

**NEVADA STATE REHABILITATION COUNCIL
STATE PLAN COMMITTEE
MEETING MINUTES**

Department of Employment, Training & Rehabilitation

January 13, 2015

Revised & Approved on March 10, 2015

Vocational Rehabilitation
3016 W. Charleston Blvd.
Las Vegas, NV

MEMBERS PRESENT

Lisa Bonie
Mathew Dorangricchia
Ernest Hall (NSRC Chair)
Shelley Hendren
Mark Hinson
Robin Kincaid
Jack Mayes (Committee Chair)
Max Miller-Hooks
Jean Peyton
Michele Ferrall, Health & Human Services
Rosemary Melarkey, Sierra Regional Center

MEMBERS ABSENT

GUESTS:

Marcia Ferrell, Transcriptionist
Sam Goldberg, Certified Hearing Interpreter
Ray Quartermus, Certified Hearing Interpreter
Linda Bove, Certified Deaf Interpreter
Branton Stewart, Certified Deaf Interpreter
Michele Ferrall, Health & Human Services
Rosemary Melarkey, Sierra Regional Center
Pedro Gonzalez

STAFF:

Rose Marie Reynolds, Deputy Attorney General
Heather Johnson, Business Process Analyst
Melissa Starr, Management Analyst

EXHIBITS:

- Nevada State Plan for Rehabilitation Services Program Federal Fiscal Year (FFY) 2015
- FFY 2016 State Plan Requirements
- WIOA requirements
- 2013 Summary of Identified Needs
- Vocational Rehabilitation Consumer Satisfaction Survey Executive Summaries
- 2014 Satisfaction Survey highlights
- FFY15 Nevada State Rehabilitation Council (NSRC) Goals and Indicators Comparisons
- FFY 2014 State Plan Goals
- NSRC State Plan Goals and Indicators FFY14 Outcomes
- FFY 2013 Federal Standards
- FFY 2015 State Plan Goals
- DETR Press Release regarding Nevada's Projected Labor Market Improvement

1. **ROLL CALL AND CONFIRMATION OF QUORUM**

Ernest Hall called the meeting to order at 9:02 a.m.

Melissa Starr read the roll call and verified that a quorum was present.

2. **VERIFICATION OF POSTING**

Ms. Starr verified that the posting was accomplished on time and according to open meeting law.

3. **WELCOME AND INTRODUCTIONS**

Mr. Hall welcomed all those attending.

4. **FIRST PUBLIC COMMENT SESSION**

No public comments were made

5. **Discussion/Review of Rehabilitation Act/Rehabilitation Services Administration (RSA) State Plan Requirements and the approved Federal Fiscal Year (FFY) 2015 State Plan**

Shelley Hendren brought the attention to the exhibit that focused on the items pertinent to the state plan which Vocational Rehabilitation (VR) is and has been working on.

- VR, is required to do an annual consumer satisfaction survey
- VR is required to do a statewide needs assessment, and we do that every three years
- VR annually revisits the state plan and the state plan goals and strategies and performance measures one has to do with cooperating with agencies that are not in the workforce investment system.
- VR has formal agreements with the division of welfare supported services, with the division of public health and behavioral services.
- VR has formal agreements with Section 121 Native American agencies, the Moapa band of Paiutes and the Fort Mojave Indian Tribe.
- VR has formal agreements with Aging and Disability Services Division, and specifically with their independent living program.
- VR has started an interlocal contract with UNR in 2008 with their Center for Excellence in Disabilities to provide assistive technology.
- VR can work with transition age students, they have formal cooperative agreements, similar to Memorandums Of Understanding (MOUs) with each of those school districts on how we will work with transition students.
- VR have designated transition teams in the north, in the south, and also covering the rural, to work with that population. And we attend IEP meetings when appropriate and when invited. To provide consultation about voc rehab and vocational services. And we also do outreach and attend events in the schools, and transition events.
- VR has interlocal contracts with the system of higher education, in that it defines VR's roles and how they work with students transitioning from high school into post-secondary education. They also have a contract with Department of Education.

Ms. Hendren mentioned collaborations VR has:

- Designated transition teams in the north, in the south, and also covering the rural, to work with that population. VR staff attended Individualized Education Plan (IEP) meetings when appropriate and invited. To provide, consultation about vocational

- services. They also do outreach and attend events in the schools and transition events.
- o Some collaborations that they have currently in regards to the transition population... with University Nevada, Las Vegas (UNLV), ASAP employment services, Clark County School District, the NCED, Department of Education, and you all are probably familiar with the Careers, Recreation and Vocational Education (CRAVE) camp. CRAVE is a very successful program,

6. **DISCUSSION/REVIEW OF THE 2013 NEEDS ASSESSMENT REPORT**

Ms. Hendren noted the highlights of the Needs Assessment, supported employment for individuals with significant disabilities

- o Rural regions
- o Transportation
- o Job placement services in the north and south
- o Improving job development services

The division has a better selection of job developers with a better success in job placement. With the Workforce Innovation and Opportunity Act (WIOA)

- o For extended service providers
- o Regional centers to take over with long term support
- o Supported employment services through the mental health system
- o Job placement and job coaching services

In the North working with individuals with mental health disabilities—either cognitive, developmental or mental health

In the Rural areas serving individuals who are deaf, and as you can imagine that likely has to do with also availability of interpreters, and those kinds of services for the deaf, certainly not as prolific in rural regions

Statewide, which is why we focused our goals and priorities last year on these populations, as far as ethnically, the survey said we are not serving the Asian and Hispanic population compared to their numbers in the community. Ms. Hendren with a comment from Mr. Mayes reminded the Committee the Vocational Rehabilitation (VR) staff are co-located but not integrated with JobConnect staff.

Needs of individuals of transition age youth. In the north, establishing a basic referral process. Is being concentrated on, so there is a pathway for students to come to us if they need or want our services.

The South has increased participation in the Individualized Education Program (IEP) process. It is a balance. It seems appropriate for us to be there, and yet we do not have the resources to go to everyone. Some of that is education in that the division needs to ensure both the teachers and the agency staff understand our role and where division personnel should be brought in. WIOA is emphasizing that.

The division is currently working on a plan to disseminate information, as a starting point. And transition youth do not have to be clients of ours, so we with this new set-aside of our funding, to go in and provide information on post-secondary education and the transition process, information on vocational rehabilitation, vocation careers and onself-advocacy which is now

allowed for within WIOA. The division is currently creating a system to reach more students, and reach them earlier. everything to go from high school to either career or post-secondary ed. Of course, we need to work on that. Involving parents in the process. Job readiness training is stressed throughout WIOA.

- Other avenues the division have been addressing include;
- Addressing fears and misconceptions employers base about people with disabilities
- Help clients understand what the division does
- Intitiate more pilot programs with employers
- Technology training for staff, clients and service providers

7. **DISCUSSION/REVIEW OF THE 2104 CONSUMER SATISFACTION SURVEYS**

Ms. Hendren related the Consumer Satisfaction Surveys are reviewed and reported on to the full council at least once per year. Giving a brief synopsis she said typical improvements state agencies suggested included providing more counselors with disability specific knowledge. The division will hire someone who is qualified regardless. Another piece is the training that ensures counselors have the training in that field to properly work with clients.

Mr. Mayes interjected the knowledge of using the "700 hour program" which with the help of an Excutive Order (2013-10) encouraging to government agencies to employ individuals with disabilities, to have a little bit of background coverage in recruiting people with disabilities.

Ms. Hendren said the division does use the 700 hour list, which is the State's program to assist in hiring individuals with disabilities. They are able to pull from that list, interview them; if appropriate, hire them, and you can basically test them out for 700 hours to see if they are a good fit, this way more employers more likely to try it.

Mr. Hall asked in regards to Job Developer contracts if their information was publically available. After some discussion between Ms. Hendren, Ms. Starr and Ms. Reynolds, the concensus was to consult with with Department of Employment, Training and Rehabilitation Deputy Attorney General (D.A.G.) to see if the Job Developer's provider agreement information can be shared. Ms. Starr would get back to the group with the information.

Ms. Hendren continued with the Satisfaction Survey report, she reported;

- Clients who were unemployed had a higher level of dissatisfaction with the VR services. This is usually on the bias where the client believes the division did not do enough to help them.
- Clients who received assistive technology gave higher ratings of the services, service providers, and their relationship with their counselor.
- There were regional differences, in satisfaction, the clients in the rural regions, less likely to receive on-the-job training.
- Needs assessment, job development, fewer employers. So definitely challenged in the rurals, and it's of course affecting satisfaction. But something we need to think about, and how to generate not only more providers, but more employer interest in our clients in the rural regions.
- Employer education
- Establish peer to peer relationships within both Client and Transition Services
- Self-advocacy with NVPEP
- A third party cooperative arrangement with Clark County School District.

Ms. Hendren continued to read through the results of the Client, Transition & Older Individuals who are Blind (OIB) surveys

8. **DISCUSSION/REPORT ON HOW DATA IS CALCULATED FOR FEDERAL FISCAL YEAR (FFY) 2015 STATE PLAN GOALS**

Heather Johnson presented the numbers of clients that have been served by the Vocational Rehabilitation program per each goal of the current State Plan. She explained historical three year for federal fiscal year 12, 13 and 14.

Goal 1: The goal of that is to have a 5 percent increase from the previous year.

In 2012 we had 880 clients that closed after service with no employment. We had 852 clients that closed with employment. If you add those two numbers together, it is 1,732. If you take the clients closed with employment and divide that by the total, it is 49 percent. A 5 percent increase, 5 percent of 49, is 2. So 49 plus 2, the goal for 13 would be 51 percent.

For 2013, clients closed with services with no employment, were 778. Clients closed with an employment outcome, 749. For a total of 1527. Which equals 49 percent. Again, 5 percent of 49 percent is 2, so 49 plus 2 percent is 51 percent. That was the goal for 2014.

The actual numbers for 2014, for clients closed after services with no employment 730. Clients closed with an employment outcome 938. For a total of 1668. Which equals 56 percent.

Goal 2: Increase the enrollment in vocational rehabilitation transition services.

The goal of this indicator is a 5 percent increase from the previous year. For federal fiscal year 12, we had 573 total transition student applications. A 5 percent increase in that is 29, which we set with a goal for 13 of 602. The actual number of total transition student applications in 13 was 478. Five percent of 478 is 24. Which we set with a goal of 502 for federal fiscal year 14. In 14, the actual number of total transition student applications was 500.

The next one counts the successful closure rate for transition students. Again, the goal is to have a 5 percent increase from the previous federal fiscal year.

In 2012, there were 203 transition students that closed after services with no employment. There were 164 students that closed with employment. Adding those together is 367. To get the ratio, we divide the 164 by the total of 367, to give us 45 percent. A 5 percent increase of 45 percent is 2 percent. The goal for 13 is 47 percent. The actual numbers for 13 is 201 students closed after service with no employment, 115 students closed with employment, to give us a total of 316. One hundred and fifteen divided by 316 is 36 percent. Five percent of 36 is 2. The goal in 2014 was 38 percent. The actual numbers for 14 is 160 students closed after service with no employment, 156 students closed with employment, to give us a total of 316, 156 divided by 316 is 49 percent.

To increase the enrollment in VR transition services. This table has a goal of a 3 percent increase over the previous federal fiscal year. Beginning in federal fiscal year 2012, there are a total of 573 students with applications. There were 127 open students with post-secondary education. When you divide the 127 by the 573, it equals 22 percent. A three percent increase in that is just 1 percent, which would give us a goal in 13 of 23 percent. The actual numbers for 13 are 478 total students with an application, 94 open students with post-secondary education.

When you divide those two numbers, it equals 20 percent. A three percent increase of 20 percent is 1, which gives us a goal in 14 of 21 percent. The actual numbers for 14, 500 students with an application, 73 open students with post-secondary education. When those numbers are divided, it's 15 percent.

Ms. John added the Division is not able to measure if students are going to post-secondary education and if they are using the federal PELL grants. They can only measure if the Division is paying for it. So this number, while it may appear low, I think it's not a true reflection, and we're working, Heather has been working on an enhancement to our RAISON program, so we're able to capture this. For students going to college, we will be able to check the box whether it is a PELL grant or whether the agency is supporting them. So that will make a significant difference in our numbers.

Mr. Hinson, Mr. Mayes, Ms. John and Ms. Hendren discussed the definition of a Transition Student.

Ms. Hendren stated IDEA age is up to 22. The Rehabilitation Services Administration (RSA), our federal oversight, considers transition up to age 24. And each state can kind of elect, so we just followed IDEA as far as what we consider transition. For the purposes of this data, it was our transition caseload, so up to age 22.

Goal 3: An increase in the participation of underserved disability groups.

The goal for this indicator is a 3 percent increase from the previous year. Starting in federal fiscal year 12 there were 1,732 clients that closed after service. There were 1,095 clients closed after service with a mental health disability. If you divide those numbers, it's 63 percent.

A three percent increase of 63 percent is 2. The goal for 13 was 55 percent. The actual numbers for 13 is 1,527 clients closed after service, 967 clients closed after service with a mental health disability, which gives us a percentage of 63 percent. A three percent increase is 2, so the goal of 14 was 65 percent. The actual numbers for 14 were 1,668 clients closed after service, 1,064 clients closed after service with a mental health disability. Dividing those together is 64 percent.

Goal 4: Increase the participation of underserved ethnic populations through increased outreach efforts.

The first part of this goal focuses on Hispanic and non-Hispanic breakdowns.

For 2012, there were 261 clients closed after service that were Hispanic, 1,471 clients closed after service that were not Hispanic. The total was 1732. The percentages are 14 percent Hispanic, 86 percent not Hispanic.

In 2013 there were 212 Hispanic clients closed after service, 1,315 non-Hispanic closed after service. That gives us a percentage of 14 percent Hispanic, 86 percent non-Hispanic.

In 2014 there were 255 clients closed after service Hispanic, 1,413 non-Hispanic closed after service. This equals to a 15 percent Hispanic, and 85 percent not Hispanic for a total of 1,668.

Ms. Johnson continued according to the Nevada state demographer, who used the 2010 U.S. census, the breakdown of Hispanic and non-Hispanic statewide in Nevada was 716,501 Hispanic, 1,984,050 for non-Hispanic. For a total of 2,700,551. That percentage breaks down to 27 percent Hispanic, 73 percent non-Hispanic.

Ms. Starr continued with goal number five.

Goal 5: Work with eligible government and community partners to maximize the utilization of resources and federal dollars.

The goal here was to reduce the amount of funds that were relinquished. And so in 2012, federal funds expended, 12,436,585. Federal funds relinquished, 9,770,000 with 44 percent relinquished.

In 2013, 14,295,674 federal funds expended, 6 million federal funds relinquished. And we did go down to 30 percent relinquished.

In 2014, 15,900,000 federal funds expended, 5,200,000 federal funds relinquished, and we did reduce that down to 25 percent.

The goal in 2015 is expected to see that number fall even more.

Mr. Mayes asked Ms. Hendren to describe some of the challenges in maximizing the expenditures. Ms. Hendren replied last figure relinquished in 2014 was 5.2 million, the majority of that is unmatched with matching funds. So unless we can generate a means of nonfederal funds as match to pull down those federal funds, they have to go back. We do not have the match requirement for around 4 to 4.5 million of that is unmatched. Because last year we actually could not spend the \$500,000 is what we left on the table at the end of the year (that was actually in our coffers).

One of the challenges of spending what is matched down to zero is Section 7 of Nevada state law, that requires us to spend all non-State sources of match before anything else. It is very tricky budget-wise to do that. It also does not allow us to carry over funds, the Section 7. In Nevada that is unique, we have two years of grants and we cannot carry any funds over. It is very tricky for us to spend down to zero, to manage those funds down to zero, on a year time period.

We are getting better at it. As you can see here, leaving between 500,000 and 600,000 on the table last year was a pretty huge improvement. And we are going to keep employing strategies to do that. There are many elements involved, including creating work programs, having to go to IFC, getting our internal office to agree to those work programs and moving money around so that we can better manage our budget. The budget office has to agree, the interim finance committee has to agree. There is a lot of that kind of manipulation that needs to take place, so we can utilize funding and do it in the way the law requires with that Section 7 requirement.

Reaching into those unmatched funds is what the third party cooperative arrangements do, and why we have these measurements we are looking at here. That is a means for someone else to

put up the match and draw down those federal funds. What Ms. Starr reported was the one we currently have in place, and we just have two more that launched November or December.

As she said earlier, they are working on a third party cooperative arrangement with Clark County School District. To put up the match amount so they can draw down those federal funds. So that hole is going to shrink with the third party cooperative arrangements, as well. What we have to consider as we add third party cooperative arrangements and pull down more federal funds, the requirement for our 15 percent reserve for pre-employment transition services grows.

The Division has a fund source for those services of about 2 and a half million. As we pull down more federal funds, we're required to put 15 percent aside. So that pot of money will grow. The problem with that is it pulls away from our other general client services. And puts them in a category that, at least so far as we know until the regulations come out, are very, very narrow, very specific.

So we have to constantly be thinking of those kinds of things and strategies. Before we increase that 15 percent set-aside, we want to be sure we can spend it. We do not want to be penalized if we do not spend the full amount.

The limitations of the grant, the requirements of the grant, are part of the problem because they have to be Vocational Rehabilitation (VR) clients. If we had a transportation system in place, they could not serve non-VR clients, that is one problem. At least with our funds, or what they do for us. Then once someone is employed and we close the case, we also cannot expend money. So we might be able to get them started with gas cards or bus passes or other things. Then after 90 days, we close the case, that service goes away. We cannot pay for it, because of the requirements of the grant.

Jean Peyton asked about the 15 percent and what it would be used for. Ms. Hendren responded In the new Workforce Innovation Opportunity Act (WIOA), which became effective July 2014, It requires we set aside 15 percent of our federal grant for pre-employment transition services. So it's targeting transition student -- which is a new definition -- so it's someone within the confines of IDEA, so up to age 22, but they have to be receiving special education services. In other words, if they exit high school, they do not qualify for that program, that piece of it and there is five required activities under pre-employment transition services.

Three of those are informational. One is give people information about vocations, seeking work, and perhaps vocational rehabilitation. The other is to provide them with information regarding transitioning to post-secondary education. The third informational piece is self-advocacy.

There are two additional requirements under the five required activities which are actually activities, in which someone would have to have an open case with us, and those are work readiness and on the job types of experiences.

There are another 9 activities that are listed as authorized.

There are pilot projects, they are kind of strategic thinking it is not transition services in the traditional sense, it is more pilots and strategic plans and programs.

We are broadly interpreting that to say we need these strategies to implement 1 through 5, so we are spending money on those. We will see if that hurts us in the long run. Those five things are so narrow, and three of which are informational only, it is to the tune of about \$2.6 million.

Ms. Starr continued for 2014 the Division had one third party cooperative arrangement and the federal funds expended were \$829,179.

Ms. John added In 2015 there will be three cooperative arrangements with two colleges which will be a great interaction to meet the needs of our students that are transitioning from high school and in our programs into college to be successful and actually graduate with an outcome. The program is called Career Connect.

The Truckee Meadow Community College (TMCC) is the one where they actually specialize in Assistive Technology (AT), so they're going to have a component for AT in theirs. And Western Nevada College (WNC) is the other program that they have as well.

Support services, mentoring, extra tutoring, some AT assistance, study skills. They will be doing soft skills program and training, job seeking skills, resume development. A lot of internships; we have a number of our students that they don't seem to end up in internship programs through the college classes, so we're really going to put some extra effort into developing internships for our students.

The career connect programs actually have a goal for placement, as well, and it is very small for the first one, first year, because we are just beginning and ramping this up, but it will increase over the years. Their objective is;

- A. To take more students in, to be involved in the program,
- B. To also help them through service provision and then exit with a successful employment outcome.

Both Mr. Hinson and Mr. Mayes suggested working out an agreement with Clark County as the South of Nevada needs the same considerations.

Ms. John agreed saying each of the colleges are a little different. University of Nevada Las Vegas (UNLV) has quite a large number, they were over a hundred, Whereas the students that would go through the program were up in the 30s and 50s, perhaps a little higher.

Ms. Johnson added some statistics for Goal 4 regarding the races and ethnicities of clients served according to then Nevada 2010 Census and the RAISON RSA reporting requirements

Asian is 8 percent. Native Hawaiian 1 percent. Native American, 1 percent. White, 69 percent. Black, 8 percent. And 13 percent are "other" race.

Goal 6: Increase participation in supported employment.

The goal for performance indicator number 6 is to meet or exceed the previous year. In 2012, we had 285 total open supported employment clients. In 2013 that number increased by 46, to give us a total of 331 supported employment clients. In 2014, that number increased 30, to give us a total of 361.

Beginning in 2012, there were 36 supported employment clients that closed after service. There were 47 supported employment clients closed with an employment outcome. When you add those two together, it comes out to 83. When you divide the number 47 by 83, you get 57 percent.

For 2013 we had 48 supported employment clients closed after service. We had 55 supported employment clients close with employment outcomes, for a total of 103. 55 divided by 103 is 53 percent.

In 2014 we had 75 supported employment clients closed after service. There were 103 supported clients closed with an employment outcome, to give us a total of 178. 103 divided by 178 is 58 percent.

9. **DISCUSSION/REVIEW OF THE FEDERAL FISCAL YEAR (FFY) 2014 STATE PLAN GOALS AND STATISTICS**

Ms. Hendren passed this discussion onto Mr. Mayes.

Mr. Mayes began expressing his appreciation to the work Mr Hall and the committee did last year in regards to the re-creation of the state plan, in going around the table to find a concern for possible change, deletion, revision or a new element or goal.

Ms. Peyton began asking what would be the impact of transportation on employment as the north seems to be more creative in doing this than the south,. She would like to know why.

Maxie Miller-Hooks asked what could be done to increase the involvement of the mental health community and the foster care community.

Mr. Mayes asked as potentially underserved population of foster children.

Ms. Miller-Hooks responded there is a difference, there is foster care, and there is independent living, which is a part of foster care. Independent living really does not start until a child ages out, 17 and a half is when they really start the independent living process. And then there is the foster kids, and some foster kids are not looking to do independent living. So it is really two different things. Mr. Mayes noted two potential groups to outreach to.

Ms. Hendren supplied the following information. The Division has been talking to Clark County about working within their foster care systems, those that are aging out, and doing a third party cooperative arrangement. We have had a few meetings and would love to work with that population. But that takes awhile, to get the momentum going, we just have to keep calling meetings to get them talking and generating ideas before we get something that is solid.

Mr. Mayes said a couple things he wanted to share from the Client Assistant Program (CAP) director. He wanted to suggest tracking the 90-day requirement under WIOA to get in the employment plan, and maybe to establish in writing the mediation process as an option for others to go through. He would like to see the Division deal with the assistive technology training needs, and how much is provided. A concern he sees is people get equipment and there is very little training, and so it sits. If there is something we might be able to do in that area.

Ms. Bonie added three things that tie together;

- o one of the things is creating programs and not marketing them.
- o we have a plan to educate people what is available,
- o educate the several different audiences.

She is very concerned about transitioning, with transitions comes transportation, and once again AT, making sure individuals, like with the lending libraries, and understanding how to access the

equipment, get a little bit of training, take it home and play with it. It just does not seem like there is not much communication around that.

Mathew Dorangricchia said this committee is important to all the counselors and all the employees of vocational rehabilitation. He suggested to the committee that goals should be meaningful, necessary and attainable.

Mr. Hall shares Ms. Peyton's goal of transportation. How that affects what can we do specifically to begin to figure out the difference between complex rehabilitation that we are doing there is a difference between assistive technology of a device, a computer, and some training, and actually getting somebody into a power chair with alternate keyboard input and significant training.

So when we say there are X number of cases closed with assistive technology, how many of those were easy and how many of those were hard. If I were to break it down to that, how much credit are we taking for saying okay, here is your AT, good luck, and how much are we actually doing the hard work.

Rosemary Melarkey added from the Aging and Disability Services angle she has worked a lot with their community training centers. They are nonprofit organizations but one with other regulations, we hear a lot about WIOA, but one of the other things that developmental services is dealing with is the new regulations on home and community based service settings, final settings coming from Medicaid. One of those specifies that everyone would have the opportunity for employment and integrated employment. I think that is going to change. So what I see as a need is we really need to work with our community providers on making a transition from facility based to integrated employment, and how is that done.

That is broad, but when we look at pilot projects she thinks we may have some other providers that can do that on a smaller scale. The other area that needs to be worked on is how they do it on a one to one basis is the skill training for individuals to be able to do that.

Michele Ferrall spoke saying she has similar views to Ms. Melarkey to educate the students, their families, the school district personnel, the regional center personnel, on what is going on with WIOA, and the different options that individuals have. She did not know that individuals understood there are more options than just sheltered employment.

The increased collaboration which goes into these are helping each other toward these goals of employment and employment experiences for individuals. Ms. Melarkey mentioned the person-centeredness as it relates to employment, and Aging and Disability Services Division (ADSD) is actually going to be doing some work on that over the next six months, bringing in national trainers to help us in the area of person-centered thinking. Lastly to increase providers for transition. We have one in the north and one in the south, who also happens to operate sheltered workshops, and we may need to look at other providers who are doing different types of employment.

Ms. Kincaid agreed supported employment is always a real concern. Last year in the state plan, we gave a number that we fought very high to get high expectations for supported employment. We need to really look at supported employment. It is going to be essential to do that in order to be able to increase the amount of individuals with disabilities having integrated employment opportunities, we need to aim high in our goals.

Transition, especially in the area of providing person-centered planning, is essential. Whether it be planning for employment, individual centered planning overall. Using rented space. The state frankly has not done that, and so we really want to see that get developed and expanded.

Assistive technology is another one on my list. There has got to be training, and understanding on how to use it and a follow up as well. Transportation is a concern. As a family who utilizes paratransit, we have really seen the struggles of trying to use that system. It certainly needs to be expanded, it has not grown with the population. The opportunity for paratransit really needs to be reviewed.

Ms. Melarkey added would see for our community providers, especially those who do day programs, who are looking for more meaningful day activities. May be able to provide the training for a limited time for individuals to move smoothly into an integrated setting.

Mr. Hall responded in relation to the supported and customized employment, we are going to need to develop a relationship with occupational and medical therapists to make that happen. We need to look beyond our traditional VR partners in terms of what those placements are going to require.

10. **DISCUSSION/POSSIBLE ACTION TO ESTABLISH RECOMMENDATIONS FOR FFY 2016 STATE PLAN GOALS, STRATEGIES AND PERFORMANCE MEASURES**

Mr. Mayes read through the 2015 State Plan Goals

Goal 1: Increase the number of Successful Employment Outcomes

Goal 2: Increase participation and successful outcomes in Vocational Rehabilitation Transition services including post-secondary education

Goal 3: Increase participation of under-served disability groups

Goal 4: Increase participation of underserved ethnic populations through increased outreach efforts.

Goal 5: Work with eligible government and community partners to maximize utilization of resources and federal dollars.

Goal 6: Increase participation and successful outcomes of Supported Employment.

After several hours of discussion in determining attainable strategies and indicators the Council determined to keep most of the goals with some tweaking on the strategies and indicators.

The final state plan revisions would be discussed and voted on, on Wednesday, January 14th when the meeting would re-convene.

11. **PUBLIC COMMENTS**

Hi, everyone, my name is Pedro. I notice that the Reno area their services are increasing, while the southern area is decreasing. Talking about the people that are actually being proactive.

So like where my needs are, for getting full equal access, where would that be here? For example, going to Social Security, getting information and communication with us is just really poor here.

You know, for example, there's not a video phone available in the VR building here. I was to come here and I needed to communicate with someone on the outside, for instance, my car broke down, I couldn't contact her. So there's a regular hearing telephone, but there's no video phone. So how can I -- how can the deaf call outside the community here? So how can we get the deaf services so that I can get a ride home.

So it's those kinds of things that there's not -- you know, access to my needs here. It's not satisfying. So where are the accesses that are provided to my needs here?

You know, the rehab act of Section 503 talks about disabled access. It looks like the word, to me, disability is more like a puzzle. You know, there's other kind of disability communications that we try to find those pieces to try and fit, you know, DI, we find all these different letters for the actual disability. But it's -- you know, not everyone on the team fully agrees. Some of them get it, some of them don't. They get some of the parts, some of the letters of the word, and then they finally can put it all together. So thank you for listening to me, and I hope that all of this goes through.

12. **ADJOURNMENT**

Mark Hinson moved to adjourn the meeting until 8:30~~am~~ on Wednesday, Jan. 14, 2015.
Ernest Hall seconded. Motion carried.

Edited By:

Kelli Quintero, NSRC Liaison

Approved By:



Jack Mayes, State Plan Committee Chair