NEVADA PYS 2024-2027

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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 Secretary of the U.S. Department of Labor that outlines a four-year strategy for the State's workforce development system. The publicly-funded workforce development system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

OPTIONS FOR SUBMITTING A STATE PLAN

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

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

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

the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)
- Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)
- Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) [1]

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

HOW STATE PLAN REQUIREMENTS ARE ORGANIZED

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

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development

system and alignment strategies for workforce development programs to support economic growth.

- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:
    - State Strategy Implementation,
    - State Operating Systems and Policies,
    - Assurances,
    - Program-Specific Requirements for the Core Programs, and
    - Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce Innovation and Opportunity Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.[2] States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations. Use of links to external websites and documents is permitted within the State Plan narrative submission, if such links remain active and adhere to Section 508 accessibility requirements.

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

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

I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY

A. WIOA STATE PLAN TYPE

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

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

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

This is a unified plan

COMBINED PLAN PARTNER PROGRAM(S)

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

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

No

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

No

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

No

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

No

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

No

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

No

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

No

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

No

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

No

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

No

B. PLAN INTRODUCTION OR EXECUTIVE SUMMARY

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

N/A

II. STRATEGIC ELEMENTS

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. Where requirements identify the term "populations", these must include individuals with barriers to employment as defined at WIOA Section 3. This includes 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. Additional populations include veterans, unemployed workers, and youth, and others that the State may identify.

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

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

1. ECONOMIC AND WORKFORCE ANALYSIS

A. ECONOMIC ANALYSIS

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

I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

II. EMERGING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

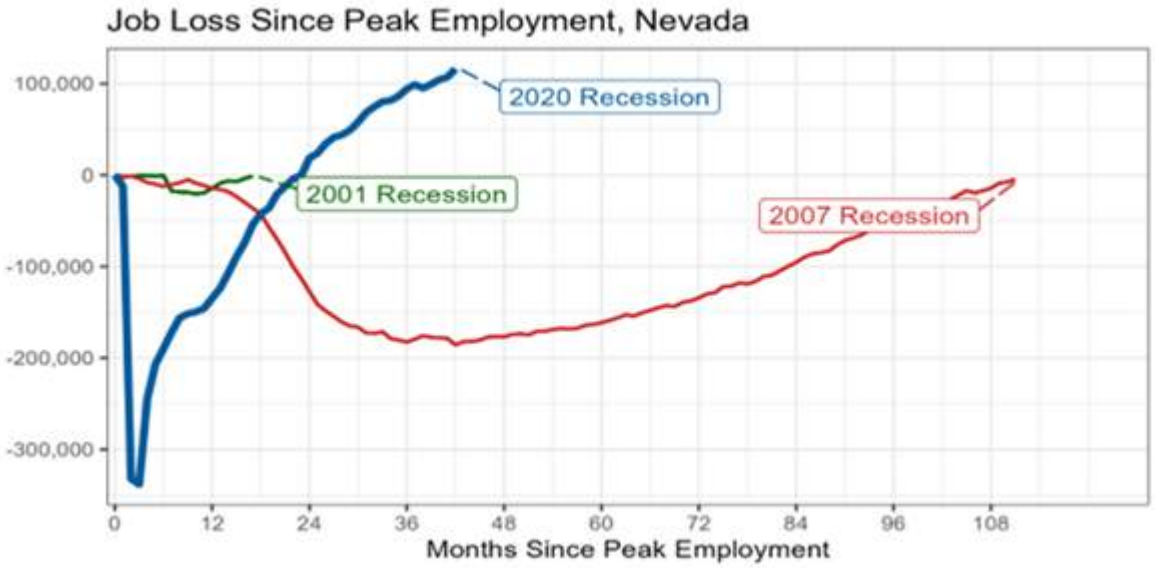
III. EMPLOYERS' EMPLOYMENT NEEDS

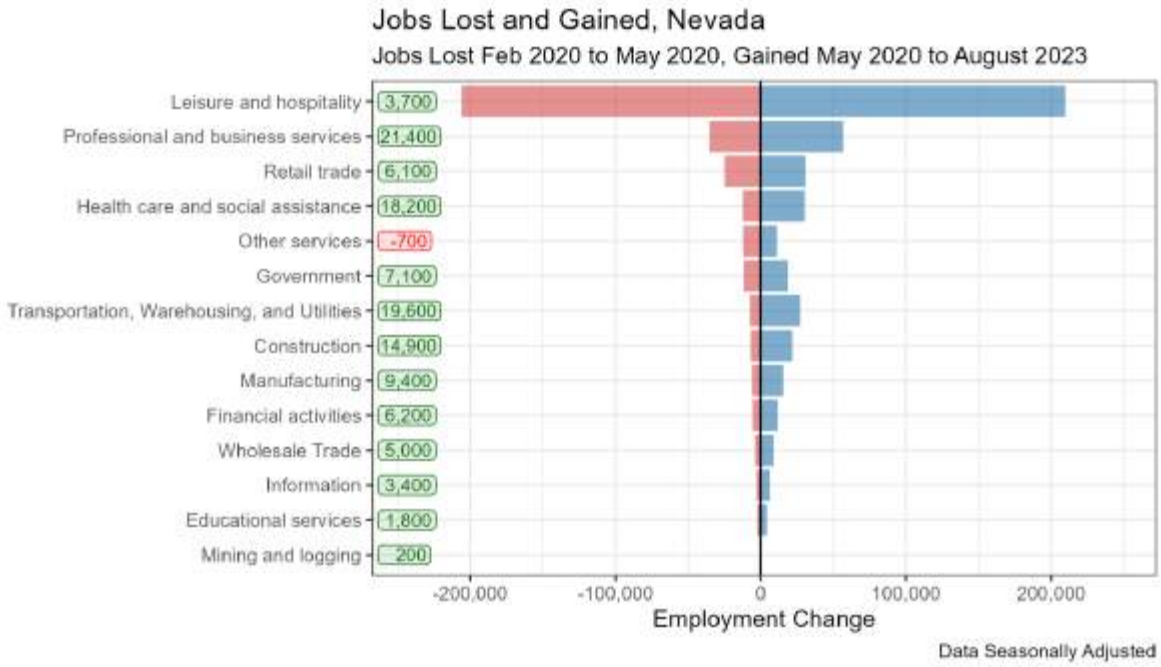
With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

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

NORTHERN– Carson City, Churchill, Douglas, Elko, Eureka, Humboldt, Lander, Lyon, Mineral, Pershing, Storey, Washoe, and White Pine.
SOUTHERN– Clark, Esmeralda, Lincoln, Nye, Boulder City, Henderson, Las Vegas, and North Las Vegas.

As of the summer of 2023, Nevada's economic trends continue to be heavily influenced by its recovery from the COVID pandemic and recession. Employment in the state has seen a rapid and ongoing expansion, surpassing pre-recession employment levels in January 2022 and surpassing pre-recession employment in all major industry sectors as of July 2023. At the same time, Nevada's unemployment rate is the highest in the country, and Nevada is the only state with unemployment above 5 percent, and the labor force participation rate in Nevada remains well below what it was prior to the pandemic.





The following table highlights the seasonally adjusted industry data for Nevada, showing how the major sectors and most industries in Nevada have recovered from the COVID pandemic, with the state as a whole just over 8 percent above pre-pandemic employment levels.

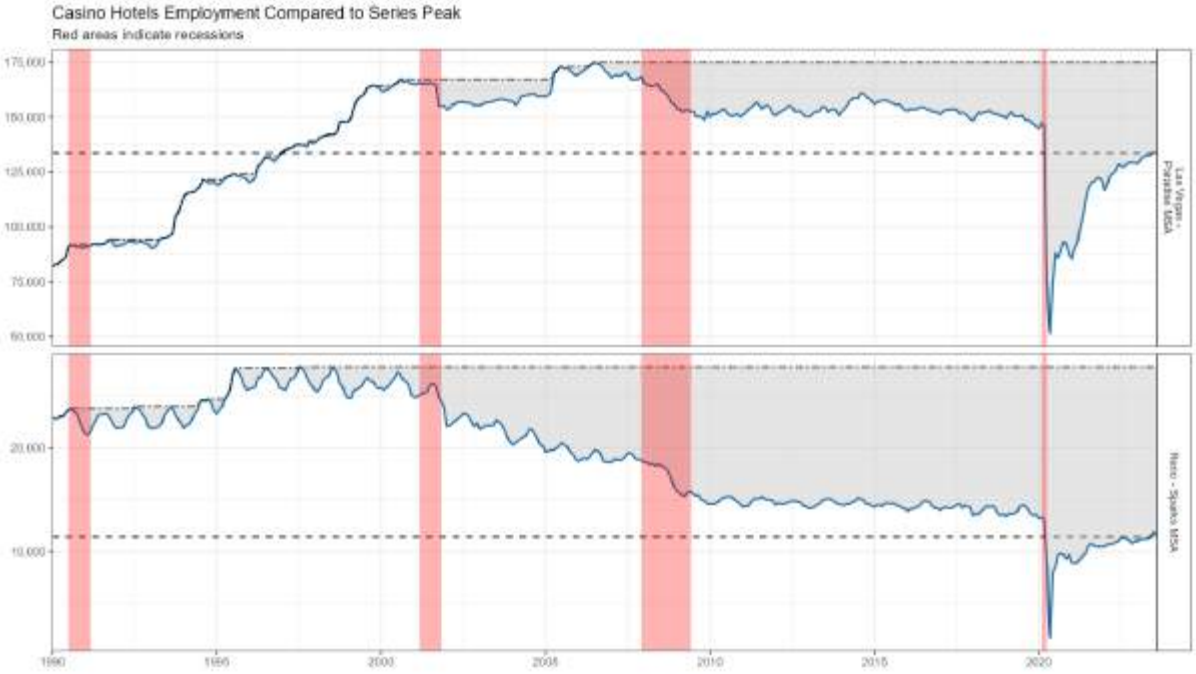
Employment in Nevada, August 2023, Seasonally Adjusted:

Industry Name	Current Level	Pre-recession Peak	Date of Peak	Post-recession Peak	Peak-to-Peak Recovery	Peak-to-Current Change	Annual Change	Monthly Change
Total nonfarm	1,560,500	1,444,200	Feb 20	1,560,500	108.05%	116,300	3.87%	9,100
Total private	1,385,600	1,276,400	Feb 20	1,385,600	108.56%	109,200	3.81%	8,200
Goods-producing	198,000	173,500	Feb 20	198,000	114.12%	24,500	4.38%	3,400
Service-providing	1,362,500	1,270,700	Feb 20	1,362,500	107.22%	91,800	3.80%	5,700
Private service-providing	1,187,600	1,102,900	Feb 20	1,187,600	107.68%	84,700	3.72%	4,800
Mining and logging	15,100	14,900	Mar 20	15,400	103.36%	200	−0.66%	−100
Construction	114,100	99,300	Jan 20	114,100	114.90%	14,800	5.84%	2,600
Manufacturing	68,800	59,800	Mar	68,800	115.05%	9,000	3.15%	900

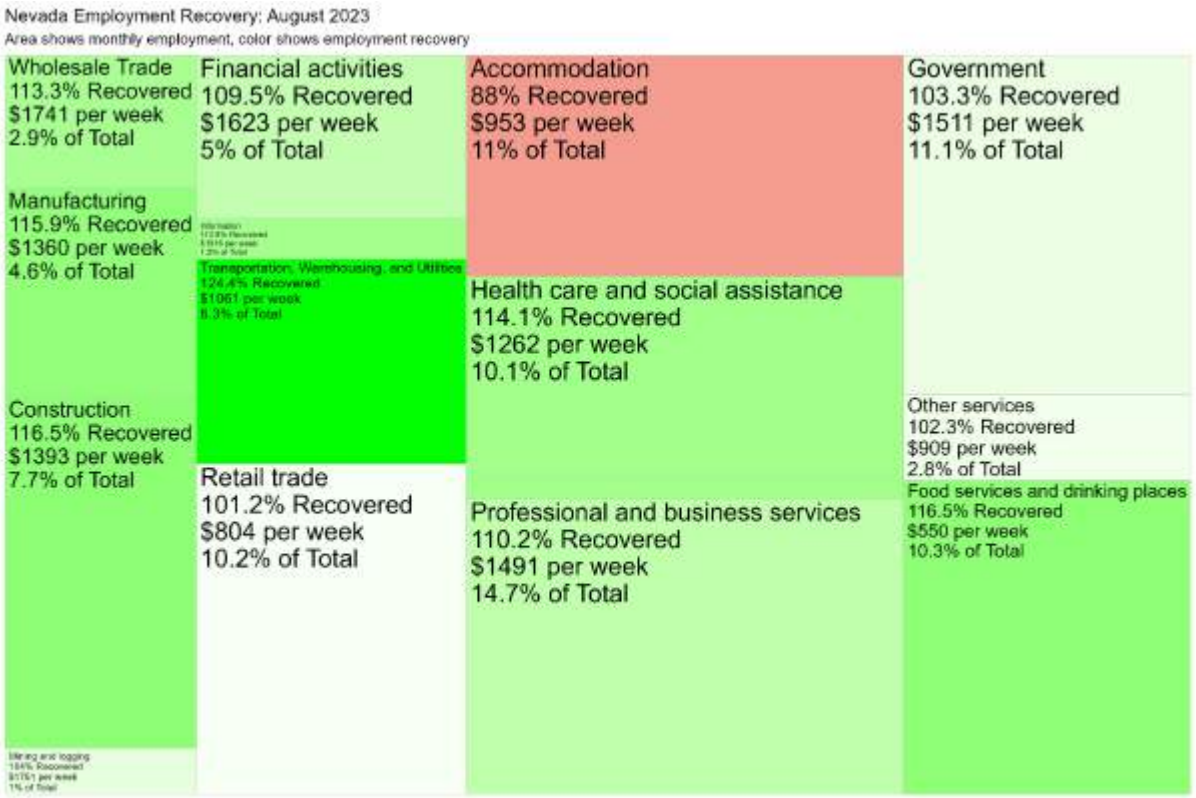
Industry Name	Current Level	Pre-recession Peak	Date of Peak	Post-recession Peak	Peak-to-Peak Recovery	Peak-to-Current Change	Annual Change	Monthly Change
			19					
Durable goods	46,400	40,600	Mar 19	46,400	114.29%	5,800	5.45%	800
Nondurable goods	22,400	19,700	Mar 20	22,800	115.74%	2,700	−1.32%	100
Trade, transportation, and utilities	296,500	265,800	Feb 20	296,500	111.55%	30,700	0.82%	1,300
Wholesale Trade	43,900	38,900	Feb 20	43,900	112.85%	5,000	5.53%	400
Retail trade	155,100	149,000	Feb 20	155,100	104.09%	6,100	0.85%	800
Transportation, Warehousing, and Utilities	97,500	78,300	Mar 20	99,400	126.95%	19,200	−1.22%	100
Information	18,700	16,100	Apr 19	18,800	116.77%	2,600	2.19%	100
Financial activities	76,200	70,100	Dec 19	77,100	109.99%	6,100	−0.13%	300
Finance and insurance	44,600	40,100	Dec 19	45,300	112.97%	4,500	−0.89%	300
Real estate and rental and leasing	31,600	30,100	Jan 20	31,800	105.65%	1,500	0.96%	0
Professional and business services	223,600	203,500	Dec 19	225,200	110.66%	20,100	5.08%	300
Professional and technical services	73,400	63,600	Feb 20	73,800	116.04%	9,800	5.61%	−100
Management of companies and enterprises	34,100	28,200	Mar 20	34,100	120.92%	5,900	10.36%	100
Administrative	116,100	112,000	Dec	118,000	105.36%	4,100	3.29%	300

Industry Name	Current Level	Pre-recession Peak	Date of Peak	Post-recession Peak	Peak-to-Peak Recovery	Peak-to-Current Change	Annual Change	Monthly Change
and waste services			19					
Education and health services	168,700	148,700	Feb 20	169,800	114.19%	20,000	5.83%	400
Educational services	14,800	13,400	Apr 19	15,200	113.43%	1,400	1.37%	−100
Health care and social assistance	153,900	135,700	Feb 20	154,900	114.15%	18,200	6.28%	500
Leisure and hospitality	361,400	357,900	Jan 20	361,400	100.98%	3,500	5.98%	2,000
Arts, entertainment, and recreation	40,500	35,400	Jan 20	40,800	115.25%	5,100	8.00%	−300
Accommodation and food services	320,900	322,600	Mar 19	320,900	99.47%	−1,700	5.73%	2,300
Other services	42,500	43,200	Feb 20	43,500	100.69%	−700	−1.39%	400
Government	174,900	168,200	Mar 20	174,900	103.98%	6,700	4.36%	900
Federal	22,200	20,300	Mar 20	23,100	113.79%	1,900	4.72%	200
State government	42,700	42,400	Nov 19	44,300	104.48%	300	3.14%	−500
Local government	110,000	106,400	Mar 20	110,000	103.38%	3,600	4.76%	1,200

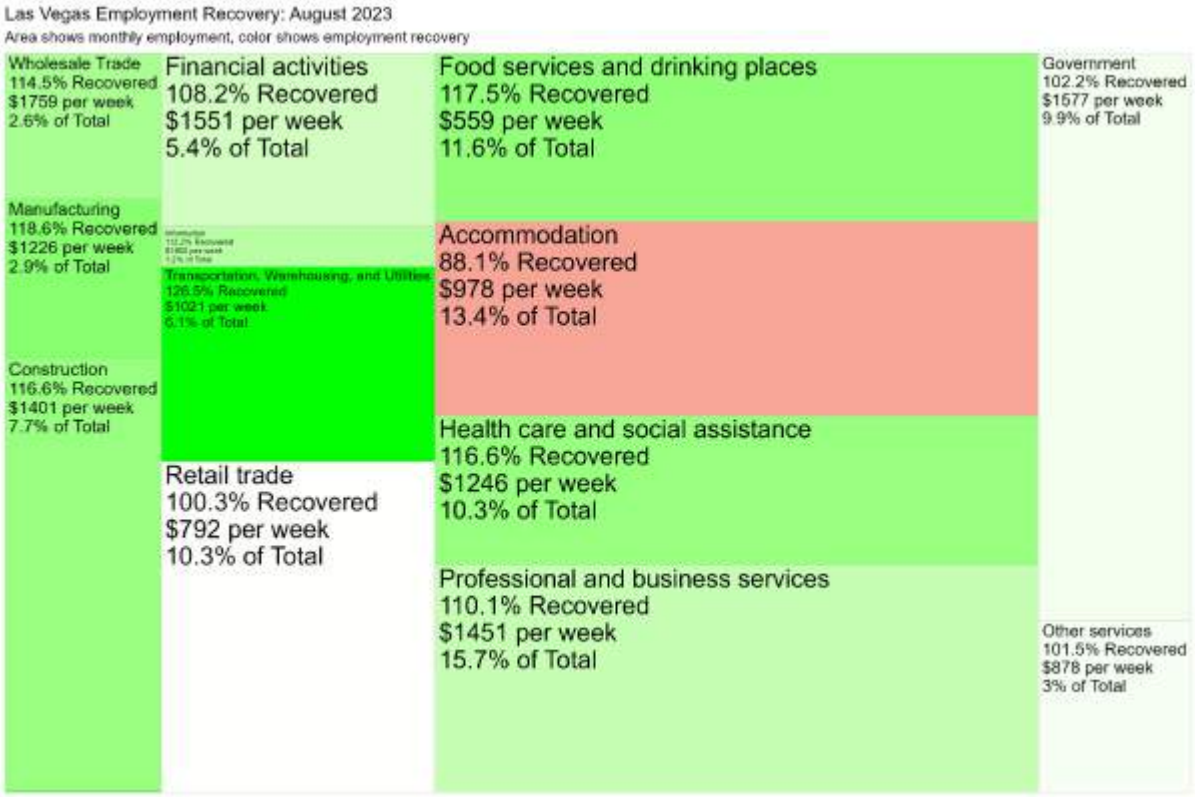
Despite the broad recovery, the leisure & hospitality industry has lagged behind the rest of the state in recovering lost jobs due to the slower recovery of the accommodation industry and casino hotels in particular. This industry remains more than 20,000 jobs below pre-pandemic levels and has trended broadly flat for more than the past year.

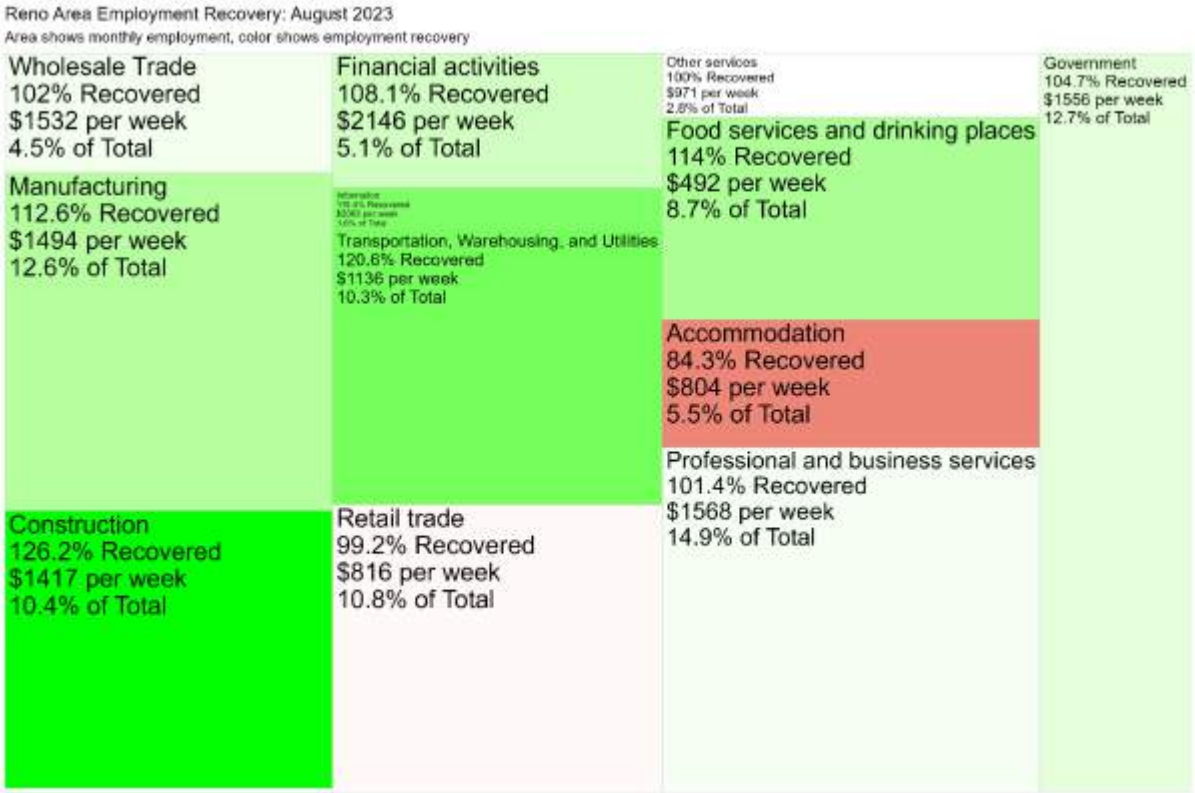


In the recovery, the distribution of employment by industry is shifting, with significant gains in industries that pay above the average weekly wage in the state, based on annual 2022 QCEW data.



These trends are largely replicated in the state's major metropolitan areas:

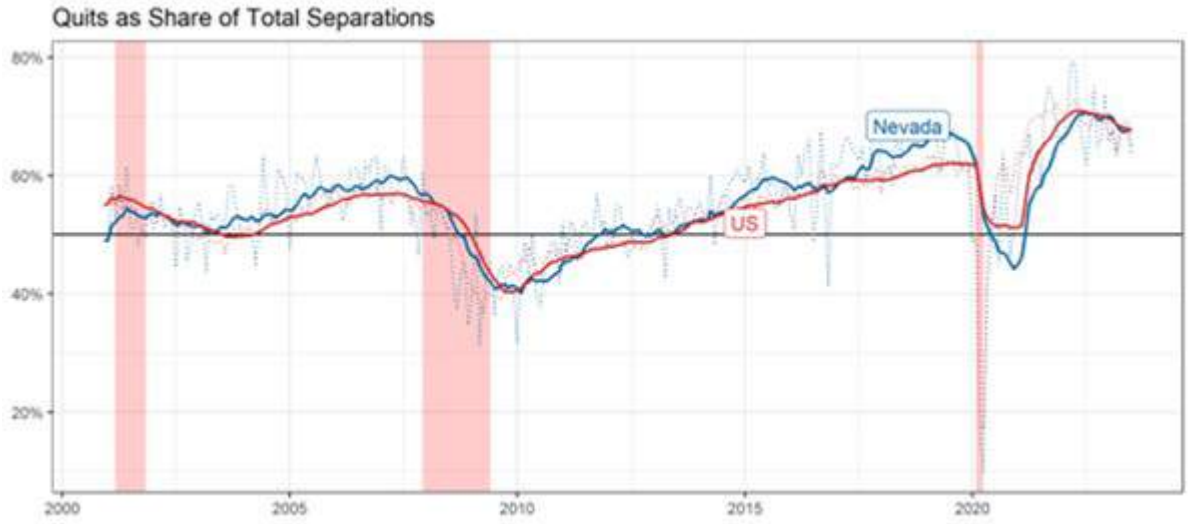




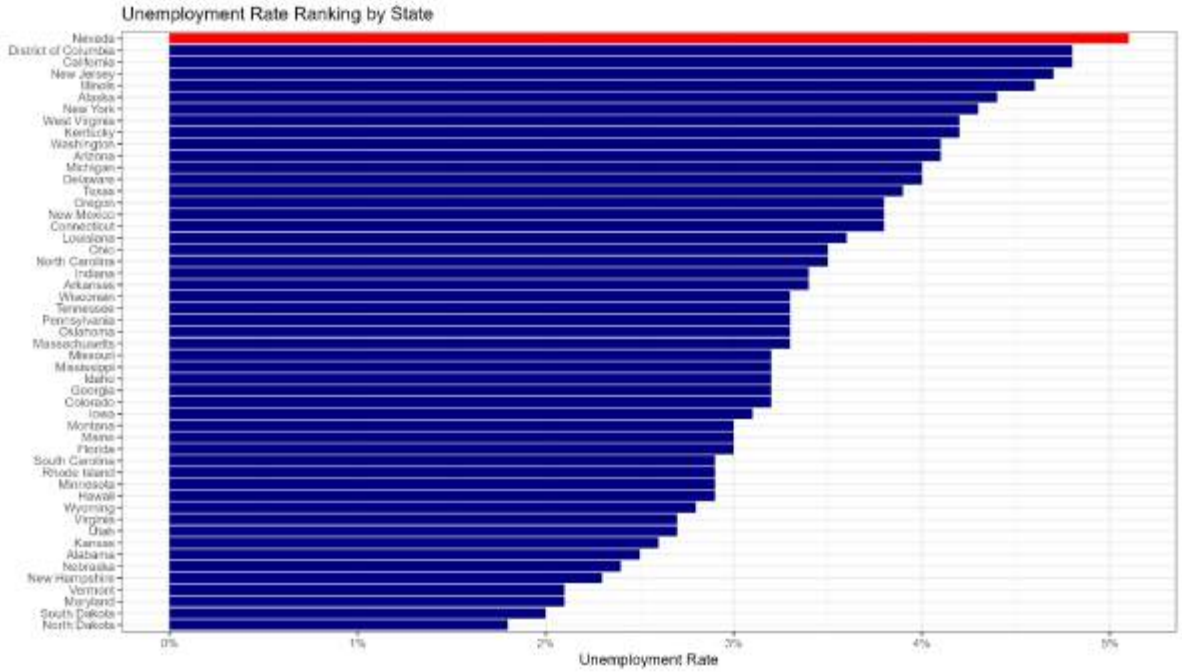
As of July, Nevada's turnover as measured by the BLS JOLTS program tends to be toward the middle of the experience of all states, neither particularly high nor low. This points to the overall moderation of trends in Nevada's labor market, with demand for labor still high, but easing from the very tight conditions in late 2021 and early 2022.

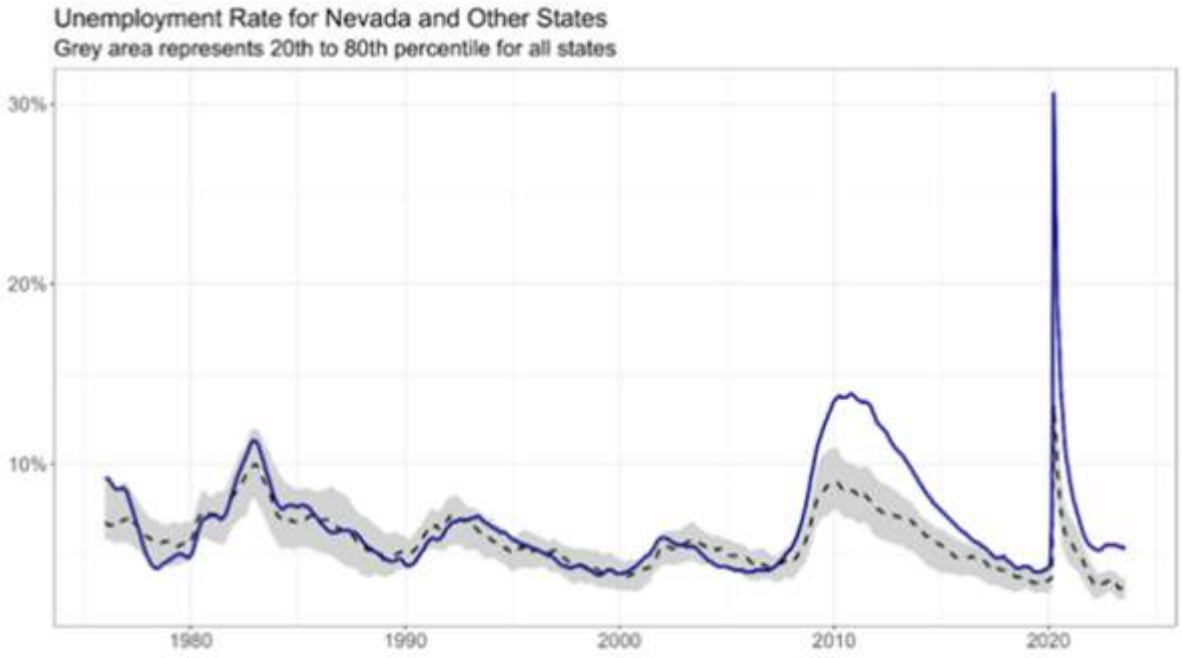
Measure	Rate	National Rank	12 Month Average	Series High	High Date	Series Low	Low Date
Hires	4.2%	17	4.6%	11.2%	June 2020	2.9%	June 2009
Job openings	5.5%	26	6.2%	9.1%	July 2021	1.6%	July 2009
Layoffs and discharges	1.2%	17	1.2%	17.8%	April 2020	0.7%	September 2022
Quits	2.5%	22	3.0%	4.5%	September 2021	1.2%	March 2009
Total separations	3.9%	24	4.4%	20.3%	March 2020	3.1%	August 2015

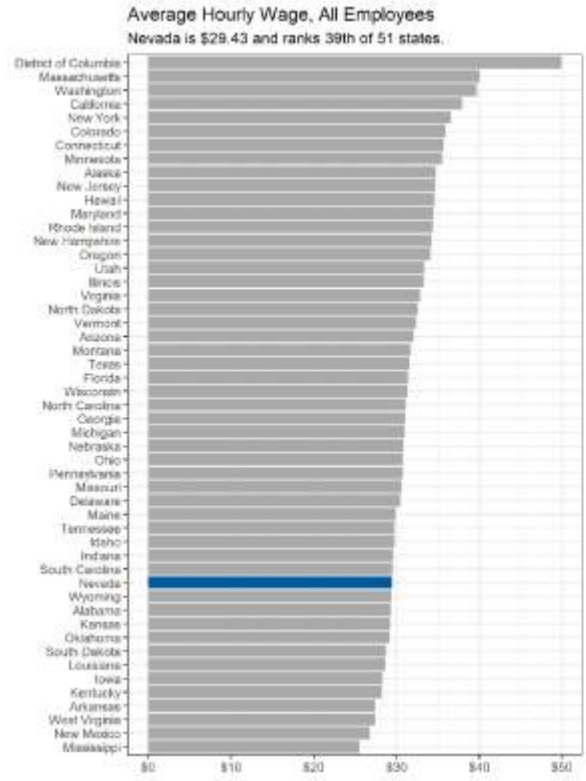
The relative concentration of quits as a share of total separations in the state helps to highlight the tightness of the labor market in both Nevada and the nation, with nearly 70 percent of all separations over the past year taking the form of quits.

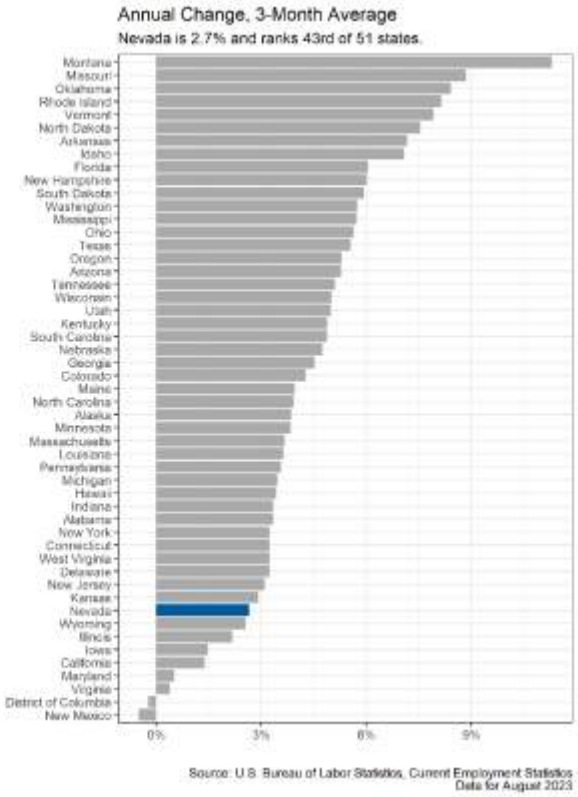


Labor market tightness is also a function of the state's unemployment rate, which has persisted in the 5.0 to 5.5 percent range for more than a year, a rate which is higher than other states, if not very high from a historical perspective. With an unemployment rate of over 5 percent, Nevada has somewhat more slack in its labor market, reflected in somewhat lower wage gains in the private sector, where Nevada has a relatively low increase of 2.7% in private sector hourly wages over the past year, ranking 43rd compared to all states and the District of Columbia. In contrast, 10 states are experiencing wage gains of 6 percent or more, with each of those states having an unemployment rate of 3 percent or less.


Unemployment Rate Ranking by State
Nevada
District of Columbia
California
New Jersey
Illinois
Alaska
New York
West Virginia
Kentucky
Washington
Arizona
Michigan
Delaware
Texas
Oregon
New Mexico
Connecticut
Louisiana
Ohio
North Carolina
Indiana
Arkansas
Wisconsin
Tennessee
Pennsylvania
Oklahoma
Massachusetts
Missouri
Mississippi
Idaho
Georgia
Colorado
Iowa
Montana
Maine
Florida
South Carolina
Rhode Island
Minnesota
Hawaii
Wyoming
Virginia
Utah
Kansas
Alabama
Nebraska
New Hampshire
Vermont
Maryland
South Dakota
North Dakota
0%
1%
2%
3%
4%
5%
Unemployment Rate


Unemployment Rate for Nevada and Other States
Grey area represents 20th to 80th percentile for all states
30%
20%
10%
1980
1990
2000
2010
2020

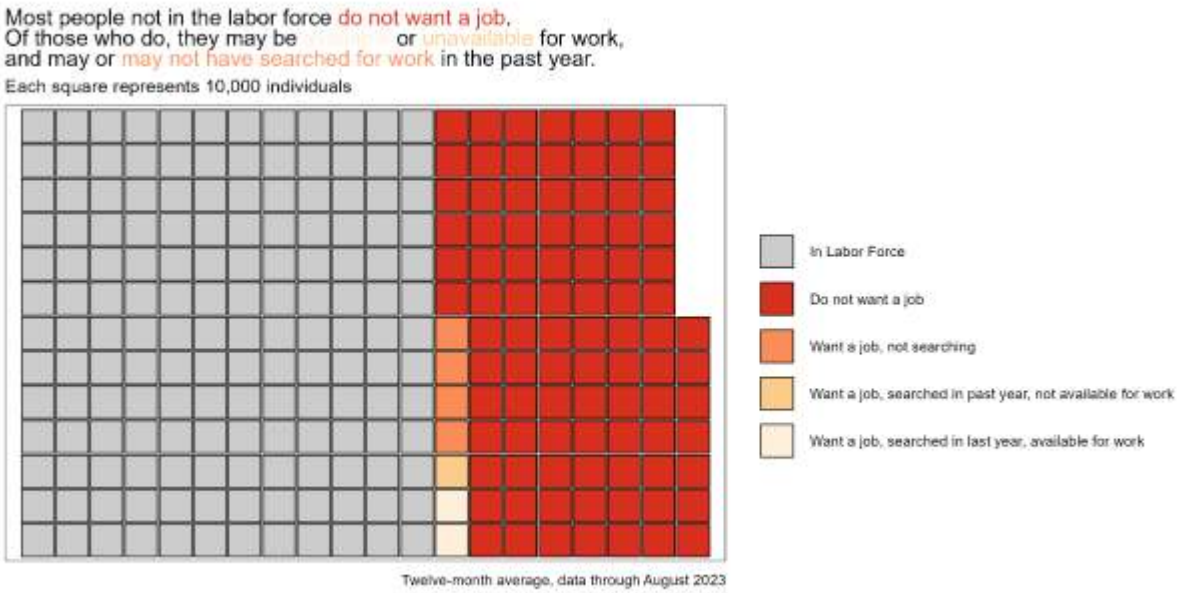




While the unemployment rate has not declined significantly, there has been a shift in who is unemployed in the state. Of particular note, Nevada is relatively unique among the states in seeing increases in both short-term unemployment and unemployment for reasons other than job loss over the past year. Only a handful of states are experiencing an increase in both unemployment from non-job-losers and in short-term unemployment. While an increase in short-term unemployment can coincide with the beginning of a recession, the simultaneous increase in unemployment for reasons other than job loss suggests instead that we are seeing increases driven by quits and by people entering the labor market and looking for work – both signs of confidence in a person's employment prospects.

Nevada's increases in both short-term unemployment and unemployment for reasons other than job loss have added roughly 15,000 individuals to the total number of people who are unemployed over the past year, pushing Nevada's unemployment rate up by roughly 1 percentage point. This type of unemployment is arguably a "good" reason for unemployment to be higher, as it represents more voluntary separations as well as people entering or reentering the labor market.

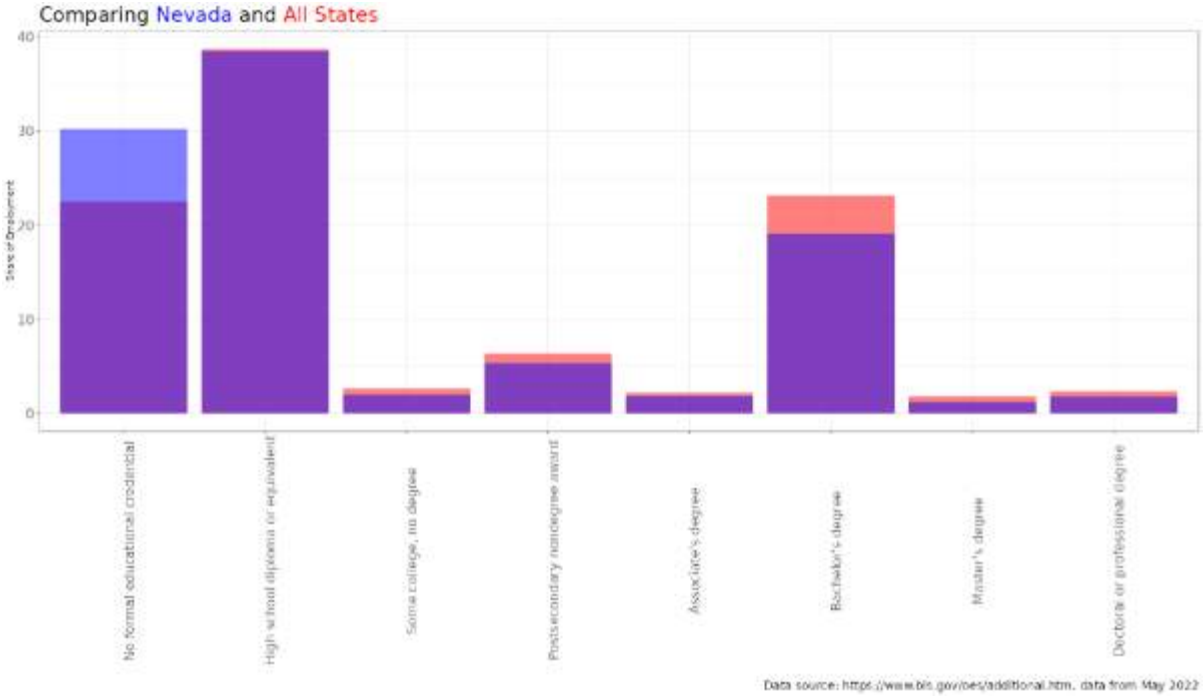
While Nevada's unemployment rate has remained elevated due to people moving back into the workforce, this trend will likely not continue for the long-term. The number of people who are outside the labor force who express some level of interest in working is shrinking, with a rise in the number of people outside the labor force who report that they do not want a job.



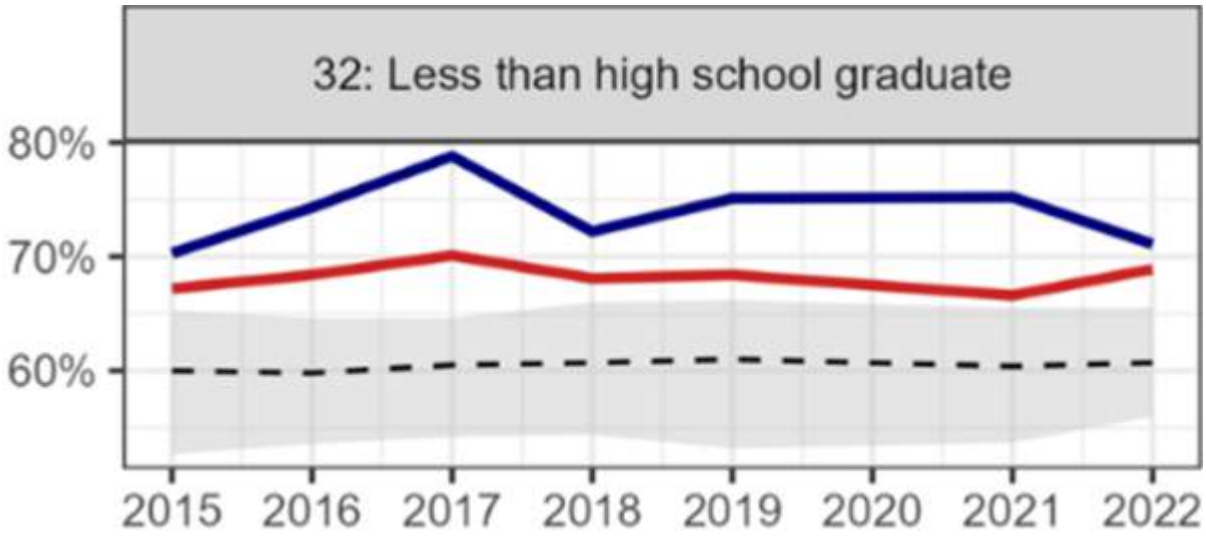
Similarly, the vast majority of individuals who are working part time do not report that they would prefer full-time work, so there is limited slack available by expanding working hours for people who are currently working part-time. Data from the CPS shows that the number of people working part-time for economic reasons is back to levels seen 15 years ago, while the number of voluntary part-time workers has increased by over 50,000 in the same period.

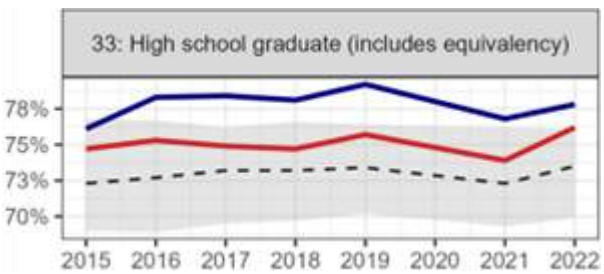
Month/Year	Part time for economic reasons	Part time for noneconomic reasons
August 2006	14,925	129,833
August 2007	14,492	127,383
August 2008	30,017	136,083
August 2009	54,983	135,242
August 2010	67,392	131,267
August 2011	87,733	126,125
August 2012	79,608	130,158
August 2013	76,850	136,750
August 2014	64,783	149,183
August 2015	78,092	150,850
August 2016	64,550	158,283
August 2017	59,583	175,358
August 2018	42,300	177,267
August 2019	33,533	189,267
August 2020	35,567	161,142
August 2021	53,258	163,275
August 2022	36,058	188,267
August 2023	28,100	188,508

One challenge facing workers is that Nevada has a high concentration of jobs for which there are no entry-level education requirements – at roughly 30 percent, the highest concentration of such jobs in the country.

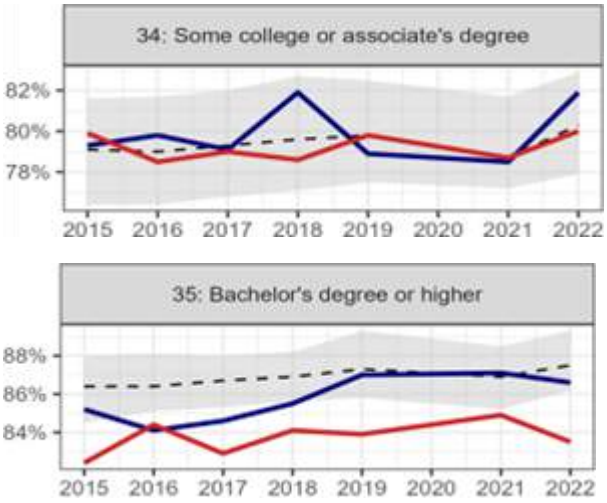


Due to the availability of such jobs, Nevada tends to have relatively high labor force participation among individuals with a high school degree or less compared to other states, and this is true for both Clark and Washoe counties (the regions within the state for which 1-year data for 2022 is available from the American Community Survey). The following images show the labor force participation rate for Clark and Washoe counties compared to the 20th-80th percentile distribution of participation for all states. Note: no data is available for 2020 in these estimates, and the lines below are a continuation from 2019 to 2021.

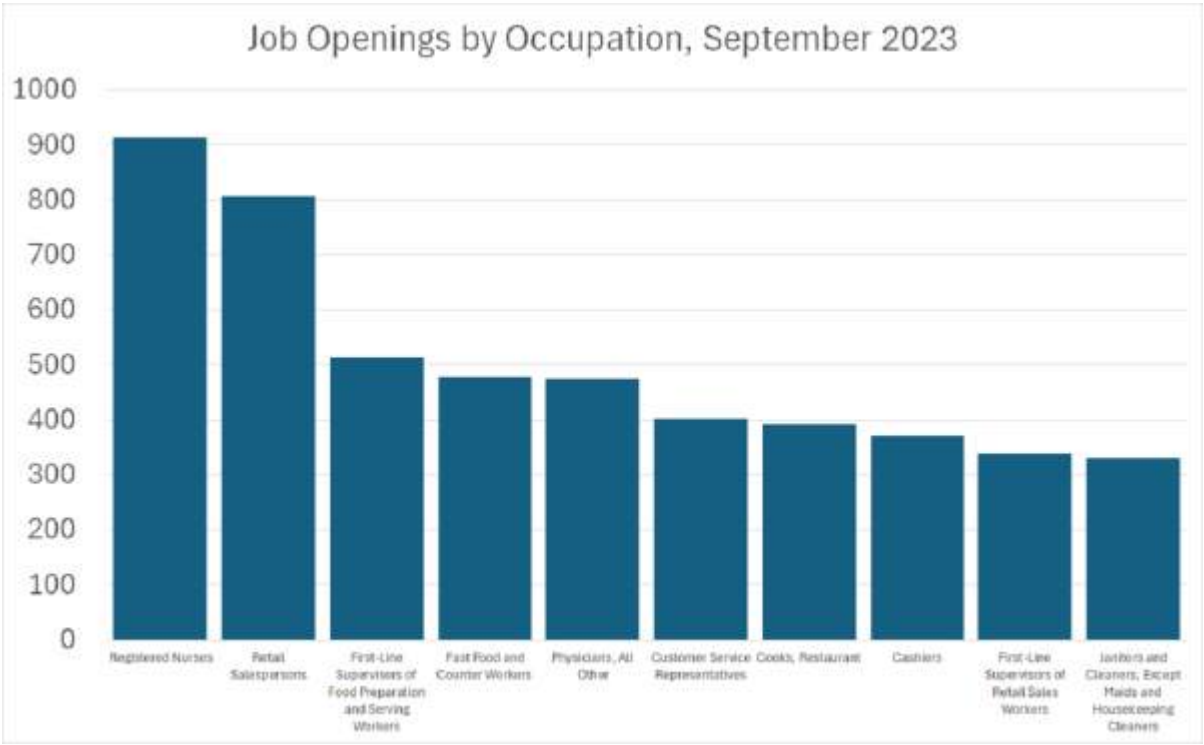




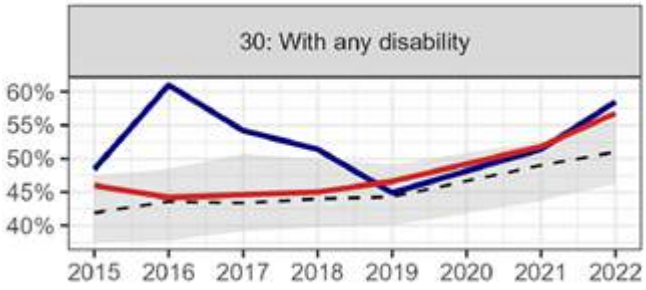
However, while participation still generally rises with the level of education an individual has, Nevada's relative advantage in participation falls as an individual's education rises. This is particularly true in Clark County, which falls well below the 20th percentile for all states in participation in the labor force for individuals 25-64 with a Bachelor's degree or higher.



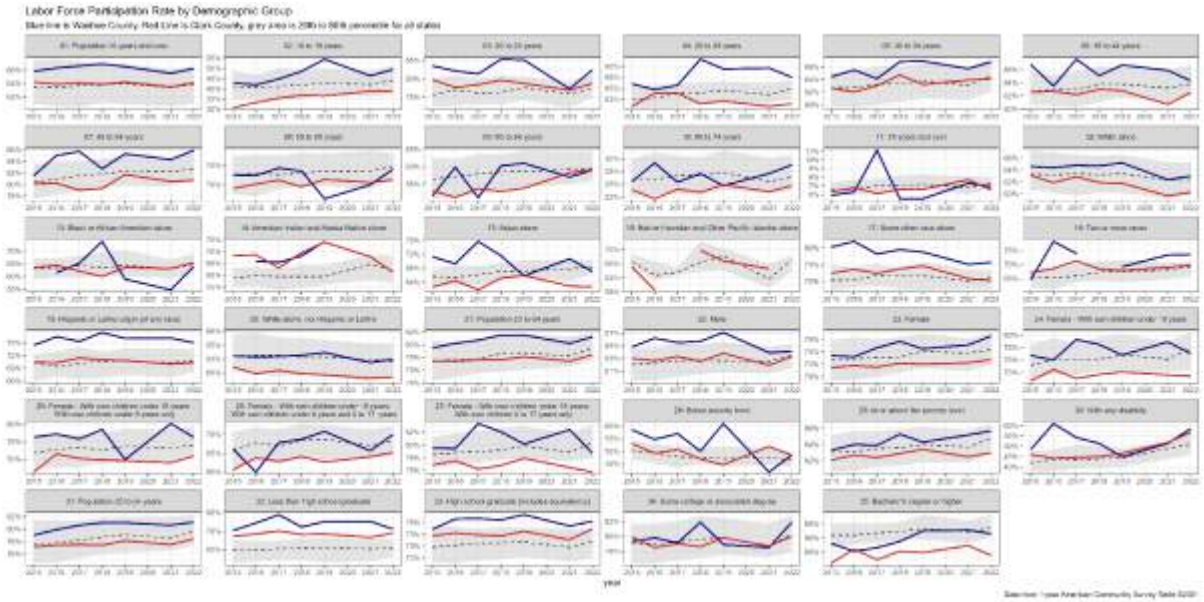
This is reflected in the job ads being posted in Nevada, with the top jobs requiring either little education or else a specialized degree in healthcare.



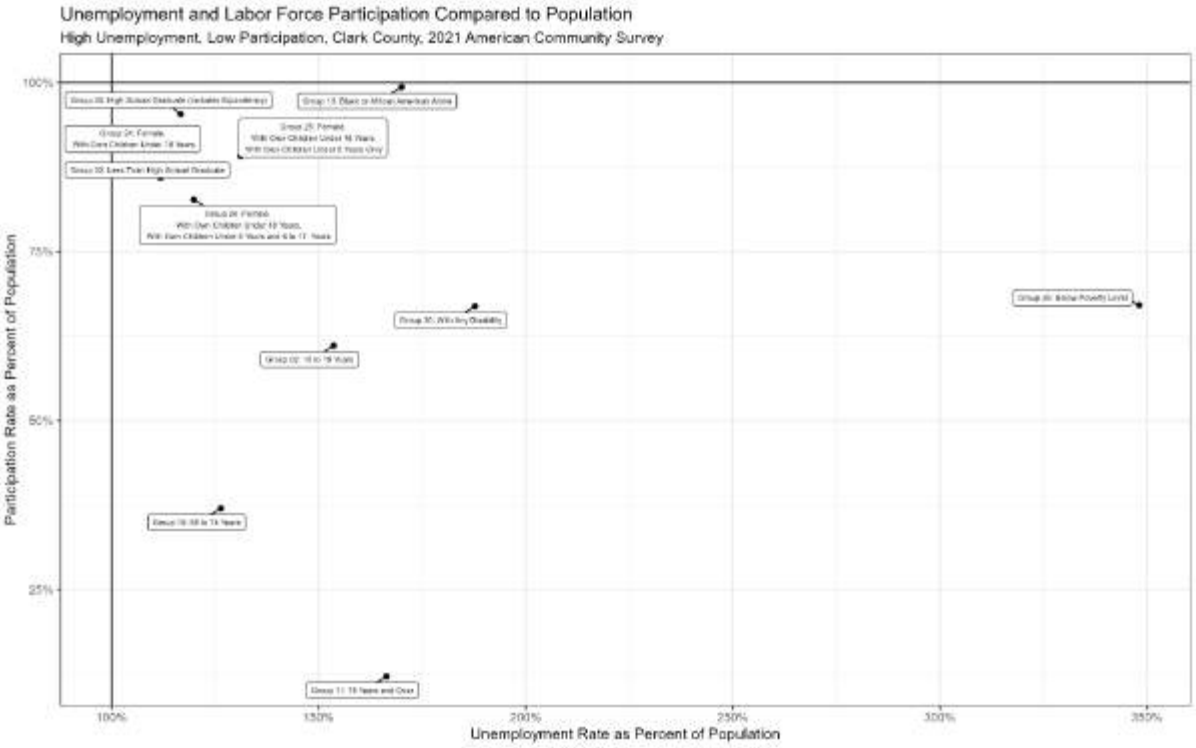
Another area in which Nevada has made recent gains is participation for individuals with any disability, where both Clark and Washoe counties exceed the 80th percentile for states nationally.

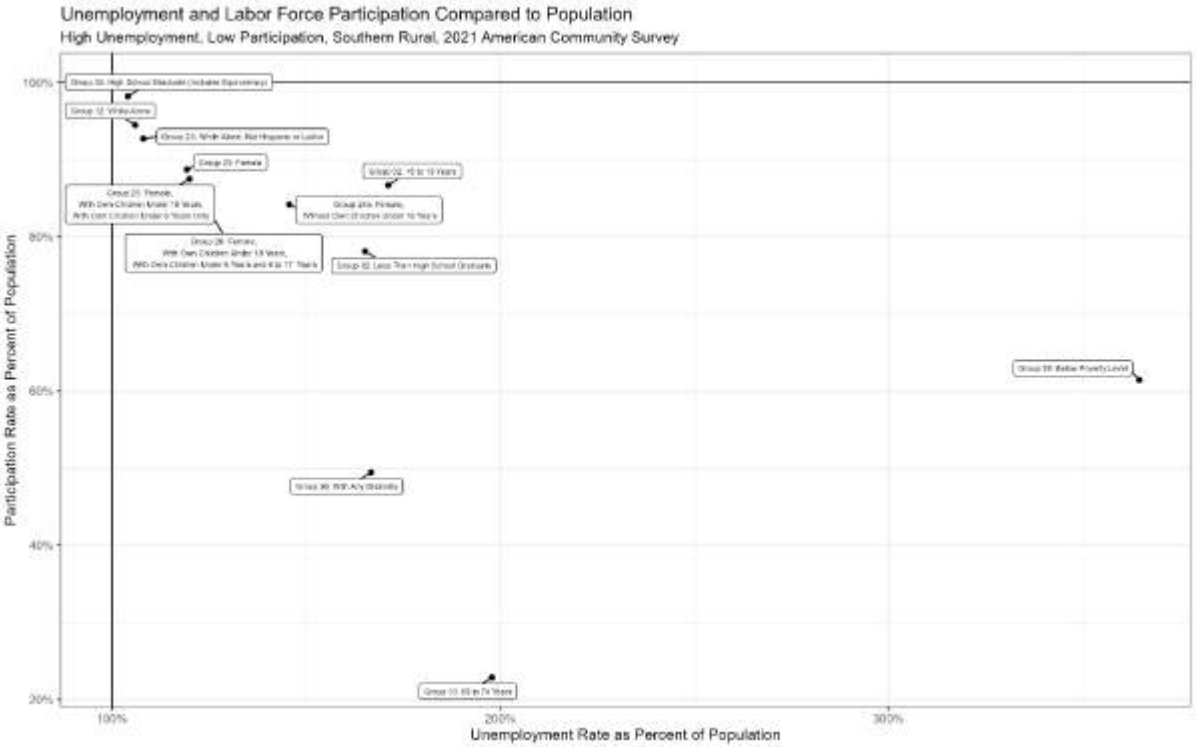


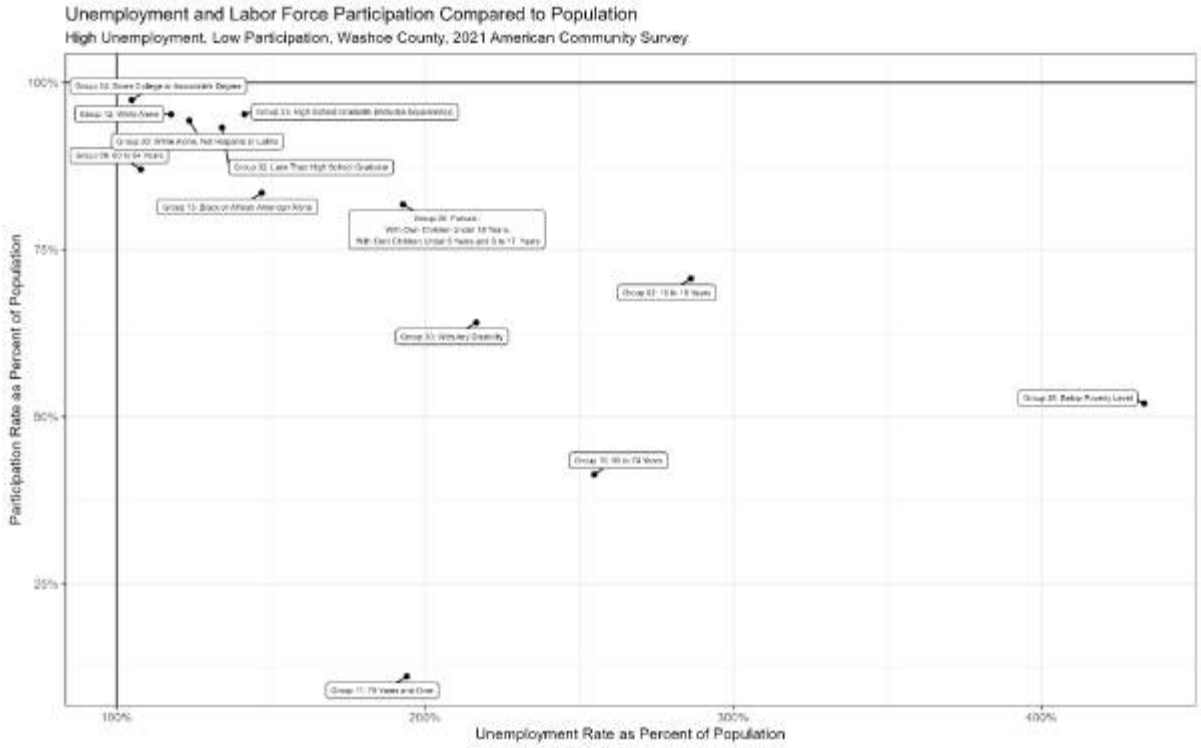
Data for all demographic groups is included here:

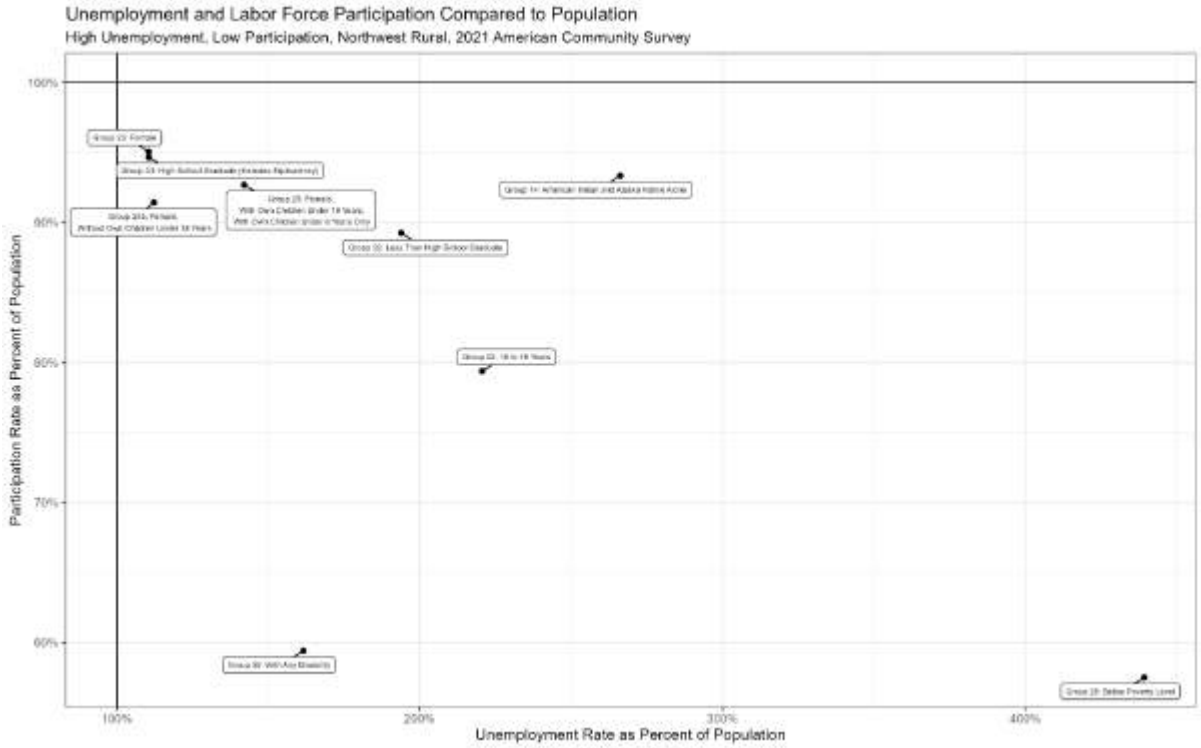


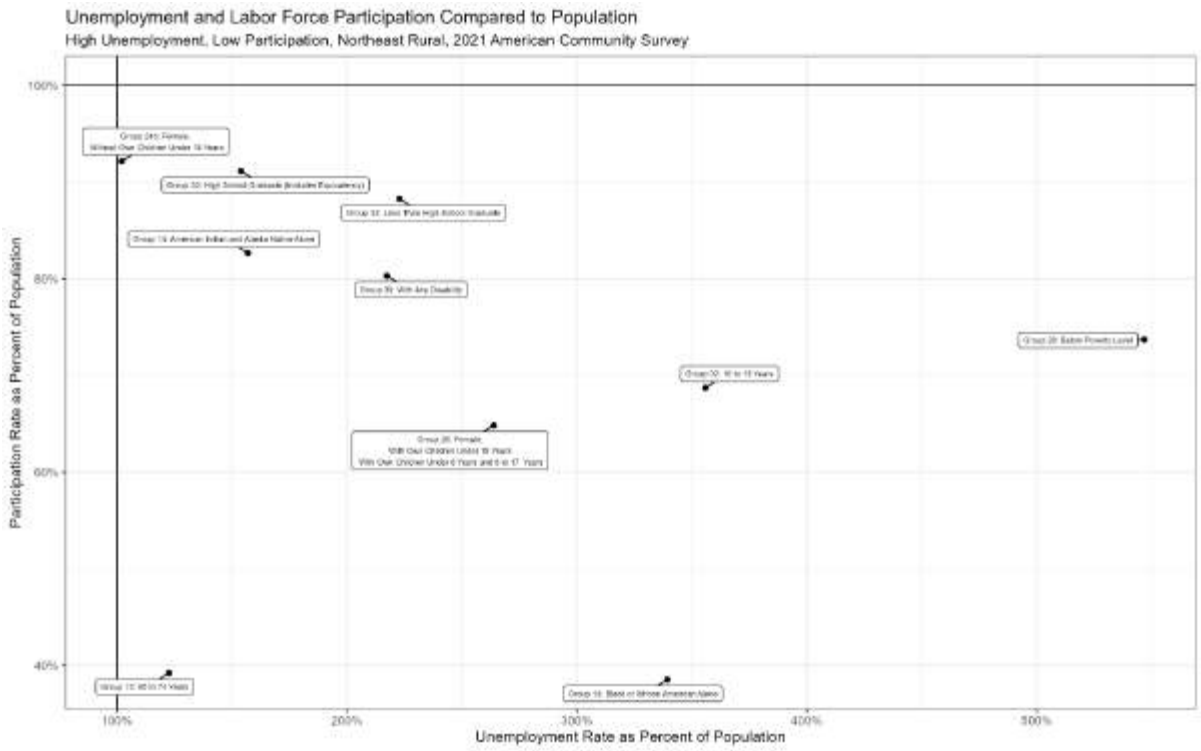
Another way to look at this data is to compare which groups, in which areas, in which years have higher or lower levels of labor force participation and unemployment compared to those areas as a whole. The following charts show the highest-priority quadrant – those with low participation and high unemployment for five regions in the state: Clark and Washoe counties, as well as southern rural counties, northwest rural counties, and northeast rural counties. While there are some differences, there are many groups in common between regions, including the youngest and oldest workers, workers with any disability, workers below the poverty level, workers with lower education, workers who are female with preschool-aged children, and workers who are Black or African American.


Unemployment and Labor Force Participation Compared to Population
High Unemployment, Low Participation, Clark County, 2021 American Community Survey
Participation Rate as Percent of Population
100%
75%
50%
25%
100%
150%
200%
250%
300%
350%
Unemployment Rate as Percent of Population


Unemployment and Labor Force Participation Compared to Population
High Unemployment, Low Participation, Southern Rural, 2021 American Community Survey
Participation Rate as Percent of Population
100%
80%
60%
40%
20%
100%
200%
300%
Unemployment Rate as Percent of Population


Unemployment and Labor Force Participation Compared to Population
High Unemployment, Low Participation, Washoe County, 2021 American Community Survey
Participation Rate as Percent of Population
100%
75%
50%
25%
100%
200%
300%
400%
Unemployment Rate as Percent of Population


Unemployment and Labor Force Participation Compared to Population
High Unemployment, Low Participation, Northwest Rural, 2021 American Community Survey
Participation Rate as Percent of Population
100%
90%
80%
70%
60%
100%
200%
300%
400%
Unemployment Rate as Percent of Population



The Nevada Governor's Office of Economic Development ("GOED") promotes a robust, resilient, and prosperous economy in Nevada, stimulates business expansion and retention, encourages entrepreneurial enterprise, attracts new businesses, and facilitates community development. GOED is assisted by Regional Development Authorities across the State when a business chooses to locate or expand within their respective region.

For FY 2023, the State's economic development efforts resulted in approximately $5.3 billion of recent or anticipated business investment in the State, 1,618 new jobs, within the first two years of operation, and the arrival or expansion of 20 companies. GOED and the Nevada Department of Taxation monitor this investment on an ongoing basis in order to determine actual outcomes against projected outcomes. GOED has five industry focal areas (including multiple sub-sectors under each):

- Information Technology
- Transportation and Logistics
- Natural Resource Technologies
- Hospitality, Tourism, Sports, and Creative Industries
- Advanced Manufacturing

Additionally, GOED is advancing the development of emerging industry clusters that center on water technology, unmanned aerial systems, blockchains technology, artificial intelligence, robotics, and advanced manufacturing. Nevada's ability to grow its industries is dependent upon a trained workforce, and GOED plays an important role in ensuring that industry demand is matched with an educated, skilled, and available workforce. There is a twofold approach to evaluate emerging demand industry sectors and occupations in Nevada. First, the Nevada

Governor's Office of Economic Development (GOED) in partnership with the Nevada Governor's Office of Workforce Innovation (OWINN) produces the In-Demand Occupations Reports that rank the most critical occupations statewide and by region. Link to 2023 In-Demand Occupation Reports: https://gowinn.nv.gov/uncategorized/in-demand-occupations/ . The In-Demand Occupation Reports are produced biennially and serve as a paramount resource for individuals looking to enter a sustainable career pathway, businesses looking to hire needed workers, and the community to understand how to create quality training programs that alleviate shortages of the most necessary workers. GOED Deputy Director Bob Potts uses a mixed-method approach when producing the In-Demand Occupations rankings that includes examining real-time job postings, DETR Occupational Employment Projections, Brookings Institution STEM Scores, job openings, wages, automation, and needs of targeted industry sectors. In-Demand Occupation regional rankings are developed for Southern, Northern, Northeastern, and Central Nevada to provide data that are accurate for the different regional economies. Deputy Director Potts presented the 2023 rankings to the Governor's Workforce Development Board Executive Committee in January 2024 to help inform the Board's strategic vision and explain why economic and workforce development need to work together to strengthen the economic prospects of the State. Second, the two local workforce development boards, Workforce Connections in Southern Nevada and Nevadaworks in Northern Nevada, administer Industry Sector Partnerships which provide the real-time feedback from employers in terms of their needs and perspectives on the trends of their industry. Industry Sector Partnerships are utilized to equip Nevada employers and industry partners with a space to facilitate conversations regarding opportunities and challenges that are unique to each sector and region. Workforce Connections launched all seven of their industry sector councils in 2022 and Nevadaworks launched their four industry sector councils in 2023. The councils are still determining which data would be most appropriate to collect in order to measure how the public workforce system is addressing their needs.

GOED is able to offer incentives to qualifying companies, following GOED Board approval, to create jobs and alleviate some costs associated with expanding or relocating in the State. GOED's incentives include: Sales and Use Tax Abatement; Modified Business Tax Abatement; Personal Property Tax Abatement; Real Property Tax Abatement for Recycling; Data Center Abatement; Aviation Parts Abatement; $1 Billion Investment Tax Abatement and $3.5 Billion Investment Tax Abatement. Via these and other programs, GOED has helped attract several new business investments to the State, including Tesla, Switch, Google, Panasonic, and Redwood Materials, Inc. GOED's efforts have also attracted multiple companies within the lithium-ion battery economy, as well as assisted with developing a diverse range of advanced and developing manufacturing companies in the State.

GOED's International Trade Division ("ID") facilitates export growth of Nevada companies abroad, increases foreign direct investment in the Silver State, recruits foreign expansion, fosters higher education global partnerships, and is responsible for international entrepreneurship and innovation projects, and diplomatic protocol. ID performs activities by promoting Nevada's small to medium enterprises nationwide and globally through cultivating high-level partnerships with federal, state, local, foreign governments, and international organizations and associations in numerous countries around the world, specializing in international trade, export assistance, and foreign investment.

The Nevada Film Office ("NFO") is a GOED division that provides assistance to the local and national television and film production community. The NFO administers the Transferable Tax Credits for Film and Other Productions program which incentivizes productions that meet certain spending requirements to film in the state, creating jobs and local spending. In 2023, 13 productions applied for $8,846,631 in tax credits and 5 productions received tax credits totaling $2,837,547.

Around since the 1980s, the Nevada APEX Accelerator (formerly known as the Nevada Procurement Technical Assistance Center ("PTAC"), Procurement Outreach Program), is a division of GOED that provides procurement technical assistance to for-profit Nevada businesses with goods and/or services to sell, especially the small businesses, that are interested in pursuing contracting opportunities with government agencies that have procurement needs, and, subcontracting opportunities with government prime contractors also with procurement needs, at every level (local, state, and federal) in Nevada and across the United States.

The Nevada Local Emerging Small Business Certification is administered by GOED and assists small businesses to be considered for potential work with state and local government agencies in Nevada.

The Rural Community and Economic Development Division in GOED promotes community development throughout rural Nevada. The Division administers the State's Non-Entitlement Community Development Block Grant ("CDBG") program which aids in the development of suitable living conditions, increases the supply of decent housing, and helps create economic opportunities in the rural parts of the State. In 2023, 6 projects were funded in the statewide program for a total of $2,708,537. Additionally, through the CDBG CARES ("CDBG-CV") program, the division allocated an additional $14,044,622 in funding to support rural communities to prevent, prepare for or respond to the COVID-19 pandemic. An additional $443,575 in CDBG-CV funds remains to be distributed.

GOED has received $1,620,125 in new funding for a Recovery Housing Program (RHP) from the Department of Housing and Urban Development (HUD). The State of Nevada has identified a need to improve access to recovery housing to ensure individuals can maintain recovery in a safe, affordable, and supportive environment. To improve access to recovery housing, GOED will award RHP funds to one or more entities to preserve and/or rehabilitate transitional housing. The pilot program authorizes assistance to grantees (states) to provide stable, temporary housing (up to 2 years) to individuals in recovery from a substance use disorder.

B. WORKFORCE ANALYSIS

The Unified or Combined State Plan must include an analysis of the current workforce in the State and within various state regions. Provide key analytical conclusions in aggregate as well as disaggregated among populations to identify potential disparities in employment and educational attainment and understand labor force conditions for items (i)-(iii) below. Populations analyzed must include individuals with barriers to employment described in the first paragraph of Section II. Analysis must include—

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.

In its rapid growth during the decades leading up to the Great Recession, Nevada was characterized by high labor force participation and incredibly rapid population, labor force, and employment growth. Since the housing boom, Nevada has seen falling participation rates and a rising concentration in retirees, particularly in the Las Vegas area, similar to other states in the Sun Belt. At the same time, since the expansion of legalized gaming to other areas in the late 1990s, the experience of Northern Nevada and the Reno-Sparks area has diverged from that of Las Vegas. The casino-hotel industry in the north began to decline in 1997, and has largely stabilized at much lower levels, while the casino-hotel industry in Las Vegas continued to grow and diversify, maturing and stabilizing in 2006, but not experiencing significant declines despite ongoing growth in gaming revenues and expanding the experiences offered to tourists. At the same time, northeastern Nevada is dominated by the mining industry, with a strong presence in gold mining and the potential to see significant expansion in lithium mining to support the needs presented by electric vehicle manufacturers.

Due to the diversity of economies within the state, different demographic groups face higher unemployment within the state. Nevada Revised Statutes (NRS) 232.920 require a quarterly report by the Department of Employment, Training and Rehabilitation which disaggregates the rate of unemployment by demographic groups for each county within the State utilizing currently available information, and to post this report on their website. This report is also available on the website for the Research and Analysis Bureau within the Department. Additionally, this report is provided to the Governor's Workforce Development Board, as well as other applicable agencies providing workforce development services.

NRS 232.935 mandates the Governor's Workforce Investment Board require all applicable agencies which provide workforce services to coordinate efforts and resources in order to reduce the rate of unemployment for specific demographic groups when certain thresholds are met:

1. When the unemployment rate is at least double (200 percent) the rate of unemployment for the county as a whole.
2. When the unemployment rate is at least four percentage points higher than the rate of unemployment for the county as a whole.
3. When the unemployment rate has been higher than the rate of unemployment for the county as a whole for at least three consecutive years.

Pursuant to these requirements, available information from the U.S. Census Bureau's American Community Survey highlights particular groups around the state who are most likely to face

higher unemployment rates than the region as a whole.
For the State's three most populous areas, the summary of the available information for 2021 is as follows:

Clark County
- Age groups exceeding at least one threshold: 16-19, 20-24, and 75+.
- Race / Ethnicity groups exceeding at least one threshold: Black, American Indian and Alaska Native, and Two or More Races.
- Gender groups exceeding at least one threshold: Female, Female with children 0- 5 years old, and Female with children 0-5 and 6-17 years old.
- Education groups exceeding at least one threshold: Less than High School, High School or equivalent.
- Poverty Status groups exceeding at least one threshold: Below poverty level.
- Other group exceeding at least one threshold: People with any disability.

Washoe County
- Age groups exceeding at least one threshold: 16-19, 20-24.
- Race / Ethnicity groups exceeding at least one threshold: Black, Hispanic, American Indian and Alaska Native, Some Other Race, and Two or More Races.
- Gender groups exceeding at least one threshold: Female with children 0-5 and 6- 17 years old.
- Education groups exceeding at least one threshold: Less than High School, and High School or equivalent.
- Poverty Status groups exceeding at least one threshold: Below poverty level.
- Other group exceeding at least one threshold: People with any disability.

Carson City
- Age groups exceeding at least one threshold: 16-19, and 20-24.
- Race / Ethnicity groups exceeding at least one threshold: American Indian and Alaska Native, and Some Other Race.
- Gender groups exceeding at least one threshold: None.
- Education groups exceeding at least one threshold: Less than High School, and High School or equivalent.
- Poverty Status groups exceeding at least one threshold: Below poverty level.
- Other group exceeding at least one threshold: People with any disability.

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

Churchill County
- Age groups exceeding at least one threshold: 16-19, 20-24, 30-34, and 65-74.
- Race / Ethnicity groups exceeding at least one threshold: American Indian and Alaska Native, and Two or More Races.
- Gender groups exceeding at least one threshold: Female, and Female with children 0-5 years old.
- Education groups exceeding at least one threshold: Less than High School, and Some college or Associate degree.
- Poverty Status groups exceeding at least one threshold: Below poverty level.
- Other group exceeding at least one threshold: People with any disability.

Douglas County

- Age groups exceeding at least one threshold: 16-19, 20-24, 25-29, and 30-34.
- Race / Ethnicity groups exceeding at least one threshold: Hispanic, and American Indian and Alaska Native.
- Gender groups exceeding at least one threshold: Female with children 0-5 and 6-17 years old.
- Education groups exceeding at least one threshold: Less than High School.
- Poverty Status groups exceeding at least one threshold: Below poverty level.
- Other group exceeding at least one threshold: People with any disability.

Elko County

- Age groups exceeding at least one threshold: 16-19.
- Race / Ethnicity groups exceeding at least one threshold: American Indian and Alaska Native, and Some Other Race.
- Gender groups exceeding at least one threshold: Female with children 0-5 and 6-17 years old.
- Education groups exceeding at least one threshold: Less than High School, High School or equivalent.
- Poverty Status groups exceeding at least one threshold: Below poverty level.
- Other group exceeding at least one threshold: People with any disability.

Esmeralda County

- Age groups exceeding at least one threshold: 25-29, 55-59, and 65-74.
- Race / Ethnicity groups exceeding at least one threshold: Hispanic.
- Gender groups exceeding at least one threshold: Female.
- Education groups exceeding at least one threshold: Less than High School.
- Poverty Status groups exceeding at least one threshold: None.
- Other group exceeding at least one threshold: None.

Eureka County

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

Humboldt County

- Age groups exceeding at least one threshold: 20-24, and 25-29.
- Race / Ethnicity groups exceeding at least one threshold: American Indian and Alaska Native, Asian, and Some Other Race.
- Gender groups exceeding at least one threshold: Female with children 0-5 and 6-17 years old.
- Education groups exceeding at least one threshold: Less than High School.
- Poverty Status groups exceeding at least one threshold: Below poverty level.
- Other group exceeding at least one threshold: People with any disability.

Lander County

- Age groups exceeding at least one threshold: 16-19, 30-34, and 35-44.
- Race / Ethnicity groups exceeding at least one threshold: Black, Two or More Races.
- Gender groups exceeding at least one threshold: Female, Female with children 0-17 years old, and Female with children 0-5 and 6-17 years old.
- Education groups exceeding at least one threshold: Less than High School, High School or equivalent.
- Poverty Status groups exceeding at least one threshold: Below poverty level.

- Other group exceeding at least one threshold: People with any disability.

Lincoln County

- Age groups exceeding at least one threshold: 16-19, 20-24, and 60-64.
- Race / Ethnicity groups exceeding at least one threshold: White, not Hispanic or Latino.
- Gender groups exceeding at least one threshold: Male.
- Education groups exceeding at least one threshold: None.
- Poverty Status groups exceeding at least one threshold: Below poverty level.
- Other group exceeding at least one threshold: People with any disability.

Lyon County

- Age groups exceeding at least one threshold: 16-19, 20-24, and 25-29.
- Race / Ethnicity groups exceeding at least one threshold: Black, Hispanic, American Indian and Alaska Native, and Two or More Races.
- Gender groups exceeding at least one threshold: Female, Female with children 0-5 and 6-17 years old.
- Education groups exceeding at least one threshold: None.
- Poverty Status groups exceeding at least one threshold: Below poverty level.
- Other group exceeding at least one threshold: People with any disability.

Mineral County

- Age groups exceeding at least one threshold: 20-24, and 30-34
- Race / Ethnicity groups exceeding at least one threshold: American Indian and Alaska Native.
- Gender groups exceeding at least one threshold: Male.
- Education groups exceeding at least one threshold: High School or equivalent.
- Poverty Status groups exceeding at least one threshold: Below poverty level.
- Other group exceeding at least one threshold: None.

Nye County

- Age groups exceeding at least one threshold: 16-19, 25-29, and 65-74.
- Race / Ethnicity groups exceeding at least one threshold: White, not Hispanic or Latino, Black, American Indian and Alaska Native.
- Gender groups exceeding at least one threshold: Female, Female with children 0-5 years old.
- Education groups exceeding at least one threshold: Less than High School.
- Poverty Status groups exceeding at least one threshold: Below poverty level.
- Other group exceeding at least one threshold: People with any disability.

Pershing County

- Age groups exceeding at least one threshold: 16-19, 25-29, and 35-44.
- Race / Ethnicity groups exceeding at least one threshold: Black, American Indian and Alaska Native, and Some Other Race.
- Gender groups exceeding at least one threshold: Female with children 0-17 years old, Female with children 0-5 years old, and Female with children 6-17 years old.
- Education groups exceeding at least one threshold: Less than High School.
- Poverty Status groups exceeding at least one threshold: Below poverty level.
- Other group exceeding at least one threshold: None.

Storey County

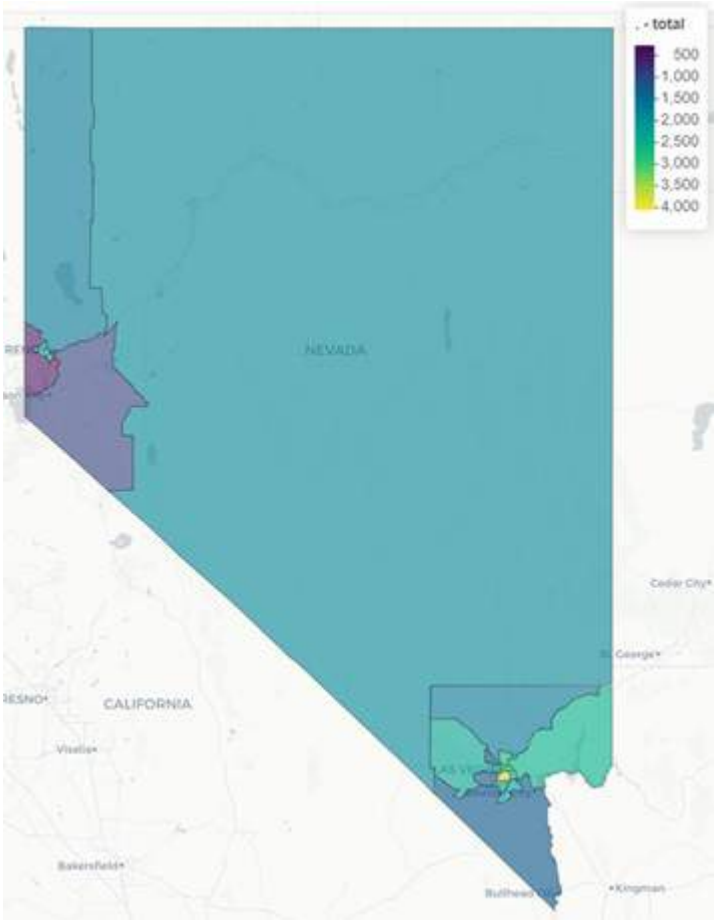
- Age groups exceeding at least one threshold: 20-24, 65-74, and 75 and older.
- Race / Ethnicity groups exceeding at least one threshold: White, not Hispanic or Latino.
- Gender groups exceeding at least one threshold: Male, Female with children 0-17 years old, and Female with children 0-5 years old.

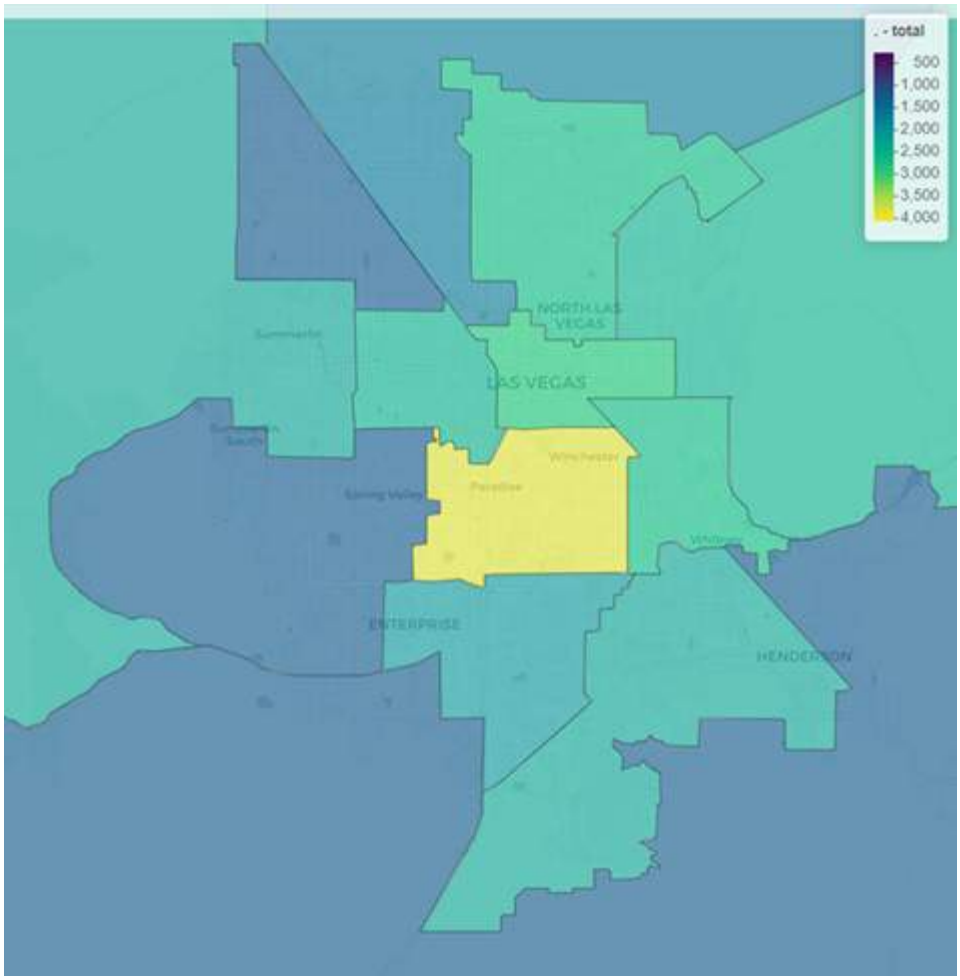
- Education groups exceeding at least one threshold: Bachelor's degree or higher.
- Poverty Status groups exceeding at least one threshold: At or above poverty level.
- Other group exceeding at least one threshold: None.

White Pine County

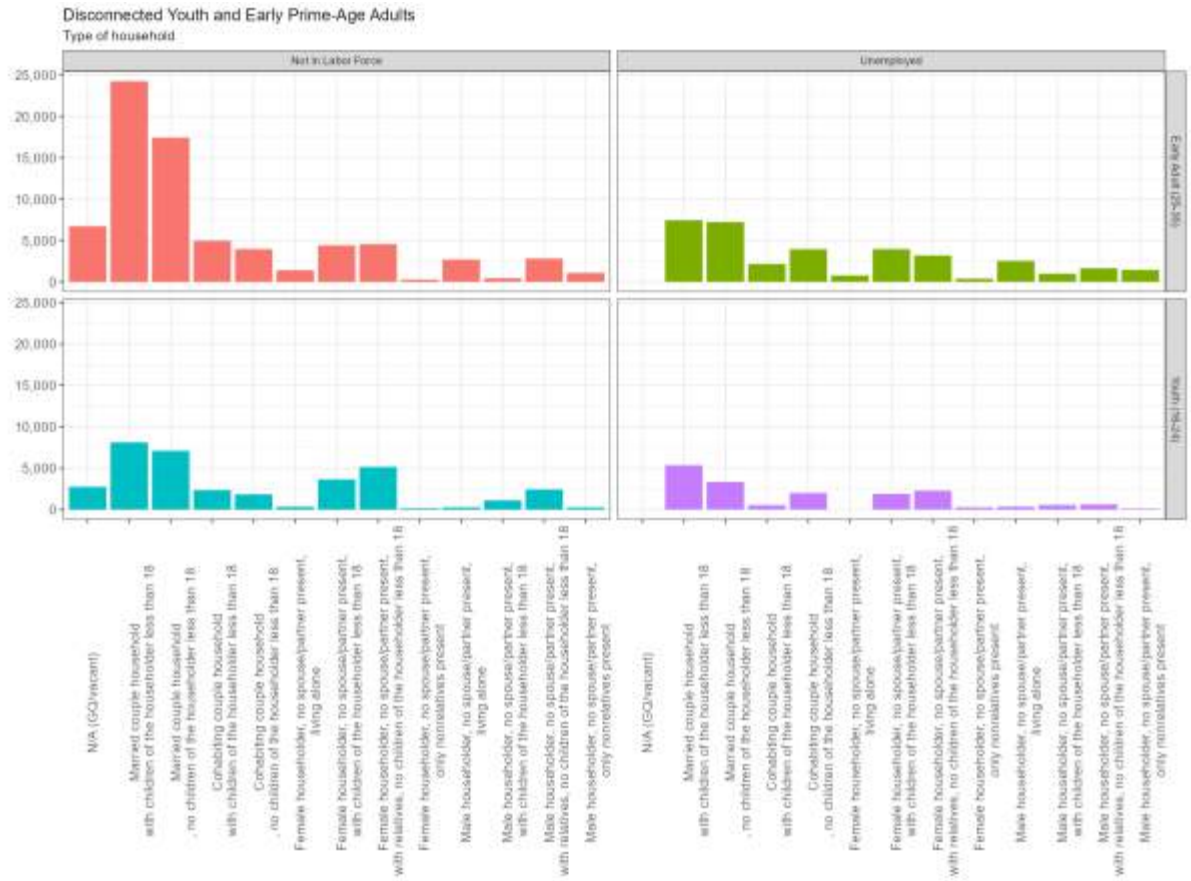
- Age groups exceeding at least one threshold: 16-19 and 35-44, and 65-74.
- Race / Ethnicity groups exceeding at least one threshold: Black, American Indian and Alaska Native, and Two or More Races.
- Gender groups exceeding at least one threshold: Female with children 0-17 years old, and Female with children 0-5 and 6-17 years old.
- Education groups exceeding at least one threshold: Less than High School, and Bachelor's degree or higher.
- Poverty Status groups exceeding at least one threshold: Below poverty level.
- Other group exceeding at least one threshold: None.

Beyond this data from the American Community Survey table S2301, there is other data available from the survey about the experiences of individuals within the state. One framework for looking at individuals is to look at "Disconnected Youth" – youth neither in school nor in the workforce. Using public use microdata, we can look at the geographic concentration of youth 16-24 who are not in the labor force by public use microdata areas in the state.

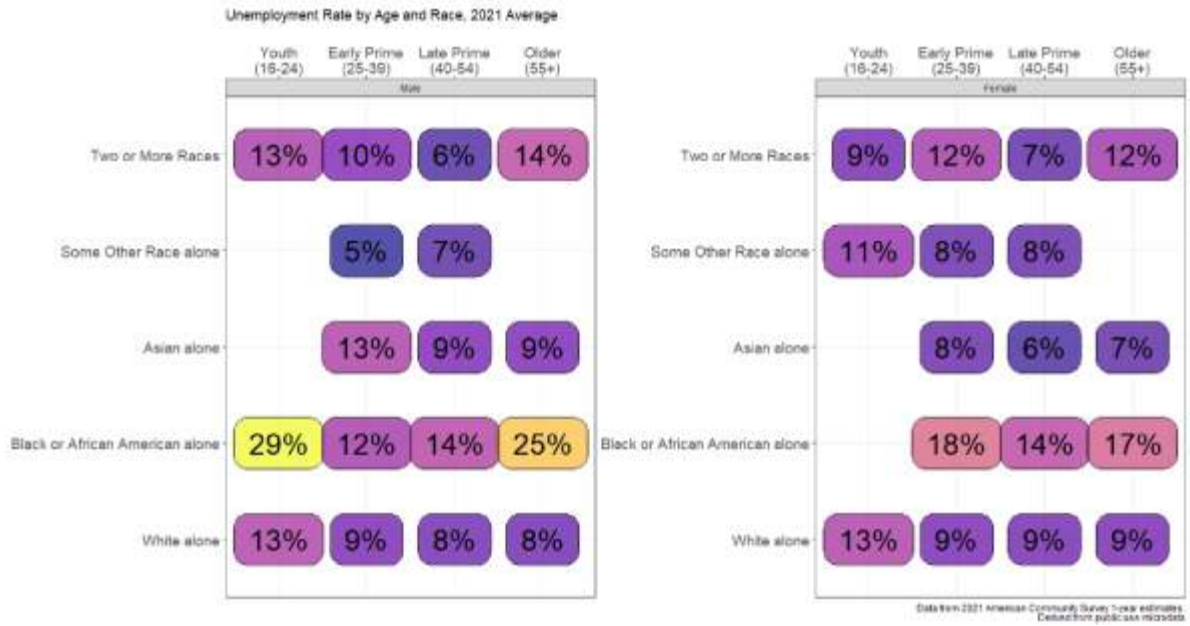




Expanding this population to include both the unemployed as well as younger adults (25-35), the highest concentration of such individuals is for those who have a high school degree. It is also most common for such individuals to be in either a married couple household or a female-led household with or without children present. For early adults and not youth, the trend swings more noticeably to married couple households for individuals who are not participating in the labor market.



Another intersection of high-unemployment factors is the experience of Black or African American individuals between the ages of 16 and 24. Using the ACS microdata, we can show the much higher unemployment rates experienced by this group compared to other combinations of age and race in the state. It is evident in the data that young black men and older black men face significantly higher unemployment than other combinations of age, sex, and race.



Another group facing additional barriers is youth and adults who are moving through the foster care system. According to the Children's Bureau, in fiscal year 2021, 7,144 children were served by the foster care system in Nevada. According to a survey recorded in the National Youth in Transition Database, in Nevada by age 21, 63% of foster youth had a high school degree, 22% had no degree, and 33% were currently enrolled in school or higher education. 71% reported full-time employment, with 11% reporting part-time employment. 29% had experienced homelessness in the past year, 28% experienced incarceration, and 24% reported employment-related skills.

Looking at potential barriers due to language, the table below outlines the unemployment rate and labor force participation rate for individuals based on the language spoken at home. Overall, the most significant impact is for individuals who speak a language other than English, Spanish, Asian/Pacific or other Indo-European images at home. This group has a lower labor force participation rate, and a higher unemployment rate than the rest of Nevada's population.

Labor Force Outcomes Based on Language Spoken at Home
ACS Microdata, Individuals 16-64

Language	Labor Force	Employed	Unemployed	Not in Labor Force	Unemployment Rate	Labor Force Participation Rate
English only	874,247	790,149	84,098	292,030	9.6%	75.0%
Spanish	403,906	368,505	35,401	126,911	8.8%	76.1%
Asian and Pacific Island languages	134,391	121,021	13,370	41,239	9.9%	76.5%
Other Indo-European languages	49,905	45,126	4,779	15,353	9.6%	76.5%
Other language	20,846	18,016	2,830	7,042	13.6%	74.7%

Another category worth examining is outcomes both for veterans, as well as for veterans who have a service-connected disability. This table shows the labor force outcomes for three groups: those who have never served in the military, those who have served and do not have a service-connected disability, and those that have served and have a service-connected disability. Veterans 17-64 with no disability have both lower unemployment and a higher participation rate than the general population, while those who have a disability have lower unemployment but also lower labor force participation.

Labor Force Outcomes Based on Military Service and Service-Connected Disability

ACS Microdata, Individuals 16-64

Category	Labor Force	Employed	Unemployed	Not in Labor Force	Unemployment Rate	Labor Force Participation Rate
Under 17 or never served in military	1,401,041	1,266,594	134,447	478,520	9.6%	74.5%
Served in military, no service-connected disability	61,121	56,537	4,584	15,361	7.5%	79.9%
Served in military, with service-connected disability	23,706	22,021	1,685	13,687	7.1%	63.4%

The following tables outline the trends in employment, unemployment, and labor force participation for particular demographic groups from the American Community survey, using 5-year averages by county ending in 2021. They also show the concentration of each group within the two workforce board areas in the state. The following abbreviations and terms are used throughout these tables:

For the first table:
Pop: Population. Depending on the measure, this is the share of the state population for the indicated group.
LF: Labor Force. This is the share of the population that is either working or looking for work.
Emp: Employed. This is the number of people in the labor force that are working on average.
Unemp: Unemployment. This is the number of people in the labor force who are not working and actively looking for work.
UR: Unemployment rate. This is the percentage of the labor force that is unemployed.
LFPR: Labor Force Participation Rate. This is the labor force as a percentage of the population and shows the share of the population that is actively engaged in the workforce.

For the second table:
Group as percentage of area total: These columns show the concentration of a given labor force measure for the given workforce area within this group. For example, in Table 10, in the Southern area in 2021, the Not in Labor Force number is 20.5%. This means that of all the people who are not in the labor force in the southern board area, 20.5% of them are females with children under the age of 18.
Area Share of Statewide Group Total: This ratio shows the relative composition of this group between the North and South areas. This can help to show if a group has relatively higher or lower employment or unemployment compared to the total size of the population in these

areas.
NLF: Not in Labor Force. This counts the number (and therefore, share) of individuals in the population, but not in the labor force.

People below poverty level
Table 1: Labor Force Demographics
ACS Category: Below Poverty Level

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	170,691	89,963	62,840	27,043	30.1%	52.7%
2018	167,707	86,073	61,561	24,297	28.2%	51.3%
2019	165,114	80,878	59,733	20,978	25.9%	49.0%
2020	164,754	78,897	58,930	19,964	25.3%	47.9%
2021	168,453	81,069	58,737	22,191	27.4%	48.1%
Northern Board Area						
2017	52,202	27,686	20,844	6,818	24.6%	53.0%
2018	48,582	25,005	19,430	5,593	22.4%	51.5%
2019	45,335	24,094	19,250	4,868	20.2%	53.1%
2020	42,824	22,240	17,858	4,376	19.7%	51.9%
2021	43,277	21,127	16,868	4,244	20.1%	48.8%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 2: Labor Force Demographics - Relative Comparisons
ACS Category: Below Poverty Level

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	13.1%	8.9%	27.6%	6.8%	34.2%	76.6%	75.1%	79.9%	104.4%
2018	12.8%	8.4%	27.6%	6.5%	35.0%	77.5%	76.0%	81.3%	104.9%
2019	12.4%	7.8%	28.2%	6.2%	33.6%	78.5%	75.6%	81.2%	105.3%
2020	12.1%	7.5%	27.8%	6.0%	29.2%	79.4%	76.7%	82.0%	105.1%
2021	12.4%	7.7%	27.9%	6.1%	29.2%	79.6%	77.7%	83.9%	105.8%
Northern Board Area									
2017	12.1%	8.3%	25.3%	6.7%	32.1%	23.4%	24.9%	20.1%	85.6%
2018	11.3%	7.4%	24.7%	6.1%	31.4%	22.5%	24.0%	18.7%	83.1%
2019	10.4%	7.1%	22.6%	6.0%	29.7%	21.5%	24.4%	18.8%	82.1%
2020	9.8%	6.4%	22.1%	5.5%	26.6%	20.6%	23.3%	18.0%	81.8%
2021	9.6%	5.9%	23.2%	5.0%	25.7%	20.4%	22.3%	16.1%	77.7%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

People with any disability
Table 3: Labor Force Demographics
ACS Category: With Any Disability

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	139,683	64,191	54,192	9,802	15.3%	46.0%
2018	136,279	61,630	53,082	8,333	13.5%	45.2%
2019	133,954	60,254	52,743	7,292	12.1%	45.0%
2020	136,630	61,544	54,177	7,120	11.6%	45.0%
2021	137,782	63,416	54,720	8,509	13.4%	46.0%
Northern Board Area						
2017	50,854	26,212	23,448	2,740	10.5%	51.5%
2018	49,192	26,003	23,829	2,179	8.4%	52.9%
2019	47,476	24,612	22,752	1,848	7.5%	51.8%
2020	45,458	23,154	21,143	1,931	8.3%	50.9%
2021	45,710	22,765	20,513	2,092	9.2%	49.8%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 4: Labor Force Demographics - Relative Comparisons
ACS Category: With Any Disability

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	10.7%	6.4%	25.8%	5.9%	12.4%	73.3%	69.8%	78.2%	110.1%
2018	10.4%	6.0%	25.3%	5.6%	12.0%	73.5%	69.0%	79.3%	112.7%
2019	10.0%	5.8%	24.6%	5.5%	11.7%	73.8%	69.9%	79.8%	112.4%
2020	10.0%	5.9%	24.3%	5.6%	10.4%	75.0%	71.9%	78.7%	108.3%
2021	10.1%	6.0%	23.8%	5.7%	11.2%	75.1%	72.7%	80.3%	109.1%
Northern Board Area									
2017	11.8%	7.9%	25.4%	7.5%	12.9%	26.7%	30.2%	21.8%	75.3%
2018	11.4%	7.7%	24.3%	7.5%	12.2%	26.5%	31.0%	20.7%	69.9%
2019	10.9%	7.2%	24.3%	7.0%	11.3%	26.2%	30.1%	20.2%	69.7%
2020	10.4%	6.7%	24.0%	6.5%	11.7%	25.0%	28.1%	21.3%	78.1%
2021	10.1%	6.4%	24.1%	6.1%	12.7%	24.9%	27.3%	19.7%	74.7%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Sex
Table 5: Labor Force Demographics
ACS Category: Male

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	654,175	542,305	494,742	42,912	7.9%	82.9%
2018	660,098	545,935	504,528	36,097	6.6%	82.7%
2019	670,036	555,485	517,431	32,856	5.9%	82.9%
2020	682,660	563,918	522,564	35,490	6.3%	82.6%
2021	688,071	566,226	519,723	40,214	7.1%	82.3%
Northern Board Area						
2017	220,160	182,261	168,978	12,435	6.8%	82.8%
2018	221,269	183,980	172,637	10,380	5.6%	83.1%
2019	223,407	186,291	175,924	9,452	5.1%	83.4%
2020	225,835	188,880	178,501	8,802	4.7%	83.6%
2021	234,264	195,393	184,550	9,065	4.6%	83.4%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 6: Labor Force Demographics - Relative Comparisons
ACS Category: Male

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	50.2%	53.7%	38.2%	53.6%	54.2%	74.8%	74.5%	77.5%	103.6%
2018	50.2%	53.6%	38.6%	53.5%	51.9%	74.9%	74.5%	77.7%	103.8%
2019	50.2%	53.6%	38.3%	53.5%	52.6%	75.0%	74.6%	77.7%	103.7%
2020	50.2%	53.6%	38.5%	53.6%	51.9%	75.1%	74.5%	80.1%	107.0%
2021	50.4%	53.9%	39.0%	53.8%	53.0%	74.6%	73.8%	81.6%	109.8%
Northern Board Area									
2017	51.2%	54.7%	39.1%	54.4%	58.5%	25.2%	25.5%	22.5%	89.3%
2018	51.3%	54.8%	39.0%	54.6%	58.2%	25.1%	25.5%	22.3%	88.6%
2019	51.4%	54.7%	39.4%	54.5%	57.6%	25.0%	25.4%	22.3%	89.0%
2020	51.5%	54.7%	39.7%	54.6%	53.5%	24.9%	25.5%	19.9%	79.2%
2021	51.9%	54.9%	40.8%	54.8%	54.9%	25.4%	26.2%	18.4%	71.7%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 7: Labor Force Demographics
ACS Category: Female

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	648,133	466,231	429,125	36,221	7.8%	71.9%
2018	654,213	472,480	438,433	33,240	7.0%	72.2%
2019	664,426	479,558	448,898	29,511	6.2%	72.2%
2020	677,311	486,914	453,063	32,774	6.7%	71.9%
2021	675,846	484,224	447,052	36,039	7.4%	71.6%
Northern Board Area						
2017	209,788	150,805	141,738	8,821	5.8%	71.9%
2018	210,097	151,814	143,941	7,410	4.9%	72.3%
2019	211,189	154,180	146,847	6,920	4.5%	73.0%
2020	212,575	156,437	148,443	7,639	4.9%	73.6%
2021	216,827	160,200	152,311	7,463	4.7%	73.9%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 8: Labor Force Demographics - Relative Comparisons
ACS Category: Female

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	49.8%	46.2%	62.1%	46.5%	45.8%	75.5%	75.2%	80.4%	106.4%
2018	49.8%	46.4%	61.5%	46.5%	47.8%	75.7%	75.3%	81.8%	108.0%
2019	49.8%	46.3%	61.8%	46.4%	47.2%	75.9%	75.4%	81.0%	107.0%
2020	49.8%	46.3%	61.7%	46.4%	47.9%	76.1%	75.3%	81.1%	107.2%
2021	49.6%	46.1%	61.3%	46.2%	47.5%	75.7%	74.6%	82.8%	110.3%
Northern Board Area									
2017	48.8%	45.3%	60.9%	45.6%	41.5%	24.5%	24.8%	19.6%	80.1%
2018	48.7%	45.2%	61.0%	45.5%	41.5%	24.3%	24.7%	18.2%	75.0%
2019	48.6%	45.3%	60.5%	45.5%	42.2%	24.1%	24.6%	19.0%	78.1%
2020	48.5%	45.3%	60.3%	45.4%	46.5%	23.9%	24.7%	18.9%	77.7%
2021	48.1%	45.0%	59.4%	45.2%	45.2%	24.3%	25.4%	17.2%	69.0%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Women with own child under 18
Table 9: Labor Force Demographics
ACS Category: Female, With Own Children Under 18 Years

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	220,301	158,761	145,940	12,315	7.8%	72.1%
2018	219,402	158,309	146,689	11,260	7.1%	72.2%
2019	222,651	160,754	150,979	9,336	5.8%	72.2%
2020	227,885	164,545	153,063	10,760	6.5%	72.2%
2021	226,475	162,441	149,848	11,970	7.4%	71.7%
Northern Board Area						
2017	73,494	53,511	50,566	2,849	5.3%	72.8%
2018	73,068	53,623	51,052	2,455	4.6%	73.4%
2019	74,307	54,656	52,300	2,290	4.2%	73.6%
2020	73,636	54,580	51,955	2,547	4.7%	74.1%
2021	74,623	56,331	53,819	2,427	4.3%	75.5%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 10: Labor Force Demographics - Relative Comparisons
ACS Category: Female, With Own Children Under 18 Years

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	16.9%	15.7%	21.0%	15.8%	15.6%	75.0%	74.3%	81.2%	108.6%
2018	16.7%	15.5%	20.7%	15.6%	16.2%	75.0%	74.2%	82.1%	109.9%
2019	16.7%	15.5%	20.7%	15.6%	14.9%	75.0%	74.3%	80.3%	107.6%
2020	16.8%	15.7%	20.5%	15.7%	15.7%	75.6%	74.7%	80.9%	107.7%
2021	16.6%	15.5%	20.5%	15.5%	15.8%	75.2%	73.6%	83.1%	112.0%
Northern Board Area									
2017	17.1%	16.1%	20.6%	16.3%	13.4%	25.0%	25.7%	18.8%	74.5%
2018	16.9%	16.0%	20.3%	16.1%	13.8%	25.0%	25.8%	17.9%	70.8%
2019	17.1%	16.1%	20.9%	16.2%	14.0%	25.0%	25.7%	19.7%	77.6%
2020	16.8%	15.8%	20.5%	15.9%	15.5%	24.4%	25.3%	19.1%	76.8%
2021	16.5%	15.8%	19.2%	16.0%	14.7%	24.8%	26.4%	16.9%	65.5%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 11: Labor Force Demographics
ACS Category: Female, With Own Children Under 18 Years, With Own Children Under 6 Years Only

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	48,210	34,248	30,697	3,365	9.8%	71.0%
2018	47,899	33,938	30,834	2,852	8.4%	70.9%
2019	47,975	33,573	31,120	2,205	6.6%	70.0%
2020	49,350	34,766	31,280	3,235	9.3%	70.4%
2021	48,835	33,848	30,347	3,319	9.8%	69.3%
Northern Board Area						
2017	16,640	11,539	10,729	754	6.5%	69.3%
2018	15,976	11,255	10,569	641	5.7%	70.5%
2019	16,323	11,378	10,841	512	4.5%	69.7%
2020	15,662	11,291	10,727	535	4.7%	72.1%
2021	15,800	11,596	11,097	487	4.2%	73.4%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 12: Labor Force Demographics – Relative Comparisons
ACS Category: Female, With Own Children Under 18 Years, With Own Children Under 6 Years Only

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	3.7%	3.4%	4.8%	3.3%	4.3%	74.3%	74.1%	81.7%	109.2%
2018	3.6%	3.3%	4.7%	3.3%	4.1%	75.0%	74.5%	81.6%	108.7%
2019	3.6%	3.2%	4.8%	3.2%	3.5%	74.6%	74.2%	81.2%	108.7%
2020	3.6%	3.3%	4.7%	3.2%	4.7%	75.9%	74.5%	85.8%	113.7%
2021	3.6%	3.2%	4.8%	3.1%	4.4%	75.6%	73.2%	87.2%	117.1%
Northern Board Area									
2017	3.9%	3.5%	5.3%	3.5%	3.5%	25.7%	25.9%	18.3%	72.6%
2018	3.7%	3.4%	4.9%	3.3%	3.6%	25.0%	25.5%	18.4%	73.7%
2019	3.8%	3.3%	5.3%	3.4%	3.1%	25.4%	25.8%	18.8%	74.4%
2020	3.6%	3.3%	4.7%	3.3%	3.3%	24.1%	25.5%	14.2%	57.9%
2021	3.5%	3.3%	4.4%	3.3%	2.9%	24.4%	26.8%	12.8%	50.2%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 13: Labor Force Demographics
ACS Category: Female, With Own Children Under 18 Years, With Own Children Under 6 Years and 6 to 17 Years

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	47,041	29,450	26,676	2,684	9.1%	62.6%
2018	46,190	29,547	26,862	2,600	8.8%	64.0%
2019	46,877	29,565	27,077	2,420	8.2%	63.1%
2020	48,120	30,336	27,819	2,462	8.1%	63.0%
2021	47,413	30,210	27,463	2,695	8.9%	63.7%
Northern Board Area						
2017	15,156	9,516	8,667	800	8.4%	62.8%
2018	15,765	9,882	9,123	700	7.1%	62.7%
2019	16,537	10,503	9,713	740	7.0%	63.5%
2020	16,490	10,815	9,894	902	8.3%	65.6%
2021	16,656	11,317	10,586	730	6.5%	67.9%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 14: Labor Force Demographics - Relative Comparisons
ACS Category: Female, With Own Children Under 18 Years, With Own Children Under 6 Years and 6 to 17 Years

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	3.6%	2.9%	6.0%	2.9%	3.4%	75.6%	75.5%	77.0%	101.9%
2018	3.5%	2.9%	5.6%	2.8%	3.7%	74.6%	74.6%	78.8%	105.1%
2019	3.5%	2.9%	5.8%	2.8%	3.9%	73.9%	73.6%	76.6%	103.8%
2020	3.5%	2.9%	5.8%	2.9%	3.6%	74.5%	73.8%	73.2%	99.3%
2021	3.5%	2.9%	5.5%	2.8%	3.6%	74.0%	72.2%	78.7%	108.2%
Northern Board Area									
2017	3.5%	2.9%	5.8%	2.8%	3.8%	24.4%	24.5%	23.0%	94.0%
2018	3.7%	2.9%	6.2%	2.9%	3.9%	25.4%	25.4%	21.2%	84.7%
2019	3.8%	3.1%	6.4%	3.0%	4.5%	26.1%	26.4%	23.4%	89.3%
2020	3.8%	3.1%	6.1%	3.0%	5.5%	25.5%	26.2%	26.8%	102.0%
2021	3.7%	3.2%	5.6%	3.1%	4.4%	26.0%	27.8%	21.3%	78.2%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 15: Labor Force Demographics
ACS Category: Female, With Own Children Under 18 Years, With Own Children 6 to 17 Years Only

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	125,050	95,014	88,621	6,314	6.6%	76.0%
2018	125,313	94,846	88,917	5,835	6.2%	75.7%
2019	127,799	97,641	92,643	4,711	4.8%	76.4%
2020	130,415	99,299	94,038	4,993	5.0%	76.1%
2021	130,227	98,402	92,094	5,947	6.0%	75.6%
Northern Board Area						
2017	41,698	32,461	31,168	1,296	4.0%	77.8%
2018	41,327	32,485	31,357	1,102	3.4%	78.6%
2019	41,447	32,762	31,725	1,040	3.2%	79.0%
2020	41,484	32,459	31,336	1,109	3.4%	78.2%
2021	42,167	33,398	32,160	1,226	3.7%	79.2%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 16: Labor Force Demographics - Relative Comparisons
ACS Category: Female, With Own Children Under 18 Years, With Own Children 6 to 17 Years Only

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	9.6%	9.4%	10.3%	9.6%	8.0%	75.0%	74.0%	83.0%	111.3%
2018	9.5%	9.3%	10.3%	9.4%	8.4%	75.2%	73.9%	84.1%	112.9%
2019	9.6%	9.4%	10.1%	9.6%	7.5%	75.5%	74.5%	81.9%	109.4%
2020	9.6%	9.4%	10.1%	9.6%	7.3%	75.9%	75.0%	81.8%	108.6%
2021	9.5%	9.4%	10.2%	9.5%	7.8%	75.5%	74.1%	82.9%	111.1%
Northern Board Area									
2017	9.7%	9.7%	9.5%	10.0%	6.1%	25.0%	26.0%	17.0%	66.9%
2018	9.6%	9.7%	9.2%	9.9%	6.2%	24.8%	26.1%	15.9%	62.3%
2019	9.5%	9.6%	9.2%	9.8%	6.3%	24.5%	25.5%	18.1%	72.0%
2020	9.5%	9.4%	9.7%	9.6%	6.7%	24.1%	25.0%	18.2%	73.8%
2021	9.3%	9.4%	9.2%	9.5%	7.4%	24.5%	25.9%	17.1%	67.4%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Younger or Older Workers
Table 17: Labor Force Demographics
ACS Category: 16 to 19 Years

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	104,396	36,002	26,808	9,057	25.2%	34.5%
2018	104,303	36,164	28,166	7,834	21.7%	34.7%
2019	105,625	37,229	29,472	7,540	20.3%	35.2%
2020	108,483	38,970	30,900	7,929	20.3%	35.9%
2021	109,571	40,003	32,040	7,767	19.4%	36.5%
Northern Board Area						
2017	35,504	14,638	11,731	2,871	19.6%	41.2%
2018	34,795	14,687	11,901	2,756	18.8%	42.2%
2019	34,534	15,197	12,285	2,870	18.9%	44.0%
2020	34,668	15,402	12,420	2,924	19.0%	44.4%
2021	36,122	16,560	13,541	2,941	17.8%	45.8%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 18: Labor Force Demographics - Relative Comparisons
ACS Category: 16 to 19 Years

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	6.1%	3.3%	11.1%	2.7%	9.9%	74.6%	69.6%	75.9%	106.8%
2018	6.0%	3.3%	10.9%	2.8%	9.8%	75.0%	70.3%	74.0%	104.0%
2019	6.0%	3.3%	10.6%	2.8%	10.4%	75.4%	70.6%	72.4%	102.0%
2020	6.0%	3.4%	10.5%	2.9%	9.8%	75.8%	71.3%	73.1%	101.9%
2021	6.0%	3.5%	10.4%	3.0%	8.6%	75.2%	70.3%	72.5%	102.6%
Northern Board Area									
2017	6.1%	4.0%	9.8%	3.4%	11.2%	25.4%	30.4%	24.1%	83.3%
2018	5.9%	3.9%	9.4%	3.4%	12.7%	25.0%	29.7%	26.0%	90.1%
2019	5.8%	4.0%	8.9%	3.4%	14.2%	24.6%	29.4%	27.6%	95.1%
2020	5.7%	4.0%	8.7%	3.4%	14.5%	24.2%	28.7%	26.9%	95.1%
2021	5.8%	4.2%	8.6%	3.6%	14.1%	24.8%	29.7%	27.5%	93.8%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 19: Labor Force Demographics
ACS Category: 20 to 24 Years

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	138,644	109,134	94,197	13,643	12.5%	78.7%
2018	136,985	108,231	95,630	11,290	10.4%	79.0%
2019	136,716	107,948	96,278	10,438	9.7%	79.0%
2020	137,404	107,235	95,017	11,062	10.3%	78.0%
2021	134,679	104,867	92,011	11,608	11.1%	77.9%
Northern Board Area						
2017	45,919	36,337	31,660	4,309	11.9%	79.1%
2018	45,293	36,386	32,501	3,506	9.6%	80.3%
2019	44,828	36,847	33,260	3,191	8.7%	82.2%
2020	45,177	37,930	34,120	3,302	8.7%	84.0%
2021	46,018	38,256	34,713	2,946	7.7%	83.1%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 20: Labor Force Demographics - Relative Comparisons
ACS Category: 20 to 24 Years

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	8.1%	10.0%	4.8%	9.4%	14.9%	75.1%	74.8%	76.0%	101.3%
2018	7.9%	9.8%	4.6%	9.4%	14.1%	75.2%	74.6%	76.3%	102.0%
2019	7.7%	9.6%	4.5%	9.2%	14.4%	75.3%	74.3%	76.6%	102.7%
2020	7.6%	9.3%	4.5%	9.0%	13.7%	75.3%	73.6%	77.0%	104.2%
2021	7.4%	9.1%	4.5%	8.7%	12.9%	74.5%	72.6%	79.8%	108.9%
Northern Board Area									
2017	7.9%	9.8%	4.5%	9.2%	16.9%	24.9%	25.2%	24.0%	96.1%
2018	7.7%	9.7%	4.1%	9.3%	16.1%	24.8%	25.4%	23.7%	94.2%
2019	7.5%	9.7%	3.7%	9.3%	15.8%	24.7%	25.7%	23.4%	92.0%
2020	7.5%	9.8%	3.3%	9.4%	16.3%	24.7%	26.4%	23.0%	88.0%
2021	7.4%	9.6%	3.4%	9.3%	14.2%	25.5%	27.4%	20.2%	75.7%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 21: Labor Force Demographics
ACS Category: 25 to 29 Years

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	160,191	132,923	119,419	12,066	9.1%	83.0%
2018	163,050	134,617	122,650	10,721	8.0%	82.6%
2019	166,956	137,458	126,513	9,462	6.9%	82.3%
2020	170,911	139,882	127,864	10,459	7.5%	81.8%
2021	166,332	135,153	122,881	10,464	7.7%	81.3%
Northern Board Area						
2017	51,638	42,195	39,132	2,801	6.6%	81.7%
2018	52,809	43,931	41,099	2,574	5.9%	83.2%
2019	53,674	45,485	42,701	2,530	5.6%	84.7%
2020	54,150	46,572	43,226	2,923	6.3%	86.0%
2021	54,441	47,096	44,033	2,444	5.2%	86.5%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 22: Labor Force Demographics - Relative Comparisons
ACS Category: 25 to 29 Years

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	9.4%	12.1%	4.4%	12.0%	13.2%	75.6%	75.3%	81.2%	106.9%
2018	9.4%	12.2%	4.5%	12.0%	13.4%	75.5%	74.9%	80.6%	107.0%
2019	9.4%	12.2%	4.6%	12.1%	13.0%	75.7%	74.8%	78.9%	105.0%
2020	9.4%	12.2%	4.7%	12.0%	13.0%	75.9%	74.7%	78.2%	104.2%
2021	9.1%	11.7%	4.7%	11.7%	11.6%	75.3%	73.6%	81.1%	109.3%
Northern Board Area									
2017	8.9%	11.4%	4.4%	11.4%	11.0%	24.4%	24.7%	18.8%	78.2%
2018	9.0%	11.8%	4.1%	11.7%	11.8%	24.5%	25.1%	19.4%	78.7%
2019	9.0%	12.0%	3.8%	11.9%	12.6%	24.3%	25.2%	21.1%	84.9%
2020	8.9%	12.1%	3.4%	11.9%	14.5%	24.1%	25.3%	21.8%	87.4%
2021	8.7%	11.8%	3.2%	11.7%	11.7%	24.7%	26.4%	18.9%	73.3%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 23: Labor Force Demographics
ACS Category: 55 to 59 Years

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	132,679	93,425	86,621	6,780	7.3%	70.4%
2018	134,350	94,234	88,281	5,901	6.3%	70.1%
2019	137,795	97,198	92,154	5,057	5.2%	70.5%
2020	144,101	101,261	94,912	6,212	6.1%	70.3%
2021	144,612	101,036	93,792	7,225	7.2%	69.9%
Northern Board Area						
2017	52,048	37,749	35,891	1,834	4.9%	72.5%
2018	51,857	37,160	35,616	1,537	4.1%	71.7%
2019	52,274	37,109	35,465	1,651	4.5%	71.0%
2020	52,658	37,363	35,489	1,864	5.0%	71.0%
2021	53,612	37,652	35,777	1,855	4.9%	70.2%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 24: Labor Force Demographics - Relative Comparisons
ACS Category: 55 to 59 Years

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	7.8%	8.5%	6.4%	8.7%	7.4%	71.8%	70.7%	78.7%	110.5%
2018	7.7%	8.5%	6.4%	8.7%	7.4%	72.2%	71.3%	79.3%	110.6%
2019	7.8%	8.6%	6.3%	8.8%	7.0%	72.5%	72.2%	75.4%	104.2%
2020	7.9%	8.8%	6.5%	8.9%	7.7%	73.2%	72.8%	76.9%	105.3%
2021	8.0%	8.8%	6.5%	8.9%	8.0%	73.0%	72.4%	79.6%	109.2%
Northern Board Area									
2017	8.9%	10.2%	6.7%	10.5%	7.2%	28.2%	29.3%	21.3%	74.0%
2018	8.8%	10.0%	6.8%	10.2%	7.1%	27.8%	28.7%	20.7%	73.1%
2019	8.8%	9.8%	7.0%	9.9%	8.2%	27.5%	27.8%	24.6%	89.1%
2020	8.7%	9.7%	6.9%	9.8%	9.2%	26.8%	27.2%	23.1%	85.6%
2021	8.6%	9.5%	7.1%	9.5%	8.9%	27.0%	27.6%	20.4%	75.3%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 25: Labor Force Demographics
ACS Category: 60 to 64 Years

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	120,353	63,190	59,229	4,004	6.3%	52.5%
2018	124,336	64,870	61,112	3,827	5.9%	52.2%
2019	127,275	66,598	63,394	3,191	4.8%	52.3%
2020	127,886	67,522	63,808	3,703	5.5%	52.8%
2021	131,339	71,059	66,554	4,398	6.2%	54.1%
Northern Board Area						
2017	48,645	26,233	24,964	1,283	4.9%	53.9%
2018	49,749	27,560	26,472	1,061	3.8%	55.4%
2019	50,308	28,026	27,003	1,002	3.6%	55.7%
2020	50,573	28,415	27,360	1,077	3.8%	56.2%
2021	52,205	29,469	28,215	1,224	4.2%	56.4%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 26: Labor Force Demographics - Relative Comparisons
ACS Category: 60 to 64 Years

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	7.0%	5.8%	9.3%	5.9%	4.4%	71.2%	70.3%	75.7%	107.2%
2018	7.2%	5.9%	9.5%	6.0%	4.8%	71.4%	69.8%	78.3%	111.6%
2019	7.2%	5.9%	9.4%	6.0%	4.4%	71.7%	70.1%	76.1%	108.1%
2020	7.1%	5.9%	9.1%	6.0%	4.6%	71.7%	70.0%	77.5%	110.1%
2021	7.2%	6.2%	9.0%	6.3%	4.9%	71.6%	70.2%	78.2%	110.7%
Northern Board Area									
2017	8.3%	7.1%	10.5%	7.3%	5.0%	28.8%	29.7%	24.3%	82.7%
2018	8.5%	7.4%	10.3%	7.6%	4.9%	28.6%	30.2%	21.7%	72.8%
2019	8.4%	7.4%	10.3%	7.5%	5.0%	28.3%	29.9%	23.9%	80.7%
2020	8.3%	7.4%	10.1%	7.5%	5.3%	28.3%	30.0%	22.5%	76.0%
2021	8.4%	7.4%	10.0%	7.5%	5.9%	28.4%	29.8%	21.8%	74.2%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 27: Labor Force Demographics
ACS Category: 65 to 74 Years

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	189,234	43,740	40,779	2,840	6.5%	23.1%
2018	196,459	44,566	41,970	2,725	6.1%	22.7%
2019	204,042	47,481	44,788	2,670	5.6%	23.3%
2020	212,055	50,285	46,690	3,547	7.1%	23.7%
2021	215,021	51,217	46,734	4,442	8.7%	23.8%
Northern Board Area						
2017	73,712	18,267	17,171	1,108	6.1%	24.8%
2018	76,664	19,876	18,858	1,026	5.2%	25.9%
2019	79,592	20,586	19,787	817	4.0%	25.9%
2020	82,974	21,363	20,654	748	3.5%	25.7%
2021	86,828	22,405	21,320	1,105	4.9%	25.8%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 28: Labor Force Demographics - Relative Comparisons
ACS Category: 65 to 74 Years

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	11.1%	4.0%	23.7%	4.1%	3.1%	72.0%	70.4%	71.9%	102.0%
2018	11.3%	4.0%	24.2%	4.1%	3.4%	71.9%	69.0%	72.7%	105.1%
2019	11.5%	4.2%	24.4%	4.3%	3.7%	71.9%	69.4%	76.6%	109.8%
2020	11.7%	4.4%	24.4%	4.4%	4.4%	71.9%	69.3%	82.6%	117.7%
2021	11.8%	4.4%	24.6%	4.4%	4.9%	71.2%	68.7%	80.1%	115.1%
Northern Board Area									
2017	12.6%	4.9%	26.0%	5.0%	4.3%	28.0%	29.6%	28.1%	95.3%
2018	13.0%	5.3%	26.4%	5.4%	4.7%	28.1%	31.0%	27.3%	88.7%
2019	13.3%	5.4%	27.2%	5.5%	4.1%	28.1%	30.6%	23.4%	77.5%
2020	13.7%	5.5%	28.0%	5.7%	3.7%	28.1%	30.7%	17.4%	58.4%
2021	13.9%	5.6%	28.5%	5.7%	5.3%	28.8%	31.3%	19.9%	65.5%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 29: Labor Force Demographics
ACS Category: 75 Years and Over

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	113,795	7,546	6,984	543	7.2%	6.6%
2018	119,524	7,827	7,237	617	7.9%	6.5%
2019	126,027	8,107	7,485	601	7.4%	6.4%
2020	133,172	9,134	8,371	784	8.6%	6.9%
2021	130,417	9,512	8,393	1,039	10.9%	7.3%
Northern Board Area						
2017	43,589	3,160	2,915	262	8.3%	7.3%
2018	45,404	3,194	3,010	173	5.4%	7.0%
2019	47,520	3,214	3,080	117	3.6%	6.8%
2020	49,819	3,410	3,266	157	4.6%	6.8%
2021	50,141	3,407	3,227	173	5.1%	6.8%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 30: Labor Force Demographics - Relative Comparisons
ACS Category: 75 Years and Over

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	6.7%	0.7%	17.3%	0.7%	0.6%	72.3%	70.6%	67.5%	95.7%
2018	6.9%	0.7%	17.8%	0.7%	0.8%	72.5%	70.6%	78.1%	109.9%
2019	7.1%	0.7%	18.3%	0.7%	0.8%	72.6%	70.8%	83.7%	116.9%
2020	7.3%	0.8%	18.7%	0.8%	1.0%	72.8%	71.9%	83.3%	114.4%
2021	7.2%	0.8%	18.1%	0.8%	1.2%	72.2%	72.2%	85.8%	116.5%
Northern Board Area									
2017	7.5%	0.9%	18.9%	0.9%	1.0%	27.7%	29.4%	32.5%	110.2%
2018	7.7%	0.9%	19.7%	0.9%	0.8%	27.5%	29.4%	21.9%	75.7%
2019	8.0%	0.8%	20.4%	0.9%	0.6%	27.4%	29.2%	16.3%	57.3%
2020	8.2%	0.9%	21.1%	0.9%	0.8%	27.2%	28.1%	16.7%	61.5%
2021	8.0%	0.9%	20.7%	0.9%	0.8%	27.8%	27.8%	14.2%	54.0%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Race and Ethnicity
Table 31: Labor Force Demographics
ACS Category: Black or African American Alone

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	182,590	116,299	99,626	16,303	14.0%	63.7%
2018	188,606	118,148	103,877	13,680	11.6%	62.6%
2019	196,838	123,291	109,726	12,842	10.4%	62.6%
2020	204,784	128,929	113,392	14,709	11.4%	63.0%
2021	205,839	128,887	111,785	16,411	12.7%	62.6%
Northern Board Area						
2017	11,582	6,547	5,795	665	10.2%	56.5%
2018	11,892	6,803	6,060	584	8.6%	57.2%
2019	12,562	7,325	6,572	620	8.5%	58.3%
2020	13,371	7,917	7,116	630	8.0%	59.2%
2021	13,837	8,069	7,213	634	7.9%	58.3%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 32: Labor Force Demographics - Relative Comparisons
ACS Category: Black or African American Alone

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	10.7%	10.6%	10.8%	10.0%	17.8%	94.0%	94.5%	96.1%	101.5%
2018	10.9%	10.7%	11.2%	10.2%	17.1%	94.1%	94.5%	95.9%	101.4%
2019	11.1%	10.9%	11.4%	10.5%	17.7%	94.0%	94.3%	95.4%	101.1%
2020	11.3%	11.2%	11.4%	10.7%	18.2%	93.9%	94.1%	95.9%	101.8%
2021	11.3%	11.2%	11.5%	10.6%	18.2%	93.7%	93.9%	96.3%	102.3%
Northern Board Area									
2017	2.0%	1.8%	2.4%	1.7%	2.6%	6.0%	5.5%	3.9%	73.5%
2018	2.0%	1.8%	2.4%	1.7%	2.7%	5.9%	5.5%	4.1%	75.2%
2019	2.1%	1.9%	2.4%	1.8%	3.1%	6.0%	5.7%	4.6%	82.1%
2020	2.2%	2.1%	2.5%	2.0%	3.1%	6.1%	5.9%	4.1%	71.0%
2021	2.2%	2.0%	2.5%	1.9%	3.0%	6.3%	6.1%	3.7%	63.2%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 33: Labor Force Demographics
ACS Category: American Indian and Alaska Native Alone

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	11,485	7,145	6,358	775	10.9%	62.2%
2018	13,702	9,172	8,196	961	10.5%	66.9%
2019	15,469	10,538	9,710	813	7.7%	68.1%
2020	15,763	10,448	9,447	986	9.4%	66.3%
2021	17,123	11,402	10,428	965	8.5%	66.6%
Northern Board Area						
2017	14,203	8,456	7,039	1,396	16.5%	59.5%
2018	14,362	8,331	6,998	1,305	15.7%	58.0%
2019	14,104	8,376	7,268	1,087	13.0%	59.4%
2020	13,912	8,204	7,187	989	12.1%	59.0%
2021	12,905	7,487	6,583	889	11.9%	58.0%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 34: Labor Force Demographics - Relative Comparisons
ACS Category: American Indian and Alaska Native Alone

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	0.7%	0.7%	0.7%	0.6%	0.8%	44.7%	47.5%	35.7%	77.9%
2018	0.8%	0.8%	0.7%	0.8%	1.2%	48.8%	53.9%	42.4%	80.9%
2019	0.9%	0.9%	0.8%	0.9%	1.1%	52.3%	57.2%	42.8%	76.8%
2020	0.9%	0.9%	0.8%	0.9%	1.2%	53.1%	56.8%	49.9%	89.1%
2021	0.9%	1.0%	0.9%	1.0%	1.1%	57.0%	61.3%	52.0%	86.2%
Northern Board Area									
2017	2.4%	2.3%	2.7%	2.1%	5.5%	55.3%	52.5%	64.3%	118.6%
2018	2.4%	2.2%	2.8%	2.0%	6.0%	51.2%	46.1%	57.6%	121.0%
2019	2.4%	2.2%	2.6%	2.0%	5.4%	47.7%	42.8%	57.2%	129.2%
2020	2.3%	2.1%	2.6%	2.0%	4.9%	46.9%	43.2%	50.1%	113.9%
2021	2.1%	1.9%	2.4%	1.8%	4.3%	43.0%	38.7%	48.0%	121.0%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 35: Labor Force Demographics
ACS Category: Asian Alone

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	175,170	110,499	103,693	6,618	6.0%	63.1%
2018	177,381	112,587	106,043	6,187	5.5%	63.5%
2019	183,677	117,297	111,433	5,748	4.9%	63.9%
2020	190,109	120,717	114,279	6,021	5.0%	63.5%
2021	192,562	122,252	114,776	7,071	5.8%	63.5%
Northern Board Area						
2017	24,010	16,567	15,668	840	5.1%	69.0%
2018	24,025	16,726	15,857	765	4.6%	69.6%
2019	24,665	17,267	16,506	673	3.9%	70.0%
2020	26,223	18,312	17,479	588	3.2%	69.8%
2021	26,591	18,902	18,144	557	2.9%	71.1%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 36: Labor Force Demographics - Relative Comparisons
ACS Category: Asian Alone

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	10.2%	10.1%	10.5%	10.4%	7.2%	87.9%	86.9%	88.7%	102.0%
2018	10.2%	10.2%	10.3%	10.4%	7.7%	88.1%	87.0%	89.0%	102.2%
2019	10.4%	10.4%	10.3%	10.6%	7.9%	88.2%	87.1%	89.5%	102.7%
2020	10.5%	10.5%	10.4%	10.8%	7.5%	87.9%	86.7%	91.1%	104.9%
2021	10.6%	10.6%	10.5%	10.9%	7.8%	87.9%	86.3%	92.7%	107.0%
Northern Board Area									
2017	4.1%	4.5%	3.5%	4.6%	3.3%	12.1%	13.1%	11.3%	86.4%
2018	4.1%	4.5%	3.4%	4.5%	3.5%	11.9%	13.0%	11.0%	85.1%
2019	4.1%	4.5%	3.4%	4.6%	3.3%	11.8%	12.9%	10.5%	81.7%
2020	4.3%	4.7%	3.6%	4.8%	2.9%	12.1%	13.3%	8.9%	67.6%
2021	4.3%	4.8%	3.4%	4.8%	2.7%	12.1%	13.7%	7.3%	54.5%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 37: Labor Force Demographics
ACS Category: Native Hawaiian and Other Pacific Islander Alone

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	12,432	8,087	7,324	759	9.4%	65.0%
2018	12,752	8,165	7,397	750	9.2%	64.0%
2019	13,206	8,628	7,850	736	8.5%	65.3%
2020	13,621	8,738	7,999	685	7.8%	64.2%
2021	13,934	9,225	8,456	693	7.5%	66.2%
Northern Board Area						
2017	2,480	1,680	1,524	137	8.1%	67.7%
2018	2,580	1,827	1,679	98	5.4%	70.8%
2019	2,618	1,769	1,678	59	3.4%	67.6%
2020	2,705	1,908	1,790	78	4.1%	70.6%
2021	2,879	2,020	1,838	148	7.3%	70.2%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 38: Labor Force Demographics - Relative Comparisons
ACS Category: Native Hawaiian and Other Pacific Islander Alone

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	0.7%	0.7%	0.7%	0.7%	0.8%	83.4%	82.8%	84.7%	102.3%
2018	0.7%	0.7%	0.7%	0.7%	0.9%	83.2%	81.5%	88.4%	108.2%
2019	0.7%	0.8%	0.7%	0.7%	1.0%	83.5%	82.4%	92.5%	111.5%
2020	0.8%	0.8%	0.7%	0.8%	0.8%	83.4%	81.7%	89.8%	109.4%
2021	0.8%	0.8%	0.7%	0.8%	0.8%	82.9%	82.1%	82.4%	100.4%
Northern Board Area									
2017	0.4%	0.5%	0.4%	0.4%	0.5%	16.6%	17.2%	15.3%	88.8%
2018	0.4%	0.5%	0.4%	0.5%	0.5%	16.8%	18.5%	11.6%	63.4%
2019	0.4%	0.5%	0.4%	0.5%	0.3%	16.5%	17.6%	7.5%	43.8%
2020	0.4%	0.5%	0.4%	0.5%	0.4%	16.6%	18.3%	10.2%	57.1%
2021	0.5%	0.5%	0.4%	0.5%	0.7%	17.1%	17.9%	17.6%	98.1%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 39: Labor Force Demographics
ACS Category: Some Other Race Alone

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	173,852	125,945	115,381	10,311	8.2%	72.4%
2018	182,600	133,615	124,563	8,892	6.7%	73.2%
2019	184,893	135,587	127,678	7,832	5.8%	73.3%
2020	198,901	141,123	132,640	8,138	5.8%	71.0%
2021	206,352	145,398	135,364	9,687	6.7%	70.5%
Northern Board Area						
2017	28,833	21,890	20,096	1,751	8.0%	75.9%
2018	32,570	25,003	23,133	1,821	7.3%	76.8%
2019	37,399	28,770	26,669	2,071	7.2%	76.9%
2020	42,369	31,621	29,058	2,330	7.4%	74.6%
2021	48,162	35,328	33,082	2,005	5.7%	73.4%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 40: Labor Force Demographics - Relative Comparisons
ACS Category: Some Other Race Alone

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	10.2%	11.5%	7.8%	11.5%	11.3%	85.8%	85.2%	85.5%	100.3%
2018	10.5%	12.1%	7.8%	12.2%	11.1%	84.9%	84.3%	83.0%	98.5%
2019	10.4%	12.0%	7.7%	12.2%	10.8%	83.2%	82.7%	79.1%	95.9%
2020	11.0%	12.3%	8.7%	12.5%	10.1%	82.4%	82.0%	77.7%	95.2%
2021	11.3%	12.6%	9.1%	12.8%	10.8%	81.1%	80.4%	82.8%	103.0%
Northern Board Area									
2017	4.9%	5.9%	3.3%	5.9%	6.9%	14.2%	14.8%	14.5%	98.0%
2018	5.5%	6.7%	3.5%	6.6%	8.4%	15.1%	15.7%	17.0%	107.8%
2019	6.3%	7.6%	4.0%	7.4%	10.3%	16.8%	17.3%	20.9%	119.5%
2020	7.0%	8.2%	4.9%	8.0%	11.5%	17.6%	18.0%	22.3%	121.6%
2021	7.7%	8.9%	5.7%	8.8%	9.6%	18.9%	19.6%	17.2%	87.7%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 41: Labor Force Demographics
ACS Category: Two or More Races

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	61,262	42,456	37,731	4,357	10.3%	69.3%
2018	65,320	45,302	40,856	4,178	9.2%	69.4%
2019	68,528	47,235	42,988	3,985	8.4%	68.9%
2020	115,143	80,188	71,773	8,156	10.2%	69.6%
2021	165,015	114,092	101,372	12,132	10.6%	69.1%
Northern Board Area						
2017	15,955	10,295	9,153	1,109	10.8%	64.5%
2018	16,239	10,676	9,586	1,047	9.8%	65.7%
2019	16,787	10,951	9,831	1,083	9.9%	65.2%
2020	29,544	20,732	19,054	1,613	7.8%	70.2%
2021	45,246	31,996	29,873	1,996	6.2%	70.7%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 42: Labor Force Demographics - Relative Comparisons
ACS Category: Two or More Races

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	3.6%	3.9%	3.1%	3.8%	4.8%	79.3%	80.5%	79.7%	99.0%
2018	3.8%	4.1%	3.2%	4.0%	5.2%	80.1%	81.0%	80.0%	98.8%
2019	3.9%	4.2%	3.3%	4.1%	5.5%	80.3%	81.4%	78.6%	96.9%
2020	6.3%	7.0%	5.3%	6.8%	10.1%	79.6%	79.0%	83.5%	105.1%
2021	9.1%	9.9%	7.6%	9.6%	13.5%	78.5%	77.2%	85.9%	110.0%
Northern Board Area									
2017	2.7%	2.8%	2.7%	2.7%	4.3%	20.7%	19.5%	20.3%	103.9%
2018	2.8%	2.9%	2.6%	2.7%	4.8%	19.9%	19.0%	20.0%	105.0%
2019	2.8%	2.9%	2.7%	2.7%	5.4%	19.7%	18.6%	21.4%	113.6%
2020	4.9%	5.4%	4.0%	5.2%	8.0%	20.4%	21.0%	16.5%	80.4%
2021	7.2%	8.0%	5.9%	8.0%	9.6%	21.5%	22.8%	14.1%	64.5%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 43: Labor Force Demographics
ACS Category: Hispanic or Latino Origin (Of Any Race)

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	460,407	326,109	299,519	26,045	8.0%	70.8%
2018	472,180	335,456	311,495	23,085	6.9%	71.0%
2019	487,247	345,004	323,654	20,306	5.9%	70.8%
2020	504,996	354,130	330,583	22,543	6.4%	70.1%
2021	516,195	360,914	333,249	26,220	7.3%	69.9%
Northern Board Area						
2017	109,890	79,771	73,332	6,232	7.8%	72.6%
2018	112,881	82,361	76,699	5,473	6.6%	73.0%
2019	116,431	85,354	79,623	5,670	6.6%	73.3%
2020	120,159	88,219	81,882	5,995	6.8%	73.4%
2021	127,604	93,392	87,511	5,491	5.9%	73.2%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 44: Labor Force Demographics - Relative Comparisons
ACS Category: Hispanic or Latino Origin (Of Any Race)

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	26.9%	29.8%	21.9%	30.0%	28.5%	80.7%	80.3%	80.7%	100.4%
2018	27.2%	30.3%	21.8%	30.5%	28.8%	80.7%	80.2%	80.8%	100.7%
2019	27.5%	30.6%	22.1%	30.9%	27.9%	80.7%	80.3%	78.2%	97.5%
2020	27.8%	30.8%	22.7%	31.1%	27.9%	80.8%	80.1%	79.0%	98.7%
2021	28.4%	31.3%	23.3%	31.6%	29.1%	80.2%	79.2%	82.7%	104.1%
Northern Board Area									
2017	18.9%	21.6%	14.1%	21.4%	24.4%	19.3%	19.7%	19.3%	98.2%
2018	19.2%	22.1%	14.2%	21.9%	25.2%	19.3%	19.8%	19.2%	97.2%
2019	19.5%	22.5%	14.3%	22.2%	28.1%	19.3%	19.7%	21.8%	110.1%
2020	19.8%	22.9%	14.5%	22.5%	29.7%	19.2%	19.9%	21.0%	105.3%
2021	20.4%	23.5%	15.1%	23.3%	26.4%	19.8%	20.8%	17.3%	84.2%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 45: Labor Force Demographics
ACS Category: White Alone, Not Hispanic or Latino

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	831,346	502,831	460,317	38,445	7.6%	60.5%
2018	831,723	497,144	459,703	33,380	6.7%	59.8%
2019	834,298	496,332	462,923	29,844	6.0%	59.5%
2020	836,022	493,395	456,913	31,901	6.5%	59.0%
2021	816,563	480,995	442,138	34,049	7.1%	58.9%
Northern Board Area						
2017	411,340	250,636	234,166	15,571	6.2%	60.9%
2018	412,744	251,439	237,673	12,903	5.1%	60.9%
2019	415,892	253,069	241,002	11,452	4.5%	60.8%
2020	417,226	253,780	241,145	11,519	4.5%	60.8%
2021	423,007	257,326	243,617	12,427	4.8%	60.8%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 46: Labor Force Demographics - Relative Comparisons
ACS Category: White Alone, Not Hispanic or Latino

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	48.6%	45.9%	53.5%	46.1%	42.0%	66.9%	66.3%	71.2%	106.6%
2018	47.9%	44.9%	53.3%	45.0%	41.7%	66.8%	65.9%	72.1%	108.6%
2019	47.1%	44.0%	52.6%	44.2%	41.1%	66.7%	65.8%	72.3%	109.1%
2020	46.1%	42.9%	51.6%	43.0%	39.5%	66.7%	65.5%	73.5%	111.3%
2021	44.9%	41.7%	50.3%	41.9%	37.8%	65.9%	64.5%	73.3%	112.5%
Northern Board Area									
2017	70.6%	67.9%	75.3%	68.4%	61.0%	33.1%	33.7%	28.8%	86.7%
2018	70.2%	67.3%	75.1%	67.8%	59.3%	33.2%	34.1%	27.9%	83.0%
2019	69.8%	66.7%	75.1%	67.3%	56.8%	33.3%	34.2%	27.7%	82.1%
2020	68.9%	65.8%	74.2%	66.4%	57.0%	33.3%	34.5%	26.5%	78.1%
2021	67.8%	64.7%	73.2%	65.0%	59.7%	34.1%	35.5%	26.7%	76.7%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Education
Table 47: Labor Force Demographics
ACS Category: Less Than High School Graduate

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	169,958	116,709	105,361	11,255	9.6%	68.7%
2018	169,038	116,206	106,720	9,483	8.2%	68.7%
2019	167,920	114,732	107,144	7,644	6.7%	68.3%
2020	168,724	114,385	107,150	7,344	6.4%	67.8%
2021	168,819	113,568	105,069	8,517	7.5%	67.3%
Northern Board Area						
2017	49,501	35,116	32,495	2,604	7.4%	70.9%
2018	47,357	33,831	31,675	2,138	6.3%	71.4%
2019	46,883	33,718	31,563	2,158	6.4%	71.9%
2020	45,520	32,506	30,163	2,352	7.2%	71.4%
2021	46,661	33,314	30,761	2,541	7.6%	71.4%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 48: Labor Force Demographics - Relative Comparisons
ACS Category: Less Than High School Graduate

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	14.6%	13.0%	20.2%	12.7%	17.3%	77.4%	76.4%	81.2%	105.6%
2018	14.4%	12.8%	19.8%	12.6%	16.2%	78.1%	77.1%	81.6%	105.4%
2019	14.0%	12.4%	19.6%	12.3%	14.9%	78.2%	77.2%	78.0%	100.9%
2020	13.8%	12.1%	19.5%	12.2%	12.7%	78.8%	78.0%	75.7%	97.3%
2021	13.7%	12.0%	19.5%	12.0%	13.2%	78.3%	77.4%	77.0%	99.6%
Northern Board Area									
2017	12.9%	11.8%	16.5%	11.6%	15.4%	22.6%	23.6%	18.8%	81.2%
2018	12.3%	11.3%	15.6%	11.1%	14.8%	21.9%	22.9%	18.4%	81.6%
2019	12.0%	11.1%	15.3%	10.9%	16.3%	21.8%	22.8%	22.0%	96.9%
2020	11.6%	10.6%	15.1%	10.3%	17.8%	21.2%	22.0%	24.3%	109.6%
2021	11.5%	10.5%	15.2%	10.2%	18.6%	21.7%	22.6%	23.0%	101.3%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 49: Labor Force Demographics
ACS Category: High School Graduate (Includes Equivalency)

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	336,428	253,185	231,058	22,084	8.7%	75.3%
2018	337,794	252,784	232,655	19,714	7.8%	74.8%
2019	343,372	256,757	238,704	17,706	6.9%	74.8%
2020	348,927	258,776	239,015	19,655	7.6%	74.2%
2021	347,307	255,858	234,429	21,262	8.3%	73.7%
Northern Board Area						
2017	100,728	75,258	69,480	5,630	7.5%	74.7%
2018	102,711	76,518	71,273	5,138	6.7%	74.5%
2019	103,138	76,999	72,430	4,526	5.9%	74.7%
2020	104,939	78,814	74,374	4,391	5.6%	75.1%
2021	109,390	81,286	76,551	4,519	5.6%	74.3%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 50: Labor Force Demographics - Relative Comparisons
ACS Category: High School Graduate (Includes Equivalency)

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	28.9%	28.1%	31.5%	27.9%	33.9%	77.0%	76.9%	79.7%	103.4%
2018	28.7%	27.8%	31.8%	27.4%	33.7%	76.7%	76.5%	79.3%	103.3%
2019	28.7%	27.7%	31.9%	27.4%	34.6%	76.9%	76.7%	79.6%	103.5%
2020	28.5%	27.4%	32.3%	27.2%	34.1%	76.9%	76.3%	81.7%	106.6%
2021	28.3%	27.0%	32.3%	26.8%	32.9%	76.0%	75.4%	82.5%	108.7%
Northern Board Area									
2017	26.2%	25.4%	29.2%	24.9%	33.3%	23.0%	23.1%	20.3%	88.7%
2018	26.6%	25.6%	30.2%	25.1%	35.6%	23.3%	23.5%	20.7%	89.0%
2019	26.5%	25.4%	30.4%	25.0%	34.1%	23.1%	23.3%	20.4%	88.2%
2020	26.7%	25.6%	30.4%	25.4%	33.3%	23.1%	23.7%	18.3%	78.2%
2021	27.0%	25.6%	32.1%	25.3%	33.1%	24.0%	24.6%	17.5%	72.7%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 51: Labor Force Demographics
ACS Category: Some College or Associate's Degree

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	391,607	309,033	284,334	22,101	7.2%	78.9%
2018	396,110	312,320	290,538	19,473	6.2%	78.8%
2019	400,820	316,639	296,558	17,570	5.5%	79.0%
2020	404,845	318,201	295,599	20,113	6.3%	78.6%
2021	403,078	316,196	289,360	23,416	7.4%	78.4%
Northern Board Area						
2017	136,699	105,308	99,192	5,751	5.5%	77.0%
2018	136,755	105,827	101,023	4,478	4.2%	77.4%
2019	138,988	107,669	102,979	4,200	3.9%	77.5%
2020	137,863	107,055	102,590	3,874	3.6%	77.7%
2021	138,581	108,517	103,730	4,250	3.9%	78.3%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 52: Labor Force Demographics - Relative Comparisons
ACS Category: Some College or Associate's Degree

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	33.7%	34.4%	31.3%	34.3%	33.9%	74.1%	74.1%	79.4%	106.4%
2018	33.6%	34.3%	31.3%	34.3%	33.3%	74.3%	74.2%	81.3%	108.9%
2019	33.5%	34.2%	31.0%	34.1%	34.3%	74.3%	74.2%	80.7%	108.2%
2020	33.1%	33.7%	31.0%	33.6%	34.9%	74.6%	74.2%	83.8%	112.1%
2021	32.8%	33.4%	30.7%	33.1%	36.3%	74.4%	73.6%	84.6%	113.7%
Northern Board Area									
2017	35.6%	35.5%	36.0%	35.6%	34.0%	25.9%	25.9%	20.6%	81.2%
2018	35.4%	35.4%	35.6%	35.6%	31.0%	25.7%	25.8%	18.7%	73.9%
2019	35.7%	35.5%	36.4%	35.6%	31.7%	25.7%	25.8%	19.3%	76.0%
2020	35.1%	34.8%	35.8%	35.0%	29.4%	25.4%	25.8%	16.2%	64.2%
2021	34.2%	34.2%	34.3%	34.3%	31.1%	25.6%	26.4%	15.4%	60.1%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 53: Labor Force Demographics
ACS Category: Bachelor's Degree or Higher

	Population	Labor Force	Employment	Unemployment	Unemployment Rate	Labor Force Participation Rate
Southern Board Area						
2017	265,671	220,946	209,082	9,892	4.5%	83.2%
2018	274,384	228,620	217,158	9,341	4.1%	83.3%
2019	285,634	238,964	228,144	8,827	3.7%	83.7%
2020	300,071	252,130	239,308	10,037	4.0%	84.0%
2021	310,034	260,464	246,238	11,205	4.3%	84.0%
Northern Board Area						
2017	97,101	81,181	77,824	2,951	3.6%	83.6%
2018	99,250	83,061	80,101	2,617	3.2%	83.7%
2019	100,759	85,235	82,590	2,250	2.6%	84.6%
2020	104,911	88,943	85,794	2,542	2.9%	84.8%
2021	110,441	94,250	91,059	2,271	2.4%	85.3%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Table 54: Labor Force Demographics - Relative Comparisons
ACS Category: Bachelor's Degree or Higher

	Group as Percent of Area Total					Area Share of Statewide Group Total			
	Population	Labor Force	Not in Labor Force	Employed	Unemployed	Population	Employed	Unemployed	Unemployment Rate Ratio
Southern Board Area									
2017	22.8%	24.6%	16.9%	25.2%	15.2%	73.2%	72.9%	77.0%	105.3%
2018	23.3%	25.1%	17.1%	25.6%	16.0%	73.4%	73.1%	78.1%	106.5%
2019	23.8%	25.8%	17.2%	26.2%	17.2%	73.9%	73.4%	79.7%	108.1%
2020	24.5%	26.7%	17.2%	27.2%	17.4%	74.1%	73.6%	79.8%	107.9%
2021	25.2%	27.5%	17.5%	28.1%	17.4%	73.7%	73.0%	83.1%	113.2%
Northern Board Area									
2017	25.3%	27.4%	18.2%	27.9%	17.5%	26.8%	27.1%	23.0%	85.5%
2018	25.7%	27.8%	18.6%	28.2%	18.1%	26.6%	26.9%	21.9%	82.1%
2019	25.9%	28.1%	18.0%	28.5%	17.0%	26.1%	26.6%	20.3%	77.3%
2020	26.7%	28.9%	18.6%	29.3%	19.3%	25.9%	26.4%	20.2%	77.5%
2021	27.3%	29.7%	18.5%	30.1%	16.6%	26.3%	27.0%	16.9%	63.4%

Data from US Census Bureau, American Community Survey Table S2301, 5-year averages

Education Level	Labor Force	Employed	Unemployed	Labor Force Participation	Unemployment Rate
Grade 11	18,381	16,756	1,625	63.0%	8.8%
12th grade - no diploma	41,916	38,389	3,527	61.5%	8.4%
GED or alternative	53,149	47,568	5,581	72.6%	10.5%

Education Level	Labor Force	Employed	Unemployed	Labor Force Participation	Unemployment Rate
credential					
Regular high school diploma	361,914	341,365	20,549	76.9%	5.7%
Some college, but less than 1 year	115,019	109,272	5,747	80.2%	5.0%
1 or more years of college credit, no degree	246,175	231,885	14,290	78.8%	5.8%
Associate's degree	128,493	123,694	4,799	79.7%	3.7%
Bachelor's degree	264,386	255,063	9,323	83.0%	3.5%
Master's degree	91,617	89,713	1,904	85.9%	2.1%

Examining the impact of education on Nevada's labor market, it is clear that labor market outcomes are better for individuals with higher levels of education. Unemployment rates typically fall and labor force participation rates tend to rise with increasing levels of education. A couple of points of discontinuity in this data are interesting. First, education is typically reported as "high school degree or equivalent." However, in Nevada, outcomes for individuals with a GED or alternative credential are more mixed than for individuals with a regular high school diploma. Compared to those with no equivalent credential, individuals with a GED or alternative credential have significantly higher rates of labor force participation which are nearly on par with those for individuals with a regular high school degree. But the unemployment rate for individuals with a GED or alternative credential is the highest of any group. Combining these factors suggests that individuals with a GED or alternative credential are engaged in comparable levels of work search and participation, but face higher barriers in terms of successfully finding and/or retaining employment. Second, there is a notable shift in the unemployment rate between those who have some college credit but no degree and those who have an Associate's degree or higher, again with comparable labor force participation, though this education level is often combined into "Some college or Associate's degree." This indicates that there may be additional value in helping high school students to complete a regular degree, not a GED or alternative credential, and that encouraging students to complete a minimum of an Associate's degree would help improve labor market results on these margins.

C. COMPARISON OF ECONOMIC AND WORKFORCE ANALYTICAL CONCLUSION. DESCRIBE AREAS OF OPPORTUNITY FOR MEETING HIRING, EDUCATION, AND SKILLS NEEDS IDENTIFIED

IN THE ECONOMY COMPARED TO THE ASSETS AVAILABLE IN THE LABOR FORCE IN THE STATE.

Due in part to the high concentration of leisure and hospitality jobs in the state, Nevada has the highest concentration of jobs in the nation for which there is no formal educational requirement. But as the state has rebounded from the COVID pandemic, the areas where the state has the most rapid job growth are outside the leisure industry, increasing the demand for skilled workers. In particular, logistics, manufacturing, health care, and professional services are seeing some of the most rapid growth in the country. Similarly, the construction industry has seen ongoing, steady growth, with employment levels finally rebounding near levels seen 20 years ago during the housing boom in the state (though on a more sustainable and less explosive pace). Finally, Nevada has the opportunity for significant investment in mining and extraction, with several sites in the state that are among the largest identified lithium deposits in the world. Each of these industries has varying skill needs beyond the "no formal educational credential" level.

Like many states, the number of job openings in Nevada increased rapidly during the recovery from the pandemic, significantly outpacing estimates of the total number of unemployed people in the state. With an unemployment rate slightly over 5 percent, the labor market is balanced near the natural rate of unemployment, so there is not a large pool of workers to meet the specific requirements of every job opening. At present, the number of jobs is growing by roughly 50,000 each year. The total number of awards conferred by NSHE institutions was a little over 22,000 in award year 2022-2023, WIOA Adult, Youth, and Dislocated Worker programs served a total of about 6,000 participants, with about 28,000 additional participants served through Wagner-Peyser programs (with about 1,700 of those receiving training).

The volume of people currently receiving awards through NSHE each year, as well as the number of participants being served and receiving training through WIOA programs suggests that there is room to continue expanding these programs, particularly in nondegree certifications to help support the logistics, manufacturing, health care, construction, and mining industries. For NSHE institutions, the professional services, health care, and mining industries have significant areas of opportunity for students receiving postsecondary awards. Similarly, research and development in the extraction, use, and recycling of lithium could provide a unique value to Nevada as the state continues to build on its unique position in an emerging industry.

The growing need for skilled workers is being addressed through activities provided by each of the core partners:

- Title I – Occupational training and related supportive services.
- Title II – Provide foundational education services that allow unskilled workers to skill up and enter occupational training concurrently with adult education.
- Title III – Connects employers with qualified individuals by maintaining job search data and direct work with employers on job needs.
- Title IV – Education and training activities for individuals with disabilities including providing evaluation of necessary accommodations and support throughout education and training, as well as upon employment.

- DWSS – The Workforce Development Unit provides eligible individuals with screening and assessment to remove barriers, career exploration, workforce preparation skills, access to occupational training, and job placement services.

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

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

A. THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES

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

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

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

B. THE STRENGTHS AND WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

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

C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

A. The State's Workforce Development Activities: Nevada has developed a comprehensive range of workforce development programs to address the diverse needs of its population and promote economic growth. These programs are carried out through the American Job Centers branded as EmployNV Career, Youth or Business Hubs and/or other Nevada agencies. Below is an overview of the programs:

Programs directly operated, or co-located within EmployNV Career, Youth or Business Hubs:

1. Title I Adult: This program offers employment and training services to adults, with a focus on enhancing skills and securing suitable employment.

2. Dislocated Worker: The Dislocated Worker program provides support to individuals who have been laid off or terminated due to business closures, mass layoffs, or other economic factors. It offers reemployment assistance, training, and job placement services.

3. Youth: Nevada's Youth program aims to assist young individuals, especially those facing employment barriers, in developing skills, completing education, and gaining work experience. It provides various services such as career counseling, job readiness training, and paid work experience opportunities.

4. Title II Adult Education: This program focuses on adult education and literacy, providing resources for individuals to improve their basic literacy skills, obtain a high school equivalency diploma, or enhance their English language proficiency.

5. Title III Wagner Peyser: The Wagner Peyser program supports employment services and labor exchange activities. It connects job seekers with employers, facilitates job matching, and provides valuable labor market information.

6. Business Services: Nevada's Business Services program assists employers in finding qualified candidates, accessing training resources, and meeting their workforce needs. It offers services such as recruitment assistance, job fairs, and incumbent worker training programs which includes Silver State Works, an incentive program for businesses hiring new employees.

7. Title IV Vocational Rehabilitation: The Vocational Rehabilitation program aims to empower individuals with disabilities by helping them overcome employment barriers and achieve greater independence. It provides vocational assessment, training, job placement support, and assistive technology services.

8. TANF and SNAP: Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Program (SNAP) offer support to eligible individuals and families to meet their basic needs. These programs may provide job search training, education opportunities, and supportive services to enhance self-sufficiency.

9. Jobs for Veterans State Grants (JVSG): Nevada administers JVSG to support employment and training services specifically tailored for veterans. Veterans receive priority of service for job search assistance, vocational guidance, training and employer outreach to help veterans secure meaningful employment.

10. Unemployment Compensation programs

11. Trade Adjustment Assistance programs

12. Career Enhancement Program (CEP) –The Career Enhancement Program (CEP) is a state funded program to assist job seekers and businesses. 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.

Other programs / agencies supporting workforce development activities:

1. Governor's Office of Workforce Innovation (OWINN): OWINN aims to drive a skilled, diverse, and aligned workforce in Nevada by fostering cooperation and collaboration among workforce development entities. It focuses on preparing K-12 students for college and career success, increasing postsecondary degree attainment, and improving employment outcomes in training and credentialing programs. OWINN's coordinated approach ensures a skilled workforce pipeline to meet Nevada employers' needs.
2. Governor's Office of Science, Innovation, and Technology (OSIT): This agency promotes and aligns efforts by K-12 and higher education, workforce development, and employers to improve science, technology, engineering, and mathematics (STEM) education and STEM workforce development so that Nevada's workforce can meet the demands of its growing STEM industry. OSIT offers professional development, consultation, and grant funding to schools, informal education partners, and workforce training providers to support pathways into Nevada's STEM workforce, starting in kindergarten.
3. Governor's Office of Economic Development (GOED): Created during the 2011 session of the Nevada Legislature, the Governor's Office of Economic Development is the result of a collaborative effort between the Nevada Legislature and the Governor's Office to restructure economic development in the state. GOED's role is to promote a robust, diversified and prosperous economy in Nevada, to stimulate business expansion and retention, encourage entrepreneurial enterprise, attract new businesses and facilitate community development.
4. Industry sector councils: bring together decision makers from business, government, education, labor, and industry professional groups to identify and address the delivery of industry-specific training and workforce development initiatives in support of the economic development of the state.

Programs connected to the comprehensive EmployNV Career Hubs:

1. Career and Technical Education (Perkins' postsecondary career and technical programs receive job seekers from EmployNV Career Hubs)
2. Community Services Block Grant
3. Indian and Native American programs
4. HUD Employment and Training programs
5. Job Corps
6. National Farmworker Jobs program
7. Senior Community Service Employment program
8. YouthBuild
9. Reentry Employment Opportunities (REO)

These comprehensive workforce development programs encompass a broad spectrum of services and activities aimed at supporting education, training, job placement, and the elimination of employment barriers for diverse target populations. The programs collectively offer a wide range of services designed to empower individuals, enhance their employability,

and cater to the needs of both job seekers and employers. These services include, but are not limited to:

1. Employment and Career Support: These programs provide job search assistance, resume development, interview skills training, and career counseling to help individuals effectively navigate the job market and secure suitable employment.
2. Skills Training and Enhancement: Programs offer various training opportunities, including vocational skills training, apprenticeships, on-the-job training, and customized training programs. These initiatives aim to equip individuals with the skills and knowledge necessary to excel in their chosen career paths.
3. Educational Opportunities: The workforce development programs offer educational support, such as adult literacy classes, high school equivalency preparation, English as a Second Language (ESL) instruction, and access to postsecondary education. These initiatives enable individuals to improve their educational qualifications and expand their career prospects.
4. Financial Assistance: Some programs provide temporary financial assistance to eligible individuals and families in need. This assistance may include cash support, vocational training grants, education support, child care assistance, transportation support, and other supportive services that address financial barriers to employment.
5. Support for Specific Populations: The workforce development initiatives target specific populations, such as individuals with disabilities, veterans, and TANF recipients. These programs offer tailored services, including vocational rehabilitation, specialized job search assistance, career counseling, and employer outreach, to address the unique needs and challenges faced by these groups.
6. Employer Engagement and Support: To meet the workforce needs of employers, workforce development programs provide business support services. These include recruitment assistance, job posting platforms, job fairs, workforce consulting, and access to financial incentives or tax credits for hiring and training qualified candidates.
7. System engagement activities: System partners engage in outreach and engagement activities, including specialized workforce events and participation in community events. They also convene stakeholders and subject matter experts to foster collaboration and effective workforce development strategies. Public forums provide platforms for public input and discussions related to workforce development.

By offering this comprehensive array of services, the workforce development initiatives aim to empower individuals, bridge skills gaps, facilitate job placement, and foster economic growth by connecting qualified individuals with employers in need of a skilled workforce.

B. The Strengths and Weaknesses of Workforce Development Activities:

1. Employment and Career Support:
    a. Strengths:
        i. Programs have Career Navigators available to work with participants.

ii. Workforce partners have multiple instruments available for career interest identification.

iii. Multiple partners provide assistance with resume writing and interview skills.

iv. Geographic diversity of the career hubs provides access to workers with skills relevant to the regional business sectors germane to those areas.

b. Weaknesses:

i. Limited resources and funding to adequately serve the potentially eligible population.

ii. Difficulty hiring, training, and retaining skilled staff often results in the inability to serve participants in a timely manner.

iii. Limited access to workforce development services and public transportation in rural Nevada.

iv. Inadequate access to affordable and safe child care for working families.

v. Specific populations with historically higher than average unemployment rates, including 16–24-year-old African American males, Latinx males, single mothers, and people with disabilities, lack direct system engagement to reduce their barriers to unemployment.

2. Skills Training and Enhancement:

a. Strengths:

i. All workforce system partners utilize the list created for in-demand occupations by the Nevada Governor's Office of Economic Development.

ii. A list of apprenticeship contacts is maintained by the State of Nevada Department of Business & Industry Office of the Labor Commissioner.

iii. Occupational skills training offered in partnership with adult education provides a faster path to employment by enabling participants to complete basic skills and occupational skills simultaneously.

b. Weaknesses:

i. Limited resources and funding to adequately serve the potentially eligible population.

ii. Lack of integrated employment and training management information systems.

iii. Coordination of effort is lacking between partners.

iv. A shortage of training opportunities and service providers (specifically medical, and psychological), and transportation and employment support options in rural Nevada.

3. Educational Opportunities:
    a. Strengths:
        i. Educational services that are cost-effective and result in over 50% of participants achieving a Measurable Skills Gain.
        ii. Title II funded providers include all community colleges within Nevada's System of Higher Education (NSHE).
        iii. Education services can be delivered on-site for employers.
        iv. Educational services are effectively provided to large immigrant and refugee populations.
        v. Distance education enrollment drastically expanded during the pandemic and has continued to increase.
        vi. Enrollment has returned to almost pre-pandemic levels.
    b. Weaknesses:
        i. Limited resources and funding to adequately serve the potentially eligible population.
        ii. Limited access to vocational training opportunities that lead to employment.
        iii. Duplication of effort
        iv. A very low percentage of the individuals in Nevada, identified through U.S. Census data as needing services are being served.
        v. Only seven local programs are currently funded for the Title II adult education program which limits the reach of the programs.
        vi. The AEFLA and the state only funded Adult High School Diploma programs are disconnected which means that approximately 14,000 individuals served through the state funded program are not reported in AEFLA.
        vii. There is an absence of a statewide career pathways system with on-ramps available for Title II students.
        viii. Current IET offerings are dependent upon cooperation between AEFLA-funded programs and occupational training providers which limits the ability of programs to expand the IET services available.
4. Financial Assistance:
    a. Strengths:
        i. Multiple workforce system partners are able to provide financial support to assist participants with needs such as transportation, child care, and training.

b. Weaknesses:

    i. Limited resources and funding to adequately serve the potentially eligible population.

    ii. Inadequate access to affordable and safe child care for working families who are not receiving financial assistance.

5. Support for Specific Populations:

    a. Strengths:

        i. Vocational Rehabilitation (VR) provides incentives including information and assistance in applying for tax credits, workplace sensitivity training, and no cost community-based assessment and internships to businesses. VR also supports on-the-job training, job coaching and onboarding activities for as long as needed to ensure successful placement for the client.

        ii. VR supports the fast-track hiring of people with disabilities through the Schedule A and Nevada's 700-hour program. State legislation authorizes giving priority in hiring individuals with disabilities.

        iii. TANF recipients receive a full array of supportive services for employment readiness and work activities, which include transportation, child care, job search, employment-related clothing, adaptive technology and equipment, special needs, and access to domestic violence services, mental health and substance abuse treatment services.

        iv. TANF recipients receive professional workforce development that provide comprehensive career assessments and planning strategies adopted from current industry standards and practices that have been proven successful.

        v. The SNAPET program is available to all eligible SNAP recipients and the program operation flexibility allows education and skill attainment to be prioritized.

        vi. Educational services are effectively provided to large immigrant and refugee populations.

        vii. Staff working with participants are diverse and often multilingual.

        viii. Agency websites are available in multiple languages.

        ix. The Governor's Workforce Development Board's Barriers and Underserved Populations Subcommittee has a focused effort to connect supportive programs to populations with historically high unemployment rates, including 16–24-year-old African American males, Latinx males, single mothers, and people with disabilities.

    b. Weaknesses:

i. Limited resources and funding to adequately serve the potentially eligible population.

ii. A duplication of effort with workforce partners.

iii. The need for increased alignment of existing resources. Improvement is needed in effective and focused organization and coordination of programs, services, and resources.

iv. The inability to fully match federal sec.110 Rehabilitation Act grant funds, which has led to the relinquishment to the federal government of a total of $ 6.9 million in FFY 21 and $9.5 million in FFY 22.

v. A shortage of training opportunities and service providers (specifically medical and psychological) and transportation and employment support options in rural Nevada.

vi. Continual challenges with access in rural Nevada, of which improved transportation and technology would address to some degree.

vii. Challenges to impact the shortages of qualified staff when there are no universities producing Vocational Rehabilitation graduates in the state of Nevada.

viii. The population served includes individuals with the most significant barriers to employment and agencies some lack the capacity to address many of the barriers. (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, domestic violence, and substance abuse issues).

ix. The federal TANF work participation rate performance measures focus on countable work activities within prescribed time limitations and quick engagement in employment. This results in TANF recipients being employed in low wage, often part-time jobs with limited stability. An investment in education and skill attainment activities would expand a recipient's capacity for long-term employment with wage gain.

x. 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.

xi. The expansion of the 50 percent reimbursement program is slow due to the need to identify eligible match funds.

xii. Approval process of new activities and programs.

xiii. Inadequate access to affordable and safe child care prevents parents from entering the labor force. This makes working parents and/or single

parents a high unemployment rate population because they sacrifice a career to take care of their children.

6. Employer Engagement and Support:
    a. Strengths:
        i. A robust database of skilled qualified workers is maintained by the Nevada Workforce system.
        ii. Business Solutions Account Managers in northern and southern Nevada work closely with state and local economic development organizations to meet the recruitment and staffing needs of companies that are considering relocating to and/or opening new facilities in Nevada.
        iii. Vocational Rehabilitation (VR) has established strong relationships with businesses through its Employer Engagement Team.
        iv. Education services can be delivered on-site for employers.
        v. OWINN has conducted multiple surveys to the business community to increase government outreach and build connections with the private sector.
        vi. Increased collaboration with chambers of commerce, regional development authorities, and economic development agencies pertaining to workforce development priorities in priority sectors.
    b. Weaknesses:
        i. Limited resources and funding to adequately provide employer engagement and support.
        ii. Multiple partners contacting employers without coordinating efforts.
        iii. Deficiencies of sufficient promotional resources to improve the service penetration in the business communities. Private sector's lack of awareness of workforce programs leads to underutilization of programs.
7. System engagement activities:
    a. Strengths:
        i. Co-location of core partners within the One Stops and/or affiliate sites.
        ii. The exchange of best practices between partners.
        iii. Collaboration and coordination of the local Workforce Development Boards with the state.
        iv. The local and state Workforce Development Boards' access to public officials, governing bodies and other stakeholders.
        v. The diversity of stakeholder perspectives.

vi. The Nevada P-20 to Workforce Research Data System (NPWR) is the State's longitudinal data system. Over the past year, NPWR has added many new data-sharing partners and continues to modernize statewide data collection and analysis.

b. Weaknesses:

i. Lack of integrated employment and training management information systems.

ii. Duplication of efforts.

iii. Challenges with formalizing a system for tracking referrals and co-enrollments led to local efforts lacking a statewide focus.

iv. The state continues to lack an integrated 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, integrated system would address.

v. Limited resources and funding to create common intake and data sharing systems.

vi. The competition between multiple partners seeking the same state general funds and opportunities.

vii. The need for increased alignment of existing resources. Improvement is needed in effective and focused organization and coordination of programs, services, and resources.

viii. Opportunity for increased community awareness of available programs and services.

ix. Difficulty hiring, training, and retaining skilled staff.

x. Lack of colocation of core programs (Title I-IV) in affiliate sites.

xi. Administrative redundancies of sub-recipient work.

xii. Limited access to workforce development services and public transportation in rural Nevada.

Nevada's current workforce system is structured to:

- Connect Nevadans to jobs and supportive services.
- Improve integration of education and workforce data to produce high-quality, relevant labor market information.
- Provide education and training opportunities that result in achieving self-sustaining jobs and careers.
- Support employer services and business expansion.

- Support business retention by promoting skill upgrade opportunities for incumbent workers.

C. State Workforce Development Capacity

The Nevada workforce system is working to increase capacity through the effective use of partner resources. This includes a focus on increased collaboration and the reduction of duplication of effort within the following activities:

1. Employment and Career Support: The Nevada workforce system has the capacity to provide job search assistance, resume development, interview skills training, and career counseling to individuals through the core partners, as well as the required one stop partners. These activities are provided both online and in-person.

2. Skills Training and Enhancement: The Nevada workforce system has the capacity to offer various training opportunities, including occupational skills training, apprenticeships, on-the-job training, and customized training programs. The focus is on high demand, short-term training provided through core programs partnering with postsecondary education programs, as well as for-profit training providers. Capacity is limited by the availability of training funds and staffing.

3. Educational Opportunities: The workforce development programs offer educational support, such as adult literacy classes, high school equivalency preparation, English as a Second Language (ESL) instruction, and access to postsecondary education. These activities are primarily provided by Title II programs, with capacity limited due to the number and location of funded providers. Capacity is increased by a non-WIOA funded adult high school program that is offered in fourteen counties.

4. Financial Assistance: Some programs within the Nevada workforce system provide temporary financial assistance to eligible individuals and families in need. This assistance may include cash support, vocational training grants, education support, child care assistance, transportation support, and other supportive services that address financial barriers to employment. Failure to use braided funding within some agencies has caused a lessening of capacity and a duplication of effort.

5. Initiatives to Support Specific Populations: Initiatives within the Nevada workforce system target specific populations, such as individuals with disabilities, veterans, and TANF recipients. These initiatives increase capacity by offering tailored services, such as specialized job search assistance, career counseling, and employer outreach through Vocational Rehabilitation, to address the unique needs and challenges faced by individuals with a disability.

6. Employer Engagement and Support: The Nevada workforce system meets the workforce needs of employers through workforce development programs that provide business support services. These include recruitment assistance, job posting platforms, job fairs, workforce consulting, and access to financial incentives or tax credits for hiring and training qualified candidates.

7. System engagement activities: The capacity of the Nevada workforce system is increased through system partners engaging in outreach and engagement activities, including

specialized workforce events and participation in community events. System partners also convene stakeholders and subject matter experts to foster collaboration and effective workforce development strategies. Public forums provide platforms for public input and discussions related to workforce development.

B. STATE STRATEGIC VISION AND GOALS

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

1. VISION

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

2. GOALS

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

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

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

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

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

3. PERFORMANCE GOALS

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

4. ASSESSMENT

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

Nevada’s Strategic Vision for the Workforce Development System

As Nevada economically recovers from the COVID-19 pandemic and faces myriad workforce related challenges, the state's renewed focus on the development of a knowledge based and technologically advanced economy presents great promise for gainful and sustainable jobs that will raise Nevadans to their highest levels of self-sufficiency. To prepare Nevada’s workforce for that future, educational institutions and workforce development agencies must work in tandem with state and local economic development planning efforts to develop demand-driven curriculum, certificate programs, programs of study, and internship opportunities that will best prepare students and potential employees to work and succeed in Nevada’s most promising sectors and industry clusters. To deliver this vision, Nevada will establish a unified, flexible, and accountable workforce system through the collaboration of business, industry, education, labor, and citizens. The workforce system must consist of a responsive network of core programs and community partnerships that increase access to and opportunities for employment, education, training, and support services, especially for individuals with the greatest barriers to employment.

Nevada's Goals for Preparing an Educated and Skilled Workforce

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

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

Goals for meeting the Skilled Workforce Needs of Employers

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

1. Population: The Nevada Workforce System will increase engagement with groups who have high unemployment and/or low labor force participation.

Strategies:

1. Work with employers to ensure target populations gain the skills needed for in-demand jobs.
2. Partner with organizations already serving the targeted populations to increase recruitment and outreach.
3. Increase supportive services to remove barriers to employment.
4. Identify, implement, and expand best practices within Nevada.

5. Use braided funding to increase services available to historically underserved populations.
6. Expand the use of Apprenticeships.
7. Establish common practice on collecting barriers to employment.

Measurements:

1. Identify the baseline participation within Titles of populations that have historically high unemployment or low labor force participation.
2. Establish goals for future participation rates.
3. Track progress towards implementation of strategies.

2. Alignment: The Nevada Workforce System will increase the operational alignment of services among required partners.

Strategies:

1. Assess activities provided, responsible partner, and the partner with the expertise to provide such activities.
2. Reduce duplication of effort for each activity by identifying roles more clearly within the Nevada workforce system.
3. Identify those activities required by law vs additional activities and determine the value of activities provided that are not required.
4. Provide ongoing frontline training and make information readily available to all partners within the Nevada workforce system regarding the activities and roles of each partner.
5. Work with economic development and regional development authorities to identify critical workforce skills and close skills gaps to ensure training services fulfill the needs of existing businesses and businesses looking to relocate to Nevada.

Measurements:

1. Completion of assessment of activities.
2. Measure duplication of services and evaluate.
3. Measure of consistent participation in cross training for staff

3. Collaboration: The Nevada Workforce System will improve collaboration between required partners through the use of common processes and systems.

Strategies:

1. Create a universal referral tracking system.
2. Provide systemic common intake.
3. Increase referrals and co-enrollments between workforce system partners.

4. Identify opportunities for core partners to serve employers more effectively.
5. Creation of innovative partnerships that braid funding as appropriate.

Measurements:

1. A common referral tracking system developed and implemented.
2. Number of referrals between core partners.
3. Progress on common intake.
4. Tracking of intentional braided funding.

Assessment

The Nevada workforce system will assess the overall effectiveness of the system and promote continuous improvement with a focus on the three overarching goals, as well as the strategies associated with each goal. This assessment will include both internal reporting and reporting to the Governor's Workforce Development Board of performance measures and progress toward implementation of key strategies, including greater collaboration and reduction of duplication of effort.

The following actions will be used in the assessment of the overall effectiveness of the system:

- 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).
    - Progress on the goals and strategies identified in the plan will be reported at each Governor's Workforce Board meeting by all WIOA core and partner programs. For instance, the report will include progress on development and implementation of the referral system. Another example would be progress toward increasing co-enrollments between partner programs.
- Stakeholder feedback: Feedback from system partners will improve customer service, employer service, partner collaboration, and provide a means to gather qualitative system intelligence.
    - Titles I and III engage job seekers and employers to obtain feedback on the effectiveness of the system as well as gaps in service delivery.
    - Title II obtains feedback from local program staff and students to enhance the quality of services provided or identify additional needed services.
    - Title IV receives feedback from clients and employers to strengthen the quality of services provided.
    - All titles will regularly communicate to provide feedback to each other to improve services.
- Analysis: Reporting will form the basis of analysis which will improve understanding of system operation and provide insight into increased efficiencies. System baselines and

goals will be used to evaluate the effectiveness of different initiatives and programs.

    - The data and information reported to the Governor's Workforce Development Board (GWDB) is used by each partner program to evaluate the effectiveness of the program including the status of meeting federal targets. In addition, the partner programs use data reported to the GWDB to analyze progress toward implementation of the strategies within the state plan.

- 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. Opportunities for improvement can be identified by analyzing the data, and system baselines and goals can be established to measure the effectiveness of planned changes.

    - All partner programs will use the feedback, along with the analysis of data and progress toward meeting the goals and federal targets, to determine the extent to which continuous improvement is achieved.

Titles I, II, III, and IV met all federal performance targets for the last full program year reported. In addition, the collaboration between partners is greater than ever before with work taking place to bring all core partners and other partners into the state longitudinal data system for data matching, build an interface that would automatically connect demographic and assessment data between titles, and develop a uniform system to increase co-enrollments. These steps show a greater effectiveness in program alignment and should lead to continuous improvement.

C. STATE STRATEGY

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

1. DESCRIBE THE STRATEGIES THE STATE WILL IMPLEMENT, INCLUDING INDUSTRY OR SECTOR PARTNERSHIPS RELATED TO IN-DEMAND INDUSTRY SECTORS AND OCCUPATIONS AND CAREER PATHWAYS, AS REQUIRED BY WIOA SECTION 101(D)(3)(B), (D). "CAREER PATHWAY" IS DEFINED AT WIOA SECTION 3(7) AND INCLUDES REGISTERED APPRENTICESHIP. "IN-DEMAND INDUSTRY SECTOR OR OCCUPATION" IS DEFINED AT WIOA SECTION 3(23)

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE TO THE STATE TO ACHIEVE FULLY INTEGRATED CUSTOMER SERVICES CONSISTENT WITH THE STRATEGIC VISION AND GOALS DESCRIBED ABOVE. ALSO DESCRIBE STRATEGIES TO STRENGTHEN WORKFORCE DEVELOPMENT ACTIVITIES IN REGARD TO WEAKNESSES IDENTIFIED IN SECTION II(A)(2)

1. Aligning Sector Strategies and Career Pathways – Statewide workforce coordinating agency

In alignment with Nevada Perkins V State Plan and the Nevada Governor's Office of Economic Development, the following common definitions of high-skill, high-wage, and in-demand careers are provided below:

- High-skill occupation as occupations in Nevada that require the completion of an apprenticeship, industry-recognized certificate or credential, or a postsecondary certificate or degree beyond the secondary level;
- High-wage occupation is career pathways and skill development that lead to occupations in Nevada that pay at least the living wage as identified by the Massachusetts Institute of Technology (MIT) Living Wage Calculator for a family of three with one child (in December 2023, this is $34.08 per hour);
- In-demand occupations are occupations that are identified as high need in the State and published by GOED and the Nevada Department of Employability, Training, and Rehabilitation's (DETR) Research and Analysis Bureau.

The Governor's Office of Workforce Innovation (OWINN) is the statewide workforce agency that helps drive a skilled, diverse, and aligned workforce by promoting cooperation and collaboration among all entities focused on workforce development. OWINN's top objectives are to 1) Equip the Nevada workforce with the soft and technical skills needed for employment; 2) Reduce the workforce shortage by increasing labor force participation; and 3) Diversify the economy by building a skilled and ready workforce aligned with regional in-demand sectors and occupations. OWINN's actions to achieve these objectives are 1) Convene and collaborate to increase community engagement; 2) Identify best practices with data-driven solutions; and 3) Implement programming that builds a Nevada that works for everyone.

The primary functions of OWINN are to administer the Governor's Workforce Development Board, oversee the state longitudinal data system, Nevada P-20 to Workforce Research Data system (NPWR), and implement innovative workforce development programming in collaboration with statewide partner agencies. OWINN maintains meaningful partnerships with organizations such as the Nevada Department of Education, the Governor's Office of Economic Development, the Nevada System of Higher Education, business and industry, labor, Attorney General's Office, the state's two local workforce development boards, regional chambers of commerce, regional economic development authorities, nonprofit organizations, the National Governor's Association, the National Skills Coalition, and most importantly, Nevada's employees and employers.

OWINN actively manages and seeks out competitive federal grant funding opportunities to support Nevadans. These grants are targeted to support individuals such as underrepresented communities, dislocated workers, underemployed or unemployed, new job seekers and limited English proficient adults to obtain the necessary skills and credentials needed for in-demand, high growth industries in Nevada. Through three grants in the past two years, OWINN has supported 1,925 individuals in upskilling/reskilling training opportunities that lead to new career pathways and prospects that further the well-being of the participant and their families.

Career Pathways Labor market information is used to determine career pathways needed for the K-12 Career and Technical Education Level, as well as postsecondary level education

programs within Nevada. The workforce system uses the career pathways identified to provide short- and long-term training for participants resulting in Industry Recognized Credentials. Industry clusters identified as high demand in Nevada, for which career pathways have been developed include healthcare, manufacturing and logistics, information technology (IT), and tourism and hospitality.

2. Aligning the Core Programs

Each of the core programs and other combined state plan partner programs will utilize the following strategies to align Nevada's workforce system with the state's overarching goals to achieve fully integrated customer services:

1. The Nevada Workforce System will increase engagement with groups who have high unemployment and or low labor force participation.
    a. Work with employers to ensure target populations gain the skills needed for in-demand jobs.
    b. Partnering with organizations already serving the targeted populations to increase recruitment and outreach.
    c. Increase supportive services to remove barriers to employment.
    d. Identify, implement, and expand best practices within Nevada.
    e. Use braided funding to increase services available to historically underserved populations.
    f. Expand the use of Apprenticeships.
    g. Establish common practice on collecting barriers to employment.
2. The Nevada Workforce System will increase the operational alignment of services among required partners.
    a. Assess activities provided, responsible partner, and the partner with the expertise to provide such activities.
    b. Reduce duplication of effort for each activity by identifying roles more clearly within the Nevada workforce system.
    c. Identify those activities required by law vs additional activities and determine the value of activities provided that are not required.
    d. Provide ongoing frontline training and make information readily available to all partners within the Nevada workforce system regarding the activities and roles of each partner.
3. The Nevada Workforce System will improve collaboration between required partners through the use of common processes and systems.
    a. Tracking and referral system.
    b. Common intake.

c. Increase referrals and co-enrollments between workforce system partners.

d. Identify opportunities for core partners to serve employers more effectively.

e. Creation of innovative partnerships that braid funding as appropriate.

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

Nationwide the focus has been on closing the middle-skill gap for jobs requiring training beyond high school, but not a traditional four-year college degree. States can drive innovation and close the middle-skill gap by setting a bold goal for the number of residents to be trained with market-ready skills; changing perceptions of middle-skill jobs; making sure training dollars go toward in-demand credentials aligned with real jobs; identifying how community colleges and public universities are filling the gap; attending local workforce development board meetings to hear their plans to close the middle-skill gap; and convening industry leaders in a partnership targeting open middle-skill positions. State strategies for closing middle-skill gaps include Nevada's regional workforce area sector councils, career pathways and counting middle-skill credentials. Nevada's middle-skill gap may not be as wide as other states due to having a large number of low-skill jobs. This will require Nevada to target industries or occupations specifically with gaps to ensure jobs are available for those completing middle-skill training and education programs. Local boards can 1) concentrate on middle-skills jobs that provide decent wages, a pathway to a lifetime career, and are persistently hard to fill; 2) ensure that when in-demand middle-skill gaps are identified for the local area, training programs are available or recruited for the ETPL; 3) provide soft skills training for participants such as workplace behavior and effective communication; and 5) provide employer services to employers including work-based training opportunities (e.g., on- the job training).

Vocational Rehabilitation works closely with the State of Nevada Chief Economist, David Schmidt, to give periodic updates to our counselors and staff on in demand careers in the state of Nevada. VR combines this information along with the stated preferences, assessment outcomes for interest and aptitude of the individual to create the best fit and long term outcomes. VR also trains their staff to ensure that they are providing individuals with disabilities with training that will result in a recognized credential or measurable skill gain, as that is the best predictor of long term success.

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

1. Work with employers to ensure target populations gain the skills needed for in-demand jobs.

2. Partnering with organizations already serving targeted populations to increase recruitment and outreach.

3. Increasing supportive services for individuals with barriers to employment to include the Jobs for Veterans State Grant (JVSG). JVSG funding supports the Disabled Veterans' Outreach Program (DVOP) and the Local Veterans Employment Representative (LVER) positions. Services provided are directed to help eligible individuals find employment

or job training programs with WIOA and state partners. Eligible individuals receive Priority of Service for all activities to maximize positive results in full-time employment.

4. Identify, implement, and expand best practices within Nevada.
5. Use braided funding to increase services available to historically underserved populations.
6. Expanding the use of apprenticeships.
7. Establish common practice on collecting barriers to employment.
8. Assess activities provided, responsible partner, and the partner with the expertise to provide such activities.
9. Reduce duplication of effort for each activity by identifying roles more clearly within the Nevada workforce system.
10. Identify those activities required by law vs. additional activities and determine the value of activities provided that are not required.
11. Provide ongoing frontline training and make information readily available to all partners within the Nevada workforce system regarding the activities and roles of each partner.
12. A referral tracking system.
13. Common intake.
14. Identify opportunities for core partners to serve employers more effectively.
15. Increase referrals and co-enrollments between workforce system partners.
16. Creation of innovative partnerships that braid funding as appropriate.

III. OPERATIONAL PLANNING ELEMENTS

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

A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include–

1. STATE BOARD FUNCTIONS

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

State Strategy Implementation

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

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

State Board Functions

The Governor's Workforce Development Board (GWDB) was established in accordance with sec. 111 of the WIA, as reauthorized in sec. 101 of the WIOA. The GWDB is codified in ExecutiveOrder 2015-08, and further outlined in Executive Order 2016-08. The GWDB also maintains an executive committee. The board oversees the industry sector councils referenced in section II of this state plan. The GWDB meets every other month, and holds its meetings pursuant to Nevada's Open Meeting Law, NRS 241.020, ensuring transparency and allowing for public participation and comment. The sector councils also conduct their meetings publicly per NRS 241.020.

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:

- 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.

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

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

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

- 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.
- 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.
- 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:

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

- Guidance for the allocation of one-stop center infrastructure funds under sec. 121(h).
- Policies relating to the appropriate roles and contributions of entities that carry 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:

- 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).
- Accelerate the acquisition of skills and recognized postsecondary credentials by participants.
- Strengthen the professional development of providers and workforce professionals.
- 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.

State Board Composition

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

1. The governor (or his/her designee).
2. One member from each chamber of the Nevada state legislature, who shall be appointed by the appropriate presiding officer of that chamber.
3. Two or more chief elected officials, who shall collectively represent cities and counties.

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

5. Representatives of the workforce and labor, who shall comprise no less than 20 percent of the state board, and shall include representatives of labor federations, labor organizations, and joint labor management or apprenticeship programs. Additional representatives may include representatives of community-based organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of individuals with barriers to employment, including organizations that serve veterans or that provide or support competitive, integrated employment for individuals with disabilities; and representatives of organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of eligible youth, including representatives of organizations that serve out-of-school youth.

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

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

State Board's Operational Structures

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

State Board's Executive Committee

The state board's executive committee was created pursuant to Executive Order 2016-08 to assist and expedite the work of the state board. The executive committee evaluates reports from OWINN, makes recommendations to the state board regarding the allocation of workforce development funds within the state board's purview and undertakes any other task or considers any other matter properly within the purview of and as directed by the state board.

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

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

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

State Board's Subcommittees

The Governor's Workforce Development Board has three subcommittees: Childcare, Strategic Planning and Barriers, and Underserved Populations.

Formation of a new standing committee, council, or subcommittee will be voted on by the full board. Upon consultation with the Governor and the Office of Workforce Innovation, the state board chair shall appoint the chair of the subcommittee. The subcommittee chair shall determine the number of seats on the subcommittee, which shall be no more than 11 seats (one third of the full board). The subcommittee chair shall determine the composition of those seats and appoint members to the subcommittee. Non-GWDB members can be appointed to a subcommittee but must not comprise more than 30 percent of the total subcommittee seats. All subcommittee meetings are public meetings and subject to Nevada's Open Meeting Law, NRS 241.020. Subcommittees shall meet on a quarterly basis, unless otherwise determined by the subcommittee chair. Subcommittees shall provide any reports and/or recommendations back to the state board for approval and/or ratification.

State Board - Industry Sector Councils

The mission of the industry sector councils is to bring together decision makers from business, government, education, labor, and industry professional groups to identify and address the delivery of industry-specific training and workforce development initiatives in support of the economic development of the state.

Industry sector councils were revised during the 2023 legislative session through Assembly Bill 98. Previously, there were regional sector councils and state-wide sector councils. This law removed competing statewide sector councils and strengthened the relationship between the regional sector councils and the state-wide Governor's Workforce Development Board. This new legislation will increase collaboration and cooperation between the State and regional workforce development organizations, it will strengthen alignment between workforce development agencies, and it will reduce duplication and competition.

State Board's Decision-Making Process

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

Executive Committee

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

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

- Evaluate reports provided by OWINN.
- Make recommendations to the state board regarding the allocation of workforce development funds within the purview of the state board.
- Review all changes to State Compliance Policies and refer Policies with substantive changes to the full board.
- Undertake any other task or consider any other matter properly within the purview of and as directed by the state board.

State Board Subcommittees

The Governor's Workforce Development Board established three subcommittees. Each subcommittee has a particular focus area that has been delegated by the full board. The responsibilities of each subcommittee are as follows:

Childcare Subcommittee: Responsible for examining the intersection of the availability and affordability of quality childcare and labor force participation.

Strategic Planning Subcommittee: Responsible for advising and assisting in the alignment of the WIOA state plan, Perkins plan and local plans. Also leading the effort for the 2024 WIOA state plan submission and led efforts of the 2020 WIOA state plan and 2022 modification.

Barriers and Underserved Populations Subcommittee: Responsible for identifying barriers to employment and economic mobility that Nevadans face such as the benefits cliff, onerous occupational licensing regulations, and the digital divide. In addition, this subcommittee is responsible for developing strategies to support the use of career pathways for specific populations including differently-abled, gig workers, minorities, English-language learners, and low-skilled adults. The current focus for this Subcommittee is populations with historically high unemployment rates which include 1) 16-24 year old African American males in Southern Nevada, 2) Latinx males in Northern Nevada, 3) Single mothers statewide, and 4) People with disabilities statewide.

Industry Sector Councils – Decision Making Process

Assembly Bill 98 from the 2023 Legislative Session revised the decision-making process of industry sector councils. The decision-making process now flows in a bottom-up approach stemming from the industry sector councils to the local workforce boards to the State board. This revised decision-making process allows for information sharing regarding workforce development issues and opportunities to flow up government channels which promotes industry sector private sector leaders to elevate their concerns and needs from the communities they serve.

2. IMPLEMENTATION OF STATE STRATEGY

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

A. CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE'S STRATEGY

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

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

- Nevada's state plan partners include workforce, education and human services who work together in participation in the customer-centric service pathway model that will be created in the one-stop centers. These partners will interface through relevant data systems (e.g., SLDS, EmployNV, OSDS, OASIS, NOMADS/AMPS) towards a common intake and reporting system.
- Nevada will continue to align services across core, required and optional partner programming, and strategically link 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 core programs under WIOA Title I, the Adult, Dislocated Worker, and Youth programs, collaborate to implement the state's workforce development strategy. These programs play a pivotal role in ensuring that individuals across our state have access to employment, education, and training opportunities that align with the demands of our evolving labor market.

Adult and Dislocated Worker Programs:

1. Career Counseling and Guidance: The Adult and Dislocated Worker program fund career counseling and guidance services including individualized career services to assess skills, interests, and potential careers. These services help adults make informed decisions about their career paths and help them access relevant training and education.
2. Training Services: The Adult and Dislocated Worker program fund training programs that equip individuals with the skills needed for high-demand occupations. These training programs are aligned with the state's targeted industries and in-demand occupations. To encourage employer participation and facilitate employment, the programs fund OJT programs that allow participants to earn while they learn.
3. Supportive Services: To remove barriers to employment, the Adult and Dislocated Worker program provide supportive services such as transportation, child care, and housing assistance for eligible individuals.
4. Rapid Response Services: The Dislocated Worker programs work closely with DETR to facilitate rapid response services for individuals affected by layoffs or closures of businesses. This includes providing information on unemployment benefits, job search assistance, and reemployment services.

Youth Programs:

1. Youth Career Pathways: The Youth program funds career pathway development initiatives that align with the state's economic priorities for both in-school and out-of-school youth. This includes partnerships with educational institutions and employers to create clear pathways to high-demand jobs.
2. Work Experience: The program offers employment opportunities for youth to gain valuable work experience and develop essential skills.
3. Fourteen Elements: In addition to Career Pathways and work experience activities, WIOA Youth programs make all fourteen youth elements available to ensure that WIOA Title I Youth are successful.

Alignment Across Programs:

To ensure seamless services and alignment across the core programs, the following strategies are utilized:

1. Co-Enrollment and Referral: Eligible participants are co-enrolled or referred to other core programs when appropriate. This reduces duplication and enhances the impact of services.
2. Integrated Case Management: Titles I, III and IV utilize an integrated case management system to coordinate services and track participant progress across multiple programs.
3. Collaboration with Combined State Plan Partner Programs: Title I actively collaborates with other partner programs, such as Wagner-Peyser, vocational rehabilitation, adult education, and TANF, to coordinate resources and services, creating a more holistic approach to workforce development.
4. Data Sharing: To track outcomes effectively, we will implement data-sharing agreements to monitor participants' progress and measure the success of our programs.

The programs under WIOA Title I work cohesively to fund and implement activities that align with the state's workforce development strategy. Through co-enrollment, integrated case management, and collaboration with partner programs, the aim is to maximize the impact of these programs and ensure that all participants have access to the services they need to achieve their career goals and contribute to the economic prosperity of our state.

Wagner-Peyser and 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:

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 the EmployNV Hubs, WIOA Title II programs will, through co- enrollment and referrals, provide basic skills instruction, High School Equivalency (HSE) preparation, Integrated Education and Training (IET), transition to postsecondary education services, along with College and Career Readiness services for all student functioning levels.

Adult Education programs are required to implement concurrent enrollment strategies for students to have opportunities to participate in eligible career pathway programs that are aligned with the education and skill needs of the regional economy. Programs must also provide counseling and supportive services for education and training that leads to identified postsecondary degrees or industry recognized credentials. Nevada will align services across core and optional partner programs, strategically linking programs to ensure access for Nevadans and avoid duplication of services. 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 services for the workforce of Nevada.

WIOA Title III: Wagner-Peyser Act of 1933 Programs:

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

EmployNV Career Hubs:

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 nine American Job Centers known as EmployNV Career, Business, or Youth Hub 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 EmployNV Hub partners collaborate and coordinate clients’ employment, training, and services activities. Through a statewide coordinated effort, employment and training agencies will leverage their resources and continue to provide quality support to job seekers and businesses.

Implementation of State Strategy:

An important part of the transition process is to ensure that all agency staff are familiar with the procedures and capabilities of the other partner organizations in the one-stop delivery system. To meet this objective, partner agencies regularly participate in one-stop system trainings and one-stop system partner meetings. This joint activity facilitates system knowledge of both newly hired and long-term staff members from all agencies. The local boards coordinate the training, and the EmployNV Hub is an active participant in the process.

WIOA Title IV: Rehabilitation Act of 1973:

DETR's Vocational Rehabilitation Division (VR) is responsible for the administration of the 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;
- All 5 Pre-Employment Transition Services for presumptively eligible students with a disability ages 14-22;
- Providing opportunities to enroll in postsecondary education providing opportunities to enroll in industry recognized certificate programs and other skills building training and certificate programs;
- Assistive technology assessments, training and equipment;
- Orientation and mobility training;
- Transportation assistance in connection with receiving services;
- Assessments of job-related skills and abilities;
- Career counseling and guidance;
- Post-employment services;
- Medical and mental restoration services related to vocational goals;
- Job coaching;
- Occupational licenses, work cards, tools, equipment, and supplies, and,
- Expansion of free services it provides to Nevada's businesses with a focus on small and medium sized business.

Other: TANF and SNAP

The Division of Welfare & Supportive Services (DWSS) is responsible for administering Temporary Assistance for Needy Families (TANF) and Supplemental Nutritional Assistance Program Employment & Training (SNAPET), the optional programs mentioned previously in this section and throughout this State plan. By means of these programs, DWSS identifies barriers to self-sufficiency and workforce engagement in participating clients and seeks to mitigate or eliminate these obstacles through progressive professional and personal development practices.

These include ongoing case management, work experience referrals, career assessment, referral to critical services (e.g., mental health services, domestic violence intervention, substance abuse treatment, et al.), educational programs and supportive services (e.g., child care, transportation and employment-related subsidies).

Reinforcing the customer-centric pathway model, program clients are also regularly assessed for enrollment into ongoing vocational training courses with a negotiated professional

employment outcome. These are managed and co-funded in collaboration with other system partners, serving to expedite client transition out of poverty and the fulfillment of workforce needs for local growing industries simultaneously. Further, DWSS has co-located staff in the Employ NV Career Hubs and Clark County libraries, wherein TANF/SNAP recipients may obtain information and services from DWSS and WIOA partners concurrently.

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.

The activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners will be achieved through a variety of strategies, including:

- Cross-training: Staff from all relevant programs will be cross-trained so that they are familiar with the services available to Nevadans. This will make it easier for Nevadans to get the help they need, regardless of which program they contact.
- Data sharing: Partners will share data to ensure that they are working with the same information. This will help to avoid duplication of services and ensure that Nevadans are not being overlooked.
- Common intake and assessment processes: Partners will use common intake and assessment processes to make it easier for Nevadans to access services. This will mean that Nevadans will only have to provide their information once, and that the information will be shared with all of the partners who need it.
- Co-enrollment: Nevadans will be able to enroll in multiple programs at the same time, which will help them to get the services they need more quickly. For example, a Nevadan who is unemployed and needs job training could be enrolled in both TANF and WIOA. This would allow the Nevadan to receive financial assistance from TANF while also receiving job training through WIOA.
- Consistent messaging: Partners will use consistent messaging to ensure that Nevadans are aware of the services that are available to them. This will mean that Nevadans will receive the same information from all the partners, regardless of which partner they contact.

In addition to these strategies, the Nevada WIOA Unified Four-Year Plan also includes a number of other ways to align activities with other programs and activities. These strategies include:

- Using asset mapping to identify and connect with other workforce programs and services.
- Conducting cross-agency and cross-partner training to ensure that staff from all relevant programs are familiar with the services that are available.

- Increasing communication and participation with local boards and industry sector councils. This helps to ensure that the plan is aligned with the needs of the workforce.
- Focusing on program activities unique to each partner to ensure that the plan is comprehensive and meets the needs of all Nevadans.

Specifically, 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 are aligned through a variety of strategies, such as:

- State policy requires regular outreach to registered apprenticeships to encourage inclusion on the ETPL. This means that apprenticeship programs are regularly contacted and encouraged to participate in the Employment and Training Provider Listing (ETPL). This helps to ensure that apprenticeship programs are visible to job seekers and employers.
- Individuals with disabilities are referred to Vocational Rehabilitation as appropriate through intake at the EmployNV Hub or outside the one-stop center through other partners. Vocational Rehabilitation evaluates eligibility and provides the following services to those who are eligible: transportation, job placement, training, on the job support, short-term expense coverage, rehabilitation technology, among other goods and services such as licenses and tools for self-employment.
- The JVSG program is a required one-stop partner that provides services to eligible veterans and eligible individuals with significant barriers to employment (SBE). The program provides eligible veterans and individuals priority for employment and training opportunities. This is accomplished through existing programs, coordination with one-stop partners, merger of programs and implementation of programs outside of WIOA (i.e., Hilton Honors Program, Career Enhancement Program, Coursera, etc.).
- The Nevada Office of the Labor Commissioner is responsible for overseeing apprenticeship programs. Partners have also developed innovative strategies to encourage and align the workforce development system with apprenticeships. These strategies include:
    - Providing cross-training for staff from different workforce development programs and apprenticeship programs. This helps to ensure that staff are familiar with the different programs and how they can work together.
    - Developing joint marketing materials and outreach campaigns. This helps to raise awareness of apprenticeship programs among job seekers and employers.
    - Creating apprenticeship pathways that connect with secondary and postsecondary CTE programs. This helps to ensure that students have the opportunity to earn apprenticeship credentials while they are still in school.
    - Targeting board membership to include representatives from apprenticeship programs and other workforce development stakeholders. This helps to ensure that the board considers the needs of all stakeholders when making decisions about the workforce development system.

- Increasing relationships with community-based organizations that align with workforce development and/or provide relevant wrap-around services or outreach activities. This helps to ensure that job seekers and employers have access to the full range of services they need.

C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

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

The role that the WIOA state plan can play in creating a true *no-wrong door* system that leads to an increase in basic skills, transitions to postsecondary education or training, and economic self-sufficiency is through incentivizing participation and collaboration. EmployNV, Nevada's management information system (MIS) for Titles I, III and IV includes a common intake functionality which has allowed core programs to coordinate and deliver workforce resources to jobseekers, thus providing a one-stop system of record entry and access to all programs that has improved customer service and enhanced customer choice efficiently and effectively.

In 2020, the State began coordination with WIOA Title II Adult Basic Education in the EmployNV workforce system to allow for coordinated case management in WIOA Title II Adult Basic Education that connects individuals to educational services to address barriers to participation in adult basic education programming and services to support transition to employment and/or postsecondary education and training (e.g., high school equivalency credentialing, Perkins postsecondary programs). This integration will be facilitated through a data sharing Agreement between DETR and the Nevada Department of Education, which administers the WIOA Title II/AEFLA program, allowing eligible individuals to be matched to Adult Basic Education criteria to facilitate services and resources.

EmployNV provides basic career services, customizable initial intake, assessment and triage, and a customizable template for developing individualized employment plans. This coordinated intake system allows for the deployment of employment services across core programs based on individuals' eligibility statuses. Trained and informed staff in Nevada's EmployNV Career Hubs and one-stop offices provide comprehensive, high-quality service to individuals to identify program eligibilities, develop individualized employment plans, and identify assessments (e.g., WorkKeys career-ready assessments) individuals need to gain skills, training and industry-recognized certifications that facilitate their entry and/or reentry into the workforce. There is a comprehensive one-stop in northern Nevada located in Reno, and one in southern Nevada located in Las Vegas. There are nine affiliate sites located statewide including one in each of Nevada's most rural counties (e.g., Elko, Humboldt, Nye, and White Pine) to ensure access to employment services for all Nevada citizens.

The system also recognizes the need for supportive services that are requisite to remove barriers and provide access to employment services which results in successful outcomes. These supportive services include:

- Referrals and/or assistance with transportation, housing, and/or child and dependent care.
- Referrals to core program resources.
- Coordinated case management that connects individuals with the most significant disabilities with resources for extended services in supported employment.
- Coordinated case management with Jobs for Veterans (JVSG) that connects individuals with priority of service to veterans.

The following describes the State's coordination, alignment, and provision of services within each of the respective core programs:

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

Local Workforce Development Boards

The LWDBs will utilize strategies developed in tandem with core, required and other partner programs to serve the needs of individuals, including those identified in sec. II(a)(1)(B) of WIOA. Coordination of activities to support the identified strategies will be outlined in the OSDS MOU and include both sector strategies and the implementation of career pathways. A customer-centered approach will be at the forefront of each strategy and thorough assessments will be provided so that services can be tailored to the unique needs of the individual, and a holistic plan for employment can be developed that includes the need for supportive services and the identification of resources from entities outside the scope of this state plan. The coordination will be recorded in a common client reporting system.

Title II: Adult Education and Family Literacy Act

The Nevada adult education programs provide high quality customer services through evidence based, standards aligned, instructional delivery at locations in which our target population resides. This is evidenced by the fact that over 50% of adult education participants in Nevada complete a measurable skills gain (MSG). All programs evaluate student barriers to participation, as well as barriers to employment, and provide assistance with transportation, child care, and other supportive services. Assistance may include referrals to partners or community agencies. Services are provided in rural areas or through distance education to ensure equitable access.

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. The EmployNV Career Hubs provide labor exchange services at nine locations in the principal urban (Carson City, Henderson, Las Vegas, North Las Vegas, and Sparks) and rural (Elko, Ely, Fallon and Winnemucca) areas of the state. These offices provide one-on-one interviews at multiple locations providing labor exchange services as well as referral to other partner programs including TANF, SNAP, Vocational Rehabilitation, and

WIOA providers. Additionally, EmployNV Career Hub staff provide labor exchange services at the northern and southern Nevada comprehensive one-stop centers administered by Workforce Connections in Las Vegas and Nevadaworks in Reno. Online services are also provided by EmployNV Hubs and the one stop Operating System.

WIOA Title IV: Rehabilitation Act of 1973

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

- Orientation and mobility instructors' providing free training to eligible participants.
- Assistive technology (AT) specialists providing assessments, purchase of and training on AT equipment. These assessments may be in participants' homes or worksites.
- Vocational counseling and guidance provided by qualified rehabilitation counselors with expertise in working with individuals with disabilities to remove barriers to employment.
- Services provided by VR's Employer Engagement Team, include 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. Additionally, VR is offering no cost technical assistance to businesses in the community regarding ADA accommodations, website remediation, ergonomic evaluation, and WINDMILLS training among others.
- 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, task forces, and workgroups.

Other: TANF and SNAP

The TANF and SNAPET programs provide ongoing, strategic, customer-centric services to individuals through the following functions:

- TANF/SNAP eligibility workers are co-located at all EmployNV Career Hubs statewide, providing concurrent public assistance enrollment and customer service alongside WIOA career development services. Co-located eligibility workers at strategic sites are also trained in workforce development techniques, allowing for partnered recruitment, assessment, and referral to ongoing train-to-hire vocational programs.
- TANF/SNAPET collaborates with core system partners through its Workforce Development and Recovery-Friendly Workplace units to develop ongoing private and public sector job opportunities for individuals to apply for directly, applying supportive

service subsidies as needed to improve client candidacy (e.g., professional licensure fees, work clothing, work tools, child care, transportation, et al.). Mutual clients are registered with the EmployNV database to allow for collective monitoring of job referrals, applications, and retention.

- TANF/SNAPET collaborates with core system partners through its Workforce Development and Recovery-Friendly Workplace units to develop opportunities for individuals to receive short-term vocational training with employment placement assistance upon completion in local professional roles, including construction of equitable pathways for non-traditional demographics (e.g., recent immigrant, justice-involved, recovery, combat veteran, et al.). Train-to-hire opportunities may take the form of individual pathways or a cohort setting in which individuals are trained as an on-demand professional workforce to satisfy employer requests or larger industry needs.

- TANF/SNAPET combines funds with those of core system partners to provide client access to more advanced vocational training opportunities than would otherwise be available through single-agency funding, thus improving direct candidacy for specialized and higher-paying jobs. Funds are also combined on mutual client's behalf when producing employer incentive packages for initial partnership with the workforce system and to negotiate living wages and incumbent worker promotional pathways.

- The 50/50 SNAPET Reimbursement Program is also available as a funding resource for program clients who are ineligible for TANF, with standard case management and supportive service support provided. These trainees are woven into existing planned training cohorts or may pursue individual training tracks, with partnered employer relations support available for either model.

- TANF/SNAP currently compiles and retains internal de-identified data related to client demographics and workforce project outcomes that is shared freely with system partners to assist with workforce development strategy and improved employer support. Modifications to internal databases are pending that will allow data to be shared directly with NPWR, the State of Nevada's workforce and economic development data clearinghouse.

- TANF/SNAP eligibility workers are co-located at all EmployNV Career Hub branches and provide eligibility, case management and workforce development client services in concert with WIOA career navigators. WIOA career navigators also provide seated partner support at select Welfare division district offices. This ensures that all program clients have immediate access to functional resources and entry into the workforce system to ensure job candidacy improvement and direct referral to employment opportunities.

- TANF/SNAP prioritizes a customer-centric service pathway model throughout all partnered system interactions. In addition to providing eligibility services for the public, TANF/SNAP eligibility workers also assess clients for interest in direct employment referrals, job skill development and vocational training, providing on-site introduction to WIOA staff for service delivery. TANF/SNAP also promote this model when coordinating interagency train-to-hire vocational cohorts. Orientations are conducted

jointly by all partners with on-site assistance available for registration, and trainee case management is attended to by all partners simultaneously (with more serious issues resolved by TANF/SNAP) to ensure continued engagement with and completion of professional training. This ensures that candidates presented to employers possess adequate soft skills, technical skills, industry knowledge and overall personal stability, translating into favorable professional ability and retention outcomes.

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

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

All core program partners coordinate activities and resources to provide comprehensive, quality services to Nevada employers to meet their current and future workforce needs. One key strategy for accomplishing this is through the collaborative and coordinating efforts of the Governor's Office of Workforce Innovation (OWINN).

OWINN shall:

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

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

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

- Must enter into a MOU with local areas relating to the operation of their one-stop system that meets the requirements of WIOA and its associated regulations.
- Must establish a foundation for integrating the 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 (ESD), VR, and the Research and Analysis Bureau (i.e., labor market entity) into a single executive branch agency. The centralization of the majority of publicly funded workforce programs' funding streams within one administrative entity laid the foundation for the development of the EmployNV Hub system.

EmployNV Hubs throughout the state have resource centers and a range of employment and training services available to the employer and job seeking customers. These services include WIOA adult, dislocated worker, youth services, and labor market information, as well as Wagner-Peyser, veterans employment and training, the Reemployment Services and Eligibility Assessment (RESEA) and Reemployment Eligibility Assistance (REAnv) programs, Trade Act services, VR, Rapid Response, Silver State Works, and the employer-funded Career Enhancement Program (CEP). It is through enhanced collaboration with the local boards, state and local economic development entities and educational agencies that the EmployNV Hub system seeks out new opportunities to integrate these partners into Nevada's one-stop employment and training service delivery system.

The EmployNV Hubs unify 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 hubs throughout the state by committing all available resources to provide the foundation for the EmployNV Hub system. In addition to providing staffing and infrastructure resources, the state acts as a conduit between the governor and the local areas for communicating strategic priorities for system development and continuous improvement.

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

One-Stop Services for Businesses

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

Businesses 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 EmployNV Hubs, businesses 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 child care, transportation, various aid programs, other agencies and their complementary employment support services.

The EmployNV MIS serves as the workforce system's contact management system. The EmployNV Business Hub branding has allowed the state to design a statewide menu of business services that can be readily accessed across the state.

The EmployNV Business Hub system has adopted the single point of contact model for the delivery of business services. The EmployNV Hubs hire dedicated specialized business service representatives who establish and maintain relationships with employers, businesses, and industries. These specialized staff conduct individualized local area outreach to businesses and become the employer's primary point of contact. This service model approach has encouraged

employers to post their job openings with the EmployNV Hubs. This mitigates duplication of efforts between partnering agency staff that also interact with businesses.

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

Local Workforce Development Boards

The EmployNV Business Hubs consist of representatives from partner agencies who convene and coordinate business and employer service activities throughout the system to create a seamless approach for employers and job seekers. The Hub system enables ongoing communication and continuous feedback with all relevant stakeholders. Each partner understands the menu of available system services, and each is prepared to assist employers in accessing these services whether provided directly by the partner or in conjunction with other partners.

The local boards, in partnership with DETR, local organizations, SBI and local government, work with Southern Nevada employers to provide outstanding services in securing qualified employment candidates through the new EmployNV Business Hubs. Additionally, the EmployNV Business Hub team collaborates with stakeholders and local city and county elected officials to produce employer focused hiring events throughout the year.

WIOA Title II: Adult Education and Family Literacy Act

The Title II program provides activities and resources to local employers by offering basic skills, English language, and workforce preparation skills training to unemployed, underemployed, and incumbent workers. Title II programming includes onsite programming for incumbent workers when requested by an employer.

The program has developed partnerships with postsecondary institutions to allow for concurrent enrollment in adult education and occupational training. Concurrent enrollment in high demand CTE areas has significantly increased in three of the four community college programs. The adult education programs are working with Title I providers to obtain funding for tuition costs whenever possible. Postsecondary training leads to college certificates and industry recognized credentials and provides a wider pool of candidates for employers with participants more quickly entering the workforce.

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

WIOA Title IV: Rehabilitation Act of 1973

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

team thoughtfully utilizes employment data from Employ NV and from DETR's Research and Analysis Bureau as well as information on high need industries to drive VR's service delivery and the team's collaboration with employers.

Employer engagement 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 using the Windmills tool.

Other: TANF and SNAP

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

- TANF/SNAP perform partnered research of local labor needs and trends (both for skilled and unskilled positions) by means of its Workforce Development Unit (WDU). Unskilled positions are advertised to TANF and SNAPET case management staff and filled through direct staff referrals of program clients, either directly to the employer or via preferred pathways (i.e., job fairs, Employ NV advertisements). Identification and referral of candidates for specific skilled positions are also enacted by staff concurrently. Any resources needed to improve or ensure client eligibility (e.g., tools, licensure, certification, et al.) are subsidized through program funds.

- Larger skilled workforce shortages are satisfied through planned interagency training cohorts. TANF/SNAP WDU perform partnered employer relations with individual employers and sector representatives to determine critically needed roles, as well as appropriate skill sets, training and other qualifiers required for successful candidacy and initial performance. Improved wages and promotional pathways are also negotiated in tandem, with incentives from all partners combined and offered to employers as appropriate. These braided incentives include partial wage reimbursement during the on-the-job training period and subsidized internships via work experience funds. In this way, ongoing talent pipelines are established state-wide, with additional workforce development support provided to specific demographics (e.g., immigrant, justice-involved, recovery-focused, et al.) by means of special interagency taskforces and specialist TANF/SNAP units to ensure consistent influx of skilled and unskilled talent into local industry.

- TANF/SNAP take the lead in outreach, recruitment, and assessment of candidate talent by means of WDU, with partners performing additional assessments per agency requirement. Orientations are conducted jointly, with co-enrollment of clients into TANF, and WIOA to braid funding for non-degree credential programs and supportive services. Holistic case management is collectively performed to ensure trainee engagement, as well as to mitigate or eliminate barriers to participation. This incentivizes hire from the workforce system caseload as local employers save time and money in identifying, screening, and training talent and can result in improved retention and promotion outcomes.

- The 50/50 SNAPET Reimbursement Program is also available as a funding resource for program clients who are ineligible for TANF, with standard case management and supportive service support provided. These trainees are woven into existing planned WDU training cohorts or may pursue individual training tracks, with partnered employer relations support available for either model.
- TANF/SNAP currently compile and retain internal de-identified data related to client demographics and workforce project outcomes that is shared freely with system partners to assist with workforce development strategy and improved employer support. Modifications to internal databases are pending that will allow data to be shared directly with NPWR, the State of Nevada's workforce and economic development data clearinghouse.
- TANF/SNAP eligibility workers are co-located at all EmployNV Career Hub branches and provide eligibility, case management and workforce development client services in concert with WIOA career navigators. WIOA career navigators also provide seated partner support at select Welfare division district offices. This ensures that all program clients have immediate access to functional resources and entry into the workforce system to ensure job candidacy improvement and direct referral to employment opportunities.
- TANF/SNAP prioritizes a customer-centric service pathway model throughout all partnered system interactions. In addition to providing eligibility services for the public, TANF/SNAP eligibility workers also assess clients for interest in direct employment referrals, job skill development and vocational training, providing on-site introduction to WIOA staff for service delivery. TANF/SNAP also promote this model when coordinating WDU interagency train-to-hire vocational cohorts. Orientations are conducted jointly by all partners with on-site assistance available for registration, and trainee case management is attended to by all partners simultaneously (with more serious issues resolved by TANF/SNAP) to ensure continued engagement with and completion of professional training. This ensures that candidates presented to employers possess adequate soft skills, technical skills, industry knowledge and overall personal stability, translating into favorable professional ability and retention outcomes.

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS AND OTHER EDUCATION AND TRAINING PROVIDERS.

Describe how the State's Strategies will engage the State's community colleges, adult education providers, area career and technical education schools, providers on the State's eligible training provider list, and other education and training providers, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv). Include how the State's strategies will enable the State to leverage other Federal, State, and local investments to enhance access to workforce development programs at these institutions.

Partner Engagement with Educational Institutions

The foundation for Nevada's state plan for partner engagement is collaboration between economic development (GOED), workforce development (OWINN and DETR), K-12 education

(NDE), and higher education (NSHE), with a particular emphasis placed on the community colleges.

The Local Workforce Development Boards (LWDB) and regional industry sector partnerships build connections with education and training partners that increase access to activities leading to postsecondary credentials focusing on career pathways specific to relevant, in-demand occupations within Nevada's key industry sectors. Training gaps are identified through partnerships with economic development, local chambers, and businesses that provide real-time intelligence regarding the local labor market, education system and economic development activities. Training partnerships will be expanded with universal access to STEM-based programs that anchor participant exposure to skill sets, industry-recognized certificates, licenses, and certifications for occupations across Nevada's key industry sectors. This 'real-time' intelligence will assist in keeping all ETPL partnerships and offerings local industry-relevant and in-support of local in- demand occupations.

The Governor's Office of Science, Innovation and Technology awards $1,000,000 in grant funds annually to workforce development. The STEM Workforce Challenge grant program awards STEM workforce training programs funding to pilot or scale training programs resulting in in-demand industry-recognized credentials. The STEM Workforce Talent Pipeline grant program awards consortiums of secondary, post-secondary, and industry to develop innovative programs that address the post-graduation leak of STEM talent by credentialing high school students and supporting them into jobs post-graduation.

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

The Nevada System of Higher Education (NSHE) is a partner in providing the postsecondary education and often the vocational training necessary to meet the demands of the state's economy. The Governor's Office of Economic Development (GOED) will be a partner in establishing linkages between secondary and postsecondary institutions, and the Governor's Office of Workforce Innovation (OWINN) will help identify industry sectors with in-demand jobs and actively seeks competitive grant opportunities to fund training for in-demand skills. Special attention has been paid to establishing integrated education and training (IET) programs in the fields of technology, health care, advanced manufacturing, education, and mining.

Nevada currently provides funding to all four state community colleges with Title II AEFLA dollars. A portion of the AEFLA funding is utilized by three of the community colleges to provide concurrent enrollment with adult education services and postsecondary content to facilitate acceleration in an occupational field while addressing basic skills. Students who are served concurrently in an occupational field finish the program with both basic skills training and an industry recognized credential. Local programs work with all partners in the workforce system to provide wraparound supportive services to students concurrently placed in postsecondary and adult education.

Nevada Vocational Rehabilitation (VR) works to represent people with disabilities in workforce development and ensure that people with disabilities are part of the workforce solution. VR has developed programs such as the Campus Connect and On The Right Track programs at Nevada

Community Colleges, to prepare students with disabilities for employment. Additionally, VR offers day and overnight college immersion camps to give high school transition students the practical experiences and confidence to seek a college education. Camps have been developed for deaf/hard of hearing students, blind students, and students with developmental and other disabilities. VR's staff of rehabilitation counselors work hand in hand with all NSHE colleges and universities via their disability resource centers to provide supportive services to VR clients attending these institutions. Joint services that may be delivered to ensure college success include tutoring; assistive technology assessments, equipment and training; orientation and mobility training; and work readiness training. VR is also working with UNR and UNLV, both of whom have Certified Transition Programs (CTP's), to support students with developmental disabilities who would not have traditionally been seen as good candidates for college to get 2-year certificates and support with job placement.

To ensure Nevadans with economic need are included, the Nevada workforce system will engage with the state's educational institution partners through:

- Co-enrollment
- Co-location of staff at one-stop centers.
- Data sharing.
- Common intake assessment process.
- Standard referral and communication process.
- Individual vocational training contracts.
- Development of industry-focused workforce educational and training needs.
- Braided funding and innovative partnerships.
- Reduce duplication of effort.
- Increase supportive services to those with barriers to access.
- Ongoing staff training (for all partners involved) on available educational offerings.
- Contracts with state educational institutions for SNAP 50 percent reimbursement partnerships.

Partner Engagement with Other Education and Training Providers

Nevada's primary strategy for engaging education and training providers in the workforce development system is to align its ETPL eligibility criteria with quality indicators that are relevant to training providers and employers doing business in the state. The LWDBs conduct outreach to training providers to support training opportunities for demand occupations. The LWDBs also target representatives to serve on the Board that bridge the gap between secondary, postsecondary education, and workforce development systems.

Examples of entities the LWDBs engage to facilitate a job-driven education and training system include the following:

- Nevada System of Higher Education

- Nevada Commission on Postsecondary Education
- Nevada State Board of Nursing
- Nevada State Board of Cosmetology
- Nevada State Barbering and Sanitation Board
- Nevada Department of Motor Vehicles
- Registered Apprenticeships
- Local School Districts

Leveraging Resources to Increase Educational Access

The partners within the Nevada workforce system will work together to build collaborations, including coordinating funds, to leverage educational access throughout the system. The continued development of high demand career pathways through multiple partners, as well as the Governor's Office of Workforce Innovation (OWINN), will expand the educational opportunities for all participants. The use of braided funding will increase educational access for adult education participants, while the services provided by adult education will improve the success rate of those participating in training. Support services provided will contribute to increasing educational access as well. In addition, Pell Grants can be utilized to pay for individuals who qualify under Ability to Benefit. Training leading to industry recognized credentials can be paid for through multiple partners which means that greater collaboration can stretch those dollars and lead to greater access to educational programs. Whenever appropriate, participants will be co-enrolled between partners to increase the opportunities available for education and training.

A focus on non-degree credentials leading to industry recognized credentials will enable participants to obtain employable skills in high demand occupations more quickly. Shorter term educational programs lead to greater access.

Another program that increases access to education is the Career Enhancement Program (CEP). CEP is an employer-funded training and re-employment program that provides job seekers with training designed to improve earning potential and increase job skills required in today's workplace. This program also works directly with Unemployment Insurance claimants to provide intensive re-employment assistance. CEP may assist job seekers by paying for job related expenses such as certifications, work permits, uniforms, and small tools in order to facilitate entry or re-entry into the labor force.

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

F. 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.

The Nevada workforce system has partnered with educational institutions to identify and develop postsecondary curricula and credentials required for career growth in various industries. Access to activities leading to postsecondary credentials will improve by focusing on career pathways specific to in-demand occupations.

Examples of activities include:

- The Governor's Office of Economic Development (GOED) implemented a work group to create career pathways for CTE students leading to an advanced manufacturing technologies career pathway. GOED is now developing an in-demand occupational analytical framework for the working group to use as a tool to create CTE career pathways. This effort will be led by the Nevada Department of Education's Office of Career Readiness, Adult Learning, and Education Outcomes.
- Community colleges partner with industry members to create customized training programs that provide training and work-based learning opportunities for students and workers in occupational skills applicable to that respective industry.
- Multiple workforce partners fund training and supportive services such as child care, transportation, laptops, equipment, internet service costs, and uniforms. Additional support may include licensing fees, testing, work cards, and special equipment needed for employment. The Nevada workforce system seeks out applicable grant funding when available to support credential attainment. The system provides career exploration through multiple tools. The use of these tools increases engagement and interest in the selected career pathways and leads to a greater likelihood of certificate attainment.
- SkillUp Northern Nevada has been implemented to help job seekers explore career pathways, view local job postings, and register for free online learning (including postsecondary certifications).
- Labor market, economic development, and educational opportunities information is provided through partnerships with local employers, apprenticeship councils, DETR's Nevada JobConnect and the Clark County School District. This will assist in maintaining all ETPL offerings in support of in-demand occupations. Access to activities leading to postsecondary credentials improved through increased customer choices on the ETPL.
- The Governor's Office of Workforce Innovation (OWINN) maintains Industry Recognized Credential (IRC) list.
- Access to activities leading to postsecondary credentials will improve through pre-apprenticeship programs that target populations with barriers to employment. These pre-apprenticeship programs (e.g., YouthBuild) will support career pathways that prepare participants for registered apprenticeship programs.

- Per NAC 610 the Council will issue certificates of completion of apprenticeship to the registered programs for distribution to apprentices who have fulfilled the requirements of the agreements for apprenticeship. Nevada, recognizes the opportunity RA offers in meeting the specific needs of business and industry in Nevada. In Nevada, our mission is to create a skilled, diverse and aligned workforce. The Nevada Apprenticeship Council's engagement with education, workforce and economic development entities such as the Nevada Department of Education, Nevada System of Higher Education, the state's workforce board and employers seek to promote stronger coordination and alignment across agencies to scale and expand apprenticeships. Nevada Currently has 70 registered programs across various industries and occupations. Registered Apprenticeship (RA) is a workforce development tool that simply puts a formalized framework around what many employers are already doing. To become registered in the state, Registered Apprenticeship Programs must include:
    - Job openings- an apprenticeship program begins with openings that an industry or business has and has had trouble finding qualified applicants for;
    - Knowledge- providing training (related technical instruction) allows for the training of applicants on best practices and appropriate work processes for the organization;
    - Experience- providing opportunities for application of the learned knowledge through structured on-the-job training, based on occupational descriptions;
    - Merit-based pay increase- providing a progressive wage increase as apprentices meet job performance milestones; and
    - National occupational credential- a promotion to a new title when an apprentice completes solidifying them as a completed apprentice and fully competent at the occupational level.

G. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES

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

Nevada's economic development strategies are primarily developed and implemented by the Governor's Office of Economic Development (GOED). GOED staff work closely with local and regional economic and community development entities statewide. The foundation for Nevada's state plan for partner engagement is collaboration between economic development (GOED), the workforce system, school districts, and higher education, with particular emphasis placed on community colleges. Under the economic development plan for the state, regional industry sector councils are established for in-demand industries. GOED provides the economic indicators and forecasts, as well as identifies trends in Nevada's economic state and future. This data provides direction for the state's in-demand occupations report, published by the Governor's Office of Workforce Innovation (OWINN).

GOED identifies growth, in-demand, and emerging demand for industry sectors and occupations to promote an aligned career pathway system in Nevada that leads to high-skill, high-wage, in-

demand jobs. This work informs the creation of workforce training and educational programs funded through the workforce system.

GOED oversees several different programs and funding instruments to invest in innovation based economic development, including:

- State Small Business Credit Initiatives, Battle Born Venture and Collateral Support Program.
- Nevada Opportunity Fund.
- Nevada Knowledge Fund.

The Rural Community and Economic Development Division of GOED is tasked with promoting and facilitating community development throughout rural Nevada. The overarching objective is to build prosperity and enhance the quality of life in Nevada. This outreach addresses some critical issues involved in community development, which includes education and workforce development.

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 COORDINATED IMPLEMENTATION OF STATE STRATEGIES (E.G., LABOR MARKET INFORMATION SYSTEMS, DATA SYSTEMS, COMMUNICATION SYSTEMS, CASE MANAGEMENT SYSTEMS, JOB BANKS, ETC.).

Nevada has robust operating systems and policies in place that support the Governor's strategic vision of an aligned workforce system in the state. Nevada's core program partners include workforce, education and human services who participate in the customer-centric service pathway model that has been created in Nevada's one-stop centers towards a common intake and reporting system. The state's systems include:

- NPWR: The State's longitudinal data system.
- EmployNV: The State's common management system (CMS) for Titles I, III, IV (NOTE: Nevada is working towards integrating Title II). It interfaces with the State's labor market data, area profiles, industry profiles, educational profiles, and occupational profiles that utilizes the USDOL ETA O*NET, the Standard Occupational Codes (SOC) and Classification of Instructional Programs (CIP) coding systems. Nevada employers have registration abilities into the EmployNV system wherein they can post jobs and use the system's recruitment tools to identify potential candidates for employment.
- SARA: The State's mobile-centric, virtual staff assistant communication system that engages in two-way communications within the EmployNV system and TANF employment and training program.
- UInv: The State's unemployment insurance system.

- OASIS: The State's case management system in Health and Human Services for the TANF and SNAP employment and training programs. NOMADS/AMPS: The State's eligibility management system in Health and Human Services for TANF and SNAP programs.
- LACES: The State's Literacy, Adult and Community Education database for Adult Basic Education's student information system.
- AWARE: The electronic case management system utilized by the Nevada Vocational Rehabilitation Division.

The Nevada Governor's Office of Economic Development (GOED) Data Portal provides the state with additional essential economic performance and development data, along with an interactive statewide comparison mapping tool that accesses key market metrics and data for the entire state.

DETR's Research and Analysis (R & A) Bureau serves as the state's primary provider of workforce information. The Bureau is responsible for creating, analyzing, and reporting Nevada's labor market information, in cooperation with the U.S. Bureau of Labor Statistics (BLS) and is comprised of four units that drive the state's labor data that informs Nevada's workforce development system:

- The Labor Market Information unit is responsible for collecting, analyzing, and publishing labor market statistics. The unit produces the State's industry employment projections and manages the Current Employment Statistics program. Data is presented to the public through the Workforce Informer website, our monthly Labor Market Overview and Economy in Brief, research notes and other publications, in person presentation, and webinars.
- The Occupational Information unit is responsible for creating occupation level labor market statistics such as wage data and occupational projections through the Occupational Employment Statistics (OES) program.
- The Covered Employment unit is responsible for gathering information on the Nevada's industries and creating the statistics regarding employment covered under the State's Unemployment Insurance system through the Quarterly Census of Employment and Wages (QCEW).
- The Management Information Services unit (MIS) is responsible for preparing and submitting a number of reports covering the state's Unemployment Insurance (UI)program to the US Department of Labor and is the Bureau's link to the Nevada P-20 to Workforce Research Data system (NPWR).

The State operating systems that will support coordinated implementation of State strategies:

EmployNV, LACES, AWARE, NPWR, and/or OASIS will be used (including through data matching) to determine effectiveness of the implementation of the following strategies:

1. Partnering with organizations already serving targeted populations to increase recruitment and outreach.
2. Increasing supportive services for individuals with barriers to employment.

3. Use braided funding to increase services available to historically underserved populations.
4. Expanding the use of apprenticeships.
5. Establish common practice on collecting barriers to employment.
6. A referral tracking system.
7. Common intake.
8. Increase referrals and co-enrollments between workforce system partners.
9. Identify opportunities for core partners to serve employers more effectively.

Regular communication between the core partners and quarterly reporting to the Governor's Workforce Board (this includes social media and websites) will reinforce the following strategies:

1. Identify, implement, and expand best practices within Nevada.
2. Assess activities provided, responsible partner, and the partner with the expertise to provide such activities.
3. Identify those activities required by law vs. additional activities and determine the value of activities provided that are not required.
4. Creation of innovative partnerships that braid funding as appropriate.
5. Reduce duplication of effort for each activity by identifying roles more clearly within the Nevada workforce system.
6. Provide ongoing frontline training and make information readily available to all partners within the Nevada workforce system regarding the activities and roles of each partner.

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

The management information systems for various programs under the Workforce Innovation and Opportunity Act (WIOA) serve critical functions in data collection and reporting. These systems cater to distinct program areas, each with specific requirements:

1. WIOA Title I: Adult, Dislocated Workers, and Youth Programs, and WIOA Title III: Wagner-Peyser Act of 1933 Programs: EmployNV, a comprehensive one-stop management information system hosted by Geographic Solutions Inc., facilitates data recording and sharing among state and local partner programs. EmployNV supports both self-service and mediated case management for job seekers and employers. The system ensures compliance with data-collection needs under WIOA, including labor exchange and Trade Adjustment Act components. It offers reporting tools for core performance measures, customer surveys, and training fund tracking, facilitating efficient analysis and reporting. Additionally, EmployNV interfaces with the state (UI) system for quarterly wage matching and extracts data to produce U.S. Department of

Labor's Employment and Training Administration (ETA) program reports, which are then uploaded to the Workforce Integrated Performance System (WIPS) for validation and submission.

2. WIOA Title II: Adult Education and Family Literacy Act Programs: The LiteracyPro System LACES software is utilized for student information management. LACES handles AEFLA program data, tracks students, classes, staff, and generates required tables for reporting. The system ensures data quality and compliance, providing progress reports, program improvement, and data integrity checks at local and regional levels. The AEFLA data was included in the state longitudinal data system for the first time in 2020. The inclusion of AEFLA data allows for the quarterly wage matching to UI state UI records through the state longitudinal data system NPWR. Furthermore, Title II has been integrated into the State Wage Interchange System (SWIS) agreement. In program year 2024 an interface should be completed to connect LACES data with EmployNV data. This will reduce duplication of effort and provide a method for common intake.
3. WIOA Title IV: Rehabilitation Act of 1973: Vocational Rehabilitation uses AWARE Layouts for ad-hoc reporting and data validation. This system supports data-driven decisions through data modeling and business intelligence integration. AWARE's 911 Data Edit Checker is employed for data validation prior to reporting submissions.

Other Programs (TANF and SNAP): Data collection is diverse and program specific. Applicants provide information through electronic applications, documentation submissions, or communication channels. Third-party sources contribute to data collection, with interfaces facilitating data transfer from entities like the Social Security Administration and quarterly wage match and UI claim data from DETR. 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, while the SNAP employment and training data is documented and reported based on the federal regulations and guidance. Data is then extracted from NOMADS and OASIS and is entered into the federal reporting systems.

In each program area, specialized systems and approaches are employed to ensure accurate data collection, compliance with reporting requirements, and the facilitation of efficient program management. This includes wage matching, federal reporting, and integration with relevant platforms and systems.

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (FOR EXAMPLE. CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, PROVIDE THE STATE'S GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM AND ANY ADDITIONAL GUIDANCE FOR ONE-STOP PARTNER CONTRIBUTIONS.

The Nevada's Workforce System strategies are supported by state policies that allow for the increase in serving those with high unemployment and/or low labor force participation rates, increase operational alignment, and collaboration between required partners.

The Governor's Workforce Development Board has a policy in place to allow for the creation of subcommittees. This policy has resulted in a Barriers and Underserved Populations Subcommittee that will assist in the implementation of strategies included in the plan. State

agencies policies allow for core partners to attend cross-training, informational sessions, conferences/symposiums, and work groups. These policies support the following strategies:

- Work with employers to ensure target populations gain the skills needed for in-demand jobs.
- Partnering with organizations already serving targeted populations to increase recruitment and outreach.
- Increasing supportive services for individuals with barriers to employment.
- Identify, implement, and expand best practices within Nevada.
- Use braided funding to increase services available to historically underserved populations.
- Expanding the use of apprenticeships.
- Establish common practice on collecting barriers to employment.

The Governor's Workforce Development Board has also created a Strategic Planning Subcommittee that focuses on development and implementation of the state plan. This subcommittee led to a work group that will continue to meet to track implementation of the following strategies within the state plan:

- Assess activities provided, responsible partner, and the partner with the expertise to provide such activities.
- Reduce duplication of effort for each activity by identifying roles more clearly within the Nevada workforce system.
- Identify those activities required by law vs. additional activities and determine the value of activities provided that are not required.
- Provide ongoing frontline training and make information readily available to all partners within the Nevada workforce system regarding the activities and roles of each partner.

Under DETR, Titles I, III, and IV have policies in place that require the use of the EmployNV common intake system. Title II is in the process of partnering with DETR to develop an interface that would connect EmployNV to the Adult Education Management Information System (MIS). This work would help support the following strategies:

- A referral tracking system.
- Common intake.
- Increase referrals and co-enrollments between workforce system partners.
- Creation of innovative partnerships that braid funding as appropriate.

Nevada's WIOA State Compliance Policy (SCP) 1.4 provides guidance for the operation of the WIOA one-stop delivery system in Nevada. The SCP prescribes the requirements for the

comprehensive one-stop centers; access to any employment and training activities carried out under WIOA sec. 134(d).

The local workforce development boards, with agreement of the chief elected official enter Memorandums of Understanding (MOUs) with the one-stop partners that describe the services to be provided and contains the following components: services; one-stop operating budget and infrastructure sharing agreement; access assurances; referral methods; duration assurances; other contributor designations to the one-stop; modification process; required approvals of CEO, local workforce development board director, and authorized partner program representative; and, the appeals process. The infrastructure sharing agreement contains the infrastructure costs, additional cost and the partner's contributions (including cash contributions, non-cash contributions, and third-party in-kind contributions). The costs are allocated consistent with guidance issued through TEGL 17-6 and OCTAE program memorandum 17-3/ RSA-TAC-17-03 and Nevada's WIOA SCP 1.22. The current infrastructure cost agreements are based on FTE within the one-stop center.

The 2023 legislative session passed Senate Bill 431 to revise the position of Chief Information Office of the State. This position is now a required position within the Governor's Cabinet and is responsible for information technology leadership and accountability; strategic planning for information technology; information technology workforce for the State; budgeting and planning for information technology for the State; data storage and integrity; investment management for information technology; information technology security, cyber security and privacy; and any other duties or responsibilities prescribed by statute or regulation. Additionally, legislation included the addition of a Chief Innovation Officer of the State who is responsible for providing overall leadership and guidance relating to employee acquisition, career development, succession planning, retention, professional development and training, leadership development, compensation and benefits; developing human resource plans and strategies prospectively by at least 10 years; reviewing and monitoring the efficiency of the State Government and providing recommendations on how to reduce costs, improve the delivery of services and ensure the cost-effectiveness of all state governmental programs; evaluating, overseeing and administering the competitiveness, appropriateness and effectiveness of the wages, salaries, benefits and work environment of public employees; evaluating, overseeing and administering the training and readiness programs for public employees; and developing comprehensive and strategic recruitment and retention plans to the meet the human resource needs of the State. These legislative actions will impact the implementation of the state strategies.

Additional State policies and procedures that prescribe and provide guidance to the State's strategies of co-enrollment, the universal intake process, and the administration of the State's one-stop delivery system include:

- Nevada's WIOA SCP 1.20: one-stop Affiliated Site Requirements.
- Nevada's WIOA SCP 1.22: one-stop Infrastructure Funding.
- Nevada's WIOA SCP 1.8: WIOA Adult Programs Design, Career and Training Services address case management and concurrent enrollment (CFR § 681.430(a)-(b).

- Nevada's WIOA SCP 1.6: Eligibility for Adult and Dislocated Worker Career and Training Services; prescribes the eligibility criteria for WIOA Title I participants' intake into the workforce system, and enrollment in programs.
- DETR WIOA EmployNV guide, published by DETR's Employment Security Division Workforce Investment Support Services (WISS) unit.
- Each of Nevada's local workforce development boards have established local enrollment policies for use in the one-stop centers that prescribe the criteria and procedures for co-enrollment and/or concurrent enrollment of clients in the State's common management workforce system, EmployNV.

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.

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

WIOA Title I, III, and IV

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. The Governor's Workforce Development Board was codified in Nevada Revised Statutes (NRS) 232.935, and its charge pursuant to the reauthorization in WIOA via Executive Order 2016-08.

Nevada is divided into two (2) 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 workforce board. Governed by chief local elected officials (CLEOs) in the area, each local board is responsible for establishing policy and overseeing workforce programs for their respective workforce development area.

Nevada's WIOA State Compliance Policy (SCP) 1.1 prescribes the State's policy and process of the identification of regions, designation of local workforce development areas and the appeals process in Nevada. There are two (2) local workforce development areas designated by the Governor: northern Nevada (Nevadaworks) and southern Nevada (Workforce Connections), which have designated local workforce development boards overseen by chief elected local officials that carry out systemwide workforce development activities.

Nevadaworks aligns the activities of the northern Nevada local workforce development board, which includes eligibility, outreach and intake, assessment, labor exchange services, referrals, and employment statistics reporting required in the administration of WIOA programs.

Nevadaworks established the EmployNV Hub, which serves as northern Nevada's comprehensive one-stop center. This northern Nevada local workforce development board provides WIOA Adult, Dislocated Worker and Youth services to a geographic area of over 70,000 square miles with a population of approximately 795,000 people in the following Nevada counties: Carson City, Churchill, Douglas, Elko, Eureka, Humboldt, Lander, Lyon, Mineral, Pershing, Storey, Washoe, and White Pine.

Workforce Connections aligns the activities of the southern Nevada local workforce development board, which includes eligibility, outreach and intake, assessment, labor exchange services, referrals, and employment statistics reporting required in the administration of WIOA programs. Workforce Connection operates the EmployNV Career Hub of Las Vegas, which serves as southern Nevada's comprehensive America Job Center one-stop center. This southern Nevada local workforce development board provides WIOA Adult, Dislocated Worker and Youth services to a geographic area of over 40,000 square miles with a population of approximately 2.4 million people in the following Nevada counties and cities: Clark, Esmeralda, Lincoln, Nye, Boulder city, Henderson, Las Vegas, and N. Las Vegas.

The following additional Nevada State Compliance Policies govern the operational structure of the two (2) local workforce development boards:

- SCP 1.0: Membership of Local Workforce Development Boards.
- SCP 1.1: Identification of Regions, Designation of Local Workforce Board Areas, Appointment, and Certification of the Local Workforce Development Board and Appeals Process
- SCP 1.2: Local Workforce Investment Plan (Elements of Plan).
- SCP 1.3 Criteria Under Which Local Boards May Provide Core, Intensive and Training Services.
- SCP 1.4: Workforce Innovation and Opportunity Act one-stop System.

Nevada does not currently participate in any interstate regional collaboration and does not include any regions which meet the definition of a planning region as defined in WIOA Section 106 (a) (2) (B) and (C) if in the future planning areas are designated.

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

- Region-wide strategies, including use of cooperative service delivery agreements;
- Development and implementation of sector initiatives for in-demand industry sectors or occupations for the region;
- Collection and analysis of regional labor market data in conjunction with the state
- Establishment of administrative cost agreements, including the pooling of funds for administrative costs as appropriate 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 Nevada Department of Education (NDE) is responsible for overseeing the administration of functions and activities pertaining to WIOA Title II. The Title II program is within the Division of Family Engagement and Educator Effectiveness, the Office of Career Readiness, Adult Learning and Education Options. The program is overseen by the Adult Education Programs Supervisor, who serves as the Adult Education and Family Literacy Act Program State Director.

At the local level, through the competitive process required by WIOA Title II, funds are currently awarded to seven local providers. Those providers include the four state funded community colleges, two non-profit organizations, and the Las Vegas Clark County Library District. The local providers are primarily located in the most populated areas of the state but serve the more rural areas through outreach locations and distance education. Overall services are provided at more than twenty-five locations throughout the state.

WIOA Title IV: Vocational Rehabilitation

The Bureau of Services to the Blind and Visually Impaired (BSBVI) and the Bureau of Vocational Rehabilitation (BVR) are agencies of the Rehabilitation Division (Division) which are primarily concerned with vocational and other rehabilitation needs of individuals with disabilities. The Division functions under the Department of Employment, Training and Rehabilitation (DETR). Each Bureau employs rehabilitation counselors and technicians who assist program participants in understanding the rehabilitation process and accessing the Bureaus' programs. The Division also employs staff who administer, evaluate, provide clerical and administrative support, or perform other functions in order to carry out the Division's programs. Division staff must comply with State of Nevada personnel ethical requirements. Counseling staff also follow the CRCC (Commission on Rehabilitation Counselor Certification) professional code of ethics found at CRC Code of Ethics.

The Nevada State Rehabilitation Council (NSRC) is a citizen advisory council appointed by the Governor to serve both as a partner and to provide guidance to the state's Vocational Rehabilitation (VR) Program. The Council includes people with disabilities, community rehabilitation program staff, vocational rehabilitation counselors, advocates, VR clients and business leaders. Members engage in strategic planning and provide guidance to promote competitive and integrated employment opportunities for individuals with disabilities. The Council assists in shaping policy, by guiding and assisting in making thoughtful, participant

focused decisions through needs assessments, consumer satisfaction surveys, and ongoing program evaluations.

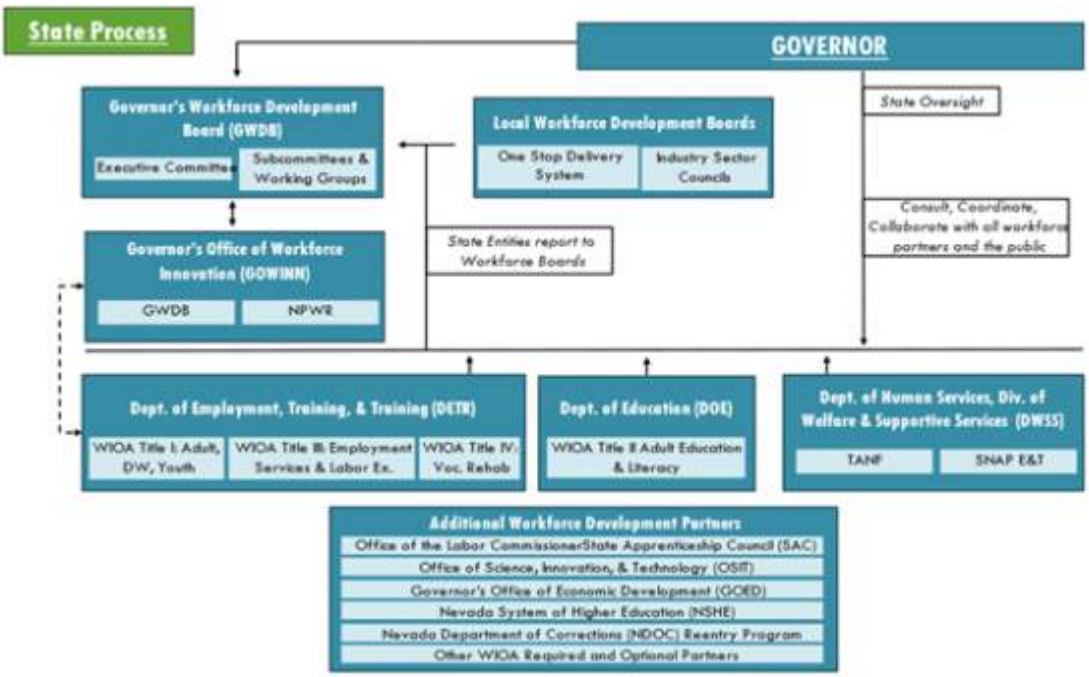
Other: TANF and SNAP

DWSS is responsible for overseeing those program components contained within the TANF State Plan, the TANF Work Verification State Plan, and the SNAP Employment & Training (SNAPET) State Plan. The DWSS TANF and SNAP Employment & Training programs are organized under the Deputy Administrator of Program and Field Services, with the strategic units comprised of Workforce Development, Recover-Friendly Workplace and Homeless to Housing being organized under the Deputy Administrator of Agency Operations and Support.

TANF is branded locally as the New Employees of Nevada (NEON) program, while SNAPET operates without a special label. The NEON program provides services to 100 percent of TANF recipients statewide, including case management, professional development, crisis interventions, supportive services and referral to workforce development opportunities such as employment and vocational training. The SNAPET program also operates statewide and serves those SNAP recipients who have volunteered to participate in the program, providing parallel services to the NEON program.

Strategic development and operational support of workforce development projects, initiatives and resources are led by the Workforce Development unit, with specialized populations attended to by the Recovery-Friendly Workplace and Homeless to Housing units. These units collaborate with core partners in the local workforce system to craft and maintain the opportunities previously described in this plan that allows for a direct talent pipeline to flow from the TANF/SNAPET caseload directly into local industry.

The chart below reflects the 2024 state workforce system:



B. STATE BOARD

Provide a description of the State Board activities that will assist State Board members and staff in carrying out State Board functions effectively. Also, provide a membership roster for the State Board consistent with 20 CFR 679.110-120, including members' organizational affiliations and position titles.

Board Activities:

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 and the 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.
- Look for opportunities to reshape workforce development services through landmark infrastructure investments (the Bipartisan Infrastructure Law (BIL), the Creating Helpful Incentives to Produce Semiconductors (CHIPS) and Science Act, and the Inflation Reduction Act (IRA)).

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

Membership Roster:

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

In March 2016, the governor issued Executive Order 2016-08, which amended Executive Order 2015-08 and authorized the appointment of an Executive Committee to assist and expedite the work of the state board. Recruitment to fill vacant seats is done on a continual basis by reaching out to local boards, the business community, and key workforce development stakeholders to identify individuals who would be valuable board members. Appointments to the board are made on a continual basis by the Governor's Office. To ensure seats are staggered, appointments to fill vacancies will be made periodically until all seats are filled.

Name	WIOA 101 EO # 2015-08
Scott Hammond, Executive Director, Governor's	WIOA Section 101(b)(1)(A) EO #2015-08 5(a)

Name	WIOA 101 EO # 2015-08
Office of Workforce Innovation	Governor
Daniele Monroe-Moreno, Nevada Assemblywoman	WIOA Section 101(b)(1)(B) EO #2015-08 5(b) State Legislature Assembly
Roberta Lange, Nevada State Senator	WIOA Section 101(b)(1)(B) EO #2015-08 5(b) State Legislature Senate
Scott Black, Councilman, North Las Vegas	WIOA Section 101(b)(1)(C)(iii) Government EO #2015-08 5(c) Chief Elected Local Official
Irene Bustamante Adams, Board of Trustees, Clark County School District	WIOA Section 101(b)(1)(C)(iii) Government EO #2015-08 5(c) Chief Elected Local Official
Hugh Anderson- Chair (Comprehensive Wealth Manager and Advisor at High Tower Las Vegas)	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
Kenneth Evans - Vice-Chair (Community Programs Advisor, M.Y.S. Firm)	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
Jerrie Merritt (SVP, Community Development Manager, Bank of Nevada)	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
Lori Calderon (Executive Director of Community Engagement, Resorts World Las Vegas	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
Kenneth Goodrich (CEO, Goettl Air Conditioning and Plumbing)	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
Susan Brager (Real Estate Agent, Berkshire Hathaway)	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
Lawrence Montrose (HR Director, Dolan Auto Group)	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
Derrick Gyamfi (Strategic Senior Manager, Innovation, Business and Corporate Development, MGM Resorts International)	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
Kevin Landry (CEO/Owner, Career Development Solutions, LLC)	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
Michael Bolognini (Vice President, Las Vegas Market Leader, Cox Communications)	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business

Name	WIOA 101 EO # 2015-08
David Dreibelbis (SVP Client Services, Zenith American Solutions)	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
Sherri Mantanona (Project Development Manager, A1 Lithium)	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
Brittany Brown (Manager of Recruitment, Renown Health)	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
Edward Estipona (President & CEO, Estipona Group)	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
Gina Bongiovi (Managing Partner, Bongiovi Law Firm)	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
Ryan Woodward (CFO, National Technical Institute)	WIOA Section 101(b)(1)(C)(i) EO #2015-08 5(d) Representative of Business
VACANT	WIOA Section 101(b)(1)(C)(ii) EO #2015-08 5(e) Representative of Workforce/Labor
George Gault (Chairman, Mesquite Works)	WIOA Section 101(b)(1)(C)(ii) EO #2015-08 5(e) Representative of Workforce/Labor
Robert Benner (Secretary-Treasurer, Building and Construction Trades Council of Northern Nevada)	WIOA Section 101(b)(1)(C)(ii) EO #2015-08 5(e) Representative of Workforce/Labor
Crystal Slaughter (Apprenticeship Coordinator/Director, So. Nevada Teamsters 631)	WIOA Section 101(b)(1)(C)(ii) EO #2015-08 5(e) Representative of Workforce/Labor
Thomas White (Business Manager - Secretary Treasurer, Laborers)	WIOA Section 101(b)(1)(C)(ii) EO #2015-08 5(e) Representative of Workforce/Labor
Evelyn Thompson-Hilbert (CEO, Mindful Alliances LLC)	WIOA Section 101(b)(1)(C)(ii) EO #2015-08 5(e) Representative of Workforce/Labor
Leslie Mujica (Executive Director & CMO, So. Nevada IBEW & NECA LMCC)	WIOA Section 101(b)(1)(C)(ii) EO #2015-08 5(e) Representative of Workforce/Labor
Maureen Schafer (Executive Director, Council for a Better Nevada)	WIOA Section 101(b)(1)(C)(ii) EO #2015-08 5(e) Representative of Workforce/Labor
Robert Thompson, Administrator, Nevada HHS, Division of Welfare and Supportive Services	WIOA Section 101(b)(1)(C)(iii) EO #2015-08 5(f) State Gov. Rep - WIOA Core Program
Kristine Nelson, Administrator, Employment	WIOA Section 101(b)(1)(C)(iii) EO #2015-08

Name	WIOA 101 EO # 2015-08
Security Division, DETR	5(f) State Gov. Rep - WIOA Core Program
Nancy Olsen, Nevada Adult Education Program Supervisor	WIOA Section 101(b)(1)(C)(iii) EO #2015-08 5(f) State Gov. Rep - WIOA Core Program
Drazen Elez, Administrator - DETR Rehabilitation Division	WIOA Section 101(b)(1)(C)(iii) EO #2015-08 5(f) State Gov. Rep - WIOA Core Program

4. ASSESSMENT AND EVALUATION OF PROGRAMS AND ONE-STOP PROGRAM PARTNERS

A. ASSESSMENT OF CORE AND ONE-STOP PROGRAM PARTNER PROGRAMS.

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. 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. 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.

Assessment of Core Programs:
The Nevada workforce system has a comprehensive assessment approach aimed at ensuring the effectiveness, quality, and continuous enhancement of the partner programs. The assessment approach includes state level performance as well as local level performance. We have researched best practices from various states to develop an assessment framework:

1. WIOA performance indicators for Title I, II, III, and IV.
2. Accurate data collection and reporting.
3. Regular assessment schedule.
4. Stakeholder engagement.
5. Leveraging the use of technology.
6. Performance comparison to targets.
7. Quality Assessment through surveys.
8. Incorporation of best practices.
9. Alignment with local needs.
10. Continuous improvement.
11. Transparent reporting.
12. Program feedback.
13. Long-term strategic planning.

This comprehensive framework drives our commitment to a resilient and evolving workforce ecosystem that drives the quality, effectiveness, and improvement of core programs. The core programs will be assessed each year using the performance targets described in section 116(b) to determine success or failure in meeting the targets.

Assessment of One-Stop Partner Programs:

Integration of the partner programs essential to the effective operation of the workforce development system is achieved through the design of the one-stop service delivery system. As

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

- State: The state board, in consultation with CLEOs and local boards, shall establish objective criteria and procedures for use by local boards in assessing at least once every three years the effectiveness, physical and programmatic accessibility, and continuous improvement of one-stop centers and one-stop delivery systems, consistent with the requirements of WIOA section 101(d)(6).
- Local: Consistent with an approved state plan, the local board for a local area, with the agreement of the CLEO for the local area, may develop additional criteria and procedures in assessing at least once every three years the effectiveness, physical and programmatic accessibility, and continuous improvement of one-stop delivery systems and one-stop centers. The local board for a local area, with the agreement of the CLEOs for the local area, shall designate, assess, certify, and provide oversight with respect to the one-stop delivery systems and one-stop centers in the local area.

Purpose of the Local Board Certification Process
In order to be eligible to receive and continue receiving infrastructure funding, criteria and procedures are developed for the local board certification of the one-stop delivery systems and one- stop centers, including standards relating to service coordination, economic efficiency, effectiveness, accessibility, and continuous improvement of the one-stop delivery system as the state and local board determines to be appropriate. This process ensures the integrity and maintenance of consistent levels of quality in the services provided in the workforce development areas.

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

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

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

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

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

stop delivery systems and one-stop centers. The following are the basic statewide criteria required for certification:

- Improvement opportunities and service gaps identifications.
- Identification of potential resource needs.
- Organizational strength through utilizing teamwork.
- Required criteria checklist that must include required partners participation and availability of core services.
- Workforce and labor market information.
- Access to career services and training.
- Signed MOUs and cost allocation plans.
- Mission/vision statements.
- Operating principles.
- Organizational chart(s).
- Financial plan or line-item budget.
- Performance goals and standards.
- Meaningful access to WIOA required partner programs.
- Customer service plans (employer and job seeker).
- Customer feedback plan/satisfaction indicators.
- Technology plan.
- Staffing and staff development plan.
- Continuous improvement plan.
- Facilities access plan.

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

On-Site Review

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

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

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

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

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

One-Stop Operator Designation or Certification
In collaboration with core partners, the local boards shall issue Request for Proposals (RFPs) for one-stop operator(s). An operator selection committee comprised of a representative from each of the required four WIOA partners and other selection committee members designated by the local board shall review third party scoring evaluation results; review or evaluate proposals; and provide feedback to the local boards. The local boards have the option of including third party scoring in their evaluation process. The local board, with the agreement of the chief elected official(s), will select/designate one-stop operators and terminate for cause the eligibility of such operators consistent with WIOA Section 121(d).

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

- Parties to the agreement.
- Duration of agreement.

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

B. PREVIOUS ASSESSMENT RESULTS

For each four-year state plan and state plan modification, provide the results of assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle), in accordance with methods described in 4(A). Describe how the State is adapting its strategies based on these assessments.

WIOA Title I: Adult, Dislocated Worker, and Youth:

State Evaluation Activities
Statewide evaluations conducted during Program Year 2022 (PY22) consisted of monitoring activities of all WIOA programs conducted by the WISS Monitoring Team pursuant to WIOA sec. 184, 2 CFR part 200 and 20 CFR part 600, and corresponding State Compliance Policy 5.7, in addition to random participant qualitative surveys conducted in the statewide EmployNV Hubs.

The State of Nevada through the Governor's office implemented the Workforce Innovation and Opportunity Act (WIOA) Governance Group. This group has been established to assist in the reauthorization transition from WIA to WIOA with representation from all the WIOA Title programs and required partners. Each state compliance policy, procedure and process are reviewed, recommended, and updated, if needed.

Customer Service Evaluation Job Seeker Survey
EmployNV Hubs offer a variety of employment services to job seekers and employers through their 9 statewide offices. The job seekers' point-of-experience with their EmployNV Hub representatives is recorded in-office at the end of their service experience using Opinionmeter, a real-time, customer feedback survey subscription tool that WISS utilizes to measure qualitative program effectiveness and satisfaction.

Upon arrival at the EmployNV Hub, job seekers are logged into the Client Tracking System (CTS)

when the individual requests services, after which EmployNV Hub representatives meet with individuals to provide personalized service. Upon completion, job seekers are then randomly selected to participate in a brief customer service survey, which is completed before the job seekers exit the EmployNV Hubs via dedicated computers located near the front of each EmployNV Hub that deploy the Opinionmeter customer service survey. Participants record their EmployNV State ID number and the name of the EmployNV Hub representative that provided the service into the survey, and the participants complete the survey independently.

Each EmployNV Hub is assigned a specific monthly survey goal level based on customer traffic. In PY19, the EmployNV Hubs conducted over 6,000 surveys. Online customer survey options are being considered as part of a future combined in-office and virtual service delivery model.

The random survey selection method varies from office to office, but each office must conduct the required number of surveys per their respective monthly survey goals.

In PY19, survey ranking results of good or better are represented below:

1. When you visited the office today were you welcomed by staff with a friendly professional greeting? – 91.95%
2. Did the staff member you met with display competence as a professional employment representative? - 95.77%
3. Would you recommend the services of the EmployNV Hub to a friend or colleague? – 94.13%
4. How beneficial would you rate the services you received today? – 92.67%
5. Will you use the services of the EmployNV Hub again? – 92.82%

Program Participation Survey

In addition to the random job seeker Opinionmeter surveys, participants in Nevada's Jobs for Veteran's State Grant (JVSG), Reemployment Services and Eligibility Assessment/ Reemployment Eligibility Assessment Nevada (RESEA/REAnv), Career Enhancement Program (CEP), and WIOA Title I Adult, Dislocated Worker, and Youth programs have automated surveys conducted after program enrollment utilizing Nevada's Virtual Assistant Program, SARA (Semi-Autonomous Research Assistant), which is integrated with EmployNV. In PY19, 81% of participants answered that they were likely to recommend services of the EmployNV Hub to a friend or colleague, and 72% of participants rated the EmployNV Hub services as excellent.

Employer Customer Survey

Nevada's statewide EmployNV Business Hubs focus on providing quality workforce and employment services to Nevada's business community. All employers who receive service from these Hubs are asked to provide feedback. Businesses are either provided with a printed survey to complete after receiving in-office services (e.g., at hiring events) or sent a website link to complete the survey.

In PY19, employer survey ranking results of fair or better are represented below:

1. How well did you feel our EmployNV Hub representatives understood your business needs? – 100%
2. Did the EmployNV Hub representative obtain all information needed to list the job vacancy during the first contact with your company? – 91.67% indicated 'Yes'
3. Please rate the ease of listing a job opening with the EmployNV Hub? – 100%
4. Please rate the quality of candidates referred for the job vacancy with the EmployNV Hub? - 100%
5. Please rate the quantity of candidates referred for the job vacancy with the EmployNV Hub? - 41.67%
6. Did the EmployNV Hub meet your expectations with respect to assisting with recruitment needs? – 83.33% indicated 'Yes'
7. Overall, are you satisfied with the recruitment services received from the EmployNV Hub?- 100% indicated 'Yes'
8. Would you use the EmployNV Hub again to assist with the recruitment needs? – 91.67% indicated 'Yes'

State Evaluation Activities

Statewide evaluations conducted during Program Year 2020 consisted of monitoring activities of all Workforce Innovation and Opportunity Act (WIOA) programs conducted by the Workforce Innovation Support Services (WISS) Monitoring Team pursuant to WIOA sec. 184, 2 CFR part 200 and 20 CFR part 600, data element reviews completed by WISS Program Staff, and corresponding State Compliance Policy 5.7, in addition to random participant qualitative surveys completed by statewide program participants.

Further, the Governor's Workforce Development Board, comprised of members from all four core WIOA title programs, businesses, workforce/labor institutions, and state and local government agencies, assist in improving the state workforce system by policy, procedure, and process reviews, giving recommendations, and updating, if needed.

Customer Service Evaluation Job Seeker Survey

EmployNV Hubs offices offer a variety of employment services to job seekers through nine local offices virtually, over the phone, and in person. The job seekers, who are case managed, are sent electronic customer-feedback surveys using the Semi-Autonomous Research Assistant (SARA) program via text and/or email. In an effort to collect surveys for all job seekers who receive services, case managed or not, SARA is being upgraded to send out surveys to all registered job seekers to capture customer feedback.

Although all case managed job seekers receive the customer-feedback survey, feedback is limited to only the job seekers who choose to complete the survey.

The following questions were ranked as "fair" or better.

1. Will you take a minute to help us improve the services we provide to you? –2,819 (92.85%)
2. How would you rate the politeness of the staff? –2,726 (99.06%)
3. How would you rate the service you received from us? –2,681(97.01%)
4. How likely are you to recommend our services? –2,547 (95.43%)

Business Customer Survey
The EmployNV Business Hubs across Nevada focus on providing the best possible services to the business community. All employers who receive service from Business Solutions Account Managers are asked to provide feedback. Businesses are printed or emailed a survey to complete after the completion of services (such as hiring events).

The following questions were ranked as "fair" or better:

1. Please rate the number of applicants who attended the virtual job fair. –71%
2. Please rate the quality of applicants who attended the virtual job fair. –71%
3. Please rate the job seeker's preparedness to meet you. –86%
4. Would you attend future job fairs sponsored by us (virtual or face-to-face)? –100%

The two LWDBs have identified several common strengths and weakness which have led to the implementation of strategies, such as:

- Enhanced communication and coordination with DETR and the exchange of best practices between the local boards.
- With the implementation of EmployNV, DETR and the local boards collaborate through monthly calls discussing ways to improve and standardize data entry into EmployNV which improves data integrity, reporting and the ability to use data to make programmatic changes.
- Heightened programmatic communication which has helped drive training opportunities for workforce practitioners.

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

- Engagement of local elected officials and board leadership to facilitate system dialog, awareness, and improvement to address:
    - Lack of community awareness
    - Collocation, coordination of services and integration
    - Improved coordination of programs across funding streams and partner programs
- Increased system dialog among the mandated partners, economic development, education, and business by:

- Implementing sensible geographic expansion (more access points)
- Facilitating increased partnership, integration, and coordination

WIOA Title II: Adult Education and Family Literacy Act Programs:

In program years (PY) 2021, 2022 and 2023, the Title II AEFLA programs met all targets described in section 116(b). For the last three years there have been no performance outcomes that are not being met. Prior to that time measurable skill gain (MSG) outcomes were not met so several process changes and additions to reporting requirements on a quarterly basis were instituted. Starting in 2018 local providers are required to submit detailed reports quarterly that examine data related to the measurable skill gains in addition to the normal data quality checks. Requiring detailed performance data keeps the focus of the local programs on the measurable skill gains performance outcomes. Furthermore, all local programs are subject to a system of program status that would place poor performing programs on a Warning, Probation, and/or Termination status with a required Corrective Action Plan and technical assistance.

WIOA Title III: Wagner-Peyser Act of 1933:

PY22 Self-Appraisal System (SAS) reviews were conducted on the WIOA Title III Wagner-Peyser Program, Nevada's Career Enhancement Program, and Nevada's Silver State Works Program entries to determine:

- Success in reaching the state's entered employment and placement goals for participants.
- Appropriateness of services provided to employers and participants.
- Timeliness in service delivery to employers and participants.

In PY22, program staff monitored, analyzed, and coached EmployNV Hub staff quarterly to ensure goals were met and appropriate program services were recorded. Staff utilized the Self-Autonomous Research Assistant (SARA) integrated with EmployNV, Nevada's statewide automated workforce management information system (MIS), to ensure consistent and timely communication with participants. SARA allows staff to send periodic follow-up and program specific communication via text and email; schedule and remind participants about appointments and events; allows for documentation to be obtained, recorded, and uploaded to EmployNV; and helps alert staff to participants' urgent needs, which enhances participant and staff communications.

Nevada exceeded the Employment Services (ES) participants who gained employment 2nd quarter after exit planned goal by 1% and missed the number of job placements planned goal by 8%. Nevada identified additional virtual tools to help provide services and meet goals including using DocuSign for electronic paperwork completion and signatures.

The Silver State Works Program had 297 total number of participants who remained employed, which is 61% less than the planned goal of 765. Participation in Silver State Works has decreased this program year, somewhat in part to the reduction in staffing due to the pandemic and shifting of staff to priority UI activities. However, the retention rate of those sustaining

employment has remained consistent throughout the program year.

Job listings received from employers exceeded the planned goal by 22%. Value-added and enhanced services provided to participants facilitated skilled, job ready candidates for employer job vacancies. Employer confidence remained high in the beginning of the program year stimulating the posting of job listings and hiring of employees. After the COVID-19 pandemic-related business shutdowns, the need for essential workers grew.

Efforts to ensure appropriateness of services and timeliness of service delivery were successful and supported by the customer and employer survey results received. Out of all the participants visiting local offices, 93% rated the services received as beneficial and 92% of employers surveyed responded that they would use the EmployNV Business Hub to assist with future recruitment needs.

Quarterly & Annual Numeric	
Nevada JobConnect Services to Participants	
• # of Employment Service Participants who Gained Employment 2nd qtr. after exit	
Plan: 33,604	**Actual: 33,732**
• # of Career Enhancement Program Participants who Gained Employment after receiving services	
Plan: 5,340	**Actual: 5,650**
• # of Silver State Works Program Participants who Remained Employed	
Plan: 765	**Actual: 297**
• # of Placements	
Plan: 11,580	**Actual: 10,709**
Quarterly & Annual Numeric (Continued)	
Nevada JobConnect Services to Employers	
• # of Job Orders from Employers	
Plan: 18,780	**Actual: 22,873**
• # of Job Openings Received	
Plan: 47,400	**Actual: 62,840**
• Employer Penetration	
Plan: 3.50%	**Actual: 10.80%**
• Repeat Customer Business	
Plan: 41.00%	**Actual: 25.10%**

Annual Non-Numeric
Qualitative Review
• Local Office and Administrative Oversite
Reviews showed staff and offices are within compliance.
• Customer Survey Results Review
94% of customers responded that they would recommend the services of Nevada JobConnects to a friend or colleague. Nevada will continue with efforts to increase this percentage.
• Employer Survey Results Review
Employers indicated 100% of the candidates received were of "fair," "good," or "excellent" quality.

PY20 Self-Appraisal System (SAS)
During PY20, the Self-Appraisal System (SAS) reviews were conducted on the Workforce Innovation and Opportunity Act (WIOA) Title I Program, Wagner-Peyser Title III Program, Nevada's Career Enhancement Program, and Nevada's Silver State Works Program entries to determine:

- Success in reaching State Entered Employment and Placement Goals for participants.
- Appropriateness of services provided to employers and participants.
- Timeliness in service delivery to employers and participants.

In PY20, program staff monitored, analyzed, and coached EmployNV Hub staff to ensure goals were met and appropriate program services were recorded. Staff utilized the Semi-Autonomous Research Assistant (SARA), integrated with EmployNV, the statewide workforce case management system, to ensure consistent and timely communication with participants. SARA has allowed for staff to send scheduled program specific communication via text and email, schedule and remind participants about appointments, allowed for documentation to be obtained and recorded, helped alert staff to urgent client needs, and has enhanced participant and staff communication. Due to COVID-19 EmployNV Hubs provided services virtually during this program year.

Nevada was not able to meet the participant employment 2nd quarter after exit goal by 26% and missed the placement goal by 83% due to continuing health and safety concerns, as well as state issued shutdowns that continued since 4th quarter of PY19 due to COVID-19.

The Silver State Works Program had a total of 237 participants who remained employed, which is 63% less than the goal of 633. Participation in Silver State Works has decreased this program year; however, the retention rate of those sustaining employment has exceeded the goal by 13%.

Job Openings received from Businesses exceeded the planned goal by 58%. While the number of jobs available exceeded the goal, the number of job referrals, applicants, and individuals willing to accept employment was significantly reduced. After the COVID-19 business shutdowns, the need for essential works grew, but self-service and virtual options for employers to post jobs

and receive applications allowed for employment services to continue.

Efforts to ensure appropriateness of services and timeliness of service delivery were successful and supported by the customer and employer survey results received. 97% of participants receiving virtual employment services rated the services received as beneficial.

Quarterly & Annual Numeric	
Nevada JobConnect Services	
• # of Employment Service Participants who Gained Employment 2nd qtr after exit	
Plan: 33,604	**Actual: 24,784**
• # of Career Enhancement Program Participants who Gained Employment after receiving services	
Plan: 5,340	**Actual: 4,511**
• # of Silver State Works Program Participants who Remained Employed	
Plan: 633	**Actual: 237**
• # of Placements	
Plan: 11,580	**Actual: 1,918**

Annual Non-Numeric
Qualitative Review
• Local Office and Administrative Oversite
Reviews showed staff and offices are within compliance.
• Customer Survey Results Review
95% of Customers Responded they would recommend the services of JobConnect to a friend or colleague. Nevada will continue with efforts to increase this number.
• Employer Survey Results Review
Employers indicated 72% of the candidates received were of "fair," "good," or "excellent" quality.

Quarterly & Annual Numeric (Continued)	
Nevada JobConnect Services to employers	
• # of Job Orders from Employers	
Plan: 17,215	**Actual: 27,283**
• # of Job Openings Received	
Plan: 47,400	**Actual: 68,759**
• Employer Penetration	
Plan: 3.50%	**Actual: 8%**
• Repeat Customer Business	
Plan: 41.00%	**Actual: 17.8%**

PY21 Self-Appraisal System (SAS)
During PY21, the Self-Appraisal System (SAS) reviews were conducted on the Workforce

Innovation and Opportunity Act (WIOA) Title I Program, Wagner-Peyser Title III Program, Nevada's Career Enhancement Program, and Nevada's Silver State Works Program entries to determine:

- Success in reaching State Entered Employment and Placement Goals for participants.
- Appropriateness of services provided to employers and participants.
- Timeliness in service delivery to employers and participants.

In PY21, program staff monitored, analyzed, and coached EmployNV Hubs to ensure goals were met and appropriate program services were recorded. Staff utilized the Semi-Autonomous Research Assistant (SARA), integrated with EmployNV, the statewide workforce case management system, to ensure consistent and timely communication with participants. SARA has allowed for staff to send scheduled program specific communication via text and email, schedule and remind participants about appointments, allowed for documentation to be obtained and recorded, helped alert staff to urgent client needs, and has enhanced participant and staff communication. The JobConnect offices re-opened their doors on October 1, 2021. Services were only provided virtually from July 1, 2021 – September 30, 2021.

Nevada was not able to meet the participant employment 2nd quarter after exit goal by 87% and missed the placement goal by 65% due to lack of job seeker traffic in offices. The lack of job seeker traffic is directly related to the low unemployment rates, as well as job seekers becoming more self-sufficient with online services.

The Silver State Works Program had a total of 157 participants who remained employed, which is 79% less than the goal of 765. Participation in Silver State Works has decreased this program year; however, the retention rate of those sustaining employment has exceeded the goal by 12%.

Job Orders received from Employers exceeded the planned goal by 214%. While the number of jobs available exceeded the goal, the number of job seekers registered, and job referrals are significantly under their goals. The high number of job orders can be attributed to employers using self-service to post their own jobs and not being able to fill all their positions due to the low unemployment rate.

Efforts to ensure appropriateness of services and timeliness of service delivery were successful and supported by the customer survey results received. 95% of participants receiving employment services rated the services received as beneficial.

Quarterly & Annual Numeric	
EmployNV Hub Services	
• # of Employment Service Participants who Gained Employment 2nd qtr. after exit	
Plan: 33,604	**Actual: 4,437**
• # of Career Enhancement Program Participants who Gained Employment after receiving services	
Plan: 5,340	**Actual: 488**
• # of Silver State Works Program Participants who Remained Employed	
Plan: 765	**Actual: 157**
• # of Placements	
Plan: 11,580	**Actual: 4,051**
Quarterly & Annual Numeric (Continued)	
EmployNV Hub Services to employers	
• # of Job Orders from Employers	
Plan: 18,780	**Actual: 40,211**
• # of Job Openings Received	
Plan: 47,400	**Actual: 85,069**
• Employer Penetration	
Plan: 3.50%	**Actual: 9.5%**
• Repeat Customer Business	
Plan: 41.00%	**Actual: 25.5%**

Annual Non-Numeric
Qualitative Review
• Local Office and Administrative Oversite
Reviews showed staff and offices are within compliance.
• Customer Survey Results Review
93% of Customers Responded they would recommend the services of EmployNV Hubs to a friend or colleague. Nevada will continue with efforts to increase this number.
• Employer Survey Results Review
Employers indicated 86% of the candidates received were of "fair," "good," or "excellent" quality.

State Evaluation Activities

Statewide evaluations conducted during Program Year 2021 (PY21) consisted of monitoring activities of all WIOA programs conducted by the WISS Monitoring Team pursuant to WIOA sec. 184, 2 CFR part 200 and 20 CFR part 600, and corresponding State Compliance Policy 5.7, in addition to random participant qualitative surveys conducted in the statewide Nevada EmployNV Hubs.

The State of Nevada through the Governor's office implemented the Workforce Innovation and Opportunity Act (WIOA) Governance Group. This group has been established to assist in the reauthorization transition from WIA to WIOA with representation from all the WIOA Title programs and required partners. Each state compliance policy, procedure and process are reviewed, recommended, and updated, if needed.

Customer Service Evaluation

Job Seeker Survey

Nevada's EmployNV Hubs offer a variety of employment services to job seekers through their nine local offices virtually, over the phone, and in person. The job seekers, who are case managed, are sent electronic customer-feedback surveys using the Semi-Autonomous Research Assistant (SARA) program via text and/or email. In an effort to collect surveys for all job seekers who receive services, case managed or not, SARA is being upgraded to send out surveys to all registered job seekers to capture customer-feedback.

Although all case managed job seekers receive the customer-feedback survey, feedback is limited to only the job seekers who choose to complete the survey.

The following questions were ranked as "fair" or better.

1. Will you take a minute to help us improve the services we provide to you? –1,462 (89%)
2. How would you rate the politeness of the staff? –1,386 (98%)
3. How would you rate the service you received from us? –1,364 (95%)
4. How likely are you to recommend our services? –1,261 (93%)

Program Participation Survey
Participants in Nevada's Jobs for Veteran's State Grant (JVSG), Reemployment Services and Eligibility Assessment/ Reemployment Eligibility Assessment Nevada (RESEA/REAnv), Career Enhancement Program (CEP), and WIOA Title I Adult, Dislocated Worker, and Youth programs have automated surveys conducted after program enrollment utilizing Nevada's Virtual Assistant Program, SARA (Semi- Autonomous Research Assistant), which is integrated with EmployNV. In PY19, 81% of participants answered that they were likely to recommend services of EmployNV Career Hubs to a friend or colleague, and 72% of participants rated Hub services as excellent.

Employer Customer Survey
The Business Solutions Offices across Nevada focus on providing the best possible services to the business community. All employers who receive service from Business Solutions staff are asked to provide feedback. Employers are printed or emailed a survey to complete after the completion of services (such as hiring events). A request for survey results was sent to the Business Solutions Offices for surveys conducted in Program Year 2021 and no surveys were sent out. The questions below are a sample of what could be sent to employers to gauge their feedback on the services they received.

The following questions were ranked as "fair" or better:

1. How would you rate the services provided to you? –41 (100%)
2. Will you utilize the services provided to you in the future? –41 Yes (100%)
3. How would you rate the quantity of applicants? –23 (96%)
4. How would you rate the applicant's preparedness to meet you? –18 (86%)

The two LWDBs have identified several common strengths and weakness which have led to the implementation of strategies, such as:

1. Enhanced communication and coordination with DETR and the exchange of best practices between the local boards.
2. With the implementation of EmployNV, DETR and the local boards collaborate through monthly calls discussing ways to improve and standardize data entry into EmployNV which improves data integrity, reporting and the ability to use data to make programmatic changes.
3. Heightened programmatic communication which has helped drive training opportunities for workforce practitioners.

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

- Engagement of local elected officials and board leadership to facilitate system dialog, awareness, and improvement to address:
    - Lack of community awareness.
    - Collocation, coordination of services and integration.
    - Improved coordination of programs across funding streams and partner programs.
- Increased system dialog among the mandated partners, economic development, education, and business by:
    - Implementing sensible geographic expansion (more access points).
    - Facilitating increased partnership, integration and coordination.

WIOA Title III: Wagner-Peyser Act of 1933:

In Performance Year 2021 (PY21), the Wagner-Peyser employment outcomes after exit exhibited the following performance metrics: In the 2nd quarter, employment after exit stood at 68.2%, which equated to 93% of the established goal of 73.3%. For the 4th quarter, employment after exit was 59.6%, achieving 82.4% of the goal set at 72.3%. Furthermore, median earnings reached $6,807, surpassing the goal of $5,400 with a score of 126.1% of the goal. In PY22, Wagner-Peyser witnessed further enhancements in employment outcomes: In the 2nd quarter, employment after exit surged to 72.4%, exceeding the goal of 66% with a notable performance score of 109.7%. Likewise, in the 4th quarter, employment after exit reached 71.8%, surpassing the goal of 63% with a score of 114%. The median earnings also demonstrated significant growth, rising to $7,670, and achieving an impressive 142% of the $5,400 goal.

WIOA Title IV: Rehabilitation Act of 1973:

VR's goal of 100% for completion of IPE within 90 days of eligibility is federally mandated. This change occurred with passage of the Workforce Innovation and Opportunity Act (WIOA) in late 2014. Previously staff had 180 days to complete the IPE process. Staff initially struggled to shorten this time frame in half. However, with training and increased expectations, now in 90% of cases, the IPE was developed within 90 days in PY18. That percentage rose to 92% in PY19. In

the pandemic, the implementation of DocuSign and the online application process have greatly enhanced the programs ability to more efficiently serve clients and meet deadlines in this challenging time. VR has exceeded its goals for average wages. The goal in PY20 was12.00/hour and VR participants achieved $13.69/hour. The goal in PY21 was $12.00/hour and VR participants achieved $ 15.76/hour. In PY22 the goal was $12.00/hour and VR participants achieved $16.56.00/hour.

In July 2022, The State of Nevada, Bureau of Vocational Rehabilitation (BVR), the Nevada Rehabilitation Council and the Interwork Institute at San Diego District University jointly conducted an assessment of the vocational rehabilitation needs of individuals with disabilities residing in the State of Nevada. A triennial needs assessment is required by the Rehabilitation Act of 1973 as amended by Title IV of the Workforce Innovation and Opportunity Act (WIOA) and is intended to help inform the Combined State Plan developed by the core partners in Nevada's Workforce Development System.

As this review period was during the pandemic, many of the recurring themes included impacts to the program caused by COVID-19 shutdowns. As we are now fully open we are recovering from the impacts and have addressed all of the concerns raised in the document. Some of these included office and school closures during pandemic, recruitment challenges during pandemic, impacts to the provider network caused by pandemic, technology to allow staff to work from home during pandemic, physical accessibility of offices, quality of employment outcomes and need to increase community awareness of the Vocational Rehabilitation program.

In February 2024, all State of Nevada employees returned full time to the office. Vocational Rehabilitation staff are back in office full time. There is no longer an issue with physical access to offices or schools. In addition, the agency has invested funds to ensure all of our offices have state of the art technology, including DocuSign, a loop system for the deaf/hard of hearing, automatic doors, Zoom, TEAMS and Oden (AWARE case management communication tool). As employers are now again hiring, and wages are going up, we are finding more quality employment outcomes for Vocational Rehabilitation participants. Our Employer Engagement Team has contacted 634 businesses and conducted 62 outreach and recruitment events on behalf of people with disabilities. We have also initiated a disability inclusion award for model employers based on their hiring practices of people with disabilities. Regarding the need to increase community awareness of the Vocational Rehabilitation program, we have launched our new website vrnevada.nv.gov which is available in the 5 most prevalent languages in Nevada, as well as utilizing the User Way accessibility menu for individual user optimization. We also have developed a robust social media campaign with presence and daily updates on Facebook, X(Twitter), YouTube and LinkedIn. We have surpassed our pre-pandemic level of applications and are now operating at a170% increase in new applications for Vocational Rehabilitation services. Regarding our outreach and services to transition youth, the agency is now providing Pre-Employment Transition Services to all Nevada school districts and has a developed a dedicated Statewide Transition Team to coordinate transition and Pre-ETS services to youth ages 14-22 in all school districts. We have also supplied numerous transition tools to school districts across the state, these include Pathful Explore/Virtual Job Shadow which is available to every student with a disability in Nevada, Practical Assessment Exploration System (PAES) Lab provision to more than 12 school districts across the state, Summer Youth Internship and

summer camps developed in all regions of the state and the acquisition of virtual reality goggles for vocational exploration which will be available in EmployNV hubs.

C. EVALUATION

Describe how the State will conduct evaluations and research projects of activities carried out in the State 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 (WIOA Section 116(e)).

In spring of 2022, Nevada participated in the Evaluation Peer Learning Cohort (EvalPLC) provided as technical assistance through DOL. The Nevada team consisted of representatives from each of the core programs under WIOA, TANF, local boards, and OWINN. During the cohort, Nevada identified its readiness to engage in formal program evaluation. Nevada's capstone project consisted of a plan to work towards implementing evaluations by remediating our weakness and utilizing the NPWR research longitudinal database. The plan concentrates on:

- Establishing iterative review of existing practices, clearly identifying the activities, outputs, and outcomes to create assumptions that can be tested through supported research as well as use of models to build research agenda.
- Incorporating core WIOA partners in NPWR system to use NPWR research portal to provide robust data to researchers in support of established research agenda.
- Soliciting research proposals in line with identified research agenda.

For example, Adult Education was included in these efforts to establish a review of existing practices and identify research topics and methodologies. The Adult Education data is included in NPWR, the state's longitudinal data system, and a dashboard is being developed to make public program performance available.

In December 2021, Rehabilitation Administration requested an independent Process Evaluation be conducted by the Vocational Rehabilitation Technical Assistance Center on Quality Management (VRTAC-QM). Nevada Vocational Rehabilitation is performing well, on track to meet goals and is in no jeopardy of any ethical or programmatic violations. The following is a response from the 2021 VRTAC-QM review of the VR program: "BVR has not conduced an assessment of the reasons for closure prior to eligibility determination since the pandemic began. One of the clear impacts of COVID-19 on the VR program is that there has been an increase in the rate of individuals closed for reasons related to lack of engagement such as unable to locate and refused services or no longer in need of services. It would be helpful for BVR to examine the reasons for closure prior to eligibility determination to see if this same trend is occurring in the agency." Other meaningful feedback included: "It would benefit BVR to further assess their SE services to youth, identifying who also meet the definition of a student with a disability and may benefit from pre-employment transition services (pre-ETS). Additionally, analyzing the employment outcomes (i.e., exit and post-exit) of individuals receiving SE as a way to evaluate the effectiveness of these services."

Beginning in January 2022, the State has contracted with an outside vendor to evaluate and modernize Title III service delivery for both businesses and job seekers. This vendor brings experience working with other states and local workforce areas which will allow Nevada to implement best practices from all over the country. Nevada updated its Business Solutions policy and procedure manual and streamlined processes for this unit to increase employer retention and satisfaction as well as increase the number of job listings that are compatible with the current labor market trends and align with the local boards focus on labor market sectors.

The employment services policy and procedure manual was updated to align with the needs of the job seeker by providing more case management, increasing the frequency of follow up activities and enhance the job seekers experience based on their desired outcome whether it be returning to sustainable employment or entering into a training program to advance them into a career.

In August 2023, Nevada was chosen by NASWA, WITSC to participate in the Aligned Case Management study. Nevada's mission was to further explore and define features of a common intake and referral solution for the title partners. All four core partners, participated in this five-month study/workshop to develop a shared vision for the concept among project participants as well as examine and develop details as to the functionality of a solution and how it would be used by all core one-stop partners to improve determination of customer needs and support a referral to any or all core partners. In April 2023, we conducted a one-day conference for all WIOA title partners throughout the state, to further develop our common intake and referral process, determine required functionality of any platform to maintain the common intake process and be able to refer customers internally, within the one-stop center, or externally, to any community partner for additional assistance and service. Nevada is currently in the process of researching and evaluating software products and services and will be initiating an RFP process within the next 6-8 months.

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

The state will continue developing new and improved policies and procedures to facilitate ongoing evaluation and research on current and new programs, including state initiatives, and to identify best practices that have the potential to become evidence-based practice. Program evaluation will assist to identify and address areas such as skills gaps, service gaps, program inefficiencies, duplication of efforts, etc. An example of the State's commitment to research is through the NPWR Research Grants, funded through Governor's Reserve funds and released in Spring 2023. The purpose of this opportunity was to support research studying Nevada's most challenging policy problems in the areas of workforce development, economic diversification, and education through NPWR, the state's longitudinal data system. The eligible applicants were researchers, scholars and/or academics located in and residing in the State of Nevada that represented or were a part of public and private organizations, institutions, and entities interested in asking research questions that address policy problems facing Nevada using NPWR as the evidence-based data-driven research tool. The research developed this this inaugural opportunity will continue to be refined and shared with partners, other researchers, and entities to assist with policies and programs in the future.

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

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

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

A. FOR TITLE I PROGRAMS

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

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

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

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

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

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

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

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

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

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

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

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

III. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED

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

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

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

Factors	Current Weighing (US DOL approved in several prior state plans)	Proposed	Data Source
Insured Unemployed	20%	50%	DETR's Research and Analysis Bureau, AR-6 Jan-Dec, 2019
Unemployment Concentrations	0%	0%	DETR's Research and Analysis Bureau, 2019
Plant Closings / Mass Layoffs	30%	0%	No valid data source could be identified
Declining Industries	0%	0%	DETR's Research and

Factors	Current Weighing (US DOL approved in several prior state plans)	Proposed	Data Source
			Analysis Bureau, 2019
Farmer-Rancher Economic Hardship	15%	0%	No valid data source could be identified
Long-Term Unemployed	35%	50%	R&A Report: AR-6 Jan-Dec 2019

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

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

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

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

Unemployment Concentrations
Zero Weight Justification: The unemployment concentrations criteria has been weighted zero for over 15 years. Recent analysis shows that although 90 percent of Nevada's land is rural, 91 percent of the population is located in the three metropolitan statistical areas (MSAs) of Las Vegas–Paradise, Reno–Sparks, and Carson City. In 2014, DETR and the local boards considered the following unemployment concentrations criteria: only MSAs that exceed the state's average unemployment rate should be included in the criteria. Because only four of the state's counties are contained within the MSAs, this definition excluded the state's other 13 counties from consideration. Furthermore, since Las Vegas–Paradise represents over 73 percent of Nevada's employment, this MSA overwhelmingly sets the state's average unemployment, therefore the calculations showed that the implementation of this criteria would have resulted in the Reno–Sparks MSA (16 percent of Nevada's employment in Washoe/Storey counties) located in the northern board not receiving any dislocated worker funding for this MSA in most years. It is 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 recommended that this measure be weighted at zero because of these deficiencies.

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

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

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

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

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

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

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

Nevada has weighted four dislocated worker data factors (i.e., unemployment concentration; plant closing and mass layoff; declining industries data; and farmer-rancher economic hardship)

at zero percent because it does not have an appropriate data source to accurately reflect state needs for the given factor.

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

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

B. FOR TITLE II

I. DESCRIBE THE METHODS AND FACTORS THE ELIGIBLE AGENCY WILL USE TO DISTRIBUTE TITLE II FUNDS.

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. As well as being posted on the Department website, the competition for funding is sent to a list of eligible providers in the state to elicit applications through an RFP process. The same announcement, application and process will be used for all applicants for each RFP the NDE intends to issue. All applications will be treated in the same manner in terms of review and evaluation. An RFP was released in the spring of 2023, to offer multi-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, and local boards.

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

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

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

Following the selection of applicants to be funded, the amount of funding for Basic Instruction is determined by formula. Successful applicants that received AEFLA funds in the most recent fiscal year will be funded based on a formula including the following factors:

- Equal base amount per awarded applicant;
- Demonstrated need within the service area proportionate to the percentage of participants served by the applicant by county;
- Outreach sites;
- Previous enrollment numbers (rolling average) represented by participant contact hours; and
- Previous performance outcomes (rolling average).

Successful applicants that did not receive AEFLA funds in the most recent fiscal year will be funded based on a formula including the following factors:

- Equal base amount;
- Demonstrated need within the service area proportionate to the percentage of participants anticipated to be served by the applicant by county; and estimated enrollment multiplied by the number of contact hours offered (projected contact hours).

Successful applicants for IELCE funds will be funded based on an equal base amount per awarded applicant and the remaining funds divided by estimated enrollment.

II. DESCRIBE HOW THE ELIGIBLE AGENCY WILL ENSURE DIRECT AND EQUITABLE ACCESS TO ALL ELIGIBLE PROVIDERS TO APPLY AND COMPETE FOR FUNDS AND HOW THE ELIGIBLE AGENCY WILL ENSURE THAT IT IS USING THE SAME GRANT OR CONTRACT ANNOUNCEMENT AND APPLICATION PROCEDURE FOR ALL ELIGIBLE PROVIDERS.

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

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

C. VOCATIONAL REHABILITATION PROGRAM

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the

Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

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

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

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

State Fiscal Year	BA 3254	%	BA 3265	%	Total
2018	$2,585,177	12%	$19,273,160	88%	$21,858,336
2019	$2,916,227	13%	$20,409,799	87%	$23,326,026
2020	$2,679,776	12%	$20,582,830	88%	$23,262,606
2021	$2,284,607	10%	$20,409,799	90%	$22,694,406
2022	$2,416,376	12%	$17,259,449	88%	$19,675,825
2023 (estimate)	$2,837,388	12%	$20,959,055	88%	$23,796,443
2024 budgeted	$3,145,257	13%	$21,973,459	87%	$25,118,716

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.

Describe data-collection and reporting processes used for all programs and activities, including the State's process to collect and report data on co-enrollment, and for those present in the one-stop centers.

I. DESCRIBE THE STATE'S PLANS TO MAKE THE MANAGEMENT INFORMATION SYSTEMS FOR THE CORE PROGRAMS INTEROPERABLE TO MAXIMIZE THE EFFICIENT EXCHANGE OF COMMON DATA ELEMENTS TO SUPPORT ASSESSMENT AND EVALUATION

The state's systems include:

- EmployNV: The State's common management system (CMS) for Titles I, III, IV (NOTE: Nevada is working towards integrating Title II). It interfaces with the State's labor market data, area profiles, industry profiles, educational profiles, and occupational profiles that utilizes the USDOL ETA O*NET, the Standard Occupational Codes (SOC) and Classification of Instructional Programs (CIP) coding systems. Nevada employers have registration abilities into the EmployNV system wherein they can post jobs and use the system's recruitment tools to identify potential candidates for employment.
- SARA: The State's mobile-centric, virtual staff assistant communication system that engages in two-way communications within the EmployNV system and TANF employment and training program.
- UInv: The State's unemployment insurance system.
- OASIS: The State's case management system in Health and Human Services for the TANF and SNAP employment and training programs. NOMADS/AMPS: The State's eligibility management system in Health and Human Services for TANF and SNAP programs.
- LACES: The State's Literacy, Adult and Community Education database for Adult Basic Education's student information system. In program year 2024 an interface should be completed to connect LACES data with EmployNV data. This will reduce duplication of effort and provide a method for common intake
- AWARE: The electronic case management system utilized by the Nevada Vocational Rehabilitation Division.

In 2015, Nevada's P-20 to Workforce Research Data System (NPWR) was launched to securely match data from NDE, NSHE and DETR. NPWR has grown to include:

- Department of Employment, Training and Rehabilitation (DETR) – collects wage data, onboarding Title I and Title III data.
- Nevada Department of Education (NDE) – K-12 data and Adult Education data.
- Nevada System of Higher Education (NSHE) – higher education data.
- Nevada Department of Motor Vehicles (Nevada DMV) – for matching purposes only.
- Department of Health and Human Services (DHHS) – early childhood data that is collected through NDE.

- Nevada Department of Corrections (NDOC) – onboarding, for incarcerated data.
- Nevada Department of Veteran Services (NDVS) – onboarding, for veteran data.
- Department of Business and Industry (B&I) – onboarding, for apprenticeship data.

Using a combination of bi-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 partner agencies while allowing each agency to retain control of the secured and confidential data that it maintains.

The NPWR system was built with 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 such as, 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, and identifying average wages earned across Nevada by county and industry.

The NPWR system also has a portal for researchers at the state's universities and interested entities to request de-identified data from the partners to utilize the data in providing answer to research questions and creating policy solutions through data-driven suggestions.

II. DESCRIBE THE STATE'S PLANS TO INTEGRATE DATA SYSTEMS TO FACILITATE STREAMLINED INTAKE AND SERVICE DELIVERY TO TRACK PARTICIPATION ACROSS ALL PROGRAMS INCLUDED IN THIS PLAN

A common intake system is requisite for the WIOA requirement to align performance reports across the core programs. The system will provide access to comprehensive information on providers including program outcomes, which will enable both participants and employers to make data- driven, informed decisions with regard to education and/or training programs.

DETR has facilitated the integration of data systems through its implementation of EmployNV, which provides powerful, innovative platforms that provide real-time labor market and reporting queries for job seekers, employers, educators, and agency staff. Each core program agency has been working collaboratively to identify business requirements for the new common intake, case management and reporting system EmployNV. The integration of EmployNV will allow agency staff to have access to all 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.

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

participant data to be updated more frequently and work together more closely, to continue to exhibit the no wrong door approach for participants.

EmployNV streamlines access for job seekers, provides one system of record entry and access for all programs, improves customer service, and enhances 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 program year 2024 an interface should be completed to connect LACES data with EmployNV data. This will reduce duplication of effort and provide a method for common intake.

In addition, NPWR connects K-12, higher education and workforce data across agency programs and data sets longitudinally, which allows workforce partners, stakeholders and policymakers to access de-identified data. NPWR provides education data on residents from kindergarten through postsecondary school and workforce data across multiple system levels to enable Nevada to assess and improve our state's workforce system and investment decisions. By onboarding apprenticeship data through B&I and including partners such as Nevada Department of Corrections and Nevada Department of Veterans Services, to include trainings/opportunities and tracking of their participants through NDE, NSHE and DETR, the state can continue to modernize and enhance the longitudinal data system. 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.

The state entities involved in data actively work together and seek out training and opportunities to enhance its data systems. An example is the partners at DETR, Adult Education, NPWR, DHHS, and the local workforce boards of Workforce Connections and Nevadaworks will be participating in The Aligned Case Management Institute: Advancing the Effort Together through the Department of Labor.

III. EXPLAIN HOW THE STATE BOARD WILL ASSIST THE GOVERNOR IN ALIGNING TECHNOLOGY AND DATA SYSTEMS ACROSS REQUIRED ONE-STOP PARTNER PROGRAMS (INCLUDING DESIGN AND IMPLEMENTATION OF COMMON INTAKE, DATA COLLECTION, ETC.) AND HOW SUCH ALIGNMENT WILL IMPROVE SERVICE DELIVERY TO INDIVIDUALS, INCLUDING UNEMPLOYED INDIVIDUALS

The integration of accountability systems within the state will facilitate common intake and data collection across core programs and required one-stop partner programs and will improve program services and reduce manual efforts and inefficiencies to benefit Nevada's job seekers, employers, trainers, educators, and staff. Through the establishment of a common intake system wherein clients can apply across agencies for services, the Nevada workforce system will increase federal and state compliance and upgrade antiquated technologies through the modernization of the current workforce system.

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

Job Seekers, Providers and Employers

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

Nevada Workforce System Entities - Including Local Boards

- Provide state and federal compliant, user-friendly case management functionality to the workforce staff.
- Enable workforce staff to manage self-service job seeker, training provider and employer modules for the ability to monitor performance and report on employment services and programs.
- Enable workforce staff to promote efficient collection and use of fiscal and management information for reporting and monitoring the use of funds authorized under the core programs and for preparing the annual report.
- Reduce costs associated with inefficient processes by automating workflow and management.
- Reduce the need for DETR or workforce program interventions of job seekers, service providers, and/or employer tasks.
- Promote a no wrong door approach to participants and partners.

Administrative

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

State Board

The state board will assist the Governor by:

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

IV. DESCRIBE THE STATE'S DATA SYSTEMS AND PROCEDURES TO PRODUCE THE REPORTS REQUIRED UNDER SECTION 116, PERFORMANCE ACCOUNTABILITY SYSTEM. (WIOA SECTION 116(D)(2)).

EmployNV directly outputs reports for federal programs including TAA, WIOA Title I and III, and LX federal reporting requirements. Geographic Solutions Inc. maintains EmployNV to meet both state and federal reporting requirements to ensure compliance. Title II develops and produces the required reports under Section 116 through the vendor MIS system, LACES. Title IV develops and produces the required reports through their vendor MIS system AWARE.

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 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 do following to achieve interoperability and integration of data systems:

- Ensure that each core program's management information system has the capability to collect and report on the program data elements required by WIOA.
- Execute inter-agency agreements, MOUs and policies to facilitate data sharing of UI wage data for matching purposes; and protection and security of personally identifiable information.
- Investigate and employ resources that can be used to support data system integration.
- Create an inter-program data integration team to plan, develop and identify resources for a comprehensive management information system. The team will investigate challenges and opportunities such as:
    - Common participant unique user identification system across programs;
    - Conflicting data resolution;
    - How to identify co-enrollment;
    - How to track program entry and exit;
    - Secure mechanisms for data processes;
    - Identify reporting requirements for core program versus combined common reports; and/or
    - Identify fiscal and management accountability guidelines to promote efficient collection and use of fiscal and management information for reporting and monitoring the use of funds authorized under the core programs and for preparing the annual report.

B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

Core programs will utilize a variety of follow-up strategies to measure post-program outcomes including, but not limited to:

- Wage record data matching for employment related outcomes.
- High school equivalency record data matching for secondary credential outcomes.
- Data matching with NSHE for postsecondary enrollment and certificate outcomes.
- Participant surveys.

Core programs measure participants' post-program success by data collected on median client earnings 2nd quarter after exit and employment rate in the 2nd and 4th quarter after exit. The state will focus its performance reporting and follow-up on the measures stipulated in sec. 116 of WIOA. No additional indicators are proposed.

DETR will provide accurate data that project into the future using the EmployNV system ad-hoc reporting tools, queries, and predictive reports to assist WIOA partners to meet and improve expected performance outcomes.

As a result of Nevada's participation in the EvalPLC, Nevada is working to expand the NPWR longitudinal data base by ensuring that data is available from each of the core programs, K-12, post-secondary, and other state agencies. The database, coupled with the Nevada's plan for implementation of evaluations and solicitation of academic research to provide a rigorous evaluation of the effectiveness of programs operated under WIOA, will allow Nevada to better assess postsecondary achievement, employment success following program participation, factors affecting program success positively and negatively, and employment retention.

The Title II program uses the SLDS for the purpose of data matching with employment data and postsecondary data. This data is used to evaluate progress in meeting performance measures, as well as the impact of the program on participants. As the development of the SLDS increases to include more research options, Adult Education will expand the use of postsecondary and employment data beyond the minimum reporting requirements to investigate the longer-term impact of the program.

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 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. The

quarterly wage data is shared with Title IV using a file exchange batch process to determine Substantial Gainful Activity used to initiate Social Security Reimbursement Claims. Wage data from multiple participating states is also provided through the wage record interchange system. Access to wage information is not available to workforce staff and is only used and validated for accuracy of federal reporting purposes. EmployNV does indicate Nevada employment after exit from workforce services; however, no wage or employer information is provided or available to workforce staff due to wage confidentiality agreements.

D. PRIVACY SAFEGUARDS

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

The state of Nevada makes every effort to ensure privacy protection. In order to protect the privacy of Nevadans, all partners that provide and share data in collaborative efforts will agree on an MOU to ensure the security of sensitive and confidential information. All partners must expressly agree to abide by all applicable federal, state and local privacy laws and to adhere to the same standards of confidentiality as state employees including, but not limited to:

- 29 U.S.C. 2935; as amended by WIOA (reports, recordkeeping and investigations).
- 29 U.S.C. 2871(f)(3); as amended by WIOA (regarding confidentiality).
- 20 CFR Part 603; safeguards and security requirements regarding disclosed information under UI compensation.
- 42 U.S.C. 503; regarding state laws governing UI operations.
- 20 CFR 617.57(b); regarding disclosure of information under the Trade Act.
- 29 U.S.C. 49I-2(a)(2); as amended under WIOA (regarding information to be confidential under the Wagner-Peyser Act).
- 5 U.S.C. 552; the Privacy Act.
- 20 U.S.C. 1232g; the Family Educational Rights and Privacy Act.
- 34 CFR 361.38; protection, use and release of personal information of VR participants.
- 45 CFR 164.500 - 164.534; Health Insurance Portability and Accountability Act (HIPAA).
- 2 CFR 200.303; regarding reasonable measures to safeguard protected personally 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 Employ NV system are in place prior to access to the system. System security training is also required for all users of the system. State and federal law, rules and regulations are stated on these legally binding agreements.

7. PRIORITY OF SERVICE FOR VETERANS.

A. DESCRIBE HOW THE STATE WILL IMPLEMENT THE PRIORITY OF SERVICE PROVISIONS FOR COVERED PERSONS 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.

B. DESCRIBE HOW THE STATE WILL MONITOR PRIORITY OF SERVICE PROVISIONS FOR VETERANS.

C. DESCRIBE THE TRIAGE AND REFERRAL PROCESS FOR ELIGIBLE VETERANS AND OTHER POPULATIONS DETERMINED ELIGIBLE TO RECEIVE SERVICES FROM THE JOBS FOR VETERANS STATE GRANTS (JVSG) PROGRAM'S DISABLED VETERANS' OUTREACH PROGRAM (DVOP) SPECIALIST/CONSOLIDATED POSITION.

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 EmployNV Hub centers.

Veterans' priority of service is provided based on Training and Employment Guidance Letter (TEGL) 10-09 and Veterans Program Letter (VPL) 07-09. Nevada follows public law 107-288, §4215 of 38 U.S.C., and all special grant provisions, VPLs and DOL/VETS directives. Veterans' performance measures (e.g., ETA 9173 report) assist the statewide veteran coordinator in evaluating how successfully veterans are provided with priority of services. The statewide veteran coordinator monitors all performance measures, reports, and develops the training of management and veteran staff to ensure compliance with all policies and regulations.

To ensure priority of service to all covered persons, a series of questions are asked at the initial intake. The questionnaire entitled Significant Barriers to Employment (SBE) Eligibility Review form is used to determine those eligible for priority of service. Those that are eligible for

priority of service are informed of all services available to them and provided the opportunity to take full advantage of the services offered with priority of service.

Screening: This is accomplished at the point of entry for programs and/or services. Point of entry includes physical locations, such as one-stop career centers, as well as Nevada websites and other virtual service delivery resources. A screening process by non-JVSG staff at each EmployNV Hub front desk has been implemented. Nevada posts signs that ask the client to self-identify as an eligible veteran or other eligible person. After identification in one of the categories, the client will be given a questionnaire that will act as a screening process to identify those clients as either a veteran or an eligible individual. After determining that the client is eligible for priority of service, a second questionnaire is used to determine their SBE status.

SBE Eligibility Determination and the Referral Process: SBE status is determined by DETR staff using a standardized questionnaire containing questions regarding their inclusion in specific categories of veterans and eligible individual(s). These groups have been prioritized by the U.S. Secretary of Labor because the groups on the list have one or more SBE. Nevada has developed a front desk tracking system into which all EmployNV Hub 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 ensure priority of service is being provided. Access to the report is available at the local EmployNV Hub, and the regional level. Once the veteran is determined to have an SBE, they are referred to the next available DVOP. If no DVOP is available, they are referred to the next available Wagner-Peyser staff. When a DVOP becomes available, the SBE veteran's information is given to a DVOP to provide individualized career services and employment services through case management approach.

DOL/VETS has directed all DVOP specialists to provide services only to eligible veterans and eligible persons with SBE and other eligible individuals. Guidelines for screening and implementing services to veterans determined to have a SBE are provided in VPL 03-14, Change 2.

Veterans and eligible individual(s) are screened at the initial intake with a questionnaire entitled Significant Barriers to Employment (SBE) Eligibility Review form. This form contains a series of questions used to determine if the eligible veteran or eligible individual possess one or more of the SBE's set forth in VPL 03-14, Change 2, as well as additional populations defined in VPL 03-19.

If the individual is found eligible, the individual would be referred to the next available DVOP where an assessment would be conducted and individualized career services are provided.

8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs, services,

technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

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

The one-stop delivery system is required to provide equal opportunity in every aspect of its operations and in all areas of employment practices to assure nondiscrimination of any employee or the public on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief. It is policy for all to conform strictly to Title VI of the Civil Rights Act of 1964 and all other federal regulations related to fair employment practices in providing client services.

The Equal Opportunity is the Law notification disseminates information regarding equal opportunity. This notice is available in English, Spanish, enlarged print, and Braille. These notices are displayed and posted in each one-stop delivery location, as well as online on DETR's website. For the visually impaired, the Equal Opportunity is the Law notice is available in enlarged print and Braille and is also available for viewing through the Job Access with Speech (JAWS) software that is loaded on the resource centers' computers. Upon request, qualified readers can be arranged at the one-stop delivery locations.

Each recipient is required to post the Equal Opportunity is the Law notice prominently in reasonable numbers and places; disseminate it in appropriate written formats; include it in handbooks or manuals; and make it available to each participant as well as a part of each participant's individual record. Customers visiting one-stop centers and employment offices seeking employment, support services, training, or general inquiries are exposed to the equal opportunity (EO) message via signage prominently displayed at each one- stop center/employment center in the state of Nevada. Any participant with a visual impairment is provided with the notice in the proper format to accommodate the specific disability. All participants are advised of this policy and must sign a document to this effect, which is placed in his/her file.

The state of Nevada and its recipients comply and will continue to comply with the requirements of 29 CFR 38.40relating to the provision of affirmative outreach to programs and activities. The state has developed written policies to communicate the obligation of recipients to take appropriate steps to ensure they are providing affirmative outreach to their WIOA Title I financially assisted programs and activities, including outreach efforts to broaden the composition of the pool of those considered for participation in their programs and activities in efforts to include members of both sexes, the various racial and ethnic groups and age groups, and individuals with disabilities.

All one-stop delivery offices are compliant with the Americans with Disabilities Act (ADA) accessibility guidelines. In addition, resource centers within the one-stop offices have computers with speakers and speech software (i.e., JAWS) to assist the blind and visually impaired. There is also additional software that magnifies the screen (i.e., Magic and Zoomtext), and larger monitors (i.e., 21-inch) that are available to assist visually impaired clients in accessing employment resources.

The state provides anti-discrimination EO training for its staff on an ongoing basis, including The Respectful Workplace, which covers anti-discrimination laws and regulations including WIOA and sexual harassment prevention. All one-stop partners are cross-trained and are continuing to actively promote the understanding of various program components relative to serving individuals with disabilities.

Nevada's Vocational Rehabilitation's Employer Engagement Team works with ESD Business Solutions Account Managers in meeting employer recruitment needs and providing Windmills Training for disability sensitivity in the workplace and in hiring. The VR Employer Engagement Team offers full-service business assistance program for business owner and employers that helps them gain a critical advantage in today's highly competitive marketplace. They provide professional consultation services to assist business owners and employer in developing short- and long-term strategies regarding their varying disability-related issues. They also help individuals with disabilities maximize their employment opportunities by helping them develop the skills that today's businesses are seeking.

The Windmills Awareness Training which Employer Engagement Team provides to employers and organizations is a disability awareness training program designed to change attitudinal barriers and create a new perspective on the skills and abilities of individuals with disabilities. Windmills is aimed at raising awareness of the limitations often imposed on people with disabilities due to lack of knowledge or low expectations. Through interactive modules and exercises, attendees of the training learn the knowledge, skills, and tolls to create inclusive workplaces where all employees can thrive.

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).

Nevada's One-Stop center certification policy is consistent with WIOA, its associated regulations and State criteria, as appropriate. The established objective criteria and procedures to be used in assessing every year and certifying at lest once every three years the effectiveness, including customer satisfaction, physical and programmatic accessibility and continuous improvement of the One Stop Delivery System (OSDS) and the One-Stop Center (OSC). Certification criteria includes the following:

Assessment Effectiveness

Assessments include how well the one-stop center integrates available services for job seekers and businesses and how it meets the workforce development needs of participants, and the

employment needs of local employers. Another measure is how well the center operates in a cost-efficient manner and how well it coordinates services among the one-stop partner programs. It assesses accessibility to partner program services to include providing services outside of regular business hours where there is a workforce need identified by the Local Workforce Development Boards. Lastly, the assessment ensures equal opportunity for individuals with disabilities to participate in or benefit from one stop programs, provided services and activities.

Assessment of Physical and Programmatic Accessibility

These assessments must include criteria evaluating how well the one-stop center and delivery systems take actions to comply with the disability-related regulations implementing WIOA Sec. 188, set forth at 29 CFR part 38. Actions include providing reasonable accommodations for individuals with disabilities, making reasonable modifications to policies, practices, and procedures where necessary to avoid discrimination against persons with disabilities. Administering programs in the most integrated setting appropriate, communicating with persons with disabilities as effectively as with others, providing appropriate auxiliary aids and services, including assistive technology devices and services where necessary, to afford individuals with disabilities an equal opportunity to participate in and enjoy the benefits of the program or activity, and providing for physical accessibility of the one-stop centers to individuals with disabilities.

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials. Describe how English language learners will be made aware of the opportunity to enroll and/or co-enroll in all the core programs for which they are eligible.

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.

English language learners will be made aware of the opportunity to enroll and/or co-enroll in all the core programs for which they are eligible through the triage process at entry into any core program, as well as online and written communications in the most prominent languages within Nevada.

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
For the 2022 revision to the state plan, all stakeholders including LWDBs, core programs and state agencies submitted changes and updates to the plan with the Office of Workforce Innovation serving as the coordinating body. The Governor's Workforce Development Board met at the end of 2021 and the beginning of 2022 to consider and ultimately approve all submitted changes with drafts of the plan posted on the OWINN and DETR websites for public comment.

The Governor's Workforce Development Board charged the Strategic Planning subcommittee with the responsibility of developing and overseeing revisions for the WIOA state plan. The Strategic Planning subcommittee is comprised of state-board members and representatives from other parts of the state workforce system and is chaired by the WIOA Title II State Director who is also a board member.

The revision of the WIOA State Plan was conducted through a work group. The work group is comprised of representatives from DETR, the Department of Welfare and Social Services (DWSS), the two local workforce development boards (Workforce Connections in southern Nevada and Nevadaworks in northern Nevada), the Nevada Department of Education (DOE), and one of the local workforce development service providers.

Over the course of several months the work group met on a monthly, or bi-weekly basis to discuss and develop recommendations for sections of the WIOA state plan that needed revision. These recommended inputs were then sent to the Nevada Governor's Workforce Development Board Executive Committee, followed by draft approval by the full Board.

After the initial approval by the Board, the revised version of the state plan was posted online for a thirty day public comment period. The revised plan then went to the Governor's Workforce Development Board for final approval before being submitted to the Department of Labor and the Department of Education.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The Unified or Combined State Plan must include assurances that:

The State Plan must include	Include
1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such	Yes

The State Plan must include	Include
conflicts;	
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

The State Plan must include	Include
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 areas were subsequently designated by Governor Sandoval on July 5, 2017:
Northern Nevada Regions

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

Southern Nevada Regions

- Clark
- Esmeralda
- Lincoln
- Nye
- Boulder City
- Henderson
- Las Vegas
- North Las Vegas

B. DESCRIBE THE PROCESS AND POLICY USED FOR DESIGNATING LOCAL AREAS, INCLUDING PROCEDURES FOR DETERMINING WHETHER THE LOCAL AREA MET THE CRITERIA FOR "PERFORMED SUCCESSFULLY" AND "SUSTAINED FISCAL INTEGRITY" IN ACCORDANCE WITH 106(B)(2) AND (3) OF WIOA. DESCRIBE THE PROCESS USED FOR IDENTIFYING REGIONS AND PLANNING REGIONS UNDER SECTION 106(A) OF WIOA. THIS MUST INCLUDE A DESCRIPTION OF HOW THE STATE CONSULTED WITH THE LOCAL BOARDS AND CHIEF ELECTED OFFICIALS IN IDENTIFYING THE REGIONS

Historically, because of the diverse populations and labor market of the state, the Governor has designed the local areas in a regional design. As noted in the above map Nevada has the Northern and Southern Regions. Regional planning must allow enough flexibility to occur around activities and issues where it makes sense but should not become a barrier. These areas have performed at or above the DOL performance measures for the last several years. Customer service surveys have not indicated that there is a gap in servicing workers or the employer communities. Nevada has in place a state compliance policy governing the local area designation process, which has been approved by the Governor in consultation with the CLEOs, local boards and state board. Said designation process is as follows:

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

- Through consultation with the GWDB; and,

- After consultation with chief elected officials and after consideration of comments received through the public comment process as described in sec. 102(b)(2)(E)(iii)(II).

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

- Through consultation with the GWDB; and,
- After consultation with chief elected officials and after consideration of comments received through the public comment process as described in sec. 102(b)(2)(E)(iii)(II).

WIOA further states that the considerations should include the following:

- The extent to which the areas are consistent with the labor market areas in the State;
- The extent to which the areas are consistent with regional economic development areas in the state; and,
- The extent to which the areas have available the Federal and non-Federal resources necessary to effectively administer activities under subtitle B and other applicable provisions of WIOA, including whether the areas have the appropriate education and training providers, such as institutions of higher education and area career and technical education schools.

WIOA states that a unit of general local government (including a combination of such units) or grant recipient that requests but is not granted designation of an area as a local area, may submit an appeal to the GWDB under an appeal process established in the State plan.

Designation and Re- Designation Policy: WIOA requires that existing federally recognized workforce areas are designated during the first two program years, which are referred to as Initial Designations, and again after the first two program years, which is referred to as Subsequent Designation. Units of general local government that desire to become a new local workforce area should follow the new area designation requirements in TEGL 27- 14, 5(C).

Initial WIOA Designation for Existing Regions: Existing workforce regions operating in accordance with Workforce Investment Act of 1998 may request initial designation as a Local Workforce Development Area if they have performed successfully and sustained fiscal integrity.

Local board placement in regions is based primarily on economic data, the location of urban populations, and the geographic distribution of industry sectors. The regions are the same as the two designated local areas of the state and remain unchanged from those under WIA. Regions respect the existing administrative boundaries of counties and local boards. The two large metropolitan regions of the state are split into two areas/regions (northern and southern); these metropolitan regions represent 91 percent of the population and are located 450 miles apart.

An area seeking initial designation must address the following:

- Submit the request in writing to the Chairperson of the Governor's Workforce Development Board (GWDB) by sending an email to: the GWDB Liaison OWINN-general@detr.nv.gov, or via U.S. mail to: 555 East Washington Avenue, Suite 4900, Las

Vegas, Nevada, 89101. Receipt of the request must be documented by electronic return confirmation and/or USPS return/receipt requested. If the requestor does not receive confirmation before 5:00 PM two months prior to the due date given in guidance from Department of Labor (DOL), it is their responsibility to contact the GWDB Liaison at (702) 486-8080 to endure the notice has been received.

- The respective LWDB must be a WIOA-compliant board per s e c. 107 of WIOA Title I, in conflict of interest and transparency and as defined by State Compliance Policy 4.6. Members must ensure the integrity of their pursuits by taking steps to avoid conflict of interest or even the appearance of conflict of interest per State and Board policy. Any conflict of interest by any board member must be declared and then abstained from voting on that agenda item.

- Provide evidence that the area, in two most consecutive program years, met or exceeded the agreed upon adjusted levels of performance for the common measures, as defined by existing performance agreements, and was not subject to the sanctions process resulting from missing the same measure two years in a row. Said evidence must be demonstrated, documented and included in the request.

- Provide assurance that during the two most consecutive program years, the U.S. Secretary of Labor, or the State in place of the secretary, has not made a formal determination that the grant recipient or administrative entity for the local area has mis-expended funds due to willful disregard, gross negligence, or failure to comply with accepted standards of administration.

- Provide evidence that the area, in the two most consecutive program years, was committed to providing quality service through continuous improvement efforts and implemented plans that supported sector partnerships or career pathways; or enhanced services to employers or outreach efforts to the local community. Progress reports submitted to the GWDB on annual plans for these years will serve as sufficient data.

- The Local Workforce Development Board/one-stop Operators will be on the State's case management system at the time of certification. The State may issue a six-month waiver should said system be in development.

- If the request meets all requirement criteria, the GWDB will recommend approval to the Governor of a local area's request that satisfies these requirements in accordance with sec. 106(b)(2) of WIOA.

Subsequent WIOA Designation

Local areas that receive initial designation may request subsequent designation as a LWDA if they have performed successfully, sustained fiscal integrity, and met the requirements for involvement in WIOA regional planning for the two most recent program years of initial designation. Consistent with 20 CFR 679.250(e) for the purposes of subsequent designation under paragraphs (b) and (d) of that section, the local areas and CLEOs must be considered to have requested continued designation unless the local area and the CLEOs notify the Governor that they no longer seek designation.

An area seeking subsequent designation must address the following:

- Submit the request in writing to the Chairperson of the GWDB and to the Liaison of the GWDB by sending an email to –OWINN-general@detr.nv.gov or via U.S. mail to: 555 East Washington Avenue, Suite 4900, Las Vegas, Nevada, 89101. Receipt of the request must be documented by electronic return confirmation and/or USPS return/receipt requested. If the requestor does not receive confirmation before 5:00 PM two months prior to the due date given in guidance from DOL, it is their responsibility to contact the GWDB Liaison at (702) 486-8080 to ensure that the notice has been received.
- The respective Local Workforce Development Board must be a WIOA-compliant board per s e c .107 of WIOA in conflict of interest and transparency. Members must ensure the integrity of their pursuits by taking steps to avoid conflict of interest or even the appearance of conflict of interest per State and Board policy. Any conflict of interest by any board member must be declared and then abstained from voting on that agenda item. Reference State Compliance Policy 4.6 Conflict of Interest.
- Evidence that the area, in the two most consecutive program years, met or exceeded the adjusted levels of performance for the common measures and was not subject to the sanctions process resulting from missing the same measure two years in a row. Said evidence must be demonstrated, documented and included in the request.
- Assurance that during the two most consecutive program years, the U.S. Secretary of Labor, or the State in place of the Secretary, has not made a formal determination that the grant recipient or administrative entity for the local area has misspent funds due to willful disregard, gross negligence, or failure to comply with accepted standards of administration.
- Evidence that the area, if a part of a WIOA planning region, has fulfilled its obligations to engage in regional planning efforts during the two most consecutive program years. Regional plans can be submitted to demonstrate fulfillment of obligations.
- Provide evidence that the area, in the two most consecutive program years, was committed to providing quality service through continuous improvement efforts and implemented plans that supported sector partnerships or career pathways; or enhanced services to employers or outreach efforts to the local community. Progress reports submitted to the GWDB on annual plans for these years will serve as sufficient data.
- The LWDB/one-stop Operators will be on the state's case management system at the time of certification. The state may issue a six-month waiver should said system be in development.

The GWDB will recommend approval to the Governor of a local area's request that satisfies these requirements in accordance with sec. 106(b)(2) of WIOA.

WIOA Designation for New Areas
Any unit of general local government may request designation as a Local Workforce Development Area under WIOA. New local area designations will only become effective on July

1 of the subsequent program year. An area seeking new designation must perform the following:

- A statement of intent to request designation must be submitted to the GWDB no later than February 15th to be considered for the subsequent program year through email to the GWDB Liaison at OWINN-general@detr.nv.gov or via U.S. Mail to: 555 East Washington Avenue, Suite 4900, Las Vegas, Nevada, 89101.
- The GWDB will work with the requesting area to determine the deadline for the full request. Submitted materials will be made available for public comment as a part of the review process. The full request for designation as a Local Workforce Development Area must include the following components and steps:

Submit the request in writing to the Chairperson of the GWDB and to the Liaison of the GWDB through email to OWINN-general@detr.nv.gov or via U.S. mail to: 555 East Washington Avenue, Suite 4900, Las Vegas, Nevada, 89101. Receipt of the request must be documented by electronic return confirmation. If the requestor does not receive confirmation, it is their responsibility to contact the Liaison of the GWDB to ensure that the notice has been received.

- The respective LWDB/one-stop operator must be WIOA-compliant per WIOA sec. 107, in conflict of interest and transparency. Members must ensure the integrity of their pursuits by taking steps to avoid conflict of interest or even the appearance of conflict of interest per Board policy. Any conflict of interest by any board member must be declared and then abstained from voting on that agenda item. Reference State Compliance Policy 4.6 Conflict of Interest.
- The request must clearly state the circumstances for the request of local area designation.
- The request must also address and clarify how the following criteria are to be met:
    - Consistency with the labor market areas in the state;
    - Consistency with regional economic development areas in the state;
    - Existence of education and training providers, such as institutions of higher education and career and technical education schools in the area;
    - Submission of a service delivery plan that includes a description of resources that would be available to the area to provide services;
    - Coordination of multiple resources within areas that are based on labor markets and natural travel patterns of local residents;
    - Local support of the implementation strategies to provide quality services to employers and individuals by county commissioners, municipal elected officials including mayors and/or city council members where appropriate, and business or community leaders within the area as demonstrated by letters of support or a vote of support by a city council or other applicable board;
    - Local ownership, exhibited by strong involvement of local elected officials and community leaders on the LWDB; and,

    - Local capacity to manage funds, provide oversight of programs and provide for the proper stewardship of public funds.

- The request must address how the proposed new area designation will impact those other workforce areas from which it is withdrawing, if applicable. It should be understood by any unit of general local government or combination of such seeking designation, that the new area will only secure the formula allocated funds for each WIOA funding stream based on the formula factors as defined by WIOA. If the area in question becomes part of a consortium, the consortium will determine the distribution of WIOA funds within its region(s).

- If opposition to the request is voiced by municipalities or counties within the area seeking designation, then the requesting entity will address their request at a public hearing. The requesting entity will have the opportunity to respond to concerns and questions at the hearing, and all comments will be recorded and used to inform the GWDB's action on the request. If a hearing is necessary, it will be held within 45 days of receipt of the request. Time and place is to be determined by the GWDB liaison.

- The GWDB's liaison and Chair will take the request and comments from the public as well as from a public hearing, if applicable, and determine a recommendation.

- The GWDB will submit its recommendation to the Governor within five (5) business days following the GWDB's vote.

- The final decision resides with the Governor and shall be made prior to May 29th, i.e., four weeks prior to July 1 beginning of the respective fiscal and program year.

- The LWDB/one-stop operators will be integrated into and utilizing the State's case management system at the time of certification. The State may issue a six-month waiver should said system be in development.

C. PROVIDE THE APPEALS PROCESS AND POLICY REFERRED TO IN SECTION 106(B)(5) OF WIOA RELATING TO DESIGNATION OF LOCAL AREAS

Nevada's Department of Employment, Training and Rehabilitation's (DETR's) State Compliance Policy (SCP) 1.1, which was approved and ratified by the Governor's Workforce Development Board on July 17, 2018, prescribes Nevada's policy and procedure for the identification of regions, designations of local workforce development areas, and the process for appealing designation decisions in compliance with the Workforce Innovation and Opportunity Act (WIOA) specific to section 106.

The DETR SCP 1.1 prescribes the procedure, eligibility criteria and additional information for determining and evaluating criteria that measures the effectiveness of local areas, which includes evaluative measures for (1) performed successfully and (2) sustained fiscal integrity. With regards to the evaluative measure of performed successfully, in order for local areas to maintain local area designation, the local areas must meet or exceed the negotiated levels of performance and must not have failed any individual performance measure for the last two (2) consecutive program years. Said performance success criteria is defined as: (1) exceeded – when the actual performance achieved against an individual performance measure is in excess of 100 percent of the negotiated level of performance for the measure; (2) met – when the

actual performance achieved against an individual performance measure falls in the range of 90-100 percent of the negotiated level of performance for the measure; and, (3) failed – when the actual performance achieved against an individual performance measure is less than 90 percent of the negotiated level of performance for the measure. With regards to the evaluative measure of sustained fiscal integrity, the local areas are monitored by Nevada DETR at least annually to ensure fiscal and program compliance for subgranted funds. Based upon the monitoring and any required follow-up, the local areas are issued compliance results that provide monitoring results, outline any issues identified, and requests follow-up corrective action plans, when necessary.

For local area designation, SCP 1.1 follows the requirements of WIOA section 106 and prescribes the following process:

Appeals Process Policy: Local area(s) seeking to be designated or re-designated, as a local workforce development area, which have been denied, may appeal the decision to the GWDB by performing the following: (20 CFR §679.290)

1. An appeal must be submitted in writing and filed with the GWDB within fourteen (14) working days after notification of the decision. Submit the appeal to the Chairperson of the GWDB and to the Liaison of the GWDB by sending an email to: OWINN-general@detr.nv.gov or via U.S. mail to: 555 East Washington Avenue, Suite 4900, Las Vegas, Nevada, 89101.
2. The appeal must contain a specific declaration of the grounds upon which the appeal is sought.
3. The GWDB will review the appeal at its next scheduled meeting and make a recommendation to the Governor. The review will take into account the information in the original request and supplemental information provided in the appeal to determine if the criteria set in this policy have been met.
4. The final decision and authority resides with the Governor and shall be made within thirty (30) calendar days.
5. 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 Section 106(b)(2) or Section 106(b)(3) were met. (20 CFR §683.640)

This second level of appeal must be sent within 30 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 17300
San Francisco, CA 94103-1516

Governor's Workforce Development Board c/o State Board Liaison

555 East Washington Avenue, Suite 4900, Las Vegas, Nevada, 89101

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

D. PROVIDE THE APPEALS PROCESS AND POLICY REFERRED TO IN SECTION 121(H)(2)(E) OF WIOA RELATING TO DETERMINATIONS FOR INFRASTRUCTURE FUNDING

In accordance with WIOA 121(h)(2)(E), if a one– stop partner wishes to appeal the Governor's determination regarding the one–stop partner's portion of funds to be provided for one–stop infrastructure costs, the one–stop partner may submit a written appeal to the GWDB within thirty (30) days of the Governor's determination. Appeals submitted after this time will not be considered.

As described in 20 CFR §678.750, the appeal may be made on the grounds that the Governor's determination is inconsistent with proportionate share requirements in 20 CFR §678.735(a), the cost contribution limitations in 20 CFR § 678.735(b), or the cost contribution caps in 20 CFR §678.738. The appealing entity must explain why it believes the determination is contrary to the provisions of WIOA 121(h)(2)(E). No other cause for appeal will be considered. The GWDB must consider and respond in writing to such an appeal within 30 days of its receipt.

2. STATEWIDE ACTIVITIES

A. PROVIDE STATE POLICIES OR GUIDANCE FOR THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM AND FOR USE OF STATE FUNDS FOR WORKFORCE INVESTMENT ACTIVITIES

State Compliance Policies (SCP) will be written and/or revised in accordance with the criteria established in WIOA, NPRM, final regulations, and as clarified by Training and Employment Guidance Letters (TEGL), Training and Employment Notice (TEN) and Veteran Program Letters (VPL). State policy may narrow the policy as it related to Nevada's unique needs. Prior to submission of new policies to the State Workforce Development Board (State Board) for review and approval, each LWDB will have the opportunity for review. This review will allow for comments to be submitted in writing for consideration by the State before final action. Changes to policy initiated either by State staff or Local boards must be approved by the State Board. Non-substantive changes (administrative corrections or adjustments originating from the State that are considered not to impact content or the law as intended) do not require State Board approval.

Mandatory substantive changes required by Federal program regulation published in the Code of Federal Regulations or documented in either TEN, TEGL or VPL are automatically incorporated into the SCP for approval by the State Board.

Technical Assistance Guides (TAGs) will be issued to clarify statewide procedures, WIOA Reporting, Performance, Management Information System and other clarifications, as necessary.

Nevada's state compliance policies provide guidance to the workforce system and are located at: https://gowinn.nv.gov/uncategorized/wioa-state-compliance-policies/

B. DESCRIBE HOW THE STATE INTENDS TO USE GOVERNOR'S SET ASIDE FUNDING FOR MANDATORY AND DISCRETIONARY ACTIVITIES, INCLUDING HOW THE STATE WILL CONDUCT EVALUATIONS OF TITLE I ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES.

The Governor's Office of Workforce Innovation will participate in designing the strategy for the use of Governor's set-aside funds encapsulated in the following duties:

- Provide support to the Governor's Workforce Development Board, 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.

Nevada utilizes the Governor's Reserve funding to partially fund the Office of Workforce Innovation (OWINN). Their goal is to reduce the workforce shortage and increase Nevada's labor force participation, diversify Nevada's workforce to align with the State's economic development efforts, and equip all Nevadans with the skills they need to succeed. They use workforce and economic development data to deliver insight on trends and shifts in the workforce, on a national, state, county, and city level to address these issues as well as solving the State's most challenging workforce development policy problems.

Building on the technical assistance provided through the Evaluation Peer Learning Cohort (EvalPLC), Nevada intends to implement core programs, including Title Ib., evaluations. Nevada has a team of six individuals representing both local boards, Wagner-Peyser, Adult Education, OWINN, and Research and Analysis attending the Advanced Data Analytics course provided through US DOL, Coleridge Initiative, and the State of Arkansas. The course is assisting in increasing Nevada's capacity to perform more rigorous analysis and evaluations using the software NPWR. Currently, no research has been done for these programs through the site, however we are anticipating that by mid-summer of 2024 we'll have the information ready for researchers to request.

Additionally, Nevada DETR was selected to participate in the DOL's Aligned Case Management (ACM) Institute. This multi-phase project is designed to provide state teams with support to explore, design, test, implement, or scale state-level approaches to improve case management systems and processes

C. 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.

Up to 25 percent of dislocated worker funds from WIOA have been allocated for statewide Rapid Response program activities. A Rapid Response business plan is developed annually, and the funds needed to deliver statewide Rapid Response activities and services are designated. The remaining allotment is set aside and designated as reserve dislocated worker funds to use for any unforeseen Rapid Response activities or services.

The primary responsibility to carry out Rapid Response activities remains with the state workforce agency, DETR. The agency is designated by the governor to ensure delivery of comprehensive workforce services to businesses in transition and workers facing dislocation due to layoffs and/or business closures of any size both in Worker Adjustment and Retraining Notification Act (WARN) and non-WARN instances. These services are coordinated through DETR's Workforce Investment Support Services (WISS) section. Nevada's Rapid Response unit consists of individuals from the local boards, dislocated worker service providers, organized labor, and DETR's ESD division. The team educates businesses and dislocated workers about services and information available through federal, state and local organizations to reduce the effects of businesses in transition. Additionally, the team makes every effort to conduct immediate and on-site assessments with employers and worker representatives to evaluate the specific needs of the event and to provide intervention services which include layoff aversion activities when possible. Layoff aversion activities are provided through the coordination of other programs and entities through DETR's ESD division and other state agencies. Nevada's Rapid Response unit endorses all activities necessary to plan and furnish services that assist businesses in transition and enable dislocated workers to transition into employment as quickly as possible.

The local boards coordinate with Nevada's Rapid Response team for adult and dislocated worker programs. The local boards assist the state to make Rapid Response services available within the local workforce development area. Rapid Response resources are utilized to ensure that efficient early intervention strategies are available for dislocation events, with effective transitions to local WIOA formula-funded programs and services.

D. DESCRIBE THE STATE POLICIES AND PROCEDURES TO PROVIDE RAPID RESPONSES IN CASES OF NATURAL DISASTERS INCLUDING COORDINATION WITH FEMA AND OTHER ENTITIES.

Rapid Response Service Delivery Plan
Outreach services will be provided to those who cannot reach the job site, or the job site is no longer safe to work in.

Nevada Coordination
NRS 414.0335 "Disaster" defined. "Disaster" means an occurrence or threatened occurrence for which, in the determination of the Governor, the assistance of the Federal Government is needed to supplement the efforts and capabilities of state agencies to save lives, protect property and protect the health and safety of persons in this state, or to avert the threat of

damage to property or injury to or the death of persons in this state. (Added to NRS by 1999, 1241)

Per the Nevada State Comprehensive Emergency Management Plan
"In order to ensure that preparations by the State of Nevada will be adequate to respond to and recover from emergencies and disasters, the Nevada Division of Emergency Management (NDEM) is charged with the responsibility of maintaining a comprehensive statewide emergency management program. The NDEM is responsible for coordinating its efforts with the federal government, with other departments and agencies of state government, with city, county, and tribal governments and school boards, as well as with private agencies that have a role in emergency management pursuant to Chapter 414, Nevada Revised Statutes). When an imminent or actual event threatens the state, the Chief of NDEM will make the decision whether to activate the State Emergency Response Team (SERT) and whether to recommend that the Governor declare a state of emergency."

Rapid Response staff will leverage the knowledge, relationships and community resources necessary to meet disaster conditions for employers and affected workers. In conjunction with other appropriate federal, state, local agencies and officials Rapid Response will coordinate resources including added emergency resources listed in the southern and northern Nevada Emergency Resource Guides. The Emergency Resource Guides are available by:

- Dialing 2-1-1 on a touch-tone phone
- Texting your five-digit zip-code to 898-211
- Get Online at www.nevada211.org

2-1-1 includes contact information for Family Resource Centers, Affordable Housing, Food and Utility assistance. As well as Senior Citizen Services, Local Shelters, Cash Assistance and Human Services.

Federal Assistance
If the Federal Emergency Management Agency (FEMA) organizes services for disaster victims, the department FEMA contact will assess the need for a National Emergency Grant (NEG) within 24 hours. In addition, FEMA sets up disaster centers, wherein Rapid Response Services by the regional staff where the natural disaster occurred are housed.
Once the President of the United States declares a major disaster, many federal services become available. Rapid Response will continue to be an advocate in the community offering information on federal assistance, which includes, but is not limited to:

- FEMA (800)621-FEMA: Homeowners, business owners and renters can apply loan interest loan assistance
- US Small Business Association (SBA): Low interest physical disaster loans and assistance via the Internal Revenue Service (IRS)
- Department of Agriculture
- Federal Disaster Unemployment Assistance (DUA)

If FEMA is not involved in a natural disaster in Nevada Rapid Response team members including an unemployment insurance professional and JobConnect Center staff will either present a

group orientation or provide a table at community events for staff to provide needed information where affected workers can come for one-on-one service. Other agencies and programs that may be typically represented are American Red Cross, Internal Revenue Service, Nevada Attorney General, Nevada State Department of Emergency Management, local law enforcement, Salvation Army, Small Business Administration, Social and Rehabilitation Services and other appropriate local service organizations the Rapid Response Coordinator may contact. One or more of the following may also be included to round out the needed services for a disaster situation: Chamber of Commerce, City Clerk and/or Administrator, City Mayor, Red Cross, Salvation Army, and United Way may assist the affected workers and businesses affected by a disaster. Once these contacts are made, the information regarding the services available to assist those who have temporarily lost their jobs due to the disaster will be provided. A temporary office in the area may be set up to provide these services. Affected workers who have lost their jobs due to the disaster may be offered the following additional services: Unemployment insurance benefits claim filing.

To conveniently serve the dislocated workers and as part of EmployNV Hub, the State of Nevada's Employment Security Division (ESD) is prepared to process unemployment insurance claims for benefits. Claimants will be informed through Rapid Response presentations, that if they choose to file their claims by phone, they can do so by calling one of the following numbers depending on their place of residence:

- Southern Nevada (702) 486-0350
- Northern Nevada (775) 684-0350
- Rural/long distance (888) 890-8211
- File on the internet at www.ui.nv.gov
- Media coverage
- DETR's media contact: Public Information Officer (702) 486-7991
- Nevada Disaster Job Loss Assistance

In addition to UI claim filing, dislocated workers will be informed of the various dislocated workers services provided by the one-top delivery system and local Workforce Innovation and Opportunity Act (WIOA) partners that can provide information about and access to a variety of reemployment services that include job placement, on the job training, employability workshops, vocational training, group and individual counseling, interviewing skills workshop, and other services as deemed appropriate.

Other community-based resources may be made available, which includes, but is not limited to:

- Rent assistance
- Legal assistance
- Financial guidance
- Food assistance

- Utility assistance
- Pension and healthcare information

E. DESCRIBE HOW THE STATE PROVIDES EARLY INTERVENTION (E.G., RAPID RESPONSE) AND ENSURES THE PROVISION OF APPROPRIATE CAREER SERVICES TO WORKER GROUPS ON WHOSE BEHALF A TRADE ADJUSTMENT ASSISTANCE (TAA) PETITION HAS BEEN FILED. (SECTION 134(A)(2)(A) AND TAA SECTION 221(A)(2)(A) .) THIS DESCRIPTION MUST INCLUDE HOW THE STATE DISSEMINATES BENEFIT INFORMATION TO PROVIDE 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 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 AND HOW THE STATE WILL ENSURE THE PROVISION OF APPROPRIATE CAREER SERVICE TO WORKERS IN THE GROUPS IDENTIFIED IN THE PETITION (TAA SEC. 221(A)(2)(A)).NOTE: UNTIL THE TAA PROGRAM IS REAUTHORIZED, THE REQUIREMENTS TO PROVIDE RAPID RESPONSE AND APPROPRIATE CAREER SERVICES TO WORKER GROUPS ON WHOSE BEHALF A PETITION HAS BEEN FILED IS NOT APPLICABLE.

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 EmployNV Hub staff and other partners may refer to the Trade Act Assistance Guide for program information. A feedback mechanism has been established between the EmployNV and DETR's UInv system to indicate a TAA registration data element.

Rapid response activities following a permanent closure, a mass layoff, a natural or other disaster resulting in a mass job dislocation, or workers who have lost their jobs as a result of foreign trade are:

- Immediate and on-site contact with the employer, representatives of the affected workers, and the local community to provide information and access to unemployment compensation benefits.
- Comprehensive one-stop system services and employment and training activities, including information on the Trade Adjustment Assistance (TAA).

If at all possible, rapid response staff will schedule on-site presentations to the workers, during company time, to deliver the appropriate. If the employer is not amenable to an on-site presentation, the rapid response staff will prepare packets containing the relevant information. These packets are sent to the businesses if the employer does not make the names and addresses of the affected employees available.

EmployNV Hub 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 EmployNV Hub staff assists them with filing a petition request.

There are TAA representatives that attend scheduled rapid response events to provide information on TAA. Prior to U.S. D.O.L. certification of a petition, local office representatives will partner with WIOA providers to provide core intake and intensive services, which include: Identifying needs, addressing barriers, assisting with work readiness, and exploring possible training needs. Once a petition is certified, participants undergo a vocational assessment in order to develop an individual (re)employment plan that best fits their individual needs. If basic skill deficiencies are identified, the individuals can be enrolled in the appropriate training program(s) to remove those barriers. There are appointments scheduled every 30 days with the participant until they opt not to participate or enter employment.

The local boards support the state as requested in order to make services available within the designated local workforce development areas. Co-enrollment for trade-eligible dislocated workers in both WIOA and TAA programs is encouraged. Local boards' service providers and one-stop partners participate with state agencies to provide rapid response services.

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

If the State is utilizing work-based training models (e.g. on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

Pursuant to established requirements, it is expected that employers will hire WIOA participants upon completion of on- the-job trainings. Employers are encouraged to develop training plans accordingly. The local boards place a simultaneous emphasis on the supply (i.e., workforce) and demand (i.e., employers/businesses).

On-the-job training, incumbent worker training, transitional jobs, and customized training are provided for in-demand jobs or high growth industry sectors within the state and local areas. Industry experts make up the membership of the industry sectors councils, providing breadth of insight as to the skills needed in said industries and occupations.

2. REGISTERED APPRENTICESHIP

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., outreach to sponsors and prospective sponsors, identifying potential participants and connecting them to apprenticeship opportunities).

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.

The State recognizes the value of Registered Apprenticeship programs as a cornerstone for addressing the workforce needs of employers while providing individuals with valuable skills

and credentials. To strategically incorporate Registered Apprenticeship into our service design and delivery, we will implement a multifaceted approach aimed at outreach, identification, and connection of participants to apprenticeship opportunities.

Outreach to Sponsors and Prospective Sponsors:

- Local workforce development boards, through their industry sector partnership meetings, are conducting outreach to sponsors and prospective sponsors.
- Establish targeted outreach campaigns to engage with existing sponsors and encourage their continued participation in Registered Apprenticeship programs.
- Conduct comprehensive market analysis to identify potential new sponsors and industries where Registered Apprenticeship can be expanded.
- Collaborate with industry associations, chambers of commerce, and economic development agencies to promote the benefits of Registered Apprenticeship and recruit new sponsors.
- Host informational sessions and workshops to educate employers about the advantages of participating in Registered Apprenticeship programs and assist them in navigating the registration process.

Identifying Potential Participants:

- Leverage data analytics and labor market information to identify populations under-represented in Registered Apprenticeship programs, such as minorities, veterans, individuals with disabilities, and low-income individuals.
- Develop targeted outreach strategies to engage with these populations and raise awareness about the opportunities available through Registered Apprenticeship.
- Partner with community-based organizations, educational institutions, and workforce development agencies to reach potential participants and provide them with information about apprenticeship opportunities.
- Utilize career assessment tools and skills assessments to match individuals with apprenticeship programs that align with their interests, abilities, and career goals.

Connecting Participants to Apprenticeship Opportunities:

- Facilitate connections between potential participants and Registered Apprenticeship programs through job fairs, networking events, and employer meet-and-greets.
- Provide pre-apprenticeship training programs to prepare individuals for success in Registered Apprenticeship, including technical skills training, career readiness workshops, and mentorship opportunities.
- Offer support services to participants throughout the application and enrollment process, including assistance with resume writing, interview preparation, and completing program requirements.

- Establish partnerships with community colleges, vocational schools, and training providers to create pathways for individuals to earn industry-recognized credentials and academic credit through their participation in Registered Apprenticeship programs.

By implementing these comprehensive strategies, the State aims to increase access to Registered Apprenticeship opportunities for under-represented, disadvantaged, and low-skilled individuals, thereby expanding the talent pipeline for industries and promoting economic mobility and prosperity for all residents.

In addition to the statewide strategies outlined above, the State will leverage partnerships with key stakeholders, including the Northern Nevada Joint Apprenticeship and Training Center (NNJATC), as a vital WIOA Title I provider. The NNJATC has demonstrated a strong commitment to workforce development, serving as a critical resource for training and apprenticeship opportunities in Northern Nevada.

The NNJATC has a proven track record of success, having served a substantial number of adult/dislocated workers and youth in recent Program Years. In Program Year 21, the NNJATC supported 5,098 adult/dislocated worker exiters and 1,303 youth exiters. Similarly, in Program Year 22, they assisted 3,810 adult/dislocated worker exiters and 1,231 youth. Currently, in Program Year 23, the NNJATC continues to make significant contributions, with 2,064 adult/dislocated worker exiters and 720 youth supported thus far.

As a trusted partner, the NNJATC will play a pivotal role in our efforts to incorporate Registered Apprenticeship into our service design and delivery. We will collaborate closely with the NNJATC to identify opportunities for expanding apprenticeship programs, particularly for under-represented, disadvantaged, and low-skilled individuals. By harnessing the expertise and resources of the NNJATC, we aim to enhance access to quality apprenticeship opportunities and promote economic empowerment and upward mobility for all residents of Northern Nevada.

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

The workforce development system established under WIOA emphasizes informed consumer choice, job-driven training, provider performance, and continuous improvement. The quality and selection of training service providers and programs is vital to achieving these core principles. As required by WIOA Sec. 122 and 20 CFR § 680.400, States, in partnership with LWDBs, must identify providers of training services that are qualified to receive WIOA funds to train adults, dislocated workers, and youth, as appropriate. Therefore, WIOA requires that each State must maintain a list of ETPs. The list must be accompanied by relevant performance and cost information and must be made widely available, including in electronic formats, and presented in a way that is easily understood, in order to maximize informed consumer choice and serve all significant population groups.

The State Eligible Training Provider List (ETPL) and the related eligibility procedures ensure the accountability, quality and labor-market relevance of programs of training services that

receive funds through WIOA Title I–B. The State list is also a means for ensuring informed customer choice for individuals eligible for training. In administering the eligible training provider process, States and local areas must work to ensure that qualified providers offering a wide variety of job-driven training programs are available. States and local areas must also ensure participants, through the training services, are equipped with the skills and relevant labor-market industry-recognized credentials to move along directed career pathways they need to compete in regional and global economies. Consistent with WIOA, the state recognizes that a more focused and aligned effort on credential attainment is necessary to enhance Nevada's human capital pipeline to support new and emerging industries.

Nevada's Client Data System vendor is currently in re-write of the Eligible Training Provider (ETP) portion of the system to meet DOL changes. Nevada is working towards updating all policies regarding the ETP, including eligibility, and will coincide the completion with that of our vendor to ensure capture of relevant procedural and data needs. Policy updates, including Opt-in for Registered Apprenticeship, necessary reference to TEGL 8-19 Change I, and Performance Reporting as specified in the Agreement Statement for ETP Certification to full fill the requirements of the ETA-9171.

As stated in the DOL Agreement Statement for Eligible Training Provider List (ETPL) Certification, all approved ETPL training providers must report on program performance for ALL students (both WIOA and Non-WIOA) for each program year. Nevada posts the Agreement Statement for ETPL Certification requirements and DOL reporting needs. And as required yearly, Nevada issues all approved ETPL providers notice of required performance reporting for ALL students (both WIOA and Non-WIOA) for the program year and records the data.

Policy and Procedure:
Only providers that the State determines to be eligible, as required in WIOA Sec. 122, may receive training funds under WIOA Title I-B to provide training for participants who enroll in a WIOA-funded program of training services. LWDBs are required to have written policy as they pertain to the administration of the ETPL process. Only those applications that the LWDB have reviewed and found to be accurate and within the purview of in-demand occupations of their local area, shall be forwarded, in a timely manner, to the State for consideration and approval.

Not all allowable types of training services are subject to the requirements of the eligible training provider provisions in WIOA Title I-B. Training services exempt from the WIOA Section 122 eligibility requirements include:

- On-the-job training; customized training; incumbent worker training; transitional employment; or
- The circumstances described at WIOA Sec. 134(c)(3)(G)(ii), where the LWDB 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 LWDB provides training services through a pay-for-performance contract

State Responsibilities: DETR is the designated state agency for WIOA administration and is responsible for:

- Ensuring that the information contained on the ETPL is accurate and current.
- Determining training providers' applications and programs approved by the LWDBs are reviewed and approved at the State level, and those approved are placed on the ETPL promptly.
- Establishing a process for adding programs to the ETPL and verifying their "registered" status.
- Maintaining the list of eligible training providers and programs approved by LWDBs.
- Providing an updated list to all LWDBs and the public through the State's Management Information System (MIS) - EmployNV.
- Establishing initial eligibility criteria for new training providers and setting minimum levels of performance for all training providers to remain eligible.
- Submitting all reports to the appropriate Federal Agency as required.

Allowing training providers to appeal a denial or termination of eligibility, including an opportunity for a hearing at the state level, after a training provider receives an unsatisfactory decision.

Program of Training Service: (20 CFR § 680.420)
A program of training services is one or more courses or classes, or a structured regimen, which provides the services in 20 CFR § 680.200 and leads to:

1. An industry-recognized certificate or certification, a certificate of completion of a registered apprenticeship, a license recognized by the State involved or the Federal government, an associate or baccalaureate degree; or a credential as identified through the state's vetted list of industry-recognized credentials published by the Governor's Office of Workforce Innovation (OWINN).
2. Consistent with 20 CFR § 680.350, a secondary school diploma or its equivalent;
3. Employment; or
4. Measurable skill gains toward a credential described in paragraph (a) or (b) of this section.

Eligible Providers of Training Services: (WIOA Sec. 122(a), Sec 134(c); 20 CFR § 680.410, TEGL 8-19

1. Eligible providers of training services are entities that are eligible to receive WIOA Title I–B funds, according to criteria and procedures established by the Governor in accordance with WIOA Sec. 122 for participants who enroll in training services. Providers of Training Services shall be:

- Institutions of higher education that provide a program which leads to a recognized postsecondary credential;
- Entities that carry out programs registered under the National Apprenticeship Act (29 U.S.C. 50 et seq.);
- Other public or private providers of a program of training services, which may include joint labor-management organizations and eligible providers of adult education and literacy activities under title II if such activities are provided in combination with occupational skills training; in the pursuit of State industry-recognized credentials;
- LWDB, if they meet the conditions of WIOA Sec. 107(g)(1);
- A training program that is directly associated with the Department of Employment, Training and Rehabilitation (DETR); A training provider that has demonstrated effectiveness in training populations with significant barriers to employment; and
    - Other training providers as determined by the Governor.

1. In order to provide training services, a provider must meet the requirements of this part and WIOA Sec. 122.

- The requirements of this part apply to the use of WIOA Title I–B adult, dislocated worker, and youth funds to provide training:
    - To individuals using individual training accounts to access training through the eligible training provider list; and
    - To individuals for training provided through the exceptions to individual training accounts described at 20 CFR § 680.320 and § 680.530. Training services under WIOA Title I–B may be provided through a contract for services rather than Individual Training Accounts under conditions identified in WIOA Sec. 134(c)(3)(G). These exceptions include: on-the- job training, customized training, incumbent worker training or transitional employment; instances where the LWDB determines there is insufficient number of eligible providers of training services in the local area; where the LWDB determines an exception is necessary to meet the needs of individuals with barriers to employment (including assisting individuals with disabilities or adults in need of adult education and literacy services); where the LWDB determines that it would be most appropriate to award a contract to an institution of higher education or other eligible provider to facilitate the training of multiple individuals in in-demand industry sectors or occupations (where the contract does not limit customer choice); and, for pay-for- performance contracts.

- The requirements of this part apply to all entities providing training to adult, dislocated workers and youth, with specific exceptions for entities that carry out registered apprenticeship programs, as described in 20 CFR 680.470.

A private provider of training services providing services other than basic/life skills training must, as appropriate:

1. Be licensed by the Nevada State Commission on Postsecondary Education as required in Nevada Revised Statutes 394.099 and 394.415 and carry a Nevada State and local business license as required and be accredited by appropriate body associated with training, or

2. Be licensed to provide training by an alternative licensing agency accepted by the Nevada State Commission on Postsecondary Education (currently only CDL training, cosmetology, barbering and pilot training), [20CFR § 680.450 (d); WIOA Sec. 122(b)(1)(E)] and carry a Nevada State and local business license as required.

Note: A provider of training services, as described above, must comply with the criteria, information requirements, and procedures established under WIOA and TAG 22-1 to be included on the list of eligible providers of training services. Registered Apprenticeship (RA) programs will remain on the ETPL as long as they remain registered as described in WIOA Sec. 122 (2)(B). WIOA Sec.122(a)(3).

RA programs are required to submit form 5910 (State) as appropriate at time of application. LWDB staff will contact the local office of U.S. DOL, Office of Apprenticeship to confirm current Federal registered programs and the following guidance from the Office of the Labor Commissioner (OLC): https://labor.nv.gov/Wages/Nevada_State_Apprenticeship_Council/.

WIOA ETPL Application/Initial Eligibility Process:
Initial ETPL requirements are found in WIOA Sec. 122(c) and 20 CFR § 680.450;
At a minimum, the following eligibility requirements must be met for the State to approve:

1. The provider is an institution of higher education that provides a program leading to a recognized credential.

2. The provider carries out programs registered under the National Apprenticeship Act; or, another public or private training provider, which may include joint labor-management organizations, adult education, and literacy providers in combination with occupational skills training.

3. Comply with nondiscrimination and equal opportunity provisions of all Federal and State applicable laws.

4. Provide trainings that are physically and programmatically accessible for all individuals; including those who are employed, have barriers to employment and individuals with disabilities.

5. Comply with all requirements of the WIOA, regulations, federal guidance, and State policies.

The following criteria will be considered when evaluating applications for State approval:

1. Describe whether the provider is in a partnership with a business;
2. Provide other information the State may require in order to demonstrate high quality programs of training services, which may include information related to training services that lead to a recognized postsecondary credential;
3. Provide information that addresses alignment of the training services with in-demand industry sectors and occupations, to the extent possible; and
4. Cost information, including tuition and fees.

In establishing the State requirements, the Governor must, in consultation with the GWDB, develop a procedure for determining the eligibility of training providers and programs. This procedure, which must be described in the State Plan, must be developed after:

- Soliciting and taking into consideration recommendations from Local WDBs and providers of training services within the State;
- Providing an opportunity for interested members of the public, including representatives of business and labor organizations, to submit comments on the procedure; and
- Designating a specific time period for soliciting and considering the recommendations of Local WDBs and providers, and for providing an opportunity for public comment.

Application Process for Continued Eligibility: (20 CFR § 680.460)

1. The Governor must establish an application procedure for training providers to maintain their continued eligibility.

- Training providers and programs that were previously eligible under WIA will be subject to the application procedure for continued eligibility after the close of the Governor's transition period for implementation.
- Training providers and programs that were not previously eligible under WIA and have been determined to be initially eligible under WIOA, under the procedures described at § 680.450, will be subject to the application procedure for continued eligibility after their initial eligibility expires.

2. The Governor must develop this procedure after:

- Soliciting and taking into consideration recommendations from LWDB and providers of training services within the State;
- Providing an opportunity for interested members of the public, including representatives of business and labor organizations, to submit comments on such procedure; and
- Designating a specific time period for soliciting and considering the recommendations of LWDB and providers, and for providing an opportunity for public comment.

3. Apprenticeship programs registered under the National Apprenticeship Act (NAA) must be included and maintained on the list of eligible providers of training services for as long as the

corresponding program remains registered. The Governor's procedure must include a mechanism for Registered Apprenticeship programs to indicate interest in being included on the list, as described in 20 CFR § 680.470.

4. The application procedure must describe the roles of the State and local areas in receiving and reviewing provider applications and in making eligibility determinations.

5. The application procedure must be described in the State Plan.

6. In establishing eligibility criteria, the Governor must take into account:

- The performance of providers of training services on the performance accountability measures described in WIOA Secs. 116(b)(2)(A)(i)(I)–(IV) and required by WIOA Sec. 122(b)(2), which may include minimum performance standards, and other appropriate measures of performance outcomes for program participants receiving training under WIOA title I–B, as determined by the Governor. Until data from the conclusion of each performance indicator's first data cycle is available; the Governor may take into account alternate factors related to such performance measure;
- Ensuring access to training services throughout the State including rural areas and through the use of technology;
- Information reported to State agencies on Federal and State training programs other than programs within WIOA Title I–B;
- The degree to which training programs relate to in-demand industry;
- State licensure requirements of training providers;
- The degree to which training programs lead to industry recognized certificates and credentials;
- The ability of providers to offer programs that lead to postsecondary credentials;
- The quality of the program of training services including a program that leads to a recognized postsecondary credential;
- The ability of the providers to provide training services to individuals who are employed and individuals with barriers to employment;
- Whether the providers timely and accurately submitted eligible training provider performance reports as required under WIOA Sec. 116(d)(4); and
- Other factors that the Governor determines are appropriate in order to ensure: the accountability of providers; that one-stop centers in the State will meet the needs of local employers and participants; and, that participants will be given an informed choice among providers.

7. The information requirements that the Governor establishes under paragraph (f)(1) of this section must require training providers to submit appropriate, accurate and timely information for participants receiving training under WIOA Title I–B. That information must include:

- The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;

- The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
- The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program;
- Information on recognized postsecondary or industry-recognized credentials received by program participants;
- Information on cost of attendance, including costs of tuition and fees, for program participants;
- Information on the program completion rate for such participants.

8. The eligibility criteria must require that:

- Providers submit performance and cost information as described in paragraph
    - (g) of this section and in the Governor's procedures for each program of training services for which the provider has been determined to be eligible, in a timeframe and manner determined by the State, each year on their anniversary, and

That the collection of information required to demonstrate compliance with the criteria is not unduly burdensome or costly to providers (WIOA Sec. 122(b)(1)(J)(iv)).

1. The procedure for continued eligibility must also provide for the State to review biennially- required provider eligibility information to assess the renewal of training provider eligibility. Such procedures may establish minimum levels of training provider performance as criteria for continued eligibility.
2. The procedure for biennial review of the provider eligibility must include verification of the registration status of registered apprenticeship programs, and their removal as necessary, as described in 20 CFR § 680.470.
3. LWDBs may require higher levels of performance for local programs than the levels specified in the procedures established by the Governor.
4. The Governor may establish procedures and timeframes for providing technical assistance to eligible providers of training who are not intentionally supplying inaccurate information or who have not substantially violated any of the requirements under this section but are failing to meet the criteria and information requirements due to undue cost or burden per 20 CFR § 680.460(l)

- A substantial violation is identified when one of the following types of violations has occurred:
    - Failing to meet the State's procedure for submitting required information for performance reporting timely and accurately.

- Failing to provide all required information for initial or continual eligibility timely and accurately.
- Violating any provision of WIOA Title I or its regulations; including the nondiscrimination and equal opportunity provisions.
- The State or the LWDB determines the training provider intentionally provided inaccurate information through the State's MIS -EmployNV ETPL site.
- Over a five (5) year period, a training provider is found to have three (3) separate grievances filed against it under WIOA's nondiscrimination and equal opportunity provisions that resulted in final determinations citing one or more violations. 29 CFR Part 38.
- The training provider has not complied with a corrective or remedial action(s) identified to end and/or rectify the violation(s) from a single complaint under 29 CFR part 38.
- An order has been issued against the training provider to suspend, terminate deny, or discontinue WIOA Title I financial assistance. 29 CFR § 38.113

The State will consider circumstances beyond a provider's control (e.g., natural disasters, unexpected personnel transitions, and unexpected technology-related issues) when determining if a provider committed a substantial violation for failing to timely and accurately submit required information. If it is determined that a provider committed a substantial violation, the provider is prohibited from having its program(s) on the ETPL for a minimum of two (2) years and is liable to repay any WIOA Adult, Dislocated Worker, or Youth program funds it received during the period of noncompliance.

When determining continued eligibility, LWDB/DETR will take into account the following OTHER additional factors:

- The quality of the program of training service as outlined in LWDB local board policy;
- Information conveyed through customer satisfaction survey, complaints from participants, Service Providers, licensing and accrediting bodies;
- The rate of achieved industry-recognized credentials earned by participants;
- Rate of employment outcomes; and
- On-site monitoring report(s).

Once the Provider of Training Services is determined eligible, the training provider agrees that their school will:

- Provide LWDB Service Providers with progress reports as their participants attend;
- Notify their LWDB of changes, including deletion of courses, programs or locations, changes in program cost, accreditation certification and /or licensing or change in ownership;

- Provide services in a professional, safe and timely manner as outlined in LWDB local board policy;
- Have an adequate facility that abides with ADA requirements;
- Abide by Equal Opportunity and non-discrimination (WIOA Sec. 188 and NRS);
- Not advertise that they are an eligible training provider with EmployNV Career Hubs;
- Not expect or require minimum numbers of referred customers;
- Within 1 year, and every year thereafter, submit performance data on all students (WIOA and non-WIOA) and follow requirements of this policy for continued eligibility (WIOA Sec. 122 (b)(4)(C)); and
- Resubmit an application as required but not less than every two years. (WIOA Sec. 122 (c)(2)); and
- Enter performance data as required into the State Management Information System (MIS) - Employ NV.

Training Provider Registration Process:

Registered Apprenticeship Programs: (20 CFR § 680.470, TEGL 8-19, Change 1, TEGL 19-16)

1. All registered apprenticeship programs that are registered with the U.S. Department of Labor, Office of Apprenticeship, or a recognized State apprenticeship agency are automatically eligible to be included in the State list of eligible training providers. Some program sponsors may not wish to be included on the State eligible training provider list. Therefore, the Governor must establish a mechanism for registered apprenticeship program sponsors in the State to indicate that the program sponsor wishes to be included on the State eligible training provider list. This mechanism should be developed with the assistance of the U.S. Department of Labor Office of Apprenticeship representative in the State or, if the State oversees the administration of the apprenticeship system, with the assistance of the recognized State apprenticeship agency.
2. Once on the State eligible training provider list, Registered Apprenticeship programs will remain on the list until they are deregistered or until the registered apprenticeship program notifies the State that it no longer wants to be included on the list or has been determined to have intentionally supplied inaccurate information or to have substantially violated any provisions of Title I of WIOA or WIOA regulations including 29 CFR Part 38.
3. Inclusion of a Registered Apprenticeship in the State eligible training provider list allows an individual who is eligible to use WIOA Title I–B funds to use those funds toward apprentice training, consistent with their availability and limitations as

prescribed by 20 CFR §680.300. The use of individual training accounts and other WIOA Title I–B funds toward apprenticeship training is further described in 20 CFR §680.330.

4. The Governor is encouraged to consult with the State and LWDBs, ETA's Office of Apprenticeship, recognized State apprenticeship agencies (where they exist in the Governor's State) or other State agencies, to establish voluntary reporting of performance information.

Apprenticeship programs are required to include the following information for the State:

- Occupations included within the Registered Apprenticeship program;
- The name and address of the Registered Apprenticeship program sponsor;
- The name and address of the Related Technical Instruction provider, and the location of instruction if different from the program sponsor's address;
- The method and length of instruction;
- The number of active apprentices; and
- Costs if applicable.

Registered Apprenticeship program sponsors that do not provide the Related Technical Instruction portion of the apprenticeship program (as outlined above) may be required to provide additional information about their education provider, including the cost of the instruction.

Technology based training (on-line programs) must complete the application process as described in the application/instructions and include the following additional information:

- How students login and submit their assignments;
- Testing requirements, if a proctor test;
- What location;
- Who grades the online submission; and
- How attendance is being tracked.

Registered Apprenticeship programs are not subject to the same application and performance information requirements or to a period of initial eligibility or initial eligibility procedures as other providers because they go through a detailed application and vetting procedure to become a Registered Apprenticeship program sponsor with the United States Department of Labor or the State Apprenticeship Agency (SAA) https://labor.nv.gov/uploadedFiles/labornvgov/content/Wages/Current%20Apprenticeship%20Programs%202023.pdf

The State of Nevada Office of the Labor Commissioner (OLC) effective July 1, 2021 per AB459 Sec. 10.5 is the designated State Apprenticeship Agency. OLC has apprenticeship forms and procedures to become a Registered Apprenticeship program online at: https://labor.nv.gov/Wages/Nevada_State_Apprenticeship_Council/

Loss of Eligibility: (20 CFR § 680.480)
A training provider must deliver results and provide accurate information in order to retain its status as an eligible training provider. Further clarification outlining loss of eligibility can be found in SCP 1.13.

Performance Requirements: (WIOA Sec. 116(d)(4); 20 CFR § 680.460-490; TEGL 8-19) After the initial period of eligibility ends, one year, Training Providers will be required to meet the following reporting requirements in order to remain eligible to receive WIOA funding as indicated by the Primary Performance Indicators for the WIOA ETP Performance Report. DETR must provide access to cost-effective methods for the collection of this information.

The (ETP) 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.

1. The percentage of individuals who are in unsubsidized employment during the second quarter after exit from the program of study;
2. The percentage of individuals who are in unsubsidized employment during the fourth quarter after exit from the program of study;
3. The median earnings of individuals in the program of study who are in unsubsidized employment during the second quarter after exit;
4. 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; and
5. The total number of individuals who exit from the program of study.

The ETP Performance Report must report the below indicators with respect to all WIOA Title I participants in the program of study.

1. The number of participants exiting from the program of study (or the equivalent);
2. 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;
3. 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 3 preceding program years;
4. 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;

5. 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 and ethnicity, sex, and age; and

6. The type of credential the participant earned. This is currently collected by the State MIS system – EmployNV. No additional collection efforts required.

Performance Measures:

- Unsubsidized employment during the second quarter after exit 76.6%
- Unsubsidized employment during the fourth quarter after exit 74.7%
- Median Earnings $7,029
- Credential attainment 75.3%

Note: Data collected will be analyzed as appropriate over the span of the next two program years, and considered in setting, re-setting 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 DETR ETPL website on a yearly basis.

Agreements with other States: (WIOA Sec. 122(g); 20 CFR § 680.520)

Participants may choose any of the eligible providers and programs on the State list. A State may also establish a reciprocal agreement with other States to permit providers of eligible training programs in each State to accept individual training accounts provided by the other State. See WIOA Sec. 122(g). Providers of training services that are located outside the local area may not be subject to State eligibility procedures if the provider has been determined eligible by another State with such an agreement. States may enter into agreements, on a reciprocal basis, to permit eligible providers of training services to accept individual training accounts provided in another state. Reciprocal agreements for Nevada are located on the DETR website on the WIOA Eligible Training Provider List page.

Note: The reciprocal agreements approved under WIA will remain in place until updates are available.

Dissemination of the State ETPL: (20 CFR § 680.500)

1. In order to assist participants in choosing employment and training activities, the Governor or State agency must disseminate the State list of eligible training providers and accompanying performance and cost information to LWDBs in the State and to members of the public online including through Web sites and searchable databases and through whatever other means the State uses to disseminate information to consumers, including the one-stop delivery system and its program partners throughout the State.

2. The State list and information must be updated regularly, and provider eligibility must be reviewed biennially according to the procedures established by the Governor in 20 CFR § 680.460(i).

3. In order to ensure informed consumer choice, the State ETPL and accompanying information must be widely available to the public through electronic means, including Web sites and searchable databases, as well as through any other means the State uses to disseminate information to consumers. The list and accompanying information must be available through the one-stop delivery system and its partners including the State's secondary and postsecondary education systems. The eligible training provider list should be accessible to individuals seeking information on training outcomes, as well as participants in employment and training activities funded under WIOA, including those under 20 CFR § 680.210, and other programs. In accordance with WIOA Sec. 188, the State list must also be accessible to individuals with disabilities.

4. The State eligible training provider list must be accompanied by appropriate information to assist participants in choosing employment and training activities. Such information must include:

- Recognized postsecondary credential(s) or industry-recognized credentials offered;
- Provider information supplied to meet the Governor's eligibility procedure as described in 20 CFR 680.450 and § 680.460;
- Performance and cost information as described in 20 CFR § 680.490; and
- Additional information as the Governor determines appropriate.

5. The State list and accompanying information must be made available in a manner that does not reveal personally identifiable information about an individual participant. In addition, in developing the information to accompany the State list described in 20 CFR § 680.490(b), disclosure of personally identifiable information from an education record must be carried out in accordance with the Family Educational Rights and Privacy Act, including the circumstances relating to prior written consent.

Nevada's ETPL is located on the DETR website at https://detr.nv.gov/Page/Training_Providers_List_(Approved), or through the state MIS system EmployNV: https://www.employnv.gov/vosnet/guest.aspx?guesttype=IND&whereto=ETPLPROGRAMS

- Training Providers Serving Participants in the Trade Adjustment Assistance Program (TAA): (TEGL19-16, 8-19) 20 CFR § 618.325

The TAA program established under the Trade Act of 1974, Public Law 93-618, as amended, does not contain the WIOA Sec. 122 requirement that only providers that the State determines to be eligible, including apprenticeship programs, may receive training funds. TAA participants may select a training program offered by a provider on the State ETPL, and the cooperating state agency (DETR) administering TAA for the state may approve that training if it meets the criteria for TAA training approval for that participant.

If a participant is co-enrolled in a WIOA program and TAA, the TAA program also may fund

training by a provider that is not on the State ETPL. However, if a co-enrolled participant receives training under WIOA, the requirements under WIOA Sec. 122 apply.

The Dislocated Worker program is a critical partner with TAA in identifying and serving trade-impacted workers. Co-enrollment of workers covered under certified petitions (TAA-certified workers) in partnership with the WIOA Dislocated Worker or Adult program, allows for the timely provision of individualized career services and improves the overall effectiveness of the TAA Program. Additionally, TAA Sec. 221(a)(2)(A) requires that the Governor ensure that Rapid Response and appropriate career services are delivered to all workers who are covered by a certified TAA petition. In addition to the Rapid Response services, one-stop Career Centers can also provide supportive services relating to child care, transportation, dependent care, housing assistance, and needs-related payments, and may also provide career services.

TAA generally provides case management and employment services, training, income support, job search allowances, relocation allowances, wage supplements for older workers, and a health coverage tax credit for TAA-certified workers.

The Trade Act contains provisions allowing the costs of an approved training program to be paid by TAA funds or from other sources (e.g., WIOA), but does not allow duplication of training costs. 20 CFR § 617.25(b).

The State must co-enroll trade-affected workers who are eligible for WIOA's dislocated worker program. Workers may choose to decline co-enrollment in WIOA. The State cannot deny such worker benefits or services under the TAA Program solely for declining co-enrollment in WIOA.

The State must make co-enrollment available to trade-affected workers who are eligible for other one-stop partner programs to ensure that all necessary and appropriate services, including supportive services, are available to the worker.

- Trade-affected worker dislocated worker eligibility. Most trade-affected workers meet the eligibility criteria of a dislocated worker defined at WIOA section 3(15).
- Partially separated worker and AAIW dislocated worker eligibility. In certain circumstances, such as a general announcement of a closure, partially separated workers and AAIWs may meet the eligibility criteria as a dislocated worker under WIOA and must also be co-enrolled.
- Trade-affected worker dislocated worker ineligibility. Some trade-affected workers are ineligible for the WIOA dislocated worker program, including those that do not meet the Selective Service registration requirement, and will be exempt from the co- enrollment requirement in this section.

Eligible Training Provider Exceptions: (WIOA Sec. 122(h); 20 CFR § 680.530; TEGL 8-19) Providers of on-the-job training, customized training, incumbent worker training, internships, paid or unpaid work experience, or transitional employment are not subject to the same requirements as entities listed on the eligible training provider list. For these training programs, one-stop operators in a local area must collect such performance information as the Governor may require and determine whether the providers meet the Governor’s performance criteria.

The Governor may require one-stop operators to disseminate a list of providers that have met the performance criteria, along with the relevant performance information about them, through the one-stop delivery system. Providers that meet the criteria are considered eligible providers of training services. These providers are not subject to the other requirements of WIOA Sec. 122 or this part.

Local Board Responsibilities:
The LWDBs 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 provider's 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;
- Quarterly determine new RA programs wishing to be on the list and provide required information to the State for submission to the ETPL;
- Yearly determine those RA programs who no longer wish to be on the list and those who are de-registered with federal Office of Apprenticeship (OA) director or the applicable State agency (Office of the Labor Commissioner (OLC)) and are communicated to the State for removal from the ETPL. (20 CFR § 680.460(h)(2)(j));
- Ensure the LWDBs' current policy outlines the Appeals Process for ineligible provider/programs denied inclusion and or removed from the ETPL for cause, is provided to all interested parties;
- Recommend the termination of programs/providers from the ETPL per SCP 1.13;
- Promote 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 and eligible providers with expertise in assisting adults in need of adult education and literacy activities) serving the local area and providing the services involved in a manner that maximizes consumer choice and leads to competitive integrated employment for individuals with disabilities;
- Ensure the State's eligible training provider list is disseminated publicly through the local One Stop system, and its partner programs;
- LWDBs 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;
- Establish a procedure to provide interested members of the public an opportunity to make recommendations and submit comments regarding the eligibility process. Quarterly submit these comments to WISS;
- Determine programs meet the eligibility criteria and performance levels established by the State;

- Conduct on-site visits of training providers as necessary to ensure proper outcomes and local, state and federal regulation as they relate to safe practices and ADA requirements;
- Communication of Federal, State and local law, policy and procedures as they relate to eligibility, continued eligibility, performance and complaints; and
- Communication of State Compliance Policies as they relate to Equal Opportunity (SCP 4.1) Employment Opportunity (SCP 4.2), Discrimination, Grievance/ Complaints (SCP 4.3), Sexual Harassment Procedure (SCP 4.5), Nepotism (SCP 4.6), Termination of Training Service Providers (SCP 1.13).

Note: it is the responsibility of the recipient and each sub-recipient to conduct regular oversight and monitoring of its WIOA activities and those of its sub-recipients and contractors in order to determine expenditures have been made against the cost categories and within the cost limitations specified in WIOA and the corresponding regulations. (20 CFR § 683.410) Reference SCP 1.15 and 1.8;

- LWDBs will submit performance and cost information, as well as determinations of provider retention, to the lead state agency within forty-five (45) days from the date that the information is due from providers. If the lead state agency determines, within thirty (30) days from the receipt of information, that the provider does not meet the established state performance levels for the program of training services or is in non-compliance, the lead state agency will recommend removal of the provider from the list of training providers as appropriate 20 CFR §680.480.

State (WISS) is responsible to ensure the quality and value of eligible training providers for WIOA participants by:

- Establishing ETPL eligibility procedures;
- Clarifying State and LWDB roles and responsibilities;
- Providing Statewide publication/dissemination of ETPL;
- Verifying programs meet the eligibility criteria and established performance levels;
- Verifying the accuracy of LWDB submitted information;
- Verifying the accuracy of LWDB procedure on adding and removing RA programs;
- Upon request from the LWDBs, removing programs that do not meet established program criteria or performance levels;
- Ensuring performance and cost information relating to each provider is available to the public;
- Adjudicating as required in Appeals Process;
- Providing final approval of providers and programs recommended by the LWDBs;
- Consulting with the State Board when establishing procedures affecting the ETPL; and
- Establish a procedure by which a provider can demonstrate that providing the required additional performance information would be unduly burdensome or costly. If DETR

determines that the provider has demonstrated this, DETR will provide access to cost-effective methods for the collection of the required performance information.

Note: Providers who substantially violate the requirement in paragraph (g) of 20 CFR § 680.460- timely and accurate submission of all required information must be removed, taking into account exceptional circumstances beyond the providers control, from the State list of eligible training providers and programs, as provided in 20 CFR§ 680.480(b).

ETPL Reimbursement Policy:

DETR will recognize training agency existing reimbursement policies that are in place through its accrediting entity, standard catalog or well distributed agency documentation. In the absence of existing reimbursement policy, training providers will follow SCP 3.12.

ETPL Application Denials: (WIOA Sec. 122(c)(1))

LWDBs may deny eligibility of the application for a provider or program if:

- The provider and/or its program(s) fail to meet the minimum criteria for initial listing as specified in this policy;
- The application from the provider is incomplete;
- The provider intentionally supplied inaccurate information; or
- The provider substantially violated any WIOA requirement(s) or is debarred;
- The program needs, funding or convenience do not require the service;
- The training program(s) offered do not lead to gainful employment in in-demand occupations determined by labor market analysis.

Processes for notices related to denials:

- If a LWDB denies a provider's application for listing on the ETPL, the LWDB shall, within 30 business days of receipt of the application, inform the provider in writing and include the reason(s) for the denial.
- If the State (WISS) denies a provider's program list on the ETPL, the State must within 30 days of receipt of the recommendation, inform SDWP of the denial and reason(s) for the denial. SDWP shall in turn inform the provider in writing and include the reason(s) for the denial.
- If the State, in consultation with the LWDB, determines that a provider intentionally supplied inaccurate information, or substantially violated any WIOA requirement(s), the State shall terminate the eligibility of the provider, remove the provider from the ETPL and deny the provider's eligibility to receive funds under WIOA section 133(b) for at least two (2) years, or take other action as deemed appropriate.

ETPL Removal: (WIOA Sec. 122(b)(2))
The State may remove an approved provider or program ("subsequent eligibility") for any of the following reasons:

- The eligible training provider fails to submit all data for subsequent eligibility determination with the required time frame.
- The eligible training provider fails to notify the State/LWDB of any program changes including but not limited to costs, location, or change in authorization status (e.g., business license).
- The training provider did not maintain the minimum performance criteria for subsequent eligibility.
- The training provider is now debarred from doing business with the Federal Government.
- The training provider failed to meet reporting requirements.
- The State may remove a training program if the program no longer meets the minimum criteria for initial listing.
- The training provider has experienced fraud, malfeasance or other illegal activity involving WIOA funds or participants.
- The training provider has a history of failure to provide refunds as required under the policy.
- After an investigation, the State may remove a program or Eligible Training Provider, at the request of the one-stop Operator or the LWDB for any of the following reasons [1]:

    - Unethical/illegal billing practices;
    - Violations of Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; or the Age Discrimination Act of 1975; or,
    - Lack of qualified training personnel or building infrastructure.

ETPL Reinsertion:
The LWDB may reinsert a program and/or provider previously removed from the ETPL if the training provider submits a written request to the LWDB to reinstate the program and demonstrates compliance with all eligibility requirements. Note that reinstatement of a program/provider is at the discretion of the LWDB with the approval of the State.

Appeal to the State: (WIOA Sec. 122 (c)(1))
This process applies after a training provider has exhausted the appeal process with the LWDB and disagrees with the final decision issued. Training providers wishing to appeal LWDBs' denial or removal from the ETPL, must submit the appeal to the State within 30 days of the issuance of the denial notice. The appeal must be in writing and include a statement of the desire to appeal, specification of the program(s) in question, the reason(s) for the appeal (e.g., grounds), and the signature of the appropriate provider official or designated point of contact representing the provider. A provider appeal should be addressed to the following:

Mail: ETPL Appeal
Department of Employment, Training and Rehabilitation

Attn: Workforce Innovation Support Services (WISS)
500 E. Third St.
Carson City, NV 89713

The State will promptly notify the LWDB of the appeal and when the State makes a final decision. After reviewing the appeal, the State will make a preliminary decision and notify the provider.

The State appeal process includes the opportunity for the appealing training provider to have a hearing with an impartial hearing officer. The hearing officer must provide written notice to the involved parties of the date, time, and location of the hearing at least 10 calendar days before the scheduled hearing. Both parties must have the opportunity to present oral and written testimony under oath; to call and question witnesses; to present oral and written arguments; to request documents relevant to the issues(s), and to be represented.

An impartial State appeal committee, chaired by the hearing officer, will review the appeal, make a preliminary decision, and notify the appealing training provider and the LWDB. The committee may either uphold or reverse the LWDB decision.
A final decision must be rendered within 60 days from receiving the training provider's initial state-appeal request.

This updated Training Provider Eligibility Procedure is scheduled for approval in State Compliance Policy 1.12 by the Governor's Workforce Development Board on October 12, 2022.

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR FOR THE ADULT PRIORITY OF SERVICE REQUIREMENT IN WIOA SECTION 134 (C)(3)(E) THAT REQUIRES AMERICAN JOB CENTER STAFF, WHEN USING WIOA ADULT PROGRAM FUNDS TO PROVIDE INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES, TO GIVE PRIORITY OF SERVICE TO RECIPIENTS OF PUBLIC ASSISTANCE, LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT (INCLUDING ENGLISH LANGUAGE LEARNERS).

The state and local workforce development boards have established a written policy and procedure to ensure that priority of service is implemented for veterans, public assistance recipients or those who are basic skills deficient for receipt of career services described in WIOA sec. 133(b) paragraph (2)(A)(xii) and training services. The priority established does not necessarily mean that these services only may be provided to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. The local board and the Governor may establish a process that also gives priority to other individuals eligible to receive such services, provided that it is consistent with priority of service for veterans (see [20 CFR] § 680.650), and the priority provisions of WIOA. Funds allocated to the dislocated workers are not subject to this priority requirement. The appropriate local board and the Governor shall direct the one-stop operators in the local area regarding making determinations related to such priority. Local boards must have written policy and procedures describing how this priority will be documented and obtained in the local area. The state will continue to monitor individualized career services and training services priority for basic skills deficient, low income, and public assistance recipients through review of enrollment/service data in EmployNV and the on-site monitoring of local boards and service providers.

As part of its Priority of Adult Services, WIOA emphasizes providing individualized career and training services to individuals with barriers to employment to include those who are low income, recipients of public assistance, English Language Learners or basic skills deficient. As such, the Employment and Training Administration (ETA) envisions that at least 75 percent of a state's participants receiving individualized career and training services in the Adult program are from at least one of the priority groups above and expects this rate to be no lower than 50.1 percent. WIOA Sec. 134(c)(3)(E), CFR § 680.600, TEGL 19-16, TEGL 07-20, Quarterly Results Analysis/Quarterly Performance Report, PIRL Data Integrity Specifications; Requires states to develop criteria, policies, procedures, including monitoring of local areas data, to ensure compliance in applying this priority.

Nevada's Client Tracking System enables State and Local Workforce Development Board staff to run real time queries to track the priority of service requirements. This, to ensure program staff are serving those with barriers to employment enabling access to programing with opportunities to employment, education, training and support services they need to succeed in the labor market.

Since the onset of DOL's requirements of the Adult Priority of Service ensuring those with barriers to employment, including English Language Learners, are served, at a rate no lower than 50.1 percent with a goal of 75 percent, Nevada has consistently exceeded the highest of these goals and intends to remain this way. Below are Nevada's Quality Performance Reports for PY21 and PY22 Q4 Rolling-4.

PY21 Q4 Rolling 4

	Statewide	Workforce Connections (Southern Nevada)	Nevadaworks (Northern Nevada)
Total Participants Served	2,065	1,679	386
Public Assistance: TANF	78	74	4
Public Assistance: SSI/SSDI	34	26	8
Public Assistance: SNAP	802	624	178
Other Public Assistance	0	0	0
Low Income	1,661	1,386	275
BSD	22	21	1
Received Individual Career Services or Training	2,065	1,679	386
Received Basic Carrer Services (Staff-Assisted)	0	0	0
Met Adult Priority of Service	1,668	1,393	275
Percentage Priority of Service	80.77%	82.97%	71.24%

Legend

Results meet or exceed 75% target rate

Results are above 50% and below 75%

Results are lower than 50.1%

PY22 Q4 Rolling 4

	Statewide	Workforce Connections (Southern Nevada)	Nevadaworks (Northern Nevada)
Total Participants Served	2,534	2,252	282
Public Assistance: TANF	83	74	9
Public Assistance: SSI/SSDI	54	47	7
Public Assistance: SNAP	1,033	901	132
Other Public Assistance	2	1	1
Low Income	2,123	1,897	226
BSD	122	119	3
Received Individual Career Services or Training	2,534	2,252	282
Received Basic Carrer Services (Staff-Assisted)	0	0	0
Met Adult Priority of Service	2,147	1,918	229
Percentage Priority of Service	84.73%	85.17%	81.21%

Legend

Results meet or exceed 75% target rate

Results are above 50% and below 75%

Results are lower than 50.1%

Additionally, Nevada also has a team of six individuals representing both local boards, Wagner-Peyser, Adult Education, OWINN, and Research and Analysis attending the Advanced Data Analytics course provided through US DOL, Coleridge Initiative, and the State of Arkansas. The course is increasing Nevada's capacity to perform more rigorous analysis and evaluations using NPWR software.

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS

WIOA Sec. 133(b)(4), 20 CFR§ 683.130, TEGL 19-16 provides the authority for Local Workforce Development Boards (LWDB), with the written 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. Governors must have a written policy in place to evaluate transfer requests from local workforce areas which is documented in the State Plan or another written policy.

Nevada has chosen to address these criteria in SCP 3.8. LWDB's, taking into account the employment and service needs of the local area for both job seekers and employers, current labor market information and demographics, consistency with strategies to their local plan and meeting their local area's negotiated levels of performance, and any other considerations the Governor considers necessary to determine the appropriateness of the transfer.

When submitting this request, LWDBs must;

- have previously informed and gained approval of their Chief Local Elected Official/boards
- submitted a brief explanation describing the reasons for the transfer including justification that the transfer of funds will not adversely impact the provision of services

to participants and that necessary services and client-planned activities will be maintained in the program from which funds are transferred.

- issue an assessment of any potential layoffs or closures of which the LWDB is aware of and how these events will be addressed using existing funds if funds are transferred from the Dislocated Worker program.
- at the local level, the LWDB must conduct oversight of the transfer of WIOA Adult and DW funds to ensure the newly transferred funds are expended appropriately and meet or exceed the performance and financial requirements of the funding stream.

Through the State's monitoring system, fiscal monitors will review the area's transfer of Adult and DW funds during the annual monitoring review for compliance with federal and state laws and regulations. Any issues will be handled through the State's monitoring resolution process.

Nevada has submitted SCP 3.8 updates as indicated above for final approval to the Governors Workforce Development Board.

6. DESCRIBE THE STATE'S POLICY ON WIOA AND TAA CO-ENROLLMENT AND WHETHER AND HOW OFTEN THIS POLICY IS DISSEMINATED TO THE LOCAL WORKFORCE DEVELOPMENT BOARDS AND REQUIRED ONE-STOP PARTNERS. TRADE ACT SEC. 239(F), SEC. 235, 20 CFR 618.325, 20 CFR 618.824(A)(3)(I).

Nevada has implemented a WIOA and TAA co-enrollment/common intake procedures for our local workforce development boards and required one-stop partners. This procedure includes training of all staff to identify potential TAA clients and demonstrates the required process to co-enroll and case manage these populations. The training includes written procedures on data entry into our Case Management System, named EmployNV, and communicates the need for simultaneous enrollment. This training as well as all the required elements of co-enrollment and case management are included in WIOA Title I State Compliance Policy, currently under development, Title III Policy and Procedure and is taught in all On-Boarding Bootcamps for new employees and refresher trainings for seasoned staff. This training is provided at a minimum, once a year, to the LWDBs through our EmployNV Monthly Board meetings.

Questions surrounding TAA eligibility will be included in the Common Intake process the Nevada Aligned Case Management Team is currently developing. These questions will attempt to identify eligible participants, even when they themselves may not know or understand their eligibility for this program.

Initial State Compliance Policy is reviewed by Nevada's LWDB board staff for input prior to being approved and made public.

7. DESCRIBE THE STATE'S FORMAL STRATEGY TO ENSURE THAT WIOA AND TAA CO-ENROLLED PARTICIPANTS RECEIVE NECESSARY FUNDED BENEFITS AND SERVICES. TRADE ACT SEC. 239(F), SEC. 235, 20 CFR 618.816(C)

Nevada has a robust training program in place to train on the aspects of TAA eligibility and participation and how it relates to the Title I Dislocated Worker. This includes in-person

training on eligibility and participation in each program, documented policy, as well as tutorial videos for collection of proper data in our Case Management System, EmployNV.

8. DESCRIBE THE STATE'S PROCESS FOR FAMILIARIZING ONE-STOP STAFF WITH THE TAA PROGRAM. 20 CFR 618.804(J), 20 CFR 618.305

There are two local workforce development boards in Nevada, Nevadaworks and Workforce Connections that are designated One-Stop sites. The Statewide TAA coordinator in cooperation with TAA staff from the affiliate sites provide comprehensive training and technical assistance on the aspects of TAA eligibility, participation and the benefit of co-enrollment with Title I Dislocated Worker. Training and technical assistance for the One-Stop staff are provided annually or as needed upon request.

C. YOUTH PROGRAM REQUIREMENTS.

With respect to youth workforce investment activities authorized in section 129 of WIOA, States should describe their strategies that will support the implementation of youth activities under WIOA. State's must-

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA.[11] FURTHER, INCLUDE A DESCRIPTION OF HOW THE STATE ASSISTS LOCAL AREAS IN DETERMINING WHETHER TO CONTRACT FOR SERVICES OR TO PROVIDE SOME OR ALL OF THE PROGRAM ELEMENTS DIRECTLY.

[11] Sec. 102(b)(2)(D)(i)(V)

As provided in WIOA sec. 123, the local board must identify eligible providers of youth workforce investment activities in the local area by awarding grants or contracts on a competitive basis, except as provided below in paragraph (a)(3) of this section, based on the recommendation of the youth standing committee if they choose to establish a standing youth committee and assign it that function. If such a committee is not established for the local area, this responsibility falls to the local board.

Funds allocated to a local area for eligible youth under section 128(b) shall be used to carry out, for eligible youth, programs that:
(A) Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program;

(B) Develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance described in section 116(b)(2)(A)(ii), and that shall identify career

pathways that include education and employment goals (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant taking into account the assessment, except that a new service strategy for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program;

(C) Provide—

i. Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential;

ii. Preparation for postsecondary educational and training opportunities;

iii. Strong linkages between academic instruction (based on State academic content and student academic achievement standards established under section 1111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311)) and occupational education that lead to the attainment of recognized postsecondary credentials;

iv. Preparation for unsubsidized employment opportunities, in appropriate cases; and

v. Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets; and

(D) At the discretion of the local board, implement a pay-for-performance contract strategy for required elements, for which the local board may reserve and use not more than 10 percent of the total funds allocated to the local area under section 128(b).

Local areas must conduct a full and open competition to secure youth service providers according to the Federal procurement guidelines at 2 CFR parts 200 and 2900, in addition to applicable State and local procurement laws. Where the Local Board determines there is an insufficient number of eligible providers of youth workforce investment activities in the local area, such as a rural area, the Local Board may award grants or contracts on a sole source basis (WIOA sec. 123(b)).

The requirement in WIOA sec. 123 that eligible providers of youth services be selected by awarding a grant or contract on a competitive basis does not apply to the design framework services when these services are more appropriately provided by the grant recipient/fiscal agent. Design framework services include intake, objective assessments and the development of individual service strategy, case management, and follow-up services.

Regarding meeting performance measures, Workforce Connections and Nevadaworks will track key indicators on a monthly basis, and report to the programs committee, youth council, local boards, and the state board on a quarterly basis. Technical assistance will be provided, and sanctions may be issued based on the local and state boards' policies when and if necessary, to address areas of concerns.

2. EXPLAIN HOW THE STATE ASSISTS LOCAL WORKFORCE BOARDS IN ACHIEVING EQUITABLE RESULTS FOR OUT-OF-SCHOOL AND IN-SCHOOL YOUTH. DESCRIBE PROMISING PRACTICES OR PARTNERSHIP MODELS THAT LOCAL AREAS ARE IMPLEMENTING AND THE STATE'S ROLE IN SUPPORTING AND SCALING THOSE MODELS WITHIN THE STATE FOR BOTH IN-SCHOOL AND OUT-OF-SCHOOL YOUTH.

WIOA shifts the primary program focus of Title I youth formula programs to support the educational and career success of out-of-school youth. A minimum of 75 percent of WIOA youth funds is required to be spent on out-of-school youth.

The core and required partners involved under WIOA will work together to establish a system of data sharing among agencies and other partners to identify and track out-of-school youth who are underserved. The state and local boards have established a written policy and procedure to ensure that out-of-school youth achieve improved outcomes.

The state will continue to monitor outcomes through review of enrollment/service data in the state MIS and the annual on-site monitoring of local boards and service providers.

Local areas have developed partnerships with State, county, city, school districts and local youth organizations to enhance outreach and program outcomes. Although each partnership tends to be unique in the nature of the work, some examples are: Co-enrollment of YouthBuild participants in Title I Youth programs; co-enrollment with TANF to provide services to youth who are pregnant and parenting; partnerships with organizations such as Jobs 4 Nevada Graduates and Communities In Schools to augment in school youth programs and to continue providing services after youth have left the education setting. Local areas are also doing work to address the high number of disconnected youth in the state of Nevada, building coalitions and partnerships to improve outcomes for OSY.

3. DESCRIBE HOW THE STATE ASSISTS LOCAL WORKFORCE BOARDS IN IMPLEMENTING INNOVATIVE MODELS FOR DELIVERING YOUTH WORKFORCE INVESTMENT ACTIVITIES, INCLUDING EFFECTIVE WAYS LOCAL WORKFORCE BOARDS CAN MAKE AVAILABLE THE 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2); AND EXPLAIN HOW LOCAL AREAS CAN ENSURE WORK EXPERIENCE, INCLUDING QUALITY PRE-APPRENTICESHIP AND REGISTERED APPRENTICESHIP, IS PRIORITIZED AS A KEY ELEMENT WITHIN A BROADER CAREER PATHWAYS STRATEGY.

The local boards require sub-recipients to provide and/or refer services related to the fourteen WIOA program elements. This expectation will be explicitly noted in any request for proposals announced for youth workforce development activities. Local programs must make each of the 14 services available to youth participants. Local programs have the discretion to determine what specific program services a youth participant receives based on the participant's objective assessment and individual service strategy. Each service must be addressed on an individual basis, avoiding a cookie cutter approach. Documentation must communicate the need or lack thereof of each program element.

Local programs may leverage partner resources to provide some of the readily available program elements they themselves do not offer. When doing so, the local area must ensure that if a program element is not funded with WIOA title I youth funds, the local program has an agreement in place with the partner organization to ensure that the element is closely connected and coordinated with the WIOA youth program. Local areas have ensured that work

experience is prioritized as a key element by: Setting minimum expenditure rates for WEX; co-enrollment strategies with YouthBuild and Job Corps; building partnerships with local unions to increase apprenticeship opportunities; and by working closely with the EmployNV Business Hubs to develop partnerships with businesses to provide additional youth opportunities.

The local boards have the discretion to implement a pay-for-performance contract strategy for the provision of the program elements for which the local boards may reserve and not use more than 10 percent of the total funds allocated to the local area for youth activities (adult and dislocated worker also have the 10 percent limit).

Sub-recipients will be held accountable during monitoring visits. The state will continue to monitor that the 14 elements are being addressed through review of enrollment/service data in the state MIS and the annual on-site monitoring of local boards and service providers.

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR "REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR "REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS WILL HAVE A POLICY FOR THESE CRITERIA.

The state has developed the following eligibility criteria for its definition of "An individual Who Requires Additional Assistance to Enter or Complete an Educational Program, or to Secure or Hold Employment". A youth, regardless to in-school youth or out-of-school youth eligibility must be low income and must qualify for at least one of the following:

1. Has repeated at least one secondary grade level or is one or more grade levels behind age appropriate level;
2. Has a core GPA of less than 2.0 or is a postsecondary student deemed by a school official to be on academic probation;
3. Is at least two semester/four quarter credits behind the rate required to graduate from high school for each year of secondary education;
4. Has a family history of chronic unemployment (during the two years prior to application, family members were unemployed longer than employed);
5. Is an emancipated youth;
6. Is a current or previous dropout that lacks a high school diploma/ high school equivalency or is deemed at risk of dropping out of school by a school official;
7. Has been suspended two or more times from school or has been expelled;
8. Has been referred to or is being treated by an agency for documented mental health or a substance abuse-related problem;
9. Has experienced a recent traumatic event (within two years of application), is a victim of abuse, or resides in an abusive environment as documented by a school official or professional;
10. Is a youth 16 years of age, or older, who meets one or more of the following criteria:

- Not held a full-time job for longer than six months;
- Has been fired from a job in the last six calendar months;
- Is currently unemployed, or has a poor or no work history and lacks work readiness skills

necessary to obtain and retain employment as documented on the youth objective assessment; or

- Lacks occupational and/or educational goals.

D. SINGLE-AREA STATE REQUIREMENTS

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)

2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)

3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

N/A

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS.

N/A

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

N/A

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

N/A

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

N/A

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

N/A

E. WAIVER REQUESTS (OPTIONAL)

States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. IDENTIFIES THE STATUTORY OR REGULATORY REQUIREMENTS FOR WHICH A WAIVER IS REQUESTED AND THE GOALS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, INTENDS TO ACHIEVE AS A RESULT OF THE WAIVER AND HOW THOSE GOALS RELATE TO THE UNIFIED OR COMBINED STATE PLAN;

2. DESCRIBES THE ACTIONS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, HAS UNDERTAKEN TO REMOVE STATE OR LOCAL STATUTORY OR REGULATORY BARRIERS;

3. DESCRIBES THE GOALS OF THE WAIVER AND THE EXPECTED PROGRAMMATIC OUTCOMES IF THE REQUEST IS GRANTED;

4. DESCRIBES HOW THE WAIVER WILL ALIGN WITH THE DEPARTMENT'S POLICY PRIORITIES, SUCH AS:

A. SUPPORTING EMPLOYER ENGAGEMENT;

B. CONNECTING EDUCATION AND TRAINING STRATEGIES;

C. SUPPORTING WORK-BASED LEARNING;

D. IMPROVING JOB AND CAREER RESULTS, AND

E. OTHER GUIDANCE ISSUED BY THE DEPARTMENT.

5. DESCRIBES THE INDIVIDUALS AFFECTED BY THE WAIVER, INCLUDING HOW THE WAIVER WILL IMPACT SERVICES FOR DISADVANTAGED POPULATIONS OR INDIVIDUALS WITH MULTIPLE BARRIERS TO EMPLOYMENT; AND

6. DESCRIBES THE PROCESSES USED TO:

A. MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;

B. PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;

C. PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;

D. ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.

E. COLLECT AND REPORT INFORMATION ABOUT WAIVER OUTCOMES IN THE STATE'S WIOA ANNUAL REPORT.

7. THE MOST RECENT DATA AVAILABLE REGARDING THE RESULTS AND OUTCOMES OBSERVED THROUGH IMPLEMENTATION OF THE EXISTING WAIVER, IN CASES WHERE THE STATE SEEKS RENEWAL OF A PREVIOUSLY APPROVED WAIVER.

Waiver #1: Individual Training Accounts (ITA) – WIOA sec. 134; 20 CFR §681.550

Pursuant to the Workforce Innovation and Opportunity Act (WIOA) Title I and Wagner-Peyser Act waiver requirements and request process (WIOA sec. 189(i)(3)(B); 20 CFR §679.620; TEGL 8-18), the Nevada Department of Employment Training and Rehabilitation (DETR), designated state workforce agency for the State of Nevada, requested to waive the requirement limiting individual training accounts (ITAs) to only out-of-school youth (OSY) ages 16-24 pursuant to 20 CFR §681.550, and to allow the use of said training funds for ITAs for in-school youth (ISY) per WIOA sec. 134.

This is a statewide requested waiver to grant ISY the same participant opportunities available to OSY by empowering local workforce area staff to use ITAs, when appropriate. It promotes the use of training funds for ISY, facilitating their access to provide education and training to ISY and promote training as another option to entry into an increasingly competitive labor market. The waiver grants local workforce boards the flexibility to select training providers from Nevada's list for ISY with choices and access to training aligned with high-growth industries and occupations. This waiver eliminates the requirement for local workforce board one-stop operators to register ISY participants aged 18 years or older in the WIOA Adult program. This alleviates disruption in training transitions as ISY participants can seamlessly progress from the WIOA Youth program to the WIOA Adult program without the need for re-enrollment. The state requested this waiver for the WIOA Title I 2020 program year (July 1, 2020-June 30, 2021) and subsequently received extensions through June 30, 2024.

State strategic goals/US Department of Labor priorities supported by waiver request: The WIOA Final Rule, U.S. Department of Labor (USDOL) indicated that ISY age 18 or older may access ITAs through a WIOA adult program. This creates a gap issue for younger ISY (e.g., 16-18) having the ability to access ITA-funded education and training programs who are at risk of dropping out of school. Youth caught in this gap are then vulnerable to dropping out of school, leaving the workforce program, and not achieving the education, training and certifications needed to demonstrate requisite skills to employers.

The waiver is designed to increase program flexibility and increase choice and access to opportunities based on youth customers' assessed needs in terms of training that leads to employment in high growth industry sectors and occupations. The waiver removes barriers to training opportunities through not requiring local workforce board one-stop operators to register ISY participants who are 18 years or older in the WIOA Adult program, thus mitigating the disruption in training between WIOA Youth program enrollment to WIOA Adult program enrollment.

Projected programmatic outcomes from waiver: The waiver improves outcomes and provides other tangible benefits for jobseekers and employers as follows:

1. Increase the number of youth that utilize ITAs to gain an industry-recognized credential and/or another postsecondary credential. Current Performance: In PY22, 16 ISY youth (1.05 % of active ISY) received occupational skills training. Nevada anticipates utilizing this waiver on 10% of active ISY, equivalent to 25-50 times per program year.
2. Increase in performance accountability measures for youth as found in WIOA sec. 116(b)(2)(A)(ii), thus increasing credential attainment and measurable skills gains. Current Performance: Based on PY21 and current year performance indicators for all youth the following outcomes would be expected:

- Increase of quarterly earnings of 29-30% for youth who receive occupational skills training vs. no occupational skills training.
- Increase in 2Q employment of 7% for youth who receive occupational skills training vs. no occupational skills training.
- Increase in 4Q employment of 10% for youth who receive occupational skills training vs. no occupational skills training.
- Increase in credential rates of 14% for youth who receive occupational skills training vs. no occupational skills training.
- Increase in measurable skills gain of 31% for youth who receive occupational skills training vs. no occupational skills training.

Given the small relative sample size of 20-25 ISY youth being served under this waiver annually, Nevada expects:

- Increase of quarterly earnings of 32-33% for youth who receive occupational skills training vs. no occupational skills training.
- Increase in 2Q employment of 11% for youth who receive occupational skills training vs. no occupational skills training.
- Increase in 4Q employment of 5% for youth who receive occupational skills training vs. no occupational skills training.
- Increase in credential rates of 7% for youth who receive occupational skills training vs. no occupational skills training.
- Increase in measurable skills gain of 15% for youth who receive occupational skills training vs. no occupational skills training.

3. Promotion of innovative strategies to address student dropouts through dual-enrollment, occupational training, and work-based learning opportunities such as pre-apprenticeships and internships.
4. Reduction in WIOA Youth program dropouts by allowing ISY to remain enrolled, mitigating the program re-enrollment gap.

Long-term benefit to ISY participants: DETR intends that this waiver will result in long-term benefits and gains to ISY by expanding training opportunities that will allow them to increase their career and work readiness, enhance their connections to training programs that align their occupational interests to prepare them for work-based learning and employment. Furthermore, by allowing ISY access to ITAs it enhances the continuity of services for all youth in Nevada by creating gainful and sustainable career pathways, as well as creating a sustainable trained workforce for Nevada employers for the long recovery period.

Procedure for monitoring progress of waiver implementation/collection of outcome information: DETR continues monitoring state and local area performance to assess the effectiveness of this waiver using both state and federal accountability systems to ensure that all negotiated performance measures are met including expenditure percentages, results are accurately reported and will provide necessary technical assistance to the Local Boards, one-stop operators and service providers. DETR's monitoring policy is outlined. State Compliance Policy 5.7.

Assurance of state posting of the request for public comment and notification of affected local workforce development boards: DETR provided public review and comment of this waiver on March 15, 2021, through April 15,2021. The proposed waiver in compliance with Nevada

statutory requirements was reviewed and responses were developed for all comments received. DETR notified all Boards of the waiver submission and sought their input before submitting this request to USDOL ETA.

- Waiver #1 Approved: November 13, 2020 (PY2019)
    - This waiver is approved through June 30, 2021.
- Waiver #1 Extension Approved: June 29, 2021 (PY2020)
    - This waiver is approved through June 30, 2022.
- Waiver #1 Extension Approved: June 7, 2022 (PY2022 & 2023)
    - This waiver is approved through June 30, 2024
- Waiver #2: On-The-Job Training (OJT) – WIOA sec. 134(c)(3)(H)(i); 20 CFR §680.720(b)

Pursuant to the Workforce Innovation and Opportunity Act (WIOA) Title I and Wagner-Peyser Act waiver requirements and request process (WIOA sec. 189(i)(3)(B); 20 CFR §679.620; TEGL 8-18), the Nevada Department of Employment Training and Rehabilitation (DETR), designated state workforce agency for the State of Nevada, requested a waiver of the requirements of the Workforce Innovation and Opportunity Act (WIOA) Section 134(c)(3)(H)(i) and 20 CFR §680.720(b) in order to increase on-the-job training (OJT) employer reimbursement up to 90 percent for businesses with less than 50 employees. Pursuant to 20 CFR §680.720, employers may be reimbursed up to 50 percent of the wage rate of an OJT participant, and up to 75 percent using the criteria in 20 CFR §680.730, for the extraordinary costs of providing the training and additional supervision related to the OJT.

The approved waiver allows for a sliding scale of OJT training employer reimbursements that range from 50-90 percent, depending on the number of employees. DETR received an extension request for this waiver to extend through June 30, 2024, to allow for a sliding scale for the OJT training employer reimbursements that range from 50-90percent, dependent on the number of employees. State strategic goals/US Department of Labor priorities supported by waiver request:

The waiver is in alignment with national policy aimed at cultivating a workforce system that is responsive to the diverse needs of both individuals and employers while prioritizing principles of diversity, equity, inclusion, and accessibility (DEIA). In Nevada, we anticipate achieving the following objectives upon approval of this waiver request, while ensuring a commitment to DEIA:

1. **Enhance Flexibility for Local Economic Impact with DEIA:** We will promote on-the-job training (OJT) as a vehicle to engage employers, with a particular emphasis on those in targeted sectors. Our approach will prioritize DEIA by ensuring that underrepresented individuals and communities have equitable access to these opportunities. This will not only maximize flexibility in resource allocation but also address systemic disparities.
2. **Transition to a Demand-Driven, Sector-Based System with DEIA:** Our goal is to transform our current workforce system into a demand-driven, sector-based, and regionally oriented model that is inherently inclusive. We will work to ensure that marginalized and underserved populations are fully integrated into this model, thus contributing to more equitable talent

development and economic growth.
3. **Expand Training and Employment Opportunities with DEIA:** In our efforts to increase training and transitional employment opportunities, we will place a strong emphasis on reaching out to unemployed individuals and hard-to-serve youth and adults from diverse backgrounds. This commitment to DEIA will empower these communities with the skills and opportunities they need to access high-skill, high-wage, high-demand occupations and industries.
4. **Boost Business Engagement with a DEIA Lens:** Encouraging businesses to engage more with the local workforce system will include strategies that promote DEIA within the workplace. This includes incentivizing employers to create diverse and inclusive work environments, making hiring and training opportunities accessible to all individuals, regardless of their background.
5. **Ensuring Accessibility and Inclusion in Implementation:** Throughout the implementation of this waiver, we will proactively address barriers and biases that may hinder diverse populations from benefiting fully. This will include measures to ensure accessibility for individuals with disabilities and outreach efforts that take into account cultural sensitivities and languages spoken in our diverse communities.

By weaving the principles of Diversity, Equity, Inclusion, and Accessibility (DEIA) into our workforce strategies, we aim not only to enhance the economic vitality of our state but also to promote social equity and inclusivity, making sure that the benefits of workforce development are accessible to all, regardless of their background or circumstances.

Projected programmatic outcomes from waiver: The projected programmatic outcomes of this waiver for employers with 50 or fewer employees up to a 90% On-The-Job (OJT) employer reimbursement are as follows:
1. Enhanced Local Economic Vitality: The flexibility provided by the waiver will allow for more effective allocation of resources to areas with the highest demand for workforce services. This in turn will lead to increased economic vitality in local communities, particularly in targeted industry sectors. By aligning workforce development with the needs of these sectors, we anticipate stronger, more resilient local economies.
2. Capacity Building for Workforce and Industries: By promoting on-the-job training (OJT) as a means to engage employers, we anticipate the growth of a skilled and adaptable workforce. This approach will also enhance the long-term viability of industries by ensuring they have access to a well-trained talent pool. As a result, industries will be better equipped to compete on a regional and national level.
3. Transformation into a Demand-Driven System: The waiver supports the transformation of the workforce system into one that is demand-driven, sector based, and regionally oriented. This shift will create a dynamic talent development pipeline that aligns with the evolving needs of industries. This, in turn, will lead to a more responsive and adaptable workforce.
4. Increased Opportunities for Unemployed Workers: The emphasis on training and transitional employment opportunities will benefit unemployed individuals, including those who are hard to serve. They will gain access to relevant job training and portable skills that prepare them for high-skill, high-wage, high-demand occupations and industries. This is expected to reduce unemployment rates and improve overall workforce participation.
5. Business Engagement and Growth: By providing additional incentives for businesses to hire and train new workers, we anticipate increased engagement with the local workforce system.

Small and medium-sized businesses are expected to benefit significantly. This will lead to the growth of the local businesses and an expansion of employment opportunities.
6. Promotion of Diversity, Equity, Inclusion, and Accessibility (DEIA): The programmatic outcomes will include a focus on ensuring that the benefits of workforce development are accessible to all members of the community. Efforts to promote DEIA will result in a more inclusive and equitable workforce, benefiting marginalized and underserved populations.
7. Addressing Prior Barriers: The implementation of a sliding scale for reimbursement will address previous barriers to the use of OJT, making it a more attractive option for businesses. This will facilitate more widespread adoption of OJT as a workforce development strategy.
8. Strategic Alignment with National Policy: The outcomes of this waiver will align with the national workforce development policy objectives, fostering collaboration and coherence between state and federal initiatives.

Overall, the projected programmatic outcomes of this waiver are designed to enhance workforce development, promote economic growth, and ensure that the benefits of these efforts are accessible and inclusive for all residents of Nevada.

Current Performance: During the period July 2020 through June 2023, Nevada has utilized the 90% waiver 226 times and obligated $1,388,377 with a successful completion rate of 70.8%. The average wage for these OJTs is $18.38. The top 5 occupations were: Receptionists and Information Clerks, Heating, Air Conditioning, and Refrigeration Mechanics and Installers: Billing and Posting Clerks; Dental Assistants; Bookkeeping, Accounting, and Auditing Clerks. In addition, the local areas have used the 75% rule to provide an additional 38 OJTs and obligated $230,944 with a successful completion rate of 82.1 %. Average wage for these OJTs has been $19.16. Nevada projects the following outcomes associated with the 90% waiver:

- Annual utilization: 100
- Successful completion rate: 75% - Nevada expects slightly lower success rates with the increased number of OJTs.
- Average wage: $18.00 Nevada expects a sight moderation in wage with the increase in the number of 90% OJTs and as labor markets continue loosening.

Nevada expects small businesses which most often use the 90% OJT waiver to be a critical part of the continued recovery from the economic shock caused by the COVID-19 pandemic.

Individuals, groups, or populations impacted by the proposed waiver:
1. Employers: Businesses, especially small to medium-sized enterprises, will be impacted by the proposed waiver as it provides incentives and flexibility for them to engage in on-the-job training (OJT) and invest in workforce development. This will benefit employers in various industry sectors by enabling them to hire and train new workers more effectively.
2. Unemployed Workers: Unemployed individuals will benefit from increased training and transitional employment opportunities, as the waiver aims to help them acquire relevant job training and portable skills. This will improve their employability and increase their chances of securing high-skill, high-wage, high-demand jobs.
3. Hard-to-Serve Youth and Adults: The waiver focuses on expanding opportunities for hard-to-serve youth and adults, making it easier for them to access training and employment opportunities. This population may include individuals with limited work experience, those with barriers to employment, or individuals who have faced challenges in finding stable

employment.
4. Local Communities: The waiver's emphasis on enhancing local economic vitality will have a positive impact on communities by creating a stronger, more resilient workforce and contributing to economic growth and stability.
5. Industry Sectors: Various industry sectors, particularly those targeted in the waiver, will be impacted positively. They will benefit from a more skilled and adaptable workforce, helping them remain competitive and responsive to their evolving needs.
6. Diverse Populations: The commitment to diversity, equity, inclusion, and accessibility (DEIA) in the waiver will have a positive impact on marginalized and underserved populations. Efforts to ensure equitable access to workforce development opportunities will benefit these populations.

Long-term benefit to OJT participants: This waiver results in long-term benefits and gains to jobseekers by creating gainful and sustainable career pathways, as well as creating a skilled and versatile workforce for Nevada.

Procedure for monitoring progress of waiver implementation/collection of outcome information: DETR continues monitoring state and local area performance to assess the effectiveness of this waiver using both state and federal accountability systems to ensure that all negotiated performance measures are met including expenditure percentages, results are accurately reported and will provide necessary technical assistance to the Local Boards, one-stop operators and service providers. DETR's monitoring policy is outlined State Compliance Policy 5.7.

Assurance of state posting of the request for public comment and notification of affected local workforce development boards: DETR provided public review and comment of this waiver on March 15, 2021, through April 15,2021. The proposed waiver in compliance with Nevada statutory requirements was reviewed and responses were developed for all comments received. DETR notified all Boards of the waiver submission and sought their input before submitting this request to USDOL ETA.

- Waiver #2 Approved: November 13, 2020 (PY2020)
    - This waiver is approved through June 30, 2021.
- Waiver #2 Extension Approved: June 29, 2021 (PY2020)
    - This waiver is approved through June 30, 2022.
- Waiver #2 Approved: June 7, 2022 (PY2022 & 2023)
    - This waiver is approved through June 30, 2024.
- Waiver #3: Out of School Youth (OSY) – WIOA sec. 129(a)(4); 20 CFR §681.410

The Nevada Department of Employment Training and Rehabilitation (DETR) requested a waiver of the requirements of the Workforce Innovation and Opportunity Act (WIOA) Section 129 (a)(4) and 20 CFR 681.410 that mandate a minimum of 75 percent of youth funds be used to serve out of school youth (OSY). DETR requested a waiver to allow Nevada the flexibility to reduce the OSY funding requirement to a minimum of 50 percent.

State strategic goals/US Department of Labor priorities supported by waiver request:
This waiver supports the DOL policy priorities of:

- Secondary and postsecondary educational obtainment,
- Increase youth access to educational, training, employment, and support services for at- risk in school Youth (ISY) as needed,
- Support the development of career pathways that align with in-demand career areas identified by Department of Labor and the Nevada Governor's Office of Workforce Innovation (OWINN).

Nevada determined that the local areas benefit from the OSY waiver because:

- ISY programs produce higher quality educational outcomes at a greater rate.
- Increased educational outcomes are strongly correlated to long term earnings and employment outcomes.

Nevada has frequently the highest drop-out rates in the nation. For 2017/18, Nevada recorded a statewide drop-out rate for 9th through 12th grade students of 3.1 percent followed by 2.7 percent for 2018/19, for the Clark County School District which is the fifth largest in the nation; the respective rates were 3.4 and 3.0 percent. Addressing the challenges which at-risk ISY face, reduce the dropout rate thereby reducing the number of OSY in need of WIOA services.

Engagement of additional ISY through the increased availability of WIOA funding provides them with additional education and training resources enabling them to both enter career oriented economically self-sufficient work and pursue additional postsecondary opportunities. Specific services that can be provided through WIOA include on the job training (OJT) and work experience (WEX) opportunities which should decrease the number of youths dropping out or otherwise failing to obtain a secondary credential. These activities also allow participants to gain the hard and soft work skills necessary for successful integration into the workplace.

While the state and local districts have made significant progress addressing the drop-out rate, this situation is an area of continued concern for education administrators and elected officials at both levels. Businesses, the State Board working through the Governor's Office of Workforce Innovation (OWINN) and other workforce system participants also recognize the issue as negatively impacting efforts to develop the labor force necessary to grow and diversify the state economy. Local and state agencies are attempting to address the problem but are often limited in scope and program design and additional resources provided through increased ISY funding will augment and improve their results. County school districts have developed local programs to help alleviate the situation. The Governor's Office provides significant support to the Jobs for Nevada's Graduates (J4NVG) program including the use of Governor's reserve (WIOA) funds, and the State Department of Education has developed ongoing programs and initiatives addressing issues including distance learning, homelessness, and competency-based learning intended to increase the number of students obtaining secondary credentials.

Nevada has been successful with exceeding OSY expenditure requirements. With the implementation of WIOA, the local Boards have worked diligently to transition the system from ISY dominant to OSY dominant. Several factors have contributed to continued low ISY expenditure rates:

- The original strategy for implementation of WIOA was containment of ISY expenditures.
- Procurements have been primarily designed around serving OSY.
- Shift of expenditures to OSY has limited system capacity to work with and recruit ISY in the

schools.

This waiver provides additional tools to both state and local, public, and private, service providers and administrators to address Nevada's situation. The reduction allows the local areas to continue serving the OSY population while also increasing the ability to meet the needs of ISY in alignment with WIOA's intent by supporting career pathways and the preparation of young people for in-demand careers in the workforce, regardless of a youth's school status.

DETR recognizes the need to continue to prioritize service to OSY and pursues strategies including youth and adult co-enrollment, seek to partnerships with other agencies including adult education, and remains in compliance with all programs and reporting requirements.

The State of Nevada and the Local Boards (Nevadaworks that serves northern Nevada, and Workforce Connections that serves the southern four counties of the state) also recognize their continued responsibility to address the needs of OSY. The state monitors the Local Boards to ensure compliance with the modified funding apportionment, to provide effective, quality service to both ISY and OSY participants, and ensures all other statutory and regulatory requirements are met by the Local Boards, one-stop operators, and client service providers.

Projected programmatic outcomes from waiver: This waiver extension permitted the Local Boards the opportunity to determine how best to meet the educational and training needs of youth, regardless of school status, and specific to the population, geographical location, and the economic and employment conditions of each workforce area. Nevada is a majority/minority state, both Boards are responsible for serving urban and rural populations, both have areas of extreme poverty and significant English language learner populations. This waiver allows Nevada to efficiently target all at-risk youth, meet the revised expenditure targets and negotiated performance measures for this client population. Nevada expects to shift $2.3 million from OSY expenditures to ISY expenditures to enroll 300 additional ISY because of the waiver. As a result, Nevada expects the following outcomes associated with WIOA:

WIOA School Status at Exit	ISY	OSY	Increase /(Decrease)
Drop-Outs	8	-164	-156
Diploma / GED	56	-86	-30
Entered Post-Secondary	8	-3	5

Current Performance: Actual results were as follows:
Enrollments July 2020 through June 2023

Population	PY20	PY21	PY22
ISY	169	166	303
OSY	579	564	935
Grand Total	748	730	1,238
WIOA Status at Exit PY22	ISY	OSY	Total

Population	PY20	PY21	PY22
In-School, Secondary or Less	121	113	234
Secondary Drop-Out	8	46	54
Diploma or GED	56	18	74
In-School, Post-Secondary	8	54	62
Grand Total	193	231	424

Enrollments for the entire year of 2022 show a 21% split between In-School Youth (ISY) and Out-of-School Youth (OSY). It is important to note that ISY enrollment efforts were negatively impacted by school closures, distance learning, and social distancing measures.

When examining the results for 2022:

1. ISY Drop-Out Rates: These rates decreased slightly to 16.7% from 17.9%. Additionally, the percentage of youth continuing on to postsecondary education increased to 27.8% from 25.6%.
2. Persistence Rates for ISY: Persistence rates, reflecting the number of youth who stay engaged until achieving an educational outcome, decreased to 23.5% from 53.1%. These decreased persistence rates were significantly affected by school closures, distance learning, and social distancing measures during the pandemic.

In contrast, for OSY in 2022:
1. OSY Drop-Out Rates: These rates increased to 64.2% from 53.2%. Moreover, the percentage of OSY continuing to postsecondary education decreased to 0.7% from 1.7%.
2. Persistence Rates for OSY: Persistence rates for OSY increased to 60.7% from 50.3%. This suggests a higher level of engagement among OSY in achieving educational outcomes despite the challenges they faced.

Nevada recognizes that, despite the challenges faced by ISY in terms of educational outcomes during the pandemic, there remains a significant benefit in serving ISY youth at a higher level. As stated earlier, ISY youth outperform OSY in terms of diploma rates and their transition to postsecondary education. Historically, individuals with high school diplomas, as compared to high school equivalencies, earn more and progress to higher levels of education, underscoring the importance of supporting ISY youth comprehensively.

Individuals, groups or populations impacted by the proposed waiver: DETR intends for this waiver to benefit the large number of at-risk ISY in Nevada. It will reduce barriers to education, training, and employment and will continue to serve OSY as a priority population as required by WIOA. Nevada expects to enroll 250 fewer OSY because of the proposed waiver.

Long term benefit to ISY participants: Based on Census data, noted above, long term educational achievement outcomes not measured by WIOA are projected to be as follows:

Highest Educational Level Achieved	ISY	OSY	Inc/(Dec)
Diploma / GED	225	(86)	139
Some College	89	(32)	57
Bachelor's or higher	75	(4)	71
Median Monthly Earnings			
Diploma / GED	$724,950	($249,869)	$475,081
Some College	$338,045	($103,724)	$234,321
Bachelor's or higher	$470,984	($19,916)	$451,068

Procedure for monitoring progress of waiver implementation/collection of outcome information: DETR continues monitoring state and local area performance to assess the effectiveness of this waiver using both state and federal accountability systems to ensure that all negotiated performance measures are met including expenditure percentages, results are accurately reported and will provide necessary technical assistance to the Local Boards, one-stop operators and service providers. DETR's monitoring policy is outlined State Compliance Policy 5.7.

Assurance of state posting of the request for public comment and notification of affected local workforce development boards: DETR provided public review and comment of this waiver on March 15, 2021, through April 15, 2021. The proposed waiver in compliance with Nevada statutory requirements was reviewed and responses were developed for all comments received. DETR notified all Boards of the waiver submission and sought their input before submitting this request to USDOL ETA.

- Waiver #3 Approved: June 20, 2020 (PY2019)
    - This waiver is approved for Program Years (PYs) 2019 and 2020
- Waiver #3 Approved: June 29, 2021 (PY2020)
    - The waiver is approved for Program Year (PY) 2021 which includes the entire time for which the State is authorized to spend PY 2021 funds.
- Waiver #3 Approved: June 7, 2022 (PY 2021)
    - This waiver is approved through June 30, 2024

The following applies to all current waivers:

Actions for the removal of state or local statutory or regulatory barriers: There are no State of Nevada or local statutory or regulatory barriers to implementation. DETR compliance policies meet current federal program requirements.

TITLE I-B ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;	Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;	Yes
3. The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;	Yes
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);	Yes
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;	No
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;	Yes
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section	Yes

The State Plan must include	Include
181(b)(7);	
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;	Yes
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;	Yes
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.	Yes
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);	Yes

ADULT PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as

"baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	76.0%	76.0%	76.0%	76.0%
Employment (Fourth Quarter After Exit)	70.0%	73.0%	70.0%	73.0%
Median Earnings (Second Quarter After Exit)	$5700	$7500	$5700	$7500
Credential Attainment Rate	77.0%	77.0%	77.0%	77.0%
Measurable Skill Gains	53.5%	70.0%	53.5%	70.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the

Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	78.5%	79.1%		79.1
Employment (Fourth Quarter After Exit)	77.5%	79.2%		79.2
Median Earnings (Second Quarter After Exit)	$7,400	$9,000		9,000

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Credential Attainment Rate	82.5%	82.5%		82.5
Measurable Skill Gains	56.0%	75.0%		75.0
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and

- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	65.0%	68.5%	65.0%	68.5%
Employment (Fourth Quarter After Exit)	68.0%	68.0%	68.0%	68.0%
Median Earnings (Second Quarter After Exit)	$3,703	$4,600	$3,703	$4,600
Credential Attainment Rate	51.5%	51.5%	51.5%	51.5%
Measurable Skill Gains	50.0%	55.0%	50.0%	55.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

All Program-Specific Requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

A. EMPLOYMENT SERVICE STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

The Workforce Innovation and Opportunity Act (WIOA) requires that core programs offered through the one-stop system, including Title III labor exchange services (Wagner-Peyser Act), be coordinated in order to provide high quality customer-centered services including support services to all customer populations.

Nevada invokes the prescribed flexibility to staff the State's labor exchange offices with both merit and non-merit staffing. DETR's labor exchange (employment services) system operated under WIOA Title III, Wagner-Peyser Act staffs the labor exchange career centers through both State merit staff employees and non-merit staffing at the American Job Center and Nevada's one-stop locations. Nevada's labor exchange is comprised of 9 EmployNV Hubs that provide services to jobseekers and Nevada businesses. Said EmployNV Hubs are staffed with State of Nevada Classified staff, who are under the State Personnel System regulated by Nevada Administrative Code (NAC) 284.

In addition to Classified staffing provision in the two one-stop Centers, which are administered by Nevada's local workforce development boards (LWDBs – Nevadaworks' American Job Center in northern Nevada, and Workforce Connections' Comprehensive one-stop Center in southern Nevada), there are also staffing provisions in those two one-stop Centers that are made through LWDB subrecipient funding for provider contracts (i.e., contractual paid personnel).

The EmployNV Hubs provide labor exchange services at 9 hubs located in the principal urban (Carson City, Henderson, Las Vegas, North Las Vegas, and Sparks) and rural (Elko, Ely, Fallon and Winnemucca) areas of the state. These hubs 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, EmployNV Hub staff will provide labor exchange services at the southern Nevada Comprehensive one-stop Center administered by Workforce Connections, the American Job Center of Reno administered by Nevadaworks. Online services are also provided by EmployNV, the One Stop Operating System.

Wagner-Peyser services are provided through Nevada's one-stop career centers. The EmployNV Hubs 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 tables below highlight the activities that are conducted in the business hubs.

Account Manager Performance Goals	North Business Hub	South Business Hub
Hiring/Job Fair Events	15	15
New Intermediate/Key Employer Accounts	28	36
Meetings (e.g., in-person, phone, virtual)	140	140
Silver State Works/Work Experience Contracts	12	20
Incumbent Worker Referrals (not from Title I)*	-	10

*new goal not listed on statewide Work Performance Standards

SFY 2022 [7/1/2021 - 6/30/2022]	North Business Hub	South Business Hub
Total Number of Events	61	123
Number of Employers	95	234
Total Number of Attendees	832	10,504
Total Number of Services Provided	29,303	21,135
SFY 2023 [7/1/2022 - 6/30/2023]	North Business Hub	South Business Hub
Total Number of Events	81	160
Number of Employers	94	193
Total Number of Attendees	1,316	8,303
Total Number of Services Provided	36,919	30,954

At the time an individual files their unemployment insurance (UI) claim, they are registered with the state's employment services. All UI claimants are provided with the Nevada Unemployment Insurance Facts for Claimants booklet that includes a section entitled Finding a Job. The booklet provides complete information on all the EmployNV Hub services, addresses and contact information for each location.

EmployNV Hub members administer a work test for the state unemployment compensation system making eligibility assessments (for referral to UI adjudication, if necessary), and then proceeds to provide job referrals for those determined to be job ready and application assistance for those UI claimants in need of additional training, education programs and resources.

2. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

Staff development within Wager-Peyser programs will be customarily facilitated through seminars and webinars accessed by staff through its National Association of Workforce Development Professionals (NAWDP) membership. The webinars and seminars encompass current topics relevant to a rapidly changing workforce development system, including business relations and services, job seeker services and system building.

Staff members will also continue to participate and attend economic development and sector council meetings, at which they are exposed to best practices, sector intelligence and workforce needs of specific business sectors. This exposure is invaluable to workforce professionals who are tasked with the responsibilities of preparing the workforce of tomorrow and meeting the

needs of the business community.

In addition, Wagner-Peyser and the local boards will share in the development and operation of the seated partners. The purpose of this 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, seated partners will create and facilitate their presentation on the basics of their programs, thus providing a system orientation. The seated partners may also provide other professional development training in this shared cost environment. The core curriculum 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 curriculum, as needed.

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

Nevada benefits from the joint administration of the unemployment insurance program and workforce services through DETR, which allows efficient coordination between programs. Computer linkages coordinate and provide services between EmployNV and the UI automation system. These links ensure that UI claimants who are required to register have done so, and that UI claimants comply with their work search requirements.

The one-stop staff also administers the UI work test requirement through the link between EmployNV and the UI automation system. This linkage confirms that proper notification is provided when UI claimants fail to register for work or to comply with their work search requirements, including negative referral results or failure to report to a call-in or to employment. UI claimants who fail the UI work test are held ineligible for benefits until they meet their requirement. Nevada unemployment staff will provide cross-training to local boards and other workforce system staff in order to facilitate these efforts. The plan to accomplish this follows:

UI Eligibility Issue Training Plan for Employment Service (ES) and WIOA Staff
Goal:

- Provide training to both ES and WIOA staff members regarding identification of UI Eligibility Issues and referral process for adjudication.
- Ensure that ES and WIOA staff have a clear understanding of all eligibility issues which pose a barrier to claimant receipt of UI Benefits.

Plan:

- The Unemployment Insurance Support Services Office (UISS) will work in conjunction with Workforce Innovation Support Services (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 EmployNV Hub 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

Nevada One Stop centers offer unemployment insurance information by printing brochures in English and Spanish languages. Further assistance is accessible statewide by utilizing onsite resource center technology for additional unemployment insurance information, filing an unemployment insurance claim and provides assistance with ID.me registration. Individuals in need of UI assistance can do so by utilizing resource center computers to filing an online claim or may utilize the resource center telephones that allows claimants to have immediate access to the UI Call Center where a claims representative will answer and assist the individual in filing their UI claim. An English and Spanish language option is available to all UI claimants filing online or over the telephone.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UI CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS

Nevada is committed to ensuring that reemployment services continue to provide the bridge between employment services and the UI program. The governor‘s vision includes the commitment that one-stop services are available to all job seekers in Nevada and that the one-stop system make a concerted effort to intervene with UI claimants to ensure that they are provided reemployment services prior to UI benefit exhaustion. Since 2011, Nevada has been receiving national recognition from the U.S. DOL and other national organizations due in part to successfully combining ongoing eligibility and work search review (UI REA) in connection to the delivery of reemployment services (RES). It has been found that this provides a seamless service in efforts to get Nevadans back to work. When compared to other states, Nevada‘s results suggest that the combination of REA and RES services may be more effective than either of these services alone.

In 2012, an IMPAQ International report (contracted study by U.S. DOL) reported that claimants who received REA-RES services in Nevada collected 3.13 fewer weeks of UI and $873 less in total UI benefits than those in the control group. The long-term entered employment rates were higher and UI trust fund savings increased after claimants received services as a result of being selected as a program participant in this study. In May of 2018, Nevada started working with IMPAQ to provide data for a new study reporting all individuals who started collecting UI from January 2013 through December 2017 and were eligible for participation in the REANV and/or RESEA program.

The program year 2015 changes included combining UI REA, RES and WPRS into one program, which is now known as the Reemployment Services and Eligibility Assessment (RESEA) program.

UI claimants are selected and called in to EmployNV Hubs to participate in the RESEA initiative. A primary component of this initiative is to conduct in-person eligibility reviews and to provide reemployment services and referrals to training, as appropriate. Additional components include providing the claimant with information on the workforce system, so the claimants are knowledgeable of the employment and training services that are available to assist in returning to work. The RESEA initial interview is a one-on- one interview and includes eligibility and work search review, development of a reemployment plan, skills assessment, labor market information, and referral to intensive services or short-term training if such services are needed or desired. Ongoing case management is provided with additional follow-up appointments to guide claimants through job readiness preparation listed on the reemployment plan and to provide additional services or assessments, as needed. RESEA selections are driven by the previous system for WPRS services using a statistical model, which identifies claimants most likely to exhaust unemployment insurance benefits and veteran (UCX) claimants. These individuals will receive interventions that provide access to immediate services to enhance employability and reduce the likelihood of benefit exhaustion.

In July 2016 the state implemented the REANV program. Services are provided to individuals at the beginning of their claim (UI claimants randomly selected with 2 weeks or less payments received) to assist them in returning to full-time permanent employment through one-on-one assessment interviews and up to two follow-up appointments. A reemployment plan is created for each participant and similar services provided as the RESEA participants receive. The re-implementation of the original REA/RES model, now the REANV program, is complimentary to the RESEA program by expanding the pool of claimants that are scheduled for mandatory appointments, therefore increasing trust fund savings by increasing the entered employment rates and in reducing the number of weeks individuals are collecting unemployment.

Besides the offerings described above, the range of services to UI claimants is comprehensive throughout the workforce system. UI claimants have access to reemployment services through the state's Career Enhancement Program (CEP), the WIOA programs and through the Wagner Peyser program.

In addition, the non-UI unemployed populations that are eligible to work in the United States have in- person and electronic access to a full range of s no-fee employment resource such as, but limited to:

- On-line and manually posted job openings
- Virtual registration and job referrals
- 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 EmployNV Hubs 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. The booklet provides complete information on all the EmployNV Hub services, addresses and contact information for each location.

2. REGISTRATION OF UI CLAIMANTS WITH THE STATE'S EMPLOYMENT SERVICE IF REQUIRED BY STATE LAW;

EmployNV Hub 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. Upon filing for UI benefits, claimants are advised of the requirement to register with an EmployNV Hub 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 EmployNV as an active job seeker looking for work. UI claims examiners obtain the claimant's occupation O*NET code(s) at the initial claim filing, which allows for immediate job searches to occur. The claimants can utilize the benefits of the system to assist with job searching and reemployment needs. This provides employment service staff with the ability to quickly respond to employment or training opportunities by locating and calling in claimants whose interests, knowledge, skills, and abilities align with job vacancies or training opportunities that are available, including employment and training opportunities.

3. ADMINISTRATION OF THE WORK TEST FOR THE STATE UNEMPLOYMENT COMPENSATION SYSTEM, INCLUDING MAKING ELIGIBILITY ASSESSMENTS (FOR REFERRAL TO UI ADJUDICATION, IF NEEDED), AND PROVIDING JOB FINDING AND PLACEMENT SERVICES FOR UI CLAIMANTS; AND

In accordance with NRS 612.375(a), Nevada claimants must "…register for work" with the state's employment services. An interface has been created between UI and EmployNV to register UI claimants. When a new claim is filed, a basic registration is created in EmployNV, which meets the requirement that Nevada claimants must register for work with employment services. Some UI claimants, i.e., union members and temporary layoffs, are exempt from registering for work with employment services.

In order to meet UI work test and feedback requirements (i.e., Wagner-Peyser Act sec. 7(a)(3)(F)), Nevada has developed a reporting procedure to notify UI of potential issues created by UI claimants when they do not report for interviews, refuse suitable job offers, and/or are not able or available or actively seeking work [20 C.F.R. 210(b)(3)]. By selecting specified activities in EmployNV, a work test email notification report is sent to the UI adjudication unit.

After a review of documentation by employment services staff during a claimant interview, if work search efforts are not satisfactorily documented or other potentially disqualifying issues are detected, employment services staff either issues an advisement, schedules a follow-up appointment(s), or reports potential UI eligibility issues to the UI adjudication unit through EmployNV's daily UI work test notification report. The claimant's benefit payment is held pending a determination issued by the UI adjudication unit. Claimants failing to report to any initial or subsequently scheduled appointments will be referred to UI adjudication for review. Any claimants who fail to report as directed will result in being disqualified for UI benefits, until such time as they report.

4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

Local Workforce Development Boards

An assessment of the customer needs will be made by a partner to determine if and/or which training and education services appear to be necessary to achieve the customer's education and/or employment goals. This will provide direct assistance to UI recipients who may require support in completing an application for a training and education program, including any necessary accommodations.

If a participant requires support, alternative options will be investigated in order to refer the participant to appropriate agencies. Important considerations should be made in 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 EmployNV Hubs refer clients to Title I WIOA, Title II Adult Education service agencies or to their state funded Career Enhancement Program. As previously discussed, orientation of Wagner-Peyser Labor Exchange staff to the capabilities of its one-stop partners is a major emphasis of the seated partners for EmployNV Hub staff, staff working at the local boards who administered one-stop centers, and other partner agencies. The other principal area of interface with educational institutions is the Eligible Training Provider List (ETPL).

Following the enactment of WIOA, the state has revitalized its policies and procedures

concerning the ETPL to improve the information available to clients and funding agencies. DETR intends to provide cost, graduation rate, and post completion employment information to clients to allow them to make more informed decisions and allow service agencies to better advise them during the process. DETR has increased resource allocation in this area to improve service to client service agencies and to better advise schools and other training providers on program requirements and other steps they can take to improve their services.

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

1. ASSESSMENT OF NEED. PROVIDE AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

Farmworkers often face seasonal employment patterns, leading to instability in income and employment. Nevada will ensure access to year-round employment opportunities and support programs during off-season periods to enhance stability. Nevada will also coordinate with DETR and other partner agencies to provide education and advocacy regarding labor rights, including fair wages, safe working conditions, and protection from exploitation.

Farmworkers often work in environments with exposure to pesticides, extreme temperatures, and physical hazards. Access to healthcare services, including preventative care and occupational health screenings, is crucial for maintaining their well-being. For those reasons, the SMA has partnered with the NFJP representative to coordinate training on pesticide and with the university of Reno rural clinics to promote a safe workplace mitigate the risk of injuries and illnesses. Nevada also consults with OSHA to provide the latest safety guidance. The state will also continue providing outreach to farmworkers to better assess and address their employment, training, and housing needs.

Farmworkers may encounter barriers in accessing social services due to factors such as language barriers, immigration status, or lack of awareness about available resources. Nevada will continue collaborating with community organizations and offering culturally sensitive support services to farmworkers to help with healthcare, legal aid, childcare, transportation, and other essential needs. Since most of the MSFWs are from Mexico, Nevada will strengthen the relationship with the consulate of Mexico to provide the full list of services they provide.

By addressing these multifaceted needs, policymakers, employers, and community stakeholders can work together to improve the well-being and livelihoods of farmworkers in Nevada, ensuring a more equitable and sustainable future for all involved in the agricultural sector.

2. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE

Nevada's Agriculture Industry Sector is a major contributor to the overall economy of the state. Nevada's agriculture had a production output of $895.7 million, with 3,243 farms covering 6.1 million acres. From 2019 to 2020, the traditional agricultural sector saw a decrease of 5% in economic output. This economic contraction was primarily attributed to a combination of trade impacts, ongoing drought, and COVID-19. Nevertheless, Nevada's food and agricultural sector exceeded $5 billion in economic output since then. (Source: Biennial Report, Nevada Department of Agriculture, 2023)

Agriculture Industries

- Range livestock production of cattle and calves, which is the current leading agricultural industry;
- Livestock of sheep and lambs;
- Dairy;
- Crop growth with alfalfa hay being the dominant cash crop; and,
- Other crops produced in Nevada include potatoes, barley, winter and spring wheat, corn, oats, onions, garlic, and honey. (Source: Nevada Department of Agriculture, 2023)

The top five occupations are farmers, ranchers and other agricultural managers, general farm workers, laborers and freight, stock and material movers, packaging and filling machine operators and tenders. In Nevada, agricultural employment is extremely seasonal. Labor use peaks during the spring, summer, and fall; few workers are employed during the winter. The geographic area of prime activity is located in northern Nevada. The top three cities where H-2A positions are certified are Yerington, Ely and Gerlach, Nevada. Furthermore, Yerington was ranked in the top 10 cities for H-2A with 1,873 total certified positions. In total, Nevada had 2,051 H-2A positions certified, and 2,058 H-2A requests reported. (Source: OFLC Annual Report, Employment and Training Administration, 2016)

Factors affecting Nevada are the primary uses of federal land in agriculture production such as livestock grazing. The majority of Nevada's livestock operations are highly dependent on the use of federal rangelands to maintain the viability of their enterprises. The difficulty for ranchers and farmers regarding land in Nevada stems from the fact that more than 80 percent of Nevada's land is under federal control. Nevada's high desert climate provides unique growing conditions for crop production. Water is always an important part of agriculture production and is always at a premium, even in good years. Water rights represent an important asset held and used by ranchers and farmers in Nevada. Nevada cannot rely on rain for agriculture and food production. Irrigation is the primary activity during the summer months of May through August.

3. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWS IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION

According to the 2019 and 2020 National Agriculture Worker Survey (NAWS), over 66 percent of the U.S. farm worker population are male with ninth or lower grade education. Among these workers, 57 percent are married, and 68 percent are parents, but only 48 percent are accompanied by their families on the job site. The NAWS portrays a crop labor force that is aging. The average age of crop workers was 41 and 42 percent were 45 or older.

Migrant child labor is allowed due to children falling under a different set of labor laws. Migrant children can start working at the age of 12 as long as they are accompanied by a parent and can work longer hours legally as long as they are 14 years of age. With the predominate language being Spanish, many MSFW workers (63 percent) have identified themselves as being from Mexico. The American Immigration Council states that there are approximately 210,000 undocumented immigrants who reside in Nevada (Source: AmericanImmigrationCouncil.org).

Employment in agriculture is extremely seasonal and has periods of peak labor use. In many instances, farm labor peaks during the spring, summer, and fall, with few workers being employed during the winter.

4. OUTREACH ACTIVITIES

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

During Nevada’s peak periods from April through October, each region of the state will have a primary contact person assisting support service staff in implementation and coordination of local outreach activities. Future training will be conducted throughout the state requiring a minimum number of staff persons to attend. This strategy will increase program knowledge and MSFW registrations resulting in a wide range of services to the agricultural employers and employees in the State of Nevada.

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

Farmworkers will be contacted outside of normal intake activities by visiting their duty location, working with state and federal agencies, such as, local colleges and universities, NFJP partner and private employers to accurately identify the farmworker population and encourage participation in the one-stop delivery system. Services include referrals to job opening,

organizations providing supportive services, career guidance, job placement and referral to training opportunities. During outreach activities, pamphlets and posters are distributed in English and Spanish to help direct individuals to services offered to MSFW clients. Nevada's updated MSFW pamphlet provides detailed information about farmworker rights, and how to file a complaint in the state of Nevada. Part-time outreach staff provide information about the Agricultural Recruitment System (ARS) to employers. The SMA is a member of the Farmworker Resource Council comprised of various agencies interested in assisting MSFWs access services.

B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH STAFF. TECHNICAL ASSISTANCE MUST INCLUDE TRAININGS, CONFERENCES, ADDITIONAL RESOURCES, AND INCREASED COLLABORATION WITH OTHER ORGANIZATIONS ON TOPICS SUCH AS ONE-STOP CENTER SERVICES (I.E. AVAILABILITY OF REFERRALS TO TRAINING, SUPPORTIVE SERVICES, AND CAREER SERVICES, AS WELL AS SPECIFIC EMPLOYMENT OPPORTUNITIES), THE EMPLOYMENT SERVICE AND EMPLOYMENT-RELATED LAW COMPLAINT SYSTEM ("COMPLAINT SYSTEM" DESCRIBED AT 20 CFR 658 SUBPART E), INFORMATION ON THE OTHER ORGANIZATIONS SERVING MSFWS IN THE AREA, AND A BASIC SUMMARY OF FARMWORKER RIGHTS, INCLUDING THEIR RIGHTS WITH RESPECT TO THE TERMS AND CONDITIONS OF EMPLOYMENT.

Agricultural activity is not statistically significant in Nevada, as compared to other states. The relatively small number of registered MSFW clients does not allow for a dedicated outreach staff to conduct outreach on a full-time annual basis. Northern Nevada EmployNV Hub staff conduct housing inspections for Foreign Labor Certification (FLC) and can offer outreach to available farmworkers. In 2023, two staff in the Las Vegas were trained to conduct housing inspections in the southern part of the state. The SMA seeks to resume collaboration with the NHDC to conduct outreach. EmployNV Hub staff are trained to accurately identify MSFW clients to provide equitable services, provide information about the complaint system, explain farmworker rights and provide direction to other resources available during housing inspections. Technical assistance is provided to outreach staff through the following means:

1. Trainings and Conferences:
   - Identify relevant training opportunities and conferences related to agricultural outreach, one-stop center services, employment services, and employment-related law.
   - Provide funding and logistical support for staff to attend these events.
   - Host internal training sessions to share knowledge and best practices among staff members.

2. Additional Resources:
   - Curate a collection of resources, including guides, manuals, videos, and online courses, that cover topics such as one-stop center services, employment law, and farmworker rights.
   - Ensure easy access to these resources through a centralized database or online portal.

3. Increased Collaboration with Other Organizations:
   - Identify key organizations and agencies in your area that provide services to migrant and seasonal farmworkers (MSFWs). Such as, National Farmworkers Jobs Program, Nevada Farmworkers Resource Council and EMPLEO.
   - Establish partnerships and collaboration agreements to share resources,

coordinate services, and avoid duplication of efforts.

•Host joint events, workshops, and training sessions to leverage collective expertise and reach a broader audience.

4. One-Stop Center Services:

•Provide in-depth training on the one-stop center model, including the range of services offered, eligibility criteria, and referral processes.

•Educate staff on how to effectively connect MSFWs with training, supportive services, career services, and specific employment opportunities available through one-stop centers.

•Foster relationships with local one-stop centers to streamline referrals and ensure MSFWs have access to comprehensive support.

5. Employment Service and Employment-Related Law Complaint System:

•Offer training on the Employment Service and Employment-Related Law Complaint System as outlined in 20 CFR 658 Subpart E.

•Ensure staff understand the complaint process, including how to file complaints, investigate allegations, and provide assistance to affected individuals.

•Provide guidance on compliance with employment-related laws and regulations to prevent violations and protect the rights of MSFWs.

6. Information on Other Organizations Serving MSFWs:

•Compile a directory of organizations and agencies that serve MSFWs in the area, including contact information and the services they offer.

•Distribute this information to outreach staff and encourage them to establish relationships with these organizations to better serve MSFWs.

7. Basic Summary of Farmworker Rights:

•Develop educational materials that summarize farmworker rights, including those specific to Nevada.

•Train staff on farmworker rights with respect to the terms and conditions of employment, including wages, hours, working conditions, and protections against discrimination and harassment.

Empower staff to advocate for farmworkers and provide assistance in resolving workplace disputes or grievances.

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

Outreach workers are trained to inform farmworkers to visit One Stop Offices located statewide to utilize onsite technology for unemployment insurance information, filing unemployment insurance claims and assistance in ID.me registration. Outreach workers are not formally trained to assist in filing UI claims /or to identify UI eligibility issues. Farmworkers in need of UI assistance can call a claims representative via the onsite telephones or they may use the resource center computer for filing a UI claim online.

D. PROVIDING STATE MERIT STAFF OUTREACH WORKERS PROFESSIONAL DEVELOPMENT ACTIVITIES TO ENSURE THEY ARE ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

The SMA provides training to all staff including, staff who are located in any of the 9 EmployNV Hubs located statewide. Nevada's objective is to provide training so staff can provide a full range of job services to both jobseekers and businesses, such as: job listings, job placement, work registration, labor market information, career information and guidance, assessments, information about education and training opportunities, general unemployment insurance information, information on filing for unemployment insurance, resume preparation, referrals to other partner agency services, and more.

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

The NFJP partner is collocated in the Sparks and in Fallon EmployNV Hub and we collaborate with the Nevada SWA to conduct outreach and quarterly meetings, as required. The SMA responds to questions asked by NFJP, and other partner meetings. SMA currently provides training, resources, and technical assistance to the NFJP grantee and will continue to do so. DETR solicit input and feedback from NFJP grantees, community service agencies, MSFW groups, and MSFWs themselves to identify areas for improvement and innovation. DETR shares outreach materials, training resources and best practices, also identify key contacts within NFJP grantees, community service agencies, and MSFW groups.

Collaborative outreach also extends to diverse organizations, including the consulate of Mexico, Healthy Communities Coalition, Empleo, NV Latino Stakeholders Council, Nevada Farm Labor Bureau, Chamber of Commerce, U.S. representatives from Nevada, OSHA, WHD and many more.

- UNR outreach clinics
- Nevada Farm Bureau
- Healthy Community Coalition

5. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM

Describe the State agency's proposed strategies for:

A. PROVIDING THE FULL RANGE OF EMPLOYMENT AND TRAINING SERVICES TO THE AGRICULTURAL COMMUNITY, BOTH FARMWORKERS AND AGRICULTURAL EMPLOYERS, THROUGH THE ONE-STOP DELIVERY SYSTEM. THIS INCLUDES:

I. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWS THROUGH THE ONE-STOP CENTERS

II. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES

DETR provides basic and individualized career services to Migrant and Seasonal Farmworkers (MSFWs), with bilingual services provided, as needed. All services are provided in a manner that is equal in quantity and quality, as services provided to non-MSFWs. Services through the one-stop are administered to customers via a variety of ways. MSFWs may register online on the state portal, EmployNV and access employment and training resources online. MSFWs may also contact EmployNV Career Hub staff via the customer service line or visit a local office. MSFW

outreach staff will also be providing services in areas where MSFWs are located.

Employment Services staff are readily available to assist individuals. Within the registration, staff are able to identify an individual who may be an MSFW. Services include but not limited to:

- Access and assistance with the State's Labor Exchange system, EmployNV
- An individual employment plan
- Job referral and placement services
- Resume writing assistance
- Career guidance and counseling
- Skills assessment and referral to training
- Information on the Employment Service and Employment-related law complaint system
- Summaries of farm worker rights (terms and conditions of employment)

The outreach staff and all ES staff are knowledgeable of the various training programs available through Title I and thoroughly explain available programs to MSFWs. Staff refer individuals to training if they are interested in training programs. Outreach contacts with MSFWs will be made year-round and especially during peak agricultural activity periods. Contacts are made at locations where MSFWs live and congregate. Written and oral presentations will be provided in the language(s) readily understood by the workers.

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

The SWA will appoint a State Complaint Coordinator. The state Complaint Coordinator in partnership with the State Monitor Advocate will manage the resolution of all MSFW complaints. Outreach workers will be providing information on the ES Complaint System to all MSFWs they encounter during outreach. The information is also being provided when an MSFW reaches out to staff regarding possible violations of labor law. Workers seeking to file formal complaints are assisted with completing the complaint form. The complaint form is available in the offices, as well as online. Where workers do not want to file formal complaints, the staff work with businesses to discuss potential local resolutions.

Other marketing includes ensuring the Complaint System Poster is visibly displayed at every one-stop center. Information on the complaint system is also provided to partner agencies. The ES Complaints System and Employment-Related Law information is posted online on the DETR webpage. The Complaint Coordinator and State Monitor Advocate's contact information is also published online, on the poster, and on any other related printed materials.

All staff will be trained on an annual basis on the complaint system. Staff participate and attend partner agency meetings when available to educate and train others on the ES Complaint system, as well as providing partner agencies copies of the Complaint System Poster.

C. MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM FOR U.S. WORKERS (ARS) TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

The State of Nevada ensures that staff are promoting the Agricultural Recruitment System when conducting outreach to Nevada businesses. Staff communicate with potential employers how the system works and provides additional options to help identify qualified labor for their businesses. Information will be also published online informing employers of their options in utilizing services and the Agricultural Recruitment System to recruit for U.S. workers.

DETR's EmployNV Business Hub is also ensuring staff are participating in labor forums, as well as other partner events to reconnect with farmers and farmworkers throughout the state. They will ensure there is a focus on MSFWs, and Agricultural employers and that staff are in place and available to assist.

6. OTHER REQUIREMENTS

A. COLLABORATION

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

To better assist with providing services to MSFW workers there is currently a Memorandum of understanding (MOU) between DETR/SMA and Nevada Human Development Corporation. This will continue to ensure MSFW workers have meaningful access to services in a way that meets their unique needs as well as access to career pathways, job training, and other supportive services offered through the workforce development system to improve their livelihoods.

The partnership between DETR/SMA and NHDC which operates the National Farmworker Job program (NFJP) in Nevada continues to grow stronger. This program is funded under Title 1 of the Workforce Investment Act to provide core, intensive and training services and related assistance for MSFWs. This cooperation was developed to coordinate and enhance service delivery to MSFW workers. Alone with the sharing of personalized labor market information, training, supportive services and job-related resources available to MSFW workers, DETR/SMA and NHDC share informational reports on the staff hours spent performing MSFW outreach activities.

SMA and outreach staff also collaborate with the University of Nevada Reno School of Medicine Rural Outreach Clinics to provide health screening to MSFWs and farmworkers in general, this sometimes includes dental assistance.
Collaborative outreach also extends to diverse organizations, including the consulate of Mexico, Healthy Communities Coalition, Empleo, NV Latino Stakeholders Council, Nevada Farm Labor Bureau, Chamber of Commerce, U.S. representatives from Nevada, OSHA, Wage and Hour Division.

DETR/SMA also has an MOU with Wage and Hour to partner in delivery of services. The allows for data sharing, referrals, coordinated enforcement, joint outreach and compliance assistance.

As a member of the FRC, Nevada's SMA has identified new partners who provide education and

support services to low-income children of migrant and seasonal farm workers and their families in Northern Nevada.

B. REVIEW AND PUBLIC COMMENT

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP.

The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

This plan review and public comment will be the same as the public comment for the WIOA plan.

This plan will be sent electronically to Nevada's 167 grantees, Mountain Plains Agricultural Services, Western Range Association, and Snake River Farmers Association once the final draft is completed and posted for public comment. No comments were received.

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.

We have reviewed the previous four years of Wagner-Peyser reports on performance, and we have made significant progress, in PY2020 we met only 4 out of the 8 indicators, then in PY2021 we met all but one and since then, we have met all the indicators. DETR is committed to meeting all its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. Staff were advised to ensure they are documenting services when provided services to MSFWs, and DETR will be providing training on an annual basis, as well as when new staff are hired, or issues are detected in monitoring.

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 2020, Nevada surpassed the AOP goal for the number of agricultural openings received (i.e., 4803) with 10,148. Furthermore, Nevada surpassed the amount of registered MSFWs from (i.e., 23) with 46. EmployNV allows staff to effectively identify and provide services to the MSFW community. Nevada provides statewide training every year to ensure EmployNV Hub staff are able to correctly identify, provide services, conduct job matches, and report MSFWs in EmployNV.

E. STATE MONITOR ADVOCATE

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

The SMA of Nevada has reviewed and approved the development of the Agricultural Outreach Plan (AOP).

WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes
4. SWA officials: 1) Initiate the discontinuation of services; 2) Make the determination that services need to be discontinued;	Yes

The State Plan must include	Include
3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	
5. The SWA has established and maintains a self-appraisal system for ES operations to determine success in reaching goals and to correct deficiencies in performance (20 CFR 658.601).	Yes

WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available

to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers

indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	65.8%	70.0%		70.0
Employment (Fourth Quarter After Exit)	63.0%	68.0%		68.0
Median Earnings (Second Quarter After Exit)	$5,400	$7,200		7,200
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

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The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

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

The Unified or Combined State Plan must include a description of the following as it pertains to adult education and literacy programs and activities under title II of WIOA, the Adult Education and Family Literacy Act (AEFLA).

A. ALIGNING OF CONTENT STANDARDS

Describe how the eligible agency has aligned its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

In 2013, Nevada's adult education adopted the College and Career Readiness Standards (CCRS). The CCRS represents the adult subset of the common core state standards, adopted, and modified in Nevada as the Nevada Academic Content Standards. All WIOA Title II programs are required to implement the CCRS into instruction. All AEFLA-funded programs (e.g., community colleges, libraries, faith-based organizations, and nonprofit community-based organizations) participate in training through the professional development contractor and training supported by the U.S. Department of Education's Office of Career Technical and Adult Education (OCTAE). Ongoing training has taken place at the local level and an online training system was developed by the professional development contractor and implemented in 2020 and expanded since that time. In RFPs, eligible providers must include justification on how they incorporate the CCRS into instruction.

B. LOCAL ACTIVITIES

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
2. Is for the purpose of educational and career advancement.

Special Rule. Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the

purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

The Adult Education and Family Literacy Act (AEFLA) funds are awarded for multiple years through a competitive, multi-year Request for Proposal (RFP) process for activities identified in Section 203 of WIOA, in compliance with federal regulation 34 CFR 463 subpart C to eligible providers to provide allowable AEFLA activities, including:

- Adult education academic instruction services below the postsecondary level to increase an individual's ability to read, write, and speak 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 instruction including reading, writing, and speaking in English, compute, and solve problems, at levels necessary to function on the job, within the family, and in society.
- Workplace adult education and literacy activities in collaboration with an employer that are designed to improve productivity of the workforce.
- Family literacy activities including parent or family adult education that leads to readiness for postsecondary education or training, career advancement, and economic self-sufficiency, literacy activities between parents or family members and their children, and 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.
- English language acquisition activities to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language that leads to attainment of a secondary diploma or its recognized equivalent and transition to postsecondary education and training or employment.
- Integrated English literacy and civics education services provided to English language learners that enables them to achieve competency in the English language and includes instruction in literacy and English language acquisition, the responsibilities of citizenship and civic participation, workforce preparation activities, and workforce training. Services will be provided to English language learners who are adults, including professionals with degrees and credentials in their native countries.
- Workforce preparation activities including a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills of 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). Nevada's adult basic education programs are required to incorporate 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 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. All RFPs require successful applicants to connect programs with postsecondary education and employment training opportunities aligned to high demand occupations. Funded local programs are required to submit a form to the state for approval of Integrated Education and Training (IET) programs prior to the use of AEFLA funds for the IET.

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.

NDE's expectations for local programs meeting the one-stop roles and responsibilities- Title II participation and infrastructure cost sharing with the official one-stop delivery system is ongoing. The state has delegated its required one-stop role to eligible providers. Each local workforce board and two Title II local providers have entered into an infrastructure cost sharing agreement that is revised yearly. Title II local providers are co-located at a one-stop center, or satellite location, and are charged infrastructure costs on an FTE basis. Infrastructure costs are paid at the local level, including in-kind costs by one local provider. Designations from the state have been made in two ways, one being primarily geographical and the other based on previous work in developing satellite sites with space provided by a funded Title II provider. The one-stop in the northern part of the state is staffed by one of the local providers and the director of a second program sits on the local workforce board. In the southern area, a partnership between a Title II provider, the Las Vegas Clark County Library District, and the local board has resulted in satellite one-stop centers in multiple library locations with adult education classes and staffing co-located. Another southern local program is co-located at the comprehensive one-stop center part-time, laying the foundation to increase partner activities and referrals.

Title II providers are expected to participate in meetings and trainings conducted by the one-stop operator, as well as activities conducted through the local boards. The designated Title II programs provide initial intake services within the one-stop and schedule assessment and

orientation for prospective students entering through the one-stop. The local programs participate in referrals between agencies and the one-stop and affiliate sites.

The NDE adheres to the following thresholds when using AEFLA funds:

- Not less than 82.5 percent of the grant funds to award grants and contracts 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;
- Shall not use more than 12.5 percent of the grant funds to carry out State leadership activities under section 223; and,
- Shall use not more than five percent of the grant funds, or $85,000, whichever is greater, for 201 administrative expenses of the eligible agency.

The NDE distributes federal funds provided to the state by the AEFLA and in accordance with the 13 considerations and provisions set forth in the act and state plan. Applicants must provide narrative detail on how they will meet each consideration. Applications will be evaluated by a review panel, which will be comprised of both NDE and non-NDE individuals that possess expertise in areas related to adult education and family literacy, and representatives from state and local agencies serving similar populations. The review panel members will be solicited from all regions of the state. Each application will be evaluated solely on the criteria identified in the application.

Receipt of a grant award in a previous competition is not, and should not be regarded as, a guarantee of funding in the current competition. Applicants not funded in previous competitions are not precluded from consideration and will be afforded the opportunity to apply for funding in the current competition. Once all applications have been evaluated, the review panel will submit to NDE its funding recommendations; NDE will make the final funding decisions. The state shall ensure that: (1) all eligible providers have direct and equitable access to apply for grants or contracts under this section; and (2) the same grant or contract announcement process is used for all eligible providers. Applicants that are not recommended for funding will be notified and may reapply in future grant competitions. NDE is required by federal law to provide an opportunity for a hearing on applications that were not approved for funding. The applicant must request the hearing within 30 days of the disapproval notification. No later than 10 days after the hearing, NDE will issue its written ruling, including findings of fact and reasons for the ruling. As required for State Educational Agencies, the NDE will follow the appeals process requirements in EDGAR 34 CFR 76.401(5).

§ 76.401 Disapproval of an application—opportunity for a hearing.

(a) *State agency hearing before disapproval.* The State agency that administers the program shall provide an applicant with notice and an opportunity for a hearing before it may disapprove the application.

(b) *Other programs—hearings not required.*

Under other programs covered by this part, a State agency—other than a State educational agency—is not required to provide an opportunity for a hearing regarding the agency's disapproval of an application.

(c) If an applicant for a subgrant alleges that any of the following actions of a State educational agency violates a State or Federal statute or regulation, the State educational agency and the applicant shall use the procedures in paragraph (d) of this section: (1) Disapproval of or failure to approve the application or project in whole or in part. (2) Failure to provide funds in amounts in accordance with the requirements of statutes and regulations.

(d) *State educational agency hearing procedures.* (1) If the applicant applied under a program listed in paragraph (a) of this section, the State educational agency shall provide an opportunity for a hearing before the agency disapproves the application. (2) If the applicant applied under a program not listed in paragraph (a) of this section, the State educational agency shall provide an opportunity for a hearing either before or after the agency disapproves the application. (3) The applicant shall request the hearing within 30 days of the action of the State educational agency.

If the State educational agency does not rescind its final action after a review under this paragraph, the applicant may appeal to the Secretary. The applicant shall file a notice of the appeal with the Secretary within 20 days after the applicant has been notified by the State educational agency of the results of the agency's review. If supported by substantial evidence, findings of fact of the State educational agency are final.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate programs that provide any of the following correctional educational programs identified in section 225 of WIOA:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

From funds made available under section 222(a)(1) and in accordance with federal regulation 34 CFR 463 subpart C, the NDE will fund corrections education and education for other institutionalized individuals within correctional institutions by offering a competitive, multi-year Request for Proposal process which includes Corrections Education to eligible providers in

conjunction with the Adult Education competition. Any awards made will be for multiple years. At this time the state has not had applicants for section 225 funds and therefore has not awarded any funds for section 225 use.

The state of Nevada currently provides more than $6 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, adult high school diploma, and vocational/industry certifications. In conjunction with the Nevada Department of Corrections (NDOC), NDE attends 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.

At such time that eligible applicants are awarded AEFLA funds for Corrections Education, NDE will not use less than 82.5 percent of the grant funds to award grants and contracts 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.

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:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and,
- Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate Integrated English Literacy and Civics Education (IELCE) programs under section 243

of WIOA. Describe how adult English language learners, including professionals with degrees and credentials in their native countries, are served in IELCE programs.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be offered in combination with integrated education and training activities found in 34 CFR section 463.36.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

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

NDE will establish and operate Integrated English Literacy and Civics Education (IELCE) programs by offering a competitive, multi-year Request for Proposal (RFP) process specifically for section 243, Integrated English Literacy and Civics Education funds in compliance with the requirements of federal regulation 34 CFR 463 subpart C to eligible providers in conjunction with the Title II Adult Education and Literacy Activities RFP competition. All awards made will be multiple year awards.

The RFP for IELCE funds under Section 243 includes necessary responses to the thirteen considerations in Section 231 which are reflected in the review committee scoring. The applications are reviewed by the local workforce development boards for alignment to the local workforce board plans prior to the review by the full committee. In addition, representatives from the local boards sit on the review committee.

The purpose of IELCE is to assist immigrants, including professionals with degrees and credentials in their native countries, and other individuals who are English language learners in acquiring an understanding of the American system of government, individual freedom, and the rights and responsibilities of citizenship and gain specific occupational skills necessary for employment. The Nevada local providers accomplish this by providing instruction through a curriculum that includes specific civic objectives that cover consumer economics, community resources, health, employment, government and law, US History, transitions, and workforce training. The programs work in conjunction with the U.S. Citizenship and Immigration Services to provide preparation for naturalization based on the resources provided by that agency.

Workforce preparation skills are delivered using either the Nevada CTE Workplace Readiness Skills or the National Career Readiness Certificate using the ACT WorkKeys curriculum. Both frameworks incorporate job-readiness (soft skills: attitude, organization, planning, communication, critical thinking, interpersonal/social skills, teamwork, professionalism, media skills), job-seeking (resume writing, conducting a job search and completing a job application,

before, during, and after the interview), and job-keeping skills (soft skills: getting off on the right foot, getting along in the workplace, negotiation skills, and evaluation skills).

IELCE programs are delivered using a concurrent enrollment approach for ELL students in an IET program with contextualized instruction, civics education, and workforce preparation skills. IELCE focuses the program's design and goals on preparing adults for employment in in-demand industries in coordination with the local workforce system. The following high-demand occupations have been identified in Nevada: Healthcare, HVAC, Construction, and Manufacturing. Three of the four IELCE funded providers are within community colleges and are offering participants concurrent enrollment in those high-demand occupations by partnering with Career and Technical Education. The fourth IELCE funded provider is a non-profit partnering with the community colleges and/or other postsecondary education institutions to offer concurrent enrollment.

Work has continued toward the integration of the IELCE program with the Nevada workforce system. Work has also begun with our Department of Employment, Training, and Rehabilitation (DETR) on revising and formalizing the referral process through an Aligned Case Management Project held by the National Association of State Workforce Agencies (NASWA) in which both the Nevada AEFLA State Director and the Business Process Analyst participated. The State Director has served on the Governor's Workforce Development Board for several years and led the efforts to revise the state plan. Also, the AEFLA State Director is a part of an additional group to work on further development of the strategies within the state plan. Two of the four funded programs are co-located in the one-stop centers, and programs have been able to secure Title I funding for IELCE students to cover training costs. State staff have worked with core partners to inform them of the availability and value of adult education services to help increase the referrals to adult education from the other Titles. Programs are required to describe how the IELCE program will be integrated with the local workforce development services within the application in response to the Request for Proposals.

All applicants for Section 243 funding must use labor data to identify high wage/high demand occupations, as well as training and certificate programs and describe within the program narrative section how occupational skills will be delivered within the IELCE program. Applicants must consider the demographics of program locations to determine the need for IELCE services within the area. Contextualized instruction for occupational and employability skills must include an updated curriculum and program framework.

E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA

The NDE will use funds made available under section 222(a)(2) for the following adult education and literacy activities to develop or enhance the adult education system of the State. Not more than 12.5 percent of the grant funds made available will be used to carry out State leadership activities under section 223.

State leadership funds are awarded following a competitive RFP resulting in a multi-year contract with a single vendor and have been continued through a statewide Master Service Agreement. The contract was awarded to the American Institutes for Research and will be in effect until 2027. At that time the contract will either be extended through the Master Service

Agreement or a new competition for professional development services will be conducted. At this time approximately 80% of the allowed leadership funds go to the professional development contractor. The remaining percentage of funds allowed for leadership have been used to increase the minimum of 82.5% of funds awarded to local providers.

The NDE addresses the one-stop requirement for alignment with the other core programs and one-stop partners through active participation in various activities. The activities within the contract address the required and permissible state leadership activities funded under section 222(a)(2) including the development of career pathways to provide access to the employment and training services for individuals in adult education and literacy activities. The professional development contractor delivers training on the design and implementation of career pathways using a concurrent enrollment approach. NDE PD contractor AIR conducted IET Technical Assistance throughout the 22-23 year. TA focused on title I alignment for identification of in-demand labor data and networking. AIR staff provided intensive coaching to Northern Nevada Literacy Council (an NDE local program grantee) to develop and implement IET programming as part of their IELCE Funding. NDE sent a team to the national IET Design Camp, and AIR as NDE's PD contractor conducted supportive coaching for the NV team to complete the training. Supportive coaching included discussion and planning for system-aligned support in local areas.

Title II programs participate in meetings with the Local Workforce Development Boards (LWDB). The State Director regularly participates in training for both the north and the south LWDBs and delivers cross-training on Title II to core partners. In addition, work on the state plan was led by the AEFLA State Director which facilitated communication among partners. Work has also begun with our Department of Employment, Training, and Rehabilitation (DETR) on revising and formalizing the referral process through an Aligned Case Management Project held by the National Association of State Workforce Agencies (NASWA) in which both the Nevada AEFLA State Director and the Business Process Analyst participated.

Leadership funds will also be used for work that has begun on building an interface between the data system for adult education and the data system for Title I and III. The interface will allow a true "no wrong door" approach for working with participants.

Technical assistance has been provided to increase the one-stop co-location with the core partners, increase referrals between partners, and to help increase the services available to participants through the one-stop required partners. The contractor provides on-going tailored technical assistance to each local grantee to support the expansion and effectiveness of their career-pathways services. TA has supported strategic program alignment to regional labor markets, intra agency collaboration between CTE and literacy programs, cross-WIOA Title collaboration, staff capacity building to offer workforce aligned instruction, and IET program planning and implementation. In addition to the activities delivered through the contract for the development of career pathways, technical assistance is provided by state staff to help local providers work within the one-stop system effectively.

NDE's PD contractor launched a multi-unit self-directed course on Standards In Action's (SIA) approach to standards implementation in instruction. Additionally, NDE supported a team to participate in the national SIA for ELLs training and STAR Reading Trainings in 21-22. NDE's PD contractor, AIR provided coordination support to the participating teams. AIR developed a self-directed online course to further disseminate and implement the SIA for ELL training approach

and materials in the state. AIR provides intensive TA to programs on evidence based instructional approaches for distance, blended and hyflex learning models.

AIR worked with each of NDE's grantees to implement program models best suited for their populations of learners and capacity. The terms of the contract require the establishment of a system that provides high quality professional development for all local providers. The state office has overseen the work of the PD contractor in establishing a comprehensive system of evidence-based professional development offered through a blended-model which includes 1) face-to-face statewide, regional and individual program PD, 2) synchronous and asynchronous on-line learning modules, and 3) a web-portal with resources and courses, https://nevadaadulteducation.org/.

An online training component has been implemented to provide training to new teachers of adult education that includes components on specific needs of adult learners, learner persistence, effective instructional design, lesson planning, instructional standards, and teacher competencies. A second online training module was released that provides initial training for the College and Career Readiness Standards and the English Language Proficiency Standards with an introduction to incorporating the standards into lesson planning and delivery of instruction. The professional development contractor delivers training on incorporating the essential components of reading for adults through training for each program that includes teaching multi-level classrooms, instruction focusing on student persistence, and using a flipped classroom and has recently developed an online self-directed module for evidence-based reading instruction.

Statewide training has included training on distance education, performance targets and how the federal targets impact the workforce system as a whole, teacher competencies, change management, using data for program improvement, the English Language Proficiency Standards, and Integrated Education and Training. Dissemination of information about models and promising practices occurs through the contract and by state staff and takes place through quarterly shop talk meetings, bi- annual leadership meetings, regional trainings, and e-mail communications that provide details about national webinars and/or trainings, and resources included on the Nevada Adult Education Professional Development website.

Working with the local providers, individualized technical assistance plans that target the needs of each program are developed each year. Examples of technical assistance that has been provided include student retention, high school equivalency preparation, using data to improve outcomes for measurable skills gains, LACES Management Information System training, and technology use for distance education. The PD contractor has been brought in to provide TA to programs placed under Warning Status due to low performance. This approach has been highly successful, with one of the lowest performing programs becoming one of the highest performing programs for multiple years following TA intervention.

Leadership funds will be used to monitor and evaluate the quality of, and the improvement in, adult education and literacy activities and to disseminate information about models and proven or promising practices within the State. The State will provide grantee oversight that includes quarterly data monitoring; desk reviews and site monitoring visits based on a risk assessment; and technical assistance for program improvement. AIR conducted an evaluation of instructional practice for each of NDE's grantees as part of the program monitoring protocol. Monitoring included review of video captured lessons using a rubric to assess use of standards,

use of evidence-based practices, use of effective instructional methods. Leadership funds were also used to conduct classroom observations during local program monitoring.

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

NDE will use funds for the permissible state leadership activities outlined in section 223 such as the development and implementation of technology applications; the development and dissemination of curricula, including curricula incorporating the essential components of reading instruction; developing content and models for integrating education and training and career pathways; the provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance; or other allowable activities that are of statewide significance.

F. ASSESSING QUALITY

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II. Describe how the eligible agency will take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA. Describe how the eligible agency will use evaluations, data analysis, program monitoring, or other methods to improve the quality of adult education activities in the State.

The NDE will assess the quality of providers of adult education and literacy activities through data reviews, risk-based monitoring visits and desk monitoring reviews, and performance reports. Enrollment and performance data is tracked monthly and shared with the local programs quarterly. Local programs submit a quarterly program report that is reviewed by state staff. The quarterly report includes performance data, as well as data validation measures.

Future funding will be contingent on continuous program improvement and agencies will be required to implement improvement plans if performance indicators are not met. The NDE will make routine program technical assistance available to all providers including, but not limited to, assistance with data collection procedures, reporting and monitoring requirements, and implementation of state and federal policies at the local level on an as- needed basis.

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 13 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 narrative reports and annual expenditure reports. The state has established a 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. 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 is 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.

In addition to desk monitoring, all providers will be evaluated on an annual basis using an instrument to determine the risk level for performance and non-compliance. The risk-assessment will help to determine the need for onsite, or virtual monitoring and additional technical assistance. Following the risk-assessment, and/or monitoring, the results are utilized for program improvement through communications with the local programs to provide targeted TA, placing the program under a Warning Status, and/or requiring a Corrective Action Plan. The program may be subject to a Warning, Probation, or Termination status depending on the severity of the findings. Any program placed on a warning or probation status will be required to complete a corrective action plan and receive additional technical assistance. Any program subject to termination status will be notified of the appeal process in place for such an action.

State staff negotiate performance targets with local programs each year. Incentive funds are awarded for meeting and/or exceeding targets. If a program falls below the state average on measurable skill gains (MSG) or other programmatic requirements, the NDE will place the program on a warning status and implement a Corrective Action Plan (CAP) to improve the quality of the adult education and literacy activities. Programs will be provided technical assistance throughout the CAP process.

Professional Development targeted at local and statewide program improvement through AIR includes intensive TA with programs placed on warning status by NDE, statewide trainings on instructional approaches, leadership training, management information system training, and sharing evidence-based best practices. AIR has provided intensive TA to programs to improve Measurable Skill Gain using a data learning community approach to program change. A consultant brought in by the PD contractor went through a Cycle of Inquiry approach with a local program under a Warning Status. This yielded significant improvement in MSG. The statewide PD focus on MSG has led to an increase of approximately 10% since the contract was awarded for PD services.

The original Request for Proposals included the staff qualifications and plans to evaluate all PD provided. To assure accountability and effectiveness, AIR submits monthly written reports to NDE documenting PD and TA activities. All PD activities include evaluation forms which focus on implementation and change in practice.

PD that has been evaluated as effective has been expanded to make the same PD available for all programs, including through online modules housed on the Nevada Adult Education website, www.nevadaadulteducation.org. For instance, the Standards in Action Curriculum Review Project was attended by approximately seven instructors and then put into an online training using a train the trainer approach with previous attendees as content experts. Leadership funds will be used to monitor and evaluate the quality of, and the improvement in, adult education and literacy activities and to disseminate information about models and proven or promising practices within the State. The State will provide grantee oversight that includes quarterly data monitoring; desk reviews and site monitoring visits based on a risk assessment; and technical assistance for program improvement.

The following data is tracked to determine the impact professional development has on local program performance: student retention, Measurable Skill Gains, Post-test rate, average contact

hours, high school equivalency certifications, and industry recognized credentials earned. It is difficult to tie the individual measures to one or more particular professional development activity; however, trend data has shown that the overall impact of the professional development delivered has resulted in improvements in performance. In addition to examining the performance data for the impact from professional development, those participating are asked to complete evaluations for each activity. Those evaluations have been overwhelmingly positive for the duration of the contract.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

States must provide written and signed certifications that:

The State Plan must include	Include
1. The plan is submitted by the State agency that is eligible to submit the plan;	Yes
2. The State agency has authority under State law to perform the functions of the State under the program;	Yes
3. The State legally may carry out each provision of the plan;	Yes
4. All provisions of the plan are consistent with State law;	Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;	Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;	Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and	Yes
8. The plan is the basis for State operation and administration of the program;	Yes

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a	Yes

The State Plan must include	Include
manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement);	
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;	Yes
4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	Yes
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

AUTHORIZING OR CERTIFYING REPRESENTATIVE

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 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.

Please download and sign the forms below. Please scan and return the forms to wioa@ed.gov at the same time you submit your State Plan via the portal.

1. SF424B - Assurances – Non-Construction Programs (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
2. Grants.gov - Certification Regarding Lobbying (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)

APPLICANT'S ORGANIZATION	**Enter information in this column**
Applicant's Organization	Nevada Department of Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	**Enter information in this column**
First Name	Jhone

APPLICANT'S ORGANIZATION	Enter information in this column
Last Name	Ebert
Title	Superintendent of Public Instruction
Email	jebert@doe.nv.gov

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

• Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

• Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.

• Applicants are not required to have mission statements or policies that align with equity to apply.

• Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.

• Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

GEPA Section 427 Instructions to State Applicants for their Subrecipient Applicants

The State grantee provides a subrecipient applicant seeking Federal assistance instructions and guidance for how it must comply with the GEPA Section 427 requirement. The State grantee determines the form and content of the information a subrecipient applicant must include in its application regarding the steps it proposes to take to ensure equitable access to, and equitable participation in, its local-level project or activity. For example:

• The State grantee may require its subrecipient applicant to use and submit the GEPA Section 427 form that it is required to submit to the Department; or

• The State grantee may use a State-developed form that is sufficient to meet the GEPA Section 427 requirement.

• The State grantee maintains the subrecipient applicants' responses in the State office.

Please refer to GEPA 427 - Form Instructions for AEFLA Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.*

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The following steps will be and have been taken to ensure equitable access to and equitable participation in the project or activity to be conducted with federal adult education assistance by addressing the access needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age: Both the competitive request for proposals, spring of 2023, and the continuation funding applications, include a required response to the following statement; "Briefly describe the steps the program will take to ensure equitable access to, and participation in, the program. Include how the program will serve individuals with barriers to employment and how the program will overcome barriers related to gender, race, national origin, color, disability, or age. Include additional barriers such as geography, financial hardship, and availability to program scheduled class time." Each program describes how barriers to participation are addressed, including use of hybrid instruction, flexible hours, accommodations for documented disabilities, access to technology, etc. All programs include the institutional policies for EEOC within their applications. In addition, both documents include the requirement for local providers to describe efforts to recruit and serve individuals with disabilities and support services available to enable individuals, including individuals with disabilities, to attend and complete the program. The description provided by the local programs within each application is then kept for the required retention period through the state office.

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.*

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

The barriers to participation that are most likely to impact students, educators, or other beneficiaries in Nevada are economic disadvantage, rural status, and parenting. The high cost of housing in urban areas results in those with the lowest educational levels working multiple jobs often with no set schedule. Rural areas in Nevada can be hundreds of miles apart making it impossible to provide in-person services in all areas. Childcare deserts exist throughout Nevada and when childcare is available it is at a high cost.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.*

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

The competitive request for proposals, as well as the continuation funding application requires applicants to explain delivery of distance education. The state will continue to support expansion of options for distance education through professional development and technical assistance. By expanding the distance education options participants will have increased flexibility to attend classes. This will positively impact both those which are economically disadvantaged and those in rural communities. In addition, greater data analysis will be conducted to help identify areas of the state to expand services and target recruitment. This would include identifying areas by zip code that lack existing services and the need for expanded services in areas of high poverty rates.

Because the need for more, and more affordable, childcare options is a statewide issue the Governor's Workforce Development Board (GWDB) has started a subcommittee on childcare. The State Director for Title II serves on the GWDB and will share information from the subcommittee work as it becomes available. The Nevada Workforce Development System is focused on greater collaboration and alignment between partner agencies. Resources from various agencies on funding for childcare, childcare training, and other options are shared with the local providers.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427*

requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

Ongoing throughout FY24, Nevada Adult Education will address the identified barriers by:

Economically disadvantaged – promoting the increase of distance education offerings (including greater technical assistance), encouraging local providers to budget for student transportation, continuing to build relationships among one-stop partners to increase additional supportive services for the economically disadvantaged. The completion of data analysis to help identify areas of the state to expand services and target recruitment by the end of FY24 will be a milestone.

Rural Communities – promoting the increase of distance education offerings (including greater technical assistance), increasing the percentage of funds allocated for the creation of outreach locations, increasing the funding and availability of Integrated Education and Training in rural areas through the partnership with the local workforce development board that received the Good Jobs Challenge grant.

Childcare – increasing the collaboration with the Department of Health and Human Services, the Children's Cabinet in Nevada, and the GWDB to connect participants to existing childcare resources. The dissemination of information to local providers as it becomes available.

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not

required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	27.0%	45.2%	28.0%	45.3%
Employment (Fourth Quarter After Exit)	27.0%	46.2%	28.0%	46.3%
Median Earnings (Second Quarter After Exit)	5,730.0	7,986	5,740.0	7,987
Credential Attainment Rate	35.0%	35.0%	36.0%	36.0%
Measurable Skill Gains	46.0%	46.0%	47.0%	47.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1]

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

PROGRAM-SPECIFIC REQUIREMENTS FOR STATE VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan must include the following descriptions and estimates, as required by sections 101(a) and 606 of the Rehabilitation Act of 1973, as amended by title IV of WIOA.

A. STATE REHABILITATION COUNCIL.

1. ALL VR AGENCIES, EXCEPT FOR THOSE THAT HAVE AN INDEPENDENT CONSUMER-CONTROLLED COMMISSION, MUST HAVE A STATE REHABILITATION COUNCIL (COUNCIL OR SRC) THAT MEETS THE CRITERIA IN SECTION 105 OF THE REHABILITATION ACT. THE DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPLICABLE, HAS:

Select A or B:

(A) is an independent State commission

(B) has established a State Rehabilitation Council

(B) has established a State Rehabilitation Council

2. IN ACCORDANCE WITH ASSURANCE (A)(1)(B), IF SELECTED, PLEASE PROVIDE INFORMATION ON THE CURRENT COMPOSITION OF THE COUNCIL BY REPRESENTATIVE TYPE, INCLUDING THE TERM NUMBER OF THE REPRESENTATIVE, AS APPLICABLE, AND ANY VACANCIES, AS WELL AS THE BEGINNING DATES OF EACH REPRESENTATIVE'S TERM.

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Statewide Independent Living Council (SILC)	1	4/24
Parent Training and Information Center	1	12/22
Client Assistance Program	1	3/22
Qualified Vocational Rehabilitation (VR) Counselor (Ex Officio if Employed by the VR Agency)	2	9/20
Community Rehabilitation Program Service Provider	2	11/19
Business, Industry, and Labor	1	4/22
Business, Industry, and Labor	1	2/24
Business, Industry, and Labor	1	2/24
Business, Industry, and Labor	Vacant	

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Disability Advocacy Groups	2	12/18
Disability Advocacy Groups	2	11/19
Disability Advocacy Groups	1	5/24
Current or Former Applicants for, or Recipients of, VR services	1	4/24
Section 121 Project Directors in the State (as applicable)	Vacant	
State Educational Agency Responsible for Students with Disabilities Eligible to Receive Services under Part B of the Individuals with Disabilities Education Act (IDEA)	1	6/22
State Workforce Development Board	Vacant	
VR Agency Director (Ex Officio)	Ongoing	Ongoing

3. IF THE SRC IS NOT MEETING THE COMPOSITION REQUIREMENTS IN SECTION 105(B) OF THE REHABILITATION ACT AND/OR IS NOT MEETING QUARTERLY AS REQUIRED IN SECTION 105(F) OF THE REHABILITATION ACT, PROVIDE THE STEPS THAT THE VR AGENCY IS TAKING TO ENSURE IT MEETS THOSE REQUIREMENTS.

The Nevada State Rehabilitation Council (NSRC) conducts quarterly public meetings and is working diligently with DSA leadership to fill all vacant seats. Since the development of this report, the agency has filled 3 additional seats. The remaining vacancies are for the Section 121 Program, State Workforce Development Board and one remaining seat representing business and industry. We are working with our former Starbucks B&I representative to return to the Council from his new role. The 121 Program seat has been significant challenge to fill. Multiple individuals have been contacted, but there has been no appetite or personal/professional bandwidth to join the Council at this time. We have also contacted the leadership of our Workforce Development Boards, and are working to identify a prospective new member.

4. IN ACCORDANCE WITH THE REQUIREMENTS IN SECTION 101(A)(21)(A)(II)(III) OF THE REHABILITATION ACT, INCLUDE A SUMMARY OF THE COUNCIL'S INPUT (INCLUDING HOW IT WAS OBTAINED) INTO THE STATE PLAN AND ANY STATE PLAN REVISIONS, INCLUDING RECOMMENDATIONS FROM THE COUNCIL'S ANNUAL REPORTS, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION AND OTHER COUNCIL REPORTS.

The Nevada State Rehabilitation Council held an open meeting on September 12, 2023 and reviewed the new goals, strategies and priorities developed by the State Plan Subcommittee. At the meeting it was suggested that the Agency add a measure for clients who are Blind or

Visually Impaired who closed with an employment outcome, they also suggested the same for clients who are Deaf or Hard of Hearing. For the goals, they asked that the agency track performance for the next two years to establish a baseline for goal setting in the future. Those suggestions for improvement have been incorporated into the new State Plan, especially in terms of agency goals and indicators. For supported employment, the Council suggested that the goal for total open SE consumers be 457 in PY2024 and 515 in PY25. The Council also suggested to set the goal for competitive and integrated employment outcomes to 550 in PY24 and 575 in PY25. They also added two indicators that do not have goals, they are the average caseload size and number of participants in the 700 hour program, as an indicator of program success and viability. Those suggestions for improvement have been incorporated into the new State Plan, especially in terms of agency goals and indicators. The Council has also decided that it will include formal recommendations for the Agency in the Annual NSRC Report, which is in development now.

5. PROVIDE THE VR AGENCY'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS, INCLUDING AN EXPLANATION FOR THE REJECTION OF ANY INPUT AND RECOMMENDATIONS.

List each recommendation/input followed by the VR agency response

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; and the DSU accepted all recommendations, there were no additional formal recommendations proposed to the DSU.

B. COMPREHENSIVE STATEWIDE NEEDS ASSESSMENT (CSNA).

Section 101(a)(15), (17), and (23) of the Rehabilitation Act require VR agencies to provide an assessment of:

1. THE VR SERVICES NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, INCLUDING:

A. INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES AND THEIR NEED FOR SUPPORTED EMPLOYMENT;

The triennial CSNA was completed on July 31, 2022. It was conducted by the San Diego State University, Interwork Institute. Findings for individuals with the most significant disabilities and their need for Supported Employment include delays caused by wait lists for extended services provided by the Regional Centers. The CSNA also identified the need for parents, school staff, providers and DSU staff to convey and set high expectations for consumers and help individuals with the most significant disabilities strive for their highest potential. Lastly, the CSNA also identified the need to reinvigorate training in SE and Customized Employment (CE) for DSU staff and service providers.

B. INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES AND INDIVIDUALS WITH DISABILITIES WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

The recent CSNA on page 6 identified Hispanic and Asian individuals with disabilities as potentially underserved populations by the DSU based on number of applications received per capita in the general population. At the time of the report in 2022, it was noted that individuals

who are blind or visually impaired were potentially underserved due to high vacancy rates in the Bureau of Services to the Blind and Visually Impaired (BSBVI) program, but now the agency is back at normal staffing levels and that is no longer a concern. Additionally, the www.vrnevada.nv.gov website and documents are available in the 5 main languages spoken in Nevada: English, Spanish, Chinese, Tagalog and Korean.

C. INDIVIDUALS WITH DISABILITIES SERVED THROUGH OTHER COMPONENTS OF THE WORKFORCE DEVELOPMENT SYSTEM; AND

The CSNA reported the core partners needing regular training on how to effectively work with individuals with disabilities so that they can move beyond a referral relationship and DSU consumers can access partner services. This is evidenced by the lack of services to individuals with disabilities by the Workforce Development partners in the One Stops. In addition, the relationship between the DSU and the JobConnect (WIOA Title III Wagner Peyser Program) offices needs to move beyond referral to increased co-enrollment and braided funding throughout the State. Lastly, there are still JobConnect offices that need to increase programmatic and physical space accessibility.

D. YOUTH WITH DISABILITIES, INCLUDING STUDENTS WITH DISABILITIES AND THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES. 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 IDEA.

Transportation, lack of job skills, soft skills, lack of work experience and lack of training were common needs or barriers to employment for youth and students with disabilities as indicated in the CSNA. This conclusion was reached based on focus groups conducted by the CSNA/SDSU to better understand the barriers faced by individuals with disabilities, specifically youth and students. Of the five required pre-employment transition services, work-based learning experiences were consistently noted as the most important pre-employment transition service. Moreover transition from secondary school to college remains a challenge for youth with disabilities in Nevada as they are not aware of the support or accommodations available them and do not initiate contact with disability resource centers at college.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

The CSNA identified job development and placement, Supported Employment and psychological services as needing to be developed throughout the State. This conclusion was drawn based on the frequency of use of these services and the small vendor pool available to provide these services. It also noted that the States contracting and insurance requirements are a disincentive for providers and limit the number of individuals that will work with the DSU to become service providers. The CSNA also noted that the DSU needs to develop more assistive technology services and the capacity of providers to work with individuals who have blindness or who are deaf and need sign language interpreters. The next CSNA will be conducted by San Diego State University in Spring 2025.

C. GOALS, PRIORITIES, AND STRATEGIES

Section 101(a)(15) and (23) of the Rehabilitation Act require VR agencies to describe the goals and priorities of the State in carrying out the VR and Supported Employment programs. The goals and priorities are based on (1) the most recent CSNA, including any updates; (2) the State's performance under the performance accountability measures of Section 116 of WIOA; and (3) other available information on the operation and effectiveness of the VR program, including any reports received from the SRC and findings and recommendations from monitoring activities conducted under Section 107 of the Rehabilitation Act. VR agencies must—

1. DESCRIBE HOW THE SRC AND THE VR AGENCY JOINTLY DEVELOPED AND AGREED TO THE GOALS AND PRIORITIES AND ANY REVISIONS; AND

Consistent with the Rehabilitation Act of 1973, as amended, on an annual basis, the DSU and the NSRC, through its state plan subcommittee, jointly develop in public meetings the upcoming year's goals, strategies and priorities. The subcommittee considers recommendations and information revealed through the CSNA, the Annual Client Satisfaction Surveys, the WIOA performance measures and mandates, and sentiments expressed in the NSRC meetings. The state plan subcommittee meeting was held on July 11, 2023 for PY 2024 and PY 2025. The new state plan goals, strategies and indicators were brought before the full NSRC and approved by majority vote in public meeting on August 12, 2023 for PY 2024 and PY 2025.

2. IDENTIFY MEASURABLE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS AND THE BASIS FOR SELECTING THE GOALS AND PRIORITIES (E.G., CSNA, PERFORMANCE ACCOUNTABILITY MEASURES, SRC RECOMMENDATIONS, MONITORING, OTHER INFORMATION). AS REQUIRED IN SECTION 101(A)(15)(D), (18), AND (23), DESCRIBE UNDER EACH GOAL OR PRIORITY, THE STRATEGIES OR METHODS USED TO ACHIEVE THE GOAL OR PRIORITY, INCLUDING AS APPLICABLE, DESCRIPTION OF STRATEGIES OR METHODS THAT—

A. SUPPORT INNOVATION AND EXPANSION ACTIVITIES;

B. OVERCOME BARRIERS TO ACCESSING VR AND SUPPORTED EMPLOYMENT SERVICES;

C. 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, POST-SECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES); AND

D. IMPROVE THE PERFORMANCE OF THE VR AND SUPPORTED EMPLOYMENT PROGRAMS IN ASSISTING INDIVIDUALS WITH DISABILITIES TO ACHIEVE QUALITY EMPLOYMENT OUTCOMES.

List and number each goal/priority, noting the basis, and under each goal/priority, list and number the strategies to achieve the goal/priority

Goal 1: Increase the number of competitive integrated employment outcomes.

Strategies:

- Work to ensure all vacancies are filled as quickly as possible, with the understanding that existing counselors in place are the only way VR will achieve this goal.
- Identify key employers and increase partnerships with them to develop work readiness training programs.
- Increase access to quality job development services including utilizing Vocational Rehabilitation's internal job development team.
- Through social media and outreach increase the utilization and promotion of the State of Nevada 700-hour program and federal Schedule A hiring authority.
- Educate and train employers about disability related topics and the opportunities and benefits of hiring persons with disabilities.
- Employer the use of technology and training earlier in plan development.
- Support counselor continuing education training, to include greater emphasis on assistive technology.
- Utilize internships, apprenticeships and on-the-job training opportunities leading to quality employment.
- Develop a recognition program for businesses who are model employers of people with disabilities, promote a culture of disability inclusion in the workplace.
- Utilize person-centered career planning activities.
- Encourage self-employment and remote/virtual employment options for participants needing those opportunities.
- Utilize the VR Employer Engagement Team as a statewide workgroup to collectivize best practices and identify emerging practices; and to communicate and collaborate for increased cross utilization of resources.
- Leverage resources from the Governor's Workforce Development Board, Local Workforce Development Boards and America's Job Center network.

Measures:

- Clients that closed successfully (90 days of employment) in the report timeframe. For PY2024 the goal is 550. For PY2025 the goal is 575.

Goal 2: Increase participation of Students with a Disability in Pre-Employment Transition Services (Pre-ETS).

Strategies:

- Increase collaboration between Nevada Department of Education/Office of Inclusive Education (NDE/OIE), school districts and VR to assess, plan and deliver pre-employment transition services for eligible student/clients with disabilities, as required by the WIOA and their Statewide and Local education Agreement.

- Continue the utilization of social and web-based media as a communication and marketing tool for clients and their families, caregivers and advocates.
- Improve outreach efforts to Transition Students, i.e. camps, Nevada Student Leadership Transition Summit, internships, incarcerated, hospitalized youth and trainings.
- Assign VR Transition Coordinators to specific schools within school districts to build, maintain and manage pre-vocational programs, provide guidance and monitoring of students with disabilities during service provision and perform outreach to businesses, families, caregivers, and advocates.
- Continue expanding job shadowing and mentorship programs.
- Expand Work Based Learning opportunities for students to explore employment options.
- Expand summer camp offerings and the Summer Youth Internship Program (SYIP) to include alternative break times during the academic year.
- Identify new educational programs and emerging technological solutions for delivery of Pre-ETS in schools and other adequate partner locations.
- Continue the pilot program with the Certified Transition Program (CTP) at the University of Nevada Reno called the Path 2 Independence, which provides a 2-year employment focused certificate of completion for students with intellectual disabilities.

Measures:

- Student with a Disability, age 14 – 21 (or 22 per NRS 388.5223), with an actual service and/or authorization in any of the five Pre-ETS categories: Counseling on Post-Secondary Education; Instruction in Self-Advocacy; Job Exploration Counseling; Work Based Learning Experiences; and Workplace Readiness Training with a service begin date in the report timeframe. The target is 750 students with a disability will receive one of the five required activities in the timeframe. New data sharing agreements with the Nevada Department of Education will help to identify and locate students with disabilities in each district for improved outcomes.

Goal 3: Increase participation of Potentially eligible Students with a Disability in VR services.

Strategies:

- Increase collaboration between NDE/OIE, school districts and VR to assess, plan and deliver Pre-ETS for eligible student-clients with disabilities, as required by WIOA and their Statewide or Local Education Agreement.
- Continue the utilization of social and web-based media as a communication and marketing tool for clients and their families, caregivers and advocates.
- Improve outreach efforts to transition students, i.e. camps, Nevada Student Leadership Transition Summit, internships, incarcerated, hospitalized youth and trainings.
- Increase outreach to and increase new partnerships with charter and private schools.

- Assign VR Transition Coordinators to specific schools within school districts to build, maintain and manage pre-vocational programs, provide guidance and monitoring of students with disabilities during service provision and perform outreach to businesses, families, caregivers and advocates.
- Increase communication through educating teachers, 504 Coordinators, parents, caregivers, advocates, and youth with disabilities regarding the vocational Rehabilitation process, programs, and referral services per the applicable Statewide Education Agency (SEA)/Local Education Agency (LEA) agreements.
- Vocational Rehabilitation staff to participate in more Individualized Education Program (IEP) meetings, when invited. VR staff to attend more career fairs, open houses and special events at schools to discuss the benefits of VR services.
- Work with NDE/OIE, NV PEP and schools to encourage and support family participation.
- Routinely work with school personnel to understand the referral process for transition students. Coordinate with Nevada Centers for Independent Living and NV PEP to promote students and family's participation in transition services including participation in VR.

Measures:

- Potentially Eligible Student with a Disability is an individual aged 14-21 (or 22, per NRS 388.5223), enrolled in an educational program, and has a 504 accommodation plan or is receiving transition services under an Individualized Education Program (IEP). A potentially eligible student with a disability has not yet applied for Vocational Rehabilitation services.
- PE Students with a Disability, aged 14 – 21 (or 22 per NRS 388.5223), with an Application Date in the report timeframe. The goal is 250 students for PY 25 and PY25.

Goal 4: Increase participation and competitive integrated employment outcomes of Supported Employment (SE) consumers in VR.

Strategies:

- Expand partnerships with Regional Centers which provide supports for Supported Employment consumers. This will accomplished through quarterly meetings with Regional Center staff.
- Provide appropriate, quality training to staff and State rehabilitation Council members on Supported Employment. This is performed annually.
- Identify and support evidence-based practices that encourage high-wage/career track employment.
- Continue participation on the Behavioral Health Planning and Advisory Committee and the State Employment Leadership Network.

- Utilize data collected in the Consumer Satisfaction Survey regarding the needs of individuals for Supported employment to help drive future goals.
- Determine the historical/education setting use of rehabilitation technology (assistive technology) and ensure continuity and access to similar equipment and services.
- Expand job shadowing and mentorship programs.
- Increase access to quality job development services provided by external job developers with ACRE certification. Work with the VR Employer Engagement Team to encourage businesses to understand and utilize job carving, job sharing, and part-time/non-traditional shift offerings.
- Create customized employment options.
- Develop a pathway for long-term supports and services, as needed.
- Develop alternative options for extended service providers.
- Encourage active use of established VR programs (I.e., SYIP, Pathway to Work, Project FOCUS, Path 2 Independence, etc.) for SE consumers.

Measures:

- Supported Employment is competitive integrated employment (including customized employment, or employment in an integrated work setting in which an individual with a most significant disability, including a youth with a most significant disability, is working in a short-term basis toward competitive integrated employment) that is individualized and customized, consistent with the unique strengths, abilities, interests, and informed choice of the individual, including with ongoing support services for individuals with the most significant disabilities.
- SE consumers with an Application, Eligibility, Service and/or Employment Date in the report timeframe and Closure Date is NULL. The agency has a goal of 475 SE consumers in the PY 24 year and 550 in the PY 25.

Goal 5: Increase participation of targeted disability groups in VR.

Strategies:

- Increase collaboration with Southern Nevada adult Mental Health Services (SNAMHS), Northern Nevada Adult Mental Health Services (NNAMHS) and State Rural Mental Health Clinics including virtual service delivery.
- Collaborate with private mental health/substance abuse treatment facilities, behavioral health hospitals, local providers of vision and audiology services.
- Increase vendor base with private mental health, visual impairment and audiological practitioners for service/referrals.
- Collaborate quarterly with the Statewide Independent Living Council (SILC) and local IL centers.

- Collaborate with criminal justice organizations including juvenile justice, parole and probation.
- Provide trainings, resources and tools for staff on:
    - Mental Health
    - Blindness and Low Vision
    - Deafness and Hard of Hearing
- Increase usage of tele-health for VR clients.
- Increase VR's social media postings on mental/behavioral, sensory related health issues and associated Vocational Rehabilitation services.
- Develop a pathway for long-term mental health support and services, as needed.
- Explore further collaboration with the Deaf Commission, National Federation for the Blind and other local and National associations and providers of advocacy and services for sensory disabilities to attend monthly speakers' presentations and annual conference, when able.
- Participate in available mental health, deaf/hard of hearing (D/HH) and blind and visually impaired (BVI) consortiums and related organizations.
- Collaborate with foster youth centers.
- Collaborate with disability resource centers on higher education campuses for these targeted groups.
- Train and educate employers' human resource departments on targeted disability groups.
- Continue to provide a variety of communication and meeting options to all stakeholders.
- Outreach for collaboration for tribal partners and reservations.
- Continue growing participation in and quality of services of the only in-state residential blind skills training program.

Measures:

- Clients that closed successfully (90 days of employment) in the report timeframe. At this time, there are no specific goals set. This is a base year to determine future goals.
- Mental health disabilities include depression and other mood disorders, alcohol abuse or dependence, anxiety disorders, eating disorders, drug abuse or dependence, mental illness not listed elsewhere, personality disorder, schizophrenia, and other psychotic disorders.
- Blind or visually impaired disabilities include blindness, deaf/blindness, other visual impairment.

- Deaf or hard of hearing disabilities include deafness primary communication auditory, deafness primary communication visual, hearing loss primary communication auditory, hearing loss primary communication visual, other hearing impairment.]

D. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

For the most recently completed program year, provide an evaluation and report of progress for the goals or priorities, including progress on the strategies under each goal or priority, applicable to that program year. Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require VR agencies to describe—

1. PROGRESS IN ACHIEVING THE GOALS AND PRIORITIES IDENTIFIED FOR THE VR AND SUPPORTED EMPLOYMENT PROGRAMS;

List the goals/priorities and discuss the progress or completion of each goal/priority and related strategies

*It is noted that in 2022 that some goals were lower than prior years, this is primarily due to the impacts of the COVID-19 pandemic and the statewide shutdown of all non-essential Nevada services and schools.

Goal #1: Increase number of successful employment outcomes. - GOAL MET

Program Year	(A) Clients Closed After Service with No Employment	(B) Clients Closed with An Employment Outcome	(C): (A+B) Total	B/C=%	Goal Relates to Column (B)
2018	1,048	765	1,813	42%	
2019	1,062	681	1,743	39%	
2020	981	453	1,434	32%	822
2021	1,148	453	1,601	28%	822
2022	989	552	1,541	36%	550
2023	450	263	713	37%	550

Goal #2a: Increase participation for students with a disability in VR Transition services. - GOAL MET

Program Year	Total Transition Student Applications	Goal
2018	772	
2019	495	
2020	506	1,014
2021	147	1,014

Program Year	Total Transition Student Applications	Goal
2022	772	200
2023	366	250

Goal #2b: Increase participation and increase successful outcomes of students with a disability in VR Transition services and post-secondary education. - GOALS MET

Program Year	(A) Transition Students Closed with an Employment Outcome	(B) Transition Students with Postsecondary Education	(C) Total Number of Measurable Skills Gains for OPEN cases	(D) Total Number of Measurable Skills Gains for CLOSED cases	(E) Total: A+B+C+D	Goal Relates to Column (E)
2018	175	136			136	
2019	87	157			157	
2020	100	194			194	400
2021	117	118			235	400
2022	148	83	356	255	842	300
2023	79	48	300	56	483	300

Goal #2c: Increase participation and ensure students with a disability receive appropriate Pre-employment Transition Services (Pre-ETS) - GOAL MET

Program Year	(A) Potentially Eligible Transition Students that Received Pre-ETS Service	(B) Transition Students with a VR Case the Received Pre-ETS Service	(C) Total	Goal
2018	1,173	300	1,503	
2019	576	328	904	
2020	825	331	1,156	1,898
2021	122	271	393	1,898
2022	355	262	617	500
2023	330	231	561	750

Goal #3a: Increase participation of supported employment consumers in VR. - GOAL NOT MET due to pandemic.

Program Year	(A) Total Open Supported Employment Consumers	(B) Total Open Non-Supported Employment Consumers	(C) A/B=%	Goal Relates to Column (C)
2019	511			
2020	529			786
2021	812			786
2022	448	1,768	25%	35%
2023	466	2,337	20%	35%

Goal #3b: Increase successful outcomes of supported employment consumers in a competitive, integrated setting. - GOAL MET.

Program Year	(A) Supported Employment Consumers Closed With an Employment Outcome	(B) Non-**Supported Employment Consumers Closed With an Employment Outcome**	B/A=%	Goal
2018	132			
2019	111			
2020	83			166
2021	97			166
2022	117	435	27%	100
2023	59	204	29%	100

Goal #3c: Increase successful outcomes for students with a disability who are also supported employment consumers in competitive, integrated setting – outcomes. - GOAL MET.

Program Year	(A) Students With a Disability and Who Are Also Supported Employment Consumers Closed after Service No Employment Outcome	(B) Students With a Disability (NOT Supported Employment Consumers) Closed after Service No Employment Outcome	(C) A/B = C	(D) Students With a Disability and Who Are Also Supported Employment Consumers Closed With an Employment Outcome	(E) Students With a Disability (NOT Supported Employment Consumers) Closed With an Employment Outcome	(F) D/E = %	Goal Relates to Column (F)
2020	70			29			
2021	49			25			
2022	106	240	44%	50	98	51%	40%
2023	48	95	51%	30	49	61%	40%

Goal #4: Collaborate with other resources to support participants with mental health disabilities to obtain and maintain successful employment. - GOAL NOT MET due to pandemic.

Program Year	(A) Clients Closed After Service With No Employment and a Mental Health Disability *	(B) Clients Closed With An Employment Outcome and a Mental Health Disability *	(C) A/B = C	(D) B/C = %	Goal Relates to Column (D)
2018	416	307	723	42%	
2019	439	307	746	41%	
2020	460	162	622	26%	330
2021	437	184	621	30%	330
2022	388	173	561	31%	40%
2023	173	93	266	35%	45%

Goal #5: VR staff retention efforts as a reflection of employee satisfaction and positive work culture. Decreased negative turnover indicates increased employee satisfaction. This is measured by the overall vacancy rate for the agency and surveys of employee satisfaction.

Program Year	(A) VR Counselors	(B) Rehabilitation Technicians	(C) Total	(D) Retired	(E) Transferred to Another Agency / Resigned	(F) Avg Tenure of Separated Staff (Years)	(G) C+E=% Negative Turnover	Goal
2022	37	31	68	2	20	3	29%	
2023	45	33	78	0	10	1	13%	

2. PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR, REFLECTING ACTUAL AND NEGOTIATED LEVELS OF PERFORMANCE. EXPLAIN ANY DISCREPANCIES IN THE ACTUAL AND NEGOTIATED LEVELS; AND

PY2022, Negotiated MSG Rate: 30%
PY2022, Negotiated Credential Rate: 20%

PY 2022 Negotiated Employment Rate - 2nd Quarter After Exit: 51.0%

PY 2022 Negotiated Employment Rate - 4th Quarter After Exit: 46.0%

PY 2022 Negotiated Median Earnings - 2nd Quarter After Exit: $3,786

PY2022, Actual MSG Rate: 42.2%
PY2022, Actual Credential Attainment Rate: 38.1%

PY 2022 Actual Employment Rate - 2nd Quarter After Exit: 55.6%

PY 2022 Actual Employment Rate - 4th Quarter After Exit: 55.2%

PY 2022 Actual Median Earnings – 2nd Quarter After Exit: $6,008

The DSU exceeded the negotiated levels of performance in Program Year 2022. The DSU's performance in MSG and credential attainment rates is due largely in part to three strategies implemented:

1. The institution of monthly data cleansing days targeting the obtainment of supporting documentation and data entry of MSG and credentials into the case management system. The addition to this targeted effort by the counseling staff, the DSU hired a contractor to assist with the data entry of MSG and credentials into the case management system.

2. The inclusion of MSG and credential attainment rates in counselor work performance standards.

3. Routine review and monitoring of open and closed educational goals in the case management system to ensure accurate capturing of MSGs and credentials.

3. THE USE OF FUNDS RESERVED FOR INNOVATION AND EXPANSION ACTIVITIES (SECTIONS 101(A)(18) AND 101(A)(23) OF THE REHABILITATION ACT) (E.G., SRC, SILC).

Although the DSU did offer to fund I&E for the SILC, they did not produce a plan for appropriate expenditure of those funds, and consequently, the DSU did not fund any external innovation and

expansion activities. It is noted the SILC in Nevada is not under the DSU, it is under the State's Department of Health and Human Services, Aging and Disability Services Division.

Additionally, DSU has a regular budget line item for Nevada State Rehabilitation Council (NSRC) for any I&E needs. In PY22 the NSRC has expended $8,169.

E. SUPPORTED EMPLOYMENT SERVICES, DISTRIBUTION OF TITLE VI FUNDS, AND ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.

1. ACCEPTANCE OF TITLE VI FUNDS:

(A) VR agency requests to receive title VI funds.

2. IF THE VR AGENCY HAS ELECTED TO RECEIVE TITLE VI FUNDS, SECTION 606(B)(3) OF THE REHABILITATION ACT REQUIRES VR AGENCIES TO INCLUDE SPECIFIC GOALS AND PRIORITIES WITH RESPECT TO THE DISTRIBUTION OF TITLE VI FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES. DESCRIBE THE USE OF TITLE VI FUNDS AND HOW THEY WILL BE USED IN MEETING THE GOALS AND PRIORITIES OF THE SUPPORTED EMPLOYMENT PROGRAM.

The NSRC has established a state goal concerning supported employment services. For PY24 and PY25 the DSU will increase participation and successful employment outcomes of Supported Employment consumers in VR. For the participation aspect of the goal, the DSU will strive to increase the number of new supported employment applicants during the federal fiscal year. For the successful employment outcome aspect of the goal, the DSU will increase rehabilitated outcomes to 115 in PY24 and 125 in PY25 respectively.

Strategies:

- Expand partnerships with regional centers which provide supports for Supported Employment consumers.
- Provide appropriate, quality training to staff and State Rehabilitation Council Members on Supported Employment.
- Identify and support evidence-based practices that encourage high-wage/career track employment.
- Continue participation on the Behavioral Health Planning and advisory Committee and the State Employment Leadership Network.
- Utilize data collected in the Consumer Satisfaction Survey regarding the needs of individuals for Supported Employment to help drive future goals.
- Determine the historical/education setting use of rehabilitation technology (assistive technology) and ensure continuity and access to similar equipment and services.
- Expand job shadowing and mentorship programs.
- Increase access to quality job development services provided by external job developers with ACRE certification. Work with the VR Employer Engagement Team to encourage business to understand and utilize job carving, job sharing, and part-time/non0traditional sift offerings.
- Create customized employment options.
- Develop a pathway for long-term supports and services as needed.
- Develop alternative options for extended service providers.

- Encourage active use of established VR programs (i.e., SYIP, Pathway to Work, Project FOCUS, Path 2 Independence, etc.) for SE consumers.

Currently, there are several agencies within the community that provide the needed long–term supports to VR participants that have been identified and meet the criteria for supported employment. Depending on a participant's severity of intellectual and developmental disability, participants are referred to one of three community agencies for services:

– Desert Regional Center (Las Vegas)
– Sierra Regional Center (Reno)
– Rural Regional Centers (Carson City, Gardnerville, Fallon, Winnemucca, Elko)

If a participant has a diagnosis of a developmental disability, the agencies listed above would provide long–term, follow–along services for eligible DSU participants. The regional center receives community training funds, which allow them to open cases and provide long–term, follow–along services for the duration of the participant's 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.

The DSU has long–standing relationships with many workforce development partners, both internal and external, that are designed to effectively identify eligible individuals, including youth, with the most significant disabilities. Extended services funded by VR are only available to youth with most significant disabilities and any other extended services that are provided to individuals with most significant disabilities are funded by adult services providers/long-term funding. Under WIOA, there are challenges and opportunities presented to expand the services of supported employment (SE) and customized employment (CE). The collective goal remains to achieve maximum success in assisting individuals with the most significant disabilities into successful competitive, integrated employment outcomes, although transition services and pre-employment transition services are not supported employment services. Supported employment services do not begin until after job placement. Job placement services and any services prior to placement are VR services and may only be charged to Title I funds. Current efforts are focused on building more effective partnerships and relationships with similar entities throughout the state that support these efforts that expand integrated employment opportunities.

Sources for supported employment services and supports include:

– Increased supports as defined in WIOA, e.g., VR's ability to provide long term supports for youth;
– Social Security Administration work incentives, e.g., Plan for Achieving Self–Support (PASS) and Impairment Related Work Expenses (IRWE);
– The benefits of Aging and Disability Services Division, diverting jobs and day training/waiver funding to instead provide pre–vocational training, and eventual referral of better prepared candidates to Vocational Rehabilitation.
– Natural supports; and
– Expansion of statewide transition services through partnerships with school districts and the

Nevada System of Higher Education (NSHE).
We also have providers through our Employment Network (EN) that provide extended services for individuals who may not have DRC/SRC/RRC services, but have Social Security benefits.

In southern Nevada, the DSU collaborates with the Desert Regional Center, Opportunity Village, a local CRP, and our community business partners to provide The Pathway to Work Program. This program is designed to help individuals with disabilities move from center-based employment services to full-time or part-time community-based jobs at or above minimum wage. It is a community integrated "on-the-job" training program that is conducted at a business partner's job site. Each Pathway to Work participant is provided with four hours of individualized instruction, job coaching, and work experience involving three to five different job tasks. In-depth instruction includes, but is not limited to: viewing training videos, participation in employer workplace expectations and task performance discussions, and the practice of specific individual skills/techniques used on the job. In addition, participants have access to Opportunity Village job developers funded by the DSU who assist with developing a resume, applying for jobs, preparing for interviews, and job placement and support during the new hire process and beyond. The Regional Center provides ongoing (i.e., post–90 days) supports through the use of jobs and day training (JDT) Medicaid waiver funds.

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 natural supports. Counselors also work closely with employers to identify coworkers who can provide the long–term follow–along and supportive services that an individual may require to retain successful employment.

Through collaboration with the Vocational Rehabilitation Technical Assistance Center on Quality Employment (VRTAC-QE), VR will receive intensive technical assistance in the area of Customized Employment. The DSU's ITA plan includes staff and CRP training on customized employment and through this effort will make available practical experience for rehabilitation counselors and community partners in the practice of Customized Employment.

3. SUPPORTED EMPLOYMENT SERVICES MAY BE PROVIDED WITH TITLE 1 OR TITLE VI FUNDS FOLLOWING PLACEMENT OF INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES IN EMPLOYMENT. IN ACCORDANCE WITH SECTION 101(A)(22) AND SECTION

606(B)(3) OF THE REHABILITATION ACT, DESCRIBE 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; AND THE TIMING OF TRANSITION TO EXTENDED SERVICES.

VR Transition Teams statewide are working strategically to develop expanded supported employment services to include customized employment. In this endeavor, VR is working with Opportunity Village, Centers for Independent Living and individual, qualified job development providers to serve this unique and expanding population. Extended services funded by VR are only available to youth with most significant disabilities and any other extended services that are provided to individuals with most significant disabilities are funded by adult services providers/long-term funding. Supported employment services do not begin until after job placement. Job placement services and any services prior to placement are VR services and may only be charged to Title I funds. The agency has implemented internal control measures to ensure that it is in compliance with Section 603 of the Rehabilitation Act, which states that the State must reserve and expend 50 percent of its Supported Employment (SE) allotment for the provision of supported employment services to youth with the most significant disabilities. Agency fiscal and program teams conduct quarterly reviews of necessary reports to ensure compliance.

4. SECTIONS 101(A)(22) AND 606(B)(4) OF THE REHABILITATION ACT REQUIRE THE VR AGENCY TO DESCRIBE EFFORTS TO IDENTIFY AND ARRANGE, INCLUDING ENTERING INTO COOPERATIVE AGREEMENTS, WITH OTHER STATE AGENCIES AND OTHER APPROPRIATE ENTITIES IN ORDER TO PROVIDE SUPPORTED EMPLOYMENT SERVICES. THE DESCRIPTION MUST INCLUDE EXTENDED SERVICES, AS APPLICABLE, TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THE PROVISION OF EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES IN ACCORDANCE WITH 34 C.F.R. § 363.4(A) AND 34 C.F.R. § 361.5(C)(19)(V).

In the transition from supported employment to extended services, upon achievement of employment, the VR counselor will notify the Regional Center Case Manager. During the 90-day period of employment when the SE consumer's case is still open at VR, the VR Counselor will monitor the employment, speaking with the employer and consumer on a regular basis and assessing services and supports needed to successfully maintain that employment. VR agency may fund extended services for youth with most significant disabilities for up to four years, or until the individual turns 25 and no longer meets the definition of a youth with a disability. A consumer's VR case is closed, and/or a warm transfer to Regional Center extended services occurs only when the consumer is considered by VR to be "stable" in his/her employment, which is at a minimum of 90 days or maximum of 24 months. "Stable" employment is defined as the consumer performing at a satisfactory level with the current supports that are replicable after VR case closure, either through natural supports or Regional Center extended services.

As the consumer approaches 90 days of "stable" employment, the VR Counselor will again reach out to the Regional Center Case Manager to inform of upcoming VR case closure. If the Regional Center Case Manager, VR Counselor and the consumer (or his/her representative) agree that existing natural supports are sufficient to meet the consumer's needs, then Regional Center extended services may not be provided. If all parties agree that extended services are in fact needed, depending upon Regional Center funding, the consumer will either be provided those

extended services via a warm transfer upon VR case closure or placed on a waiting list. If placed on a waiting list, VR will keep the consumer's case open so as to continue providing supportive services until such time as the Regional Center can provide those services. In this scenario, the VR case may remain open after the achievement of "employed" status up to a maximum of 24 months.

F. ANNUAL ESTIMATES

Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require all VR agencies to annually conduct a full assessment of their resources and ability to serve all eligible individuals before the start of the Federal fiscal year. In accordance with 34 C.F.R. § 361.29(b), annual estimates must include the following projections:

1. ESTIMATES FOR NEXT FEDERAL FISCAL YEAR—

A. VR PROGRAM; AND

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Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under VR Program	Costs of Services using Title I Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
N/A	4,474	4,474	9,496,753	N/A

B. SUPPORTED EMPLOYMENT PROGRAM.

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Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under Supported Employment Program	Costs of Services using Title I and Title VI Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
N/A	350	350	$139,201	N/A

G. ORDER OF SELECTION

1. PURSUANT TO SECTION 101(A)(5) OF THE REHABILITATION ACT, THIS DESCRIPTION MUST BE AMENDED WHEN THE VR AGENCY DETERMINES, BASED ON THE ANNUAL ESTIMATES DESCRIBED IN DESCRIPTION (F), THAT VR SERVICES CANNOT BE PROVIDED TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR AND ARE DETERMINED ELIGIBLE FOR SERVICES.

* VR agencies may maintain an order of selection policy and priority of eligible individuals without implementing or continuing to implement an order of selection.

The VR agency is not implementing an order of selection and all eligible individuals will be served.

2. FOR VR AGENCIES THAT HAVE DEFINED PRIORITY CATEGORIES DESCRIBE—

A. THE JUSTIFICATION FOR THE ORDER

Not in an order of selection.

B. THE ORDER (PRIORITY CATEGORIES) TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES ENSURING THAT INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

Not in an order of selection.

C. THE VR AGENCY'S GOALS FOR SERVING INDIVIDUALS IN EACH PRIORITY CATEGORY, INCLUDING HOW THE AGENCY WILL ASSIST ELIGIBLE INDIVIDUALS ASSIGNED TO CLOSED PRIORITY CATEGORIES WITH INFORMATION AND REFERRAL, THE METHOD IN WHICH THE VR AGENCY WILL MANAGE WAITING LISTS, AND THE PROJECTED TIMELINES FOR OPENING PRIORITY CATEGORIES. NOTE: PRIORITY CATEGORIES ARE CONSIDERED OPEN WHEN ALL INDIVIDUALS IN THE PRIORITY CATEGORY MAY BE SERVED.

Not in an order of selection.

3. HAS THE VR AGENCY ELECTED TO SERVE ELIGIBLE INDIVIDUALS OUTSIDE OF THE ORDER OF SELECTION WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT?

N/A

H. WAIVER OF STATEWIDENESS.

The State plan shall be in effect in all political subdivisions of the State, however, the Commissioner of the Rehabilitation Services Administration (Commissioner) may waive compliance with this requirement in accordance with Section 101(a)(4) of the Rehabilitation Act and the implementing regulations in 34 C.F.R. § 361.26. If the VR agency is requesting a waiver of statewideness or has a previously approved waiver of statewideness, describe the types of services and the local entities providing such services under the waiver of statewideness and how the agency has complied with the requirements in 34 C.F.R. § 361.26. If the VR agency is not requesting or does not have an approved waiver of statewideness, please indicate "not applicable."

Not applicable

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT.

In accordance with the requirements in Section 101(a)(7) of the Rehabilitation Act, the VR agency must develop and maintain annually a description (consistent with the purposes of the Rehabilitation Act) of the VR agency's comprehensive system of personnel development, which shall include a description of the procedures and activities the State VR agency will undertake to ensure it has an adequate supply of qualified State rehabilitation professionals and paraprofessionals that provides the following:

1. ANALYSIS OF CURRENT PERSONNEL AND PROJECTED PERSONNEL NEEDS INCLUDING—

A. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE VR AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

B. THE NUMBER AND TYPE OF PERSONNEL THAT ARE EMPLOYED BY THE VR AGENCY IN THE PROVISION OF VOCATIONAL REHABILITATION SERVICES, INCLUDING RATIOS OF QUALIFIED VOCATIONAL REHABILITATION COUNSELORS TO CLIENTS;

C. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE VR 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.

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Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Administrator and Deputy Administrator	3	1	4
Rehabilitation Chief	1	2	3

Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Disability Employment Policy Chief	1	1	2
Rehabilitation Manager	3	1	4
Rehabilitation Supervisor	8	3	11
Rehabilitation Counselor	51	20	71
Counselor Intern	0	2	2
Rehabilitation Instructor	5	2	7
Program Officer	7	4	11
Management Analyst	3	2	5
Rehabilitation Technician	5	15	20
Business Process Analyst	2	2	4
Quality Control	3	2	5
Workforce Services Representatives	8	4	12
Accounting Assistants	7	3	10
Administrative Assistants	15	3	18
Training Officer	1	1	2

D. RATIO OF QUALIFIED VR COUNSELORS TO CLIENTS:

1:95

E. PROJECTED NUMBER OF INDIVIDUALS TO BE SERVED IN 5 YEARS:

Program Year	Number of Clients Served
2022 Actual	3,910
2023 Projected	4,027
2024 Projected	4,318
2025 Projected	4,824
2026 Projected	5,245

Program Year	Number of Clients Served
2027 Projected	5,660
2028 Projected	6,113

2. DATA AND INFORMATION ON PERSONNEL PREPARATION AND DEVELOPMENT, RECRUITMENT AND RETENTION, AND STAFF DEVELOPMENT, INCLUDING THE FOLLOWING:

A. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM; THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Institute of Higher Education	Type of Program	No. of Students Enrolled	No. of Prior Year Graduates
None	None	None	None

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.

B. THE VR AGENCY'S PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL, WHICH ADDRESSES THE CURRENT AND PROJECTED NEEDS FOR QUALIFIED PERSONNEL; AND THE COORDINATION AND FACILITATION OF EFFORTS BETWEEN THE VR AGENCY 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.

With the implementation of the WIOA, and the previous changes to our class specifications, recruiting has been less of a challenge. The DSU typically hires at the RCII, Bachelor's Degree

level, both from in and outside of the state. In addition, the class specifications allow for the hiring of seasoned rehabilitation technicians as counselor I's. Thereby, creating a career ladder for rehabilitation staff and ensuring consistent staffing levels for the program. Currently, the DSU employs rehabilitation counselors at the I, II and III level. All DSU rehabilitation counselor III's have certified rehabilitation counselor (CRC) credentials or are eligible to sit for the Commission on Rehabilitation Counselor Certification (CRCC) national examination. The DSU works with Nevada State Human Resources to advertise our vacancies on high traffic websites such as Indeed.com and Monster.com. The DSU also posts our vacancies with urban universities that have Vocational Rehabilitation Counselor master's degree programs. The DSU has also added a link to current agency vacancies on our new https://vrnevada.nv.gov/ website, in hopes of attracting people who are already interested in VR to apply. The DSU is also focused on ensuring that our advertising/promotional and social media materials reflects the diversity of our state including persons from minority backgrounds as well as visible disabilities. The DSU's hiring panels are frequently comprised of individuals of varying ethnicities and backgrounds.

C. DESCRIPTION OF STAFF DEVELOPMENT POLICIES, PROCEDURES, AND ACTIVITIES THAT ENSURE ALL PERSONNEL EMPLOYED BY THE VR AGENCY RECEIVE APPROPRIATE AND ADEQUATE TRAINING AND CONTINUING EDUCATION FOR PROFESSIONALS AND PARAPROFESSIONALS:

I. 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

II. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO VR AGENCY PROFESSIONALS AND PARAPROFESSIONALS AND FOR PROVIDING TRAINING REGARDING THE AMENDMENTS TO THE REHABILITATION ACT MADE BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT.

Staff Development Policies, Procedures, and Activities
Assessment, Vocational Counseling, Job Placement, and Rehabilitation Technology:
Training Curriculum:
Our comprehensive training curriculum is designed to equip our staff with a diverse set of skills and knowledge, enabling them to provide effective vocational rehabilitation services and support individuals with disabilities in achieving their career goals. This curriculum remains adaptable to address emerging needs and industry trends.
a. Needs Assessment: Our VR agency conducts regular needs assessments to identify training gaps and areas requiring improvement in assessment, vocational counseling, job placement, and rehabilitation technology. This assessment involves input from staff, supervisors, and external stakeholders.
b. Training Topics: Our comprehensive training curriculum covers a wide range of topics. Here are some key topics, but the list is not exhaustive:

- 7-Module Counselor Academy: This academy provides in-depth training for new counselors, covering vital areas such as intake, eligibility, informed choice, assessment of vocational needs, case documentation, time management, and expenditure management.
- Career Exploration: Our training programs delve into the intricacies of career exploration,

helping our staff guide individuals with disabilities in making informed decisions about their career paths.

- Effective Communication (504/ADA): We ensure that our staff is well-versed in the responsibilities and requirements under Section 504 and the Americans with Disabilities Act (ADA), promoting effective communication and accessibility.
- Ethics: In accordance with the CRCC Code of Ethics, the DSU prioritizes ethics training to instill a strong sense of ethical conduct among staff, ensuring that they adhere to the highest standards of professionalism and ethical behavior in their interactions with clients and colleagues.
- Measurable Skill Gains: The DSU emphasizes the importance of measurable skill gains in the vocational rehabilitation process, equipping staff with tools and techniques to track and assess skill development.
- Motivational Interviewing: Our training curriculum includes Motivational Interviewing techniques, enabling our staff to effectively engage and motivate individuals with disabilities to set and achieve their vocational goals.
- Disability Awareness Workshop: Our training includes a Disability Awareness Workshop, which fosters understanding and empathy among our staff, helping them better support individuals with disabilities.
- Supported Employment: Our curriculum covers the principles and practices of Supported Employment, ensuring our staff is well-prepared to assist individuals with disabilities in finding and maintaining meaningful employment.
- Onboarding: For new team members, our onboarding training ensures a smooth transition into the agency, familiarizing them with our policies, procedures, values, and ethical standards.
- Creating Accessible Documents: The DSU creating accessible documents training is an essential resource for DSU staff aiming to promote equal access to information and resources for individuals with disabilities. This comprehensive program delves into the core principles of document accessibility, introducing key standards like the Web Content Accessibility Guidelines (WCAG) and Section 508 of the Rehabilitation Act. Throughout the training, participants acquire practical skills to ensure documents are inclusive, including proper structuring with headings and formatting, adding alt text to images, creating meaningful hyperlinks, providing captions and transcripts for multimedia, ensuring color contrast for readability, and making documents compatible with assistive technologies like screen readers. By completing this training, DSU staff are empowered to create documents that can be accessed and understood by a diverse audience, thereby promoting inclusivity and accessibility for all.

3. DESCRIPTION OF VR AGENCY POLICIES AND PROCEDURES FOR THE ESTABLISHMENT AND MAINTENANCE OF PERSONNEL STANDARDS CONSISTENT WITH SECTION 101(A)(7)(B) TO ENSURE THAT VR AGENCY PROFESSIONAL AND PARAPROFESSIONAL PERSONNEL ARE ADEQUATELY TRAINED AND PREPARED, INCLUDING—

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION

ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

The state of Nevada does not have state–approved or other recognized certification, licensing, or registration requirements that apply to personnel who are providing VR services. The determination of applicants who are qualified rehabilitation staff is based on the state of Nevada Human Resource Management's interpretation of the division's minimum qualifications.

Employees are provided work performance standards which are a written statement of the results and/or behavior expected of the employee when the job elements of the position are satisfactorily performed. Employees are evaluated by their respective supervisor up to three times during the first year of employment; and annually thereafter with satisfactory work performance. In preparation of the work performance evaluation, the Quality Control Team evaluates a minimum of 10 cases managed by the Rehabilitation Counselor. Additionally, annually the QC team conducts statewide case reviews, and eight team technical assistance case reviews per year. An average of two case files per counselor are reviewed during the statewide reviews, and generally two case files per counselor during each of the eight team technical assistance reviews. These reviews are conducted to monitor case management, federal and state performance requirements, quality vocational guidance and counseling services, eligibility and ineligibility determination, and management of case expenditures.

During weekly budget and program meetings, administration meets to discuss vacant positions and projected funding for additional positions, if needed. At monthly and quarterly management and supervisory meetings, ideas regarding hiring projections, or in–process recruitments are discussed to ensure that qualified persons are hired. This continues to be a priority topic. In an effort to ensure that staff have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities, staff receive numerous focused trainings. At the recent all staff In-Service, State Chief Economist David Schmidt came and presented to staff on the evolving labor force and how to best help employers meet the needs of individuals with disabilities. Additionally, DSU Administration is purchasing the YesLMS platform to bring 21st century customized on-demand training to DSU staff. This will include trainings from VRTACs, other state VR programs, uploaded Nevada DSU trainings and curriculum from CORE accredited VR counseling programs.

4. METHOD(S) THE VR AGENCY USES TO ENSURE THAT PERSONNEL ARE ABLE TO COMMUNICATE IN APPROPRIATE MODES OF COMMUNICATION WITH OR IN THE NATIVE LANGUAGE OF APPLICANTS OR ELIGIBLE INDIVIDUALS WHO HAVE LIMITED ENGLISH SPEAKING ABILITY.

The DSU utilizes staff and a variety of interpreters as the need arises to translate documents into needed languages and to facilitate effective communication with DSU participants. The DSU provides services to Spanish–speaking consumers in each of our VR office locations. When needed, the DSU regularly contracts with bilingual interpreters when providing services in other languages. The DSU has a total of 15 Spanish speaking employees statewide.

The DSU has set requirements for field staff working with a specific disability and/or minority groups to have effective communication with their consumers. This may require professional skills in sign language, Braille, foreign languages, or other modes of communication. There is a

Rehabilitation Instructor who reads and writes in Braille available in southern Nevada. In addition to Spanish, the DSU has staff that can provide translation/interpretation services for our clients who speak a variety of languages such as Serbian, Bosnian, Croatian, Mandarin, Chinese, Tagalog, Korean, Romanian, European Portuguese, Russian, Sinhala and French as the DSA maintains a list of employees proficient in their respective languages. If DSU personnel are unavailable, the services of vendors are purchased or contracted, as needed, to communicate in the native language(s) or to communicate via sign language for applicants and eligible individuals.

The DSU has a team serving Deaf and Hard of Hearing consumers in the southern district. This includes two Vocational Rehabilitation Counselors (one who is Deaf) both who are fluent in American Sign Language (ASL) and three paraprofessional Rehabilitation Technicians (two who are also Deaf). Additionally, there are two other staff members who know American Sign language (a supervisor and a District Manager). Deaf consumers are addressed in their preferred language, whether ASL or otherwise. Additionally, each member of this team serving the Deaf/hard of hearing (D/HH) has a video phone to communicate with D/HH consumers. In a Northern rural office, the DSU has one rehabilitation counselor who is fluent in American Sign Language.

The DSU maintains a relationship with a Nevada sister agency, the Aging and Disability Services Division which provides free Certified Hearing Interpreters (CHI) to any Nevada government agency. There are two interpreters available in the south and two in the north. The CHIs are also available to interpret for rural Nevada individuals, when requested.

Based on guidance from the Office of Civil Rights, the agency has developed a policy regarding effective communication with individuals who are Deaf or hard of hearing. Staff members have been trained in effective communication, and this topic is re-addressed annually for new staff. The DSU also has a contract with a vendor called Language Link, which provides interpretation services over the phone, by video remote and document translation in the following thirteen languages; Spanish, Chinese (Mandarin & Cantonese), Arabic, Russian, Farsi, Vietnamese, Swahili, Somali, Korean, French, Portuguese, German and Italian. They also provide “standard” document translation in Bosnian, Serbian, Croatian, Bulgarian, Czech, Danish, Dutch, Finnish, Flemish, Greek, Hungarian, Norwegian, Polish, Romanian, Slovak, Slovenian, Swedish, Turkish and Ukrainian. Lastly, the DSU has created a new forward-facing website, https://vrnevada.nv.gov/ which is available in the 5 most prevalent languages in the State of Nevada, per the state demographer. Those languages are English, Spanish, Chinese, Korean and Tagalog.

5. AS APPROPRIATE, DESCRIBE THE PROCEDURES AND ACTIVITIES TO COORDINATE THE DESIGNATED STATE UNIT'S COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT WITH PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

The DSU and the NDOE, Office of Special Education, Elementary and Secondary Education and school improvement programs have an interlocal contract, which contains provisions for the joint training of DSU staff and special education personnel. Special education staff members have and will be participating in vocational rehabilitation training on customized employment, job development and placement of individuals with disabilities, and WIOA implications.

In May 2023, Nevada sent a team consisting of the DSU's Bureau Chief, Statewide Transition Coordinator, Transition Supervisor and Transition Counselor to the National Technical Assistance Center on Transition's Capacity Building Institute in Charlotte, North Carolina. They participated in multiple seminars and learned some ideas and best practices from other states, specifically Colorado and Pennsylvania.

The DSU also attends the quarterly Special Education Director's Meetings to provide updates, expand collaboration, create new programs, share success stories and support the linkage between schools and DSU transition staff and coordinators, as defined in our State Education Agreement.

The DSU has initiated Town Hall's once per school semester which are a cross training on available Pre-ETS and DSU services available to Special Education staff across the state. Statewide, DSU staff attend transition team meetings with local schools and school districts to provide ongoing orientation and education regarding DSU services. Staff members provide ongoing assistive technology presentations in southern Nevada for assistive technology consideration in the development of Individualized Education Plans.

J. COORDINATION WITH EDUCATION OFFICIALS.

In accordance with the requirements in Section 101(a)(11)(D) of the Rehabilitation Act—

1. DESCRIBE PLANS, POLICIES, AND PROCEDURES FOR COORDINATION BETWEEN THE DESIGNATED STATE AGENCY AND EDUCATION OFFICIALS RESPONSIBLE FOR THE PUBLIC EDUCATION OF STUDENTS WITH DISABILITIES, THAT ARE DESIGNED TO FACILITATE THE TRANSITION OF THE STUDENTS WITH DISABILITIES FROM THE RECEIPT OF EDUCATIONAL SERVICES IN SCHOOL TO THE RECEIPT OF VOCATIONAL REHABILITATION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES.

The DSU has established plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities beginning as early as age 14 through 22 (under NRS 388.5223) who are potentially eligible or eligible for VR services, from school to the receipt of VR services, including Pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

Information in the formal interagency agreement with the state educational agency includes:
– Consultation and technical assistance to educational agencies in planning for the transition of students with disabilities from school to post–school activities, including VR services.
– Transition planning by personnel of the DSU and educational agency that facilitates the development and implementation of their individualized education programs (IEPs).
– Roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining state lead agencies and qualified personnel responsible for transition services.
– Procedures for outreach to and identification of students with disabilities who need transition services.

The DSU has formal agreements with the Nevada Department of Education (NDOE) and all 16 Nevada school districts that have high schools, except for Esmeralda County, which does not

have a high school. The most recent Statewide Education Agreement (SEA) has been executed on February 3, 2023 and expires on December 31, 2025. Fourteen (14) local education agency agreements have been executed and will expire on 12/31/2028. The renewal of the Clark County School District (CCSD) agreement is in the final stages of being processed and executed.

All of our formal interagency agreements – including the SEA and the LEAs, reflect both the WIOA compliance requirements and the intent of the law for coordination of services designed to meet the educational, vocational and independent living needs of students with disabilities. The DSU has identified that the development of individualized relationships between rehabilitation and education staff is critical to the delivery of comprehensive transition services.

A Rehabilitation Manager in the north and Supervisor in the south have been designated as liaisons with the local school districts as well as every counselor has individual high school programs assigned to them. DSU staff members actively participate in IEP meetings (when invited) and are available to provide other consultation, outreach and plan development assistance, and informational support. The DSU has developed a comprehensive scope of work and fee schedule for the delivery of Pre–Employment Transitions Services (Pre-ETS), to include the five required activities.

In school year 2023-2024, there were an approximate total of 22,400 students with disabilities in Nevada. This total includes all students with 504 Plans or Individualized Education Programs (IEPs) in grades 8 through 12, consistent with the Nevada definition of a student with a disability. A student with a disability is an individual with a disability in a secondary, postsecondary, or other recognized education program who is not younger than 14 years of age and is not older than 21 (or 22 as per NRS 388.5223) years of age and is either eligible for and receiving special education or related services under Part B of IDEA, or a student who is an individual with a disability as defined by Section 504 of the Rehabilitation Act.

In compliance with WIOA, VR's individualized plan for employment (IPE) is jointly developed within 90 days of eligibility, either in consultation with the special education team or directly with the consumer and/or their parent or guardian, depending upon the individual's preference. The IPE is agreed to and signed before the student exits school by the rehabilitation counselor and the student, or the parent or guardian if the student is not of the age of majority as mandated in CFR's §361.22, §361.45.

The DSU has the following coordinated documentation procedures related to youth with disabilities as required in Section 511 of the Rehabilitation Act, as amended by WIOA and 34 C.F.R. Part 397:

- LEAs will coordinate with individual teachers to coordinate referrals to the DSU after obtaining the necessary parental consent, when necessary, utilizing accepted forms, to request pre-employment transition services for identified students.
- LEAs will provide the DSU the required documentation for each student prior to the provision of any pre-employment transition service, either through a provider or through Nevada BVR staff.
- LEA staff to provide, when pre-employment transition services are provided by the LEAs, within thirty (30) days of service delivery, documentation of services delivered and completion,

including for each student the following demographic information: name, birth date, specific activity, date of the activity.

2. DESCRIBE THE CURRENT STATUS AND SCOPE OF THE FORMAL INTERAGENCY AGREEMENT BETWEEN THE VR AGENCY AND THE STATE EDUCATIONAL AGENCY. CONSISTENT WITH THE REQUIREMENTS OF THE FORMAL INTERAGENCY AGREEMENT PURSUANT TO 34 C.F.R. § 361.22(B), PROVIDE, AT A MINIMUM, THE FOLLOWING INFORMATION ABOUT THE AGREEMENT:

A. CONSULTATION AND TECHNICAL ASSISTANCE, WHICH MAY BE PROVIDED USING ALTERNATIVE MEANS FOR MEETING PARTICIPATION (SUCH AS VIDEO CONFERENCES AND CONFERENCE CALLS), TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES AND OTHER VOCATIONAL REHABILITATION SERVICES;

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY PERSONNEL FOR STUDENTS WITH DISABILITIES THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) UNDER SECTION 614(D) OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT;

C. THE ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES;

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES. OUTREACH TO THESE STUDENTS SHOULD OCCUR AS EARLY AS POSSIBLE DURING THE TRANSITION PLANNING PROCESS AND MUST INCLUDE, AT A MINIMUM, A DESCRIPTION OF THE PURPOSE OF THE VOCATIONAL REHABILITATION PROGRAM, ELIGIBILITY REQUIREMENTS, APPLICATION PROCEDURES, AND SCOPE OF SERVICES THAT MAY BE PROVIDED TO ELIGIBLE INDIVIDUALS;

E. COORDINATION NECESSARY TO SATISFY DOCUMENTATION REQUIREMENTS SET FORTH IN 34 C.F.R. PART 397 REGARDING STUDENTS AND YOUTH WITH DISABILITIES WHO ARE SEEKING SUBMINIMUM WAGE EMPLOYMENT; AND

F. ASSURANCE THAT, IN ACCORDANCE WITH 34 C.F.R. § 397.31, NEITHER THE SEA NOR THE LOCAL EDUCATIONAL AGENCY WILL ENTER INTO A CONTRACT OR OTHER ARRANGEMENT WITH AN ENTITY, AS DEFINED IN 34 C.F.R. § 397.5(D), FOR THE PURPOSE OF OPERATING A PROGRAM UNDER WHICH YOUTH WITH A DISABILITY IS ENGAGED IN WORK COMPENSATED AT A SUBMINIMUM WAGE.

The formal interagency agreement below, or Statewide Educational Agreement (SEA) was revised and executed in February 2023. The SEA revision was undertaken by NDE officials and DSU staff and was achieved in 22.5 hours across 14 meetings.

FORMAL INTERAGENCY AGREEMENT

Purpose and Background:

This formal interagency agreement has been developed for multiple purposes:
1. To clarify the roles and responsibilities, including financial responsibilities, of the Nevada Department of Employment, Training and Rehabilitation, Rehabilitation Division's Bureau of Services to Persons who are Blind or Visually Impaired, and Bureau of Vocational Rehabilitation (Nevada VR) and the Nevada Department of Education's Office of Inclusive Education as the State Education Agency (SEA).
2. To provide a framework for Nevada VR and the SEA to clearly specify the plans, policies, and procedures of a comprehensive system to facilitate the seamless transition of students with disabilities who are eligible or potentially eligible for school to post-school employment-related activities and supports to achieve competitive integrated employment through attainment of mutual agency agreements. These supports include pre-employment transition services (Pre-ETS), transition services, and other Nevada VR services.

Both the Individuals with Disabilities Education Act of 2004 (IDEA) and the Rehabilitation Act of 1973 (the Rehabilitation Act), as amended by the Workforce Innovation and Opportunity Act of 2014 (WIOA), require Nevada VR and the SEA to plan and coordinate transition services, including Pre-ETS, for students with disabilities through a formal interagency agreement (Section 612(a)(12) of IDEA and Section 101(a)(11)(D) of the Rehabilitation Act). Nevada VR serves as the lead agency in Nevada for carrying out Federal and State policies as prescribed by the Rehabilitation Act. Additional references used in this document include Sections 113 and 511 of the Rehabilitation Act, and the Final Regulations: State Vocational Rehabilitation Services Program; State Supported Employment Services Program; and Limitations on Use of Subminimum Wage (34 CFR Parts 361, 363, and 397).

Mutual Agency Agreements:

Agreement 1: Nevada VR Referrals, Clients, and Outcomes

Collaborate to increase referral numbers of students with disabilities from LEAs to Nevada VR.

Collaborate to increase the number of open VR cases for Nevada students with disabilities.

Dual agencies focus on converting those potentially eligible Pre-ETS recipients to eligible Nevada VR clients, that ultimately result in outcomes that lead to successful Nevada VR case closures.

Agreement 2: Data-based Decision Making

Define data to be shared by each agency, establish intervals for sharing data, and utilize data for decision-making.

Agreement 3: Pre-ETS

Collaborate to increase Nevada VR provided push-in and other modalities of Pre-ETS instruction.

Collaborate to increase LEA reporting of all sources of LEA provided Pre-ETS (to be accomplished between Nevada VR and LEAs with support provided by the SEA).

Agreement 4: LEA Professional Development and Technical Assistance

Collaborate to share Nevada VR information with LEAs.

Collaborate to ensure LEAs understand how to navigate the Nevada VR process, including students with disabilities with moderate to extensive support needs.

Collaborate to increase Nevada VR representation in IEP meetings (work to address the lack of outside agencies noted in IEPs during SEA compliance monitoring).

Agreement 5: Youth and Family Outreach

Collaborate to ensure both agencies increase the quality and accessibility of communication via outreach efforts to make youth and families aware of coordinated transition services and

opportunities.
Agreement 6: Seamless Transition
Collaborate to align policy and practice to maximize resources in both systems and avoid redundancies, to facilitate the seamless transition of youth with disabilities from a free and appropriate public education (school) to the provision of vocational rehabilitation services (work or postsecondary education).

Agreement 1: Nevada VR Referrals, Clients, and Outcomes
Collaborate to increase referral numbers of students with disabilities from LEAs to Nevada VR. Collaborate to increase the number of open VR cases for Nevada students with disabilities. Dual agencies focus on converting those potentially eligible Pre-ETS recipients to eligible Nevada VR clients, that ultimately result in outcomes that lead to successful Nevada VR case closures.
Roles and Responsibilities:
- Nevada VR - Assess, plan, develop, and provide Nevada VR services for eligible individuals with disabilities who have been referred for Nevada VR services, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, so they may prepare for and engage in competitive, integrated employment.
- Nevada VR - Obtain written consent for the release of confidential information, pursuant to Nevada VR policy and procedures, federal and state laws, and regulations regarding confidentiality.
- Nevada VR - Promote employer participation in providing opportunities for work-based learning for students with disabilities.
- SEA - Model and support LEAs to practice ongoing collaboration with Nevada VR such as inviting Nevada VR to career fairs, planning meetings, parent nights, etc. to increase referrals of students with disabilities to Nevada VR.
- Nevada VR - Attend meetings (this includes in-person or using alternative means for meeting participation such as video conferences, conference calls, etc.) for the development of an Individualized Educational Program (IEP) pursuant to 34 C.F.R. 361.48(4)(i), when invited, and with appropriate consent. As a professional courtesy, Nevada VR requests that these invitations be made 14 days prior to the IEP meeting to guarantee a Nevada VR representative's attendance.
- Nevada VR - Determine the eligibility for Nevada VR services of all students with disabilities who have applied for services within 60 days from the date of application, unless an extension is completed, pursuant to section 102(a)(6) of the Rehabilitation Act and section 34 CFR 361.41(b)(1) of its implementing regulations.
- Nevada VR - Develop an Individualized Plan for Employment (IPE), which is consistent with and takes into consideration the student's Individualized Educational Program (IEP), within 90 days of Nevada VR eligibility determination, unless an extension is approved.
- Nevada VR - Provide or arrange for the provision of services required by the IPE goal that are not services customarily provided to the student by the LEA under the IDEA.

Agreement 2: Data-based Decision Making
Define data to be shared by each agency, establish intervals for sharing data, and utilize data for decision-making.
Roles and Responsibilities:
- Nevada VR - Provide data to the SEA by LEA/schools on an annual basis for students age 14+

including (1) number of referrals, (2) number of open cases, (3) number and type of successful closures, (4) number and type of Pre-ETS provided, (5) status of all post-school students it serves and additional information as requested and as the law allows.

- SEA - Provide data to Nevada VR by SEA/LEA/schools on an annual basis for students with IEPs or 504 Plans who are age 14+ including (1) enrollment data by age, disability category and race/ethnicity, (2) exit data and (3) statewide reporting of student outcomes a year out from separation.
- Nevada VR/SEA - Utilize shared data to identify needs and make decisions to improve service delivery.

Agreement 3: Pre-ETS
Collaborate to increase Nevada VR provided push-in and other modalities of Pre-ETS instruction.
Collaborate to increase LEA reporting of all sources of LEA provided Pre-ETS (to be accomplished between Nevada VR and LEAs with support provided by the SEA).
Roles and Responsibilities:

- Nevada VR - Accept referral of students with disabilities during the transition planning process for the provision of Pre-ETS.
- Nevada VR - Assist LEAs in the identification of eligible and potentially eligible students with disabilities and assessment of their individual needs for Pre-ETS.
- SEA - Model and support LEA staff to coordinate with individual teachers to facilitate referrals for Pre-ETS to Nevada VR after obtaining the necessary parental consent utilizing required forms.
- Nevada VR - Send written notice to LEA directors and principals annually regarding the availability of Pre-ETS for eligible and potentially eligible students with disabilities and the process to request these services.
- Nevada VR - Provide the required forms and templates annually to the SEA and LEAs for LEA provided Pre-ETS documentation and reporting to Nevada VR, including name of teacher/facilitator, date of lesson(s), name of lesson(s), names and dates of birth of students who participated, description of the lesson(s) and outcomes or IEP goals met, and student feedback.
- SEA - Support LEA staff to provide Nevada VR the required documentation for each student prior to Nevada VR providing any Pre-ETS, either through a designated vendor with an approved service agreement or through Nevada VR staff.
- SEA - Support LEA staff to submit documentation of service delivery to Nevada VR, within 30 days, when Pre-ETS are provided by the LEAs.
- Nevada VR - Employ a statewide and regional Transition Coordinators to work closely with each LEA and individual high schools to schedule Pre-ETS to be delivered by Nevada VR staff, a Nevada VR designated vendor, or the LEA.
- SEA - Support LEAs to engage students with disabilities and their families in transition planning, including the provision of Pre-ETS, in coordination with Nevada VR Transition Coordinators.
- SEA - Consult with LEA staff to request physical space be made available on high school campuses to conduct Nevada VR provided Pre-ETS.
- SEA - Inform LEAs and stakeholders annually that anyone (an LEA, nurse, parent, or student self-referral) can refer students with disabilities for Pre-ETS.

- Nevada VR/SEA – Inform LEAs of their rights regarding Pre-ETS provided by Nevada VR or a designated vendor.

Agreement 4: LEA Professional Development and Technical Assistance
Collaborate to share Nevada VR information with LEAs.
Collaborate to ensure LEAs understand how to navigate the Nevada VR process, including students with disabilities with moderate to extensive support needs.
Collaborate to increase Nevada VR representation in IEP meetings (work to address the lack of outside agencies noted in IEPs during SEA compliance monitoring).
Roles and Responsibilities:
- Nevada VR/SEA - Provide LEA staff with information pursuant to 34 C.F.R. §300.321(b)(3), including:
  - A description of the purpose of the vocational rehabilitation program
  - Pre-ETS
  - Referral to Nevada VR for services (application procedures)
  - Eligibility requirements
  - IPE development
  - Scope of Nevada VR services
  - Client Assistance Program (CAP)
- Nevada VR - Provide consultation with LEA staff on transition planning to prepare a student to move from school to work or post-secondary education in accordance with the student's unique needs as determined through the IEP process and provision of Pre-ETS.
- Nevada VR - Provide the SEA and LEAs contact information for Nevada VR counselors by district/school and flow charts related to the Nevada VR process for improved communication and fidelity to process.
- Nevada VR - Identify personnel at Nevada VR who will coordinate transition activities within each LEA.
- SEA - Support liaisons between the LEAs or individual schools and local Nevada VR offices, to ensure the provision of psycho-educational reports, multi-disciplinary team eligibility forms, and copy of the IEP/504 for students referred with documented appropriate consent.
- Nevada VR - Share information regarding policies, procedures, guidelines, programs, and services for the purpose of improving access to, and availability of, Nevada VR provided transition services.
- Nevada VR/SEA - Provide joint training of LEA and Nevada VR staff that impact the provision of services by both entities as new federal or state requirements or initiatives are identified.
- SEA - Model and support LEA and Nevada VR collaboration and coordination for the purpose of providing more opportunities and resources to move students from school to work, e.g., participation on local multi-agency teams, access to Career and Technical Education (CTE) programs, and other opportunities for collaboration for improved outcomes.
- SEA - Model and support the development of interlocal agreements between Nevada VR and each LEA.
- SEA - Emphasize to LEAs annually the best practice of sharing Nevada VR provided information on Pre-ETS and transition planning to students and families at all IEP meetings beginning at age 14.
- Subminimum Wage
  - Nevada VR/SEA - Share annually the subminimum wage documentation requirements with

LEAs, who will share it with students and families.

- SEA - Support each LEA to provide Nevada VR documentation that the student has completed transition services or received Pre-ETS when seeking subminimum wage employment. Documentation can include the student's IEP, transition assessment results, work-based learning data, summary of performance and any other specific data/documentation around transition experiences, assessment, and instruction. Documentation must be provided by the LEA to Nevada VR no later than 30 calendar days after the determination of subminimum wage has been made by Nevada VR.
- Nevada VR - Maintain the provided documentation and provide a copy to the student and family within 45 days after the completion of services.
- SEA - Neither the SEA nor an LEA will enter an arrangement with an entity holding a special wage certificate under section 14(c) of the Fair Labor Standards Act for the purpose of operating under conditions wherein a youth with a disability is engaged in work compensated at a subminimum wage.

Agreement 5: Outreach

Collaborate to ensure both agencies increase the quality and accessibility of communication via outreach efforts to make youth and families, as early as possible during the transition planning process, aware of coordinated transition services and opportunities.

Roles and Responsibilities:

- Nevada VR - Distribute general information related to services upon request from SEA and LEA staff and with appropriate written consent. This may be accomplished through transition fairs, attendance at IEP meetings and other forums to provide information to students and families as well as school personnel pursuant to 34 C.F.R. §300.321(b)(3) about:
  - A description of the purpose of the vocational rehabilitation program
  - Pre-ETS
  - Referral to Nevada VR for services (application procedures)
  - Eligibility requirements
  - IPE development
  - Scope of Nevada VR services
  - Client Assistance Program (CAP)
- Nevada VR - Provide access to information about the Nevada VR process and services to LEAs for distribution to students and families, teachers, case managers and others.
- SEA - Support LEA participation in Nevada VR provided conferences, career fairs, Job Shadow Day, summer camps, summer youth internship and other vocational/educational opportunities.
- Nevada VR/SEA - Support the parent training and information center (PTI) in disseminating information on Nevada VR, Pre-ETS, and other transition services.

Agreement 6: Seamless Transition

Collaborate to align policy and practice to maximize resources in both systems and avoid redundancies, to facilitate the seamless transition of youth with disabilities from a free and appropriate public education (school) to the provision of vocational rehabilitation services (work or postsecondary education).

Roles and Responsibilities:

- SEA - Provide representation on the Nevada State Rehabilitation Council.
- SEA - Acknowledge the requirements of WIOA and the SEA role as a collaborative partner in

the provision of the required services, including the coordinated provision of Pre-ETS and other transition services to students with disabilities for the purpose of improving access to, and availability of, transition services.

- SEA - Identify SEA personnel for collaboration and coordination of transition activities with Nevada VR.
- Nevada VR - Identify Nevada VR personnel for collaboration and coordination of transition activities with the SEA
- Nevada VR/SEA - Collaborate to establish a state-led transition team focused on improvement of systems communication including developing a better understanding of each other's systems with eventual movement toward sharing barriers and helping create solutions across systems.

Dispute Resolution:

- Nevada VR and the SEA model and support coordination and conflict resolution to be addressed at the lowest possible level.
- Interagency disputes regarding reimbursement or implementation of the provisions of this agreement will be resolved informally, if possible.
- If informal resolution is not successful, Nevada VR will provide a third-party neutral mediator to attempt resolution.

K. COORDINATION WITH EMPLOYERS

In accordance with the requirements in Section 101(a)(11)(E) of the Rehabilitation Act, describe how the VR agency will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of VR services; and transition services for youth and students with disabilities, including pre-employment transition services for students with disabilities.

The Employer Engagement Team continues to increase its capability to provide outreach and specialized services to businesses. The DSU works diligently to educate business customers by providing information on financial incentives and other advantages of using agency services and hiring individuals with disabilities. The DSU reaches out to businesses through contact lists developed from participation at job fairs, business development expositions, the economic development forum, the local and state workforce boards, human resource associations, regional workforce consortia, chambers of commerce membership/participation, and statewide economic development efforts. These contacts are capitalized upon for one–on–one relationships that can be leveraged into employment opportunities, and pre–employment training sites, including sites for pre-employment transition services for students with disabilities.

One of the prior relationships reported with the Sephora Distribution Center in Las Vegas, continues to be our flagship work readiness program in the state. Sephora was just honored by the DSU for being the number two employer of people with disabilities in the State of Nevada. The number one employer of people with disabilities is the State of Nevada itself through the State's 700-Hour Program which assists Vocational Rehabilitation clients to qualify for temporary 700-hour appointments to state jobs, while still working with Vocational Rehabilitation for supports to make the job a success. The DSU has developed an Employer Recognition Campaign to recognize the good work by businesses who hire people with

disabilities. The campaign includes annual recognition of the employer who hires the most individuals with disabilities in the State of Nevada. In PY2022 the two employers who exceed in hiring were the State of Nevada itself and Sephora. Awards were given to these two employers in recognition of this distinction. Additionally, we have created lobby plaques and window clings for business to proudly display and show the public their commitment to hiring disability employment and workplace inclusion for people with disabilities.

L. INTERAGENCY COOPERATION WITH OTHER AGENCIES

In accordance with the requirements in Section 101(a)(11)(C) and (K), describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system to develop opportunities for community-based employment in integrated settings, to the greatest extent practicable for the following:

1. STATE PROGRAMS (DESIGNATE LEAD AGENCY(IES) AND IMPLEMENTING ENTITY(IES)) CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

The DSU is not the designated state entity for the provision of Assistive Technology Act services. The recipient of these funds is the Department of Health and Human Services, Aging and Disability Services Division, which subgrants the AT Act funds to the University of Nevada Reno, Nevada Center for Excellence in Disability (NCED). The AT Act funds is limited in Nevada and primarily used by the NCED for demonstration, product trial and provision of AT user support groups. The DSU does not have cooperative agreements for AT Act funds with the Department of Health and Human Services or the Aging and Disability Services Division.

The DSU continues to provide statewide assistive technology equipment, evaluation and training based on participants' needs in order to improve their independence and employability. Two independent assistive technology labs, which contain the newest assistive technology equipment, are housed at the DSU's Reno and Las Vegas offices. The DSU has greatly improved assistive technology labs in the Las Vegas. In addition to traditional assistive technology, these labs place significant emphasis on assistive technology for the blind and visually impaired. Staff will continue training to develop internal expertise in the field of assistive technology. The goal is to continue assessing the needs of and providing assistive technology equipment to VR participants.

2. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

The DSU is not a part of any interagency cooperation on the utilization of services and facilities of the programs carried out by the Under Secretary for Rural Development of the U.S. Department of Agriculture. The agency does not have any formal or informal relationships with the department of agriculture. However, for any participant who choses employment in farming or agri-business we will work with our rural offices and contacts through the state workforce system to leverage existing relationships for goal and employment for these individuals.

3. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH;

The DSU also holds interlocal contracts with WIOA Section 121 Native American agencies, known as the Moapa Band of Paiutes, the Fort Mojave Indian Tribe, the Shoshone Paiute Tribe of the Duck Valley and a working agreement with the Fallon Paiute Shoshone Tribe. The DSU's Winnemucca Rehabilitation Counselor has collaborated with the Battle Mountain Band of the Te-Moak Tribe of Western Shoshone, and the DSU has also presented the Tribe with an interlocal contract for consideration. The DSU has also reached out to the Fort McDermitt Paiute & Shoshone Tribe. These 121 Native American agencies receive funds to serve out of school youth and the DSU maintains a relationship with each to receive referrals and collaborate to provide services to this population.

Statewide, the DSU collaborates with Child and Family Services within the State's Health and Human Services Division and Nevada's Workforce Development Partners. The DSU collaborates on referrals, shared services for assessments, training, employment and restoration.

4. STATE USE CONTRACTING PROGRAMS;

The DSU has no formal agreement with the Nevada State Use Program, housed in the Department of Health and Human Services, outlining cooperation with or utilization of services and facilities. In contrast, the agency purchases all goods and services for the benefit of DSU participants through existing contracts or service agreements developed through State Purchasing Division. The DSU has authority to direct purchases under $4999 through direct purchases/procurement with the vendor. Items over $5000 must be purchased with the assistance of the state's Purchasing Division.

5. STATE AGENCY RESPONSIBLE FOR ADMINISTERING THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT (42 U.S.C. 1396 ET SEQ.);

The DSU has long–standing relationships with many workforce development partners, both internal and external, that are designed to effectively identify eligible individuals with the most significant disabilities. Under the WIOA, new challenges and opportunities are presented to expand the services of supported employment (SE). The collective goal remains to reach maximum success in assisting individuals with the most significant disabilities in achieving successful integrated employment outcomes. Current efforts are focused on building more effective partnerships and relationships with similar entities throughout the state that support efforts to achieve competitive, integrated employment opportunities.

The DSU works with Nevada's Medicaid agency, the Aging and Disability Services Division (ADSD), to leverage funds for supported employment services with Jobs and Day Training (JDT) Medicaid waivers to provide enhanced and expanded services together with agencies that provide JDT Medicaid waiver services.

The DSU maintains Interlocal Contracts with ADSD to clarify roles and responsibilities and identify areas for increased collaboration for the benefit of mutual clients. The contract includes cross training, shared training, guidance on sub-minimum wage employment and documentation requirements, grievance and dispute resolution and document/program materials sharing.

DSU staff have been taking part in the Supported Employment and Customized Employment Communities of Practice meetings hosted by VRTAC-QE which has been valuable as the DSU

seeks to develop a strong SE/CE program.

6. STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES;

As noted in section 5 above, the DSU has continued partnership with the state individuals with intellectual and developmental disability agency – the Aging and Disability Services Division of the State of Nevada's Department of Health and Human Services. ADSD is the state agency responsible for both the administration of the State Medicaid plan under title XIX of the Social Security Act as well as that providing services for individuals with developmental disabilities.

The DSU has two flagship programs that are collaborations with the State's ADSD. Pathway to Work is a southern Nevada partnership between the DSU, the Desert Regional Center, Opportunity Village, a local CRP, and our community business partners. This program is designed to help individuals with disabilities move from center-based employment services to full-time or part-time community-based jobs at or above minimum wage. It is a community integrated "on-the-job" training program that is conducted at a business partner's job site. Each Pathway to Work participant is provided with four hours of individualized instruction, job coaching, and work experience involving three to five different job tasks. In-depth instruction includes, but is not limited to: viewing training videos, participation in employer workplace expectations and task performance discussions, and the practice of specific individual skills/techniques used on the job. In addition, participants have access to Opportunity Village job developers funded by the DSU who assist with developing a resume, applying for jobs, preparing for interviews, and job placement and support during the new hire process and beyond. The regional center provides ongoing (i.e., post–90 days) supports through the use of jobs and day training (JDT) Medicaid waiver funds.

The other flagship program is a pilot program with the two institutions of higher education – the University of Nevada, Reno (UNR) and Las Vegas (UNLV) to provide opportunities for post-secondary college training through the comprehensive transition programs (CTP). Specifically at UNR, the Path 2 Independence program collaborates with the onsite Nevada Center for Excellence in Disabilities (NCED), the Sierra Regional Center and the DSU to offer college coursework and experiences to program enrollees. The regional center assists with funding for tuition, while the DSU supports the payment of associated program fees. AS in the Pathway to Work program, the regional center provides ongoing supports through the use of their jobs and day training (JDT) Medicaid waiver funds.

7. STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES; AND

The DSU has established relationships with the Division of Public and Behavioral Health in Las Vegas, Nevada; the Division of Public and Behavioral Health (Mental Health), in Reno, Nevada; the Division of Public and Behavioral Health, rural clinics; and, the community mental health centers in Carson City, Gardnerville, Silver Springs, Fallon, Elko, Ely, Battle Mountain, Lovelock, Caliente, Mesquite, and Winnemucca. In collaboration and in contract with the Division of Public and Behavioral Health (Mental Health), the DSU continues to explore competitive employment opportunities for mutual participants, and the development of on–campus worksites and worksites in the community. These efforts are ongoing, and development continues.

The State agency responsible for providing mental health services in Nevada is the Department of Health and Human Services. They provide inpatient and outpatient services to adults and youth with mental/behavioral health needs. For those youth with most significant disabilities, needing supported employment and extended services, Nevada VR has established interlocal agreements with the Clark County and Washoe County School Districts. These two districts, the largest in Nevada, both have specialized schools that serve students with significant mental/behavioral health needs. In Clark County, VR Nevada works with three special mental/behavioral focus schools for supported employment. In northern Nevada, there is one special school serving the mental/behavioral health student population, and VR Nevada serves that school as well, providing supported employment services. In any of these settings, if extended services are needed, that would be provided by the respective school district, if the client was a student or Northern Nevada Adult Mental Health Services or Southern Nevada Adult Mental Health Services, if they were an adult.

8. OTHER FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS OUTSIDE THE WORKFORCE DEVELOPMENT SYSTEM.

The DSU has developed interlocal contracts with agencies external to the workforce development system that are involved in serving individuals with disabilities. These interlocal contracts are designed to:

– Remove barriers affecting the delivery of mutually beneficial services;
– Increase the availability of resources;
– Eliminate duplication of services; and,
– Facilitate the development of programs and competencies.

VR staff is developing an outreach with Nevada Adult Mental Health Services which will include vocational rehabilitation as part of discharge planning. Collaboration with such organizations as Veterans' Administration for Voc. Rehab., WellCare and Northern Nevada Behavioral Health Systems, has increased participation and services by VR with veterans, the homeless and those with mental health disabilities. In the North, a DSU Rehabilitation Manager is a member on the Sierra Nevada Transportation Coalition, which is a committee to determine the transportation needs of disabled, youth and senior citizens.

VR staff members from the Las Vegas office participate in the National Federation of the Blind, and the Nevada Blind Center activities.

Agreements remain with the Moapa Paiute Reservation, the Fort Mojave Indian Tribe, the Shoshone Paiute Tribe of the Duck Valley, the Fallon Paiute Shoshone Tribe, the Battle Mountain Band of the Te-Moak Tribe of Western Shoshone and the Fort McDermitt Paiute & Shoshone Tribe.

The DSU's Employer Engagement staff also offered Job Seeking Skills/Work Readiness Workshops via the Windmills product, in the Northern Nevada, Southern Nevada and Rural Nevada, including resume writing, job search skills, application assistance, and interviewing & retention topics.

9. OTHER PRIVATE NONPROFIT ORGANIZATIONS.

In recognition of the need to deliver more Pre-Employment Transition Services, the agency is providing resources to Opportunity Village (OV) in Las Vegas, the largest CRP in the state. They have relationships with the Clark County School District (CCSD), where students with disabilities come to OV for services. The DSU is providing Pre-ETS resources to OV via a PAES Lab, to enable them to provide Pre-ETS to CCSD students who are in after school programs at OV and the DSU has an agreement in place with Opportunity Village for the reporting of Pre-ETS participation for inclusion in overall DSU Pre-ETS reporting.

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner, that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

The VR agency must select the "Edit" button to review and agree to the VR State plan Assurances.

The State Plan must include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a Unified State 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:
3.a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.
3.b. either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.
3.c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.

The State Plan must include
3.d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).
3.e. as applicable, the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.
3.f. as applicable, the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.
3.g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.
3.h. the requirements for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.
3.i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.
3.j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.
3.k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.
3.l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities as set forth in section 101(a)(18)(A).
3.m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:
4.a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(E) and (20) of the Rehabilitation Act.
4.b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act.
4.c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services or, if implementing an order of selection, in accordance with criteria established by the State for the order of selection as set out in section 101(a)(5) of the Rehabilitation Act.
4.d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.

The State Plan must include
4.e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act
4.g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.
4.h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by sections 101(a)(14) and 511 of the Rehabilitation Act.
4.i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs.
4.j. With respect to students with disabilities, the State,
4.j.i. has developed and will implement,
4.j.i.A. strategies to address the needs identified in the assessments; and
4.j.i.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
4.j.ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15), 101(a)(25) and 113).
4.j.iii. shall reserve not less than 15 percent of the allocated funds for the provision of pre-employment transition services; such funds shall not be used to pay for the administrative costs of providing pre-employment transition services.
5. Program Administration for the Supported Employment Title VI Supplement to the State plan:
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.

The State Plan must include
6. Financial Administration of the Supported Employment Program (Title VI):
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(H) and (I) of the Rehabilitation Act.
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.
7. Provision of Supported Employment Services:
7.a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.
7.b. The designated State agency assures that the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(7)(C) and (E) of the Rehabilitation Act.

Do you attest that these assurances will be met?
Yes

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

States must provide written and signed certifications that:

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY TITLE IV OF WIOA[1], AND ITS STATE PLAN SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT;

[1] Public Law 113-128.

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

Nevada Department of Employment, Training and Rehabilitation

2. IN THE EVENT THE DESIGNATED STATE AGENCY IS NOT PRIMARILY CONCERNED WITH VOCATIONAL AND OTHER REHABILITATION OF INDIVIDUALS WITH DISABILITIES, THE DESIGNATED STATE AGENCY MUST INCLUDE A DESIGNATED STATE UNIT FOR THE VR PROGRAM (SECTION 101(A)(2)(B)(II) OF THE REHABILITATION ACT). AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (DESIGNATED STATE AGENCY OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT)[2]AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[3], THE REHABILITATION ACT, 34 CFR 361.13(B) AND (C), AND ALL APPLICABLE REGULATIONS[4], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE TO STATES UNDER SECTION 111(A) OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

[2] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[3] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

[4] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

ENTER THE NAME OF DESIGNATED STATE AGENCY

Nevada Rehabilitation Division

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY, OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT, AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[5], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[6], 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;

[5] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

4. THE DESIGNATED STATE UNIT OR, IF NOT APPLICABLE, THE DESIGNATED STATE AGENCY HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE VR PROGRAM IN ACCORDANCE WITH 34 CFR 361.13(B) AND (C);

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Drazen Elez

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Administrator, Rehabilitation Division

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

FOOTNOTES

[1] Public Law 113-128.

[2] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[3] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

[4] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

[5] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

CERTIFICATION SIGNATURE

To review and complete the Certification section of the VR portion of the State plan, please select the "Edit" button.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Signatory information	Enter Signatory information in this column
Name of Signatory	Drazen Elez
Title of Signatory	Administrator
Date Signed	03/01/2024

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	56.0%	56.0%	56.5%	56.5%
Employment (Fourth Quarter After Exit)	55.2%	55.9%	55.9%	56.2%
Median Earnings (Second Quarter After Exit)	$6,107	$6,107	$6,198	$6,198
Credential Attainment Rate	40.0%	40.0%	41.5%	41.5%
Measurable Skill Gains	41.9%	42.3%	42.3%	42.8%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1]

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

GEPA 427 FORM INSTRUCTIONS FOR APPLICATION PACKAGE - VOCATIONAL REHABILITATION

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

• Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

• Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.

• Applicants are not required to have mission statements or policies that align with equity to apply.

• Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.

• Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

Please refer to GEPA 427 - Form Instructions for Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

Although the recent CSNA identified Hispanic and Asian individuals with disabilities as potentially underserved populations by the DSU based on number of applications received per capita in the general population, that is no longer the case. At the time of the report in 2022, it was noted that individuals who are blindor visually impaired also were potentially underserved due to high vacancy rates in the Bureau of Services to the Blind and Visually Impaired (BSBVI) program, but now the agency is back at normal staffing levels and that is no longer a concern. Additionally, the www.vrnevada.nv.gov website and documents are available in the 5 main languages spoken in Nevada: English, Spanish, Chinese, Tagalog and Korean . This, along with rapid filling of vacant positions, reflects the DSU's commitment to ensure equitable access to and equitable participation in the VR program.

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Historically, transition has been a siloed and challenging process that varied greatly from school district to school district. It depended strongly upon individual relationships and was prone to failure should staffing or funding change. In 2023, Nevada was awarded one of the Disability Innovation Fund Grants for almost 10 million dollars. This is being used to develop a hearty 2-pronged approach to transition. One is to develop a website that will include all transition, education, rehabilitation, and related partner agencies who contribute to the transition process for individuals with disabilities. This will be a resource to those ages 10-24 and will include families, guardians, service providers as well as the individual themselves. Along with it will be significant outreach to the individual districts, beginning with 3 pilot districts to formalize best practice for transition and make it replicable across the state.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a*

description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

The DSU has created the www.vrnevada.nv.gov website. It is a one stop resource for all information about the DSU program, and all documents are available in the 5 main languages spoken in Nevada: English, Spanish, Chinese, Tagalog and Korean. Furthermore, the information is divided by interest group, job seekers, employers, students and parents, educators, blind and visually impaired and about us, which includes a staff directory with photographs linking directly to the staff email, phone number and schools they are assigned to. We also have a robust social media presence with sites on Facebook, LinkedIn, Instagram, X and our own YouTube channel with all our videos. This has become a major artery of program communication and a vital resource for the disability community.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

Our timeline for addressing these barriers is within the next 3 years.

GEPA 427 FORM INSTRUCTIONS FOR APPLICATION PACKAGE - SUPPORTED EMPLOYMENT

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

• Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

• Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.

• Applicants are not required to have mission statements or policies that align with equity to apply.

• Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.

• Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

Please refer to GEPA 427 - Form Instructions for Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

Since 2022, the DSU has shown an increase in open supported employment cases, as well as those SE consumers who have closed with an employment outcome. In 2022 the DSU helped 117 individuals achieve competitive and integrated employment, and in 2023 that number increased to 130. It is expected that the number will be surpassed in 2024. Outreach efforts have made a significant difference in reaching this population. One piece of that outreach is our Pre-Employment Transition Team, which specializes in outreach to schools for the increase in the delivery of Pre-ETS. This is increasing the number of SE participants coming to the program seeking services. Nevada is also closing its sheltered workshops, with the last one slated to close by end of calendar year 2025. This too is driving more SE applicants to VR. Lastly, the focus on our new website, and it's availability in 5 languages and it's availability of accessibility supports has increased applications for services from this population. Combined, this all speaks to the agencies commitment to ensure equitable access to and participation in the program for SE applicants.

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

As noted in the CSNA there are significant barriers to timely services at DHHS due to shortages of vendors to do long term follow along. There is also a lack of community knowledge starting in schools about available services.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education.*

The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

The DSU has created the website. It is a one stop resource for all information about the DSU program, and all documents are available in the 5 main languages spoken in Nevada: English, Spanish, Chinese, Tagalog and Korean. Additionally, we utilize User Way Works accessibility features to enhance accessibility for individuals with intellectual challenges to use the website. Furthermore, the information is divided by interest group, job seekers, employers, students and parents, educators, blind and visually impaired and about us, which includes a staff directory with photographs linking directly to the staff email, phone number and schools they are assigned to. We also have a robust social media presence with sites on Facebook, LinkedIn, Instagram, X and our own YouTube channel with all our videos. This has become a major artery of communication. We also partner with the Nevada Governors Council on Developmental Disability and he University of Nevada Reno Center for Excellence in Developmental Disability participation in certified transition programs for DD/ID participation in college, and representation in employment initiatives. It is hoped that this platform, along with the sharing of contracted vendors and early sharing of information with schools through the DIF Grant website, will improve outcomes for SE individuals seeking competitive and integrated employment.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

Within the next 3 years.

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult program, Dislocated Worker program, Youth program, Wagner-Peyser Act program, Adult Education and Family Literacy Act program, and the Vocational Rehabilitation program— and also submit relevant information for any of the eleven partner programs it elects to include in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. 24 If included, Combined State Plan partner programs are subject to the "common planning elements" in Sections II-IV of this document, where specified, as well as the program-specific requirements for that program.

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

PERFORMANCE INDICATOR APPENDIX

ALL WIOA CORE PROGRAMS

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - ADULT PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted

levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	76.0%	76.0%	76.0%	76.0%
Employment (Fourth Quarter After Exit)	70.0%	73.0%	70.0%	73.0%
Median Earnings (Second Quarter After Exit)	$5700	$7500	$5700	$7500
Credential Attainment Rate	77.0%	77.0%	77.0%	77.0%
Measurable Skill Gains	53.5%	70.0%	53.5%	70.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	78.5%	79.1%		79.1
Employment (Fourth Quarter After Exit)	77.5%	79.2%		79.2

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Median Earnings (Second Quarter After Exit)	$7,400	$9,000		9,000
Credential Attainment Rate	82.5%	82.5%		82.5
Measurable Skill Gains	56.0%	75.0%		75.0
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR

program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	65.0%	68.5%	65.0%	68.5%
Employment (Fourth Quarter After Exit)	68.0%	68.0%	68.0%	68.0%
Median Earnings (Second Quarter After Exit)	$3,703	$4,600	$3,703	$4,600
Credential Attainment Rate	51.5%	51.5%	51.5%	51.5%
Measurable Skill Gains	50.0%	55.0%	50.0%	55.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

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The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

WAGNER-PEYSER ACT - WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline"

indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	65.8%	70.0%		70.0
Employment (Fourth Quarter After Exit)	63.0%	68.0%		68.0
Median Earnings (Second Quarter After Exit)	$5,400	$7,200		7,200
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

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The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM - ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	27.0%	45.2%	28.0%	45.3%

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Fourth Quarter After Exit)	27.0%	46.2%	28.0%	46.3%
Median Earnings (Second Quarter After Exit)	5,730.0	7,986	5,740.0	7,987
Credential Attainment Rate	35.0%	35.0%	36.0%	36.0%
Measurable Skill Gains	46.0%	46.0%	47.0%	47.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

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The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

VOCATIONAL REHABILITATION PROGRAM (COMBINED OR GENERAL) - VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	56.0%	56.0%	56.5%	56.5%
Employment (Fourth Quarter After Exit)	55.2%	55.9%	55.9%	56.2%
Median Earnings (Second Quarter After Exit)	$6,107	$6,107	$6,198	$6,198
Credential Attainment Rate	40.0%	40.0%	41.5%	41.5%
Measurable Skill Gains	41.9%	42.3%	42.3%	42.8%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

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The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

VOCATIONAL REHABILITATION PROGRAM (BLIND) - VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)				
Employment (Fourth Quarter After Exit)				
Median Earnings (Second Quarter After Exit)				
Credential Attainment Rate				
Measurable Skill Gains				
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADDITIONAL INDICATORS OF PERFORMANCE

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Additional Indicators of Performance
N/A

OTHER APPENDICES

N/A