

Community Work Transition Program

EMPLOYMENT SPECIALIST PROCEDURES MANUAL

A project of the
Human Development Institute-University of Kentucky
In partnership with:
Local school districts
Kentucky Office of Vocational Rehabilitation
Kentucky Department of Education

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INTRODUCTION

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

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

CWTP PARTNERS AND PROGRAM FUNDING

The CWTP, a project of the [Human Development Institute](#) (HDI) at the University of Kentucky, is implemented through partnership between HDI, participating local school districts, the Kentucky Department of Education (KDE), and the [Office of Vocational Rehabilitation \(OVR\)](#).

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

LEGISLATION

CWTP districts must comply with state and federal law, and requirements. Mandates summarized in this section include provisions for successful post-secondary transition and employment for students with disabilities.

WORKFORCE INNOVATION AND OPPORTUNITY ACT

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

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

FAIR LABOR STANDARDS ACT

The Fair Labor Standards Act sets core labor standards including minimum wage, overtime pay requirements, child labor restrictions, and record-keeping requirements for employers.

The FLSA requires payment for work. However, the Department of Labor (DOL) makes exceptions for certain work experiences when strict criteria are met and primarily benefit the student's learning.

The [Field Operations Handbook-Chapter 64](#) from the DOL Wage and Hour Division (WHD) includes the following criteria in section **64c08 Students with disabilities and workers with disabilities who are enrolled in individual rehabilitation programs.**

- a) Youths with disabilities often are especially disadvantaged in the workplace because their relative inexperience further complicates their ability to find and maintain meaningful employment. In recognition of the special needs of this population, the U.S. Departments of Labor and Education in 1992 jointly issued guidance regarding the employment relationship under the FLSA and community-based education programs for students with disabilities. For these youths, community-based employment means placement in a worksite outside of their school setting. For example, the student may be placed in the mailroom of a corporation headquarters. Included in this guidance is the following statement of principle that summarizes the WHD's enforcement posture and continued commitment to students with disabilities:

“The U.S. 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 afforded by the Fair Labor Standards Act to program participants, employees, employers, or programs providing rehabilitation services to individuals with disabilities.”

- b) In 1993, the U.S. Department of Labor (DOL) and the National Rehabilitation Facilities Coalition jointly issued similar guidance regarding the FLSA employment relationship and individuals with disabilities, not students in local public school systems, who are enrolled in individualized community-based rehabilitation programs. Enrollment in individualized community-based rehabilitation programs for these individuals means placement in a worksite away from the rehabilitation facility. This document also included the following statement of principle:

“The U.S. Department of Labor and community-based rehabilitation organizations are committed to the continued development and implementation of individual vocational rehabilitation programs that will facilitate the transition of persons with disabilities into employment within their communities. This transition must take place under conditions that will not jeopardize the protections afforded by the Fair Labor Standards Act to program participants, employees, employers, or other programs providing rehabilitation services to individuals with disabilities.”

- c) In an effort to promote vocational training for workers with disabilities, the WHD will *not* assert an employment relationship between the worker with a disability, the rehabilitation facility or school, and/or the business where the worker has been placed when *all* of the seven following criteria are met (note: the criteria are the same for both students and non-students enrolled in vocational rehabilitation programs):
- (1) Participants are individuals 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 ongoing support to perform in a work setting.
 - (2) Participation is for vocational exploration, assessment, or training in a community-based worksite under the general supervision of rehabilitation

organization personnel, or in the case of a student with a disability, public school personnel.

- (3) Community-based placements must be clearly defined components of individual rehabilitation programs developed and designed for the benefit of each individual.
 - a. Each student with a disability shall have an Individualized Education Program (IEP) that lists the needed transition services established for the exploration, assessment, training, or cooperative vocational education components.
 - b. Each participant in a community-based rehabilitation organization program must have an Individual Plan for Employment (IPE) that includes a statement of needed transition services established for exploration, assessment, or training components. In the past, these plans were called Individualized Written Rehabilitation Plans.
- (4) Documentation will be provided to the WHD upon request that reflects that the individual is enrolled in the community-based placement program, that this enrollment is voluntary, and that there is no expectation of remuneration. However, the information contained in the IEP or IPE does not have to be disclosed to the WHD. The individual with a disability and, when appropriate, the parent or guardian of each individual must be fully informed of the IEP or IPE and the community-based placement component of the plan.
- (5) The activities of the individuals with disabilities (*i.e.*, participants) at the community-based placement site do not result in an immediate advantage to the business. Factors that would indicate the business is advantaged by activities of the individual include:
 - a. Displacement of regular employees

- b. Vacant positions have been filled with participants rather than regular employees
 - c. Regular employees have been relieved of assigned duties
 - d. Participants are performing services that, although not ordinarily performed by employees, clearly are of benefit to the business
 - e. Participants are under continued and direct supervision of employees of the business rather than representatives of the rehabilitation facility or school
 - f. Placements are made to accommodate the labor needs of the business rather than according to the requirements of the individual's IEP or IPE
 - g. The IEP or IPE does not specifically limit the time spent by the participant at any one site, or in any clearly distinguishable job classification
- (6) While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours spent in each activity, as a general rule, an employment relationship is presumed not to exist when each of the three components does not exceed the following limitations:
- a. Vocational explorations: 5 hours per job experienced
 - b. Vocational assessment: 90 hours per job experienced
 - c. Vocational training: 120 hours per job experienced
- In the case of students, these limitations apply during any one school year.
- (7) Individuals are not entitled to employment at the business at the conclusion of the IEP or IPE. However, if an individual becomes an employee, he or she cannot be considered a trainee at that particular community-based placement unless in a different, clearly distinguishable occupation.

- d) An employment relationship will exist unless all of the criteria described in FOH 64c08(c) are met. If an employment relationship is found to exist, the employer will be held responsible for full compliance with the FLSA.
- e) Business and rehabilitation organizations may, at any time, consider participants to be employees and pay them the full minimum wage required by section 6(a) or the SCA. Properly certified employers may also pay subminimum wages to participants who are disabled for the work being performed. Employees under age 20 may be paid the youth opportunity wage as provided by section 6(g) of the FLSA rather than a subminimum wage. The youth opportunity wage may never be the prevailing wage upon which a commensurate wage is based.

ADDITIONAL RESOURCES

For additional guidance refer to local school district procedures related to students participating in non-paid work-experience situations or the following resources:

[Wages and Fair Labor Standards Act](#)

[Fair Labor Standards Act and Non-Paid Work-Based Learning Fact Sheet](#) from the [Illinois Center for Transition and Work](#)

[State Labor Office](#)

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EMPLOYMENT FIRST INFORMATION

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

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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

CWTP PROGRAM OVERVIEW

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

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

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

PROGRAM GOAL

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

Additionally, the program can provide exposure and experiences in career and employment through Pre-Employment Transition Services, which are a district option to provide.

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

CWTP SERVICES

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

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

The school district provides CWTP services with a vocational rehabilitation focus and in a manner that does not supplant any school-based instructional programs deemed the responsibility of the district through the IDEA. The services are not provided through a classroom-based model and should take place primarily in the community.

CONTINUUM OF VOCATIONAL REHABILITATION SERVICES

In accordance with the MOA, the CWTP has two components on a continuum of services, with Pre-Employment Transition Services being most beneficial to students with disabilities in the early stages of employment exploration. Pre-employment Transition Services are defined in WIOA and represent the earliest set of services available for students with disabilities. The services are short term in nature and designed to help students identify career interests. The focus is on exposure to careers, the labor market in the local community, and experiences through activities related to work skills. Pre-Employment Transition Services delivered through the CWTP are typically provided in grades 9 and 10.

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

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

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

Specifically, transition services provide for further development and pursuit of career

interests with postsecondary education, vocational training, job search, job placement, job retention, job follow-up, and job follow-along services.

The CWTP Transition Services line up with the underlined components of the definition on the previous page.

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

CWTP PROGRAM EXPECTATIONS

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

For Potentially Eligible Students receiving Pre-ETS through the CWTP, the district annually ensures **all** are referred in order to apply for OVR services at grade 11.

For CWTP Transition Services, the expectation is students maintain satisfactory and stable competitive integrated employment in the chosen vocational goal, as documented on the Individualized Plan for Employment (IPE), for 30 calendar days after exiting high school. The employment must be gained at least one day prior to high school exit.

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

PROGRAM APPLICATION PROCESS

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

1. District completes and submits the *Office of Vocational Rehabilitation – Community Work Transition Program School Participation Application*. A list of *School Participation Application Components* is in [Appendix A](#) of this manual.
2. OVR approves the application or requests revisions.
3. OVR sends the Director of Special Education (DoSE) and Superintendent a Memorandum of Agreement (MOA).
4. District completes MOA, with superintendent signature, and returns to OVR.
5. OVR returns a copy of the MOA with OVR signature to the district.
6. District reviews the [Vendor Manual](#) before signing and returning the *Kentucky Office of Vocational Rehabilitation Vendor Agreement* to OVRVendors@ky.gov.

MEMORANDUM OF AGREEMENT

The MOA between OVR and the school district defines the basic tenets of the CWTP. The MOA delineates and clarifies the rights, roles, and responsibilities of OVR and the district for jointly implementing and conducting the CWTP to provide Pre-Employment Transition Services and CWTP Transition Services, as required in WIOA.

The district provides the CWTP Employment Specialist with a copy of the MOA to provide a comprehensive understanding of the requirements of the contract and their roles and responsibilities.

OVR personnel cannot authorize any services until the MOA is completed and received at the OVR central office. The returned MOA with all required signatures is one requirement the district must have before the provision of billable services. The *CWTP Billing Requirements Checklist* is in [Appendix F](#).

OVR VENDOR INFORMATION

The MOA includes the requirement that the district review the [Vendor Manual](#) annually before signing and returning the [OVR Vendor Agreement](#). Vendor Agreements set forth the terms and conditions for the district to provide services to OVR consumers. Agreements, submitted to patricia.wilkerson@uky.edu, are effective from the date of the district signature provided and renewed annually by June 30.

NEW VENDOR INFORMATION

Districts new to the CWTP must register in the [Kentucky Vendor Self Service portal](#) prior to executing the Vendor Agreement.

The district as a new OVR vendor cannot provide any service until receipt of the final OVR letter of approval. Providing a service before being approved as an active OVR vendor will result in a denial of payment for services rendered before the approval date.

CWTP EMPLOYMENT SPECIALIST

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

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

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

For Pre-ETS provided through the CWTP, the CWTP Employment Specialist:

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

For CWTP Transition Services, provided individually to eligible students beginning in grade 11, the CWTP Employment Specialist:

- conducts comprehensive vocational assessments (CVAs) through a variety of methods,
- conducts optional employer engagement interviews to increase and enhance the quantity and quality of job placements,
- plans for and implements job development activities to assist students with seeking employment,

- provides quarterly student Infinite Campus grade/progress reports to the VR Counselor,
- assists in securing competitive integrated employment (job placement) for the students in the community or surrounding communities prior to high school exit,
- plans for and implements job coaching when students attain employment aligned with the IPE vocational goal, and
- provides employment follow-up services.

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

CWTP EMPLOYMENT SPECIALIST WORK HOURS

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

CWTP EMPLOYMENT SPECIALIST SUPPORT

The CWTP Employment Specialist position requires the following support:

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

TRAINING AND TECHNICAL ASSISTANCE

MANDATORY CWTP TRAINING

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

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

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

SUPPLEMENTAL TRAINING AND INFORMATION

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

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

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

TECHNICAL ASSISTANCE

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

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

TRANSPORTATION

In accordance with the MOA with OVR, it is the school district's responsibility to ensure students have available transportation to participate in the activities of the CWTP. Local officials in the district determine the transportation mode(s) provided for CWTP students.

A CWTP Employment Specialist, during transport to CWTP Pre-ETS activities, cannot supervise more than an allowable [Pre-ETS group size](#), if billing OVR.

During transport for CWTP Transition Services activities, the CWTP Employment Specialist is supervising an individual student. If the district is transporting additional non-CWTP students, billing begins upon reaching the activity destination.

LIABILITY

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

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

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

OVERVIEW: GENERAL TIMELINES FOR CWTP SERVICES

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

PRE-EMPLOYMENT TRANSITION SERVICES

Pre-ETS is the first component of the program available for students with disabilities if the district chooses to offer the optional service.

REFERRAL FOR PRE-EMPLOYMENT TRANSITION SERVICES

[Referrals for Pre-ETS](#) may be submitted to OVR when a student is in grade 8 and is a minimum age of 14, or at the beginning of grade 9. The CWTP Employment Specialist submits referrals to the regional OVR Pre-ETS Coordinator through the *Pre-VR* system. Refer to the *Pre-VR User Guide* for specific directions. See the *OVR Pre-ETS Coordinators Regional Map* in [Appendix G](#).

The provision of Pre-ETS through the CWTP typically occurs in grades 9 and 10.

PROVISION OF PRE-EMPLOYMENT TRANSITION SERVICES

After potentially eligible students are approved by the regional OVR Pre-ETS Coordinator within the Pre-VR system, the CWTP Employment Specialist is authorized to provide Pre-ETS.

Students may receive a maximum of 15 hours per quarter for a total of 120 hours over multiple years.

Pre-ETS includes Job Exploration Counseling, Work Based Learning Experiences, Post-Secondary Counseling, Workplace Readiness Training, and Self-Advocacy Instruction. Pre-ETS provided through the CWTP may occur in the school or community, dependent on the Pre-ETS area. The services are not classroom-based and should take place primarily in the community.

PRE-ETS BEYOND GRADE 10

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

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

CWTP TRANSITION SERVICES

CWTP Transition Services begin in grade 11 and are provided individually to students who meet the eligibility requirements for OVR services.

REFERRAL TO APPLY FOR OVR SERVICES

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

ELIGIBILITY AND APPROPRIATE SERVICE DETERMINATION

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

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

PRIOR AUTHORIZATION OF CWTP TRANSITION SERVICES

Every transition service requires prior authorization from the VR Counselor. Services are authorized in sequential order, quarterly per student and provided individually.

CWTP TRANSITION SERVICES CONTINUUM – GRADE 11

When authorized by the VR Counselor, the CWTP Employment Specialist provides the following CWTP Transition Services in grade 11:

1. Comprehensive Vocational Assessment. The information is gathered by a variety of methods. The Positive Personal Profile and Family Engagement Interview are optional. During the CVA completion process, a minimum of 10 hours to a maximum of 20 hours of assessment activities in the community at work or employment sites is required. Typically completed in Quarter 1 and/or 2.
2. Job Development/Job Coaching Planning Meeting after the VR Counselor develops the Individual Plan for Employment which includes the vocational goal. Typically conducted late Quarter 2 or in Quarter 3.
3. Job Development to assist the student in attaining employment aligned with the IPE vocational goal. Begins in Quarter 3, no later than Quarter 4.
4. Job Coaching when the student has attained competitive integrated employment aligned with the IPE vocational goal. Begins when the student attains employment.

CWTP TRANSITION SERVICES CONTINUUM – GRADE 12 OR YEAR OF HIGH SCHOOL EXIT

When authorized by the VR Counselor, the CWTP Employment Specialist provides the following CWTP Transition Services in grade 12.

1. Job Development for a student still seeking employment aligned with the IPE vocational goal. Services start at the beginning of the school year.
2. Job Coaching for students that gained employment aligned with the IPE vocational goal. Services start at the beginning of the school year for students that attained employment in grade 11 and for those that did not, upon gaining employment while in grade 12.
3. Supported Employment Consultation Meeting, conducted by the VR Counselor, when a student requires Supported Employment services. The meeting is typically held in Quarter 3. A VR Counselor can refer a student for Supported Employment earlier, if necessary, based on student limitations and needs.
4. Transition Exit Planning Meeting for all CWTP Transition students exiting high school. The meeting is typically conducted in Quarter 4, as close to the student exit date as possible.
5. Job Placement Report is submitted the day after high school exit. The student must attain Job Placement at least one day prior to high school exit.
6. 30-calendar days of Employment Follow-up services begin after high school exit, in accordance with the OVR Employed Status Date.

CWTP TRANSITION SERVICES CONTINUUM – STUDENTS IN GRADE 14

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

SCHEDULING STUDENTS

Because the purpose of the program is for students to gain competitive integrated employment prior to high school exit, working with students receiving CWTP Transition Services is the primary focus of the Employment Specialist. Students nearing high school exit are prioritized, due to the limited time left to assist in the attainment of employment aligned with the IPE.

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

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

WEEKLY SCHEDULING

Scheduling students represents an important and sometimes challenging aspect of the CWTP. The CWTP Employment Specialist must consider the number of CWTP Transition Services students, then the number of students receiving Pre-ETS through the CWTP. Scheduling for Pre-ETS is varied and sporadic in nature. Scheduling for CWTP Transition Services is consistent and weekly for each student.

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

STUDENT PLANNING AND SCHEDULES

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

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

CWTP EMPLOYMENT SPECIALIST AND TEACHERS

CWTP Employment Specialists and teachers may and should discuss students participating in the CWTP. Discussion topics may include but are not limited to the student's multi-year course of study; scheduling CWTP services; IEP postsecondary goal, transition needs, transition services needed, and supplementary aids and services; task analysis of behaviors or skills; *Employability and Foundational Academic Standards-Alternate Assessment* (EFAS-AA) or Career and Technical Education (CTE) Pathway Standards addressed in the classroom; and content of the Individual Learning Plan.

The CWTP Employment Specialist provides CWTP services primarily in the community, with a vocational rehabilitation focus, and in a manner that does not supplant any school-based instructional programs deemed the responsibility of the district through the IDEA. The services are not provided through a classroom-based model. When providing billable CWTP services, the CWTP Employment specialist cannot:

- work with a classroom teacher within a formal collaborative instructional model;
- serve as a classroom assistant; or
- provide CWTP services during the teacher's instructional time or within the teacher's classroom or instructional setting.

The CWTP Employment Specialists can reinforce and supplement instruction initially presented by a teacher related to employment, EFAS-AA or CTE pathway standards.

PRE-EMPLOYMENT TRANSITION SERVICES

Under WIOA, Pre-ETS are available to students who are eligible or potentially eligible for OVR services. Students aged 14-21 may participate in these services, and in more than one Pre-ETS area at a time. The provision of Pre-ETS through the CWTP typically occurs in grades 9 and 10. The focus is on exposure to careers, the labor market in the local community, and experiences through activities related to work skills.

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

REFERRAL TO OVR FOR PRE-EMPLOYMENT TRANSITION SERVICES

Anyone can contact the CWTP Employment Specialist to refer a student as a potential candidate needing Pre-Employment Transition Services. Students who are considered must be enrolled in a member district secondary school, alternative high school, behavioral unit, or homebound services. A screenshot of the OVR [Pre-Employment Transition Services Information Release and Consent for Potentially Eligible Students form](#) is included in [Appendix E](#) of this manual. Click on the referral form title above to access a fillable form from the OVR website.

CWTP EMPLOYMENT SPECIALIST ROLE

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

ADMISSION AND RELEASE COMMITTEE ROLE IN PRE-ETS REFERRAL PROCESS

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

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

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

504 TEAM ROLE IN THE PRE-ETS REFERRAL PROCESS

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

REFERRALS FROM OTHER SCHOOL SOURCES

Other school personnel, students, and parents or guardians may determine Pre-Employment Transition Services are potentially appropriate and contact the CWTP Employment Specialist. The CWTP Employment Specialist ensures the student, and their parent or guardian understand the CWTP focus begins with Pre-ETS, e.g., exploration of work and experiences in the community, then progresses to CWTP Transition Services for students with the goal of achieving competitive integrated employment prior to high school exit. The CWTP Employment Specialist provides the

parent the Pre-ETS referral form ([OVR Pre-Employment Transition Services Information Release and Consent for Potentially Eligible Students](#)) for signature and submits the completed form to OVR.

PRE-ETS AUTHORIZATION

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

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

ALLOWABLE PRE-ETS HOURS

Each student may receive a maximum total of 15 hours per quarter for a total of 120 hours over multiple years for all Pre-ETS combined, not per Pre-ETS area. No more than 60 hours per year per student is allowable without prior approval.

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

ADDITIONAL PRE-ETS HOURS

Pre-ETS needed beyond the 120 hours requires an OVR application, determination as eligible for OVR services and the VR counselor decision that the student needs additional Pre-ETS. If Pre-ETS are needed, the VR Counselor includes Pre-ETS as a transition service on the student's Individual Plan for Employment.

PRE-EMPLOYMENT TRANSITION SERVICES GROUP SIZES

The CWTP Employment Specialist can provide the services to students in allowable group sizes up to twenty or individually. A group is considered two or more students. Groups of students with disabilities should be kept small to make sure students have the support needed to participate in services.

There may be occasions that are appropriate for larger groups to participate in a Pre-ETS activity provided through the CWTP. However, the district cannot provide an activity for a group of more than twenty students without prior approval.

EXCEPTION REQUEST FOR GROUPS OVER TWENTY

A group of twenty-one or more students for a Pre-ETS activity requires an exception from the CWTP Administrator. Student totals are based on the district, not on individual employment specialists.

The CWTP Employment Specialist must submit a proposal to Audra Shutt, OVR CWTP Administrator prior to the start date of a planned large group Pre-ETS activity. The proposal must ensure that all grant costs are necessary, reasonable, allocable, and allowable under state and federal law.

For questions related to group size or exception requests email audra.shutt@ky.gov.

PRE-EMPLOYMENT TRANSITION SERVICE AREAS

Pre-ETS includes five required services. The service areas include:

1. Job Exploration Counseling (JEC)

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

2. Work Based Learning Experiences (WBLE)

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

3. Post-Secondary Counseling (PSC)

PSC includes activities such as giving information on college course offerings, career options, types of trainings available, advising on current high school academic curricula as it relates to post-secondary requirements, application and admission processes, disability support services, and completing the FAFSA. Activities may be in the community or within the school.

4. Workplace Readiness Training (WRT)

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

5. Self-Advocacy Instruction (SAI)

SAI includes activities about disability awareness, discovering personal rights and responsibilities, learning how to request accommodations/services/supports, and how to communicate needs. Activities may be in the community or within the school.

Reminder: The services are not provided through a classroom-based model and should take place primarily in the community

PRE-ETS RATES BY GROUP SIZE

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

- a. One (1) student billed \$90.00 per hour.
- b. Two (2) students are billed at a \$48.60 (per student) hourly rate for a total of \$97.20 per hour.
- c. Three (3) students are billed at a \$36.90 (per student) hourly rate for a total of \$110.70 per hour.

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

If unsure whether an activity is billable, contact the CWTP Regional Liaison assigned to the district. If the liaison is unavailable contact the regional OVR Pre-ETS Coordinator or the OVR CWTP Administrator.

PRE-VR SYSTEM

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

PRE-ETS DOCUMENTATION SUBMISSION AND REVIEW PROCESS

The CWTP Employment Specialist submits documentation of the Pre-ETS provided including the Pre-ETS area, begin and end time, amount of time, location, summary of each activity, and outcome through the *Pre-VR* system by the fifth of the following

month. Example: Service hours provided in September are required by October 5. The *Pre-VR* system does not allow entry of service information past the due date. There is no exception to entering data after the fifth, the system locks.

The CWTP Employment Specialist should set aside dedicated time for completing entries in full. Submitting notes and outcomes certifies that the service was provided as documented. Entries left to be edited later are not permitted, as they compromise data accuracy

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

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

PRE-ETS INVOICE PROCESS

Information about the invoice process is included in the *Pre-VR* system. The CWTP Employment Specialist uses the Approved Services reports to create invoices and submit them to OVR by the last day of the month but no earlier than the 16th of the month. Example: Services provided in September, approved in October, shall be invoiced by October 31st.

Billing shall be submitted in 15-minute increments (e.g., .25, .50, .75, 1.00, etc.) and rounded to the nearest quarter hour, when needed. The CWTP Employment Specialist

submits the invoices and supporting documentation/reports via email to OVRInvoices@ky.gov.

Invoices must include the following legibly printed elements:

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

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

REPORTING WHEN NO PRE-ETS ARE PROVIDED

If no Pre-ETS are provided through the CWTP in a particular month, the CWTP Employment Specialist must email ORVInvoices@ky.org stating that no reimbursement is requested for that month.

CWTP TRANSITION SERVICES

Transition services are the second phase on the continuum of CWTP services, beginning in grade 11, and are available to students who meet the eligibility requirement for OVR services. Transition services are individualized and provided individually to the student, meaning one Employment Specialist to one student (1:1). CWTP Transition Services focus on successful high school exit with integrated competitive employment.

Reminder: CWTP services are not provided through a classroom-based model and should take place primarily in the community.

REFERRAL TO APPLY FOR OVR SERVICES

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

The CWTP Employment Specialist submits names of **ALL** grade 11 Potentially Eligible students receiving Pre-ETS through the CWTP to the VR Counselor assigned to the district. The Employment Specialist ensures the students are aware of OVR services.

For students that have expressed the goal of employment prior to high school exit and have demonstrated the need for individualized transition services, the CWTP Employment Specialist submits a signed release of information and a copy of each student's IEP, 504 plan or other disability documentation, and any relevant school records. Relevant school records may include medical, psychological, vocational, educational, and recreational relating to student's disability, impediments to employment, and rehabilitation needs.

The Employment Specialist may use the optional *Refer to Apply for OVR Services Form* to submit the student information and documentation to the VR Counselor.

APPLICATION TO OVR INITIATED BY STUDENT AND PARENT OR GUARDIAN

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

INTAKE AND APPLICATION

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

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

OVR ELIGIBILITY DETERMINATION

The VR Counselor bases eligibility on the same criteria as for all other consumers of OVR. In order to receive services, an individual must meet eligibility requirements.

There are four requirements for eligibility:

1. An individual must have a physical or mental impairment;
2. The impairment must result in a substantial impediment to employment;

3. An individual must be able to benefit from vocational rehabilitation services in terms of employment outcome;
4. An individual must require vocational rehabilitation services in order to obtain or maintain appropriate employment.

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

ORDER OF SELECTION

The VR Counselor must adhere to the Order of Selection policy of the agency, when in effect.

Federal law requires the Vocational Rehabilitation program to serve individuals with the most significant disabilities first when there are not enough resources to serve everyone that is eligible for Vocational Rehabilitation services. This means that individuals with the most significant disabilities are given a priority over those with less significant disabilities. This process is called an Order of Selection (OOS). **Note:** *Effective Wednesday, May 14, 2025, the OVR implemented the OOS and temporarily closed all four priority categories.*

As of the release date of this manual, the OOS was still in place. For updates refer to the OVR [Order of Selection webpage](#).

DETERMINATION OF APPROPRIATE PROGRAM OR SERVICES

After determining the student eligible for OVR services the VR Counselor decides which program or service is necessary for a student. Options include but are not limited to CWTP Transition Services, vocational guidance and counseling from a VR Counselor,

Pre-ETS beyond grade 10, a combination of services, or other services as needed by an individual student. The decision includes the informed choice of the student and parent or guardian.

CONSIDERATIONS FOR STUDENT PARTICIPATION IN CWTP TRANSITION SERVICES

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

- The student has a significant disability, as defined by OVR.
- The student must require services from a CWTP Employment Specialist in order to obtain and maintain employment.
- The student and parent or legal guardian have expressed a desire for the student to gain competitive integrated employment in the community prior to high school exit and be in the program.
- There is time in the student's schedule to allow for community activities.

ADDITIONAL PRE-EMPLOYMENT TRANSITION SERVICES

The CWTP school district may provide Pre-ETS to a student that has reached the 120-hour limit if the VR counselor determines the services necessary, based on individual student needs.

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

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

OTHER OVR SERVICES

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

The VR Counselor should notify the Employment Specialist when services through the CWTP are not deemed necessary for a student. However, due to confidentiality, the OVR counselor is not required to provide information about the student's case or other services needed.

If the CWTP Employment Specialist does not receive confirmation from the VR Counselor that a student no longer needs services through the CWTP, the Employment Specialist should contact the counselor to clarify.

CWTP TRANSITION SERVICES AUTHORIZATION

Once CWTP Transition Services are deemed necessary for a student, the VR Counselor begins issuing authorizations approving the CWTP Employment Specialist to provide specific services to the student.

The VR Counselor authorizes each CWTP Transition Services quarterly per student in sequential order. VR authorization for services is one requirement that must be fulfilled before the provision of billable services. The *CWTP Billing Requirements Checklist* is in [Appendix F](#) of this manual.

PROVISION OF CWTP TRANSITION SERVICES

The Employment Specialist provides CWTP Transition Services individually to the student, meaning one Employment Specialist providing services to one student (1:1).

The services are provided with a vocational rehabilitation focus and include strategies and evidence-based practices with the greatest potential to support successful high school exit in competitive integrated employment. The services are individualized to target the student's strengths, abilities, concerns and needs, interests, priorities discovered through the CVA process; the IPE vocational goal and take into consideration the competitive integrated employment available in the local labor market.

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

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

Reminder: CWTP services are not provided through a classroom-based model.

After CWTP Transition Services are deemed necessary for an eligible student, the VR Counselor authorizes the first services the Employment Specialist can provide: the Positive Personal Profile (optional), Family Engagement Interview (optional), and Comprehensive Vocational Assessment, which includes assessing the student during activities conducted at work and employment sites in the community. The CVA process typically occurs during Quarter 1 and/or Quarter 2.

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

Positive Personal Profile (PPP):

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

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

Family Engagement Interview (FEI):

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

Comprehensive Vocational Assessment (CVA):

The CWTP Employment Specialist conducts assessments to identify each student's unique strengths, resources, priorities, concerns, abilities, and interests as they relate to postsecondary education, employment, and other post-school activities. The assessment results are used to plan for future service needs and to provide an appropriate vocational goal recommendation to the VR Counselor.

The information is gathered by a variety of methods including but not limited to rapport-building activities, informal conversations with student, post-secondary transition information from the current Individual Education Program (IEP), vocational information included in the current Individual Learning Plan (ILP), interviews, interest inventories, skill inventories, learning style inventories, and observations at work or employment sites. A minimum of 10 hours to a maximum of 20 hours of assessment activities in the community at work or employment sites is required during the CVA completion process. The optional Positive Personal Profile and Family Engagement Interview may be used to gather initial information during the CVA process.

The CWTP Employment Specialist completes the assessment process and submits the CVA Report no later than 45 school days after authorization, typically in the second quarter.

Individual Plan for Employment

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

Job Development/Job Coaching Planning Meeting:

The Job Development/Job Coaching Meeting is typically authorized and occurs late in the second quarter of the junior year or early in the third. The CWTP Employment Specialist facilitates and conducts the meeting.

During the meeting, the VR Counselor, the student, CWTP Employment Specialist, parent or guardian (optional), and others (optional) discuss the student's vocational goal from the Individualized Plan for Employment; determine initial Job Development activities that pertain to the vocational goal; document potential employers and contacts for Job Development and Job Coaching, revisiting sites listed in the CVA, as applicable; and discuss any concerns about providing the services and steps to address them. Concerns may include but are not limited to transportation, medical issues, accommodations, and support needed. The potential need for a referral for Supported Employment, if included in the IPE, is discussed. If Supported Employment is needed, the VR Counselor refers the student to a Community Rehabilitation Provider no later than the third quarter of the senior year or year of high school exit. The VR Counselor

may refer the student earlier than the year of high school exit, if necessary, based on limitation and needs.

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

Job Development

With adherence to the general timeline, Job Development is authorized and begins in the third quarter of the junior year, no later than the fourth quarter.

The CWTP Employment Specialist provides individualized Job Development services weekly and individually to the student. The purpose of Job Development is to assist the student in attaining employment aligned with the IPE vocational goal prior to high school exit.

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

Job Coaching

Job Coaching is authorized when the student attains competitive integrated employment aligned with the IPE vocational goal. The CWTP Employment Specialist provides individualized Job Coaching services weekly and individually to the student. The

purpose of Job Coaching is to assist the student in maintaining the employment position.

Job Coaching activities include but are not limited to job task analysis, instruction and observation during job performance, determination of needed accommodation(s), and determination and facilitation of natural supports and other supports needed.

Note: The student may achieve Job Placement at any time. To be billable Job Placement must occur at least one day prior to high school exit. The employment must be aligned with the IPE vocational goal.

CWTP TRANSITION SERVICES CONTINUUM – GRADE 12 OR YEAR OF HIGH SCHOOL EXIT

Job Development

For students still seeking competitive integrated employment aligned with the IPE vocational goal, Job Development continues. The CWTP Employment Specialist can begin the service as soon as authorized by the VR Counselor at the beginning of the school year.

The CWTP Employment Specialist provides individualized Job Development services weekly and individually to the student. The purpose of Job Development is to assist the student in attaining employment aligned with the IPE vocational goal prior to high school exit.

Job Development activities include but are not limited to developing job-related skills for resume building, resume development, job search for openings aligned with the student IPE vocational goal, networking and contacting employers, submitting job applications,

follow-up with employers on current applications and interview preparation for a specific job.

Job Coaching

For a student who attained competitive integrated employment in the junior year, Job Coaching begins as soon as authorized by the VR Counselor at the beginning of the school year.

The CWTP Employment Specialist provides individualized Job Coaching services weekly and individually to the student upon attainment of competitive integrated employment aligned with the IPE vocational goal. The purpose of Job Coaching is to assist the student in maintaining the employment position.

Job Coaching activities include but are not limited to job task analysis, instruction and observation during job performance, determination of needed accommodation(s), and determination and facilitation of natural supports and other supports needed.

Note: The student may achieve Job Placement at any time. To be billable Job Placement must occur at least one day prior to high school exit. The employment must be aligned with the IPE vocational goal.

Supported Employment Consultation Meeting

When [Supported Employment](#) is included on the IPE, the VR Counselor refers the student to the provider named on the plan, typically in the third quarter of the senior year or year of high school exit. The VR Counselor can refer the student earlier than the year of high school exit if necessary, based on limitations and needs.

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

Exit Planning Meeting

The CWTP Employment Specialist conducts the Exit Planning Meeting for all students leaving school. This includes students who have attained competitive integrated employment aligned with the IPE vocational goal and those who have not yet gained employment. The meeting is typically held in the last quarter close to the date of graduation. The CWTP Employment Specialist also conducts the Exit Planning Meeting throughout the school year for students who are aging out or dropping out prior to the end of the school year.

During the meeting the VR Counselor, student, CWTP Employment Specialist, parent or guardian (optional), Community Rehabilitation Provider for a referred student (optional), and others (optional) discuss strategies and expectations for the remainder of the student participation in the CWTP, defining the steps the CWTP Employment Specialist should take to the end of the school year to ensure the student's successful transition to competitive integrated employment. The meeting participants also discuss the student's post- high school contact information, including two alternative contacts, current employment, current IPE vocational goal, Employment Follow-up action plan steps

which include at least one on-site visit with the student and employer at the place of employment, and other adult services providers that can address the future unique needs of the student, i.e., independent living, Supported Employment, benefits planning, or OVR general transition services.

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

Job Placement

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

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

Job Placement can occur at any time and is documented through monthly Job Coaching reports as well as the submission of the Job Placement Report. The CWTP Employment Specialist submits the Job Placement Report the day after high school exit. OVR will not issue payment for monthly progress notes after the Job Placement Report is submitted.

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

Employment Follow-up

Employment Follow-up services are conducted to troubleshoot issues that may arise in the first 30 calendar days of employment, determine if needed natural supports remain in place, and to ensure and verify the student maintains stable employment.

Stable employment is considered:

- a. competitive integrated employment,
- b. where the student is satisfied with employment,
- c. the employer is satisfied with student and there is no risk of termination or write-up,
- d. the student has any needed extended services in place,
- e. has worked consistent hours, as determined by hiring expectations and agreement.
- f. works for a secure business, and
- g. is in good standing with the employer for at least 30 days after exiting high school.

The CWTP Employment Specialist begins the 30-calendar days of Employment Follow-up services in accordance with the OVR Employed Status Date. The service may

conclude in July of the next fiscal year, depending on when the student exits high school. The VR Counselor must authorize employment follow-up services before June 30.

The CWTP Employment Specialist provides the follow-up activities planned during the Exit Planning Meeting which includes at least one on-site visit with the student and employer at the place of employment and other types of contact (phone, email, online meeting, or text) with the student and employer. Follow-up activities can include contact with the parent, as appropriate.

The CWTP Employment Specialist completes the follow-up report and invoice after 30 calendar days, provided the student has maintained stable employment throughout that period. Report information gathered includes the student's current employment information, status of natural supports, determination of whether the criteria for stable employment is met, and level of expectation for the student's continued success in the position.

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

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

CWTP TRANSITION SERVICES CONTINUUM – STUDENTS IN GRADE 14

For student in grade 14 or completing high school in more than four years, the same general timelines pertain to the application and eligibility for OVR services and implementation of CWTP Transition Services except Job Development/Job Coaching continues throughout grade 14. The Transition Exit Planning Meeting occurs in the last

quarter of the year of high school exit. Job Placement must occur at least one day prior to school exit. The 30-calendar days of Employment Follow-up services begin the day after high school exit, in accordance with the OVR Employed Status Date.

CWTP GENERAL TIMELINE TABLES

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

TABLE A: PRE-EMPLOYMENT TRANSITION SERVICES

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

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

TABLE B: APPLICATION AND ELIGIBILITY FOR OVR SERVICES

General Timeline: Beginning of Grade 11	
CWTP Employment Specialist	As early in Quarter 1 as possible, submits the names of ALL grade 11 Potentially Eligible students receiving Pre-ETS through the CWTP to the VR Counselor. Ensures all students are aware of OVR services.
	Indicates each student who has the expressed goal of employment prior to high school exit and recommends the student for consideration for the CWTP. Sends a copy of IEP, 504 plan, or other documentation of disability; additional relevant school records; and signed release of information for each student.
VR Counselor	Gathers any additional documentation needed for eligibility determination.
	Conducts intake meeting with student and parent or guardian, explains OVR services and completes an OVR application for services with necessary signatures.
	Determines student eligibility, based on OVR eligibility criteria within 60 days.
	Determines the OVR program or services necessary for student, if eligible. Options include CWTP Transition Services, vocational guidance and counseling from a VR Counselor, Pre-ETS, a combination of services or other services as needed by an individual student.
	If determines a student requires additional Pre-ETS beyond the 120 maximum hours, includes the services on the IPE. Notifies the regional OVR Pre-ETS Coordinator.
	If the student does not require CWTP Transition Services or Pre-ETS through the CWTP, works with the student to determine the needed service(s).
	Authorizes CWTP Transition Services quarterly per student in order of sequence for students deemed eligible for the program.

TABLE C: PROVISION OF CWTP TRANSITION SERVICES - ASSESSMENT

Each Transition Service requires prior authorization from the VR Counselor.
The services are individualized and provided individually to the student.

General Timeline: Grade 11 during Quarter 1 and/or Quarter 2	
CWTP Employment Specialist	Completes the Comprehensive Vocational Assessment through a variety of methods. May include the optional Positive Personal Profile and Family Engagement Interview as methods to gather initial CVA information.
	Must include a minimum of 10 hours up to 20 hours maximum assessing the student during activities conducted at work or employment sites in the community.
	Completes the assessment process and submits the CVA Report to the VR Counselor within 45 days of CVA authorization.

TABLE D: INDIVIDUALIZED PLAN FOR EMPLOYMENT

General Timeline: Grade 11 during Quarter 2	
VR Counselor	Reviews the Positive Personal Profile (optional), Family Engagement Interview (optional), CVA Activity Report(s), and Comprehensive Vocational Assessment Report upon receipt.
	After approval of Comprehensive Vocational Assessment Report, schedules the Individualized Plan for Employment meeting.
	Develops the Individualized Plan for Employment and along with the student and the parent or guardian.
	Individualized Plan for Employment includes the <u>vocational goal</u> , individualized services needed, and service providers.
	No later than 90 days after determination of OVR eligibility, implementation of the Individualized Plan for Employment begins, typically in the Quarter 3, no later than quarter 4.

TABLE E: JOB DEVELOPMENT/JOB COACHING PLANNING MEETING, JOB DEVELOPMENT, AND JOB COACHING

Each Transition Service requires prior authorization from the VR Counselor.
The services are individualized and provided individually to the student.

General Timeline: Grade 11 during Late Quarter 2 or early Quarter 3	
Job Development/Job Coaching Planning Meeting	
CWTP Employment Specialist	Conducts Job Development/Job Coaching Planning meeting.
Meeting participants	Discuss and specify initial Job Development activities based on the Individualized Plan for Employment vocational goal.
Meeting participants	Develop a list of potential businesses and contacts for Job Development activities.
	Plan for concerns that need addressed, e.g., transportation, medical issues, accommodations and supports, and Supported Employment, if appropriate.
General Timeline: Grade 11 Beginning Quarter 3, no later than Quarter 4	
Job Development	
CWTP Employment Specialist	Provides individualized Job Development weekly and individually to the student to assist in attaining competitive integrated employment aligned with the IPE vocational goal prior to high school exit.
	Job Development activities include but are not limited to developing job-related skills for resume building, resume development, job search for openings aligned with student Individualized Plan for Employment vocational goal, networking and contacting employers, submitting job applications and interview preparation for a specific job.
General Timeline: Grade 11, if a student attains competitive integrated employment aligned with the Individualized Plan for Employment vocational goal (Job Placement).	
Job Coaching	
CWTP Employment Specialist	Provides individualized Job Coaching weekly and individually to the student who attained competitive integrated employment aligned with the IPE goal, to assist the student in maintaining the employment position. A student may achieve Job Placement at any time but at least one day prior to high school exit to be billable.
	Job Coaching activities include but are not limited to job task analysis, instruction and observation during job performance, determination of needed accommodation(s), and determination and facilitation of natural supports and other supports needed.

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

Each Transition Service requires prior authorization from the VR Counselor.
The services are individualized and provided individually to the student.

General Timeline: Beginning of School Year	
Job Development	
CWTP Employment Specialist	Continues providing Job Development weekly and individually to the student still seeking competitive integrated employment aligned with the IPE vocational goal.
	Job Development activities include but are not limited to developing job-related skills for resume building, resume development, job search for openings aligned with student Individualized Plan for Employment vocational goal, networking and contacting employers, submitting job applications and interview preparation for a specific job.
Job Coaching	
CWTP Employment Specialist	Continues providing individualized Job Coaching weekly and individually for students who attained competitive integrated employment in Grade 11. Begins providing Job Coaching activities when a student gains employment aligned with the Individualized Plan for Employment vocational goal. A student can achieve Job Placement at any time but at least one day prior to high school exit to be billable.
	Job Coaching activities include but are not limited to job task analysis, instruction and observation during job performance, determination of needed accommodation(s), and determination and facilitation of natural supports and other supports needed.

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

Each Transition Service requires prior authorization from the VR Counselor.
The services are provided individually to the student.

Supported Employment Consultation Meeting	
General Timeline: No later than Quarter 3. Sooner if VR Counselor deems necessary.	
VR Counselor	Conducts meeting if student requires Supported Employment services.
Meeting participants	Determine expectations in relation to services, steps to complete by the end of year, plan for collaboration, and support the student needs to transition to the Community Rehabilitation Provider.
Exit Planning Meeting	
General Timeline: Quarter 4, close to high school exit date	
CWTP Employment Specialist	Conducts meeting for each student exiting high school. This includes students who have attained CIE aligned with the IPE vocational goal and those who have not yet achieved employment.
Meeting participants	Discuss post-high school contact information, employment status, employment follow-up plan to include at least one onsite visit with student and employer at place of employment, and adult service providers needed.
Job Placement Report	
Timeline: Day after high school exit. High school exit date is also the OVR Employed Status Date.	
CWTP Employment Specialist	Submits the Job Placement Report
	Student may attain Job Placement at any time but at least one day prior to high school exit to be billable.
	The competitive integrated employment is aligned with the Individualized Plan for Employment vocational goal.
	Natural supports are in place.

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

Employment Follow-up Services	
Timeline: Day 1 is based on the OVR Employed Status Date on the Job Placement Report.	
CWTP Employment Specialist	Provides 30-calendar days of follow-up services to ensure students maintain stable employment.
	Services are based on individual needs.
	Services include at least one onsite visit with the student and employer. Additional contact via telephone, text or email. Contact with parent, if planned.
	Submits the Employment Follow-up Report at the end of the 30 days.

CWTP TRANSITION SERVICES RATES

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

1. Positive Personal Profile (optional) - \$100.00, one-time billable service per student
2. Family Engagement Interview (optional) - \$100.00, one-time billable service per student
3. Comprehensive Vocational Assessment - \$1200.00, one-time billable service per student
 - a. CVA Student Activities – Up to \$1600.00. Rate: \$80 per hour for a minimum of 10 hours (required) to a maximum of 20 hours assessing the student during activities at work or employment sites.

4. Job Development/Job Coaching Planning Meeting - \$300.00, one-time billable service per student
5. Job Development - Up to \$2400.00 per quarter. Expected practice is 30 hours total per quarter at \$80 per hour.
6. Job Coaching - Up to \$2400.00 per quarter. Expected practice is 30 hours total per quarter at \$80 per hour.
7. Supported Employment Consultation Meeting - \$300.00, one-time billable service per student.
8. Exit Planning Meeting - \$300.00, one-time billable service per student.
9. Job Placement Report - \$1500.00, one-time billable service per student
10. Employment Follow-up Report - \$200.00, a one-time billable service per student

CWTP TRANSITION SERVICES ELECTRONIC FORMS

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

1. *Positive Personal Profile* – optional form designed to capture the attributes of a student relevant to their job search, employability, and job match, and additional information needed as part of the Comprehensive Vocational Assessment.
2. *Family Engagement Interview* – optional form designed to involve parents and family members when gathering information about the student. The information enhances that gathered with the Positive Personal Profile and is used as part of the Comprehensive Vocational Assessment.

3. *CVA Activity Reports* – designed to capture the required Comprehensive Vocational Assessment activities conducted at work or employment sites. The activities gather information for the following CVA areas: effects of health or medical conditions; ability to use basic and high level math operations; ability to use the concepts of time; application of money skills; application of reading skills; behavior in familiar work environments; behavior in unfamiliar work environments; communication skills; social skills and interactions; teamwork, and problem-solving skills.
4. *Comprehensive Vocational Assessment Report* - Designed to capture a student's unique strengths, resources, priorities, concerns and abilities, interests as they relate to post-school activities and competitive integrated employment. The report includes recommendations to assist the VR Counselor in establishing an appropriate IPE vocational goal and to determine future service needs. The report also includes student preferences and contributions, information to describe the nature of ideal work tasks, recommendations for the work environment, preferences for co-workers, desired work schedule, a review of the geographical boundaries for future Job Development, Job Coaching and Job Placement, the post-school transportation plan and types of support needed to attain competitive integrated employment.
5. *Job Development/Job Coaching Planning Meeting Report* - Designed to capture a summary of relevant information from the meeting to include the IPE vocational goal, initial Job Development activities aligned with the goal, potential employers and contacts for Job Development and Job Coaching, steps to address concerns about services, and persons in attendance.
6. *Monthly Job Development Report* - Designed to summarize the month's Job Development activities, progress made, strengths noted, areas of growth, and

skills to work on for securing competitive integrated employment aligned with the IPE vocational goal prior to high school exit.

7. *Monthly Job Coaching Report* - Designed to summarize the month's Job Coaching activities, progress made, strengths noted, areas of growth, and skills to work on for maintaining the competitive integrated employment aligned with the IPE vocational goal prior to high school exit.
8. *Supported Employment Meeting Report* – designed to summarize the Supported Employment Consultation meeting facilitated by the VR Counselor for students that require the services. The meeting documentation includes expectations in relation to the services, steps to complete by the end of the year of exit, plan for collaboration, and supports the student needs to transition from the CWTP Employment Specialist to the Community Rehabilitation Provider.
9. *Exit Planning Meeting Report* - Designed to capture relevant information from the meeting, including the student's post-high school contact information, alternative contacts, current IPE vocational goal, current employment, employment follow-up action plan steps, and other adult services providers that can address the future unique needs of the student.
10. *Job Placement Report* - Designed to document and communicate relevant information regarding the student's employment outcome including employer contact information, status of competitive integrated employment environment, job classification/title, job duties, date hired, wages and hours per week, health insurance status, and student progress. Also includes documentation that natural supports are in place.
11. *Employment Follow-Up Report* - Designed to document and communicate relevant information regarding the student's employment outcome, name of

employer, job classification/title, job duties, date hired, wages and hours per week, health insurance, and student progress. The report also includes the status of natural supports, determination of whether the student maintained stable employment, and Employment Specialist expectation of the student's continued success in the position.

12. *CWTP Transition Services Invoice* - Designed to contain the information needed to bill OVR for services provided.

SUBMISSION OF REPORTS AND INVOICES

After the completion of a service, the CWTP Employment Specialist completes, signs, and dates each CWTP Transition Services form (CVA, meeting reports, Job Development and Job Coaching monthly reports, etc.) and corresponding invoice using an electronic signature. The signature indicates the information is accurate and verifies the completion of the CWTP service(s) outlined within the documents.

The CWTP Employment Specialist saves each report and invoice to a renamed file in PDF format and submits both electronically to the VR Counselor serving the district. To maintain confidentiality of personal protected information, the Employment Specialist uses encryption when sending the files via email to the VR Counselor.

The following tables include the submission timelines.

Assessment Services

Transition Service	Report & Invoice Due Date
Positive Personal Profile (optional)	Due upon completion and within the quarter authorized.

Transition Service	Report & Invoice Due Date
Family Engagement Interview (optional)	Due upon completion and within the quarter authorized.
CVA Activity Report 1	Due within the quarter authorized, during the CVA completion process, by the fifth of the month following the provision of the assessment activities.
CVA Activity Report 2, if needed to complete the student assessment activities	Due within the quarter authorized, during the CVA completion process, by the fifth of the month following the provision of the assessment activities.
CVA Activity Report 3, if needed to complete the student assessment activities	Due within the quarter authorized, during the CVA completion process, by the fifth of the month following the provision of the assessment activities.
Comprehensive Vocational Assessment Report	Due within 45 days of CVA authorization.

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

JD/JC Planning Meeting

Transition Service	Report & Invoice Due Date
Job Development/Job Coaching Planning Meeting	Due upon completion and within the quarter authorized.

Job Development

Transition Service	Report Due Date
Job Development Monthly Reports	Due by the fifth of the month following the provision of services.

Transition Service	Invoice Due Date
Job Development Quarterly Invoice	Due by the fifth of the month following the <u>quarter</u> .

Job Coaching

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

Services Provided During Year of High School Exit

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

Service Provided After High School Exit

Transition Service	Report & Invoice Due Date
Employment Follow-up Services	
Employment Follow-up Report	30-Day Follow-up ending in June due upon completion. Submit by July 5 or sooner due to the end of OVR fiscal year. 30-Day Follow-up ending in July due upon completion. Submit by August 5.

OVR PAYMENT FOR BILLABLE CWTP TRANSITION SERVICES

After receipt the VR Counselor reviews the required documentation and corresponding invoice for authorized services provided by the CWTP Employment Specialist. The VR Counselor maintains all supporting documentation received and approves prior to payment of requested funds.

OVR pays the district at the established rate within 30 days of receiving satisfactory documentation of services and invoice.

When unsure whether a service is billable, contact the VR Counselor or the OVR CWTP Program Administrator.

CWTP TRANSITION SERVICES FINANCIAL SUMMARIES

On a monthly or quarterly basis, the Employment Specialist may provide administrators (the Director of Education, principal, finance officer) with a summary of the services provided, and billing submitted to OVR. The implementation of this process is optional

and a district decision. CWTP HDI staff provide two electronic forms for the completion of this process. The forms are posted on the [CWTP website Forms Page](#).

RECORD RETENTION

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

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

DISCONTINUATION OF CWTP TRANSITION SERVICES

If a student receiving CWTP Transition Services expresses that seeking employment upon high school exit and participation in CWTP Transition Services is no longer desired, the CWTP Employment Specialist immediately notifies the VR Counselor. The VR Counselor advises the Employment Specialist on whether to proceed with the currently authorized service.

If the student is receiving Job Development or Job Coaching Services at the time, the CWTP Employment Specialist documents notifying the VR Counselor and the next step advised in the *Other Important Information* section of the Job Development or Job Coaching Monthly Report.

The VR Counselor works with the student to develop an alternate plan for the transition needs of the student. Options include guidance and counseling provided by the VR Counselor, Pre-Employment Transition Services, a combination of services, or other services as needed by an individual student. The VR Counselor has the final decision on which OVR services are necessary. The decision includes the informed consent of the student and parent or guardian.

SUPPORTED EMPLOYMENT SERVICES

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

JOB DEVELOPMENT/JOB COACHING PLANNING MEETING

The CWTP Employment Specialist facilitates and conducts the meeting with the VR Counselor, the student, parent or guardian (optional), and others (optional).

If the potential need for referral to [Supported Employment](#) is included in the IPE for a student, the VR Counselor is responsible for leading the discussion about the service and needs of the student during the meeting.

The meeting typically occurs in the second quarter of the CWTP student's junior year or early in the third quarter. The discussion helps the student understand the services and the timeline for transition from the CWTP Employment Specialist to the [Community Rehabilitation Provider](#).

SUPPORTED EMPLOYMENT CONSULTATION MEETING

When [Supported Employment](#) is included on the IPE, the VR Counselor refers the student to the provider named on the plan no later than the third quarter of the senior year or year of [high school exit](#). The VR Counselor can refer earlier if necessary for an individual student, based on limitations and needs. Shortly after the referral to Supported Employment, the VR Counselor schedules a consultation meeting with the CWTP Employment Specialist, the [Community Rehabilitation Provider](#), and the student. The meeting discussion helps the student understand the services and timeline for the upcoming transition from the CWTP Employment Specialist to the Community Rehabilitation Provider.

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

EXIT PLANNING MEETING

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

TRANSITION FROM CWTP TO SUPPORTED EMPLOYMENT

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

CONTACT INFORMATION FOR SUPPORTED EMPLOYMENT QUESTIONS

[Kentucky Office of Vocational Rehabilitation](#)

Mayo-Underwood Building 500 Mero Street
4th Floor NE Frankfort, KY 40601

502-564-4440

800-372-7172 (V/TTY)

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

Video: [Kentucky Office of Vocational Rehabilitation: Supported Employment](#)

PROGRAM REVIEW

Annually HDI CWTP personnel conduct real time program review activities for no less than 50% of the participating school districts. HDI CWTP personnel will actively collaborate with district CWTP staff during the process. Districts reviewed will make staff and records available for a desk review of records and on-site visits. HDI CWTP personnel use both methods to verify program operations and determine the level of adherence to program guidelines outlined in this procedure manual, terms and conditions of the OVR MOA, and content from the required CWTP training and forms.

Individual programs are required to correct all non-compliance items within the timetable included in the district *Findings of Facts and Conclusions Report*.

PROGRAM REVIEW RESULTS

Districts reviewed receive written results in the *Findings of Facts and Conclusions Report*. A compilation of the results of the program reviews are provided to the OVR Administrator.

Program review information is also provided to OVR and KDE on whether schools participating in the CWTP are meeting the transition needs of their students for ‘career readiness’ in addition to whether the schools are meeting the requirements of the policies and procedures of the CWTP.

SUPPORT PLANS

Upon failure to correct any non-compliance item(s) and achieve expectations the district CWTP staff will actively partner and collaborate with HDI CWTP personnel to develop

and implement a *Support Plan*. *Support Plans* are designed to assist individual programs to meet performance expectations and comply with program expectations by targeting areas of continued concern, identifying methods for improvement, and determining timetables to address the concerns.

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

PROGRAM REVIEW UPON REQUEST

CWTP districts and OVR staff may request an individual program review to identify program areas of improvement.

TANGIBLE CONCERNS AND IN-DEPTH AUDITS

Monitoring or program review activities may reveal tangible concerns about a district's program implementation and compliance, triggering an in-depth audit.

Tangible concerns include but are not limited to a district not providing CWTP Transition Services, no current OVR authorizations for CWTP Transition Services, observed gaps in the provision of CWTP Transition Services, incorrectly written vocational goals on CWTP forms, all Job Development activities conducted on school grounds with none located in the community, Job Development activities not directly aligned to the student's IPE vocational goal, Job Development and Job Coaching not provided on a weekly basis, not meeting report and invoice submission dates, CWTP Transition Services provided to multiple students during the same time period, combining students receiving CWTP Transition Services with students receiving Pre-ETS during the same time period, incomplete forms submitted to OVR, not accurately addressing prompts in forms, and confidentiality concerns.

OVERPAYMENT FOR SERVICES PROVIDED

In the event the OVR determines through audit, monitoring, or program review that a school district has received payment in error or expended funds in a manner not in accordance with the MOA, the school district is liable for reimbursement to the Commonwealth of Kentucky. The reimbursement is due thirty (30) days after the OVR has notified the school district of the overpayment or non-compliance.

END OF YEAR DATA

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

DISABILITY BENEFITS RESOURCES

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

SOCIAL SECURITY ADMINISTRATION

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

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

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

SSA CONTACT INFORMATION

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

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

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

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

Services provided include:

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

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

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

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

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

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

CENTER FOR ACCESSIBLE LIVING WIPA SERVICES

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

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

CONTACT INFORMATION

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

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

Ticket to Work helpline: 866-968-7842

Email: wipa@calky.org

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

KENTUCKY COUNTIES SERVED

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

KENTUCKY DISABILITY BENEFITS 101

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

GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Supported Employment Services](#) means ongoing support services, including customized employment, needed to support and maintain an individual with a most significant disability in supported employment. Provided singly or in combination, the services are organized and made available to assist an eligible individual to achieve competitive integrated employment. Services are based on a determination of the needs of an eligible individual, as specified in an individualized plan for employment; and are provided by the designated State unit for a period of not more than 24 months, extended, if necessary, in order to achieve the employment outcome identified in the individualized plan for employment.(34 CFR 361.5(c)(54)

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

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

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

APPENDICES

APPENDIX A: SCHOOL PARTICIPATION APPLICATION COMPONENTS

2026-27 CWTP Application Components

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

1. Application Date
2. District 2026-27 Opening Date
3. School District Name
4. School District Address
5. Number of High Schools in District
6. Vendor number: *Board of Education Vendor Code, also known as Vendor Number. This number begins with either KY or KS followed by seven digits, for example KY1234567 or KS1234567.*
7. Check New District or Returning District
8. If a returning district, list the CWTP Regional Liaison
9. Name of Individual Completing form
10. Email of Individual Completing form
11. Work Phone # of Individual Completing form
12. Extension # of Individual Completing form
13. District's Vocational Rehabilitation Counselor
14. Email for the Vocational Rehabilitation Counselor
15. List district's Pre-ETS Coordinator

Director of Special Education

16. Name of Director of Special Education

17. Email address

18. Work Phone #

19. Extension #

District Finance Officer

20. Name of District Finance Officer

21. Email Address

22. Work Phone #

23. Extension

Superintendent

24. Name of Superintendent

25. Email address

26. Work Phone #

27. Extension #

28. How many Employment Specialists are employed for the CWTP?

Employment Specialist

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

29. Name of Employment Specialist
30. E-mail Address
31. Work Phone #
32. Extension #
33. Cell Phone #
34. High School Assigned.
35. Principal Name
36. Principal Email
37. Principal Phone
38. Principal Phone Extension
39. Employment Specialist Cell Phone
40. Indicate if Employment Specialist is part-time or full-time
41. Hourly rate for the full-time Employment Specialist position? (Enter 0 if not full time)
42. How many potentially eligible students expected to receive Pre-Employment Transition Services
43. Each Employment Specialist may serve up to 12 CWTP Transition students (grade 11, 12 and 14). Indicate the estimated CWTP Transition students for 2026-2027.
44. Number of students participating in CWTP Transition Services expected to exit high school with competitive integrated employment at the conclusion of the school year

APPENDIX B: SAMPLE CWTP EMPLOYMENT SPECIALIST JOB DESCRIPTION

Job Title: CWTP Employment Specialist

Work Location: ____ High School

Salary Range:

Type of Position: Classified Staff

Direct Supervisor:

Qualifications and Education Requirements:

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

Preferred Skills:

Self-motivated, flexible, and resourceful; possess high expectations for the inclusion of students with disabilities within the community workforce; computer skills and experience with software programs, particularly Microsoft Excel; team player, time management skills, detailed and ability to adapt to various work environments. Preferred experiences and knowledge are in the areas of high school special education, working with businesses, and training individuals with disabilities.

Job Functions:

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

Job Duties and Responsibilities:

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

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

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

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

APPENDIX C: POSSIBLE INTERVIEW QUESTIONS FOR CWTP EMPLOYMENT SPECIALISTS

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

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

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

APPENDIX D: ADDITIONAL PRE-ETS PROVIDERS

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

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

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

APPENDIX E: PRE-EMPLOYMENT TRANSITION SERVICES REFERRAL

OVR TSB 1

(Rev. 12/2025)

Kentucky Office of Vocational Rehabilitation Pre-Employment Transition Services (Pre-ETS) Referral Form



Pre-ETS gives students an early start at exploring career interests, preparing for employment, and for adult life. Pre-ETS covers five areas: Job Exploration Counseling, Work-Based Learning Experiences, Workplace Readiness Training, Counseling on Post-Secondary Education and Training Opportunities, and Instruction in Self-Advocacy.

*Denotes Required Fields

**Denotes Required Fields when the form is completed by a Pre-ETS provider

SECTION 1: STUDENT INFORMATION

*Last Name	*First Name	*Middle Initial
*10-Digit State Student ID (if applicable)	*Date of Birth	
*Mailing Address		
*City	*State	*Zip Code
Parent/Legal Guardian Email	Student Email	
*Primary Phone (including area code)	*Secondary Phone (including area code)	
Primary Phone options (select all that apply)		Secondary Phone options (select all that apply)
☐ Voice ☐ TTY ☐ SMS ☐ Video		☐ Voice ☐ TTY ☐ SMS ☐ Video
*Race (select all that apply)		
☐ American Indian or Alaskan Native		☐ Native Hawaiian or Other Pacific Islander
☐ Asian		☐ White
☐ Black/African American		☐ Prefer not to answer
*Ethnicity (Choose one)		*Sex (Choose one)

***Student must meet the following requirements for the provision of Pre-ETS services. Submit the completed referral form as well as the student's Individual Education Plan (IEP), 504 Plan, or other documentation of disability by a licensed medical provider to Vocational Rehabilitation (VR) staff via the Pre-VR system for approval. All providers must receive approval from OVR staff prior to working with a student.**

- ☐ Student is between 14 and 21 years of age.
- ☐ Student is enrolled in a secondary, alternative, home school, or recognized postsecondary educational/vocational program.
- ☐ Student has an Individual Educational Plan (IEP), 504 Plan or documented disability from a doctor, psychologist, or medical provider.

2. EDUCATIONAL INFORMATION

*School Currently Enrolled		
*County		*Phone (including area code)
*Grade Level	*Expected School Exit Date	*Type of Diploma/Degree (Choose one)
*Select the type of documentation. (Choose one)		
*Does the student have sensory disabilities (e.g., hearing, vision)?		
☐ Blind/Visually Impaired	☐ Deaf/Hard of Hearing	☐ Both ☐ None
*Student's Preferred Mode of Communication (e.g., ASL, Sign Language)		
☐ ASL	☐ Braille	☐ AAC Device ☐ Sign Language ☐ Other
Other Preferred Mode of Communication		

SECTION 3. PRE-ETS PROVIDER INFORMATION

**Pre-ETS Provider Business Name	
**Business Address	**Contact Name
**Contact Phone Number	**Contact Email Address

SECTION 4. CLIENT ASSISTANCE PROGRAM (CAP)

CAP can explain services available from OVR, advise you about available benefits from state and federal agencies, help you pursue appropriate solutions to ensure protection of your rights, and help resolve any dissatisfaction you may have with OVR regarding provision or denial of services. Contact CAP at the Protection and Advocacy website <https://kypa.net/get-help/> or call 1 800 372 2988.

SECTION 5. STUDENT/PARENT/LEGAL GUARDIAN CONSENT

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

- I give my permission for the named student to take part in Pre-ETS provided by the Pre-ETS provider and/or OVR.
- I give my permission for the sharing of the information on this form (IEP, 504 Plan, or documentation of a disability), as well as information needed for the provision of Pre-ETS, between the education agency and OVR or its designated Pre-ETS provider as a condition of the student's participation.
- I understand that OVR will utilize some of the information provided for federal reporting purposes, and that OVR will treat this information in a confidential manner. I understand that the Health Insurance Portability and Accountability Act (HIPAA) does not apply to this information, but that other laws prohibit its re-disclosure without the written consent of the student, parent, or legal guardian.
- I understand that I may revoke the consent provided in this form at any time by providing a signed and dated written notice. The consent remains valid if the student is a recipient of Pre-ETS and is strictly limited to information needed for the provision of Pre-ETS.
- I give my permission for the student to participate in Pre-ETS activities outside the school and OVR settings. I will be notified by the Pre-ETS provider of each offsite activity prior to the activity occurring. If I do not permit the student to participate in a particular activity, I will notify the student's Pre-ETS specialist when I receive notice of the activity.
- Virtual Pre-ETS sessions, including individual and group sessions, may be conducted via videoconference or phone. Only the authorized parent or guardian may be present, and sessions must occur in a private, secure, and uninterrupted environment. In group sessions, participant names and images may be visible to staff and other authorized individuals, but no confidential information will be shared.
- I understand that Pre-ETS are not traditional OVR services. Participating in Pre-ETS does not qualify the student for OVR services. I may apply for OVR services if/when there is interest or need for VR services.

SECTION 6. SIGNATURES:-(STUDENT SIGNATURE REQUIRED, PARENT/LEGAL GUARDIAN IF APPLICABLE)



*Student Signature

Printed Name

Date



Parent/Legal Guardian Signature/Power of Attorney (if required)

Printed Name

Date

Signing as:

☐

Parent, applicant under 18 years of age

☐

Legal Court Appointed Guardian

☐

Power of Attorney

The Kentucky Office of Vocational Rehabilitation (KYOVR) does not discriminate on the basis of race, color, religion, sex, national origin, sexual orientation, gender identity or expression, ancestry, age, pregnancy or related medical condition, marital or familial status, disability, veteran status, political affiliation, or genetic information in accordance with state and federal laws. (Documents are Printed with Federal Funds) (Rev. Dec. 2025)

CWTP Billing Requirements Checklist

All the following must be finalized before CWTP services are allowable and billable.

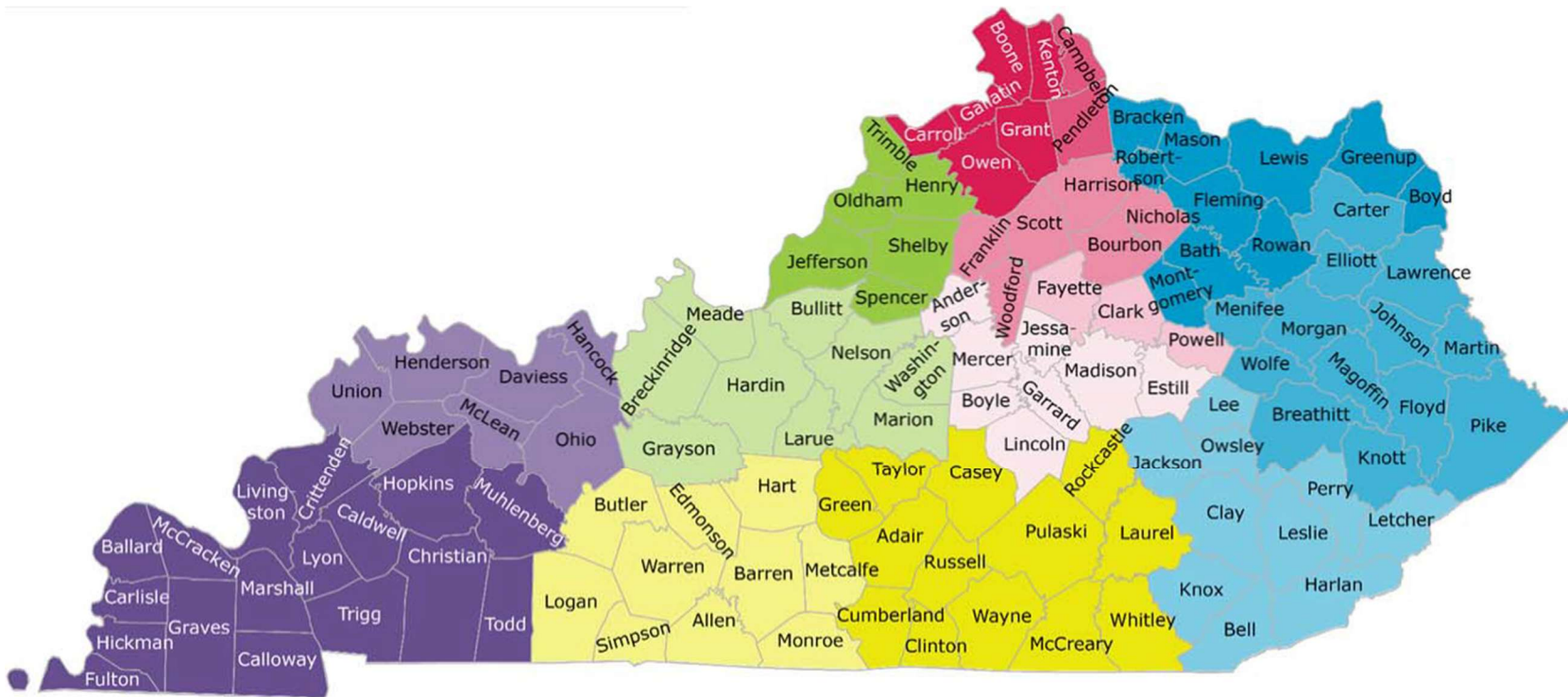
- ☐ Completed *Memorandum of Agreement* between OVR and school district.
- ☐ Completed OVR Vendor agreement between OVR and school district.
- ☐ CWTP Employment Specialist attended required CWTP training provided by HDI CWTP personnel.
- ☐ Receipt of OVR authorization for Pre-ETS for individual students.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

APPENDIX G: OVR PRE-ETS COORDINATORS REGIONAL MAP

Pre-ETS Coordinators

If a regional coordinator position is vacant at any time, staff from the OVR Transition Services Branch serve in the role.

	West Region	Adrian Roberts	502-764-1229	adrian.roberts@ky.gov
	West Central Region	Claudette Taylor	502-420-5945	claudette.taylor@ky.gov
	East Central Region	Carmen Miles	502-782-0067	cmiles@ky.gov
	South Region	Alice McClard	502-764-1935	margaret.mclard@ky.gov
	East Region	Paula Stumbo	606-788-7080	paula.stumbo@ky.gov
	Statewide	TBD		

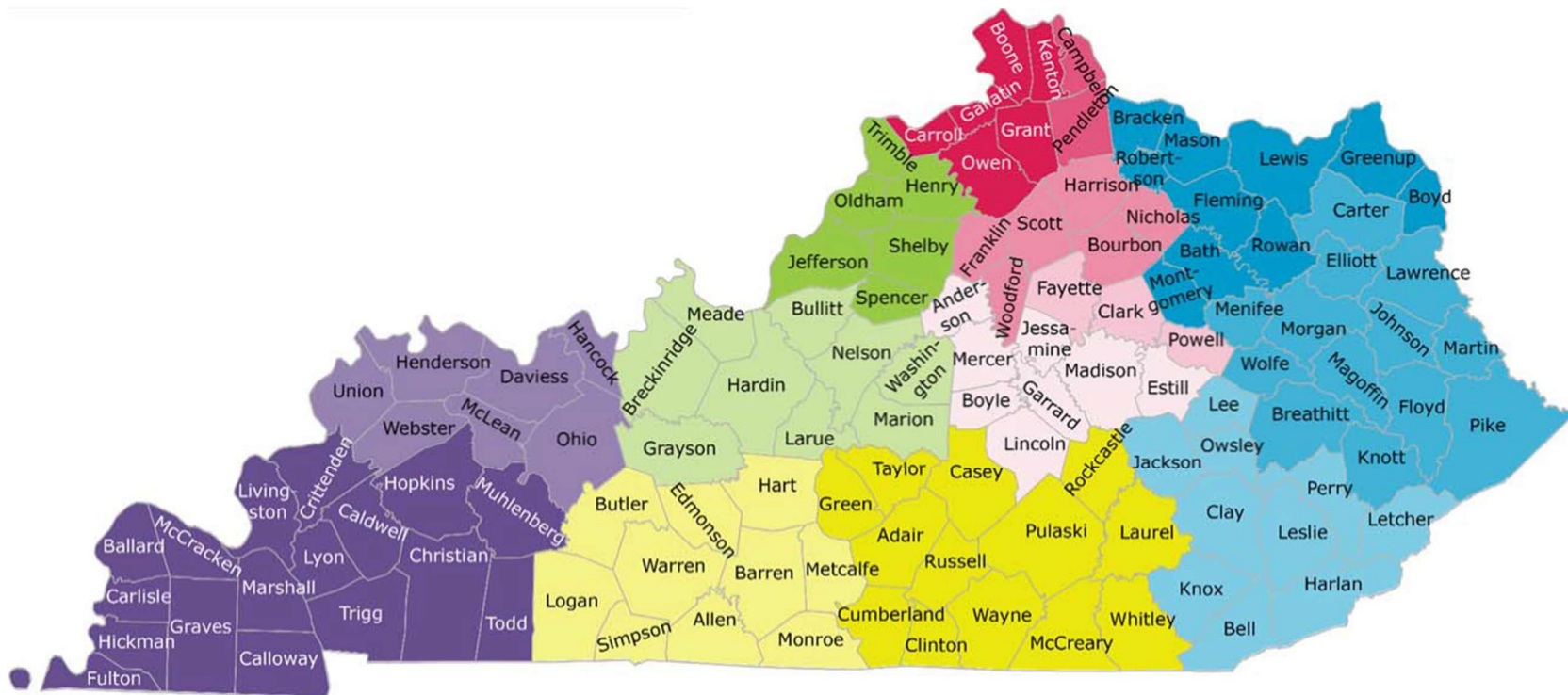


Revised 8/2/2026.

APPENDIX H: CWTP REGIONAL LIAISONS MAP

CWTP Regional Liaisons

	West Region	Jessie Davis	270-933-2089	jessie.davis15@uky.edu
	West Central Region	Holly Harrison-Johns	859-358-9250	holly.hjohns@uky.edu
	East Central Region	Shelby Farrell	937-684-1216	shelby.farrell@uky.edu
	South Region	Moriah Parker	256-541-9861	moriah.parker@uky.edu
	East Region	Michelle Guy	606-207-0008	michelle.guy@uky.edu



APPENDIX I: TECHNICAL ASSISTANCE MATRIX

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

Technical Assistance Area	Stacy Henderson	Patricia Wilkerson	Jill Griffiths	Sandy Conder	Deb Minton Walt Bower	Michelle Guy	CWTP Regional Liaisons	Audra Shuttl	OVR Regional Pre-ETS Coordinator	Marissa Durante KDE OSEEL
General CWTP Procedures	X	X	X	X		X	X	X		
Pre-VR System								X	X	
Electronic Transition Forms			X							
Pre-ETS Invoices								X	X	
Transition Services Invoices			X							
Pre-ETS activity ideas	X	X	X	X			X			
Job Development	X	X	X				X			
Job Coaching	X	X	X	X			X			
CVA development	X	X	X	X			X			
IDEA Transition			X			X				X
IEP			X			X				X
Supported Employment	X			X				X		
Program Review				X	X					

COMMUNITY WORK TRANSITION PROGRAM INFORMATION

WEBSITE

www.hdi.uky.edu/CWTP

CWTP CORE TEAM

Name	Title	Phone	Email
Stacy Henderson	CWTP Director	270-999-2877	stacy.henderson@uky.edu
Audra Shutt	OVR CWTP Administrator	502-782-1117	audra.shutt@ky.gov
Patricia Wilkerson	CWTP Program Coordinator	270-635-1828	patricia.wilkerson@uky.edu
Jill Griffiths	CWTP Program Specialist	O: 304-523-7900 C: 304-633-7161	jill.griffiths@uky.edu
Sandy Conder	CWTP Program Manager	859-583-7637	sandy.conder@uky.edu
Deb Minton	CWTP Program Specialist		deborah.minton@uky.edu
Walt Bower	CWTP Program Specialist		walt.bower@uky.edu
Marissa Duarte	KDE OSEEL Representative, Exceptional Children Consultant	502-564-4970	marisa.duarte@education.ky.gov

CWTP REGIONAL LIAISONS

Name	Title	Phone	Email
Michelle Guy	CWTP Regional Liaison East Region	606-207-0008	michelle.guy@uky.edu
Shelby Farrell	CWTP Regional Liaison East Central Region	937-684-1216	shelby.farrell@uky.edu
Moriah J. Parker	CWTP Regional Liaison South Region	256-541-9861	moriah.parker@uky.edu
Holly Harrison-Johns	CWTP Regional Liaison West Central Region	859-358-9250	holly.hjohns@uky.edu
Jessie Davis	CWTP Regional Liaison West Region	270-933-2089	jessie.davis15@uky.edu

