

# Community Work Transition Program

## EMPLOYMENT SPECIALIST PROCEDURES MANUAL

A collaborative vocational rehabilitation program between:  
Local school districts  
Kentucky Office of Vocational Rehabilitation  
Human Development Institute-University of Kentucky  
Kentucky Department of Education  
September 2024

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# INTRODUCTION

Since 1984, the Community Work Transition Program (CWTP), a fee-for-service program, has provided individualized vocational rehabilitation services to students with disabilities statewide. The primary goal of the program is for students to gain competitive integrated employment prior to [high school exit](#).

According to the [National Technical Assistance Center on Transition: The Collaborative](#) (NTACT-C), one of the predictors associated with improved post-school outcomes in education, employment, and independent living is paid work experience while in high school. The CWTP includes paid work experience and additional predictors of post-school outcomes, e.g., community experiences, career awareness, self-advocacy/self-determination, and interagency collaboration to prepare students with disabilities to be career ready and competitively employed in an integrated setting before exiting high school.

## CWTP PARTNERS AND PROGRAM FUNDING

The CWTP is a collaborative effort between participating local school districts, the Kentucky Department of Education (KDE), the Office of Vocational Rehabilitation (OVR), and the Human Development Institute (HDI) at the University of Kentucky.

OVR and KDE provide program funding. OVR funds pay local school districts for actual program services authorized by OVR and provided to students by a CWTP Employment Specialist. OVR pays for two thirds of the technical assistance provided through HDI as well. KDE provides funds for HDI CWTP personnel, all training opportunities and one third of the technical assistance provided through HDI.

## LEGISLATION

The CWTP links directly to two legislative acts, one federal and one state law.

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### WORKFORCE INNOVATION AND OPPORTUNITY ACT

The Workforce Innovation and Opportunity Act (WIOA) intends to increase employment opportunities, especially for individuals who face barriers to competitive integrated employment and invests in the critical connection between education and career preparation. OVR, under WIOA, provides OVR transition services to help people with disabilities prepare for, enter, engage in or advance in competitive employment.

The CWTP is an OVR transition service that conducts the WIOA requirements of providing Pre-Employment Transition Services and transition services to students. The program is specifically targeted to successful student movement into competitive integrated employment prior to exiting high school.

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### EMPLOYMENT FIRST INFORMATION

It is the policy of the Commonwealth of Kentucky that competitive integrated employment shall be considered the first and primary option for persons with disabilities of working age who desire to become employed. This policy was signed into law on March 24, 2022 through Senate Bill 104. The policy means employment in the general workforce should be the first and preferred option for individuals with disabilities receiving assistance from publicly- funded systems.



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## INDIVIDUALS WITH DISABILITIES EDUCATION ACT

To a lesser degree the CWTP links to the Individuals with Disabilities Education Act (IDEA). The act has a primary purpose to ensure all children with disabilities have available a free and appropriate public education designed to meet their unique needs and prepare them for further education, employment and independent living. The IDEA requires school districts to conduct postsecondary transition planning during the Individual Education Program (IEP) development process. This includes addressing transition needs related to the student's planned course of study and transition services to assist the student in reaching postsecondary goals and prepare for life after high school.

# CWTP PROGRAM OVERVIEW

The CWTP, as an OVR transition service, is designed for OVR eligible students who have identified competitive integrated employment as a post-school outcome, who want to attain employment prior to high school exit, and who need assistance, including the support of an employment specialist, to obtain and maintain employment.

[Competitive integrated employment](#) means work that is performed on a full-time or part-time basis for which an individual is earning compensation at or above minimum wage and comparable to the customary rate paid by the employer to employees without disabilities performing similar duties and with similar training and experience; receiving the same level of benefits provided to other employees without disabilities in similar positions; working at a location where the employee interacts with other individuals without disabilities; and receiving opportunities for advancement when appropriate similar to other employees without disabilities in similar positions.

The CWTP is also designed for students who can receive Pre-Employment Transition Services (Pre-ETS). OVR considers students who have an IEP, 504 Plan, or documented disability from a doctor, psychologist, or medical professional as Potentially Eligible. Once determined Potentially Eligible, a student may receive Pre-ETS.

## PROGRAM GOAL

The goal of the CWTP is to provide community work exploration and assist students in gaining [competitive integrated employment](#) prior to high school exit.

Additionally, the program provides exposure and experiences in career and employment through Pre-Employment Transition Services.

Students who may be considering work-sheltered facilities earning a sub-minimum wage post high school may also participate in CWTP for experiential work opportunities.

## CWTP SERVICES

Through the partnership and Memorandum of Agreement (MOA) with OVR, a school district will provide CWTP Transition Services, with the option to provide Pre-Employment Transition Services, as appropriate. OVR will consider the district in breach of contract if not providing transition services. CWTPs cannot provide Pre-ETS only. A school district providing CWTP Transition Services only may contact the regional OVR Pre-ETS Coordinator to explore utilizing other Pre-ETS contract providers for students.

As per the MOA, OVR monitors authorizations and invoices for the provision of Pre-ETS and transition services. If it is determined that a district has not provided sufficient transition services to new and current CWTP Transition Services students by January of the school year, OVR may temporarily cease the provision of Pre-ETS until transition services are implemented.

The school district provides CWTP services with a vocational rehabilitation focus and in a manner that does not supplant any school-based instructional programs deemed the responsibility of the district through the IDEA.

## CONTINUUM OF VOCATIONAL REHABILITATION SERVICES

In accordance with the MOA, the CWTP has two components on a continuum of services, with Pre-Employment Transition Services being most beneficial to students with disabilities in the early stages of employment exploration. Pre-employment

Transition Services represent the earliest set of services available for students with disabilities under the VR program. The services are short term in nature and designed to help students identify career interests. The focus is on exposure to careers, the labor market in the local community, and experiences through activities related to work skills. Pre-Employment Transition Services begin in grade 9.

Transition services are next on the continuum, beginning in grade 11, and are available to students who meet the eligibility requirements for OVR services. Students are determined eligible based on the same criteria as all other consumers of the OVR and within the Order of Selection policy, when in implementation.

[OVR transition services](#) are defined in WIOA as a coordinated set of activities for a student, designed within an outcome-oriented process to promote movement from school to post school activities, including postsecondary education, vocational training, competitive integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation.

Activities must be individualized, considering a student's preferences and interests, and must include instruction, community experiences, development of employment, other post school adult living objectives, and, if appropriate, acquisition of daily living skills and functional evaluation. Transition services must facilitate the achievement of the employment outcome identified on the student's Individualized Plan for Employment.

Specifically, transition services provide for further development and pursuit of career interests with postsecondary education, vocational training, job search, job placement, job retention, job follow-up, and job follow-along services.

The CWTP Transition Services are targeted to the underlined components of the previous definition and begin in grade 11.

The CWTP service descriptions (Pre-ETS and CWTP Transition) are included in-depth in subsequent sections of this document.

## CWTP PROGRAM EXPECTATIONS

The Community Work Transition Program must meet the federal expectations of WIOA and the state OVR implementation plan when providing Pre-Employment Transition Services activities for potentially eligible and eligible students, as well as providing transition services activities for eligible students. See [Continuum of Vocational Rehabilitation Services](#).

For Potentially Eligible Students receiving Pre-ETS through the CWTP, the district ensures no less than 20% annually apply for OVR services at grade 11.

For CWTP Transition Services, it is the expectation of this program that students maintain stable and satisfactory competitive integrated employment in the chosen vocational goal, as documented on the *Individualized Plan for Employment*, for 30 calendar days after exiting school.

Additionally, the district staff performing any component of CWTP must adhere to the MOA as signed by the superintendent of the school district and the executive director of OVR for that contract year.

# PROGRAM APPLICATION PROCESS

School districts interested in participating in the CWTP must annually apply to OVR for approval. The application completion process is as follows:

1. District completes and submits the *Office of Vocational Rehabilitation – Community Work Transition Program School Participation Application*.
2. OVR approves the application or requests revisions.
3. OVR sends the Director of Special Education (DoSE) a Memorandum of Agreement (MOA).
4. District completes MOA, with superintendent signature, and returns to OVR.
5. OVR returns a copy of the MOA with OVR signature to the district.
6. District completes and submits the *Kentucky Office of Vocational Rehabilitation Vendor Agreement*, upon receipt.

The MOA between OVR and the school district defines the basic tenets of the CWTP. The MOA delineates and clarifies the rights, roles, and responsibilities of OVR and the district for jointly implementing and conducting the CWTP in order to provide Pre-Employment Transition Services and CWTP Transition Services, as required in WIOA. The district provides the CWTP Employment Specialist with a copy of the MOA to afford a comprehensive understanding of the requirements of the contract and their roles and responsibilities.

The MOA also includes directions for becoming a vendor for invoicing purposes. Vendor agreements set forth the terms and conditions for the district to provide services to OVR

consumers. Agreements are effective from the date of the district signature provided and renewed annually by June 30.

OVR personnel cannot authorize any services until the MOA is completed and received at the OVR central office. The completed MOA is one requirement the district must complete before the provision of billable services. A list of *School Participation Application Components* is in [Appendix A](#) of this manual. The *CWTP Billing Requirements Checklist* is in [Appendix I](#).

# CWTP EMPLOYMENT SPECIALIST

A CWTP Employment Specialist provides the program services. Each school district employs a CWTP Employment Specialist to work with students and consult with the parent or legal guardian, teachers, regional OVR Pre-ETS Coordinators, VR Counselors, adult service providers and other interested parties. General job functions include:

- implementation of the CWTP in coordination with HDI CWTP personnel and the Office of Vocational Rehabilitation;
- networking with employers to coordinate work-based learning and training sites used for the CWTP in the community;
- supervision of students at community sites used for CWTP;
- facilitation of the [Pre-ETS referral process between the district and OVR](#);
- provision of information for the [application for OVR services](#) to the VR Counselor;
- completion and submission of all required documentation to OVR to verify the delivery of services;
- provision of optional financial updates on a monthly or quarterly basis to district administration (e.g., Director of Special Education, finance officer, HS principal),
- retention of student documents and reports generated from the provision of CWTP services for a minimum of three years, in accordance with the MOA with OVR, and



- participation as an effective and responsible team member in managing the program.

For Pre-ETS the CWTP Employment Specialist:

- introduces students to various jobs and industry sectors through job exploration counseling,
- provides work-based learning experiences in the community at work and employment sites,
- provides post-secondary counseling,
- implements workplace readiness training for social and independent living skills, and
- provides self-advocacy instruction.

For CWTP Transition Services, the CWTP Employment Specialist:

- conducts comprehensive vocational assessments (CVAs) through a variety of methods,
- conducts optional employer engagement interviews to increase and enhance the quantity and quality of job placements,
- plans for and implements job development for students seeking employment,
- provides quarterly student Infinite Campus grade/progress reports to the VR Counselor,

- assists in securing competitive integrated employment (job placement) for the students in the community or surrounding communities prior to high school exit,
- plans for and implements job coaching when students attain employment, and
- provides employment follow-up services.

## CWTP EMPLOYMENT SPECIALIST WORK HOURS

CWTP Employment Specialists may work regular school hours; however, CWTP activities can occur after school, in the evening, or on weekends. A CWTP Employment Specialist can provide services through June. The provision of 30 calendar days of employment follow-up services may occur into July, dependent on a student's graduation or exit date from high school with employment. It is imperative that students receive the needed level of support while still enrolled in school or during employment follow-up services, necessitating that the CWTP Employment Specialist can work flexible hours and extended contractual days, as needed.

A *Sample Job Description* that includes specific job duties and responsibilities is in [Appendix B](#) of this manual. *Possible Interview Questions for CWTP Employment Specialist* is located in the [Appendix C](#).

## CWTP EMPLOYMENT SPECIALIST SUPPORT

The CWTP Employment Specialist position requires the following support:

1. Pay equitable with scope of the job.

2. Computer access with internet to allow for work products such as completed forms (required reports, invoices), resumes, applications, labor market research, emails, etc.
3. Private space for confidential discussion with students (e.g., goals, work activity plans, hygiene).
4. A locking file cabinet for maintaining confidential information.
5. Work supplies (e.g., folders, pens, notepaper, calendar, copy paper).
6. Access to student records and Infinite Campus.
7. Opportunities to attend additional training, beyond the required CWTP training or access to information about topics that would assist in the role with the program.
8. Support from school administrators and personnel to provide vocationally relevant activities and services in the community to students eligible for the program.

# TRAINING AND TECHNICAL ASSISTANCE

## MANDATORY CWTP TRAINING

The CWTP Employment Specialist must attend mandatory CWTP Training. This is one requirement the district must complete before the provision of billable services. OVR will not accept billing for CWTP services provided by district staff not trained by HDI CWTP personnel. The *CWTP Billing Requirements Checklist* is in [Appendix I](#) of this manual.

Each year HDI CWTP personnel provide mandatory training for new and returning school CWTP Employment Specialists and OVR staff. HDI CWTP staff design statewide training to increase the competencies of participating school and vocational rehabilitation personnel. Training content, requirements, and locations vary from year to year depending on program needs.

Both HDI CWTP personnel and the MOA between OVR and local districts encourage other school staff involved in the CWTP to attend annual training as well (e.g., employment specialist direct supervisor, primary contact).

## SUPPLEMENTAL TRAINING AND INFORMATION

HDI CWTP personnel can develop supplemental CWTP training around specific school district needs related to the program.

The district provides the CWTP Employment Specialist access and opportunities for additional professional development, training, and information. The topics may be related but are not limited to professional development and information about working

with students that have a specific disability or behavior; businesses, parents, and other agencies; and topics related to helping students obtain competitive integrated employment prior to high school exit.

## TECHNICAL ASSISTANCE

HDI CWTP personnel provide technical assistance to new and experienced personnel regarding components of the program, instruction, coworker support, job accommodations, documentation, and any other issues related to the CWTP. See [Appendix K](#).

HDI CWTP personnel can provide onsite technical assistance or by phone, email or online meeting format.

# TRANSPORTATION

It is the school's responsibility to ensure students have available transportation to participate in the activities of the CWTP. Local officials in the district determine the transportation mode(s) provided for CWTP students.

A CWTP Employment Specialist, during transport to provide CWTP Pre-ETS activities, cannot supervise more than an allowable Pre-ETS group, if billing OVR. During transport for CWTP Transition Services activities, the CWTP Employment Specialist is supervising an individual student. If the district is transporting additional non-CWTP students, billing begins upon reaching the activity destination.

# LIABILITY

Two liability issues could occur when students are receiving training and working in the community. The first is the possibility of the student getting hurt and the second is property or personal damage.

The employer's workers' compensation covers a student who is an employee of a business. The school district workers' compensation policy covers the CWTP employment specialist. If a student is at a CWTP activity or work-based learning site and is not being paid, it is essential that they have some form of health/accident insurance. This may be private family insurance, a medical card (Medicaid or Medicare), or school insurance. It is important to ensure a student has health/accident coverage in case of injury while participating in the CWTP.

If a student or the CWTP Employment Specialist engages in some form of property damage or personal injury to someone else while in the community, the school district's general liability policy should cover the situation. Annually the CWTP Employment Specialist should check with school and district administrators to determine policy coverage for these liability issues.

# GENERAL TIMELINES FOR CWTP SERVICES

To facilitate timely service delivery, HDI and OVR staff developed timelines, the general expectation for how the CWTP service delivery process should flow. CWTP personnel should follow the general timelines, written in the order of occurrence, barring any exceptions due to unforeseen individual circumstances. When issues occur with service delivery or timelines, CWTP district personnel should maintain communication with OVR about the situation with the student.

## REFERRAL FOR PRE-EMPLOYMENT TRANSITION SERVICES

Preferably, [referrals for Pre-ETS](#) are submitted to OVR when a student is in grade 8 and is a minimum age of 14, or at the beginning of grade 9. The CWTP Employment Specialist submits referrals to the regional OVR Pre-ETS Coordinator through the *Pre-VR* system. Refer to the *Pre-VR User Guide* for specific directions. See the *OVR Pre-ETS Coordinators Regional Map* in [Appendix J](#). If a regional coordinator position is vacant at any time, staff from the OVR Transition Services Branch serve in the role.

## PROVISION OF PRE-EMPLOYMENT TRANSITION SERVICES

For students approved and authorized by the regional OVR Pre-ETS Coordinator in grades 9 and 10, the CWTP Employment Specialist provides Pre-ETS, if the district chooses to offer the optional service.



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## PRE-ETS BEYOND GRADE 10

The CWTP Employment Specialist may provide Pre-ETS to students with disabilities in need of the services who are “eligible or ‘potentially eligible” for OVR services, regardless of grade or desired post-school outcome under the following conditions:

1. The student has not reached the 120-hour limit, and the services are approved by the regional OVR Pre-ETS Coordinator; or
2. The student has reached the 120-hour limit, applied for and been accepted for OVR services, and the [VR Counselor deemed Pre-ETS as an appropriate service](#).

## APPLICATION TO OVR

The transition services process, including application to OVR, typically begins eighteen months prior to high school exit or graduation. The recommended time to begin the application process with OVR is at the beginning of the student’s junior year, as soon as possible within the first quarter. Note, a student and parent or guardian may apply for OVR services at any time.

The CWTP Employment Specialist submits names of the grade 11 students that have expressed the goal of employment prior to high school exit and have demonstrated the need for individualized transition services in accordance with their IEP to the VR Counselor assigned to the district. Note, the MOA with OVR states the district ensures no less than 20% of students receiving Pre-ETS through the CWTP apply for OVR services each year.

Along with student names, the CWTP Employment Specialist submits a copy of each student’s IEP, 504 plan or other disability documentation, and relevant school records.

Relevant school records may include medical, psychological, vocational, educational, and recreational relating to student's disability, impediments to employment, and rehabilitation needs.

## ELIGIBILITY AND APPROPRIATE SERVICE DETERMINATION

Within 60 days, the VR Counselor determines eligibility and if eligible, the services needed by a student. During this time, the VR Counselor gathers any additional information necessary for eligibility determination and conducts an intake meeting with the student and parent or guardian to explain OVR services and complete the application with necessary signatures.

When a student is eligible, the VR Counselors decides the OVR service(s) most appropriate for the student to achieve their transition and employment goals. The options include but are not limited to CWTP Transition Services, guidance and counseling from a VR Counselor, Pre-ETS, a combination of services or other services as needed by an individual student. The decision includes the informed choice of the student and parent or guardian.

## PRIOR AUTHORIZATION OF SERVICES

Every transition service requires prior authorization from the VR Counselor. If CWTP Transition Services are deemed appropriate for an eligible student, the VR Counselor authorizes the first services: the Positive Personal Profile (optional), Family Engagement Interview (optional), and Comprehensive Vocational Assessment, which includes assessing the student during activities conducted at work and employment sites in the community.

## CWTP TRANSITION SERVICES CONTINUUM

The CWTP Employment Specialist completes the Comprehensive Vocational Assessment, typically in late first quarter or within the second quarter. During the CVA process the CWTP Employment Specialist gathers information through a variety of methods, including but not limited to: rapport building activities, informal conversations with the student, review and verification of existing data, interviews, interest inventories, skill inventories, learning style inventories, and observations at work or employment settings. A minimum of 10 hours up to 20 hours maximum assessing the student during activities conducted at work or employment sites in the community is required, to ensure the assessment process leads to thorough content. The Positive Personal Profile and Family Engagement Interview are both optional but serve as methods to gather initial information of the Comprehensive Vocational Assessment.

The VR Counselor reviews and approves the CVA, then utilizes the information to develop the Individualized Plan for Employment (IPE) and vocational goal. The VR Counselor must complete the IPE and vocational goal no later than 90 days after determination of OVR eligibility. This usually occurs in the second quarter of the junior year.

The Job Development/Job Coaching Planning Meeting is typically authorized and occurs in the second quarter of the junior year or early in the third quarter.

The CWTP Employment Specialist assists the student in attaining and maintaining competitive integrated employment through Job Development and Job Coaching.

With adherence to the general timeline, Job Development (activities to help the student search for and apply for employment) begins in the third quarter of the junior year, no later than the fourth quarter.

Job Development continues in the senior year, as the student keeps on actively seeking a job. When the student gains employment (Job Placement), Job Coaching activities begin and continue until high school exit. Note: The student may attain Job Placement at any time but at least one day prior to high school exit.

For students requiring Supported Employment services, the VR Counselor conducts a consultation meeting, typically in the 3<sup>rd</sup> quarter of the year of exit.

The Transition Exit Planning Meeting occurs in the last quarter of the year of exit, close to the date of high school exit.

The Job Placement Report is submitted the day after high school exit. The student must attain Job Placement at least one day prior to high school exit.

30-calendar days of Employment Follow-up services begin after high school exit, in accordance with the OVR Employed Status Date.

Note: For students in grade 14 or completing high school in more than four years, the same general timelines pertain for the application and eligibility for OVR services and implementation of CWTP Transition Services except Job Development/Job Coaching continues throughout grade 14. The Transition Exit Planning Meeting occurs in the last quarter of the year of high school exit. Job Placement must occur prior to school exit. The 30-calendar days of Employment Follow-up services begin the day after high school exit, in accordance with the OVR Employed Status Date.

The tables on the following pages provide an alternative format for the CWTP general timelines.

**TABLE A: GENERAL TIMELINES FOR PRE-ETS**

Grade 8 or age 14 OR beginning of Grade 9	
Referral sources	Submit referrals for Pre-ETS to CWTP Employment Specialist
CWTP Employment Specialist	Submits referrals for Pre-ETS to regional OVR Pre-ETS Coordinator
Regional OVR Pre-ETS Coordinator	Approves Pre-ETS through the CWTP and authorizes services
Grade 9	
CWTP Employment Specialist	Provides Pre-ETS (optional – district decision to implement)
Grade 10	
CWTP Employment Specialist	Provides Pre-ETS (optional – district decision to implement)

Note: The CWTP Employment Specialist may provide Pre-ETS to students with disabilities in need of the services beyond grade 10 if the student has not reached the 120-hour limit, and the services are approved by the regional OVR Pre-ETS Coordinator.

**TABLE B: APPLICATION AND ELIGIBILITY FOR OVR SERVICES**

General Timeline: Beginning of Grade 11	
CWTP Employment Specialist	<p>Initiates the application process for OVR services for students that have expressed the goal of employment prior to high school exit and have demonstrated the need for individualized transition services in accordance with their IEP, as early in Quarter 1 as possible.</p> <p>No less than 20% of students receiving Pre-ETS through the CWTP must apply for OVR services each year.</p>
	Sends list of juniors and copy of IEP, 504 plan, or other documentation of disability; additional relevant school records; and signed release of information for each student to VR Counselor.

Table B: Application and Eligibility for OVR Services - Beginning of Grade 11 Continued

VR Counselor	Gathers any additional documentation needed for eligibility determination.
	Conducts intake meeting with student and parent or guardian, explains OVR services and completes an OVR application for services with necessary signatures.
	Determines student eligibility, based on OVR eligibility criteria within 60 days.
	Determines the OVR program or services most appropriate for student, if eligible. Options include CWTP Transition Services, vocational guidance and counseling from a VR Counselor, Pre-ETS, a combination of services or other services as needed by an individual student.
	<p>If determines a student requires additional Pre-ETS beyond the 120 maximum hours, notifies the regional OVR Pre-ETS Coordinator.</p> <p>If the student does not require CWTP Transition Services, works with the student to determine the appropriate services for that individual student</p>
	Authorizes CWTP Transition Services in order of sequence and quarterly for eligible students.

## TABLE C: PROVISION OF INDIVIDUALIZED CWTP TRANSITION SERVICES - ASSESSMENT

Each Transition Service requires prior authorization from the VR Counselor.

General Timeline: Grade 11 during Quarter 1 and/or Quarter 2	
CWTP Employment Specialist	Completes the Comprehensive Vocational Assessment through a variety of methods. May include the optional Positive Personal Profile and Family Engagement Interview as methods to gather initial CVA information.
	Must include a minimum of 10 hours up to 20 hours maximum assessing the student during activities conducted at work or employment sites in the community.

## TABLE D: INDIVIDUALIZED PLAN FOR EMPLOYMENT

General Timeline: Grade 11 during Quarter 1 or 2	
VR Counselor	Reviews the Positive Personal Profile, Family Engagement Interview, CVA Student Activity Report(s), and Comprehensive Vocational Assessment Report upon receipt.
	After approval of Comprehensive Vocational Assessment, schedules the Individualized Plan for Employment meeting.
	Develops the Individualized Plan for Employment and along with the student and the parent or guardian.
	Individualized Plan for Employment includes the <u>vocational goal</u> , individualized services needed, and service providers.
	No later than 90 days after determination of OVR eligibility, Individualized Plan for Employment implementation begins, typically in the Quarter 2.

## TABLE E: JOB DEVELOPMENT/JOB COACHING

Each Transition Service requires prior authorization from the VR Counselor.

General Timeline: Grade 11 during Late Quarter 2 or Quarter 3	
Job Development/Job Coaching Planning Meeting	
CWTP Employment Specialist	Conducts Job Development/Job Coaching Planning meeting.
Meeting attendees	Discuss and specify initial Job Development activities based on the Individualized Plan for Employment vocational goal.
Meeting attendees	Develop a list of potential businesses and contacts for Job Development activities.
	Plan for concerns that need addressed, e.g., transportation, medical issues, accommodation and supports, and Supported Employment, if appropriate.
General Timeline: Grade 11 Beginning Quarter 3, no later than Quarter 4	
Job Development/Job Coaching	
CWTP Employment Specialist	Assists the student in attaining and maintaining competitive integrated employment through Job Development and Job Coaching
	Job Development activities occur first, when the student is <u>actively seeking a job</u> aligned with Individualized Plan for Employment vocational goal.
	Job Development activities include but are not limited to developing job-related skills for resume building, resume development, job search for openings aligned with student Individualized Plan for Employment vocational goal, networking and contacting employers, submitting job applications and interview preparation for a specific job.
	Begins providing Job Coaching when the student <u>gains employment</u> aligned with Individualized Plan for Employment vocational goal (Job Placement).
	Students may attain Job Placement at any time.
	The competitive integrated employment is aligned with the Individualized Plan for Employment vocational goal.
	Job Coaching activities include but are not limited to job task analysis, instruction and observation during job performance, determination of needed accommodation(s), and determination and facilitation of natural supports and other supports needed.



**TABLE F: JOB DEVELOPMENT/JOB COACHING GRADE 12 THROUGH GRADE 14**

General Timeline: Beginning of School Year, as soon as authorized. Continues to end of school year.	
VR Counselor	Authorizes CWTP Transition Services in order of sequence and quarterly for students deemed OVR eligible and who expressed the goal of competitive integrated employment prior to high school exit and have demonstrated the need for individualized transition services in accordance with their IEP.
	Notifies the regional OVR Pre-ETS Coordinator if determines a student requires additional Pre-ETS beyond the 120 maximum hours.
Regional OVR Pre-ETS Coordinator	Authorizes Pre-ETS in the Pre-VR system if the services are needed.
Job Development	
CWTP Employment Specialist	Continues Job Development activities for students <u>actively seeking a job</u> aligned with the Individualized Plan for Employment vocational goal.
	Job Development activities include but are not limited to developing job-related skills for resume building, resume development, job search for openings aligned with student Individualized Plan for Employment vocational goal, networking and contacting employers, submitting job applications and interview preparation for a specific job.
Job Coaching	
CWTP Employment Specialist	Begins providing Job Coaching activities when the student <u>gains employment</u> aligned with the Individualized Plan for Employment vocational goal.  Continues Job Coaching activities for students who gained employment in Grade 11.
	Job Coaching activities include but are not limited to job task analysis, instruction and observation during job performance, determination of needed accommodation(s), and determination and facilitation of natural supports and other supports needed.

## TABLE G: PROVISION OF INDIVIDUALIZED CWTP TRANSITION SERVICES - YEAR OF HIGH SCHOOL EXIT

Each Transition Service requires prior authorization from the VR Counselor.

Supported Employment Consultation Meeting	
General Timeline: Quarter 3	
VR Counselor	Conducts meeting if student requires Supported Employment services.
Meeting participants	Determine expectations in relation to services, steps to complete by end of year, plan for collaboration, and support the student needs to transition to the Community Rehabilitation Provider.
Exit Planning Meeting	
General Timeline: Quarter 4, close to high school exit date	
CWTP Employment Specialist	Conducts meeting
Meeting participants	Discuss post-high school contact information, employment status, employment follow-up plan, and adult service providers needed.
Job Placement Report	
Timeline: Day after high school exit. High school exit date is also the OVR Employed Status Date.	
CWTP Employment Specialist	Submits the Job Placement Report
	Student may attain Job Placement at any time.
	The competitive integrated employment is aligned with the Individualized Plan for Employment vocational goal.
	Natural supports are in place.
	Student is in good standing with employer and satisfied with job.

Table G: Provision of Individualized CWTP Transition Services - Year of High School Exit Continued

Employment Follow-up Services	
Timeline: Day 1 is based on the OVR Employed Status Date on the Job Placement Report.	
CWTP Employment Specialist	Provides 30-calendar days of follow-up services to ensure student maintains employment.
	Services are based on individual need.
	Services may be face-to-face, onsite or via telephone with student and employer.
	Submits the Employment Follow-up Report at the end of the 30 days.

## WEEKLY SCHEDULING

Scheduling students represents an important and sometimes challenging aspect of the CWTP. Initially a CWTP Employment Specialist must consider the number of Pre-ETS students and the number of CWTP Transition Services students. Scheduling for Pre-ETS is varied and sporadic in nature. Scheduling for CWTP Transition Services is consistent and weekly.

The priority order for working with students in the CWTP is as follows:

1. Exiting CWTP Transition students in grades 12-14
2. Non-exiting CWTP Transition students in grades 12-14
3. CWTP Transition students in grade 11
4. Students receiving Pre-ETS in any grade if the district provides the optional service.

The CWTP Employment Specialist must also coordinate the schedules of participating students within the confines of a school week and related course requirements, as well as the schedules of employers.

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## STUDENT PLANNING AND SCHEDULES

There are two primary stages for scheduling CWTP services and activities. First, students' course enrollment and schedules must be constructed to allow the right level of intensity and a suitable amount of time to access the CWTP. Therefore, the CWTP Employment Specialist should collaborate annually with the guidance counselor during individual student course scheduling.

At the beginning of the school year and throughout as needed, the CWTP Employment Specialist should also collaborate with the student's teacher of record to review each student's current schedule and determine available blocks of time for providing CWTP services. The Employment Specialist should not pull students from core content classes. This includes students working toward the Alternative High School diploma. Consider electives or a time at the beginning or end of the day.

### COLLABORATION: CWTP EMPLOYMENT SPECIALIST AND TEACHERS

CWTP Employment Specialists and teachers may and should collaborate about students participating in the CWTP. Collaboration topics may include but are not limited to the student's multi-year course of study; scheduling CWTP services; IEP content including postsecondary goal, transition needs, transition services needed, and supplementary aids and services; task analysis of behaviors or skills; employability or CTE pathway standards addressed in the classroom; and content of the Individual Learning Plan.

Employment Specialists can support, and supplement instruction initially presented by a teacher related to employment, employability, or related standards. The classroom teacher cannot utilize the CWTP Employment Specialist as a classroom assistant.

# PRE-EMPLOYMENT TRANSITION SERVICES

Pre-ETS are available to students who are eligible or potentially eligible for OVR services. Students aged 14-21 may participate in these services, beginning in grade 9, and in more than one Pre-ETS area at a time. The focus is on exposure to careers, the labor market in the local community, and experiences through activities related to work skills.

Potentially Eligible students may receive a maximum of 15 hours per quarter for a total of 120 hours over multiple years. Hours may be a combination of group and individual services. The CWTP Employment Specialist may provide Pre-ETS to students in need of the services beyond grade 10 if the student has not reached the 120-hour limit, and the services are approved by the regional OVR Pre-ETS Coordinator.

Pre-ETS needed beyond the 120 hours requires an OVR application, determination as eligible for OVR services and the VR counselor agreement that the student needs additional Pre-ETS. If determined as needed, the VR Counselor includes the service (Pre-ETS) on the students Individual Plan for Employment.

## REFERRAL TO OVR FOR PRE-EMPLOYMENT TRANSITION SERVICES

Anyone can contact the CWTP Employment Specialist to refer a student as a potential candidate needing Pre-Employment Transition Services. Students considered must be enrolled in a member district secondary school, alternative high school, behavioral unit, or homebound services. A copy of the *OVR Pre-Employment Transition Services*

*Information Release and Consent for Potentially Eligible Students form* is included in [Appendix E](#) of this manual.

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## CWTP EMPLOYMENT SPECIALIST ROLE

The CWTP Employment Specialist facilitates student [referrals to OVR](#) by submitting the signed OVR *Pre-Employment Transition Services Information Release and Consent for Potentially Eligible Students form* and supporting documentation to the regional OVR Pre-ETS Coordinator, via the *Pre-VR* system. OVR requires one type of the supporting documentation that may be a copy of the student's Individualized Education Program (IEP), 504 Plan, or other disability documentation such as medical records, a summary of a school records review, a statement from school staff, case notes documenting counselor observation(s), or a letter verifying the student receives Social Security benefits, based on a disability (not survivor's benefits).

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## ADMISSION AND RELEASE COMMITTEE ROLE IN PRE-ETS REFERRAL PROCESS

It is the responsibility of each student's Admissions and Release Committee (ARC) to conduct individual student transition planning under IDEA. Beginning when the student is in 8th grade or has reached the age of 14 (whichever comes first), the IEP Transition Needs area focuses on the needs related to the student's planned course of study. By age 16, the focus is also on transition services to assist the student in reaching postsecondary goals and prepare for life after high school.

During IDEA transition planning, the ARC may determine that Pre-Employment Transition Services are potentially appropriate for a student. If so, the ARC ensures the student and their parent or guardian understand the CWTP focus begins with Pre-ETS, e.g., exploration of work and experiences in the community, then progresses to CWTP

Transition Services for students with the goal of gaining competitive integrated employment prior to high school exit.

The ARC provides the parent a [Pre-ETS referral form](#) (*OVR Pre-Employment Transition Services Information Release and Consent for Potentially Eligible Students*) for signature and secures parent or guardian signed release of information to OVR. The ARC chair or special education teacher from the committee notifies the CWTP Employment Specialist that the student is a potential candidate for Pre-ETS and provides the signed form.

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## 504 TEAM ROLE IN THE PRE-ETS REFERRAL PROCESS

A 504 team may determine that Pre-Employment Transition Services are potentially appropriate for a student. If so, the 504 team ensures the student and their parent or guardian understand the CWTP focus begins with Pre-ETS, e.g., exploration of work and experiences in the community, then progresses to CWTP Transition Services for students with the goal of achieving competitive integrated employment prior to high school exit. The 504 team provides the parent the [Pre-ETS referral form](#) (*OVR Pre-Employment Transition Services Information Release and Consent for Potentially Eligible Students*) for signature and secures a parent or guardian signed release of information to OVR. The 504 coordinator, principal, or other school representative from the 504 team notifies the CWTP Employment Specialist that the student is a potential candidate for Pre-ETS and provides the signed form.

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## REFERRALS FROM OTHER SCHOOL SOURCES

Other school personnel, students, and parents or guardians may determine that Pre-Employment Transition Services are potentially appropriate. The CWTP Employment Specialist ensures the student, and their parent or guardian understand the CWTP focus

begins with Pre-ETS, e.g., exploration of work and experiences in the community, then progresses to CWTP Transition Services for students with the goal of achieving competitive integrated employment prior to high school exit. The CWTP Employment Specialist provides the parent the [Pre-ETS referral form](#) (*OVR Pre-Employment Transition Services Information Release and Consent for Potentially Eligible Students*) for signature and submits the completed form to OVR.

## PRE-ETS AUTHORIZATION

Upon approval for participation, based on the completed [Pre-ETS referral form](#) (*OVR Pre-Employment Transition Services Information Release and Consent for Potentially Eligible Students*) and supporting documentation, the regional OVR Pre-ETS Coordinator authorizes services within the *Pre-VR system* and follows the service provisions stated on the *OVR Service Fee Memorandum (SFM)*. The SFM provides the allowable services and fee amounts OVR pays as directed by the MOA.

The regional OVR Pre-ETS Coordinator authorizes services at the onset of the school year. Each student may receive a maximum total of 15 hours per quarter for a total of 120 hours over multiple years for all Pre-ETS combined, not per Pre-ETS area. No more than 60 hours per year per student is allowable without prior approval. The CWTP Employment Specialist must submit an exception request for approval to Beth McDaniel, the OVR CWTP Program Administrator, at [beth.mcdaniel@ky.gov](mailto:beth.mcdaniel@ky.gov).

The *Pre-VR* system generates an email notifying the CWTP Employment Specialist of approval of Pre-ETS for individual students. OVR authorization for services is one requirement that must be fulfilled before the provision of billable services. The *CWTP Billing Requirements Checklist* is in [Appendix I](#) of this manual.



## PROVISION OF CWTP PRE-EMPLOYMENT TRANSITION SERVICES

The CWTP Employment Specialist may provide the services in allowable group sizes up to 20 or individually. For twenty-one (21) or more students the CWTP Employment Specialist must submit an exception request for written approval to Beth McDaniel, the OVR CWTP Administrator at [beth.mcdaniel@ky.gov](mailto:beth.mcdaniel@ky.gov), prior to the provision of services.

CWTP Pre-ETS areas include:

1. Job Exploration Counseling (JEC)

JEC is a process of discovering basic information about student employment interests. The information gathered will assist in preparing for work-based learning experiences. JEC activities include conducting interest inventories; exploring career pathways, in-demand occupations, and local labor markets; and practicing interview skills. Activities may be in the community or within the school.

2. Work Based Learning Experiences (WBLE)

WBLE are in an integrated setting in the community and should be based on the student's interests and preferences. WBLE activities include job shadowing, touring employment sites, job training, internships (paid or unpaid), apprenticeships, short-term employment, on the job training, and learning about jobs.

3. Post-Secondary Counseling (PSC)

PSC includes activities such as giving information on college course offerings, career options, types of trainings available, advising on current high school academic curricula as it relates to post-secondary requirements, application and admission

processes, disability support services, and completing the FAFSA. Activities may be in the community or within the school.

Tours to post-secondary education or training sites are not allowable before the provision of all other post-secondary activities listed and should be in alignment with the student's post-secondary goal.

#### 4. Workplace Readiness Training (WRT)

WRT is provided to develop social skills and independent living skills necessary to prepare for eventual employment. Activities include soft skills training, communication and interpersonal skills, financial literacy, job seeking skills, and understanding employer expectations. Activities may be in the community or within the school.

#### 5. Self-Advocacy Instruction (SAI)

SAI includes activities about disability awareness, discovering personal rights and responsibilities, learning how to request accommodations/services/supports, how to communicate needs, and [informational interviews](#).

## PRE-ETS RATES AND GROUP SIZES

OVR reimburses for Pre-ETS in accordance with the following group size and hourly rate structure:

- a. One (1) student billed \$90.00 per hour.
- b. Two (2) students are billed at a \$48.60 (per student) hourly rate for a total of \$97.20 per hour.

- c. Three (3) students are billed at a \$36.90 (per student) hourly rate for a total of \$110.70 per hour.
- d. Four (4) students are billed at a \$29.70 (per student) hourly rate for a total of \$118.80 per hour.
  
- e. Five (5) to ten (10) students are billed at the base rate per hour with a total of \$150.00 per hour.
  
- f. Eleven (11) to twelve (20) students are billed at the base rate per hour with a total of \$200.00 per hour.

If unsure whether an activity is billable, contact either the regional OVR Pre-ETS Coordinator or the OVR CWTP Administrator.

## PRE-VR SYSTEM

CWTP Employment Specialists must use the OVR *Pre-VR* system to document the provision of Pre-ETS. OVR designed the system to store relevant information about students and activities conducted. The CWTP Employment Specialist enters student demographic and Pre-ETS data. The regional OVR Pre-ETS Coordinator utilizes the *Pre-VR* system to authorize Pre-ETS for the school year. The system generates an email notification to the CWTP Employment Specialist when services are authorized. The system also provides the information needed for the district to bill OVR for Pre-ETS provided.

## PRE-ETS DOCUMENTATION SUBMISSION AND REVIEW PROCESS

The CWTP Employment Specialist submits documentation of the Pre-ETS provided including the Pre-ETS area begin and end time, amount of time, location, summary of each activity, and outcome through the *Pre-VR* system by the fifth of the following month. Example: Service hours provided in September are required by October 5. The *Pre-VR* system does not allow entry of service information past the due date. There is no exception to entering data after the fifth, the system locks.

Submission by the CWTP Employment Specialist indicates the information is accurate and verifies the completion of the CWTP service(s) entered the system.

The regional OVR Pre-ETS Coordinator reviews hours, activity notes and outcomes by the 15th of the month. Example: Services provided in September, submitted by October 5, will be reviewed by October 15. NOTE: If activity notes and/or outcomes are insufficient, the OVR Pre-ETS Coordinator may request additional information or not approve service hours.

Approved services will appear on the Approved Services reports in the *Pre-VR* system after the 15th of each month.

## PRE-ETS INVOICE PROCESS

Information for the invoice process is included in the *Pre-VR* system. The CWTP Employment Specialist uses the Approved Services reports to create invoices and submit them to OVR by the last day of the month. Example: Services provided in September, approved in October, shall be invoiced by October 31st.

Billing shall be submitted in 15-minute increments (e.g., .25, .50, .75, 1.00, etc.) and rounded to the nearest quarter hour, when needed. The CWTP Employment Specialist submits the invoices and supporting documentation/reports via email to [OVRInvoices@ky.gov](mailto:OVRInvoices@ky.gov).

Invoices must include the following legibly printed elements:

1. School District name and address;
2. Reference to OVR (e.g., "Bill for: OVR");
3. Unique Invoice Number;
4. Invoice Date;
5. Dates of service in which services were provided (e.g., "September invoice Dates of Service 09/01/2024-09/30/2024");
6. Description of services provided; (e.g., Self-Advocacy, Job Exploration, etc.);
7. Invoice breakdown, per line item (e.g., "2.00 hours, Self-Advocacy"); and
8. Invoice total.

Districts should receive reimbursement from OVR within 30 business days of receiving satisfactorily documented services, as determined by the regional OVR Pre-ETS Coordinator.

If no Pre-ETS were provided in a particular month resulting in no reimbursement, the CWTP Employment Specialist sends an email notification to Beth McDaniel, OVR CWTP Administrator, at [beth.mcdaniel@ky.gov](mailto:beth.mcdaniel@ky.gov) stating no reimbursement is requested for said month.

# OVR TRANSITION SERVICES

Transition services are the second phase on the continuum of CWTP services, beginning in grade 11, and are available to students who meet the eligibility requirement for OVR services.

## INITIATION OF APPLICATION FOR OVR SERVICES

The application process for OVR services starts at the beginning of the student's junior year, as early in the first quarter as possible.

The CWTP Employment Specialist initiates the application process for students that have expressed the goal of employment prior to high school exit and have demonstrated the need for individualized transition services in accordance with their IEP.

No less than 20% of students receiving Pre-ETS through the CWTP must apply for OVR services each year.

The CWTP Employment Specialist submits the names of juniors and information needed for the application to the VR Counselor. The information includes a copy of each student's IEP, 504 plan, or other disability documentation from a doctor, psychologist, or medical professional. And any relevant school records with signed release of information to OVR. Relevant school records may include medical, psychological, vocational, educational, and recreational relating to student's disability, barriers to employment, and rehabilitation needs.

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## APPLICATION TO OVR INITIATED BY STUDENT AND PARENT OR GUARDIAN

Students (age 14 and up) and parents or guardians can apply for OVR services at any time. When this occurs, the VR Counselor implements the application and eligibility process.

### INTAKE AND APPLICATION

The VR Counselor gathers any additional information necessary for eligibility determination. If the school records do not provide enough information for the VR Counselor to make an eligibility determination, the counselor may order additional records for further testing.

The VR Counselor conducts an intake meeting with the student and parent or guardian to explain OVR services and completes the application with necessary signatures.

### OVR ELIGIBILITY DETERMINATION

The VR Counselor determines eligibility based on documented student need for OVR services and the functional limitations of a significant disability. The counselor must document the specific functional limitations that support the need for OVR services. The VR Counselor bases eligibility on the same criteria as for all other consumers of OVR and must adhere to the Order of Selection policy of the agency when the policy is in effect.

The VR Counselor makes the eligibility decision within 60 calendar days of taking the application.

## SIGNIFICANT DISABILITY

OVR provides transition services to individuals with significant disabilities. To be considered as having a significant disability, two criteria must be met. The individual must:

1. have a severe physical or mental impairment, or combination of impairments that seriously limits one of the functional capacities listed below, and
2. be expected to require multiple vocational rehabilitation services (including guidance and counseling) over an extended period of time.

The seven major areas of functional capacities include:

- **Self-Care:** The ability to perform activities of daily living as they affect the individual's ability to participate in training and/or work activities.
- **Work Skills:** The ability to learn and/or perform work functions.
- **Interpersonal Skills:** The ability to interact in an acceptable and mature manner with co-workers, supervisors, and others to facilitate the normal flow of work activities (not due to cultural or language factors).
- **Communication:** The accurate and efficient transmission and/or reception of information, either verbally or non-verbally due to physical, sensory, emotional, or cognitive impairments. This does not include communication difficulties related to foreign language or cultural differences.
- **Mobility:** The physical, cognitive, sensory, or psychological ability to move efficiently from place to place, including community, school, home, and work.



- Self-Direction: The ability to plan, initiate, organize, and carry out goal directed activities related to job preparation and employment.
- Work Tolerance: The ability to carry out required physical and cognitive work tasks in an efficient and effective manner over a sustained period of time.

The VR Counselor determines if a student meets the criteria for having a significant disability.

## DETERMINATION OF APPROPRIATE PROGRAM OR SERVICES

After determining the student eligible for OVR services the VR Counselor decides which program or service is most appropriate for a student. Options include but are not limited to CWTP Transition Services, vocational guidance and counseling from a VR Counselor, Pre-ETS, a combination of services or other services as needed by an individual student. The decision includes the informed choice of the student and parent or guardian.

## CONSIDERATIONS FOR STUDENT PARTICIPATION IN CWTP TRANSITION SERVICES

Factors the VR Counselor considers when determining the need for CWTP Transition Services are:

- The student has a [significant disability](#), as defined by OVR.
- The student must require services from a CWTP Employment Specialist to obtain and maintain employment.

- The student and parent or legal guardian want the student to gain competitive integrated employment in the community prior to high school exit and be in the program.
- There is time in the student's schedule to receive services in the community at work and employment sites.

## ADDITIONAL PRE-EMPLOYMENT TRANSITION SERVICES

If the VR counselor determines that CWTP Transition Services are not appropriate nor required by the student, the VR counselor decides which services are suitable and necessary, based on individual student needs. Options include vocational guidance and counseling from a VR Counselor, Pre-ETS, a combination of services, or other services as needed by an individual student. The decision includes the informed choice of the student and parent or guardian.

The CWTP school district may provide Pre-ETS to a student that has reached the 120-hour limit if the VR counselor determines the services are appropriate and necessary.

The VR Counselor lists Pre-ETS on the student's Individualized Plan for Employment and notifies the regional OVR Pre-ETS Coordinator when a student requires additional Pre-ETS beyond the 120 maximum hours.

For a CWTP school district opting not to provide Pre-ETS, the counselor will consider other providers. [Appendix D](#) of this manual contains a description of the providers.

## OTHER OVR SERVICES

If a student does not require or is not receiving CWTP Transition Services or Pre-ETS through the CWTP, the VR Counselor works with the student to determine the appropriate and necessary services for that individual student. Options include vocational guidance and counseling from a VR Counselor, a combination of services, or other services as needed by an individual student.

## CWTP TRANSITION SERVICES AUTHORIZATION

Once CWTP Transition Services are deemed appropriate and needed for a student (has expressed the goal of competitive integrated employment prior to high school exit and have demonstrated the need for individualized transition services in accordance with their IEP), the VR Counselor begins issuing authorizations approving the CWTP Employment Specialist to provide specific services to the student.

The VR Counselor authorizes services quarterly, in sequential order, and as needed. VR authorization for services is one requirement that must be fulfilled before the provision of billable services. The *CWTP Billing Requirements Checklist* is in [Appendix I](#) of this manual.

Note: The Positive Personal Profile, Family Engagement Interview, CVA Student Activities, and Comprehensive Vocational Assessment are the only services authorized prior to the development of the Individual Plan for Employment. All other services must be included on the Individual Plan for Employment.

## DISCONTINUATION OF CWTP TRANSITION SERVICES

If a student receiving CWTP Transition Services expresses that seeking employment upon high school exit and participation in CWTP Transition Services is no longer desired, the CWTP Employment Specialist notifies the VR Counselor. The VR Counselor works with the student to develop an alternate plan for the transition needs of the student. Options include guidance and counseling provided by the VR Counselor, Pre-Employment Transition Services, a combination of services or other services as needed by an individual student. The VR Counselor has the final decision on which OVR services are appropriate. The decision includes the informed consent of the student and parent or guardian.

# PROVISION OF CWTP TRANSITION SERVICES

The provision of CWTP Transition Services includes strategies and evidence-based practices with the greatest potential to support successful high school exit in competitive integrated employment. The services target the student's strengths, abilities, concerns and needs, interests, priorities; the IPE vocational goal, and take into consideration the jobs available in the local labor market.

When providing CWTP Transition Services, the CWTP Employment Specialist uses a person-centered job selection approach. With this approach, the CWTP Employment Specialist spends time directly with the individual student to develop their work skills while also assisting with disability related work needs, such as providing job coaching and rehabilitation technology, to be successful in the work environment.

Services are at work and employment sites in the community, integrated with persons without disabilities. This provides the student opportunities to connect what they learn with real-life situations, learn relevant skills through direct experiences in the natural settings with natural supports, encourages student engagement, and supports the generalization of skills learned.

## PRIOR AUTHORIZATION

After determining the student is eligible for OVR services and needs CWTP Transition Services, the VR Counselor sends an authorization for services, beginning with the Positive Personal Profile, Family Engagement Interview, CVA student activities, and the Comprehensive Vocational Assessment.

## CWTP TRANSITION SERVICES DESCRIPTIONS

CWTP Transition Services include the following:

1. Positive Personal Profile (PPP):

As part of conducting the Comprehensive Vocational Assessment, the CWTP Employment Specialist may complete the optional PPP. The PPP is a tool for collecting information from a variety of sources including but not limited to observations, interviews, discussions with the student, and with people who know them well. The PPP outlines the student's dreams and goals; interests; talents, skills, and knowledge; values; positive personality traits; environmental preferences; dislikes; life and work experiences; support system; and accommodations.

Completion of the tool helps determine skills, preferences, what the student can do and loves to do, passions and values, determining what is meaningful to them. The CWTP Employment Specialist includes the information gathered from the PPP process in the appropriate components of the CVA.

2. Family Engagement Interview (FEI):

As part of conducting the Comprehensive Vocational Assessment, the CWTP Employment Specialist may complete the optional interview with family members to enhance the information gathered during the PPP process and to collaborate with parents in the career development process. Completion of the tool solidifies family/professional relationship, sets the expectation of employment as the goal, energizes the family around employment possibilities, identifies key roles and needed supports, identifies specific businesses or career areas to explore.

CWTP Employment Specialist includes the information gathered from the FEI process in the appropriate components of the CVA.

### 3. Comprehensive Vocational Assessment (CVA):

The CWTP Employment Specialist conducts the assessment to determine a student's unique strengths, abilities, concerns, resources, interests, priorities, and recommendations for the VR Counselor. The information is gathered by a variety of methods including but not limited to rapport-building activities, informal conversations with student, review and verification of existing data, interviews, interest inventories, skill inventories, learning style inventories, and observations in work or employment sites. A minimum of 10 hours to a maximum of 20 hours of assessment activities in the community at work or employment sites is required. The optional Positive Personal Profile and Family Engagement Interview may be used to gather initial CVA information.

The VR Counselor will use the information from the assessment to determine the student vocational goal when developing or amending the *Individualized Plan for Employment (IPE)*. The CWTP Employment Specialist uses the CVA report to determine activities needed for Job Development and Job Coaching.

### 4. Job Development/Job Coaching Planning Meeting:

During this meeting, the VR Counselor, the student, CWTP Employment Specialist, parent or guardian (optional), and others (optional) discuss the student's vocational goal from the Individualized Plan for Employment; determine initial Job Development activities that pertain to the vocational goal; document potential employers and contacts for Job Development and Job Coaching, revisiting sites listed in the CVA, as applicable; and discuss any concerns about providing the services and steps to address them. Concerns may include but are

not limited to transportation, medical issues, accommodations, and support needed. The potential need for a referral for Supported Employment, if included in the IPE, is discussed. If Supported Employment is needed, the VR Counselor refers the student to a Community Rehabilitation Provider in the third quarter of the senior year or year of high school exit.

The initial job development activities determined during the meeting provide the CWTP Employment Specialist guidance and clarification for beginning the weekly-individualized activities and the VR Counselor expectation for how the CWTP Employment Specialist will assist the student in obtaining competitive integrated employment.

#### 5. Job Development/Job Coaching:

The CWTP Employment Specialist provides weekly, individualized direct Job Development or Job Coaching services for the expressed purpose of the student attaining and maintaining employment prior to exiting high school. The specific job must be of interest to the student, aligned with the IPE vocational goal, and in a competitive integrated work environment.

Job Development activities occur first when the student is actively seeking a job. The activities include but are not limited to developing job-related skills for resume building, resume development, job search for openings aligned with the student IPE vocational goal, networking and contacting employers, submitting job applications, follow-up with employers on current applications and interview preparation for a specific job.

Job Coaching activities occur next, beginning when the student gains employment aligned with the IPE vocational goal. Job coaching activities include but are not limited to job task analysis, instruction and observation during job performance,



determination of needed accommodation(s), and determination and facilitation of natural supports and other supports needed.

## 6. Supported Employment Consultation Meeting

When [Supported Employment](#) is included on the IPE, the VR Counselor refers the student to the provider named on the plan, typically in the third quarter of the senior year or year of high school exit.

Shortly after the referral to Supported Employment, the VR Counselor schedules and facilitates a consultation meeting with the CWTP Employment Specialist, the Community Rehabilitation Provider, the student, and the parent or guardian (optional). Meeting discussion fosters the student's understanding about the services and timeline for the upcoming transition from the CWTP Employment Specialist to the Community Rehabilitation Provider. During the meeting the participants discuss the VR Counselor expectations for the student in relation to Supported Employment services; the steps to be completed to the end of the school year; the plan for collaboration (specific tasks) between the CWTP Employment Specialist and the Supported Employment provider; and the supports the student needs for transfer/transition from the CWTP Employment Specialist and the Supported Employment provider.

## 7. Exit Planning Meeting:

During the meeting, the VR Counselor, student, CWTP Employment Specialist, parent or guardian (optional), Community Rehabilitation Provider for a referred student (optional), and others (optional) discuss strategies and expectations for the remainder of the student participation in the CWTP, defining the steps the CWTP Employment Specialist should take to the end of the school year to ensure the student's transition to competitive integrated employment. The meeting

participants also discuss the student's post- high school contact information, including two alternative contacts, current employment, current IPE vocational goal, Employment Follow-up action plan steps, and other adult services providers that can address the future unique needs of the student, i.e., independent living, Supported Employment, benefits planning, or OVR general transition services.

The VR Counselor ensures the student has a specific vocational goal that matches their employment. This meeting is an opportune time to amend the IPE, if needed, with a new vocational goal and any other service(s) the student may need to transition from the CWTP and continue with their successful employment outcome. If employment is unlikely for the student before exiting high school, this meeting should address the next steps for how the VR Counselor will assist with moving the student forward towards obtaining their vocational goal post high school.

#### 8. Job Placement:

For a student to achieve Job Placement status the following conditions are required:

- The student employment is in a competitive integrated environment at least one day before [high school exit](#);
- the position meets the guidelines and specific vocational goal agreed upon in the IPE or latest amendment;
- natural supports are in place allowing the CWTP Employment Specialist to phase out of the job site, and
- the position is stable with the student in good standing with the employer and the position satisfies the student.

Job Placement can occur at any time and is documented through monthly Job Coaching reports as well as the submission of the Job Placement Report.

If the student does not attain employment that meets the guidelines above prior to exiting high school, the LEA is not eligible for the Job Placement payment. The VR Counselor will assure an adult agency provider continues services for the student, post high school.

9. Employment Follow-up:

Employment Follow-up services, based on individual student needs, include troubleshooting issues that may arise in the first 30 calendar days of employment. The follow-up activities are conducted to ensure and verify the student maintains stable employment.

Stable employment means a student within competitive integrated employment:

- Is satisfied with employment;
- Has an employer that is satisfied with student and no risk of termination or write-up.
- Has extended services in place, if applicable.
- Has worked consistent hours, as determined by hiring expectations and agreement.
- Works for a secure business.

Employment Follow-up begins after the student exits high school with competitive integrated employment, in accordance with the OVR Employed Status Date, and may conclude in July of the next fiscal year. The VR Counselor must authorize employment follow-up services before June 30.

The CWTP Employment Specialist provides the follow-up activities planned during the Exit Planning Meeting, which may include visits to the place of employment or other types of contact (phone, email, online meeting, or text) with the student. Follow-up can include contact with the employer or parent, as appropriate.

The CWTP Employment Specialist completes the follow-up report and invoice at the conclusion of 30 calendar days, if the student maintains stable employment for that time. Report information gathered includes the student's current employment (hours, shift, and environment), job tasks, issues and concerns, job stability, status of natural supports, and job satisfaction.

The CWTP Employment Specialist does not complete the follow-up report and invoice if the employment ends before the required 30 calendar days.

The district is also not eligible for the Employment Follow-up payment if the student does not attain employment prior to exiting high school. The VR Counselor will assure an adult agency provider continues services for the student post high school.

## BILLABLE CWTP TRANSITION SERVICES

The VR Counselor authorizes CWTP Transition Services quarterly, in sequential order, and up to four quarters per year. Districts should receive reimbursement from the OVR within 30 working days of documentation and invoice submission. When unsure whether a service is billable, contact the VR Counselor or the OVR CWTP Program Administrator.

OVR reimburses for CWTP Transition Services in accordance with the following rate structure:

1. Positive Personal Profile (optional) - \$100.00, one-time billable service per student
2. Family Engagement Interview (optional) - \$100.00, one-time billable service per student
3. Comprehensive Vocational Assessment - \$1200.00, one-time billable service per student
  - a. CVA Student Activities – Up to \$1600.00. Rate: \$80 per hour for a minimum of 10 hours (required) to a maximum of 20 hours assessing the student during activities at work or employment sites.
4. Job Development/Job Coaching Planning Meeting - \$300.00, one-time billable service per student
5. Job Development/Job Coaching - Up to \$2400.00 per quarter. Expected practice is 30 hours total per quarter at \$80 per hour.
6. Supported Employment Consultation Meeting - \$300.00, one-time billable service per student.
7. Exit Planning Meeting - \$300.00, one-time billable service per student.
8. Job Placement Report - \$1500.00, one-time billable service per student
9. Employment Follow-up Report - \$200.00, a one-time billable service per student

## CWTP TRANSITION SERVICES ELECTRONIC FORMS

CWTP Employment Specialists must use the following program approved CWTP forms.

1. *Positive Personal Profile* – optional form designed to capture the attributes of a student relevant to their job search, employability, and job match, and additional information needed as part of the Comprehensive Vocational Assessment.
2. *Family Engagement Interview* – optional form designed to involve parents and family members when gathering information about the student. The information enhances that gathered with the Positive Personal Profile and is used as part of the Comprehensive Vocational Assessment.
3. *CVA Student Activities Report* – designed to capture the required Comprehensive Vocational Assessment activities conducted at work or employment sites. The activities gather information for the following CVA areas: effects of health or medical conditions; ability to use basic and high level math operations; ability to use the concepts of time; application of money skills; application of reading skills; behavior in familiar work environments; behavior in unfamiliar work environments; communication skills; social skills and interactions; teamwork, and problem-solving skills.
4. *Comprehensive Vocational Assessment Report* - Designed to capture a student's unique strengths, abilities, concerns, resources, interests, priorities, and recommendations for the VR Counselor as they relate to competitive integrated employment to establish an appropriate IPE vocational goal and future service needs. The report also includes recommendations for work environment, the post-school transportation plan and support needed to attain competitive integrated employment.

5. *Job Development/Job Coaching Planning Meeting Report* - Designed to capture an overview of relevant information from the meeting such as the IPE vocational goal, initial Job Development activities aligned with the goal, potential employers and contacts for Job Development and Job Coaching, steps to address concerns about services, and persons in attendance.
6. *Monthly Job Development/Job Coaching Report* - Designed to summarize the month's individualized activities of Job Development or Job Coaching, as well as additional vocationally relevant information such as progress made, strengths noted, areas of growth, and skills to work on for securing competitive integrated employment aligned with the IPE vocational goal prior to high school exit.
7. *Supported Employment Meeting Report* – designed to summarize the Supported Employment Consultation meeting facilitated by the VR Counselor for students that require the services. The meeting documentation includes expectations in relation to the services, steps to complete by the end of the student year of exit, plan for collaboration, and supports the student needs to transition from the CWTP Employment Specialist to the Community Rehabilitation Provider.
8. *Exit Planning Meeting Report* - Designed to capture an overview of relevant information from the meeting, including the student's post-high school contact information, alternative contacts, current IPE vocational goal, current employment, employment follow-up action plan steps, and other adult services providers that can address the future unique needs of the student.
9. *Job Placement Report* - Designed to document and communicate relevant information regarding the student's employment outcome such as the name of the employer, job classification/title, job duties, date hired, wages and hours per week, health insurance, and student progress. Also includes documentation that the student is satisfied with the position, natural supports are in place, and the student is in good standing with their employer.

10. *Employment Follow-Up Report* - Designed to document and communicate relevant information regarding the student's employment outcome including the name of the employer, job classification/title, job duties, date hired, wages and hours per week, health insurance, and student progress. Also includes documentation of student satisfaction with the position, natural supports in place, and status with the employer.
11. *CWTP Transition Services Invoice* - Designed to contain the information needed to bill OVR for services provided.

## CWTP TRANSITION SERVICES SUBMISSION AND INVOICE PROCESS

The CWTP Employment Specialist completes, signs, and dates each Transition Services form (CVA, meeting reports, Job Development/Job Coaching monthly reports, etc.) and invoice, using an electronic signature. The signature indicates the information is accurate and verifies the completion of the CWTP service(s) outlined within the documents. The CWTP Employment Specialist saves a renamed file in PDF format and submits electronically to OVR.

The following tables include the submission timelines.

### Assessment Services

<b>Transition Service</b>	<b>Report &amp; Invoice Due Date</b>
Positive Personal Profile (optional)	Due upon completion and within the quarter authorized.
Family Engagement Interview (optional)	Due upon completion and within the quarter authorized.
CVA Student Activity Report 1	Due within the quarter authorized, on or before the fifth of the month following the provision of the assessment activities.



## Assessment Services Continued

<b>Transition Service</b>	<b>Report &amp; Invoice Due Date</b>
CVA Student Activity Report 2, if needed to complete the student assessment activities	Due within the quarter authorized, on or before the fifth of the month following the provision of the assessment activities.
Comprehensive Vocational Assessment	Due upon completion and within the quarter authorized.

Note: The Positive Personal Profile, Family Engagement Interview, and Comprehensive Vocational Assessment may be submitted and billed together or separately, dependent on the authorization from the VR Counselor.

<b>Transition Service</b>	<b>Report &amp; Invoice Due Date</b>
JD/JC Planning Meeting Report	Due upon completion and within the quarter authorized.

## Job Development and Job Coaching

<b>Transition Service</b>	<b>Report Due Date</b>
Job Development/Job Coaching Monthly Reports	Due on or before the fifth of the month following the provision of services.
<b>Transition Service</b>	<b>Invoice Due Date</b>
Job Development/Job Coaching Quarterly Invoice	Due on or before the fifth of the month following the <u>quarter</u> .

**Services Provided During Year of High School Exit**

<b>Transition Service</b>	<b>Report &amp; Invoice Due Date</b>
Supported Employment Meeting Report	Due upon completion and within the quarter authorized.
Exit Planning Meeting Report	Due upon completion and within the quarter authorized.
Job Placement Report	Completed the day after high school exit, due upon completion and within the month authorized. When completed in June submit by July 5 or sooner due to end of OVR fiscal year.

**Service Provided After High School Exit**

Employment Follow-up Services	
Employment Follow-up Report	<p>30-Day Follow-up ending in June due upon completion. Submit no later than July 5 or sooner due to end of OVR fiscal year.</p> <p>30-Day Follow-up ending in July due upon completion. Submit no later than August 5.</p>

## CWTP TRANSITION SERVICES FINANCIAL SUMMARIES

On a monthly or quarterly basis, the Employment Specialist may provide administrators, (the Director of Education, principal, finance officer) a summary of the services provided, and billing submitted to OVR. The implementation of this process is optional and a district decision. CWTP HDI staff provide two electronic forms for the completion of this process. The forms are posted on the [CWTP website Forms Page](#).

# SUPPORTED EMPLOYMENT SERVICES

The intent of the CWTP is for the student to achieve competitive integrated employment with any necessary support in place before high school exit. Some students may require long-term support services through a Community Rehabilitation Provider after high school exit. It is the VR Counselor's responsibility to assess and determine if Supported Employment services are required. When needed, the VR Counselor includes Supported Employment services and the specific provider on the IPE for the student.

## JOB DEVELOPMENT/JOB COACHING PLANNING MEETING

The VR Counselor is responsible for leading a discussion about Supported Employment during the Job Development/Job Coaching Planning Meeting if Supported Employment is included on the IPE for a student. The meeting typically occurs in the second quarter of the CWTP student's junior year or early in the third quarter. The discussion helps the student understand the services and the timeline for transition from the CWTP Employment Specialist to the Community Rehabilitation Provider.

## SUPPORTED EMPLOYMENT CONSULTATION MEETING

When Supported Employment is included on the IPE, the VR Counselor refers the student to the provider named on the plan in the third quarter of the senior year or year of [high school exit](#). The VR Counselor can refer earlier if necessary for an individual student, based on limitations and needs. Shortly after the referral to Supported Employment, the VR Counselor schedules a consultation meeting with the CWTP Employment Specialist, the Community Rehabilitation Provider, and the student. Meeting discussion helps the student understand the services and timeline for the

upcoming transition from the CWTP Employment Specialist to the Community Rehabilitation Provider.

The Community Rehabilitation Provider may act as a consultant to the CWTP Employment Specialist while the student is still in school. The student continues participation in CWTP until high school exit. The CWTP Employment Specialist continues as the provider responsible for the student achieving a Job Placement before [high school exit](#).

## EXIT PLANNING MEETING

The CWTP Employment Specialist may invite the Community Rehabilitation Provider to the Exit Planning Meeting, held in the last quarter of the student's senior year or year of high school exit, to discuss student progress and next steps after the student exits high school. The CWTP Employment Specialist continues to be the provider responsible for the student achieving a Job Placement before high school exit.

## TRANSITION FROM CWTP TO SUPPORTED EMPLOYMENT

For any student with Supported Employment included on the IPE, the transfer of services from the CWTP to the Community Rehabilitation Provider occurs the day after high school exit. The CWTP Employment Specialist provides the 30-day employment follow-up services to a student who exits high school with competitive integrated employment.

## CONTACT INFORMATION FOR SUPPORTED EMPLOYMENT QUESTIONS:

Kentucky Office of Vocational Rehabilitation  
Mayo-Underwood Building 500 Mero Street  
4th Floor NE Frankfort, KY 40601

502-564-4440

800-372-7172 (V/TTY)

Website: [Supported Employment & Community Rehabilitation Services](#)

# US DEPARTMENT OF LABOR GUIDELINES

Students *may be paid* during any phase of the CWTP. Students *must be paid* when an employment relationship is established, unless their work complies with all United States Department of Labor (DOL) guidelines that legally provide for unpaid work experiences. If students are paid, employers must comply with all aspects of the Fair Labor Standards Act, including minimum wage.

Beyond issues of legality, pay for work performed has the following advantages:

- Pay honors typical business practices (pay for work performed).
- Pay is a primary motivator for students. (Natural motivators should always be used before artificial ones are considered).
- Pay heightens employer expectations (“You get what you pay for.”).
- Pay lessens liability concerns (automatic student coverage by the employer’s workers’ compensation and general liability).
- Pay is respectful of student contribution.

There may be occasions when students work in community businesses without pay. This is allowable if there is NO employment relationship for purposes of the Fair Labor Standards Act. If students are not paid while performing tasks at a local business, the school district and employer must comply with guidelines established by the DOL and the United States Department of Education Office of Special Education and Rehabilitative Services. This policy was developed to ensure that students are afforded the full protection of the Fair Labor Standards Act when receiving community based

vocational services. The DOL *Dear Colleague Letter* outlining the policy is in [Appendix F](#) of this manual.

## INFORMED AGREEMENT FOR NON-PAID WORK

If conditions are such that a student may legally work in a business without being paid, the student and parent or guardian must be fully informed and voluntarily agree to participate in non-paid work. For each work or employment site at which a student is not paid, the CWTP Employment Specialist completes a *Non-paid Work Explanation/Evaluation and Training Agreement*. This ensures all parties are knowledgeable of the DOL guidelines and agree to follow them. Note: Completing the form does not render the arrangement either proper or legal. A *Sample Non-paid Work Explanation/Evaluation and Training Agreement* is included in [Appendix G](#) of this manual.

## NON-PAID WORK CRITERIA

When ALL the following criteria are met, the US Department of Labor will NOT assert an employment relationship for purposes of the Fair Labor Standards Act.

- Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive on-going support to perform in a work setting.
- Participation will be for vocational exploration, assessment, or training in a community-based placement work site under the general supervision of public-school personnel.



- Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative vocational education components will be included in the student's' *Individualized Education Program* (IEP).
- Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student participant to wages.
- The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors.
  - i. There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees clearly are of benefit to the business.
  - ii. The students are under continued and direct supervision by either a representative of the school or by employees of the business.
  - iii. Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.
  - iv. The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.

- v. While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:

Hour Limitations During School Year	
Vocational exploration	5 hours per job experienced
Vocational assessment	90 hours per job experienced
Vocational training	120 hours per job experienced

- Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.

It is important to understand that an employment relationship will exist unless all the criteria described in this policy guidance are met. Should an employment relationship be determined to exist, participating businesses can be held responsible for full compliance with the Fair Labor Standards Act, including the child labor provisions.

Businesses and school systems may at any time consider participants to be employees and may structure the program so that the participants are compensated in accordance with the requirements of the Fair Labor Standards Act. Whenever an employment relationship is established, the business may make use of the special minimum wage provisions provided pursuant to section 14(c) of the Act. A *DOL Checklist Regarding Non-Paid Work Exploration, Exploration/Evaluation, and Training* is included in [Appendix H](#) of this manual.

# END OF YEAR DATA

HDI CWTP personnel distribute surveys to gather end of year data by May 1. The CWTP Employment Specialist must submit the annual data to HDI CWTP personnel on or before June 30. This is in accordance with the district MOA with the OVR that states, “Ensure the CWTP Annual Data Report regarding student, program outcomes and required statistical information is completed and submitted to HDI by end of school year.” Failure to report data may delay the initiation of services going forward.

# RECORD RETENTION

The CWTP Employment Specialist, Director of Special Education, and finance officer maintain all CWTP documents and reports for a minimum of three (3) years after the MOA between the district and OVR ends and the final financial report is submitted or until all audit questions are resolved, whichever is later.

Documents and reports include but are not limited to: Pre-ETS Referral Form, CVA Student Activity Reports, CVA Report, Job Development/Job Coaching Planning Meeting Report, Job Development/ Job Coaching Reports, Job Placement Reports, Employment Follow-Up Reports, Exit Planning Meeting Reports, Supported Employment Consultation Meeting Reports, Pre-ETS activity reports and invoices associated with service provision.

# PROGRAM & COMPLIANCE REVIEW

Annually HDI CWTP personnel conduct real-time program and compliance review activities for no less than 50% of the participating school districts. HDI CWTP personnel will actively collaborate with district CWTP staff during the process. Districts reviewed will make staff and records available so HDI CWTP personnel can determine the level of adherence to program guidelines outlined in this procedure manual, expectations of the OVR MOA, and content from the required CWTP training. Individual programs are required to correct all non-compliance items within the timetable included in the district *Findings of Facts and Conclusions Report*.

A more in-depth audit may occur if there are tangible concerns about a district's program compliance. Tangible concerns include but are not limited to the district having no current OVR payment authorizations for CWTP Transition Services, confidentiality concerns, and observed gaps in the provision of CWTP Transition Services.

Upon failure to correct any non-compliance item(s) and achieve expectations the district CWTP staff will actively partner and collaborate with HDI CWTP personnel to develop and implement a *Support Plan*. *Support Plans* are designed to assist individual programs by targeting areas of continued concern, methods for improvement, and determining timetables to address the concerns. HDI CWTP personnel will actively collaborate with programs required to develop and implement a *Support Plan*.

Individual programs under a *Support Plan* who fail to demonstrate progress toward meeting the goals within the designated timetable will be required to meet with OVR to discuss program participation in the CWTP. When a *Support Plan* is unsuccessful, as defined by the individualized expectations, the program is not eligible to participate in the CWTP for at least one year.

# DISABILITY BENEFITS RESOURCES

Concern about losing Social Security benefits based on a disability, whether real or only perceived, frequently presents employment barriers for students. Therefore, those involved in helping students plan for work need to provide clear information about the impact of wages on benefits.

## SOCIAL SECURITY ADMINISTRATION

The [Social Security Administration \(SSA\)](#) website explains the differences between Social Security Insurance (SSI) and Social Security Disability Insurance (SSDI). Most students receiving Social Security benefits receive SSI, rather than SSDI. However, prior to talking with students and their families about work incentives, it is critical to determine whether they are receiving SSI, SSDI, or both since benefits are impacted by employment in very different ways.

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## [THE RED BOOK](#) - A GUIDE TO WORK INCENTIVES

The guide serves as a general reference source about the employment-related provisions of Social Security Disability Insurance and the Supplemental Security Income Programs for educators, advocates, rehabilitation professionals, and counselors who serve people with disabilities.

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## SSA CONTACT INFORMATION

Social Security National Toll-Free Number is 1-800-772-1213. This is an automated telephone service to get recorded information and conduct some business 24 hours a day. A Social Security representative is available between 8 a.m. and 7 p.m. Monday through Friday. For deaf or hard of hearing, call the toll-free TTY number, 1-800-325-0778, between 8 a.m. and 7 p.m. Monday through Friday. Find the phone number for a local office by using the [Field Office Locator](#).

## GOODWILL INDUSTRIES OF KENTUCKY WORK INCENTIVES PLANNING AND ASSISTANCE (WIPA)

The Work Incentives Planning and Assistance (WIPA) program provides individualized benefits counseling support to people who receive Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI).

The counseling support is provided by Community Work Incentives Coordinators (CWIC) who received approved training from the Social Security Administration and a certification through [Virginia Commonwealth University](#). WIPA participants are paired with a CWIC who will help them understand how work will affect their income and healthcare benefits. The CWIC will also teach participants how to use work incentives to return to work to increase their financial self-sufficiency.

Services provided include:

- Individualized short- and long-term benefits planning and management services so beneficiaries know what they need to report to the Social Security Administration when they work, including how to report wage and other information to the Social Security Administration, and how to access

and use the Social Security Administration and other federal, state, and local work incentives programs.

- Referral to employment support services and trouble-shooting benefits issues related to working and the return-to-work process.
- Presentations to beneficiaries, their supports, and providers about the Supplemental Security Income and Social Security Disability Insurance programs and work incentives.
- Outreach to beneficiaries and their support about WIPA services and how to access.

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## CONTACT INFORMATION

Goodwill's toll-free WIPA line: 866-336-3316

Ticket to Work helpline: 866-968-7842

TTY (hearing impaired): 866-833-2967

Email: [workincentives@goodwillky.org](mailto:workincentives@goodwillky.org)

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## KENTUCKY COUNTIES SERVED:

Adair, Allen, Anderson, Barren, Bath, Bell, Boone, Bourbon, Boyd, Boyle, Bracken, Breathitt, Campbell, Carroll, Carter, Casey, Clark, Clay, Clinton, Cumberland, Elliott, Estill, Fayette, Fleming, Floyd, Franklin, Gallatin, Garrard, Grant, Green, Greenup, Harlan, Harrison, Hart, Henry, Jackson, Jessamine, Johnson, Kenton, Knott, Knox, Larue, Laurel, Lawrence, Lee, Leslie, Letcher, Lewis, Lincoln, Madison, Magoffin, Marion, Martin, Mason, McCreary, Menifee, Mercer, Metcalfe, Monroe, Montgomery,



Morgan, Nelson, Nicholas, Oldham, Owen, Owsley, Pendleton, Perry, Pike, Powell, Pulaski, Robertson, Rockcastle, Rowan, Russell, Scott, Shelby, Spencer, Taylor, Trimble, Warren, Washington, Wayne, Whitley, Wolfe, and Woodford.

## CENTER FOR ACCESSIBLE LIVING WIPA SERVICES

The [Center for Accessible Living](#) (CAL) is a disability rights and resource center for people with disabilities, governed by people with disabilities. Services are offered to individuals with all types of disabilities. CAL staff provide information, advocacy and services that create opportunities for people with disabilities to live as independently as possible.

The Center's Community Work Incentives Coordinators (CWICs) are trained to assist persons with disabilities who receive Social Security benefits determine the effect that employment earnings will have on their benefits and identify possible resources in their pursuit of employment goals.

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### CONTACT INFORMATION

Center for Accessible Living Toll Free: 844-689-6620

Center for Accessible Living WIPA initial contact: 859-638-2155

Ticket to Work helpline: 866-968-7842

Email: [wipa@calky.org](mailto:wipa@calky.org)

Website: <http://www.calky.org/services/working-while-on-benefits/>

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## KENTUCKY COUNTIES SERVED:

Ballard, Breckinridge, Bullitt, Butler, Caldwell, Calloway, Carlisle, Christian, Crittenden, Daviess, Edmonson, Fulton, Graves, Grayson, Hancock, Hardin, Henderson, Hickman, Hopkins, Jefferson, Livingston, Logan, Lyon, Marshall, McCracken, McLean, Meade, Muhlenberg, Ohio, Simpson, Todd, Trigg, Union, and Webster.

## KENTUCKY DISABILITY BENEFITS 101

The [Kentucky Disability Benefits 101](#) website provides tools and information on health coverage, benefits, and employment. The site also provides tools to plan and learn how work and benefits go together.

## “THE TRUTH ABOUT SSI (SUPPLEMENTAL SECURITY INCOME) AND WORKING”

A [video](#) on the *HDI Learning* site that provides all the basics that youth with disabilities and their parents need to know about applying for Supplemental Security Income when they turn 18 years old. The video also covers how youth with disabilities can work and keep their benefits.

# GLOSSARY

*Admissions and release committee* or "ARC" means a group of individuals described in 707 KAR 1:320, Section 3 that is responsible for developing, reviewing, or revising an individual education program (IEP) for a child with a disability.

*Competitive Integrated Employment* means work that is performed on a full-time or part-time basis for which an individual is earning compensation at or above minimum wage and comparable to the customary rate paid by the employer to employees without disabilities performing similar duties and with similar training and experience; receiving the same level of benefits provided to other employees without disabilities in similar positions; working at a location where the employee interacts with other individuals without disabilities; and receiving opportunities for advancement when appropriate similar to other employees without disabilities in similar positions.

*CWTP Transition Services* means a coordinated set of activities for a student designed within an outcome-oriented process to promote movement from school to competitive integrated employment including supported employment.

Activities must be individualized, considering a student's preferences and interests, and must include instruction, community experiences, development of employment, and, if appropriate, acquisition of daily living skills. CWTP Transition Services must facilitate the achievement of the employment outcome identified on the student's Individualized Plan for Employment.

*Employed* means an employed individual is currently working as a paid employee or who works in his or her own business or profession or on his or her own farm, or works 15 hours or more per week as an unpaid worker in a farm or enterprise operated by a member of the family, or is one who is not working, but has a job or business from

which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.

[Employment First](#) is the policy of the Commonwealth of Kentucky that competitive integrated employment shall be considered the first and primary option for persons with disabilities of working age who desire to become employed, including those with the most significant disabilities.

[Fair Labor Standards Act \(FLSA\)](#) is a U.S. law that intended to protect workers against certain unfair pay practices or work regulations.

*Grade 14* may only be selected in the Kentucky Student Information System (KSIS)/Infinite Campus for special education students participating in Alternate Assessment, as determined by the student's Admissions and Release Committee, and documented on his or her IEP. This student must turn 17 years of age on or before October 1st of the current school year and must have progressed through a grade 12 assessments.

*High School Exit* means the student aged out, graduated, or dropped out.

*Individuals with Disabilities Education Improvement Act* (20 U.S.C. Section 1400 through 1450, as amended) or IDEA means the federal law that requires the provision of special education and related services to eligible students with disabilities.

*IDEA Transition Services* are a coordinated set of activities for a student designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment),

continuing and adult education, adult services, independent living, or community participation. Services are based on the individual child's needs, considering the child's strengths, preferences, and interests; and includes instruction; related services; community experiences; the development of employment and other post-school adult living objectives; and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

[Individualized Education Program](#) or IEP is a written program for a student with a disability who is eligible to receive special education and related services under the IDEA. The IEP describes the student's strengths and needs, and articulates measurable annual goals, specially designed instruction, related services, and supplementary aids and services required to address the educational needs of the student. The IEP is developed, reviewed, and revised in accordance with 707 KAR 1:320.

*Individualized Plan for Employment (IPE)* is a written plan developed after eligibility for vocational rehabilitation services is established and based on assessment. The plan outlines an individual's vocational goal, along with the services and timelines to reach the goal. The goal is consistent with the individual's unique strengths, concerns, abilities, and interests. The VR Counselor and the client or consumer jointly develop the plan, ensuring informed choice during the development process. The IPE must be reviewed annually and amended if the client's needs change.

*Informational Interview* is an informal conversation with someone working in a career area/job who will give information and advice of interest to the interviewer. It is an effective research tool in addition to reading books, exploring the internet, and examining job descriptions. It is not a job interview, and the objective is not to find job openings.

*"Natural supports"* are supports provided to an employee with a disability from supervisors and co-workers, such as mentoring, friendship, socializing at breaks or after

work, providing feedback on job performance or learning a new skill together. These natural supports are particularly effective as they enhance the social integration of the employee with a disability with his or her co-workers and supervisor. In addition, natural supports are more permanent, part of the workplace, and more readily available than paid job coaches, thereby facilitating long-term job retention. [U.S. Department of Labor's One-Stop Toolkit site](#).

*On-the-Job Training* is based on the principle of learning by doing. Workers learn the job while performing it within the actual work environment. This type of training is beneficial for both the worker and the employer. (OVR P&P manual).

*OVR Transition Services* means a coordinated set of activities, for a student, designed within an outcome-oriented process to promote movement from school to post school activities, including postsecondary education, vocational training, competitive integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

Activities must be individualized, considering a student's preferences and interests, and must include instruction, community experiences, development of employment, other post school adult living objectives, and, if appropriate, acquisition of daily living skills and functional evaluation. Transition services must facilitate the achievement of the employment outcome identified on the student's Individualized Plan for Employment.

*Pre-employment Transition Services (Pre-ETS)* under the Rehabilitation Act, as amended by WIOA (2014), provide an early start to job exploration that assist students with disabilities in identifying career interests, which may be further explored through additional vocational rehabilitation (VR) services, such as transition services and other individualized OVR services. Pre-ETS are available statewide to all students in need of such services, ages 14 through 21, who meet the established criteria, regardless of whether a student has applied for OVR services. Pre-ETS include job exploration

counseling, work-based learning experiences, counseling on opportunities for enrollment in comprehensive transition or post- secondary educational programs at Institutions of Higher Education, workplace readiness training to develop social and independent living skills, and instruction on self-advocacy.

*Potentially Eligible for receiving Pre-Employment Transition Services* are students who have an IEP, 504 Plan, or documented disability from a doctor, psychologist, or medical professional. This includes those who have not applied or been determined eligible for Vocational Rehabilitation services.

[Rehabilitation Services Administration](#) (RSA) provides leadership and resources to assist states and other agencies in providing vocational rehabilitation and other services to individuals with disabilities to maximize their employment, independence, and integration into the community and the competitive labor market. RSA is a component of the [Office of Special Education and Rehabilitative Services \(OSERS\)](#) within the [U.S. Department of Education](#).

*Student with a Significant Disability* is an individual with a severe physical or mental impairment or combination of impairments that seriously limits one of the seven functional capacities who is expected to require multiple vocational rehabilitation services (including guidance and counseling) over an extended period of time.

Major areas of functional capacity include self-care, work skills, interpersonal skills, communication, mobility, self-direction and work tolerance.

*Supported Employment Services* means ongoing support services, including customized employment, needed to support and maintain an individual with a most significant disability in supported employment. Provided singly or in combination, the services are organized and made available to assist an eligible individual to achieve competitive integrated employment. Services are based on a determination of the

needs of an eligible individual, as specified in an individualized plan for employment; and are provided by the designated State unit for a period of not more than 24 months, extended, if necessary, in order to achieve the employment outcome identified in the individualized plan for employment.

*Temporary employment* means receiving payment but not employed. At the employment site to obtain work experience.

*Workforce Innovation and Opportunity Act* or WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. WIOA is designed to strengthen and improve the nation's public workforce development system by helping Americans with barriers to employment, including individuals with disabilities, achieve high quality careers and helping employers hire and retain skilled workers.

*504 Team* is responsible for a plan developed under Section 504 of the Rehabilitation Act of 1973 to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment at the same level as their non- disabled peers.



# APPENDICES

## APPENDIX A: SCHOOL PARTICIPATION APPLICATION COMPONENTS

### 2024-25 CWTP Application Components

The CWTP Application is submitted online via Microsoft Forms. Below is the information required to complete the application form. Applications are due on or before June 30.

1. Application Date
2. District 2024-25 Opening Date
3. School District Name
4. School District Address
5. Number of High Schools in District Participating in CWTP
6. Vendor number: *Board of Education Vendor Code aka Vendor Number begins with either KY or KS and will have seven numbers following. For example: KY1234567 or KS1234567. Enter the seven numbers only. BOE vendor code was provided by CWTP staff. Contact us if you need more information: [patricia.wilkerson@uky.edu](mailto:patricia.wilkerson@uky.edu)*
7. Check one
  - New District
  - Returning District
8. Name of Individual Completing this Form
9. Title
10. Email address
11. Work Phone #
12. Extension #

Director of Special Education

13. Name of Director of Special Education

14. Email address

15. Work Phone #

16. Extension #

District Finance Officer

17. Name of District Finance Officer

18. Email Address

19. Work Phone #

20. Extension

Superintendent

21. Name of Superintendent

22. Email address

23. Work Phone #

24. Extension #

Employment Specialist – Page 1

Complete all information below for each Employment Specialist assigned to the CWTP. If an Employment Specialist is assigned to more than one high school, indicate each.

25. Employment Specialist 1

26. E-mail Address

27. Work Phone #

28. Extension #

29. Cell Phone #

30. Full-Time Equivalency (FTE) with CWTP. FTE refers to the percentage of workload/school day assigned to the CWTP. *Example: Full-time = 1.0, Half-time = .5.* Please be specific with how many hours are with CWTP; listing how many hours per day, per week for CWTP. Note other duties if not full-time CWTP. *Example: Full-time employee, CWTP 6 hours a day, Bus Driver 2 hours a day.*

31. Anticipated student participation numbers for Potentially Eligible students to receive Pre-ETS.

32. The allowable student participation numbers per Employment Specialist for grade 11, 12 and 14, CWTP Transition Services, is up to 12. Indicate the 2024-2025 estimated CWTP Transition student numbers.

33. Number of students participating in CWTP Transition Services anticipated to exit school with competitive integrated employment at the conclusion of the school year: Please enter a number less than or equal to 12.

34. High School/s Assigned.

35. Principal Name(s)

36. Email Address

37. Work Phone #

38. Extension #

39. I have more Employment Specialist and schools to add:

- Yes
- No

Enter the same information as 25-39 for up to four employment specialists

## APPENDIX B: SAMPLE CWTP EMPLOYMENT SPECIALIST JOB DESCRIPTION

Job Title: CWTP Employment Specialist

Work Location: \_\_\_\_ High School

Salary Range:

Type of Position: Classified Staff

Direct Supervisor:

Qualifications and Education Requirements:

- High school education or equivalent;
- Minimum two (2) years' experience working with individuals with disabilities;
- Significant knowledge of jobs in the community;
- Good written and oral communication skills; and
- Knowledge of the OVR resources in the district area, partners, and available programs for youth.

Preferred Skills:

Self-motivated, flexible, and resourceful; possess high expectations for the inclusion of students with disabilities within the community workforce; computer skills and experience with software programs, particularly Excel; team player, time management skills, detailed and ability to adapt to various work environments. Preferred experiences

and knowledge are in the areas of high school special education, working with businesses, and training individuals with disabilities.

#### Job Functions:

Implements the CWTP in coordination with the UK Human Development Institute and the Office of Vocational Rehabilitation; coordinates and supervises community sites used for the CWTP by the district high school; and serves as a strong and cooperative team member in managing the program. For CWTP Pre-Employment Transition Services introduces students to various jobs and industry sectors, provides work-based learning experiences, offers post- secondary counseling (on a limited basis), implements workplace readiness training for social and independent living skills, and provides self-advocacy instruction. For CWTP Transition Services completes comprehensive vocational assessment, provides job development/job coaching, assists in securing competitive integrated employment (job placement) prior to high school exit, and provides employment follow-up services with job attainment.

#### Job Duties and Responsibilities:

1. Attends all required meetings and training.
2. Understands that the goal of the program is for students to gain competitive integrated employment before high school exit.
3. Works with students with disabilities as defined by OVR.
4. Works collaboratively with staff at HDI, OVR and KDE to implement the program with fidelity, in accordance with CWTP procedures.
5. Facilitates the referral process between the district and OVR.
6. Provides information for the application for OVR services to the VR Counselor.

7. Works with students, parents or legal guardian, classroom teachers, businesses, and others to identify potential career interests, preferences, and various individualized job possibilities available in the community.
8. Exhibits a working knowledge of and experience with technical and computer applications including word processing, spreadsheets, data processing, desktop publishing and electronic mail.
9. Prepares site related documents including site file folders, site file updates, and insurance information.
10. Conducts a Comprehensive Vocational Assessment through a variety of methods to identify student unique strengths, abilities, concerns, resources, interests, priorities, and recommendations for the VR Counselor, as they relate to competitive integrated employment to establish an appropriate IPE vocational goal and future service needs.
11. Completes the written Comprehensive Vocational Assessment Report and assists with development of students' Individualized Plan for Employment (IPE) through OVR.
12. Assists Admission and Release Committees (ARCs), 504 teams and others with understanding student referrals for Pre-Employment Transition Services.
13. Assists ARCS with the development of students' Individual Education Program (IEP) by attending meetings when appropriate, sharing the results of the Comprehensive Vocational Assessment, and sharing any other vocationally relevant information.
14. Collaborates with classroom teachers of students participating in the CWTP about scheduling services, IEP content, task analysis of behavior or skills, standards addressed in the classroom, content of Individual Learning Plan, etc.

15. Works with employers and students to develop personalized jobs.
16. Provides consultations for business personnel related to specific instruction and support needs of individual students, promoting instruction by those who typically provide training, and supplementing employer training as needed.
17. Provides follow-up services to promote job stability and advancements and continuing success of students.
18. Maintains necessary records for the local school system and the Office of Vocational Rehabilitation.
19. Keeps current and complete information regarding each student participating in the CWTP.
20. Maintains records in accordance with the district and OVR policy for record retention.
21. Submits all meeting reports, monthly reports, and invoices to OVR for timely reimbursements.
22. Submits quarterly student Infinite Campus grade/progress reports for students receiving CWTP Transition Services to the VR Counselor.
23. Completes year-end program data report and submits to HDI.
24. Coordinates or provides transportation according to district policies and procedures.
25. Uses public relations principles and a broad base of educational expertise to maintain a positive, effective, and efficient districtwide CWTP image with the community, the school board, the high school, and district administration.



26. Markets the CWTP to the community, parents and students, schools, and professional organizations. Responds to community and school personnel inquiries about CWTP goals and functions.

## APPENDIX C: POSSIBLE INTERVIEW QUESTIONS FOR CWTP EMPLOYMENT SPECIALISTS

These sample questions are in no sequence. Some may be applicable while others are not. Questions correlate either to the desired job-related qualities (personal connections, flexibility, organizational skills, high expectations, imagination, etc.) or attitudes about people with disabilities. The list is not an all-inclusive. There may be many other desired questions, some district specific.

- Did you attend school with students who had disabilities? If so, then what did you notice about their education? What kinds of contact did you have with students with disabilities, or what did you see the students doing? Based on your observations, what do you think was good and what could have been better? Alternatively, if you did not go to school with students with disabilities, then why do you think this was so?
- This job promotes work experience and helps students with disabilities gain competitive integrated employment before high school exit. Why do you think work would be important for someone who has a disability? What about work for students who (due to their disabilities) do not talk, or walk, or use their arms? What about students with significant cognitive impairments or unusual behaviors, is work important for these students too?
- What kinds of jobs do you think students with disabilities can achieve?
- Have you had any experience with vocational programs for students with disabilities?
- What are your community connections (organizations, church, committees, boards, etc.)?

- What experience do you have with professional writing (e.g., keeping documentation, writing business letters, writing reports)?
- What experience do you have with using technology (e.g., computers, software programs for word processing and spreadsheets, internet use, scanning documents)?
- Can you think of any job experiences you have had that would be helpful in preparing you to do this job?
- How flexible is your time (e.g., working weekends, after school hours, evenings, summer)?
- Why do you think you would be good at this kind of work?
- What aspect of this job do you think would be most difficult?
- What questions do you have about the job?

## APPENDIX D: ADDITIONAL PRE-ETS PROVIDERS

[Special Education Regional Technical Assistance Centers \(SERTACs\)](#) provide Pre-ETS training and student workshops. Consult with the Regional OVR Pre-ETS Coordinator or VR Counselor to find out if a regional cooperative is providing Pre-ETS and if so, what Pre-ETS the regional cooperative is offering to transition-age students within the region. For example, the regional cooperative transition consultant may provide an in-school workshop on self-advocacy skills to a large selection of students. Note: students in the CWTP may also participate in the training and student workshops.

[Community Rehabilitation Programs \(CRPs\)](#). KY OVR works directly with a network of community rehabilitation programs to provide services to eligible individuals. A number of CRPs are offering Pre-ETS to eligible transition-age students without charge. For instance, in some areas, the CRPs have collaborated with the LEAs and arranged to provide in-school or after-school pre-ETS targeted weekly workshops or skills training, and in some areas, summer projects are developed. To find out about opportunities for students to receive Pre-ETS through a CRP in your area, please contact the OVR transition counselor assigned to your secondary school or the local OVR office in your area.

[Jobs for Kentucky's Graduates \(JAG KY\)](#) is a national program that is expanding within KY. The program provides a competency-based curriculum for in-school youth who have significant barriers to success that include disability, academic, physical, psychological, work related, and/or environmental barriers. The competency-based modules provide up to 880 hours of content consisting of activities, project-based learning, competency-based tests, and work-based learning. The competency areas include career development, job attainment, job survival, basic skills, leadership and self-development, personal skill, life survival skills, workplace and economic empowerment, which are consistent with the five Pre-ETS as outlined in WIOA. For schools participating in JAG, there will be a "Specialist" or "Career Coach" from JAG KY assigned to the school.

# APPENDIX E: PRE-EMPLOYMENT TRANSITION SERVICES REFERRAL

OVR  
(rev. 1/2024)

Pre-Employment Transition Services Information  
Release and Consent for Potentially Eligible Students



\* denotes required fields

Section 1. Please provide information about the interested student:							
* Last Name		* First Name			Middle Initial		
* Student ID				* Date of Birth			
* Mailing Address							
* City				* State	* Zip Code		
Parent/Legal Guardian Email				Student Email			
* Primary Phone (include area code)				Secondary Phone (include area code)			
Voice		TTY		SMS		Video	
Voice		TTY		SMS		Video	
* Race (select all that apply)							
American Indian or Alaskan Native			Asian		Black or African American		
Native Hawaiian or other Pacific Islander			White				
* Ethnicity				* Gender			
Hispanic or Latino		Not Hispanic or Latino		Male		Female Not Reported	
<p>‡ Submit the completed referral form as well as the student's IEP, 504 Plan or other documentation of disability to VR Staff via Pre-VR System for approval. All providers must receive approval from VR staff prior to working with a student.</p> <p>* Does the student meet the following three requirements for the provision of pre-employment transition services? <u>(must meet all of the following to be deemed eligible)</u></p> <p>Student is between 14 and 21 years of age?</p> <p>Student is enrolled in a secondary, alternative, home school, or recognized postsecondary educational/vocational program?</p> <p>Student has an Individual Educational Plan (IEP), 504 Plan or documented disability from a doctor, psychologist, or medical professional?</p>							

Section 2. Educational Information			
* School Currently Enrolled			
* County		* Phone (include area code)	
* Grade Level	* Expected Graduation Date	* Type of Degree	
<p>* Does the student have an Individualized Education Program (IEP) or an accommodation plan under section 504 of the Rehabilitation Act?</p> <p>Student has an accommodation plan under section 504 of the Rehabilitation Act</p> <p>Student has an Individualized Education Program (IEP)</p> <p>Student is an individual with a disability who does not have an IEP or 504 Plan</p>			
<p>* Does the student have sensory disabilities (e.g., hearing/vision)?</p> <p>Blind/Low Vision      Deaf/Hard of Hearing      Both      None</p>			
* Student's Preferred Mode of Communication (e.g., ASL/Sign Language)			
Section 3. Pre-ETS Provider Information			
* Pre-ETS Provider Business Name			
* Business Address			
* Contact Name		* Contact Phone Number	
* Contact Email Address			
Section 4. Client Assistant Program (CAP)			
<p>CAP can help you to understand services available from the OVR, advise you on other benefits available from State and Federal agencies, help you to pursue appropriate remedies to ensure the protection of your rights, and help to resolve any dissatisfaction that you may have with the OVR regarding the provision or denial of services. To contact CAP, visit the Protection and Advocacy website at <a href="http://www.kypa.net/intake-form.html">http://www.kypa.net/intake-form.html</a> or call 1-800-372-2988.</p>			

**Section 5. To be completed by the student and parent or legal guardian (if applicable)**

If a student is under 18 years of age or under a guardianship order, consent of a parent or legal guardian is required.

My signature below indicates:

- I give my permission for the named student to take part in Pre-ETS provided by the Pre-ETS provider and/or OVR.
- I give my permission for the sharing of the information on this form (IEP, 504 Plan, or documentation of a disability), as well as information needed for the provision of Pre-ETS, between the education agency and OVR or its designated contractor as a condition of the student's participation.
- I understand that OVR will utilize some of the information provided for federal reporting purposes, and that OVR will treat this information in a confidential manner. I understand that the Health Insurance Portability and Accountability Act (HIPAA) does not apply to this information, but that other laws prohibit its re-disclosure without the written consent of the student, parent, or legal guardian.
- I understand that I may revoke the consent provided in this form at any time by providing a signed and dated written notice. The consent remains valid if the student is a recipient of Pre-ETS and is strictly limited to information needed for the provision of Pre-ETS.
- I give my permission for the student to participate in Pre-ETS activities outside the school and OVR settings. I will be notified by service provider of each offsite activity prior to the activity occurring. If I do not permit the student to participate in a particular activity, I will notify the student's Pre-ETS specialist when I receive notice of the activity.
- OVR or the designated service provider may provide virtual Pre-ETS sessions (e.g., videoconferences or telephone conference calls). I understand that, except for the authorized parent or guardian, other individuals in the home are not permitted to participate or otherwise be visible or listen in on these sessions. I agree to be in a private, secure, and uninterrupted environment when receiving virtual services.
- OVR Contractor may provide virtual Group Pre-ETS sessions. During these virtual Group Pre-ETS sessions, no confidential information will be shared. However, I understand that the names and images of participating students and their authorized representatives will be visible to staff and may be visible to other participating students and their authorized parents/representatives.
- I understand that Pre-ETS are not traditional VR services. Participating in Pre-ETS does not qualify the student for VR services. The student may apply for VR services if/when there is interest or need for VR services.

**Section 6. Signatures (\*Student Signature REQUIRED. Parent/Legal Guardian if applicable)**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Legal Guardian Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

## APPENDIX F: US DEPARTMENT OF LABOR DEAR COLLEAGUE LETTER

### UNITED STATES DEPARTMENT OF EDUCATION OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES

Dear Colleague:

The Departments of Education and Labor have collaborated to promote opportunities for educational placements in the community for students with disabilities while assuring that applicable labor standards protections are strictly observed.

Pursuant to the Individuals with Disabilities Education Act (IDEA), individualized education programs are developed to provide students with disabilities an opportunity to learn about work in realistic settings and thereby help such students in the transition from school to life in the community. Since the affirmation of students' rights to an appropriate free public education in 1975, many students with disabilities have benefited from participation in vocational education programs in their public schools. Students with more severe disabilities, however, have experienced fewer benefits from participation in such programs. Alternative, community based, and individualized education and training programs have emerged to meet their needs.

Our Departments share an interest in promoting educational experiences that can enhance success in school-to-work transition and the prospects that these students become effective, productive workforce participants and contributors to their community. At the same time, these students must be afforded the full protection of the nation's labor laws and not be subject to potential abuse as they start this transition through community-based educational experiences.



Existing Department of Labor guidelines, which define “employees” for purposes of applying the requirements of the Fair Labor Standards Act (FLSA), do not specifically address community-based education programs for students with disabilities. To assist program administrators in developing programs or making placements that do not create questions about the establishment of an employment relationship between the students and participating businesses in the community, the Employment Standards Administration (Department of Labor), and the Offices of Vocational and Adult Education, and Special Education and Rehabilitative Services (Department of Education) have developed the following guidance.

#### STATEMENT OF PRINCIPLE

The US Departments of Labor and Education are committed to the continued development and implementation of individual education programs, in accordance with the Individuals with Disabilities Education Act (IDEA), that will facilitate the transition of students with disabilities from school to employment within their communities. This transition must take place under conditions that will not jeopardize the protections awarded by the Fair Labor Standards Act to program participants, employees, employers, or programs providing rehabilitation services to individuals with disabilities.

#### DEPARTMENT OF LABOR GUIDELINES

*Where ALL the following criteria are met, the US. Department of Labor will NOT assert an employment relationship for purposes of the Fair Labor Standards Act.*

- Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately

obtainable and who, because of their disability, will need intensive on-going support to perform in a work setting.

- Participation will be for vocational exploration, assessment, or training in a community-based placement work site under the general supervision of public-school personnel.
- Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative vocational education components will be included in the student's Individualized Education Program (IEP).
- Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student participant to wages.
- The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors.
  - 1) There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees clearly are of benefit to the business.
  - 2) The students are under continued and direct supervision by either representatives of the school or by employees of the business.

- 3) Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.
- 4) The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.
- 5) While the existence of an employment relationship will not be determined exclusively based on the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:

Hour Limitations During School Year	
Vocational exploration	5 hours per job experienced
Vocational assessment	90 hours per job experienced
Vocational training	120 hours per job experienced

- Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.

It is important to understand that an employment relationship will exist unless all the criteria described in this policy guidance are met. Should an employment relationship be determined to exist, participating businesses can be held responsible for full compliance with FLSA, including the child labor provisions.

Businesses and school systems may at any time consider participants to be employees and may structure the program so that the participants are compensated in accordance with the requirements of the Fair Labor Standards Act. Whenever an employment

relationship is established, the business may make use of the special minimum wage provisions provided pursuant to section 14(c) of the Act.

We hope that this guidance will help you achieve success in the development of individualized education programs.

Robert R. Davila  
Assistant Secretary

Office of Special  
Education &  
Rehabilitative Services

US Department  
of Education

Cari M.  
Dominguez  
Assistant  
Secretary

Employment Standards  
Administration

U.S. Department of  
Labor

Betsy Brand Assistant  
Secretary

Office of Vocational and  
Adult Education

U.S. Department  
of Education

APPENDIX G: SAMPLE STUDENT NON-PAID WORK  
EXPLORATION/EVALUATION AND TRAINING AGREEMENT

**Student Non-Paid Work Exploration/Evaluation and Training Agreement**

Name of School \_\_\_\_\_ Date \_\_\_\_\_

Student Name \_\_\_\_\_ Teacher \_\_\_\_\_

Exploration/evaluation/Training Site \_\_\_\_\_

Site Address \_\_\_\_\_

Site Phone Number \_\_\_\_\_

- 1) The purpose of the Community Work Transition Program is to provide students with exploration/evaluation and training opportunities to acquire job skills in real job environments.
- 2) The student will be supervised by school employees or by employees of the participating business.
- 3) The activities of the student at the community-based placement site do not result in an immediate advantage to the business. There has been no displacement of employees, vacant positions have not been filled, and employees have not been relieved of assigned duties.

- 4) The student will not be financially compensated for work training, unless otherwise specified and agreed upon by the employer.
- 5) Liability and insurance for the student and school employees during training is the responsibility of the school district, not the employer.
- 6) The employer will provide the necessary materials to complete the job requirements. School employees might adapt materials or develop new materials to facilitate a student's involvement. The employer must approve adaptations to employers' materials.

The following have agreed to the conditions stated in this contract, as well as agreeing to comply with all aspects of the Fair Labors Standards Act. (Refer to DOL guidelines or DOL checklist.)

Employer	Date	Parent	Date
Student	Date	Teacher/Coordinator	Date
School Administrator	Date		

DOL Checklist Regarding Non-Paid Work Exploration,  
Exploration/Evaluation, and Training

Where ALL the following criteria are met, the US. Department of Labor will NOT assert an employment relationship for purposes of the Fair Labor Standards Act.

Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive on-going support to perform in a work setting.

Participation will be for vocational exploration, assessment, or training in a community-based placement work site under the general supervision of public school personnel.

Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative vocational education components will be included in the student's Individualized Education Program (IEP).

Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based

placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student participant to wages.

The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors.

There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees clearly are of benefit to the business.

The students are under continued and direct supervision by either a representative of the school or by employees of the business.

Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.

The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.



While the existence of an employment relationship will not be determined exclusively based on the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:

Hour Limitations During School Year	
Vocational exploration	5 hours per job experienced
Vocational assessment	90 hours per job experienced
Vocational training	120 hours per job experienced

- Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.
  
- It is important to understand that an employment relationship will exist unless all the criteria described in this policy guidance are met. Should an employment relationship be determined to exist, participating businesses can be held responsible for full compliance with FLSA, including the child labor provisions.

Businesses and school systems may at any time consider participants to be employees and may structure the program so that the participants are compensated in accordance with the requirements of the Fair Labor Standards Act. Whenever an employment relationship is established, the business may make use of the special minimum wage provisions provided pursuant to section 14(c) of the Act.







## CWTP Billing Requirements Checklist

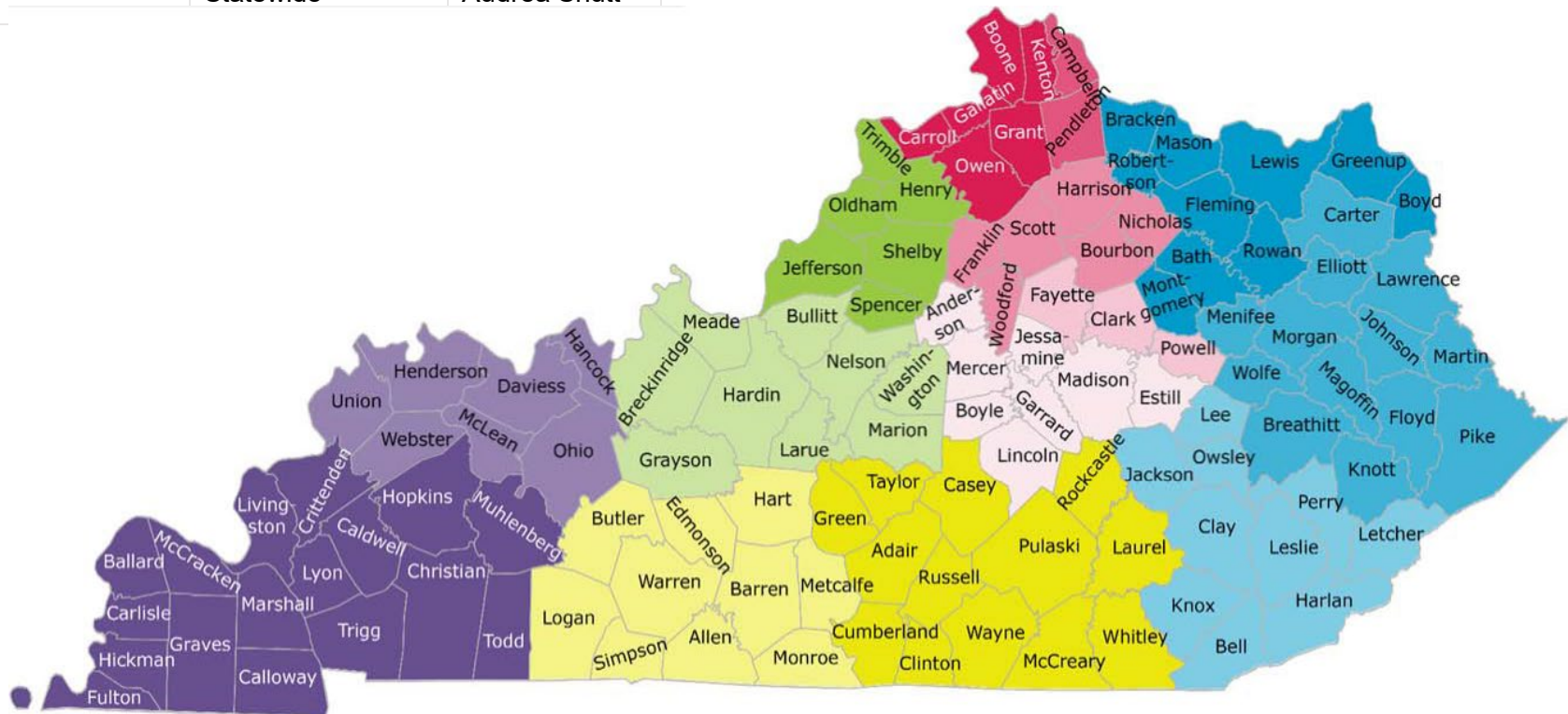
The following must be completed before CWTP services are allowable and billable.

- Completed *Memorandum of Agreement* between OVR and school district.
- Completed Vendor agreement, if received from OVR
- CWTP Employment Specialist completed required CWTP training provided by HDI CWTP personnel.
- Receipt of OVR authorization for Pre-ETS for individual students. The *Pre-VR* system generates an email notifying the Employment Specialist of approval of Pre-ETS service(s) for individual students.
- Receipt of OVR authorization for Transition Services for individual students from the VR Counselor.

## APPENDIX J: OVR PRE-ETS COORDINATORS REGIONAL MAP

### Pre-ETS Coordinators

	West Region	Faith Shelton
	West Central Region	Claudette Taylor
	East Central Region	Carmen Miles
	South Region	Alice McClard
	East Region	Paula Stumbo
	Statewide	Audrea Shutt



Revised 7/24/2023

## APPENDIX K: TECHNICAL ASSISTANCE MATRIX

The matrix indicates the primary technical assistance source to contact by topic area.

Technical Assistance Area	Trina Hewlett	Stacy Henderson	Patricia Wilkerson	Jill Griffiths	CWTP TA Providers	Beth McDaniel	OVR Regional Pre-ETS Coordinator	Marisa Duarte KDE OSEEL
General CWTP Procedures	x	x	x	x	x	x		
Pre-VR System						x	x	
Electronic Transition Forms				x				
Pre-ETS Invoices						x	x	
Transition Services Invoices				x				
Pre-ETS activity ideas	x	x	x	x	x			
Job Development	x	x	x	x	x			
Job Coaching	x	x	x	x	x			
CVA development	x	x	x	x	x			
IDEA Transition								x
IEP				x				x
Supported Employment		x				x		

## COMMUNITY WORK TRANSITION PROGRAM INFORMATION

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### MAIN OFFICE ADDRESS

UK- Human Development Institute  
2355 Huguenard Drive  
Lexington, Kentucky 40503

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### WEBSITE

[www.hdi.uky.edu/CWTP](http://www.hdi.uky.edu/CWTP)

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### CWTP CONTACTS

CWTP Staff	Title	Phone	Email
Trina Hewlett	CWTP Co-Director	859-218-5965	<a href="mailto:thewlet@uky.edu">thewlet@uky.edu</a>
Stacy Henderson	CWTP Co-Director	270-999-2877	<a href="mailto:stacy.henderson@uky.edu">stacy.henderson@uky.edu</a>
Beth McDaniel	OVR CWTP Administrator	502-782-3356	<a href="mailto:beth.mcdaniel@ky.gov">beth.mcdaniel@ky.gov</a>
Patricia Wilkerson	CWTP Training Support Specialist	270-635-1828	<a href="mailto:patricia.wilkerson@uky.edu">patricia.wilkerson@uky.edu</a>
Jill Griffiths	CWTP Training Specialist	304-523-7900 304-633-7161	<a href="mailto:jill.griffiths@uky.edu">jill.griffiths@uky.edu</a>
Marisa Duarte	Exceptional Children Consultant – KDE OSEEL	(502) 564-4970	<a href="mailto:marisa.duarte@education.ky.gov">marisa.duarte@education.ky.gov</a>