Questions About This Manual?
Contact HDI:  (800) 333-9177, VR 859-292-6513

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The Kentucky Department of Education, the Kentucky Office of Vocational Rehabilitation, and the Human Development Institute at the University of Kentucky supported the production of this manual.

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INTRODUCTION

Since 1984 the Community Based Work Transition Program (CBWTP) has provided individualized vocational services to over 15,500 students with significant disabilities statewide. In 2016, the name was changed to the Community Work Transition Program (CWTP) but the goal remains the same, students will gain the skills needed for employment in an integrated setting with competitive pay before graduation utilizing both Pre-Employment Transition Services and targeted Transition Services.

With the passage of the Workforce Innovation and Opportunity Act of 2014 (WIOA) students with a variety of abilities have the opportunity to participate in Pre-Employment Transition Services (Pre-ETS). These services include: Job Exploration Counseling, Work Based Learning Experiences, Post-Secondary Counseling, Workplace Readiness Training to develop social skills and independent living skills, and Self-Advocacy Instruction. This is nothing new, as the CBWTP has been providing these services for 33 years but now VR, in cooperation with the local educational agencies involved, is required to spend 15% of their current federal budget to provide, or arrange for the provision of, pre-employment transition services for all students with disabilities in need of such services who are eligible or potentially eligible for services under this title (WIOA, Sec. 113 Provision of Pre-Employment Transition Services). WIOA is intended 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.

Our CWTP objectives falls in line with the recent passage of the Every Student Succeeds Act of 2015 (ESSA) in which all students will be held to challenging academic content standards that will prepare them to graduate from high school, college and/or career ready. This is critical for the students in Kentucky. According to Commissioner of Education Pruitt’s State of K-12 Education report, 70 percent of students with disabilities graduated from high school in 2014, only 22 percent were considered college and/or career ready. These results are also captured in our 2014 KY Post School Outcome data report for students with an IEP. After one year out, 49.6% of students with IEPs were competitively employed, 14.7% had other employment (youth have worked for pay or been self-employed for a period of at least 90 days), and 25.8% were not employed or in higher education. As for students receiving an alternate diploma only 10% were competitively employed. Only 17% had other employment options (employed non-
competitively) and 67% of the students were not employed and not in any training or higher education program. And for students with autism 15% were competitively employed. Only 18% had other employment options (employed non-competitively) and 40% of the students were not employed and not in any training or higher education program. These are troubling statistics for our students with disabilities, especially for students with Autism and in the alternate diploma track.

According to the National Center on Secondary Education and Transition (NCSET) data reports one of the predictors associated with improved post-school outcomes in employment, education, and independent living is paid work experience while in high school. One way to adequately prepare our students with disabilities to be career ready and be competitively employed in an integrated setting before graduation is through the Community Work Transition Program (CWTP).

The CWTP is designed to help students with disabilities gain skills and obtain resources to be career ready through individualized services provided by an Employment Specialist. The goals of CWTP are for students to explore career opportunities in their area, have work-based learning experiences, understand post-secondary options, gain work skills for the future, and be provided self-advocacy instruction. It is a cooperative effort between participating local school districts, the Kentucky Department of Education, Office of Vocational Rehabilitation, and the Human Development Institute at the University of Kentucky. The CWTP is jointly funded by the Office of Vocational Rehabilitation and the Department of Education. The CWTP is a fee-for-service program addressing the VR Workforce Innovation and Opportunity Act (WIOA) requirements of providing targeted pre-employment transition services to students and promoting successful movement into competitive integrated employment prior to exiting high school. Funds provided by VR are used to pay local education authorities (school districts) for services provided to students by an Employment Specialist through the program as well as for two thirds of the technical assistance provided through HDI at the University of Kentucky. School districts that have been approved to participate in the program submit an annual application to VR and subsequently a Memorandum of Understanding is signed setting forth the roles and responsibilities of the LEA and VR staff. The Department of Education provides funds for CWTP personnel, all training opportunities and one third of the technical assistance provided through HDI at the University of Kentucky.
THE CWTP PROCESS

CWTP has two components: pre-employment transition services for potentially eligible students with disabilities and transition services for students with disabilities eligible for VR services. Students are given opportunities to explore their community’s job market and career clusters while participating in Pre-Employment Transition Services. In Transition Services students identify an ideal job match based on their individual interests, preferences, and need and train for the job prior to exiting high school.

Pre-ETS: The student may participate in job exploration counseling, gain meaningful work skills and experiences, learn about their post-secondary options, partake in workplace readiness training for social and independent living skills, and improve self-advocacy skills. Students are identified by the school as potentially eligible students with a disability and a participation form is sent to the family for signature. The signed participant form is then given to the VR counselor, along with the documentation of a disability, for processing and authorizations for Pre-ETS begin for the student shortly thereafter by the Employment Specialist at the school. Students may participate in multiple pre-ETS activities over the secondary education years based on their needs, interests, and available time in their academic schedule. Students may exit high school having only participated in VR CWTP pre-ETS program, if that is the only service they require of VR to successfully move to their post-secondary goals.

Transition Services: If the student’s post-secondary goal is to go straight into the labor market and will require assistance in obtaining a job prior to exiting high school then the student may participate in CWTP’s Transition Services. These services are available to students who have been determined eligible for VR services and are within our current Order of Selection. This process begins with the student being referred to VR during an ARC meeting to participate in the student’s transition plan. Teachers will need to provide VR with the student’s current IEP, psychological, any medical information, and ILP. The VR counselor will meet with the student and parent, if under 18 years of age, to discuss eligibility for services (this may not be an ARC meeting), and obtain student and/or parent signature to participate in VR programs. The VR counselor will then input the student’s information into the VR database system. Authorizations are made for each student stating the transition services in which they will need from the
Employment Specialist. The authorizations are sent to the school as a contract of the services the student is eligible to receive from VR.

**BREAKDOWN OF AVAILABLE SERVICES:**

**Pre-Employment Transition Services:**

The following services are available to students who are eligible or potentially eligible, in a group or individually. Students, age 14-21, may participate in these services while in secondary school, for multiple years and in more than one service at a time. The focus is on exposure to careers and labor market sectors in the local community. Each of these services is pre-authorized on a quarterly basis, up to four quarters per year, and for up to 20 hours each quarter. Should 20 hours not occur during the quarter, the amount will be prorated at $25 per hour. Services will focus on broad exposure to the local labor market opportunities, in a variety of community settings and allow the student to explore and experience possible careers that are of interest. The activities will be documented on monthly notes the ES will provide to VR by the 5th of every month.

1. **Job Exploration Counseling**, examples include: interest inventories, career pathways, exploring in-demand occupations, interview skills.

2. **Work Based Learning Experiences**, examples include: job shadowing, touring companies, job training, internships, apprenticeships, short-term employment, on the job training—learning about jobs.

3. **Post-Secondary Counseling**, examples include: providing information on course offerings, career options, types of trainings available, advising on academic curricula, application and admission process, completing the FAFSA, disability support services.

4. **Workplace Readiness Training** in the areas of social skills and independent living skills necessary to prepare for eventual employment, examples include: soft skills training, communication and interpersonal skills, financial literacy, orientation and mobility training, job seeking skills, employer expectations.

5. **Self-Advocacy Instruction**, examples include: rights & responsibilities, request accommodations/services/supports, communicate needs, informational interviews.
Transition Services:

The following services are available to students who are eligible for VR services and must be provided individually. Students, in their final year of high school, may participate in and progress through these services. The focus of transition services is on developing a plan to successfully exit high school and enter integrated, community employment in a vocational sector the student may have explored while participating in pre-employment transition services. Each of these services is pre-authorized on a quarterly basis, up to four quarters per year. The services will target the student’s strengths, preferences, interests and needs; taking into consideration the jobs available in the local labor market. While participating in Transition Services, the Employment Specialist uses a person centered job selection approach in which time is spent directly with the student to discover their work skills while also assisting with disability related work needs such as job coaching and rehab tech the student may need to be successful in the work environment.

The Employment Specialist builds trust with the student and forms a professional, respectful relationship so the student’s best interest, competencies, and concerns may be learned, addressed, and supported as needed. The student is given opportunities to learn relevant skills through hands-on experiences in the natural settings with natural supports to encourage student engagement and generalization of skills learned. The Employment Specialist helps the student make connections between what they are learning and real-life situations.

The VR counselor has the final decision on any disputes on whether or not a student may continue in CWTP or what services are appropriate. The activities will be documented on Notes the ES will provide to VR by the 5th of the month following the completion of the activity.

1. Transition Planning Meeting:

Once the VR counselor has determined the student eligible for general VR services, and determines their need for the CWTP Transition Services, an authorization for a Transition Planning Meeting is sent. During this meeting, the VR counselor, the student, school personnel, family members, and ES, will plan unique, vocationally relevant activities for the upcoming year based on the students initial expressed interests. This meeting will provide guidance to the ES on the goals of the upcoming year of the students program and the expectations of the VR counselor on how the ES will assist the student in preparing for competitive work. The meeting
will clarify the expectation of weekly individualized career exploration and ongoing skills assessment and training. The ES is to work individually, on a weekly basis with the student and record the hours and activities on the monthly progress notes. This meeting will be conducted when it is determined the student has expressed an interest in going into the labor market post high school instead of a post-secondary training program. VR will pre-authorize and pay the LEA $200 for the submitted TPM report summarizing the meeting.

2. Comprehensive Vocational Assessment:
A Vocational Assessment shall be conducted by the ES with the purpose of determining an eligible student’s unique strengths, resources, priorities, concerns, abilities, capabilities, and interests as they relate to post school activities and employment in order to determine an appropriate vocational goal and future training needs. The VR Counselor will use this Assessment report to determine the student vocational goal in writing or amending the Individualized Plan for Employment (IPE). VR will pre-authorize and pay the LEA $900 for the Vocational Assessment report.

3. Job Development:
Job Development is individualized, weekly training provided by the ES for the expressed purpose of the student attaining employment prior to exiting high school. The specific job must be of interest to the student and in a competitive integrated work environment. These services are pre-authorized on a quarterly basis, up to four quarters per year, and for up to 20 hours each quarter. Should 20 hours not occur during the quarter, the amount will be prorated at $25 per hour.

4. Transition Exit Planning Meeting:
During this meeting strategies and the expectations for the remainder of the CWTP will be discussed defining the steps the ES should take to ensure the student’s successful transition to post school activities and future employment success. An amended Individualized Plan for Employment (IPE) may need to be written by the VR counselor and appropriately signed by the student and/or parent/guardian, for the purpose of more clearly identifying services required to attain a successful transition and employment outcome. This meeting may include a review of
the Vocational Assessment and the ES will be available for input. Adult service agency providers that address the future unique needs for the individual (for instance, independent living and/or benefits planning) should also be considered for participation. It is also during this meeting the decision should be discussed whether or not to begin the process of transitioning the student to a work sheltered facility post high school and begin the paperwork if necessary to ensure a smooth transition process. This should not prohibit the student from continuing to attempt competitive work experiences while in high school if his schedule allows for participation. This meeting should take place within the final quarter of the student’s time in high school. VR will pre-authorize and pay the LEA $200 for the ES attendance and the submission of the Transition Exit Planning Meeting Report.

5. **Job Placement:**
A Job Placement Report will be written and submitted for payment of $800, once the student is working in a position that meets the guidelines and vocational goal of the IPE, the natural supports of the position allow for the ES to phase out of the job site, and the position satisfies the student. The job placement must occur prior to the student exiting high school, with the student employed competitively in an integrated environment, stable and in good standing on the job site. The Report is submitted once the student exits high school and monthly progress notes cannot be submitted for payment once the Job Placement is paid.

6. **Employment Follow-up:**
VR will pay for Employment Follow-up if the ES provides a report at 60 days post high school for $200. Information will be provided on the student’s current post school status, job placement, and the student has remained stable and in good standing with their employer. Should the student not attain employment that meets the guidelines above prior to exiting high school the LEA is no longer eligible for the Follow-up payment and an Adult Agency provider should be referred for continuing services post high school. Since the requirements for payment are 60 days of successful employment after training services are completed, this goal is not accomplished until after the student exits the school system and into the next fiscal year. **The service must be preauthorized before June 30.**
The Employment Specialists provide students with the strategies that have the greatest potential to support the student to be successful. While in Transition Services, instruction is tailored to meet their individual needs and to identify the natural supports that are available in the work setting. Services provided to the student from an Employment Specialist are in settings in the community, integrated with persons without disabilities. During trainings Employment Specialists are taught to think “outside of the box” and recognize natural supports to help the student. HDI CWTP staff train the Employment Specialists on evidenced based practices which have been proven to help students prepare for competitive integrated work post high school.

Providing students the opportunity to explore their communities and to have an Employment Specialist that can help with negotiating job responsibilities and customizing their employment to meet the student’s interests and skills with the employer’s needs can lead to a successful transition from high school into their communities. CWTP can help students with this process and achieve success as well as provide more meaningful instruction and experiences.

Components of the CWTP are as follows:

- The CWTP is a fee-for-service program. School districts submit an application to VR, must be approved to participate, and sign a Memorandum of Understanding, which spells out each entities roles and responsibilities for providing the program services to the students in the school district.

- Students are determined to be eligible for VR services based on the same criteria as all other consumers of this agency and must adhere to the Order of Selection policy of the Agency. VR Counselors, with a signed release of information provided by the student and or parent/guardian as appropriate, shall obtain all appropriate school records including medical, psychological, vocational, educational, recreational and other informational records relating to the student’s disability, impediments to employment and rehabilitation needs. These records are provided by the local school district at no cost to VR.

- The student’s disability must constitute a need for job exploration, work-based learning experiences, counseling on post-secondary options, and instruction on self-advocacy skills. The need for this service, rather than any particular disability, forms the basis for participation. It is possible that some students referred to VR will not need CWTP, but may benefit from other services from the agency (such as vocational school, Carl D. Perkins
Rehabilitation Center, college, career guidance and counseling, rehabilitation engineering, etc.)

- In the CWTP, each school district employs an Employment Specialist who supports students in determining appropriate types of work through job exploration and exposure to work-based learning experiences. The Employment Specialist works closely with students and their families/guardians, teachers, VR Counselors, adult service providers, and any other interested parties.

- The age of students is not a factor for participation in the CWTP, but rather when they have available time away from their academic studies, have an interest and are motivated to begin exploring work in the community.

- All potential CWTP student participants are referred to the VR Counselor by a designated school representative (i.e. Special Education Coordinator, teacher, transition coordinator). For CWTP Pre-ETS, the school and family complete a Permission to Participate Form and for CWTP Transition Services, the VR Counselor determines student eligibility for services provided by VR and the CWTP participation separately. Students receiving services under IDEA will have an Individualized Education Program (IEP). The Individualized Education Program (IEP) and other documents contained within the special education file will provide valuable information to the VR Counselor in preparation for eligibility determination, severity of disability designation and the comprehensive assessment and vocational goal development process. VR Counselors will obtain and use these documents in the eligibility determination and vocational planning process. When eligibility for CWTP is determined the IEP should reflect this service as a related service to ensure maximum participation for the student.

- CWTP assists students in determining the nature of ideal job characteristics (including ideal job tasks, co-workers, work environment, etc.) through exploration and work based learning experiences. Job Exploration Counseling is the starting point of looking at what life after high school could look like, and setting the expectations of participation in CWTP. The student’s job exploration should be the framing of vocationally relevant questions regarding a student’s life including the student’s interests, skills, history, etc. Initial questions are answered by devoting time doing activities with students in typical areas of interest and skill, talking to people who know the students, and reviewing relevant records. Later, targeted
business exploration sites for job shadowing/evaluation are developed with a specific student in mind (for the purpose of answering specific evaluation questions that can best be answered within a place of business). In other words, how is it that this job for this student is the best way to get needed work skills?

- The goal of the CWTP is to assist students in obtaining work skills that will lead into competitive integrated employment. The Employment Specialist will work with employers and students to identify necessary work skills to be successful post high school in a competitive integrated work setting. Other key actions include coordinating student instruction and social integration, and coordinating post-school employment supports — before students’ last day of school.
ORDER OF SELECTION

To Community Partners of the Office of Vocational Rehabilitation:

Last year the Office of Vocational Rehabilitation (OVR) and its partners assisted almost 40,000 Kentuckians on their path toward gainful employment. However, the continuing demand, escalating costs, and a shortfall in matchable state dollars now further limit our ability to provide services to all persons eligible for our services.

When a public vocational rehabilitation program like OVR cannot serve everyone who is eligible, federal law requires that it invoke what is called an Order of Selection. This means OVR is required to create a wait list for services that prioritizes individuals based on the severity of their disability. Individuals with the most significant disabilities have first priority for services.

We intend to move up in Order of Selection on July 1, 2015. Kentucky OVR has been under an Order of Selection for several years, serving categories 1 3. Under the policy taking effect, July 1, 2015, we will only be able to serve category 1. Currently, 4% of the nation’s 80 public vocational rehabilitation programs are operating under such an Order of Selection. We hope this will only be temporary until our current financial status changes. Until then, persons with disabilities who do not fall into category 1 and were not deemed eligible by July 1, 2016, will be placed on a waiting list until we can reopen closed categories.

As we implement the Order of Selection we will keep you and our other partners, prospective applicants, and stakeholders informed of the status and effects of the Order. If you have any immediate questions, please contact Buddy Hoskinson, Executive Director or Holly Hendricks, Assistant Director of Program Services, at 800-372-7172.

Respectfully,

Buddy Hoskinson
Executive Director
Office of Vocational Rehabilitation

Kentucky Government Printers
CWTP QUICK FACTS

What is the Goal?

- Students will explore jobs in their community, be provided work-based learning experiences, learn about post-secondary opportunities, work-based readiness training in social and independent living, and receive instruction on self-advocacy skills. The ultimate goal for the future is work in a competitive, integrated setting earning no less than minimum wage with the same level of benefits offered. Job exploration and work based experiences need to reflect student individuality with an eye toward vocations and potential careers that may be of interest to the student or an area of the labor market that they might like to explore.

Who is eligible?

- VR’s targeted population is students with disabilities aged 14-21 for the Pre-ETS program in secondary schools. CWTP’s Transition Services are for students with the most significant disabilities as defined by VR’s eligibility determination ready to obtain employment prior to exiting high school.
- The student and his or her family have expressed a desire for the student to explore employment as a potential post-school option, and be in the CWT program.
- There is equal access for students with the most significant disabilities.

How are students referred?

- Participant Forms should be completed and sent/given to the VR counselor assigned to the school district when the student will have available time in their school day to fully participate in the pre-ETS program.
- Each school district must have a designated individual to facilitate the referrals between the ARCs and VR. (The Employment Specialist is not responsible for coordinating the referral process.)
- This designated individual will refer students expected to be eligible for the CWTP to the VR counselor assigned to the school district.

Who does what with whom, and when?

1. School administrator:
• Coordinates application to CWTP in spring.
• Hires Employment Specialist(s).
• Oversees CWTP for quality and fiscal control.

2. Teachers:

• Coordinate the development of the Individual Education Plan (IEP) and transition plan.
• Implement the Individual Education Plan.
• Assist with completion of each student’s Vocational Assessment.
• Provide support and expertise to the Employment Specialist.

3. VR Counselors:

• Determine student eligibility for the CWTP.
• Support and provide expertise to the Employment Specialist.
• Pre-authorize services for payment.
• Pays invoices once monthly notes and/or necessary documentation is provided. Billing Statement???

4. CWTP personnel at the Human Development Institute (HDI) at the University of Kentucky:

• Develop instructional materials and curriculum.
• Provide and coordinate statewide CWTP trainings.
• Provide follow-up consultations and other support according to district needs.
• Collect relevant project data.
• Program review.
• Help with mediation when problems arise between interested parties.
• Develop and monitor Support Plans if needed.
• Conduct program reviews if requested

5. The Employment Specialist (hired by school districts):

• Coordinate student activities
• Job Exploration Counseling– coordinate activities for the students to understand the expectations of work and their participation in the program.
- Coordinate work based learning experiences (based on student’s preferences, interests, and strengths) in the community that will lead to learning necessary work skills for future employment.
- Develop work place readiness training – student instruction on the job for social and independent living skills development.
- Work with employers and students to develop opportunities for job exploration and work based readiness training experiences.
- Follow-up – ascertains the student is satisfied with job and supports are in place; periodically check on stability of position.
- Maintain required documentation and submit for billing all activities and services monthly (by the 5th of each month).
- Provide input to teachers on students’ performance.
- Actively seek advancements for the students.

6. The student and his or her family:
   - Contribute ideas for designing the experiences (what is known, what kinds of information need to be learned, etc.)
   - Participate in employment planning meetings.
   - Provide feedback to Employment Specialist.

Who pays?
- VR will reimburse school districts for services authorized by the Counselor for the Employment Specialist to provide individualized vocational relevant services to students determined eligible for CWTP.
- KY Department of Education (KDE) and Kentucky Office of Vocational Rehabilitation (VR) provide funding for the CWTP personnel, trainings and technical assistance provided by HDI.
TRAINING AND TECHNICAL ASSISTANCE

Statewide trainings are designed to increase the competencies of participating school and vocational rehabilitation personnel using evidenced-based practices. Training content, requirements, and locations vary from year to year depending on program needs.

Technical assistance is provided to new and experienced personnel regarding components of the program, instruction, coworker supports, job accommodations, documentation, and any other issues related to the CWTP. Supplemental trainings can be developed around specialized school district needs.

Specialized training and technical assistance supports provided by the CWTP are sponsored by a cooperative agreement between the Office of Vocational Rehabilitation, the Kentucky Department of Education, and the University of Kentucky.

For more information regarding CWTP training, or technical assistance, contact Meada Hall at Meada.Hall@uky.edu, Trina Hewlett at thewlet@uky.edu or Stacy Henderson at stacy.henderson@uky.edu. You may also phone 1-800-333-9177.

Workshop and registration information is also listed on the CWTP web site (www.hdi.uky.edu/CBWTP).
GETTING STARTED

CHECKLIST FOR INITIATING THE COMMUNITY WORK TRANSITION PROGRAM

A. ADMINISTRATIVE/SCHOOL ISSUES
   1) Obtain administrative/board support for the CWTP.
   2) Complete CWTP application.
   3) Hire Employment Specialist(s.)
   4) Plan for student/staff transportation that is flexible for students’ needs while consistent with district/board policy.
   5) Provide private office/meeting space for Employment Specialist to work out of with a laptop computer, printer, and internet access.
   6) Develop a plan for introducing and promoting the Community Work Transition Program within the school and the community at large.

B. ISSUES RELATED TO THE EMPLOYMENT SPECIALIST
   1) Coordinate with HDI for a job description for the Employment Specialist, outlining specific responsibilities.
   2) Determine how the role of student’s Employment Specialist will be filled by existing staff and/or by new staff.
   3) Provide time and support for Employment Specialist and School Contact to attend required trainings and meetings.
   4) Evaluate Employment Specialist(s) job performance annually.

C. ISSUES RELATED TO STUDENTS
   1) Identify students who could benefit and/or who are potential candidates for the services provided by the CWTP.
   2) Ensure student and parent/guardian understand that the goal of the Pre-Employment Transition Services side of the program is exploration of work and experiences in the community.
   3) Ensure student and parent/guardian understand that the goal of Transition Services side of the program is integrated, competitive employment.
   4) Ensure teachers collaborate with Employment Specialist to develop and coordinate student’s schedule for CWTP.
5) Ensure the Employment Specialist has access to Infinite Campus for student information.

**APPLICATION PROCESS**

School districts interested in participating in the CWTP must first submit an application to VR. To be eligible for the CWTP, schools must address the following issues on the application:

- **The number of potential students:**
  - Estimated Number of New Students Participating. Typically Juniors or those students exiting within two years will have more time in their schedule to devote to participating in the program.
  - Estimated Number of Returning Students Participating. Students returning for final year, participated last year in program, graduating seniors all may fall in this estimation.
  - Estimated Number of Exiting Student Participating. Students in their final year who may or may not have previously participated in the program.

- **School Contact.** This Contact person should be a certified staff member with knowledge and training in the CWT Program and will be in charge of assisting the Employment Specialist and the VR counselor with the implementation of the program. Provide name, email, high school assigned.

- **Employment Specialist(s).** Provide name, email, high school assigned.

Once an application has been submitted and approved by the CWTP Staff and VR, the applicant will receive a Memorandum of Understanding (MOU) from the Office of Vocational Rehabilitation’s central office. The superintendent of the local school district must sign the MOU. Once the school district has obtained the necessary approval, the MOU should be returned to VR for signatures and approval.

While finalizing the MOU, schools should begin to gather the necessary information needed for referring students to VR. **The VR Counselor cannot authorize any services until the MOU is**
completed and received by the VR central office. Please note that programs cannot begin billable service provision until after all MOU signatures have been received and approved.
Office of Vocational Rehabilitation
Community Work Transition Program
School Participation Application
Valid from 7/1/17-6/30/18

Date:

New School or Returning:

School District Name:
School District Address:

Name of Individual Completing this Form:
Email Address:        Phone Number:

Director of Special Education:
Email Address:        Phone Number:

School District Finance Officer:
Email Address:        Phone Number:

Student Participant Information: Students may be identified as eligible or potentially eligible for Vocational Rehabilitation CWT program services. Potentially eligible students may participate in five identified pre-employment transition services without going through the entire process of becoming a VR consumer once they have been identified and their information has been processed by your VR Counselor of record. Students who have been determined eligible for VR services may participate in both CWTP pre-ETS activities and CWTP transition services depending on the individual needs of the student.

Please list the number of NEW students you estimate to be served: _____

Please list the number of RETURNING students you estimate to be served: _____

Please list the number of students to be served who are anticipated to exit school at the conclusion of the school year. _____

Participating High Schools and CWTP Contacts: Please list the names of all High Schools in your district that will be implementing CWTP. Please include an e-mail address for the Primary CWTP Contact at each High School. This Contact person will be a certified staff member with knowledge and training in the CWT Program other than the Employment Specialist and will be in charge of assisting the Employment Specialist
and VR counselor with the implementation of the program and disseminating information regarding the program to other staff.

Contact Name:  
CWTP Contact E-mail Address:  
High School:

Contact Name:  
CWTP Contact E-mail Address:  
High School:

Contact Name:  
CWTP Contact E-mail Address:  
High School:

Employment Specialists: Please list the names and e-mail addresses of all Employment Specialists in your district.

Employment Specialists are required to register and attend mandatory CWTP training programs and meetings as defined in the CWTP Agreement for Services between VR and LEAs. Failure to attend required training programs and meetings will result in a delay of program implementation until missed events are attended.

Teachers may assist the Employment Specialist with performing the activities of the program only if the services are outside the realm of a classroom curriculum and not already an existing activity as required by their contract with the school. Supplanting IDEA required services and duplication of services for payment to VR is prohibited. The teachers must also participate in the mandatory CWTP training programs and meetings in order for their services to be billable to VR. Include the names of the teachers under Employment Specialist information below.

If more than one high school is participating, please include the school that the Employment Specialist is assigned to, if applicable:

Employment Specialist:  
E-mail Address:  
High School Assigned to:

Employment Specialist:  
E-mail Address:  
High School Assigned to:

Employment Specialist:
E-mail Address:  
High School Assigned to:  

Please return the CWTP APPLICATION by June 15, 2017, to:  
Mrs. Kari Skaggs, Kari.Skaggs@ky.gov  
Vocational Rehabilitation, 275 E. Main Street, Mail Drop 2-EK, Frankfort, KY 40621
BUDGETARY ISSUES

PROGRAM FUNDING
The Community Work Transition Program is jointly funded by the Office of Vocational Rehabilitation, the Department of Education, and Local Education Authorities. Funds provided by VR are used to pay local education authorities (school districts) for services provided to students through the program as well as for two thirds of the technical assistance provided through HDI at the University of Kentucky. The Department of Education provides funds for personnel, CWTP training opportunities and one third of the technical assistance provided through HDI at the University of Kentucky.

PROGRAM COSTS
VR will pay school districts for actual services/outcomes achieved and billed to VR by the Employment Specialist during students’ participation in the CWTP.

BILLING PROCESS
School districts are paid by VR for the services provided to the students that have been authorized by the VR counselor. All services to be billed must be specific to a particular student and must pertain to the student’s participation in the CWTP.

Once the student's eligibility has been established, the VR counselor will issue a pre-authorization to the school district, authorizing the school to provide specific vocational services for the student.

The pre-authorization lists the student’s name. The school district is listed as the vendor (or service provider). The pre-authorization states what specific service the school is authorized to work towards with the student. New pre-authorizations are issued for each student as necessary.

The Employment Specialist will submit billing invoices for services provided along with required documentation to their designated VR Counselor for payment. Services are authorized quarterly and school districts should receive reimbursement from the VR central office within 30
days of submitting invoices and documentation. Even though services are authorized quarterly, it is important to ensure that reports are submitted monthly and always on or before the fifth business day of the month ending.
CWTP PRE-ETS BILLABLE SERVICES

(Billing statements and reports must be submitted to VR by the 5th business day of each month)

Billable Pre-Employment Transition Services for potentially eligible or eligible students:

- **Job Exploration Counseling**
  
  *Job Exploration Counseling Monthly Notes:* Employment Specialists document their student’s participation in activities such as interest inventories, career pathways, exploring in-demand occupations, interview skills. Activities may be in groups of no more than 4 or individualized, in the community or within the schools, but may not be part of a classroom curriculum. JEC is a process of discovering basic information about the student employment interests and information gathered will assist in preparing for work based learning experiences. Expected practice is 20 hours total per quarter, prorated at $25 per hour.
  
  o  **Rate:** Up to $500.00 per quarter, upon receipt of Monthly Note and supporting documentation

- **Work Based Learning Experiences**
  
  *Work Based Learning Monthly Notes:* Employment Specialists document their student’s participation in activities such as job shadowing, touring companies, job training, internships, apprenticeships, short term employment, on the job training—learning about jobs. WBLE are in an integrated setting in the community and should be based on the student’s interests and preferences. Activities may be in groups of no more than 4 or individualized. Expected practice is 20 hours total per quarter, prorated at $25 per hour.

  o  **Rate:** Up to $500.00 per quarter, upon receipt of Monthly Note and supporting documentation

- **Post-Secondary Opportunities**
  
  *Post-Secondary Opportunities Monthly Notes:* Employment Specialists document their student’s participation in activities such as learning about college course offerings, career options, types of trainings, advising on academic curricula, application and admission process, completing the
FAFSA, disability support services. Activities may be in groups of no more than 4 or individualized, in the community or within the schools, but may not be part of a classroom curriculum. Expected practice is 20 hours total per quarter, prorated at $25 per hour.

- **Rate:** Up to $500.00 per quarter, upon receipt of Monthly Note and supporting documentation

- **Workplace Readiness Training**

  **Workplace Readiness Training Monthly Notes:** Employment Specialists document their student’s participation in activities, for the development of social skills and independent living skills, such as soft skills training, communication and interpersonal skills, financial literacy, orientation and mobility training, job seeking skills, employer expectations. Activities may be in groups of no more than 4 or individualized, in the community or within the schools, but may not be part of a classroom curriculum. Expected practice is 20 hours total per quarter, prorated at $25 per hour.

  - **Rate:** Up to $500.00 per quarter, upon receipt of Monthly Note and supporting documentation

- **Self-Advocacy Instruction**

  **Self-Advocacy Instruction Monthly Notes:** Employment Specialists document their student’s participation in activities to learn about their disability and personal rights & responsibilities, how to request accommodations/services/supports, communicate needs, informational interviews. Activities may be in groups of no more than 4 or individualized, in the community or within the schools, but may not be part of a classroom curriculum. Expected practice is 20 hours total per quarter, prorated at $25 per hour.

  - **Rate:** Up to $500.00 per quarter, upon receipt of Monthly Notes and supporting documentation
Community Work Transition Program Billing Statement
Pre-Employment Transition Services (Pre-ETS)
(Due within 5 business days of month ending)

Student:                      School:                      Date:

Employment Specialist:        OVR Counselor:

Services provided and billing for ________ Quarter

☐ Remit $ _____  Job Exploration Counseling
  $25 x ___ total hrs.  (Up to 20hrs. ea quarter @$25 per hr. Max $500 per quarter)
  1st _____  2nd _____  3rd _____ = _____ total hrs. per qtr.
  Months in each Quarter

☐ Remit $ _____  Work Based Learning Experiences
  $25 x ___ total hrs.  (Up to 20hrs. ea quarter @$25 per hr. Max $500 per quarter)
  1st _____  2nd _____  3rd _____ = _____ total hrs. per qtr.
  Months in each Quarter

☐ Remit $ _____  Post-Secondary Opportunities
  $25 x ___ total hrs.  (Up to 20hrs. ea quarter @$25 per hr. Max $500 per quarter)
  1st _____  2nd _____  3rd _____ = _____ total hrs. per qtr.
  Months in each Quarter

☐ Remit $ _____  Workplace Readiness Training
  $25 x total hrs.  (Up to 20hrs. ea quarter @$25 per hr. Max $500 per quarter)
  1st _____  2nd _____  3rd _____ = _____ total hrs. per qtr.
  Months in each Quarter

☐ Remit $ _____  Self-Advocacy Workshop
  $25 x total hrs.  (Up to 20hrs. ea quarter @$25 per hr. Max $500 per quarter)
  1st _____  2nd _____  3rd _____ = _____ total hrs. per qtr.
  Months in each Quarter

☐ Remit $ _____  Total Amt. Billed for Quarter
  $25 x total hours
  3rd Quarter – Jan., Feb., March
  4th Quarter – April, May, June

Signatures: ES:                     ES Supervisor/Contact person:
CWTP TRANSITION BILLABLE SERVICES
(Billing statements and reports must be submitted to VR by the 5th business day of each month)

Billable Transition Services for eligible students:

- **Transition Planning Meeting**

  Transition Planning Meeting Note: A one-time billable meeting per student to discuss post-secondary employment plans. For students entering a training post high school this meeting may not be required. This meeting is intended for students expressing an interest in going directly into employment post high school and the meeting will develop the transition plan to ensure successful transition is made into competitive integrated work post high school utilizing the Employment Specialist to provide a Vocational Assessment, job development services, job placement, and consultation with Adult Service providers, if necessary. Minimum attendance at this meeting includes the student, VR Counselor, and Employment Specialist. Meeting may be held during the final year of services.

  - Rate: $200.00, one time billable service per student

- **Comprehensive Vocational Assessment**

  Vocational Assessment Report: A comprehensive summary of vocationally relevant information obtained through the provision of monthly job development services. Must be completed within the quarter that it is authorized.

  - Rate: $900.00, one time billable service per student

- **Job Development**

  Job Development Monthly Reports: Services provided by the Employment Specialist, in order for the student to obtain the employment goal as documented on the IPE. The expectation is individualized, targeted weekly job coaching and task analysis in an integrated setting in the community. Consistent, continuous services are in the best interest of
the student in order they may integrate into the employment setting and develop natural supports with their peers.

- **Rate:** Up to $500.00 per quarter, upon receipt of Monthly Notes and supporting documentation

- **Job Placement**

  **Job Placement Report:** Post school paid employment in the vocational goal as described on the Individualized Plan for Employment (IPE). The job must be attained prior to exiting high school (as documented through monthly job development notes), with natural supports in place, in good standing with the employer, and the student is satisfied with the job. The student must be competitively employed, in an integrated work setting. Payable upon invoicing and documentation of job placement through monthly job development notes as well as the submission of the Job Placement Report. Billable only after the student has exited school.

  - **Rate:** $800.00, one time billable service per student

- **Employment Follow-up**

  **Employment Follow-Up Report:** The Employment Specialist will provide sixty days of follow-up activities such as face-to-face meetings, phone calls, manager meetings, etc. to ensure that the student is current and happy with the employment/hours/shift/work environment, management has no issues that would put the employment at risk, the student is able to advocate for themselves, etc. The post school paid employment must be in the planned vocational goal as stated on their IEP IPE?. Sixty days of post school employment must occur; however, the authorization must be posted prior to June 30 of the exiting year.

  - **Rate:** $200.00, one time billable service per student

- **Transition Exit Planning Meeting**

  **Transition Exit Planning Meeting Report:** A meeting to review such data as contact information, review the IPE goal, as well as to ensure that referrals/contacts with adult service providers have been initiated.
Minimum attendance at this meeting includes the student, VR Counselor, and Employment Specialist.

- Rate: $200.00, one time billable service per student

If you are not sure whether or not a service is billable, contact either your VR Counselor or the Program Administrator of the CWTP.
CWTP Transition Services Billing Statement

(Due within 5 business days of month ending)

Student: Date:
Employment Specialist: OVR:
School District:

Service provided and billing for this quarter:

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<tr>
<th>Service Provided</th>
<th>Fee</th>
<th>Description</th>
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<td>Transition Planning Meeting</td>
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<tr>
<td>Vocational Assessment</td>
<td>□ Remit $900</td>
<td>(Report must be attached &amp; approved)</td>
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<tr>
<td>Job Development</td>
<td>□ Remit $____</td>
<td>(up to 20 hrs. ea quarter @ $25 per hr. max $500 per quarter)</td>
</tr>
<tr>
<td>Transition Exit Planning Meeting</td>
<td>□ Remit $200</td>
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<tr>
<td>Job Placement Report</td>
<td>□ Remit $800</td>
<td>(Report must be attached)</td>
</tr>
<tr>
<td>Employment Follow-up Report</td>
<td>□ Remit $200</td>
<td>(60 days beyond Job Placement date. Report must be attached)</td>
</tr>
</tbody>
</table>

**Both Meetings - must have a meeting note attached (One time billable, expected within the quarter that it is authorized)**

As of the date below: I maintain that all reports are accurate, consumer is making progress & activities are vocationally relevant.

Employment Specialist: Date:
Es’s Immediate Supervisor/Contact Person: Date:
**CWTP PROGRAM EXPECTATIONS**

Individual school Community Work Transition Programs are expected to meet the federal expectations of WIOA and state VR implementation plan in performing pre-employment transition services activities for potentially eligible and eligible students, as well as performing transition services activities for eligible students. Performance expectations are based on implementing the authorized activities and billing requests. For transition services, performance is based on participating students who maintain stable and satisfactory, competitive employment in the chosen vocational goal (as documented on the Individual Plan for Employment (IEP)) for 60 days after exiting school.

Individual programs will be expected to perform at least half of the pre-ETS authorization hours submitted from VR to be in good standing. Additionally, at least half of the students participating in Transition Services must exit high school with paid employment in an integrated setting. Performance expectation information will be measured by paid invoices.

Individual programs that fail to meet their yearly performance expectation target number will be required to complete and implement a *Support Plan* prior to continued participation in the CWTP. *Support Plans* are designed to assist individual programs in identifying areas of need, methods for improvement, and timetables to address their needs. HDI will actively partner with programs required to develop and implement a *Support Plan* to assist them with their needs.

**Individual programs under a Support Plan who fail to demonstrate improvement within the timetables identified on their plan will be required to meet with VR in order to discuss the length of time their program will be suspended from participation in the CWTP.**
**Employment Specialist**

A qualified, well-trained Employment Specialist is crucial to the success of a Community Work Transition Program. It is a challenging position requiring diverse skills. Employment Specialists should be self-motivated, flexible and resourceful people, and possess high expectations for the inclusion of students with disabilities within the community workforce. The job also requires strong verbal and written communication skills, knowledge of the business community, the ability to provide and facilitate instruction, and willingness to adapt to various work environments.

When hiring an Employment Specialist, consideration must be given to his or her work schedule. Employment Specialists may work regular school hours. However, jobs often occur after school, in the evening, and on weekends. It is imperative that students receive the necessary level of support while they are still enrolled in school, necessitating that the Employment Specialist has the ability to work flexible hours.

The following are things that Employment Specialists needs from the school district:

1. Pay that is equitable with scope of job.
2. MUST have a laptop computer and/or tablet and access to the internet to monitor students’ activities on the job, write reports, and send/receive emails and research.
3. Work space and needed supplies (e.g., folders, pens, note paper, calendars) to work privately with students and to discuss confidential information (e.g., goals, work activity plans, hygiene).
4. Access to students’ records and Infinite Campus.
5. Access and opportunities to Professional development/training and information in regards to working with students with disabilities, businesses, parents, and other agencies and on topics related to helping students obtain competitive integrated employment prior to graduation.
6. Support from school administrators and personnel to provide vocationally relevant activities and services in the community to students eligible for the program.
7. Transportation for students to access the community to identify preferences, interests, and skills, to develop skills needed to be competitively employed, to obtain and maintain
competitive employment in an integrated setting in their community. Transportation will need to be coordinated to transport students to community and school. An Employment Specialist should only be transporting 1 to 4 students at time. If a school bus is to be used for transporting students, the Employment Specialist may have to obtain a Commercial Driver’s License (CDL). If so, the Employment Specialist needs to be provided CDL training at the earliest time possible to ensure students receive their services in a timely manner. If the Employment Specialist will be transporting students in his or her car, it is necessary to ensure that the Employment Specialist has adequate insurance.
Sample Job Description and Interview Questions

The Employment Specialist is an employee of the ______ County School System and works under the direct supervision of _____________ (may be a teacher, Special Education Director, other school personnel). Candidates should be self-motivated, flexible and resourceful people, and possess high expectations for the inclusion of students with disabilities within the community workforce. The job also requires strong verbal and written communication skills, knowledge of working with individuals with disabilities, knowledge of the business community, and the ability to adapt to various work environments. The Employment Specialist must attend all required meetings and trainings. Experiences and knowledge in the areas of high school special education, working with businesses, and training individuals with disabilities are preferred.

**JOB FUNCTIONS:**

Supervises the district-wide implementation of the CWTP in coordination with the Director of Special Education or Designee, UK Human Development Institute and the Office of Vocational Rehabilitation; coordinates and supervises community sites used for CWTP at 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, implements workplace readiness training for social and independent living skills, and provides self-advocacy instruction. For CWTP Transition Services, assists with job attainment, job coaching, placement, assessment, and follow-up services. The ES will assist in securing employment for the students, when possible, in the community or surrounding communities prior to exiting high school.

**JOB DUTIES AND RESPONSIBILITIES:**

1. Facilitates the district-wide implementation of the CWTP program. Gives encouragement, assistance, and direction to teachers, counselors, and administrators to meet individual school, staff, and student needs.
2. Understands that the goal of the program is for each student to have experiences and exposure to competitive work in integrated work settings.
3. Is required to work with students with mild to moderate and severe disabilities.
4. Works with students, family members, classroom teachers, businesses, and others to identify potential career interests, preferences and various individualized job possibilities available in the community.

5. Exhibits a working knowledge of and experience with technical and computer applications including word processing, data processing, desktop publishing and electronic mail.

6. Prepares site related documents including site file folders, site file updates, and insurance information.

7. Coordinates student Vocational Assessment to identify student competencies, interests, relevant vocations (including kinds of work previously unconsidered) and learning about the impact of students’ disabilities and related support needs in the community.

8. Completes written Vocational Assessment, and assists with development of students’ IPEs (Individualized Plan for Employment – through VR) and students’ IEP (Individual Education Plan with teacher).

9. Collaborates with school counselors and special education teachers in discussing the results of the Student Assessment and Education Program Planning—Student Career/Transition and Individual Graduation Plan (SC/T and IGP).

10. Works with employers and students to develop personalized jobs.

11. 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.

12. Provides follow-up services to promote job stability and advancements and continuing success of students.

13. Maintains necessary records for the local school system and the Office of Vocational Rehabilitation. Keeps current and complete information regarding each student participating in the program. Turns in ALL meeting notes, monthly reports and Billing Statements timely for appropriate services and reimbursements.

14. Completes year-end program data report.

15. Coordinates and/or provides transportation according to district's policies and procedures.

16. Works collaboratively with HDI, VR and KDE to create a unique program to address each student’s expressed vocational strengths and interests.

17. Exhibits a broad base of knowledge about experience based education, community based instruction, interdisciplinary studies and school to work transitions as they apply to each individual student placement as it connects to curriculum.

18. Uses public relations principles and a broad base of educational expertise to maintain a positive, effective, and efficient district-wide CWTP image with the community, the school board, the high school, and district administration. 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.

19. Maintains regular attendance.
Possible Interview Questions for CWTP Employment Specialists

These sample questions are in no particular sequence, and some may be applicable while others are not. Questions relate either to desired job-related qualities (personal connections, flexibility, organizational skills, high expectations, imagination…) or attitudes about people with disabilities. (Should people with disabilities be a part of, or apart from society?) Also, this is not an all-inclusive list. There may be many other questions to be asked — some of them 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? Or if you did not go to school with students with disabilities, then why do you think this was so?
- This job promotes work experiences and jobs for students with disabilities. Why do you think work would be important for someone who has a disability? What about work for students who (due to their disabilities) don’t talk, or walk, or use their arms? Or what about students who have severe cognitive impairments or unusual behaviors — is work important for these students too?
- What kinds of jobs do you think students with disabilities could do?
- Have you had any experiences with vocational programs for students with disabilities (e.g., supported employment, sheltered workshops, day activity centers…)?
- What are some ways you are connected within the community (organizations, church, committees, boards…)?
- Are you comfortable approaching people you do not know?
- What experience do you have with professional writing (e.g., keeping documentation, writing business letters, writing reports…)?
- Can you think of any job experiences you’ve 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…)?
- Some students may need to be transported in a school bus, are you willing to go through the required training to receive a CDL and drive the bus to transport students to and from work sites and school?
- 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?
SCHEDULING

Scheduling represents an important and sometimes challenging aspect of the CWTP. Scheduling must begin with students’ Individual Learning Plan in the middle school to project course offerings according to students’ career interests and to schedule the necessary time for students to work in the community during school hours. Initially time is devoted to framing vocationally relevant questions regarding a student’s life including his interests, skills, and history. The next step is the answering of these questions and the exploration of particular areas of student interest or skill. Time is spent with the student in various settings implementing vocational activities. Time is structured with the student within his or her typical routines, talking with trusted others, and reviewing relevant records.

An Employment Specialist must balance his or her schedule, as well as the schedules of students and employers. There are two primary considerations for scheduling work. First, the students’ schedules must be constructed to allow the right level of intensity and a suitable amount of time to practice and learn the jobs. Second, the Employment Specialist must be able to coordinate the schedules of participating students within the confines of a school week, and related course requirements.

STUDENTS’ SCHEDULES

Some students who participate in the CWTP are earning diplomas and others will receive certificates of attainment. There are numerous scheduling approaches to take when working with students who will earn a diploma. It’s important that referrals and scheduling take place in a timely fashion, typically during the students’ sophomore year.

A less formal and less frequent manner of scheduling blocks of time for the student is to arrange any available free periods of time. This might include electives, resource room, or time at the beginning or end of the day.

Most importantly, planning early is an essential part of scheduling. During the eighth grade year, students are required to develop an Individual Learning Plan (ILP, formerly the Individual Graduation Plan). For each student with a disability, the IEP must include a statement of the transition service needs of the student under the applicable components of the students’ IEP that focuses on the students’ courses of study (such as participation in advanced placement course or
a vocational education program). Transition planning for students beginning at age 14 and sometimes younger, involves helping the student plan his/her courses of study so that the classes the student takes will lead to his/her post school goals. At age 16, the student’s desired post-school outcomes/services must be identified. By planning early, you can schedule time in the students’ courses of study for work experience.

EMPLOYMENT SPECIALIST SCHEDULES-

All Employment Specialists MUST have an updated weekly schedule in their school office. The schedule must have the following: name of the student(s), date, time, and location.

**EXAMPLE**

1. Obtain each student’s schedule

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TRANSPORTATION

Please check with the appropriate local officials in your district to determine transportation for your CWTP students. Per the contract between VR and the school district, it is the school’s responsibility to ensure that the student(s) have available transportation to job sites, company tours, and other vital pieces of CWTP.

LIABILITY

Personnel participating in the CWTP need to be aware of two liability issues when students are working and receiving training in the community. The first is the possibility of the student getting hurt and the second is that of property or personal damage.

If a student is an employee of the business, he or she is covered by the employer's worker's compensation. (The Employment Specialist is covered by the school's worker's compensation policy.) If a student is at a job site and not being paid, it is essential that the student have some form of health/accident insurance. This may be private insurance through his or her family, a medical card (Medicaid or Medicare), or school insurance. It is important to ensure that if a student is hurt while participating in the CWTP that he or she will have health coverage.

If a student or an Employment Specialist is involved 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 this situation. It is crucial that students’ participation in the CWTP be properly documented on their IEPs so that students’ work within community businesses is clearly included as part of their educational program. It is important to check with your local school district to determine your local policy on these liability issues.
REFERRAL AND ELIGIBILITY PROCESS

It is the responsibility of each student's Admissions and Release Committee to determine the most appropriate level of vocational programming. It is best to have a designated individual within each school or school district to facilitate the referrals between the ARCs and VR. This person is usually the Special Education Coordinator/Facilitator, a transition coordinator or a teacher. He or she will refer students expected to participate in CWTP to the VR counselor assigned to the school district. The school district, with approval from students and their parents or guardians, should provide the appropriate student records to the VR counselor in order to facilitate eligibility determinations. The Employment Specialist is not responsible for coordinating the referrals.

CWTP Pre-Employment Transition Services Participation
VR will need the Permission to Participate Form completed and supporting documentation provided to start pre-ETS for potentially eligible students with disabilities. In order to be considered for CWTP Pre-ETS, students must be age 14-21, in the district’s secondary schools, alternative high school, behavioral unit, or home school. Allowable documentation may include: a copy of the student’s Individualized Education Plan (IEP), 504 plan, medical documentation, a review of school records, a statement from school staff, or case notes documenting counselor observation, or a letter verifying they are a Social Security benefits recipient. Once processed, VR will provide authorizations to begin the student’s CWTP Pre-ETS program.

CWTP Transition Services Referral
It is not automatic for a student to go from Pre-ETS Services to Transition Services. It will be based on the student’s documented need for VR services and their eligibility for VR services based on the functional limitations of their disability. For the majority of students served in the CWTP, the most recent psychological assessment is a primary component of eligibility determination. Depending on the student's medical condition, recent medical records may be needed as well. The school should send all psychological and medical information, as well as a copy of the student's IEP/transition plan, with the referral. It is important to obtain written permission from students and/or parents prior to releasing any information about them. If any
further testing information is needed to determine eligibility VR may arrange to purchase the services.

The VR Counselor will schedule an initial intake interview with students soon after receipt of their records from the school. At this meeting, students will be informed of VR's policies and procedures and will be asked to sign an application for VR services stating their willingness to participate. The VR Counselor will make a determination, based on available information (determining if the student is eligible for vocational rehabilitation services and if the CWTP Transition Services is the most appropriate program for the student) within 60 days of completing the intake interview. If the school records do not provide enough information for the counselor to make an eligibility determination, the counselor may order (and purchase) additional tests.

**Eligibility for CWTP Transition Services**

The CWTP Transition Services are designed to serve students with significant disabilities. This population includes, but is not limited to, persons with severe emotional disorders, persons with severe long-term mental illness, and persons with severe multiple disabilities. Students participating in this program must require specialized training, support, and follow-up that only the CWTP can provide (i.e. systematic, individualized community based vocational evaluation, job placement, on-the-job training, and follow-up services.) The need for this service, rather than a particular diagnosis, forms the basis for eligibility to participate in the CWTP. The counselor must document the specific functional limitations that support the need for the CWTP. In the event that the student is determined not to be appropriate for the CWTP for any reason, then participation in the program should cease and alternate plans developed for the transition of the student. Should the student be determined eligible for VR services, however they are determined to be out of the Order of Selection and put on VR’s wait list, the student may still continue with CWTP Pre-Employment Transition Services if they had started them prior to completing the eligibility process for VR services.

The Admissions and Release Committee (ARC) is responsible for determining if a student should be referred for consideration of services through the CWTP. Each of these students will
have an Individualized Education Program (IEP), which will identify VR as an interagency linkage and the CWTP as a needed transition service. A designated school representative (i.e., Special Education Coordinator, teacher) refers students felt to be appropriate for the program to the VR Counselor. Ideally, referrals should be made to the VR Counselor in the months leading up to the student’s final year of high school. The VR Counselor determines eligibility for services provided by VR and the CWTP, with input from school personnel and family. Once it has been determined that the student is eligible for the CWTP, the counselor will issue an authorization to the local school district to provide services to the student.

When determining eligibility for the CWTP Transition Services, the following factors need to be considered:

- *The CWTP is for special education students who are in their final year of high school.*
- *Students must be determined eligible for VR services and have an open case with VR prior to implementing the CWTP Transition program.*
- *Students must require a community-based vocational service in order to obtain and maintain employment.*
- *The student and family have expressed a desire for the student to get a job, and be in the program.*
- *There is time in the student’s schedule to allow for intense community training.*

**Summary of Referral Process for CWTP Transition Services**

1. ARC determines potential candidate and has parent/guardian sign release of information form
2. Teacher collects needed records
   1. Teacher refers to VR the potential candidate and their records
   2. VR meets with student and family to discuss VR programs
   3. VR determines eligibility for VR services
   4. VR determines if student/consumer is a qualified candidate for the CWTP Transition Services
   5. VR notifies school of determination
Consent for Referral

and

Permission for Release of Information

TO: THE OFFICE OF VOCATIONAL REHABILITATION

Student's Name: ________________________________ Date of Birth: ____________

Social Security Number: _______________ School: ____________________________

I understand that my child is being considered for services from the Office of Vocational Rehabilitation as part of his/her Transition plan. It is with my knowledge and consent that he/she may be referred to this program.

It is also with my knowledge and consent that the following records may be released by the school to the Office of Vocational Rehabilitation for the expressed purpose of determining eligibility and planning necessary services:

______________________________________________________________________

______________________________________________________________________

I understand that this information shall be held confidential and shall be used only in the administration of his/her vocational rehabilitation program.

Since my child is currently under the age of 18 and/or still under my guardianship, I would like to apply for services from the Office of Vocational Rehabilitation on his/her behalf. I understand that the intent of this program is employment and that all services provided by the Office of Vocational Rehabilitation will relate directly to the attainment of a specific vocational goal.
INSTRUCTIONS FOR SCHOOL STAFF:

***The original of this form must be returned to the VR counselor before the application and eligibility process can proceed. Upon receipt, the counselor will schedule a meeting with the student to complete additional paperwork. Please forward this form along with a copy of the records identified above to:

Counselor's name
KY Office of Vocational Rehabilitation
Address
Phone number
The breakdown of available services:

**Pre-Employment Transition Services:**
The following services are available to students who are eligible or potentially eligible, in a group or individually. Students, age 14-21, may participate in these services while in secondary school, for multiple years and in more than one service at a time. The focus is on exposure to careers and labor market sectors in the local community. Each of these services is pre-authorized on a quarterly basis, up to four quarters per year, and for up to 20 hours each quarter. Should 20 hours not occur during the quarter, the amount will be prorated at $25 per hour. Services will focus on broad exposure to the local labor market opportunities, in a variety of community settings and allow the student to explore and experience possible careers that are of interest. The activities will be documented on monthly notes the ES will provide to VR by the 5th of every month.

- **Job Exploration Counseling,** examples include: interest inventories, career pathways, exploring in-demand occupations, interview skills.
- **Work Based Learning Experiences,** examples include: job shadowing, touring companies, job training, internships, apprenticeships, short-term employment, on the job training—learning about jobs.
- **Post-Secondary Counseling,** examples include: providing information on course offerings, career options, types of trainings available, advising on academic curricula, application and admission process, completing the FAFSA, disability support services.
- **Workplace Readiness Training** in the areas of social skills and independent living skills necessary to prepare for eventual employment, examples include: soft skills training, communication and interpersonal skills, financial literacy, orientation and mobility training, job seeking skills, employer expectations.
- **Self-Advocacy Instruction,** examples include: rights & responsibilities, request accommodations/services/supports, communicate needs, informational interviews.

**Transition Services:**
The following services are available to students who are eligible for VR services and must be provided individually. Students, in their final year of high school, may participate in and progress through these services. The focus of transition services is on developing a plan to successfully exit high school and enter integrated, community employment in a vocational sector the student may have explored while participating in pre-employment transition services. Each of these services is pre-authorized on a quarterly basis, up to four quarters per year. The services will target the student’s strengths, preferences, interests and needs; taking into consideration the jobs available in the local labor market. The VR counselor has the final decision on any disputes on whether or not a student may continue in CWTP or what services are appropriate. The activities will be documented on Notes the ES will provide to VR by the 5th of the month following the completion of the activity.

1. **Transition Planning Meeting:**
   Once the VR counselor has determined the student eligible for general VR services, and determines their need for the CWTP Transition Services, an authorization for a Transition
Planning Meeting is sent. During this meeting, the VR counselor, the student, school personnel, family members, and ES, will plan unique, vocationally relevant activities for the upcoming year based on the students initial expressed interests. This meeting will provide guidance to the ES on the goals of the upcoming year of the students program and the expectations of the VR counselor on how the ES will assist the student in preparing for competitive work. The meeting will clarify the expectation of weekly individualized career exploration and ongoing skills assessment and training. The ES is to work individually, on a weekly basis with the student and record the hours and activities on the monthly progress notes. This meeting will be conducted when it is determined the student has expressed an interest in going into the labor market post high school instead of a post-secondary training program. VR will pre-authorize and pay the LEA $200 for the submitted TPM report summarizing the meeting.

2. Comprehensive Vocational Assessment:
Vocational Assessment shall be conducted by the ES with the purpose of determining an eligible student’s unique strengths, resources, priorities, concerns, abilities, capabilities, and interests as they relate to post school activities and employment in order to determine an appropriate vocational goal and future training needs. The VR Counselor will use this Assessment report to determine the student vocational goal in writing or amending the Individualized Plan for Employment (IPE). VR will pre-authorize and pay the LEA $900 for the Vocational Assessment report.

In 2012, the Office of Disability Employment Policy produced research based data titled ‘Skills to Pay the Bills’. The Vocational Assessment is associated with this research and involves a comprehensive listing of necessary soft skills to reach employment goals for youth with disabilities with the premise that ‘soft skills cannot be taught in a vacuum nor can they be acquired simply because the goal of a lesson plan indicates it shall be so. Rather, they must be introduced, developed, refined, practiced, and reinforced’ (ODEP, 2012). For more information of ODEP’s Skills to Pay the Bills see either http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf or http://www.dol.gov/odep/topics/Youth/
Information contained in the Vocational Assessment will serve as the basis for the VR Counselor completing the Individualized Plan for Employment (IPE), which will later lead to job development and job analysis.

3. Job Development:
Job Development is individualized, weekly training provided by the ES for the expressed purpose of the student attaining employment prior to exiting high school. The specific job must be of interest to the student and in a competitive integrated work environment. These services are pre-authorized on a quarterly basis, up to four quarters per year, and for up to 20 hours each quarter. Should 20 hours not occur during the quarter, the amount will be prorated at $25 per hour.
4. **Transition Exit Planning Meeting:**

During this meeting strategies and the expectations for the remainder of the CWTP will be discussed defining the steps the ES should take to ensure the student’s successful transition to post school activities and future employment success. An amended Individualized Plan for Employment (IPE) may need to be written by the VR counselor and appropriately signed by the student and/or parent/guardian, for the purpose of more clearly identifying services required to attain a successful transition and employment outcome. This meeting may include a review of the Vocational Assessment and the ES will be available for input. Adult service agency providers that address the future unique needs for the individual (for instance, independent living and/or benefits planning) should also be considered for participation. It is also during this meeting the decision should be discussed whether or not to begin the process of transitioning the student to a work sheltered facility post high school and begin the paperwork if necessary to ensure a smooth transition process. This should not prohibit the student from continuing to attempt competitive work experiences while in high school if his schedule allows for participation. This meeting should take place within the final quarter of the student’s time in high school. VR will pre-authorize and pay the LEA $200 for the ES attendance and the submission of the Transition Exit Planning Meeting Report.

5. **Job Placement:**

A Job Placement Report will be written and submitted for payment of $800, once the student is working in a position that meets the guidelines and vocational goal of the IPE, the natural supports of the position allow for the ES to phase out of the job site, and the position satisfies the student. The job placement must occur prior to the student exiting high school, with the student employed competitively in an integrated environment, stable and in good standing on the job site. The Report is submitted once the student exits high school and monthly progress notes cannot be submitted for payment once the Job Placement is paid.

6. **Employment Follow-up:**

VR will pay for Employment Follow-up if the ES provides a report at 60 days post high school for $200. Information will be provided on the student’s current post school status, job placement, and the student has remained stable and in good standing with their employer. Should the student not attain employment that meets the guidelines above prior to exiting high school the LEA is no longer eligible for the Follow-up payment and an Adult Agency provider should be referred for continuing services post high school. Since the requirements for payment are 60 days of successful employment after training services are completed, this goal is not accomplished until after the student exits the school system and into the next fiscal year. **The service must be preauthorized before June 30.**
Participants in the CWTP must use the following program approved CWTP Forms.

1. **Pre-ETS Monthly Notes:** Designed to capture an overview of relevant information about the activities conducted. Information includes time and date, name of activity and a summary of the activities. In Pre-ETS there is no expectation of documenting progress, assessing skills, or mandating skills improvement to proceed. Pre-ETS is for the sole purpose of providing exposure to and experiences in activities related to work post high school.

2. **CWTP Pre-ETS Billing Statement:** Designed to allow the school to invoice VR for services provided and document progress of student program.

3. **Transition Planning Meeting Report:** Designed to capture an overview of relevant information from the meeting such as persons in attendance, student identification, Post School Outcome goal, explanation of student plan for the year, and Career Clusters of interests.

4. **Transition Monthly Job Development Report:** Designed to elicit a thoughtful, focused, and personalized approach to summarizing the month’s activities as well as providing insight into how the information collected is vocationally relevant to the particular student. Documents skills gained, progress made, next steps in securing employment post high school.

5. **Transition Vocational Assessment Report:** This will be written when sufficient information has been gained during Job Development to characterize the nature of an ideal job match. The report is written when there is enough information to describe the nature of ideal work tasks, co-workers, and work setting, as well as student preferences, and contributions.
6. **Transition Exit Planning Meeting Report:** Designed to capture an overview of relevant information from the meeting, such as persons in attendance, employment goals discussed, IPE goal, number of hours per week expected to work, services discussed relevant to the IPE goal, necessary service providers, and next steps.

7. **Transition 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 they are in good standing with their employer.

8. **Transition Employment Follow-Up 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, 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 they are in good standing with their employer.

9. **CWTP Transition Services Billing Statement:** Designed to allow the school to invoice VR for services provided and document progress of student program.

10. **End of Year Data (Required HDI)** School districts need to submit annual data to CWTP Personnel on or before June 30th. Surveys will be sent out at the end of each school year.
US DEPARTMENT OF LABOR GUIDELINES FOR WORK TRANSITION PROGRAMS

There may be occasions when students will work in community businesses without pay. If students are not paid while performing tasks at a local business, then school districts and employers must comply with guidelines established by the United States Department of Labor 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 (FLSA) when receiving community based vocational services.

If conditions are such that a student may legally work in a business without being paid, the student and his or her family/guardian must be fully informed and voluntarily agree to participate in non-paid work. A worksite MOU form should be established for each job site in which a student does not get paid. This will ensure that all parties are knowledgeable of the DOL guidelines and agree to follow them. Note: Completing a “non-paid work exploration form” does not, in itself, make the arrangement either proper or legal.

Students may be paid during any stage of the CWTP. If students are paid, employers must comply with all aspects of the FLSA, including minimum wage.

Students must be paid unless their work complies with all DOL guidelines that legally provide for unpaid work experiences including:

- “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…”
- “The activities of the students at the community-based placement site do not result in an immediate advantage to the business.”
- “…employees have not been relieved of assigned duties, and the students are not performing services that… are of benefit to the business.”

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

- It 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.)
• It heightens employer expectations ("You get what you pay for.");
• Pay lessens liability concerns (automatic student coverage by the employer’s worker’s compensation, and general liability).
• It is respectful of student contribution.

Summary: Pay versus no-pay decisions are not determined according to the student’s “phase” in the CWTP. These decisions are not made according to personal preferences of the employer, or Employment Specialist, or parents. Whether students are paid or not paid has to do entirely with the US. Department of Labor’s criteria for the existence of an “employment relationship” as defined in the Fair Labor Standards Act.
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 of 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 representative 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 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:

- 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 of 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                      Cari M. Dominguez
Assistant Secretary                  Assistant Secretary
Office of Special Education & Rehabilitative Services  Employment Standards
Administration
U.S. Department of Education          U.S. Department of Labor

Betsy Brand
Assistant Secretary
Office of Vocational and Adult Education
U.S. Department of Education
DOL CHECKLIST REGARDING NON-PAID WORK
EXPLORATION, EXPLORATION/EVALUATION AND TRAINING

Where ALL of 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 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:
  
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- 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 of 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.
SAMPLE STUDENT NON-PAID WORK EXPLORATION
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 students will be supervised by school employee 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 his or her 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/Coord. Date
__________________________________
School Administrator  Date


SOCIAL SECURITY ADMINISTRATION (SSA) INFORMATION

Concern about losing one's Supplemental Security Income (SSI) benefits — whether real or only perceived — frequently presents employment barriers for students. Therefore, those involved in helping students plan for work need to be able to provide clear information about the impact of wages on SSI benefits.

It’s important to know the differences between Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI). Most students receiving SSA 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 or SSDI or both since benefits are impacted by employment in very different ways.

To receive the most current SSA Information, please consult the following resources:

The Red Book - A Guide to Work Incentives

http://www.ssa.gov/redbook

Social Security Toll Free Number
By calling 1-800-772-1213, you can use the automated telephone services to get recorded information and conduct some business 24 hours a day. If you cannot handle your business through our automated services, you can speak to a Social Security representative between 7 a.m. and 7 p.m. Monday through Friday. If you are deaf or hard of hearing, call our toll-free TTY number, 1-800-325-0778, between 7 a.m. and 7 p.m. Monday through Friday.
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 have 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 impact their income and healthcare benefits. They will also teach participants how to use work incentives to return to work to increase their financial self-sufficiency.

Services provided:
- 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 supports about WIPA services and how to access us.

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
**Kentucky counties served:**
Bath, Bell, Boone, Bourbon, Boyd, Bracken, Breathitt, Campbell, Carter, Clark, Clay, Elliott, Estill, Fayette, Fleming, Floyd, Garrard, Grant, Greenup, Harlan, Harrison, Jackson, Johnson, Kenton, Knott, Knox, Laurel, Lawrence, Lee, Leslie, Letcher, Lewis, Lincoln, Madison, Magoffin, Mason, Martin, McCreary, Menifee, Montgomery, Morgan, Nicholas, Owsley, Pendleton, Perry, Pike, Powell, Pulaski, Robertson, Rockcastle, Rowan, Scott, Whitley, Wolfe.

**Center for Accessible Living - ??**
501 South 2nd Street Suite 200, 1051 N. 16th Street, Suite C
Louisville, KY 40202 Murray, KY 42071
(502) 589-6620 / 888-813-8497 (270) 753-7676 / 888-261-6194
Video Phone: (502) 413-2689 TDD: (270) 767-0549
Email: [http://www.calky.org/services/working-while-on-benefits/](http://www.calky.org/services/working-while-on-benefits/)

**Kentucky counties served:**
ADDITIONAL SERVICES

The intent of the CWTP is for the student to be employed, with any necessary supports in place, before the student exits high school. However, not all students will be job placed by this time. The counselor is encouraged to refer the student for additional assistance to Community Rehabilitation Providers (CRPs) or other services available locally such as Preparing Adults for Competitive Employment (PACE). Still other students may require long-term support services through a Supported Employment provider. Any of these services, if necessary, are encouraged and acceptable. Ideally, the service provider will be identified early in the process, made aware of the pending referral and invited to participate in the Transition planning meetings.

SUPPORTED EMPLOYMENT

During the course of participation in the CWTP supported employment services may be recommended for some students. It is the counselor’s responsibility to assess such recommendations and determine if supported employment services are required. This is done on an individual basis, taking into account the unique needs of each student. In the event that the VR Counselor determines that a CWTP student will require supported employment services, it is the VR Counselor’s responsibility to determine the best service path. This may include continuing participation in the CWTP, or ending participation in the CWTP, or the student may be referred to Supported Employment per VR guidelines while participating in CWTP and may continue in CWTP until exiting high school.

For students who are determined to need Supported Employment and continue in the CWTP, Supported Employment services are to be initiated no later than January of the student’s final year of high school. The Supported Employment provider will act as a consultant to the CWTP Employment Specialist while the student is still in school. The CWTP continues to be the provider responsible for the student achieving the Job Placement and Employment Follow-up services per CWTP guidelines. The CWTP will receive full reimbursement for those outcomes and credit toward their target number, if obtained by the student prior to exiting high school. The Supported Employment provider will be the provider responsible for long term follow-up after the CWTP’s obligation for 60 day follow-up of the student in employment has been completed.
In the event that a student does not achieve job placement at the time of exiting school, the Supported Employment provider takes over the responsibility for Job Placement and Employment Follow-up service provision. In this situation, there is no payment to the CWTP for the Job Placement or Employment Follow-up services, nor does the program receive credit toward their target number.

When determining individual eligibility and concurrent need for supported employment services counselors should always adhere to agency-established guidelines. For agency specific guidance regarding supported employment services please consult the Supported Employment Section of the Counselor’s Manual.

**Contact Information for Supported Employment Questions:**

Branch Manager for Supported Employment  
Kentucky Office of Vocational Rehabilitation  
229 West Main Street, Suite 302  
Frankfort, Kentucky 40601  
Phone: 502-782-3445 Fax: 502-564-7814  
*Email Address: currently a vacant position*

**Supported Employment Consultants**

- Gloria Gibson  
  Office: 606-528-7030 / Cell: 606-280-1070  
  [Gloria.Gibson@ky.gov](mailto:Gloria.Gibson@ky.gov)

- Ashley Taylor  
  Office: 270-783-1763 / Cell: 502-292-8390  
  [AshleyD.Taylor@ky.gov](mailto:AshleyD.Taylor@ky.gov)

- Ron O'Hair  
  Office: 502-564-4440 / Cell: 606-207-7233  
  [RonnieL.O'Hair@ky.gov](mailto:RonnieL.O'Hair@ky.gov)
TECHNICAL ASSISTANCE

The Human Development Institute at the University of Kentucky (HDI) provides technical assistance and training for the CWTP.

CASE CLOSURE

CWTP cases are subject to the same criteria for closure as all other cases served by VR. A student's case cannot be considered for successful closure until the student has met his/her vocational objectives as outlined in the Individualized Plan for Employment (IPE) and worked for a minimum of 90 days beyond the date that they exit high school. This helps to ensure that the student is able to work independently of the school setting and structure and has made an adequate adjustment to the employment setting.