to integrate technology into instruction, and organizes thinking about the wide range of technology tools available. Examples of adult education practitioners' experiences in integrating technology are incorporated throughout the course. In the culminating activity, participates will create a Technology Integration Action Plan for a unit or lesson that they select for use with their adult learners.

NOTE

Topics covered in this extended researched-based professional development model utilizes concepts from contextualized and differentiated instruction, scaffolding, reflective practices and best reading, writing and math practices for ESL students. Subject areas will incorporate standards-based instruction (CCRS).

Participants will:

- Acquire knowledge about the underlying research in these topic areas.

- Learn and practice assessment and instructional activities.

- Develop differentiated lesson plans.

- Actively utilize reading assessments to develop reading profiles for students.

- Practice new skills in their classrooms.

- Extend and reflect on designated reading topics using online and study group forums.

- Reinforce new knowledge by developing a professional development plan for colleagues at their respective sites.

Each training area maximizes outreach to the most number of teachers using a train-the-trainer model and provides support throughout the year.

LEARNER OBJECTIVES FOR THE YEAR

Reading

Participants will be familiar with and be able to use and tell others about:

- ARCS and assessment strategies and reading profiles.

- Research-based resources for assessing reading skills in the four components of reading and teaching reading.

- Best practices and strategies for assessing and teaching reading.

- Incorporating writing into the reading process.

- Addressing the differing needs of ABE, ESL and students with LD.

- Aligning student reading needs with appropriate reading instruction.

- Developing differentiated lesson plans.

- Current online researched-based resources.

Participants will be able to:

- Assess students' reading levels and determine appropriate instructional strategies based on best practices using ELA College and Career Readiness Standards (CCRS).

- Create lesson plans that target and build on CCRS and work skills.

- Create lesson plans that integrate reading, listening/speaking and writing activities.

- Create differentiated lesson plans that utilize scaffolding for lower level learners.

- Find and identify appropriate research-based reading resources.

- Use technology to extend their professional development.

Math

Participants will be familiar with and be able to use in their classrooms:

- Current, best practices math content knowledge in math CCR content strands.

- Improved communication skills to help students understand and apply math concepts.

- A richer understanding of the three key shifts in instruction that focus on delving deeply into the key processes and ideas upon which mathematical thinking relies.

- The knowledge and skills to teach strands at all levels.

Teachers will increase their instructional repertoire by implementing strategies modeled in the workshops using:

- Classroom practice ('test it out')

- Discussions/peer learning/reflection with peers

- The three mathematics CCRS shifts: focus, coherence and rigor

EVALUATION

- Participants will be asked to evaluate their own progress by revisiting their pre-survey assessment of their knowledge of reading instruction, math, and writing, charting changes in prior assumptions and new knowledge.

- Participants will complete a pre- and post-survey that will assess gains in familiarity and ability to apply new knowledge in the classroom.

- After each session, participants will be given presentation evaluations to provide feedback.

D) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

a. The State will provide grantee oversite that includes:

i. Periodic data monitoring;

ii. Desk reviews and site evaluation visits; and

iii. Technical assistance for program improvement.

b. The State will disseminate information about models and proven or promising practices:

i. Through multiple group face-to-face meetings each year with program leaders;

ii. Through static media sources including websites and print;

iii. With webinars and online meetings;

iv. At local site visits; and

At sessions at state and regional conferences and workshops.

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE.

NDE reserves the right to use funds made available under WIOA section 222(a)(2) 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.

Not more than 12.5 percent of the grant funds made available will be used to carry out these adult education and literacy activities to develop or enhance the adult education system of the state.

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.

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.

WIOA includes six statutory primary indicators of performance measures that will apply to all core programs: (1) employment in second quarter after exit; (2) employment in fourth quarter after exit; (3) median earnings in the second quarter after exit; (4) obtainment of a secondary or postsecondary credential; (5) achievement of measurable skills gains; and, (6) a yet-to-be-defined measurement of employer effectiveness. The U.S. DOL and the U.S. Department of Education are currently seeking clarifications that will be necessary to implement these indicators. These departments will also exercise their right to implement non-statutory indicators of performance, including retaining many of the existing WIA indicators.

The NDE will make 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.

Local educational agencies are responsible to meet all programmatic goals and outcomes that are required in their approved RFP. Performance outcomes for each provider will meet or exceed the levels of performance for each of the state-negotiated National Reporting System benchmarks. The NDE will assess the quality of providers of adult education and literacy activities through data reviews, biannual 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. The NDE will provide technical assistance throughout the CAP process.

CERTIFICATIONS

States must provide written and signed certifications that

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. Yes

8. The plan is the basis for State operation and administration of the program. Yes

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 $10,000 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.

Applicant’s Organization **Nevada Department of Education**

Full Name of Authorized Representative: **Brad Deeds**

Title of Authorized Representative: **Adult Education Programs Supervisor**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov

ASSURANCES

The State Plan must include assurances that:

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 supplement and not supplant provisions). 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. 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; Yes

5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) 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 and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and Yes

6. 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

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

_____

* Sec. 102(b)(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 2015 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 22, 2015 and November 17, 2015.

The NSRC focused on the state plan goals, satisfaction survey, client success, employee highlights, and collaborations. Rehabilitation statistics and VR locations were also included.

Annual Consumer Satisfaction Surveys

The review and analysis of consumer satisfaction, described in sec. 105(c)(4) of the Rehabilitation Act and 34 CFR 361.17(h)(4), were conducted by the University of Nevada, Reno (UNR), Center for Research Design and Analysis and Nevada Center for Health Statistics and Informatics. At the request of the designated state agency (DSA) and NSRC, UNR conducted a multiple–year customer satisfaction longitudinal study. Three consumer satisfaction survey instruments were utilized: the general participant, the transition student, and the older individuals who are blind (OIB). The NSRC met on September 22, 2015 to obtain the survey results and the recommendation information from UNR. The NSRC will review and possibly revise the instrument questions for future surveys, and address how to make the surveys more accessible. The DSU will continue to utilize gift card incentives, wherein participants are incentivized by entrance into a drawing for a chance to win one of four $50 Visa® gift cards.

Comprehensive Statewide Needs Assessment

The NSRC and the DSU jointly awarded a contract to San Diego State University's (SDSU) Interwork Institute to conduct a 2013 comprehensive statewide needs assessment. The needs assessment was completed June 30, 2013 and the results were presented to the NSRC on September 17, 2013.

The NSRC and the DSU worked together utilizing the results of the needs assessment to revise existing and develop new strategic goals, strategies, and indicators for the FFY 2017 state plan.

State Plan Goals

Consistent with the Rehabilitation Act of 1973, as amended, the NSRC state plan committee, in partnership with the DSU, held public meetings on January 13–14, 2015 and October 12, 2015 to

develop and revise state plan goals with corresponding strategies and measurable indicators consistent with the recommendations, data analysis, and other information revealed through the comprehensive statewide needs assessment report, the customer satisfaction surveys and sentiments expressed during NSRC meetings. The state plan goals were brought before the full NSRC in a public meeting on November 17, 2015, and approved by majority vote. The NSRC and the DSU publicly noticed the opportunity to review proposed amendments to the FFY 2017 state plan. A public meeting was held on November 17, 2015; no public comments were made.

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 division has entered into intrastate inter-local 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. However, these long–standing agreements do not entail a formal financial arrangement for cost sharing of program expansion, improvement and innovation. (**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

On July 1, 2013, NRD entered into a four–year third party cooperative arrangement (TPCA) with the Washoe County School District (WCSD) in northern Nevada, and 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) initiative, which is a locally developed cooperative arrangement in its third year of existence, serves secondary and postsecondary 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 the bureau chief was assigned to provide support and oversight of the program. Beginning in July 2013, VR opened VOICE cases, and in conjunction with WCSD staff, NRD will continue to provide enhanced VR services for VOICE participants aged 18–21 prior to high school exit through June 30, 2017. 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 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 CCSD, which is the largest school district in the state located southern Nevada. This four–year arrangement with CCSD offers new and/or enhanced services to meet the specific needs of the eligible NRD student consumers. The Job Exploration and Expectation Program (JEEP), launched in August 2015, provide 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 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 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 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). While both colleges are located in northern Nevada, the NRD is currently collaborating with two southern Nevada colleges in anticipation to enter into TPCAs with those southern Nevada colleges to enhance statewide service delivery of these unique transition services. 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 three–year TPCA with Western Nevada College (WNC), 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 three–year TPCA with Truckee Meadows Community College (TMCC) with more than 20 community locations throughout the Reno area in northern Nevada.

These combined college programs, known as *CareerConnect*, launched in November–December 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 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 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 Nevada 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. The total cooperative agency cash match share is matched to federal funds at no less than 21.3 percent. NRD has developed and implemented fiscal monitoring and reporting procedures and tools for both the NRD district staff and cooperative program contract administrators.

The NRD's operations unit developed a contractor self–assessment tool (i.e., the contract manual) that provides detailed information on invoicing and supporting documentation procedures and requirements. 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 or Combined 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 servivces 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 inter-local contracts with agencies external to the workforce investment system that are involved in serving individuals with disabilities. These inter-local 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 inter-local contracts include the DSU's formal agreements with DWSS and the Nevada Division of Public Health and Behavioral Services (NDPHBS). The DSU also holds inter-local contracts with WIOA sec. 121 Native American agencies, known as the Moapa Band of Paiutes, Fort Mojave Indian Tribe and Shoshone Paiute Tribe of the Duck Valley. The DSU is in final negotiations to also begin contracting with the Fallon Paiute Shoshone Tribe. The DSU is in final negotiations to also begin contracting with the Fallon Paiute Shoshone Tribe.

The DWSS inter-local 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:

– In rural Nevada, VR hosts a monthly meeting with the Rural Regional Center (RRC) to discuss clients in common or potential clients. VR also participated in a community fair for community agencies in Elko. Staff members from VR, the RRC, the Northern Nevada Center for Independent Living (NNCIL), and other agencies were present to discuss their programs. Counselors from the Winnemucca, Ely, Elko, and Fallon offices attended the chamber of commerce breakfasts. Statewide, each VR office collaborates with the state mental health agencies. In the north, the business development manager is a member on the Transportation Coalition Committee, which is a committee to determine the transportation needs of disabled, youth and senior citizens.

– The northern region works closely with the Northern Nevada Literacy Council. In continuation of the DSU's efforts with the Food Bank of Northern Nevada, the bureau chief is a member on the Food Bank board, representing workforce development and employment to help end poverty–related hunger.

– VR staff members from the Las Vegas office participate in Association for Macular Degeneration, the National Federation of the Blind, and the Nevada Blind Center activities.

– 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 from the north participated in the Northern Nevada Project Homeless Connect 2015. This program provides tangible, same–day services and intake to medical, substance abuse and psychiatric treatment, housing, employment, and other important supportive services to help rebuild the lives of individuals and families in need.

– 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, and Pumpkinpalooza, a disability awareness fair in held in northern Nevada that corresponds with Halloween. In July 2015, numerous DSU staff attended and presented at the Nevada Governor's Council on Developmental Disability's Disability Awareness conference. 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 and the Shoshone Paiute Tribe of the Duck Valley. The DSU continues to collaborate, and are in final negotiations to begin contracting, with the Fallon Paiute Shoshone Tribe.

– Governor's Taskforce on Integrated Employment: On July 21, 2014, the Taskforce on Integrated Employment was created per Governor Sandoval's Executive Order 2014–16. The taskforce is responsible for examining and evaluating current employment programs, resources, and funding available for training and employment opportunities for individuals with intellectual/developmental disabilities. The taskforce submitted its initial report and strategic plan to the governor on July 1, 2015. NRD's administrator and bureau chief were both appointed to this taskforce by the governor, and contributed to the creation of the 3–, 5–, and 10–year strategic plans.

– No Wrong Door Taskforce: The deputy administrator and bureau chief participated on the No Wrong Door advisory board with other stakeholders and partners to create a thoughtful, strategic and actionable plan to provide long–term services and supports to Nevada residents. The first phase of the plan has been accomplished and a report on said progress has been submitted to the governor. The taskforce is currently waiting for funding and direction for implementation.

– VR staff collaborated with the Nevada Disability Advocacy and Law Center to host town hall meetings in three areas across the state. The goal of the meetings was to learn about the needs of the blind and visually impaired individuals in the respective areas, and to provide a public forum for information exchange.

– The DSU's business development manager established collaborations with three large Nevada employers. These collaborations began with OfficeMax/Office Depot® and PepsiCo® in SFY 2014, and expanded to Starbucks® Carson Valley Roasting Plant and Distribution Center in SFY 2015.

Qualified VR clients are given the opportunity to join a customized pre–employment training program in one of these large companies. Consumers learn in a classroom setting and in a hands–on, real work environment wherein they can graduate and earn a certificate of completion and gain bona fide work experience from one of these recognized industry leaders.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

The DSU has been collaborating with other reciprocal agencies in the delivery of service to individuals who need supportive services or assistance in activities of daily living. Working with the ADSD's Independent Living program, and their recipient of the Assistive Technology Act of 1998 funds, allows for greater community involvement and co–sharing of responsibilities and costs. As such, the DSU and the Independent Living program continue to utilize their inter-local agreement to collaboratively case manage and cost–share goods and services that meet a particular need for an individual who is a mutual client of both the Independent Living and VR programs. The DSU claims the state dollars received from Independent Living as match in order to draw down federal VR dollars.

In September 2015, the Assistive Technology and Independent Living Acts funds were awarded to Easter Seals of southern Nevada, Care Chest, UNR, and Nevada's Assistive Technology Center. There are five core required activities in the Assistive Technology Act, which are available statewide and shared amongst the three providers. The DSU has relationships with all three vendors and routinely refers clients to and receives clients from them for assistive technology and independent living/home modification services. ADSD manages the state's independent living program. This program conducts a yearly consumer satisfaction survey, the results of which are shared with the DSU. The survey focuses on quality service delivery, timeliness and goods received. This tool allows the DSU and the independent living program to provide more effective services through the information obtained in the survey.

In 2015, the DSU was awarded the Fund for a Healthy Nevada grant to provide statewide assistive technology equipment, evaluation and training based on participants' needs to improve independence and employability. This is an adaptive resource that is grant–funded through DHHS. Should the grant lose funding, the DSU will continue to provide these same services through NRD's federally–funded section 110 of the Rehabilitation Act grant, client services funds. Two independent assistive technology labs, which contain the newest assistive technology equipment, are housed at the DSU's Reno and Las Vegas offices. 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. 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. Nevada is collaborating with Goodwill Industries and Nevada partners to accomplish this goal.

4. NONEDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

Out of School Youth: In northern Nevada, VR collaborates with The Eddy House, Youth Resource Center, and The Children's Cabinet which assist youth with employment, medical, Food Bank/SNAP, housing, behavioral health, NA/AA and are "Safe Place Locations." Additionally, northern VR was a partner in the development of the ENLIVEN Program, which identifies youth in their first episode of psychosis for intensive intervention and improved outcomes. This program began development in September 2014, and opened its doors to serve at risk youth in January 2016.

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

5. STATE USE CONTRACTING PROGRAMS.

The DSU manages the state–use program known in Nevada as the Preferred Purchase program. The DSU administers the program under the authority of NRS 334. The Preferred Purchase program is 100 percent self–funded and has eight participating community rehabilitation partners that employ approximately 100 individuals through state–use contracts who are most significantly disabled. The Preferred Purchase program is permissive in the state of Nevada.

D. COORDINATION WITH EDUCATION OFFICIALS

Describe:

1. DSU'S PLANS

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities 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 designated state agency and educational agency that facilitates the development and implementation of their individualized education programs.

– 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. Although all of the agreements are currently in force and were updated in FFY 2012 and went into effect July 1, 2012, they are again being updated to reflect the changes required in compliance with the WIOA). The agreements reflect the intent of the NDE through its inter-local contract with the DSU for coordination of services designed to meet the educational, vocational and independent living needs of students with disabilities. The DSU has identified that the development of individualized relationships between rehabilitation and education staff is critical to the delivery of comprehensive services.

North, south and rural designated transition teams have been established as liaisons with the individual high school programs. The DSU staff members actively participate in individual education plan meetings and are available to provide other consultation, outreach and plan development assistance, and informational support. The DSU has developed a comprehensive scope of work and fee schedule for the delivery of pre–employment transitions services (PETS), 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 compliance with WIOA, the individualized plan for employment (IPE) is jointly developed within 90 days, either in consultation with the special education team or directly with the consumer and/or their parent or guardian depending on the individual’s preference. The IPE is agreed to and signed before the student exits school by the rehabilitation counselor and the student, or the parent or guardian if the student is not of the age of majority as mandated in CFR’s §361.22, §361.45.

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 continues to participate in inter-local contracts with NSHE, a state–sponsored postsecondary education system composed of the University of Nevada, Reno (UNR); University of Nevada, Las Vegas (UNLV); Nevada State College (NSC); College of Southern Nevada (CSN); Great Basin College (GBC); Truckee Meadows Community College (TMCC); and, Western Nevada College (WNC). The contract outlines the roles and responsibilities of both the DSU and NSHE when providing mutual services to transition students. The agreement also establishes the provision of services by each entity and reimbursement to the DSU for services rendered. The process for resolving disputes regarding which entity is responsible for payment has been included. These contracts are currently being redesigned in consideration of WIOA requirements.

In addition to this inter-local contract, the DSU continues to collaborate with NSHE and its member colleges and universities to explore the potential TPCAs. The DSU has established TPCAs with WNC and TMCC, and is currently in negotiations with CSN and UNLV. The DSU has submitted these TPCAs for review to the Rehabilitation Services Administration (RSA) and other state financial and governing committees. Once completed, the pending TPCAs will also be submitted. The formal name of these TPCAs is CareerConnect.

Through CareerConnect, the DSU will provide services to VR clients that are new and unique, or an expanded pattern of services with a vocational focus. Each program throughout the state will be uniquely different and they are encouraged to be customized to the climate of the community college. The following are examples of the universal services that may be offered: Career exploration, VR counseling, employment preparation, VR training support, and worksite monitoring. There will be a significant emphasis placed on working with VR youth transitioning from high school to college, providing these consumers with intensive tutoring for VR clients, assessment and instruction on the use of assistive technology, paid internships programs, job coaching, and job development services.

The coordination of services for students with disabilities is achieved through a variety of cooperative efforts. The DSU utilizes inter-local contracts and participates in statewide and local transition technical and career education activities.

The DSU has continued its collaborative efforts by updating its inter-local contract with the NDE in conformance with the requirements of the Rehabilitation Act of 1973, as amended in 1998. The NDE is Nevada’s state lead educational agency (LEA). The DSU considers the NDE as the cornerstone for statewide collaboration and facilitating participation in local school transition activities. In partnership with the NDE, application was made to the National Technical Assistance Center on Transition, for the Intensive Technical Assistance Partnership agreement. Nevada was awarded 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.

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

On August 5, 2015, NRD's deputy administrator and bureau chief provided training to special education directors and staff statewide regarding WIOA Title IV requirements for pre–employment transition services to students with disabilities. This collaborative effort took place at the Mountain Madness quarterly statewide conference of special education directors. The presentation was very well received and follow up will occur within each district to deliver PETS services.

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.

Parents of students with disabilities and representatives of the Nevada PEP (Parents Encouraging Parents; Professionals Empowering Parents; and, Parents Educating Professionals) organization have representation on the NSRC.

The DSU's Bureau of Services to the Blind and Visually Impaired (BSBVI) collaborate 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 training of students with visual impairments.

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

For the past several years, the DSU, in collaboration with UNLV, the CCSD and NDE has provided a weeklong college preparatory summer camp held on the UNLV campus 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; the long–term goal is will increase the percentage of students

attending college. In 2015, 23 students (10 from the northern and rural Nevada, and 13 from the southern Nevada) participated in the CRAVE camp. After the weeklong camp, students were offered summer employment opportunities from a number of local businesses within their field of interest.

Additionally, in summer of 2014, the DSU continued its partnership with UNR, WCSD, 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 first hand through the community–based Career Exploration Camp. For the fifth year, approximately 60 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.

The CCSD and DSU continue to partner with the Project SEARCH program. Project SEARCH is a one year high school transition program for students with significant disabilities offered during their senior year of high school. It is targeted to transition students whose main goal is competitive employment. In 2015, the program was expanded to include new sites, including Sunrise Hospital, Regional Transportation Center (RTC), and the UNLV campus. Immersion in these workplaces facilitates the teaching and learning process through continuous feedback and application of new skills.

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

The southern Nevada school district has four full–time rehabilitation counselors and two rehabilitation technicians that work as two full–time dedicated teams. These teams coordinate transition services to CCSD, which has 47 high schools, charter schools and alternative learning centers.

The northern Nevada school district, which covers four counties and 11 high schools, has one dedicated transition team comprised of a rehabilitation counselor III, a rehabilitation counselor II and a rehabilitation technician. The team works with WCSD transition students in addition to carrying a caseload of specialized special education VR clients.

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, Dayton high school, Yerington high school and Silver Stage high school (Silver Springs) to provide outreach services, including community–based assessment and on–the–job training to eligible special education transition students.

As referenced above, the VOICE program is a TPCA between the WCSD and BVR. VOICE serves WCSD students aged 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 BVR, and a certified rehabilitation counselor and technician are part of the team working to assist these young adults find meaningful and appropriate employment.

To reiterate, the DSU worked with CCSD to formulate a TPCA called JEEP (Job Exploration and Expectation Program), which was implemented in August 2015. There are six designated pilot schools where students participate in work rotations in various departments of the school with the final site being a site within the community. Participants rotate every nine weeks through the sites that they are interested in until they culminate into the community–based assessment experience. Part of this training includes activities under the pre–employment transition services (PETS) category to ensure WIOA compliance.

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 inter-local contracts, provider agreements and direct purchase methods to coordinate the provision of consultative, evaluative and rehabilitation services. Direct purchase of consultative, evaluative and rehabilitation services are based on a comparison of available service provider expertise to identify potential providers. The DSA then negotiates an hourly rate of payment roughly based on the Medicare reimbursement schedule, when appropriate.

In addition to direct job placement provided by the DSU staff, the DSA directly purchases all job placement and job coaching services on a structured fee for services/milestones. 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 and integrated employment.

In FFY 2015, such agreements included:

– American Rehabilitation Corps: Job development and placement (Las Vegas)

– Best Buddies International: dba, Best Buddies Nevada (Las Vegas)

– Easter Seals Nevada (Las Vegas)

– Elite Community Services: Job development and placement (Las Vegas)

– Empowering Services: Job development and placement (Las Vegas)

– Expanding Life, LLC: Job development and supported employment (Reno / Carson City)

– Goodwill Industries of Northern Nevada and Northern California (Reno)

– Goodwill Industries of Southern Nevada (North Las Vegas) – Haugen & Keck: Job development and supported employment (Carson City / Douglas County)

– James Callender: Job development and customized employment (Reno / Carson City)

– Job Development Coach, Inc.: Job development and placement (Las Vegas)

– Nevada Centers for Independent Living

– Opportunity Village: Job development and placement (Clark County)

– Rebuilding All Goals Efficiently (RAGE): Job development and placement (Clark County)

– Salvation Army (Clark County)

– Sean Marcinik: Job development and supported employment (Winnemucca)

– High Sierra Industries (Reno)

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 system partners, both internal and external, that are designed to effectively identify eligible individuals, including youth, with the most significant disabilities. With the implementation of WIOA, new challenges and opportunities are presented to expand the services of supported and customized employment (SE, CE). The collective goal remains to achieve maximum success in assisting individuals with the most significant disabilities into successful integrated employment outcomes. Current efforts are focused on building more effective partnerships and relationships with similar entities throughout the state that support these efforts that expand integrated employment opportunities.

Reflecting back on the initial collaborative efforts with the Nevada Center for Excellence in Disability, the DSU has evolved wherein customized employment is viewed as a standard service that is offered to the most severely disabled consumers. This philosophy is no longer part of a pilot; it is now standard practice with qualified job developers.

Other sources for supported employment services and supports include:

– Increased supports as defined in WIOA, e.g., VR's ability to provide long term supports for youth;

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

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

– Natural supports.

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

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

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, Nevada)

– Sierra Regional Center (Reno, Nevada)

– Rural Regional Centers (Carson City, Gardnerville, Fallon, Winnemucca, Elko; Nevada)

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)

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 a natural support. Counselors also work closely with employers to identify a 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 Easter Seals 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 for youth. In this endeavor, VR is working with Opportunity Village, Centers for Independent Living and individual, qualified job development providers to serve this unique and expanding population. VR has taken the lead in providing training for customized employment, including statewide in–service for VR staff and community partners with Denise Bissonette and Abbey Cooper, both nationally recognized supported employment professionals.

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

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

Commencing with the January of 2012 hiring of the business development manager, the DSU has implemented its new employer outreach philosophy. 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, sector councils, 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 the following sites for PETS activities for students. All of these training opportunities are available to transition students, youth and adults with disabilities:

– The NRD's partnership with the Starbucks® Carson Valley Roasting Plant and Distribution Center in Minden, Nevada is in its fifth work readiness training program for individuals with disabilities. A total of 21 individuals with disabilities have graduated from the first four classes; 10 were hired at Starbucks®, and seven were hired at other local warehousing companies. The NRD has an inter-local agreement with WNC to provide the soft skills portion of this work readiness training. Wages at Starbucks® begin at $13.25 per hour.

– The NRD has been in communications with the human resources manager who oversees Pepsi's® bottling plant and its Las Vegas Certified Center (i.e., refurbishing plant). The DSU intends to replicate the successful program that was implemented in the refurbishing plant to the bottling plant. Results from the current program in the refurbishing plant include six consumers hired by PepsiCo® to date. Wages at PepsiCo® range from $16.66–$23 per hour.

– The NRD developed a new format, length and delivery for its work readiness training program with OfficeMax/Office Depot® in Las Vegas. New features include an inter-local agreement with CSN to deliver the soft–skill curriculum created from the U.S. DOL's Skills that Pay the Bills. OfficeMax/Office Depot® continue to allow other company representatives (e.g., Cintas®) to tour their facility and learn about this unique training program for individuals with disabilities. To date, 19 individuals with disabilities have completed the program, and 11 of them have been hired directly by Office Depot® in their distribution center or retail locations.

– In October 2015, NRD launched a new training program with Arrow Electronics in Reno, Nevada. This program includes an inter-local agreement with TMCC to deliver the soft skills curriculum created from the U.S. DOL's Skills that Pay the Bills.

To address the unique needs of individuals with intellectual/developmental disabilities, the DSU has collaborated with its community rehabilitation partners. In Las Vegas, the DSU collaborated with Opportunity Village, Inc. creating a three– to six– month workplace training programs at Centennial Hills Hospital and Boulder Station Casino. Consumers gain hands–on work experience and have the opportunity to rotate through several job experiences at both of these site locations. In Reno, the

DSU collaborated with High Sierra Industries in Reno, Nevada to create a six–week training program at Renown Hospital to provide consumers with hands–on work experiences through various hospital–based worksites.

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, the DSU has developed three new Project SEARCH sites: Sunrise Hospital, where students are exposed to the world of medical work; UNLV, where students are exposed to various experiences including clerical, warehouse and mailroom activities; and, the Regional Transportation Center (RTC), where students experience various activities from clerical to vehicle maintenance. Each site can serve up to 10 students, for a total of 30 students each school year.

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 system 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 integrated employment opportunities.

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

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

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

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

In collaboration and contract with the Division of Public and Behavioral Health (Mental Health), the DSU continues to explore competitive employment opportunities for mutual clients, and the development of on–campus worksites in the community; these efforts are ongoing and development continues. The DSU has established relationships with the Division of Public and Behavioral Health in Las Vegas, Nevada; the Division of Public and Behavioral Health (Mental Health), in Reno, Nevada; the Division of Public and Behavioral Health, rural clinics; and, the community mental health centers in Carson City, Gardnerville, Silver Springs, Fallon, Elko, Ely, Battle Mountain, Lovelock, Caliente, Mesquite, and Winnemucca, Nevada.

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 FFY 2015, the DSU served 5,534 individuals with disabilities. With 47 full–time equivalent (FTE) rehabilitation counselor positions serving the VR program in Nevada, the ratio of rehabilitation counselors/program participants was 1/117, which comparatively is in the mid–range to other VR agencies.

Nevada's minimum qualifications for vocational rehabilitation counselors II & III is a master's degree in vocational rehabilitation counseling, health, social or other related behavioral science master's degree program, and the documented ability to sit for the Certified Rehabilitation Counselor (CRC) exam. Vocational rehabilitation counselor I requires a master's degree in a related field, and completion of the core required courses for the CRC exam, within 3 years of hire.

The current average caseload size statewide is 70 participants per one rehabilitation counselor. The current staffing levels are sufficient for the number of participants seeking services, as evidenced by the low average caseload and DSU's passage of five of the seven RSA performance indicators for FFY 2015. 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:

Potentially Eligible

FFY2015 2,739 (actual)

FFY2016 2,777

FFY2017 3,134

FFY2018 3,162

FFY2019 3,190

FFY2020 3,219

Counselor Projection

FFY15 – FFY20 47

Technician Projection

FFY15 – FFY20 31

Table 14: VR Personnel Needs Projection/Data Key

http://factfinder.census.gov

American Community Survey 1–Year Estimates

Civilian Non–Institutionalized Population 18–64 Years

ii. The number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

The DSU anticipates that a minimum of 47 rehabilitation counselor positions and 31 rehabilitation technician positions will be necessary to achieve the goals of appropriate service delivery and successful employment outcomes. The DSU does not project that it will need to hire any additional rehabilitation counselors or rehabilitation technicians in the next five years.

Currently, there are eight VR supervisors, each of whom supervises up to seven direct reports. With no increase in VR counselors, eight supervisors are sufficient to provide the oversight necessary to ensure quality services to individuals with disabilities. Current staffing levels for account clerks, administrative assistants, rehabilitation instructors, and administrative staff will not require an increase in the next five years. However, the DSU will need to fill 32 projected vacancies in the next five years. The greatest projected need is for new/dedicated staff to perform internal job development and vocational evaluation activities for the most significantly disabled clients.

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

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.

In FFY 2015, there were 139 positions (including vacancies) within the DSU to provide support, administration and VR services with the following breakdown:

Administrator and Deputy Administrator: 3 Positions, 0 Current Vacancies, 1 Projected Vacancy

Rehabilitation and Disability Employment Policy Chief: 2 Positions, 0 Current Vacancies, 0 Projected Vacancies.

Rehabilitation Manager and Supervisor: 10 Positions, 0 Current Vacancies, 2 Projected Vacancies

Rehabilitation Counselor and Counselor Intern: 49 Positions, 5 Current Vacancies, 11 Projected Vacancies.

Rehabilitation Instructor, Orientation/Mobility Instructor and Vocational Evaluator: 8 Positions, 0 Current Vacancies, 2 Projected Vacancies.

Program Office and Management Analyst: 5 Positions, 0 Current Vacancies, 1 Projected Vacancy.

Rehabilitation Technician: 32 Positions, 3 Current Vacancies, 10 Projected Vacancies.

Business Process Analyst and Quality Assurance: 4 Positions, 1 Current Vacancy, 2 Projected Vacancies.

Workforce Service Representative: 4 Positions, 1 Current Vacancy, 0 Projected Vacancies.

Accounting and Administrative Assistants: 22 Positions, 1 Current Vacancy, 3 Projected Vacancies.

Total Positions: 139 Positions, 11 Current Vacancies, 32 Projected Vacancies.

Table 15: VR Position Inventory

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.

Currently, all DSU rehabilitation counselors 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

One counselor is currently enrolled in a CORE–accredited Master's degree program. This rehabilitation counselor anticipates graduating in May 2016.

iii. The number of students who graduated during the prior year from each of theose 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 none.

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.

Since 1994, the DSU and San Diego State University (SDSU) Interwork Institute have collaborated on Nevada's Comprehensive System of Personnel Development (CSPD).

Nevada's CSPD applies an integrated human resources systems approach, which is described below in the sections on personnel standards and personnel development. The DSU also strengthened recruitment efforts through contact and discussion with SDSU and other 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 to extend recruitment opportunities. The DSU and SDSU have built on this foundation by offering distance education opportunities to rehabilitation counselors for continuing education credits. The DSU works closely with Nevada Department of Personnel and the DSU's human resources unit to recruit and hire qualified personnel for positions within NRD.

To retain rehabilitation professionals, the DSU works closely with Interwork Institute, SDSU, and a number of state professional resources to offer specialized training to the rehabilitation staff. The training focuses on emerging trends and topics, including the following publications:

– Understanding and Implementing WIOA – A Balancing Act: Ethical Rights and Responsibilities – Assistive Technology: Transitioning from High School to Adult Services – Maximizing Your Potential with Humility, Gratitude and Assistive Technology

– Predicting Vocational Success: A Psycho–Social Perspective

– Personality Disorders

– Personal Growth and Multi–Cultural Competencies

– 700–Hour Program: Successes and Opportunities for Improvement

– Tools for Developing Successful Placements

– Employment First

– Transition – Work After High School

– Adaptation and Visual Experience

– Building Relationships in the Business World

– Supported Employment, Job Carving and Customized Employment

In conjunction with SDSU's Interwork Institute, the DSU continues to maintain the e–rehab learning tool. This is an online training for rehabilitation counselors. The online curriculum 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.

DETR's Job Development Training Series: Creating Employment Opportunities

In addition to the e–rehab training tool for counselors, NRD maintains an e–rehab tool for job developers and job coaches. This curriculum consists of four training modules:

– Module 1: Introduction to Job Development and the Role of the Job Developer

– Module 2: Getting to Know Your Customer

– Module 3: The Employer as Partner

– Module 4: Job Placement and Retention Services

Academy for Rehabilitation Supervisors

The DSU is also in contact with SDSU's Interwork Institute to provide updated specialized training for rehabilitation staff employed by the NRD, and has established an academy for rehabilitation supervisors, which is in its second year. The Rehabilitation Supervisor Academy was designed will increase knowledge and skills in supervision, management and leadership to support and facilitate the mission and goals of the DSU. During this reporting period, six VR counselors participated in this program. Topics covered during the academy included:

– Improving retention and engagement

– Supervisors as mentors and coaches

– Mission, vision and values: The role of supervisors in promoting organizational alignment

– Role of a supervisor

– Effective time management

– Leadership

– The inclusive work environment

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. The DSU continues to seek funding resources for education–related costs and received in–service training grant funds from the U.S. Department of Education through FFY 2015 to help support the DSU's ongoing education program.

In the DSU's southern district, a designated rehabilitation technician assists with transporting two rehabilitation instructors with visual disabilities to various program–related work sites and participant–related meetings. In addition, at special sessions throughout the year, NRD's quality assurance team provides ethics training and effective communication training to all new staff members who have regular client contact (generally offered twice a year) and NSRC members annually.

New Counselor Academy

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

– Introduction / RSA performance indicators/application and intakes

– Eligibility

– Informed choice

– AVRN/IPE

– Case documentation

– Case and expenditure management

For job developers, the quality assurance (QA) team offers ethics training twice a year. An overview of the VR process is also provided twice a year for new non–counseling staff and as needed, an overview/summary of policy changes will be provided when changes are made to the participant services policy and procedures manual. This overview will be provided on an annual basis as changes occur. The QA team is currently working on Tech Academy training for new and current rehabilitation technicians.

The DSU has two full–time paid intern positions because it was successful in its efforts at the 2015 legislative session to change their status to permanent (budgeted) positions, starting in SFY 2016. Public service interns are enrolled in a program of post graduate study and assist the regular staff in

performing the duties required in carrying out the purpose and function of the unit. This may include support in administration of the program, serving consumers, or conducting research. Interns receive instruction from staff; observe and apply agency methods, practices and procedures to activities and projects. They may assist staff in experimental and research work, gather and analyze data and prepare reports summarizing conclusions. They must possess a bachelor's degree related to the field of employment and be enrolled with continued successful performance in an academic graduate program of VR at an accredited college or university. They must possess a general knowledge of the principles and practices of VR and the ability to compose reports of work activities.

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 DSU has established policies and procedures to ensure that professional and paraprofessional personnel are appropriately and adequately prepared and trained.

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 Nevada Department of Personnel Management's interpretation of the division's minimum qualifications.

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.

All employees are provided work performance standards evaluations by supervisors, at a minimum, of one to three times per year during the first year of employment. Each rehabilitation counselor receives an annual employee appraisal of which a minimum of 10 cases from their caseload is reviewed. Additionally, twice yearly the quality assurance team monitors and conducts the statewide case reviews and quarterly they conduct targeted case reviews. These reviews are conducted in order to monitor case management, federal and state performance requirements, vocational 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 section101(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 has expanded the educational offerings of the quality assurance team to include:

– New counselor academy

– Counselor III academy

– Policy and procedure overview /training

– Overview of VR process for non–counseling staff

– Ethics for job developers

– Effective communication for new staff and SRC staff

– Technician training

– Case review training

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 them for upcoming training needs. Also, each staff member is individually evaluated yearly for their work performance and is given the opportunity to provide input and requests for their own professional development. They can list training requests for assistance with role performance, professional maintenance, and career development. The DSU provides a training calendar and staff can request training through the DSU, DETR and/or the state of Nevada Department Human Resource Management.

The DSU has a contractual relationship with SDSU's Interwork Institute to provide continuing education and specific trainings:

– Academy for rehabilitation supervisors

– Rehabilitation technician training

– Ongoing quarterly training provided in–person/statewide

Quarterly training topics include: Job placement/development, ethics, customized employment, supported employment, WIOA implementation, and ongoing disability–specific training.

In October 2015, the NRD administrator completed the SDSU's NRLI executive leadership seminar series. This four–part course is offered over a period of 18 months for state directors, senior administrators and emerging leaders. Three of the courses are provided at the SDSU campus and one course is provided at The George Washington University in Washington, DC. The seminars build sequentially on one another and serve as a four–part developmental learning process. The one–on–one executive coaching component, provided throughout the course of the NRLI experience, allows participants to customize their learning around the 360–degree feedback information and the goals identified in their leadership development plan. The deputy administrator completed this same training in June, 2012.

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.

Two rehabilitation supervisors have recently completed Nevada's Certified Public Managers program offered through the state of Nevada, Department of Personnel in May 2015. This is a two–year program to support and grow professional leadership in state employees through coursework and a capstone project which is designed to identify and create a process improvement that will conserve resources or generate revenue. One additional management analyst is currently enrolled and anticipating graduation in February 2016. 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 13 mandatory employee development courses. Supervisory staff must take these courses and eight additional courses. Courses include:

– Employee evaluation

– Equal employment opportunity

– Interviewing and hiring

– Alcohol and drug testing

– 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:

– Nevada transition conference

– California State University, Northridge (CSUN)/assistive technology conference

– The CSAVR fall and spring conferences

– National Council of State Agencies for the Blind

– Employment and disability forum

– Program Evaluation and Quality Assurance Summit

– BLAST (National Association of Blind Merchants and National Federation of the Blind)

– Association of People Supporting Employment First (APSE)

– National Association of Workforce Development Professionals (NAWDP)

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

The DSU utilizes staff and a variety of interpreters as the need arises in order to translate documents to Spanish and to facilitate communication. The northern and rural districts have two bilingual staff members that provide services to the northern region of Nevada. The southern district has four bilingual staff members that provide services to the Las Vegas community. The DSU provides services to Spanish–speaking consumers in each of our BVR office locations. When needed, the DSU regularly contracts with bilingual interpreters when providing services. The DSU has a total of six Spanish speaking employees statewide.

The DSU has set requirements for field staff working with specific disability and/or minority groups to have skills in sign language, Braille, foreign languages, or other modes of communication. The DSU has staff that can provide translation/interpretation services for our clients who speak Tagalog, Hindi, Gujrati, Urdu, Serbian, Bosnian, Croatian, German, Hungarian, and Mandarin Chinese. Requirements also include the ability to conduct outreach activities and knowledge and skills in the culture of the specific group served. If DSU personnel are unavailable, the services of vendors or volunteers from community agencies are purchased or contracted, as needed, to communicate in the native language(s) or to communicate via sign language of applicants and eligible individuals. Currently, the DSU has hired one rehabilitation technician who uses American Sign Language in the southern district, and is a certified, Educational Interpreter Performance Assessment (EIPA) 3.4 at the second level; one rehabilitation counselors who is certified, level three in American Sign Language; a second rehabilitation counselor who is himself Deaf and has signed in American Sign Language since childhood; and, one rehabilitation supervisor who is EIPA certified.

Based upon guidance from the Office of Civil Rights, the agency has developed policy regarding communication with individuals who are deaf or hard of hearing. Staff members have been trained on effective communication, and this topic is readdressed annually for new staff at staff trainings.

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 NDE, Office of Special Education, Elementary and Secondary Education and school improvement programs have an inter-local contract, which contains provisions for the joint training of VR staff and special education personnel. Special education staff members have and will be participating in vocational rehabilitation training on customized employment, job development and placement of individuals with disabilities, and WIOA implications. Special Education staff were also invited to attend two professional presentations in FFY 2015 from Denise Bissonnette (author, trainer, keynote speaker) on career development, job development and workforce development, and from Abby Cooper (renowned leader from SDSU in defining employment practices for individuals with disabilities) on customized employment.

The DSU currently is working with the school districts to provide complementary trainings coordinated by local vocational rehabilitation offices to share information on VR processes and programmatic changes such as the requirements in WIOA for pre–employment transition services. The local offices work with special education departments and technical and career education programs for the establishment of pre–vocational coordinated activities. Future plans include an increased effort for outreach to all students with disabilities, including students with disabilities as defined under section 504 of the Rehabilitation Act.

In 2015, rehabilitation administration made a presentation to NDE at the quarterly meeting of County Special Education Directors. At this meeting, NRD presented an overview of WIOA and its impact on coordination of effort between rehabilitation and special education. VR will continue to participate in these quarterly meetings for best practice and collaboration with school districts.

In the rural areas of the state, the DSU is providing the following trainings: work readiness training at Battle Mountain high school; community–based assessment training and on–the–job training with Lowry high school in Winnemucca; services at high schools in Wells and Wendover; and, vocational counseling and guidance for college preparation with the Indian tribe in Owyhee. In Carson and Lyon counties, the DSU has developed supported employment outreach to transition aged students to provide paid work experience opportunities and summer camp experiences.

Statewide, the BSBVI and the BVR staff attend transition team meetings with local schools and school districts to provide ongoing orientation and education regarding vocational rehabilitation services. BSBVI 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.

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.

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, entered into a contract with SDSU's Interwork Institute to perform a statewide needs assessment of the VR 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 provide a rationale for the development of BVR'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, 2013, and included federal fiscal years (FFY) 2010–2012 (i.e., October, 1, 2009 through September 30, 2012). The DSU, in conjunction with the NSRC, continues to contract with SDSU's Interwork Institute for the statewide needs assessment. The survey for FY's 2013, 2014 and 2015 is underway and will be published in the Fall of 2016.

The process that was developed for conducting the needs assessment involved four primary data–gathering approaches:

– Focus groups conducted with three stakeholder groups (e.g., former, current or potential consumers of VR; representatives of organizations that provide services to persons with disabilities; and, VR staff).

– Key informant interviews conducted with VR staff knowledgeable about the needs of individuals with disabilities in the state.

– Analysis of VR case service data.

– Analysis of a variety of existing demographic data relevant to individuals with disabilities.

In summary, the survey found:

Section One: Individuals Served by BVR The total number of people applying for services decreased slightly between 2010 and 2012. The number of eligibility determinations followed a similar trend of slight decreases from 2010 to 2012. The number of cases closed with an employment outcome remained similar between 2010 and 2011, then dropped considerably during 2012. The successful rehabilitation ratio declined from 51 percent to 46 percent between 2010 and 2012.

Section Two: Needs of individuals with the most significant disabilities, including their need for supported employment.

Needs identified in this area included the following:

– In northern Nevada: community–based capacity for serving individuals with most significant physical disabilities, vocational services of individuals with mental health disabilities, and services for individuals with severe spinal cord or brain injuries.

– In the rural regions of Nevada: service providers, transportation, access to healthcare, and increased job opportunities.

– In southern Nevada: services for individuals with most significant disabilities, and public transportation.

– In both northern and southern Nevada: job placement services, obtaining and retaining healthcare and Social Security Disability Insurance.

– Statewide: supported employment services, extended service providers, supported employment services provided through the mental health system, and job placement and coaching services for individuals receiving supported employment services.

B. WHO ARE MINORITIES;

Section Three: Needs of individuals with disabilities from different ethnic groups, including needs of individuals who have been un–served or underserved by the VR program.

Needs identified in this area included the following:

– In northern Nevada: serving individuals who are Native American, enhancing capacity to serve individuals with mental health disabilities.

– Statewide: serving individuals who are Asian, serving individuals who are of Hispanic or Latino ethnicity, serving individuals with autism, serving individuals who are blind, hiring bilingual VR staff, community rehabilitation programs with the capacity to serve Spanish–speaking individuals, work experience opportunities for individuals of different ethnicities, technology training for individuals who are Hispanic and for older adults, and increasing capacity to serve transition–age youth.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

Section Three: Needs of individuals with disabilities from different ethnic groups, including needs of individuals who have been un–served or underserved by the VR program.

Needs identified in this area included the following:

– In the rural regions of Nevada: serving individuals who are deaf.

– In both northern and southern Nevada: addressing barriers to serving individuals who were previously incarcerated.

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

Section Four: Needs of individuals with disabilities served through other components of the statewide workforce investment system.

Needs identified in this area included the following:

– In the rural regions: transportation for individuals with disabilities served by JobConnect.

– In the south: increasing referrals to JobConnect.

– In both the north and the south: increasing joint provision of VR and JobConnect services to individuals.

– Statewide: increasing JobConnect staff capacity to serve individuals with significant disabilities, and increasing access to JobConnect services for individuals with disabilities.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

Section Five: Needs of individuals in transition.

Needs identified in this area included the following:

– In the north: establishing basic referral processes for transition students, transportation.

– In the rural regions: addressing geographic barriers to VR staff participation in IEP meetings, addressing a general lack of resources, transportation.

– In the south: increased participation in IEP processes, job development resources.

– In both the north and the south: early initiation of the transition process.

– Statewide: facilitating seamless transition to adult services, enhancing parental involvement in transition planning, early development of IEPs, work experience opportunities, transition training for school staff, more counselors dedicated to transition, school–based job developers, increased coordination with the schools, job readiness training, vocational training.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

Section Six: Need to establish, develop or improve CRPs in the state.

Needs identified in this area included the following:

– In the rural regions of Nevada: development of service providers.

– In both northern and southern Nevada: supported employment services and job coaches.

– Statewide: increasing job development and placement services, services for individuals with mental health disabilities, assessment, training and placement services for transition–age youth.

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 SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT .

Section Seven: Other needs of individuals with disabilities (not captured in the other categories).

Needs identified in this area included the following:

– In northern Nevada: centralized resource repositories for staff and clients.

– In southern Nevada: addressing negative employer attitudes about disabilities, helping clients understand the services that VR can provide.

– In both northern and southern Nevada: increased public transportation services, technology training, and opportunities to work in integrated work environments, cooperation between service providers, decreased VR staff turnover.

K. ANNUAL ESTIMATES

(Formerly known as Attachment 4.11(b)). Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

The DSU projects it will increase the number of individuals determined eligible for vocational rehabilitation services in proportion to the state's population growth as detailed below.

Labor Force: 1% Increase Per Year

FFY15: 1,362,074

FFY16: 1,375,695

FFY17: 1,389,452

FFY18: 1,403,346

FFY19: 1,417,380

FFY20: 1,431,553

FFY21: 1,445,869

Target Group: 1.25% of Labor Force

FFY15: 17,026

FFY16: 17,196

FFY17: 17,368

FFY18: 17,542

FFY19: 17,717

FFY20: 17,894

FFY21: 18,073

Potentially Eligible: 16.15% of Target Group

FFY15: 2,739 (Actual)

FFY16: 2,777

FFY17: 3,134

FFY18: 3,162

FFY19: 3,190

FFY20: 3,219

FFY21: 3,248

Table 16: VR Labor Force in Proportion to Population

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

The number of eligible individuals to be served with funding from VR (Title I, Part B) and supported employment (Title VI, Part B) under the state plan is shown in the tables below. The tables contain data based on the state demographer's projections of population growth. The last column includes all clients served in the federal fiscal year. The DSU is not under an order of selection status at this time.

Title I Estimated Served Clients

2015: Projected (0.9%)* 5,534

2016: Projected (0.9%)* 5,584

2017: Projected (1.0%)* 5,640

Table 17: VR Title I and Title IV Funding/Projected Clients Served

*Based on data obtained from the state demographer's office (Nevada County Population Projections 2014 – 2033).

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

Title VI Estimated Served Clients

2015: Projected (0.9%)* 493

2016: Projected (0.9%)* 497

2017: Projected (1.0%)* 502

Table 17: VR Title I and Title IV Funding/Projected Clients Served

* Based on data obtained from the state demographer's office (Nevada County Population Projections 2014 – 2033).

C. EACH PRIORITY CATEGORY, IF UNDER 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

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.

Title I Estimated Funds

2014: Actual $7,784,937

2015: Projected (0.9%)* $7,855,001

2016: Projected (0.9%)* $7,925,696

2017: Projected (1.0%)* $7,997,028

Title VI Estimated Funds

2014: Actual $371,404

2015: Projected (0.9%)* $374,747

2016: Projected (0.9%)* $378,119

2017: Projected (1.0%)* $381,522

Table 17: VR Title I and Title IV Funding/Projected Clients Served

* Based on data obtained from the state demographer's office (Nevada County Population Projections 2014 – 2033).

The actual client service expenditures for FFY 2014 needed to serve eligible individuals are provided in the table below. The DSU expended a total of $8,156,341 for all client services in FFY 2014. These client service expenditures were paid from:

Title I, Part B $7,784,937

Title VI, Part B $ 371,404

Total $8,156,341

L. 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.

The NSRC's state plan subcommittee and the DSU jointly developed the 2015 state plan goals. The NSRC and the DSU met during public meetings on January 13, 14 and October 12, 2015 to review, discuss, and revise the previous year's goals, strategies and performance measures. The NSRC and DSU reviewed and revised the goals along with corresponding strategies and measurable indicators to align them with the recommendations and information revealed through the 2013 Comprehensive Statewide Needs Assessment, the 2014 Annual Consumer Satisfaction Surveys, the WIOA performance measures and mandates, and sentiments expressed in the NSRC meetings.

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.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

The full NSRC met on November 17, 2015. The newly developed or modified goals, indicators, and strategies were discussed and approved for the FFY 2017 rehabilitation services portion of the unified state plan. The 2017 VR portion of the unified state plan goals are as follows:

– Goal 1: Increase the number of successful employment outcomes by 5% in FFY 2017 over a 3–year average based on FFY 2012, 2013 & 2014 performance levels.

– Goal 2: Increase participation and successful outcomes in VR Transition services including postsecondary education. Participation will increase by 15% over a 3–year average based on FFY

2012, 2013 & 2014 performance levels. Outcomes for competitive, integrated employment or post–secondary employment services will increase by 10% over a 3–year average based on FFY 2012, 2013 & 2014 performance levels.

– Goal 3: Increase participation and successful outcomes of supported employment in a competitive and integrated setting. Participation will increase by 17% in FFY 2017 over FFY 2016. Outcomes for competitive, integrated employment will increase by 5% in FFY 2017 over FFY 2016.

– Goal 4: Increase participation of under–served disability groups. by 3% in FFY 2017 over a 3–year average based on FFY 2012, 2013 & 2014 performance levels.

– Goal 5: Increase participation of underserved ethnic populations through increased outreach efforts. in FFY 17 commensurate with their representation in the population of Nevada.

NSRC members' informal, ad hoc input and opinions, based upon public comment, analysis of performance measures, needs assessments, current trends and best practices contribute to the formulation of VR'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 VR goals and priorities.

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

The NSRC's state plan subcommittee and the DSU jointly developed the 2015 state plan goals. The NSRC and the DSU met during public meetings on January 13, 14 and October 12, 2015 to review, discuss, and revise the previous year's goals, strategies and performance measures. The NSRC and DSU reviewed and revised the goals along with corresponding strategies and measurable indicators to align them with the recommendations and information revealed through the 2013 Comprehensive Statewide Needs Assessment, the 2014 Annual Consumer Satisfaction Surveys, the WIOA performance measures and mandates, and sentiments expressed in the NSRC meetings.

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 development representatives (internal or workforce/one–stop partners).

– Create and implement marketing strategies.

– Educate employers about incentives for hiring individuals with disabilities.

– Increase access to quality job development services.

– Identify key employers for recruitment efforts and for work readiness training programs.

– Work with state sector councils to identify growth occupations with strong labor markets and areas of industry need.

– Work collaboratively with WIOA partners to send clients to appropriate training programs to get the specific education, credentialing, licensure, etc. to fill high–demand/high growth occupations.

– Update inter-local contracts (MOUs) with education and workforce.

– Increase the use of social media outlets to inform employers and the public about the benefits of hiring individuals with disabilities.

– Collaborate on the creation of career pathways.

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.

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.

B. THE JUSTIFICATION FOR THE ORDER.

C. THE SERVICE AND OUTCOME GOALS.

D. THE TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

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.

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 goals and accompanying strategies in carrying out the vocational rehabilitation and supported employment (SE) programs:

Goal 3

Increase participation and successful outcomes of supported employment in a competitive, integrated setting. Participation will increase by 17% in FFY 2017 over FFY 2016. Outcomes for competitive, integrated employment will increase by 5% in FFY 2017 over FFY 2016. Strategies include:

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

– Provide training to staff, NSRC members and consumers on supported employment.

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

– Utilize the VR business development team to improve supported employment services outcomes.

– Continued participation in the Governor’s Taskforce on Integrated Employment, the Behavioral Health Planning and Advisory Committee and the state’s 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.

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

The DSU has developed several strategies will increase the number and quality of service providers of supported employment services. These include partnering with other public and private state

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

B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS WILL 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 extended services. The DSU itself is not currently providing extended services, as that need is being met statewide through the regional centers, the Division of Public and Behavior Health and through natural supports.

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 state goals and strategies to address identified needs and determine how Title I funds will be used.

1. Increase the number of successful employment outcomes by 5% in FFY 2017 over a 3-year average based on FFY 2012, 2013 & 2014 performance levels.

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

1.2 Increase the use of business service representatives (internal or employment security).

1.3 Create and implement marketing strategies.

1.4 Educate employers about tax incentives.

1.5 Provide employers with disability awareness training.

1.6 Consider self–employment and home–employment options.

1.7 Provide access to resources in support of self–employment including business plan development.

1.8 Increase access to quality job development services.

1.9 Identify key employers.

1.10 Identify federal employment opportunities.

1.11 Support counselor continuing education training.

1.12 Increase the utilization and promotion of the state of Nevada’s 700–hour certification program list and schedule A.

1.13 Promote peer to peer support networks.

1.14 Develop an outreach plan for small businesses.

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

1.16 Ensure consumers are aware of travel training and transportation options and that they are able to utilize the appropriate options.

1.17 Educate employers about rehabilitation technologies (assistive technologies) and peer support.

1.18 Provide counselor training on technology.

1.19 Explore the use of technology and training earlier in plan development.

1.20 Determine the historical use of rehabilitation technology (assistive technology) and ensure continuity and access to equipment and services.

2. Increase participation and successful outcomes in VR transition services including postsecondary education. Participation will increase by 15% over a 3-year average based on FFY 2012, 2013 & 2014 performance levels Outcomes for competitive, integrated employment or post-secondary employment services will increase by 10% over a 3-year average based on FFY 2012, 2013 & 2014 performance levels.

2.1 Explore the utilization of social and web–based media as a communication tool.

2.2 Improve special outreach efforts to transition students, e.g., camps, Nevada student leadership transition summit and trainings.

2.3 Encourage participation of successful transition students in the referral and outreach activities of other students (peer support mechanism – PETS).

2.4 Serve more transition students by developing referral mechanisms with secondary schools, postsecondary institutions, charter schools and private schools.

2.5 Identify and re–engage students that have left VR programs.

2.6 Focus on creative marketing to schools and students.

2.7 Increase communication between VR counselors, special education teachers, and section 504 coordinators.

2.8 Educate teachers, parents, and youth with disabilities regarding the VR process, programs and referral services.

2.9 Work with youth with disabilities, the NDE, 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 (e.g., PETS).

2.10 Increase participation of VR representatives in individualized educational plan conferences.

2.11 Expand community–based assessment opportunities for students to explore employment options (e.g., PETS).

2.12 Explore a job shadowing and/or mentor program (e.g., PETS).

2.13 Adopt career planning using an evidence based person centered planning model (e.g., PETS).

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

2.15 Streamline and clarify the referral process for transition students.

2.16 Explore the use of technology and training earlier in plan development.

2.17 Determine the historical use of rehabilitation technology (assistive technology) and ensure continuity and access to equipment and services.

2.18 Collaborate with service providers and education to deliver pre–employment transition services (e.g., PETS), including self–advocacy training/coursework.

3. Increase participation and successful outcomes of supported employment in a competitive, integrated setting. Participation will increase by 17% in FFY 2017 over FFY 2016. Outcomes for competitive, integrated employment will increase by 5% in FFY 2017 over FFY 2016.

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

3.2 Provide training to staff, NSRC members and consumers on supported employment.

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

3.4 Utilize the VR business development team to improve supported employment services outcomes.

3.5 Continued participation in the governor's Taskforce on Integrated Employment, the Behavioral Health Planning and Advisory Committee and the state's Employment Leadership network.

3.6 Develop a plan and collect data regarding the needs of individuals for supported employment to help drive future goals.

3.7 Explore the use of technology and training earlier in plan development.

3.8 Determine the historical use of rehabilitation technology (assistive technology) and ensure continuity and access to equipment and services.

4. Increase participation of under–served disability groups by 3% in FFY 2017 over a 3-year average based on FFY 2012, 2013 & 2014 performance levels.

4.1 Partner with DHHS, and state commissions related to populations concerned with sensory (i.e., 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).

4.2 Partner with advocacy groups.

4.3 Participate in Disability Awareness Month activities.

4.4 Collaborate with other agencies to hold town hall outreach meetings.

4.5 Continue participation in the governor's Taskforce on Integrated Employment, and the Behavioral Health Planning and Advisory Committee.

5. Increase participation of underserved ethnic populations through increased outreach efforts in FFY 17 commensurate with their representation in the population of Nevada.

5.1 Recruit bilingual and/or bicultural staff whenever feasible.

5.2 Increase marketing and participation efforts with ethnically diverse populations; specifically Latino and Asian populations.

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

5.4 Participate in appropriate cultural activities or events.

5.5 Ensure documents are available in other languages as needed.

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.

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, and support services to participants to assist them in obtaining and maintaining employment. Counselors statewide also have the option of referring participants to Easter Seals of Southern Nevada or Innovative Rehabilitation Technology, Inc. to provide assistive technology equipment and/or services unavailable internally.

In SFY 2016, the DSU applied for an increase from the Fund for a Healthy Nevada competitive grant to provide assistive technology. In prior years, including in SFY 2015, the DSU partnered with UNR's Center for Excellence in Disabilities on this grant. Last year's award was $87,350. In SFY 2016, the grants management unit within DHHS awarded the grant for assistive technology exclusively to the DSU, and awarded it $159,840, which was an increase of 55 percent. The DSU will provide assistive technology assessments for consumers on a statewide basis through its client services dollars, and these additional funds from the Fund for a Healthy Nevada will pay for the assistive technology equipment. The DSU will then pay for any assistive technology training needs out of its client services dollars.

In field practice, the VR counselor takes into consideration the need for assistive technology assistance at each stage of providing assistance to participants. The counselor refers the participant to the appropriate assistive technology specialist.

The NSRC, in partnership with the DSU, has determined that assistive technology services are a contributing factor in five out of six state goals and is included as a strategy in these goals.

FFY 2012

Closed Rehab – All Clients 852

Closed Rehab With AT 77

Closed Other – All Clients 2,681

Closed Other With AT 73

Total Closures 3,533

FFY 2013

Closed Rehab – All Clients 749

Closed Rehab With AT 62

Closed Other – All Clients 2,217

Closed Other With AT 78

Total Closures 2,966

FFY 2014

Closed Rehab – All Clients 938

Closed Rehab With AT 69

Closed Other – All Clients 2,193

Closed Other With AT 77

Total Closures 3,131

FFY 2015

Closed Rehab – All Clients 886

Closed Rehab With AT 150

Closed Other – All Clients 2,223

Closed Other With AT 89

Total Closures 3,109

Table 18: Rehabilitation Clients

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 will 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.

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.

– 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.

– 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).

On July 1, 2013, NRD entered into a four–year third party cooperative arrangement (TPCA) with the Washoe County School District (WCSD) in northern Nevada, and 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) initiative, which is a locally developed cooperative arrangement in its third year of existence, serves secondary and postsecondary 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 the bureau chief was assigned to provide support and oversight of the program. Beginning in July 2013, VR opened VOICE cases, and in conjunction with WCSD staff, NRD will continue to provide enhanced VR services for VOICE participants aged 18–21 prior to high school exit through June 30, 2017. 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 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 CCSD, which is the largest school district in the state located southern Nevada. This four–year arrangement with CCSD offers new and/or enhanced services to meet the specific needs of the eligible NRD student consumers. 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 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 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 consumers.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

Not applicable.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA.

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

– Increase the use of business development representatives (internal or workforce/one–stop partners).

– Create and implement marketing strategies.

– Educate employers about incentives for hiring individuals with disabilities.

– Increase access to quality job development services.

– Identify key employers for recruitment efforts and for work readiness training programs.

– Work with state sector councils to identify growth occupations with strong labor markets and areas of industry need.

– Work collaboratively with WIOA partners to send clients to appropriate training programs to get the specific education, credentialing, licensure, etc. to fill high–demand/high growth occupations.

– Update inter-local contracts (MOUs) with education and workforce.

– Increase the use of social media outlets to inform employers and the public about the benefits of hiring individuals with disabilities.

– Collaborate on the creation of career pathways.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES.

– Provide employers with disability awareness training.

– Educate employers about rehabilitation technologies/assistive technologies and peer supports.

– Consider self–employment and home employment options.

– 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.

– Identify federal employment opportunities, leveraging the requirements in the new regulations for sec. 503 of the Rehabilitation Act.

– Promote VR programs and the hiring of individuals with disabilities at local and state board meetings.

– Contribute to shaping policy and programs for people with disabilities through local and state board meetings.

– Utilize employment data from Silver State Solutions 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 state goals and strategies to address identified needs:

1. Increase the number of successful employment outcomes.

2. Increase participation and successful outcomes in VR transition services including postsecondary education.

3. Increase participation and successful outcomes of supported employment in a competitive, integrated setting.

4. Increase participation of under–served disability groups.

5. Increase participation of underserved ethnic populations through increased outreach efforts.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

Innovation and Expansion Projects for 2016:

OfficeMax/Office Depot® The DSU continues to have a work readiness training program at the Las Vegas distribution center site. This program utilizes training spaces at OfficeMax/Office Depot® sites that are part of the working retail and distribution centers. Consumers learn on–the–job to perform to the specifications of OfficeMax/Office Depot®. With a trainer hired by the DSU, the clients learn the job in real time, in a real work setting and at the end of the six–week training period, they interview for jobs with OfficeMax/Office Depot®.

PepsiCo® The Las Vegas certified center specializes in the refurbishment of vending machines, fountain equipment and small branded refrigeration units. The pre–training program takes place on site at PepsiCo®, with a trainer provided by the DSU. Training is two weeks long, including soft skills and specific hands–on learning. Results from the current program in the refurbishing plant include six consumers hired by PepsiCo® to date. Wages at PepsiCo® range from $16.66–$23.00 per hour.

The NRD has been in communication with the human resources manager overseeing PepsiCo's bottling plant and its Las Vegas certified center (refurbishing plant). The DSU intends to replicate its successful program implemented in the refurbishing plant to the bottling plant.

Starbucks® The Starbucks® Corporation has a major distribution center and roasting plant in Minden, Nevada. This is a rural, northern Nevada community. On site they roast millions of pounds of coffee beans, package and distribute the beans and all other Starbucks® related non–perishable items to the individual retail stores. The DSU has hired a trainer to provide on–site training to VR clients at the Starbucks® plant, in a classroom facility on site. To date, four classes of VR clients have graduated, many of whom have achieved employment with Starbucks® or other companies utilizing similar warehouse skills certified in the Starbucks® program.

Arrow Electronics The NRD has developed a new work readiness training program with Arrow Electronics in Reno, Nevada, which launched in October 2015. This program is six weeks of hands–on work experience and includes an inter-local agreement with TMCC to deliver the soft skills curriculum created from the U.S. DOL's Skills that Pay the Bills.

TPCAs The DSU has been collaborating with NSHE, and its member colleges and universities to develop TPCAs. To date, the DSU has implemented two unique TPCAs with TMCC and WNC. The DSU continues to negotiate with UNLV and CSN, and anticipates having fully executed contracts by January 2016. These TPCAs provide services to VR clients that are new and unique, or an expanded pattern of services with a vocational focus. Each program throughout the state will be uniquely different and they are encouraged to be customized to the students of the community college. The following are examples of the overall universal services that may be offered: career exploration, vocational counseling, employment preparation, vocational training support, and worksite monitoring. There will be a strong emphasis to work with VR youth transitioning from high school to college, providing intensive tutoring for VR clients, assessment and instruction to VR clients on the use of assistive technology, paid internships programs, job coaching, and job development services.

Workforce Services Representative IV (WSR), Workforce Development Teams In 2015–2016, the DSU, being denied additional budget authority to add positions, chose to reclassify three existing positions to achieve its goal of building two workforce development teams. Currently, these teams include two workforce services representatives to serve northern Nevada and two workforce services representatives to serve southern Nevada. Both teams are supervised by the workforce development manager. The DSU plans to recruit for two rehabilitation technicians, one each to be assigned to each of the teams. These teams work to improve employment outcomes for individuals with disabilities, educate employers and leverage VR's relationships with DETR's ESD and its workforce partners.

National Technical Assistance Center on Transition (NTACT) In September 2015, the DSU, along with NDE, were awarded the Intensive Technical Assistance Partnership through the NTACT grant. This grant will provide intensive technical assistance and professional development to the state education agency, vocational rehabilitation, local education agencies and VR service providers to implement evidence–based and promising practices insuring students with disabilities including those with significant disabilities graduate prepared for success in postsecondary education and employment.

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.

Vocational Rehabilitation partners with approximately 65 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.

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 FFY 2015, as per collaboration with the NSRC and in consideration of Nevada's most recent statewide needs assessment, the NSRC has established the following goals and indicators:

Goal 1: Increase the number of successful employment outcomes.

Closed After Service – No Employment 768

Closed After Service – With Employment 886

Total Closures and Percent / Ratio 1,654 (54%)

Table 19: Rehabilitation Goal 1 – Data Outcomes

Goal 2: Increase enrollment in vocational rehabilitation transition services.

Transition Student Applications 644

Students Closed After Service – No Employment 124

Students Closed After Service – With Employment 141

Total Closures and Percent / Ratio 265 (53%)

Transition Student Applications 644

Post-Secondary Education 128

Percentage of Students 20%

For this goal, overall performance measures and outcomes were met. Strategies included increased enrollment of students in TPCAs with WCSC and CCSD, transition student career camps, alignment and dedication of VR transition staff, and improved communication/collaboration with school districts, parent organizations and the NDE. Other beneficial practices include increased development of community–based assessment worksites.

Table 20: Rehabilitation Goal 1 – Data Outcomes

Goal 3: Increase participation of underserved disability groups.

Clients Closed After Service – All Disabilities 1,654

Clients Closed After Service – Mental Health 1,239

Percentage With Mental Health Disability 75%

This goal of increasing participation of underserved disability groups was met. Strategies included development of focused programs and partnerships for service alignment to underserved disability groups, and continued and expanded partnerships with the governor's Council on Developmental Disabilities, governor's Taskforce on Integrated Employment, and the State Employment Leadership Network (SELN).

Table 21: Rehabilitation Goal 3 – Data Outcomes

Goal 4: Increase participation of underserved ethnic populations through increased outreach efforts.

Hispanic 299 (18%)

Non–Hispanic 1,355 (82%)

Asian 64 (3%)

Hawaiian or Pacific Islander 31 (2%)

Native American or Alaskan 74 (4%)

White 1,476 (75%)

Black or African American 327 (17%)

This goal was met for Hispanic and Asian participation (the ethnic groups targeted as per the results of the DSU's needs assessment). Strategies included expanded participation in community cultural activities, increased focused marketing to ethnically diverse populations and recruitment of bilingual/bicultural staff.

Table 22: Rehabilitation Goal 4 – Data Outcomes

Goal 5: Work with eligible government and community partners to maximize the utilization of resources and federal dollars.

Federal Funds Expended $14,500,000

Federal Funds Re–allotted $ 8,900,000

Percent Re–allotted 37%

Third Party Cooperative Agreements 4

Federal Funds Expended $905,997

Goal 5: Work with eligible government and community partners to maximize the utilization of resources and federal dollars.

The goal of adding TPCAs in order to draw down some of the unmatched federal dollars was met. The DSU increased the number of its TPCAs from one in 2014 to three in 2015. The DSU identified areas of potential programmatic growth, leveraged collaborative relationships with key program partners (education), and worked to identify specific areas for TPCA development.

Table 23: Rehabilitation Goal 5 – Data Outcomes

In FFY 2015, all three of the primary performance indicators (1.3, 1.4 and 1.5) were met by the DSU. The DSU also exceeded the performance level for evaluation standard 2 – equal access.

Federal Evaluation Standard 1: Employment Outcomes The DSU did not meet performance indicator 1.1 for the number of successful employment outcomes. In FFY 2015, the DSU achieved 886 employment outcomes as compared to a total of 938 in FFY 2014.

The DSU did not meet performance indicator 1.2 requiring 55.8 percent of the individuals who, after receiving VR services under an individualized plan for employment, were closed successfully. In FFY 2015, the DSU achieved a 53.63 percent rating versus the 56.24 percent rating in 2014.

Performance indicator 1.3 requires 72.6 percent of all VR consumers who enter competitive employment, self–employment, or a Business Enterprise Program (in Nevada, termed Business Enterprises of Nevada) earn at least the minimum wage. In FFY 2015, the DSU achieved a 98.76 percent rating.

Performance indicator 1.4 requires that at least 62.4 percent of VR consumers with significant and the most significant disabilities who enter competitive employment, self–employment, or a Business Enterprise Program earn at least the minimum wage. In FFY 2015, the DSU attained a 93.71 percent rating compared to 92.97 percent in FFY 2014.

The DSU exceeded performance indicator 1.5. This indicator requires all individuals exiting the VR program in competitive employment, who are self–employed or are employed in a BEP facility to earn at least a 0.52 ratio of the statewide hourly average wage of all individuals employed in the state (as derived from the most recently available Bureau of Labor Statistics report entitled State Average Annual Pay). The most recent report indicates an hourly average wage of $21.16 per hour for Nevada's workforce. In FFY 2015, the DSU achieved an average hourly wage of $11.77. This finding results in a 0.556 performance ratio.

The DSU met performance indicator 1.6, which requires that a minimum of 53 percent of all individuals who earn at least the minimum wage when they exit the VR program in competitive employment, self–employment or in BEP employment report their own income as their largest single source of economic support at exit compared to the percentage of applicants who reported their own income as the largest source at application. In FFY 2015, 67.49 percent of people exiting the VR program with such employment outcomes reported being self–supporting.

Federal Evaluation Standard 2: Equal Access to Services

The evaluation standard in performance indicator 2.1 requires the DSU to provide equal access to services for all people with disabilities from minority backgrounds. Equal access is determined by comparing the service rate for people with a disability from a minority background to the service rate for all non–minority people with disabilities.

A ratio of 0.80 or greater is required to achieve federal evaluation standard 2. In FFY 2015, the DSU exceeded the required 0.80 ratio by achieving an equal access to service rate ratio of 0.959.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

Goal 1: Increase the number of successful employment outcomes.

This goal was not met due to high rehabilitation counselor vacancy rates, lack of workforce development team in southern half of the state, new administrator and southern district manager, and the time and effort involved in understanding and implementing the many changes mandated within WIOA.

Goal 5: Work with eligible government and community partners to maximize the utilization of resources and federal dollars.

This goal was not met. The amount of grant funds awarded in FFY 2015 grew by approximately $2 million dollars over the previous year, for a grant which was already not fully matched by the state. Consequently, the re–allotment amount increased. All re–allotted funds were unmatched.

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 6: Increase participation in supported employment.

Total Open Supported Employment Clients 483

SE Closed After Service – No Employment 88

SE Closed After Service – With Employment 117

Total Closures and Percent / Ratio 205 (57%)

This goal was met for increased participation of supported employment clients.

Table 24: Rehabilitation Goal 6 – Data Outcomes

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

Goal 6: Increase participation in supported employment.

This goal was not met for successful employment case closures due to demand outpacing capacity of staff. Also, the DSU had a very successful prior year (FFY 2014) in terms of successful employment closures, setting the FFY 2015 target very high.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED.

The Needs Assessment developed by San Diego State University, Interwork Institute, in 2013 identified the following needs:

• Meet the needs of individuals served by BVR;

• Needs of individuals with the most significant disabilities, including their need for supported employment;

• Needs of individuals with disabilities from different ethnic groups, including needs of individuals who have been un-served or underserved by the VR program;

• Needs of individuals with disabilities served through other components of the statewide workforce investment system;

• Needs of individuals in transition;

• Need to establish, develop or improve CRPs in the state; and

• Other needs of individuals with disabilities (not captured in the other categories) that includes centralized resource repositories for staff and clients, increased public transportation services, technology training, opportunities to work in integrated work environments and decreased BVR staff turnover.

110 funds for innovation and expansion activities identified through our State Needs Assessment were spent in the following manner:

• Staff Salaries: Workforce Development staff and two Transition Staff;

• Provision of client services, to include uniforms, safety gear and wages received during training program;

• Staff development through participation in Transition training;

• Expansion of Transition Programs through TPCAs with local school districts;

- Salaries for contracted instructors for Pre-Training Programs; and
- Provision of assistive technology training statewide for staff.

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.

This year in northern Nevada, the DSU continues to expand the career development academy (CDA). The CDA is collaboration between High Sierra Industries, the Sierra Regional Center and the BVR. This collaboration takes individuals with existing JDT Medicaid waivers and redirects that funding to High Sierra Industries, a community rehabilitation partner, and combined with VR supported employment funds, provides the services and opportunities to prepare these eligible clients for transition to competitive employment opportunities. The CDA program begins with a comprehensive soft skills education program then transitions to extensive work experience opportunities performed at the Renown Medical Center. After their participation in the first two phases of the CDA program, clients transition to full–time job development activities to gain appropriate competitive employment with JDT funding reverted to provide long–term follow along services after VR case closure.

A similar program exists in southern Nevada in partnership with Opportunity Village, Inc., the DSU and the Desert Regional Center. The program called Pathway to Work, gives individuals with existing JDT waivers an opportunity to experience workforce training at community work sites. Currently, there are two employers participating in this program: Boulder Station Casino and Centennial Hills Hospital. In SFY 2015, 30 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 students aged 18–21 years to participate in soft skills and vocational training in a program called Job Discovery I and II. When the students graduate to phase II, they are referred to the DSU to begin formal job development and placement activities.

In an effort to continue to develop partnerships to improve supported employment opportunities and outcomes, collaboration efforts are underway with Goodwill Industries in northern Nevada, and Easter Seals Nevada in southern Nevada to broaden supported employment opportunities.

Below is a summarization of our supported employment (SE) participants:

FFY 2007

Total SE Clients Closed 201

SE Closed With Employment 119

Percent of SE Outcomes 59.2%

FFY 2008

Total SE Clients Closed 135

SE Closed With Employment 89

Percent of SE Outcomes 65.9%

FFY 2009

Total SE Clients Closed 130

SE Closed With Employment 65

Percent of SE Outcomes 50.0%

FFY 2010

Total SE Clients Closed 123

SE Closed With Employment 70

Percent of SE Outcomes 56.9%

FFY 2011

Total SE Clients Closed 82

SE Closed With Employment 40

Percent of SE Outcomes 48.8%

FFY 2012

Total SE Clients Closed 86

SE Closed With Employment 47

Percent of SE Outcomes 54.7%

FFY 2013

Total SE Clients Closed 106

SE Closed With Employment 55

Percent of SE Outcomes 51.9%

FFY 2014

Total SE Clients Closed 178

SE Closed With Employment 103

Percent of SE Outcomes 57.9%

FFY 2015

Total SE Clients Closed 206

SE Closed With Employment 117

Percent of SE Outcomes 56.8%

Table 25: Rehabilitation Supported Employment Participants

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

As illustrated above, VR served 323 SE consumers statewide in FFY15. Of those, 50% were in northern Nevada, 42% in southern Nevada, and 8% in rural areas of Nevada.

The following is a ranked list of the types of supported employment services provided to those SE consumers, illustrated by region:

FFY15 Services Utilizing Supported Employment Funds

1. Job Placement Assistance

North 109

South 188

Rural 58

Total 355 (45%)

2. Assessment

North 37

South 74

Rural 21

Total 132 (17%)

3. Transportation

North 18

South 24

Rural 12

Total 54 (7%)

4. On The Job Supports - Supported Employment

North 17

South 28

Rural 8

Total 53 (7%)

5. Maintenance

North 20

South 30

Rural 1

Total 51 (6%)

6. Other Goods and Services

North 18

South 31

Rural 0

Total 49 (6%)

7. Job Search Assistance

North 9

South 9

Rural 11

Total 29 (4%)

8. On The Job Supports - Short Term

North 16

South 8

Rural 5

Total 29 (4%)

9. Information and Referral Services

North 0

South 12

Rural 0

Total 12 (2%)

10. Customized Employment Services

North 6

South 0

Rural 0

Total 6 (1%)

11. Diagnosis and Treatment of Impairment

North 6

South 0

Rural 0

Total 6 (1%)

12. Training - Junior or Community College

North 1

South 4

Rural 1

Total 6 (1%)

13. Training - Job Readiness

North 4

South 1

Rural 0

Total 5 (1%)

14. Training - Occupational / Vocational

North 3

South 2

Rural 0

Total 5 (1%)

15. Interpreter Services

North 2

South 0

Rural 0

Total 2 (0%)

16. Training - Miscellaneous

North 1

South 0

Rural 0

Total 1 (0%)

Total Authorizations for SE Services

North 267 (33%)

South 411 (52%)

Rural 117 (15%)

Total 795 (100%)

VR ensures its SE services are quality services by the performance of quality assurance reviews. The Division's Quality Assurance Team facilitates or conducts regular case file reviews of over 500 cases annually, as noted below:

• Two comprehensive case file reviews (District-wide and Statewide) which review the entire case from application to closure. These reviews typically involve the review of two cases from each counselor's caseload--one case that was closed unsuccessfully and one case that was closed successfully (rehabilitated/employed).

• Five targeted reviews, two of which include service delivery:

- An Assessment of Vocational Needs and Individualized Plan for Employment (IPE) Review which typically involves the review of one case from each counselor's caseload.

- A Case Documentation/Case and Expenditure Management and Case Closure Review which typically involves the review of two cases from each counselor's caseload-- one case that was closed unsuccessfully and one case that was closed successfully.

In addition, VR supervisors review no less than 10 unique cases annually for every Rehabilitation Counselor under their supervision. Annually, the outside accounting firm of Eide Bailly, LLP performs a targeted review of a random sampling of VR cases to test for eligibility and IPE requirements. Lastly, the Quality Assurance Team has been conducting annual case file reviews of VR's contracted job developers since 2013.

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. Additionally, the VR Counselor sends the Case Manager the "Request for Follow Along Services" form, which formally notifies him/her of the employment details, and the date and need for specific extended services. 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. 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.

CERTIFICATIONS

Name of designated State agency or designated State unit, as appropriate

Name of designated State agency **Rehabilitation Division**

Full Name of Authorized Representative: **Shelley Hendren**

Title of Authorized Representative: **Administrator**

States must provide written and signed certifications that:

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title 1 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** Yes

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, 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; Yes

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*, the Rehabilitation Act, and all applicable regulations, 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;** Yes

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; Yes

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes

7. The **Authorized Representative listed above** 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; Yes

8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; Yes

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. Yes

FOOTNOTES

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Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

** No funds under title 1 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.

*** 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 3485; and the State VR Services Program regulations.

Certification 3 Footnotes

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

ADDITIONAL COMMENTS ON THE CERTIFICATIONS FROM THE STATE

CERTIFICATION REGARDING LOBBYING — VOCATIONAL REHABILITATION

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 $10,000 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.

Applicant’s Organization **Rehabilitation Division**

Full Name of Authorized Representative: **Shelley Hendren**

Title of Authorized Representative: **Administrator**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

CERTIFICATION REGARDING LOBBYING — SUPPORTED EMPLOYMENT

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 $10,000 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.

Applicant's Organization **Rehabilitation Division**

Full Name of Authorized Representative: **Shelley Hendren**

Title of Authorized Representative: **Administrator**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).

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:**

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. ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN:

The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

A. THE ESTABLISHMENT OF THE DESIGNATED STATE AGENCY AND DESIGNATED STATE UNIT, AS REQUIRED BY SECTION 101(A)(2) OF THE REHABILITATION ACT.

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 **(B) has established a State Rehabilitation Council**

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.

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).

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.

The designated State agency allows for the local administration of VR funds **No**

F. THE SHARED FUNDING AND ADMINISTRATION OF JOINT PROGRAMS, IN ACCORDANCE WITH SECTION 101(A)(2)(A)(II) OF THE REHABILITATION ACT.

The designated State agency allows for the shared funding and administration of joint programs: **No**

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? See Section 2 of this VR services portion of the Unified or Combined State Plan. **Yes**

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.

I. ALL REQUIRED METHODS OF ADMINISTRATION, AS REQUIRED BY SECTION 101(A)(6) OF THE REHABILITATION ACT .

J. THE REQUIREMENTS FOR THE COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT, AS SET FORTH IN SECTION 101(A)(7) OF THE REHABILITATION ACT.

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.

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.

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:

A. COMPLY WITH ALL REQUIREMENTS REGARDING INFORMATION AND REFERRAL SERVICES IN ACCORDANCE WITH SECTIONS 101(A)(5)(D) AND (20) OF THE REHABILITATION ACT.

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 .

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?

Agency will provide the full range of services described above **Yes**

D. DETERMINE WHETHER COMPARABLE SERVICES AND BENEFITS ARE AVAILABLE TO THE INDIVIDUAL IN ACCORDANCE WITH SECTION 101(A)(8) OF THE REHABILITATION ACT.

E. COMPLY WITH THE REQUIREMENTS FOR THE DEVELOPMENT OF AN INDIVIDUALIZED PLAN FOR EMPLOYMENT IN ACCORDANCE WITH SECTION 102(B) OF THE REHABILITATION ACT.

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.

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.

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.

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

J. WITH RESPECT TO STUDENTS WITH DISABILITIES, THE STATE,

I. HAS DEVELOPED AND WILL IMPLEMENT,
A. STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE ASSESSMENTS; AND
B. 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
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:

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.

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.

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:

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.

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:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL PROVIDE SUPPORTED EMPLOYMENT SERVICES AS DEFINED IN SECTION 7(39) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT:

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

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.

ADDITIONAL COMMENTS ON THE ASSURANCES FROM THE STATE

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 includes 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.* If included, Combined State Plan partner programs are subject to the "common planning elements" in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on www.regulations.gov for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at http://www.regulations.gov by selecting Docket ID number ETA-2015-0006.

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* 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 and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 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.

APPENDIX 1. PERFORMANCE GOALS FOR THE CORE PROGRAMS

Include the State's expected levels of performance relating to the performance accountability indicators based on primary indicators of performance described in section 116(b)(2)(A) of WIOA.

Instructions:Performance Goals for the Core Programs

Each State submitting a Unified or Combined 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 adjusted levels of performance for the indicators for each of the first two years of the plan.

TABLE 1. EMPLOYMENT (SECOND QUARTER AFTER EXIT)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	60.00	63.00	60.00	66.00
Dislocated Workers	67.00	67.90	67.00	70.90
Youth	20.00	61.10	20.00	64.10
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	60.00	59.60	60.00	62.60
Vocational Rehabilitation</	Baseline	Baseline	Baseline	Baseline

User remarks on Table 1

TABLE 2. EMPLOYMENT (FOURTH QUARTER AFTER EXIT)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	55.00	63.00	55.00	66.00
Dislocated Workers	65.00	67.90	65.00	70.90
Youth	20.00	44.30	20.00	47.30
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	55.00	55.00	55.00	58.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 2

TABLE 3. MEDIAN EARNINGS (SECOND QUARTER AFTER EXIT)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	4,800.00	3,741.00	4,800.00	3,941.00
Dislocated Workers	6,300.00	6,300.00	6,300.00	6,500.00
Youth	2,600.00	Baseline	2,600.00	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	4,100.00	4,100.00	4,100.00	4,300.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 3

TABLE 4. CREDENTIAL ATTAINMENT RATE

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	53.00	57.40	53.00	60.40
Dislocated Workers	60.00	58.30	60.00	61.30
Youth	20.00	60.90	20.00	63.90
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 4

TABLE 5. MEASUREABLE SKILL GAINS

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	20.00	Baseline	20.00	Baseline
Dislocated Workers	20.00	Baseline	20.00	Baseline
Youth	20.00	Baseline	20.00	Baseline
Adult Education	Baseline	41.00	Baseline	42.00
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 5

TABLE 6. EFFECTIVENESS IN SERVING EMPLOYERS

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 6

TABLE 7. COMBINED FEDERAL PARTNER MEASURES

Measure	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level

User remarks on Table 7

APPENDIX 2. OTHER STATE ATTACHMENTS (OPTIONAL)