

# COMMUNITY WORK TRANSITION PROGRAM

## Policies & Procedures Manual

A COLLABORATIVE VOCATIONAL REHABILITATION  
PROGRAM BETWEEN:

LOCAL SCHOOL DISTRICTS  
KENTUCKY OFFICE OF VOCATIONAL REHABILITATION  
HUMAN DEVELOPMENT INSTITUTE-UNIVERSITY OF KENTUCKY  
KENTUCKY DEPARTMENT OF EDUCATION

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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 significant disabilities statewide. The goal of the program is for students to gain the skills needed to achieve competitive integrated employment before graduation or high school exit.

According to the [National Technical Assistance Center on Transition](#) (NTACT), one of the predictors associated with improved post-school outcomes in employment, education, 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, and interagency collaboration to prepare students with disabilities to be career ready and competitively employed in an integrated setting before exiting high school.

## **CWTP Partners and Program Funding**

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

OVR and KDE jointly fund the program. Funds provided by OVR pay local school districts for actual program services authorized by a vocational rehabilitation (VR) counselor and provided to students by a CWTP Employment Specialist. OVR pays for two thirds of the technical assistance provided through HDI as well. The KDE provides funds for HDI CWTP personnel, all training opportunities and one third of the technical assistance provided through HDI.

## **Legislation**

The CWTP links to three legislative acts. The CWTP objectives fall in line with the Every Student Succeeds Act of 2015 (ESSA) in which all students will be held to challenging academic content

standards that will prepare them to graduate from high school college and/or career ready. The program also links to the Individuals with Disabilities Education Act (IDEA) that 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 postsecondary transition planning during the Individual Education Program (IEP) development process. This includes addressing transition needs related to the student's planned course of study and transition services to assist the student in reaching postsecondary goals and prepare for life after high school.

The CWTP carries out the Workforce Innovation and Opportunity Act (WIOA) requirements of providing Pre-Employment Transition Services and Transition Services to students, promoting successful movement into competitive integrated employment prior to exiting high school. 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.

## **CWTP Program Overview**

The CWTP is designed to assist OVR eligible students who have identified employment as a post-school outcome and who demonstrated a need for assistance to achieve their postsecondary employment goal. CWTP is also designed for OVR potentially eligible students with disabilities who expressed an interest in exploring employment as a post-secondary goal and/or may require a community based vocational service, including the assistance of an Employment Specialist in order to obtain and maintain employment.

The program has two components: Pre-Employment Transition Services, for potentially eligible student with disabilities, and Transition Services, for students accepted for services by the Office of Vocational Rehabilitation. Students are determined to be eligible based on the same criteria as all other consumers of the OVR and within the Order of Selection policy.

## **Program Goal**

The goal of the CWTP and all services provided is community work exploration and [competitive integrated employment](#) prior to exiting high school. Students who may be considering work-sheltered facilities earning a sub-minimum wage post high school may also participate in CWTP for experiential work opportunities.

## **Significant Disability**

The CWTP provides services for students with significant disabilities. To be considered an individual with a significant disability, two criteria must be met.

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

The seven major areas of functional capacities include:

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

- **Work Tolerance:** The ability to carry out required physical and cognitive work tasks in an efficient and effective manner over a sustained period-of-time.

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

## **CWTP Services**

While participating in CWTP Pre-ETS, students may receive job exploration counseling, work-based learning experiences, post-secondary counseling, workplace readiness training, and self-advocacy instruction during grades 9 and 10. Students may participate in more than one Pre-ETS area at a time. The Employment Specialist may provide services in various group sizes up to 20 or individualized, with exceptions permitted with prior OVR approval.

The CWTP Transition Services are available to students who meet the eligibility requirements for VR services and need support with a job leading to a career or job coaching assistance. The CWTP Transition Services are provided individually only and begin in grade 11.

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

## **Continuum of Vocational Rehabilitation Services**

Through the partnership and Memorandum of Agreement (MOA) with the OVR, the CWTP provides a continuum of services, with pre-employment transition services being most beneficial to students with disabilities in the early stages of employment exploration. Pre-employment transition services represent the earliest set of services available for students with disabilities under the VR program. The services are short term in nature and designed to help students identify career interests.

Transition services are next on the continuum of VR services available to eligible students with a significant disability. 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. VR services, which include CWTP Transition Services, facilitate the transition from school to post-secondary life, such as achievement of an employment

outcome in competitive, integrated employment.

In accordance with the MOA with OVR, a school district must ensure that both Pre-ETS and Transition Services are available and provided to students with significant disabilities as appropriate. Beginning in school year 2021-2022, school districts provide Pre-ETS to students in grades 9 and 10 and provide Transition Services to students in their 11<sup>th</sup> and 12<sup>th</sup> grade years. OVR will consider the district in breach of contract if not providing Transition Services. **OVR must approve, in advance, any exception to this expectation of the provision of a continuum of Pre-ETS and Transition Services for an individual student. CWTPs cannot provide Pre-ETS only.** A school district may provide Transition Services only, if utilizing other Pre-ETS contract providers, as appropriate and authorized by the regional OVR Pre-ETS Coordinator.

## **Program Application Process**

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

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

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 carrying out the CWTP in order to provide transition services and pre-employment transition services to students with significant disabilities, as required in WIOA. The MOA also includes directions for becoming a vendor for invoicing purposes.

OVR personnel cannot authorize any services until the MOA is completed and received at the OVR central office. The negotiated MOA is one requirement the district must complete before the provision

of billable services. A *Sample School Participation Application* is located in [Appendix A](#) of this manual. The *CWTP Billing Requirements Checklist* is located in [Appendix I](#).

## **CWTP Primary Contact**

Each school district assigns a certified staff person as the CWTP Primary Contact. Certified staff who may serve as the CWTP Primary Contact include but are not limited to the Director of Special Education, a transition coordinator, or a teacher. The CWTP Employment Specialist cannot serve as the CWTP Primary Contact.

The CWTP Primary Contact directly assists the CWTP Employment Specialist and OVR staff with implementation of the CWTP. Duties include the:

- facilitation of the [CWTP referral process between the district and OVR](#);
- provision of information for the [application for VR services](#) (CWTP Transition Services) to the OVR Counselor; and
- review and submission of required CWTP forms related to service provision and billing to OVR.

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

## **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.

Job functions include:

- implementation of the CWTP in coordination with the CWTP Primary Contact, 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 [CWTP referral process between the district and OVR](#);
- provision of information for the [application for VR services](#) (CWTP Transition Services) to the OVR Counselor; and
- participation as a strong and cooperative team member in managing the program.
- For Pre-ETS the CWTP Employment Specialist:
  - introduces students to various jobs and industry sectors through job exploration counseling,
  - provides work based learning experiences,
  - offers post-secondary counseling,
  - implements workplace readiness training for social and independent living skills, and
  - provides self-advocacy instruction.
- For CWTP Transition Services, the CWTP Employment Specialist:
  - provides comprehensive vocational assessments,
  - plans for and implements job development and job coaching,
  - assists in securing competitive integrated employment (job placement) for the students in the community or surrounding communities prior to exiting high school, and
  - provides employment follow-up services.

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 from district staff not trained by HDI CWTP personnel. The *CWTP Billing Requirements Checklist* is located in [Appendix I](#) of this manual.

## **CWTP Employment Specialist Work Hours**

CWTP Employment Specialists may work regular school hours; however, CWTP activities often occur after school, in the evening, on weekends. A CWTP Employment Specialist can provide services through June. The provision of 90 calendar days of employment follow-up services may occur through August, dependent on a student's graduation or exit date from high school with employment. It is imperative that students receive the needed level of support while still enrolled in school or during employment follow-up services, necessitating that the CWTP Employment Specialist has the ability to work flexible hours and extended contractual days, as needed.

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

## **CWTP Employment Specialist Support**

The CWTP Employment Specialist position requires the following support:

1. Pay equitable with scope of the job.
2. Computer access with internet to allow for work products such as required reports, billing statements, 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. Access and opportunities to attend additional training, beyond the CWTP training, or to information about topics that would assist in the role with the program. This may include but is not limited to professional development and information about working with students with disabilities, businesses, parents, and other agencies and topics related to helping students obtain competitive integrated employment prior to graduation.
8. Support from school administrators and personnel to provide vocationally relevant activities and services in the community to students eligible for the program.

## **Transportation**

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

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

## **Liability**

Two liability issues could occur when students are working and receiving training 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. Note: 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 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 is involved in some form of property damage or personal injury to someone else while in the community, the school district's general liability policy should cover this situation. It is important to check at the school district to determine policy coverage for these liability issues.

## **General Timelines for CWTP Services**

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

### **Referral to CWTP Program**

Preferably, referrals to the CWTP are submitted to OVR when a student is in the 8th grade or age 14, or at the beginning of grade 9. The CWTP Employment Specialist or Primary Contact submits referrals to the regional OVR Pre-ETS Coordinator. See the *Regional Map for OVR Regional Pre-ETS Coordinators* in [Appendix J](#). **If the regional coordinator position is vacant at any time, the VR Counselor assigned to the districts serves in the role.**

### **Application to OVR**

The transition services process, including application to OVR, will typically begin eighteen months prior to school exit or graduation. Therefore, for individualized CWTP Transition Services, the recommended time to begin the application process with OVR is at the beginning of the student's junior year, as soon as possible within the first quarter. The CWTP Employment Specialist or Primary Contact submit names of students in their junior year, a copy of each student's IEP or 504 plan, and relevant school records to the VR Counselor assigned to the district. Relevant school records may include medical, psychological, vocational, educational, and recreational relating to student's disability, impediments to employment, and rehabilitation needs.

The VR Counselor determines eligibility within 60 days and authorizes a Comprehensive Vocational Assessment for students deemed eligible.

## **CWTP Transition Services**

Within the recommended timelines previously stated and after OVR eligibility determination, the CWTP Employment Specialist will typically conduct the Comprehensive Vocational Assessment late in the first or within the second quarter and within 60 calendar days of authorization (minimum 45 day-maximum 60 days to complete).

The VR Counselor reviews and approves the CVA, utilizes the information to develop the IPE and vocational goal. This must be completed no later than 90 days after determination of OVR eligibility and would usually occur in the second quarter.

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

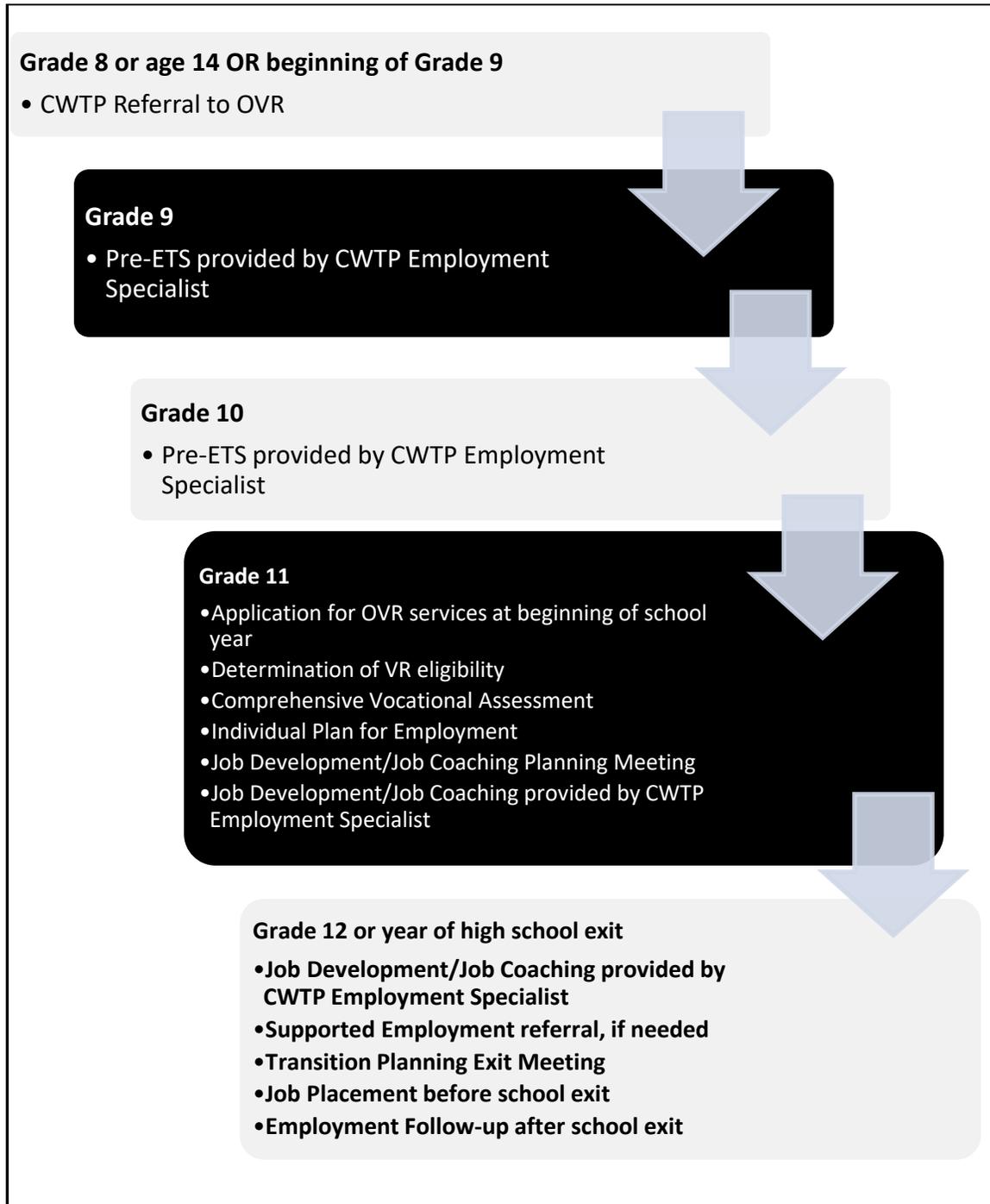
With adherence to the general timeline, Job Development/Job Coaching begin in the third quarter of the junior year, no later than the fourth quarter, and continues throughout the senior year.

The Transition Exit Planning Meeting occurs in the last quarter of the senior year, with Job Placement prior to school exit. 90-calendar days of Employment Follow-up services begin after high school exit, in accordance with the OVR Employed Status Date.

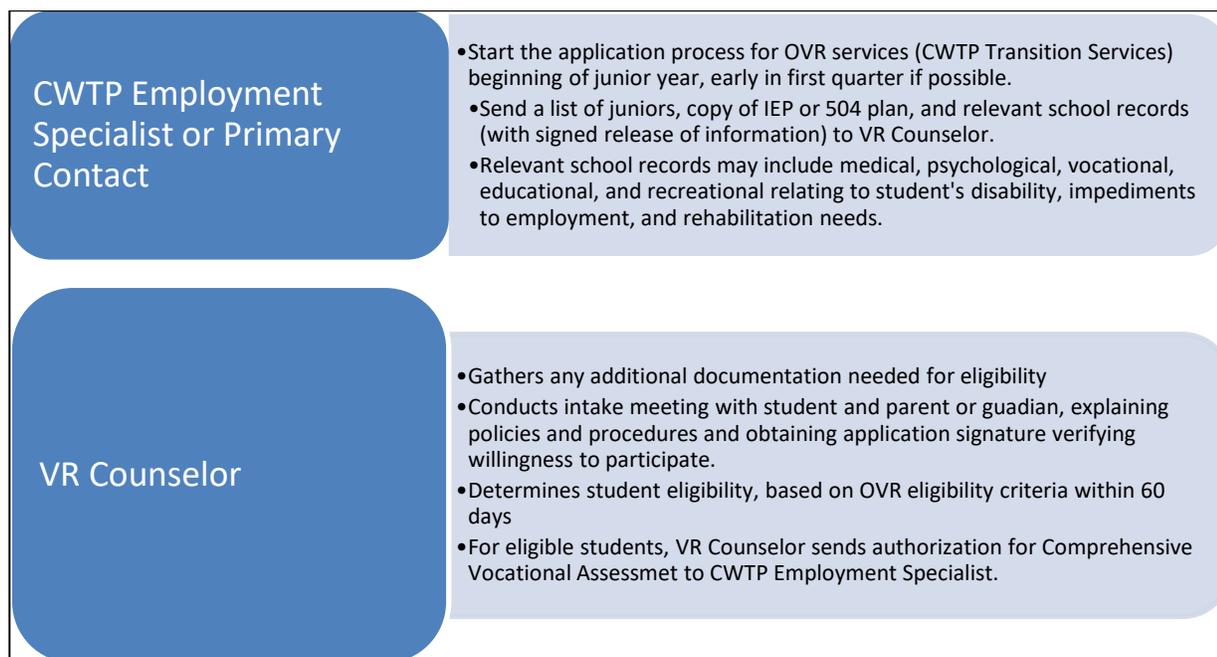
Note: For students in grade 14 or completing high school in more than four years the same general timelines pertain for the application for and implementation of OVR services except Job Development/Job Coaching continues throughout grade 14. The Transition Exit Planning Meeting occurs in the last quarter of the year of high school exit, with Job Placement prior to school exit. 90-calendar days of Employment Follow-up services begin the day after high school exit, in accordance with the OVR Employed Status Date.

Graphs on the following pages outline the general CWTP timelines for implementation.

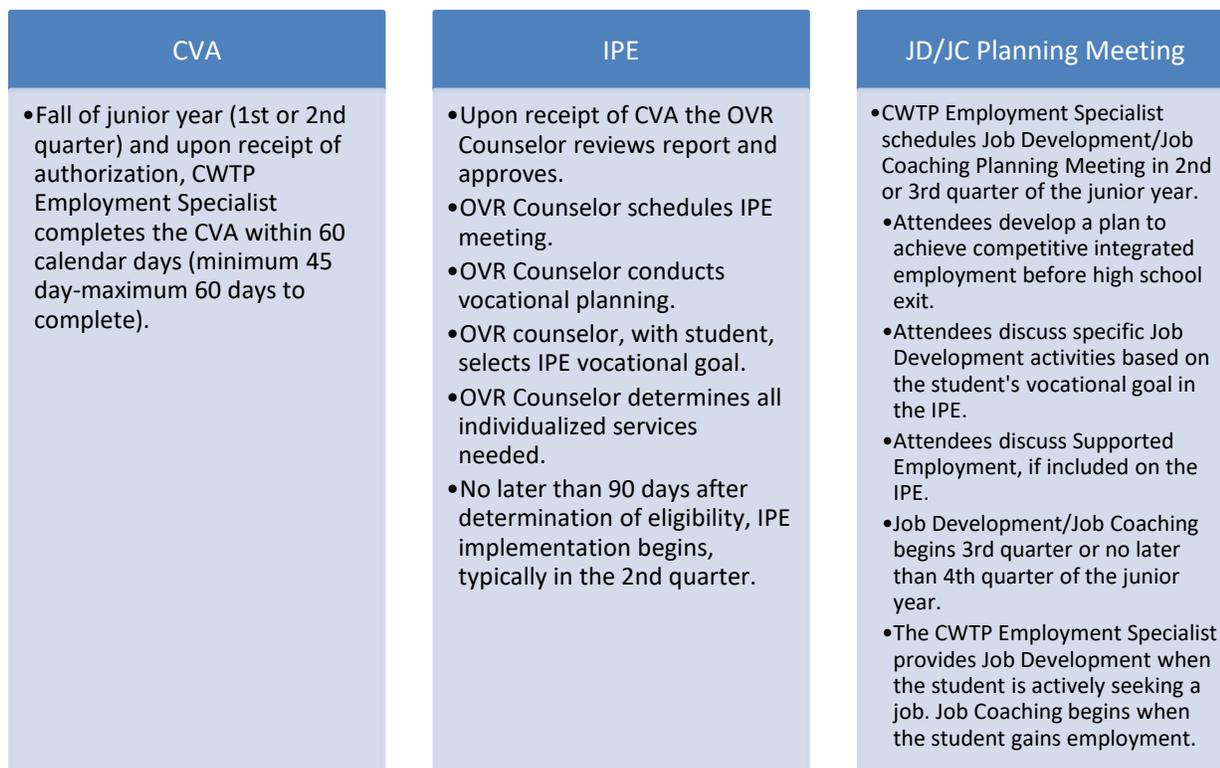
## Graph A: General Timelines for CWTP Services



## **Graph B: Application and Eligibility for OVR Services-Beginning of Grade 11**



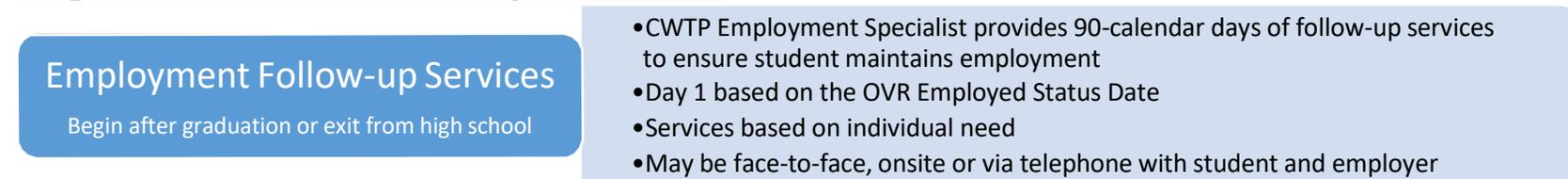
## **Graph C: Provision of Transition Services Grade 11**



## **Graph D: Grade 12 or Year of High School Exit**



## **Graph E: After Graduation or High School Exit**



## Considerations for Student Participation in CWTP

Factors to consider prior to determining the need for referral to the CWTP Services:

- The CWTP services are for students with significant disabilities. See the definition of significant disability within the [CWTP Program Overview section on page 2](#) or in the [Glossary](#).
- Students 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 get a job in the community, and be in the program.
- There is time in the student's schedule to allow for community activities.
- Prior to implementing CWTP Transition Services students must be determined eligible for VR services and have an open case with OVR.

If a student does not meet the definition of significant disability and the other considerations listed above, explore other OVR contract providers for Pre-ETS. The providers are described in [Appendix D](#) of this manual.

## CWTP Referral Process

Anyone can contact the CWTP Employment Specialist or Primary Contact to refer a student as a potential candidate needing CWTP services. Students considered must have a [significant disability](#) and enrolled in a member district secondary school, alternative high school, behavioral unit, or homebound services. A copy of the *Community Work Transition Program Referral Form* is included in [Appendix E](#) of this manual.

### **CWTP Employment Specialist or Primary Contact Role**

The CWTP Employment Specialist or CWTP Primary Contact facilitates CWTP referral submissions to OVR. The sole or shared responsibility for the process is a district decision.

Either submits the signed *Community Work Transition Program Referral Form* and supporting documentation to the regional OVR Pre-ETS Coordinator. OVR requires one type of the supporting documentation that may be a copy of the student's *Individualized Education Program (IEP)*, *504 Plan*, medical documentation, 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 CWTP Referral Process**

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

During IDEA transition planning, the ARC may determine that CWTP 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 Transition Services to assist the student in achieving competitive integrated employment prior to high school exit. The ARC provides the parent a *Community Work Transition Program Referral Form* 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 or CWTP Primary Contact that the student is a potential candidate for the CWTP and provides the signed release of information and referral form.

### **504 Team Role in the CWTP Referral Process**

A 504 team may determine that CWTP 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 Transition Services to assist the student in achieving competitive integrated employment prior to high school exit. The 504 team provides the parent a *Community Work Transition Program Referral Form* 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 or CWTP Primary Contact that the student is a candidate for the CWTP and provides the signed release of information and referral form.

### **Determination of Potential Need for CWTP from Other School Sources**

Other school personnel, students, and parents or guardians may determine that CWTP services are potentially appropriate. The CWTP Employment Specialist or CWTP Primary Contact 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 Transition Services to assist the student in achieving competitive integrated employment prior to high school exit. The CWTP Employment Specialist or Primary Contact provides the parent a *Community Work Transition Program Referral Form* for signature, and secures the parent or guardian signed release of information to OVR.

### **Non-School Referral to OVR**

Anyone, including students (age 14 and up) and parents or guardians can contact OVR to make a referral for a student with a significant disability as potentially needing CWTP services. After determination of eligibility, the regional OVR Pre-ETS Coordinator notifies the CWTP Employment Specialist or Primary Contact that the student is eligible for CWTP through a non-school referral.

### **Pre-ETS Authorization**

Upon approval for participation, based on the completed *Community Work Transition Program Referral Form* and supporting documentation, the regional OVR Pre-ETS Coordinator issues

authorization to the CWTP Employment Specialist, allowing the provision of Pre-ETS service(s) for the student. VR authorization for services is one requirement that must be fulfilled before the provision of billable services. The *CWTP Billing Requirements Checklist* is located in [Appendix I](#) of this manual. The OVR Pre-ETS Coordinator authorizes services within the *CWTP Pre-ETS Invoice and Report* excel file 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.

## **CWTP Transition Services: Application to OVR**

Students participate in CWTP Transition Services, in accordance with the continuum of vocational rehabilitation service provision, if the student's post-secondary goal is to go directly into the labor market and individualized assistance is required in obtaining a job prior to exiting high school. The application process to OVR starts at the beginning of the student's junior year, preferably early in the first quarter.

### **OVR Eligibility Determination Process**

The CWTP Employment Specialist or CWTP Primary Contact provides the information needed for the OVR application process to the VR Counselor. The sole or shared responsibility for the process is a district level decision.

The CWTP Employment Specialist or CWTP Primary Contact provides a list of current juniors, a copy of each student's IEP or 504 plan, and any relevant school records, with signed release of information, to the VR Counselor. Relevant school records may include medical, psychological, vocational, educational, and recreational relating to student's disability, barriers to employment, and rehabilitation needs.

If the school records do not provide enough information for the VR Counselor to make an eligibility determination, the counselor may order and purchase additional tests. The VR Counselor makes the eligibility decision within 60 calendar days of taking the application.

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

### **Non-School Application to OVR**

Anyone, including students (age 14 and up) and parents or guardians can apply for OVR services at any time. The VR Counselor notifies the CWTP Employment Specialist or CWTP Primary Contact that the student is in the OVR eligibility process for CWTP through a non-school application and requests the needed information and documentation.

### **CWTP Transition Services Authorization**

Once the student is determined eligible for the CWTP Transition Services, the VR Counselor issues an authorization to the school district, approving the school to provide specific services to the student. VR authorization for services is one requirement that must be fulfilled before the provision of billable services. The *CWTP Billing Requirements Checklist* is located in [Appendix I](#) of this manual. The VR Counselor authorizes services quarterly, in sequential order, and as needed.

### **OVR Order of Selection**

OVR places a student determined eligible for VR services but also deemed to be out of the [Order of Selection](#) on a wait list.

### **CWTP Service Discontinuation**

If during the development of the IPE the student expresses a post-secondary education goal as opposed to seeking employment upon high school exit, participation in the program should cease

with alternate plans developed for the transition needs of the student. The VR Counselor has the final decision on whether or not a student continues in CWTP or what services are appropriate.

## **Collaboration: CWTP Employment Specialist and Teachers**

CWTP Employment Specialists and teachers may and should collaborate about students participating in the CWTP. Collaboration topics may include but are not limited to the student's multi-year course of study, scheduling CWTP services; IEP content including postsecondary goal, transition needs, transition services needed, and supplementary aids and services; task analysis of behaviors or skills; employability or CTE pathway standards addressed in the classroom; and content of the Individual Learning Plan. Employment Specialists can support and supplement instruction initially presented by a teacher related to employment, employability or related standards. The classroom teacher cannot utilize the CWTP Employment Specialist as a classroom assistant.

## **Provision of CWTP Pre-Employment Transition Services**

Pre-ETS services are available to students who are eligible or potentially eligible for OVR services. The CWTP Employment Specialist may provide the services in allowable group sizes or individually. Students age 14-21 may participate in these services during grades 9 and 10 and in more than one Pre-ETS area at a time. The focus is on exposure to careers, the labor market in the local community, and experiences through activities related to work skills.

CWTP Pre-ETS services include:

1. Job Exploration Counseling includes conducting interest inventories, exploring career pathways, exploring in-demand occupations, and practicing interview skills.
2. Work Based Learning Experiences include job shadowing, touring companies, job training, internships, apprenticeships, short-term employment, and on the job training-learning about jobs.
3. Post-Secondary Counseling includes providing information or advising on course

offerings, career options, types of trainings available, disability support services, academic curricula, application and admission processes, and completing the Free Application for Federal Student Aid (FAFSA) form.

4. Workplace Readiness Training in the areas of social skills and independent living skills necessary to prepare for eventual employment includes soft skills training, communication and interpersonal skills, financial literacy, job seeking skills, and understanding employer expectations.
5. Self-Advocacy Instruction includes discovering rights and responsibilities, learning how to request accommodations/services/supports, how to communicate needs, and [informational interviews](#).

### **CWTP Pre-Employment Transition Services Student Progress Evaluation**

OVR is mandated to measure knowledge gain for students receiving Pre-ETS and to submit the data to the Rehabilitation Services Administration (RSA). For that reason, OVR requires the CWTP Employment Specialist to complete a *CWTP Pre-Employment Transition Services Student Progress Evaluation* for every student. This is required each year the student receives Pre-ETS. The evaluation includes a Pre and Post-Test component. The Employment Specialist completes the evaluation with each student through an interview format. Administration of the Pre and Post-tests is not a billable service.

The submission of the Pre-test to OVR is one requirement the district must complete before the provision of billable services. The *CWTP Billing Requirements Checklist* is located in [Appendix I](#) of this manual. The Pre-Test component of the evaluation is the first activity conducted with every CWTP Pre-ETS student. The intent of the Pre-test is to seek student current knowledge, prior to the provision of services. Upon completion of the Pre-test evaluations, the CWTP Employment Specialist sends the electronic copies to the regional OVR Pre-ETS Coordinator.

The Post-test component of the evaluation is due to OVR at the end of the school year. The Post-test evaluation measures knowledge gain from the beginning of the year before receiving Pre-ETS (pre-test) with the end of the school year after receiving services (post-test). Upon completion of the Post-test evaluations, the CWTP Employment Specialist sends the electronic

copies to the regional OVR Pre-ETS Coordinator.

**Billable Pre-ETS Services, Rates and Group Sizes**

The regional OVR Pre-ETS Coordinator authorizes services quarterly, up to four quarters per year, with a maximum total of 15 hours per quarter for all Pre-ETS services combined, not per Pre-ETS service area. No more than 60 hours per year is allowable.

The CWTP Employment Specialist may provide Pre-ETS services in various group sizes or individualized. **For groups larger than 20 students, the CWTP Employment Specialist must submit a proposal and have it approved by the regional OVR Pre-ETS Coordinator in advance.** OVR reimburses for Pre-ETS services in accordance with the following group size and hourly rate structure:

# Students	Hourly Rate	# Students	Hourly Rate
1	\$62.00	11	\$13.64
2	\$33.48	12	\$12.50
3	\$25.42	13	\$11.54
4	\$20.46	14	\$10.71
5	\$20.00	15	\$10.00
6	\$16.67	16	\$9.38
7	\$14.29	17	\$8.82
8	\$12.50	18	\$8.33
9	\$11.11	19	\$7.89
10	\$10.00	20	\$7.50
		21+	Proposal Required

Billable CWTP Pre-Employment Transition Services include:

- **Job Exploration Counseling (JEC)**  
 JEC is a process of discovering basic information about the student employment interests and information gathered will assist in preparing for work based learning experiences. CWTP Employment Specialists provide and document student activities such as completing interest inventories; exploring career pathways, in-demand

occupations and local labor markets; and interview skills. Activities may be in the community or within the school.

- *Rate: Based on group size, upon receipt of monthly report and supporting documentation. No more than 15 hours allowable per quarter for all Pre-ETS areas.*

- **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. CWTP Employment Specialists provide student activities such as job shadowing, touring employment sites, job training, internships (paid or unpaid), apprenticeships, short-term employment, on the job training, and learning about jobs.

- *Rate: Based on group size, upon receipt of monthly report and supporting documentation. No more than 15 hours allowable per quarter for all Pre-ETS areas.*

- **Post-Secondary Counseling**

CWTP Employment Specialists provide student activities such as giving information on college course offerings, career options, types of trainings available, advising on academic curricula, application and admission processes, disability support services, and completing the FAFSA. Activities may be in the community or within the schools.

- *Rate: Based on group size, upon receipt of monthly report and supporting documentation. No more than 15 hours allowable per quarter for all Pre-ETS areas.*

- **Workplace Readiness Training**

CWTP Employment Specialists provide student activities for the development of social skills and independent living skills, such as soft skills training, communication and interpersonal skills, financial literacy, travel training, job seeking skills, interview skills, and understanding employer expectations. Activities may be in the community or within the schools.

- *Rate: Based on group size, upon receipt of monthly report and supporting documentation. No more than 15 hours allowable per quarter for all Pre-ETS areas.*

- **Self-Advocacy Instruction**

CWTP Employment Specialists provide student activities about disability awareness, personal rights and responsibilities, how to request accommodations, services or supports, how to communicate needs, and [informational interviews](#). Activities may be in the community or within the schools.

- *Rate: Based on group size, upon receipt of monthly report and supporting documentation. No more than 15 hours allowable per quarter for all Pre-ETS areas.*

**If unsure whether an activity is billable, contact either the regional OVR Pre-ETS Coordinator or the VR program administrator of the CWTP.**

### **Pre-ETS Electronic Form**

CWTP Employment Specialists and CWTP Primary Contact must use the OVR developed *CWTP Pre-ETS Invoice and Report* excel file. OVR designed the file to document relevant information about the activities conducted. Information includes student demographic data, service date, Pre-ETS service provided, begin and end time, amount of time, location, a summary of each activity and outcome. The file also provides the mechanism for the district to bill OVR for services provided. The regional OVR Pre-ETS Coordinator utilizes the file to authorize Pre-ETS services.

In Pre-ETS, there is no expectation for documenting monthly progress, assessing skills, or mandating skills improvement to proceed. Information of this type is not allowable in the monthly reports. The focus is on exposure to careers, the labor market in the local community, and experiences through activities related to work skills.

### **CWTP Pre-ETS Forms Review and Submission Process**

The CWTP Employment Specialist completes the *CWTP Pre-ETS Invoice and Report* excel file monthly. The CWTP Primary Contact reviews the documentation and submits the file to the regional OVR Pre-ETS Coordinator on or before the 5<sup>th</sup> of the month following provided services.

**Submission by the CWTP Primary Contact indicates the information is accurate and verifies the completion of the CWTP service(s) outlined within the documents.**

### **Pre-ETS Invoice Process**

Along with submission to the regional OVR Pre-ETS Coordinator, the CWTP Primary Contact sends the *CWTP Pre-ETS Invoice and Report* excel file to the district finance officer or designee. Monthly, the finance officer or designee electronically submits the file and an invoice to the regional OVR Pre-ETS Coordinator. Districts should receive reimbursement from the OVR central office within 30 working days of submitting the invoice and documentation.

## **Provision of CWTP Transition Services**

CWTP Transition Services are the next set of services on the [continuum of Vocational Rehabilitation services](#). The CWTP Employment Specialist provides CWTP Transition Services individually to [students with a significant disability](#) who are eligible for VR services. The focus of CWTP Transition Services is on developing and implementing a plan that includes strategies and evidence-based practices with the greatest potential to support successful high school exit in competitive integrated employment. The services target the student's strengths, preferences, interests, competencies and needs; the vocational goal on the IPE, and take into consideration the jobs available in the local labor market.

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

Services are in settings 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 hands-on experiences in the natural settings with natural supports,

encourages student engagement, and supports the generalization of skills learned.

CWTP Transition Services include the following:

1. Comprehensive Vocational Assessment (CVA):

After determining the student is eligible for VR services and needs CWTP Transition Services, the VR Counselor sends an authorization for the CVA. The CWTP Employment Specialist conducts the assessment in order to determine a student's unique strengths, resources, priorities, concerns and abilities. The VR Counselor will use this assessment to determine the student vocational goal when developing or amending the *Individualized Plan for Employment (IPE)*. The CWTP Employment Specialist uses the CVA to determine activities needed for Job Development/Job Coaching.

2. Job Development/Job Coaching Planning Meeting:

During this meeting, the VR Counselor, the student, CWTP Employment Specialist, parent or guardian, and others (optional) discuss the student's initial expressed interests and the CVA to determine job development and job coaching activities that pertain to the IPE vocational goal; individualized supports needed; and the potential need for a referral for Supported Employment, if included in the IPE. If needed, the VR Counselor refers the student to a Supported Employment provider in the third quarter of the senior year or year of high school exit.

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

3. Job Development/Job Coaching:

The CWTP Employment Specialist provides weekly-individualized hands on Job Development for the expressed purpose of the student attaining employment prior to exiting high school. The specific job must be of interest to the student, within the specific

IPE vocational goal, and in a competitive integrated work environment.

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

Job Coaching activities occur upon the student gaining employment. 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.

4. Supported Employment Consultation Meeting

When [Supported Employment](#) is included on the IPE, the VR Counselor refers the student to the provider named on the plan in the third quarter of the senior year or year of high school exit. Shortly after the referral to Supported Employment, the VR Counselor schedules a consultation meeting with the CWTP Employment Specialist, the Supported Employment provider, and the student. Meeting discussion fosters the student's understanding about the services and timeline for the upcoming transition from the CWTP Employment Specialist to the Supported Employment provider.

5. Exit Planning Meeting:

During the meeting, the VR Counselor, student, CWTP Employment Specialist, parent or guardian (optional), Supported Employment provider for a referred student (optional), and others (optional) discuss strategies and expectations for the remainder of the CWTP, defining the steps the CWTP Employment Specialist should take to ensure the student's transition to competitive integrated employment. The meeting participants discuss the student's post-high school contact information, current employment, current IPE goal, employment follow-up action plan steps, [Supported Employment](#) and consultation meeting, and other adult services providers that can address the future unique needs of the student, i.e., independent living, 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 on track of 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.

#### 6. Job Placement:

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

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

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

#### 7. Employment Follow-up:

Employment Follow-up services, based on individual student needs, include troubleshooting issues that may arise in the first 90 calendar days of stable employment.

Stable employment means a student within competitive integrated employment:

- Is satisfied with employment;

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

The CWTP Employment Specialist provides follow-up activities that may include visits to place of employment or phone calls or conversations with the student. Information gathered includes the student's current employment (hours, shift, and environment), job tasks, issues and concerns, job stability, status of natural supports, and job satisfaction.

The requirements for payment are 90 calendar days of successful employment after CWTP Job Placement. This service begins after the student exits high school with competitive integrated employment, in accordance with the OVR Employed Status Date, and concludes in the next fiscal year. The follow-up services continue at 30, 60 and 90-day increments as long as the student maintains successful employment. The VR Counselor must authorize employment follow-up services before June 30.

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

### **Billable CWTP Transition Services**

The OVR Counselor authorizes CWTP Transition Services quarterly, in sequential order, as needed, and up to four quarters per year. Districts should receive reimbursement from the OVR central office within 30 working days of documentation and billing statement submission. **When unsure whether a service is billable, contact the VR Counselor or the VR CWTP program administrator.**

Billable CWTP Transition Services include:

- **Comprehensive Vocational Assessment**

A comprehensive summary of vocationally relevant information, the student's unique

strengths, resources, priorities, concerns and abilities. **In accordance with the [review and submission process](#), the CVA and billing statement must be submitted upon completion, within the quarter authorized.**

*Rate: \$1200.00, one time billable service per student*

- **Job Development/Job Coaching Planning Meeting**

A one-time billable meeting per student to discuss post-secondary employment plans and design the Job Development/Job Coaching activities. Minimum attendance at this meeting includes the student, VR Counselor, and CWTP Employment Specialist. **In accordance with the [review and submission process](#), report and billing statement must be submitted upon completion, within the quarter authorized.**

*Rate: \$300.00, one time billable service per student*

- **Job Development/Job Coaching**

Individualized, weekly job development and job coaching provided by the CWTP Employment Specialist in order for the student to attain employment prior to high school exit. The specific job must be of interest to the student, in a competitive integrated work environment, and reflect the IPE vocational goal. Expected practice is 20 hours total per quarter, prorated at \$40 per hour **Services must be completed within the quarter authorized. In accordance with the [review and submission process](#), monthly reports must be submitted on or before the 5<sup>th</sup> of the month following provided services. Billing statements must be submitted on or before the 5<sup>th</sup> of the month following the quarter.**

*Rate: Up to \$800.00 per quarter, upon receipt of monthly report and supporting documentation*

- **Supported Employment Consultation Meeting**

A one-time billable [Supported Employment](#) consultation meeting held in conjunction with the CWTP. The consultation includes the VR Counselor, the Supported Employment provider, the CWTP Employment Specialist, and the student for which SE is included on the IPE. The consultation, scheduled by the VR Counselor, occurs typically in the third quarter of senior year or year of high school exit.

*Rate: \$300.00, one-time billable service per student*

- **Exit Planning Meeting**

A one-time billable meeting to review data such as post-school contact information, the IPE goal, current job, employment follow-up action plan, Supported Employment consultation meeting, and to ensure initiation of referrals or contacts with other adult service providers. Minimum attendance at this meeting includes the student, VR Counselor, and CWTP Employment Specialist. **In accordance with the [review and submission process](#), report and billing statement must be submitted upon completion, within the quarter authorized.**

*Rate: \$300.00, one time billable service per student, no SE consultation  
\$600.00, one time billable service per student, with SE consultation*

- **Job Placement Report**

A one-time billable report that documents the attainment of paid competitive integrated employment in the vocational goal, as described on the IPE, prior to high school exit. Job placement is documented through monthly job development/job coaching reports as well as the submission of the *Job Placement Report*. At this point monthly Job Coaching/Job Development services cease and further progress notes cannot be submitted. **In accordance with the [review and submission process](#), report and billing statement must be submitted upon completion, within the quarter authorized.**

*Rate: \$1500.00, one time billable service per student*

- **Employment Follow-up Reports**

Three-time billable reports that document provision of 90 calendar days of follow-up activities to ensure and verify the student maintains the stable employment and is satisfied with the position. The CWTP Employment Specialist completes the follow-up reports and billing statements at 30, 60 and 90 days, if the student maintains successful employment for each timeframe. **In accordance with the [review and submission process](#), report and billing statement must be submitted as soon the 30, 60 and 90 days of follow-up services are completed.**

*Rate: 600.00, a three- time billable service per student with \$200 at 30 days, \$200 at 60 days and \$200 at 90 days*

## **CWTP Transition Services Electronic Forms**

CWTP Employment Specialists and CWTP Primary Contact must use the following program approved CWTP forms.

- 1. *Comprehensive Vocational Assessment Report*** - Designed to capture student's unique strengths, resources, priorities, concerns, abilities, capabilities, and interests as they relate to post school activities and employment in order to establish an appropriate vocational goal and future training needs. The report includes information to describe the nature of ideal work tasks, co-workers, and work setting, as well as student preferences, and contributions.
- 2. *Job Development/Job Coaching Planning Meeting Report*** - Designed to capture an overview of relevant information from the meeting such as persons in attendance, student identification information, vocational goal on IPE, explanation of student plan for the year, and career clusters of interests.
- 3. *Monthly Job Development/Job Coaching Report*** - Designed to summarize the month's individualized activities as well as additional vocationally relevant information such as progress made, strengths and areas of growth noted, and next steps in securing competitive integrated employment within the IPE goal prior to high school exit.
- 4. *Supported Employment Consultation*** - There is no CWTP Supported Employment Consultation electronic form. The documentation for the consultation is included on the Exit Planning Meeting Report form.
- 5. *Exit Planning Meeting Report*** - Designed to capture an overview of relevant information from the meeting, such as student's post-high school contact information, current employment, current IPE goal, employment follow-up action plan steps, Supported Employment and consultation meeting information, and other adult services providers that can address the future unique needs of the student.
- 6. *Job Placement Report*** - Designed to document and communicate relevant information regarding the student's employment outcome such as the name of the employer, job classification/title, job duties, date hired, wages and hours per week, health insurance, and student progress. Also includes documentation that the student is satisfied with the position, natural supports are in place, and the student is in good standing with their

employer.

7. ***Employment Follow-Up Reports*** - Designed to document and communicate relevant information regarding the student's employment outcome such as the name of the employer, job classification/title, job duties, date hired, wages and hours per week, health insurance, and student progress. Also includes documentation of student satisfaction with the position, natural supports in place, and status with the employer.
8. ***CWTP Transition Services Billing Statement*** - Designed to allow the school to invoice OVR for services provided.

### **CWTP Transition Forms Review and Submission Process**

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

## **Supported Employment Services**

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

### **Job Development/Job Coaching Planning Meeting**

The VR Counselor is responsible for leading a discussion about Supported Employment during

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

### **Supported Employment Consultation Meeting**

When Supported Employment is included on the IPE, the VR Counselor refers the student to the provider named on the plan in the third quarter of the senior year or year of high school exit. Shortly after the referral to Supported Employment, the VR Counselor schedules a consultation meeting with the CWTP Employment Specialist, the Supported Employment provider, and the student. Meeting discussion helps the student understand the services and timeline for the upcoming transition from the CWTP Employment Specialist to the Supported Employment provider.

The Supported Employment provider may act as a consultant to the CWTP Employment Specialist while the student is still in school. The student continues participation in CWTP until high school exit. The CWTP Employment Specialist continues as the provider responsible for the student achieving a Job Placement before high school exit.

### **Exit Planning Meeting**

The CWTP Employment Specialist may invite the Supported Employment 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 Supported Employment provider occurs the day after high school exit. The CWTP Employment Specialist does not provide employment follow-up services to a student who exits high school with competitive integrated employment and transfers to a Supported Employment provider.

### **Contact Information for Supported Employment Questions:**

Kentucky Office of Vocational Rehabilitation

Mayo-Underwood Building

500 Mero Street

4th Floor NE

Frankfort, KY 40601

502-564-4440

800-372-7172 (V/TTY)

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

## **Weekly Scheduling**

Scheduling students represents an important and sometimes challenging aspect of the CWTP. Initially a CWTP Employment Specialist must consider the number of students authorized for CWTP Pre-ETS services and the number of students authorized for CWTP Transition Services. Scheduling for Pre-ETS services is varied and sporadic in nature. Scheduling for CWTP Transition Services is consistent and weekly. The CWTP Employment Specialist must then coordinate the schedules of participating students within the confines of a school week and related course requirements, as well as 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 access the CWTP. Therefore, the CWTP Employment Specialist should collaborate annually with the guidance counselor during individual student course scheduling. At the beginning of the school year and throughout as needed, the CWTP Employment Specialist should also collaborate with the student's teacher of record to review each student's current schedule and determine available blocks of time for providing CWTP services. The Employment Specialist should not pull students from core content classes. This includes students working toward the Alternative High School diploma. Consider electives or a time at the beginning or end of the day.

### **CWTP Employment Specialist Schedule**

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

	<b>Monday Aug 19</b>	<b>Tuesday Aug 20</b>	<b>Wednesday Aug 21</b>	<b>Thursday Aug 22</b>	<b>Friday Aug 23</b>
1 <sup>st</sup> 8:05 9:00	Emily - Growing Together		Emily - Growing Together	Shawnta - Sports Unlimited	Jeremy, Mya, Tyson, & Jodi - WRT
2 <sup>nd</sup> 9:15 10:15	Gabrielle - Jillie Farms	Miyoko - Second Hand Rose	John, Levi, Dionna & Trina - JEC	Gabrielle - Jillie Farms	Miyoko -Second Hand Rose
3 <sup>rd</sup> 10:30 11:30	Dakoda - Max's Auto Service	Dakoda - Max's Auto Service	Steven - Pawns Gardens		Steven - Pawns Gardens
4 <sup>th</sup> 12:00 1:00			Freddie - McSee Law Offices		Freddie - McSee Law Offices
5 <sup>th</sup> 1:05 2:05	Katie - Uncle Bob's Famous Restaurant	TaRon, John, Mark - WBLE	Katie - Uncle Bob's Famous Restaurant	Diego, Stacy, Zane & Enzo - PS	
6 <sup>th</sup> 2:05 3:00		Bobby, Sara, Kim, Angie - SA			Enzo, John, WBLE Tour

## US Department of Labor Guidelines

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

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

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

There may be occasions when students work are in community businesses without pay. This is allowable if there is NO employment relationship for purposes of the Fair Labor Standards Act. If students are not paid while performing tasks at a local business, the school district and employer must comply with guidelines established by the DOL and the United States Department of Education Office of Special Education and Rehabilitative Services. This policy was developed to ensure that students are afforded the full protection of the Fair Labor Standards Act when receiving community based vocational services. The DOL *Dear Colleague Letter* outlining the policy is located in [Appendix F](#) of this manual.

### **Informed Agreement for Non-Paid Work**

If conditions are such that a student may legally work in a business without being paid, the student and parent or guardian must be fully informed and voluntarily agree to participate in non-paid work. For each job site at which a student is not paid, the CWTP Employment Specialist completes a *Non-paid Work Explanation/Evaluation and Training Agreement*. This ensures all parties are knowledgeable of the DOL guidelines and agree to follow them. Note: Completing the

form in itself does not render the arrangement either proper or legal. A *Sample Non-paid Work Explanation/Evaluation and Training Agreement* is included in [Appendix G](#) of this manual.

## **Non-Paid Work Criteria**

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

- Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive on-going support to perform in a work setting.
- Participation will be for vocational exploration, assessment, or training in a community-based placement work site under the general supervision of public school personnel.
- Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative vocational education components will be included in the student's *Individualized Education Program (IEP)*.
- Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student participant to wages.
- The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors.
  - 1) There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees clearly are of benefit to the business.

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

<input type="checkbox"/>	Vocational exploration	5 hours per job experienced
<input type="checkbox"/>	Vocational assessment	90 hours per job experienced
<input type="checkbox"/>	Vocational training	120 hours per job experienced
- Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.

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

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

# **Training and Technical Assistance**

## **Mandatory CWTP Training**

Each year HDI CWTP personnel provide mandatory training for new and returning school CWTP Employment Specialists, Primary Contacts, and VR staff. HDI CWTP staff design statewide trainings 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. Mandatory training is one requirement that must be completed before the provision of billable services. The *CWTP Billing Requirements Checklist* is located in [Appendix I](#) of this manual.

## **Supplemental Training**

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

The district provides the CWTP Employment Specialist access and opportunities to additional professional development, training and information. The topics may be related but are not limited to working with students with disabilities, businesses, parents, and other agencies or on topics related to helping students obtain competitive integrated employment prior to graduation.

## **Technical Assistance**

HDI CWTP personnel provide technical assistance to new and experienced personnel regarding components of the program, instruction, coworker supports, job accommodations, documentation, and any other issues related to the CWTP.

## **CWTP Program Expectations**

Community Work Transition Programs must meet the federal expectations of WIOA and the state OVR implementation plan in 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 CWTP Transition Services, it is the expectation of this program that students maintain stable and satisfactory competitive integrated employment in the chosen vocational goal, as documented on the *Individual Plan for Employment*, for 90 calendar days after exiting school.

Additionally, the 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.

### **End of Year Data**

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

## **CWTP Program and Compliance Review**

Annually HDI CWTP personnel conduct program and compliance review activities for 10% of the participating school districts. HDI CWTP personnel will actively collaborate with programs during the process. Schools will make staff and records available so HDI CWTP personnel can determine the level of adherence to program guidelines outlined in this policies and procedures manual,

expectations of the OVR contract, and content from the required CWTP training. Individual programs are required to correct all non-compliance items within the timetable included in the district *Findings of Facts and Conclusions Report*.

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

Individual programs under a *Support Plan* who fail to demonstrate improvement within the timetables identified in the plan will be required to meet with OVR in order to discuss program participation in the CWTP. Continued lack of improvement may be cause for suspension of the program.

## **Social Security Administration (SSA) Information**

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.

It is important to know 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.

Consult the following resources to assist with concerns about the impact of wages on Social Security benefits.

## **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.

## **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 supports 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](mailto:workincentives@goodwillky.org)

## **KENTUCKY COUNTIES SERVED:**

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

## **Center for Accessible Living**

501 South 2nd Street Suite 200,

Louisville, KY 40202

502-589-6620 / 844-689-8497

Video Phone: 502-413-2689

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

1051 N. 16th Street, Suite C

Murray, KY 42071

270-753-7676 / 888-261-6194

TDD: 270-767-0549

## **KENTUCKY COUNTIES SERVED:**

Allen, Adair, Anderson, Ballard, Barren, Boyle, Breckinridge, Bullitt, Butler, Caldwell, Calloway, Carlisle, Carroll, Casey, Christian, Clinton, Crittenden, Cumberland, Daviess, Edmonson, Franklin, Fulton, Gallatin, Graves, Grayson, Green, Hancock, Hardin, Hart, Henderson, Henry, Hickman, Hopkins, Jefferson, Jessamine, Larue, Livingston, Logan, Lyon, Marion, Marshall, McCracken, McLean, Meade, Mercer, Metcalfe, Monroe, Muhlenberg, Nelson, Ohio, Oldham, Owen, Russell, Shelby, Simpson, Spencer, Taylor, Todd, Trigg, Trimble, Union, Warren, Washington, Wayne, Webster, and Woodford.

## **Kentucky Disability Benefits 101**

The website provides tools and information on health coverage, benefits and employment. The site also provides tools to plan and learn how work and benefits go together.

## **“The Truth about SSI (Supplemental Security Income) and Working”**

A video that provides all the basics that youth with disabilities and their parents need to know about applying for Supplemental Security Income when they turn 18 years old. The video also covers how youth with disabilities can work and keep their benefits.

## **KentuckyWorks**

KentuckyWorks is a collaborative effort to support youth and young adults with functional mental disabilities (FMD), multiple disabilities (MD), and autism, in obtaining competitive integrated employment. The website provides Kentucky and national employment resources.

## **SSA Contact Information**

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

## 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 in general, for individuals with disabilities, work performed by an individual on a part-time or full-time basis, including self-employment within an integrated setting within the community, with other employees who are without disabilities (other than supervisors) within the worksite or unit. The individual must be compensated at minimum wage or higher, using the higher of the Federal, State, or local rate, and at a rate comparable to the wage paid to non-disabled workers performing the same tasks, including receiving the same benefits and opportunities for advancement.

**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.

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

**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.

**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** or **IPE** and Amendment, documents the vocational goal, services, providers, finding source, and dates. A progress note accompanies the IPE and all amendments. The note justifies the vocational goal, services, providers, and dates. The note includes supporting information such as the following: a summary of existing information, assessments, and evaluations; transferable skills; labor market information; functional limitations; skills and abilities; grades; counselor judgment; family information; job samples; informed choice; number of hours (part-time, full-time); planned services and how they will assist in reaching the vocational goal; and next steps.

**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 methods of inclusion and assistance that exist in any given workplace, and that an employee with a disability can access. These supports help the person perform their role, and also feel socially included—which is crucial for high performance and job retention. Natural supports can involve people, procedures, customs, tools, and benefits that are typically available in the workplace, along with individualized supports seen as normative within the setting.

**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)

**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 VR 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 VR 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** are all students with disabilities, including those who have not applied or been determined eligible for Vocational Rehabilitation services.

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

**Student with a Significant Disability** is an individual with a severe physical or mental impairment (or combination of impairments that seriously limits one of the seven functional capacities who is expected to require multiple vocational rehabilitation services (including guidance and counseling) over an extended period of time. Major areas of functional capacity include self-care, work skills, interpersonal skills, communication, mobility, self-direction and work tolerance.

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

identified in the individualized plan for employment.

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

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

Activities must be individualized, taking into account 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.

**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, taking into account 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.

**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 Sample**

**Office of Vocational Rehabilitation- Community Work Transition  
School Participation Application  
Valid from 7/1/2021 - 6/30/2022**

School District Name: \_\_\_\_\_ Date: \_\_\_\_\_

School District Address: \_\_\_\_\_  
# of High Schools Participating in CWTP: \_\_\_\_\_

Please check one: New District: \_\_\_\_\_ Returning: \_\_\_\_\_  
If returning, please submit OVR Vendor number: \_\_\_\_\_

Name of Individual Completing this Form: \_\_\_\_\_  
Email Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_  
Position: \_\_\_\_\_

Director of Special Education: \_\_\_\_\_  
Email Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

District Finance Officer: \_\_\_\_\_  
Email Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Superintendent: \_\_\_\_\_  
Email Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Student Participant Information: Students identified as eligible or potentially eligible for Vocational Rehabilitation services may participate in the Community Work Transition Program. Potentially eligible students during their 9<sup>th</sup> and 10<sup>th</sup> grade years may participate in five identified pre-employment transition services (Pre-ETS), without going through the entire process of becoming a VR consumer. Students referred and determined eligible for VR services may participate in CWTP Transition Services, depending on the individual needs of the student. See the [CWTP Policies and Procedures Manual](#) for more information about the identification and referral processes.

Please list the number of Pre-ETs students you estimate serving: \_\_\_\_\_

Please list the number of CWTP Transition students you estimate serving: \_\_\_\_\_

Please list the number of CWTP Transition students anticipated to exit school at the conclusion of the school year.

Participating High Schools, Primary CWTP Contact Person, and Principal: Complete the following information for each high school implementing CWTP in the district.

Note: The Primary CWTP Contact named below must be a certified staff member, including but not limited positions such as the Director of Special Education, a transition coordinator, or a teacher. Duties include facilitation of the participation (Pre-ETS) and referral (Employment Transition Services) processes between the district and OVR and review and submission of required forms related to service provision and billing. The Primary CWTP Contact must attend mandatory CWTP Training. The Employment Specialist cannot serve as the Primary CWTP Contact.

High School: \_\_\_\_\_  
Primary CWTP Contact Name: \_\_\_\_\_  
Email Address: \_\_\_\_\_  
Principal Name: \_\_\_\_\_  
Email Address: \_\_\_\_\_

High School: \_\_\_\_\_  
Primary CWTP Contact Name: \_\_\_\_\_  
Email Address: \_\_\_\_\_  
Principal Name: \_\_\_\_\_  
Email Address: \_\_\_\_\_

High School: \_\_\_\_\_  
Primary CWTP Contact Name: \_\_\_\_\_  
Email Address: \_\_\_\_\_  
Principal Name: \_\_\_\_\_  
Email Address: \_\_\_\_\_

**Employment Specialists:** List the name, email address, phone, and assigned high school for each Employment Specialists in your district.

Note: Employment Specialists are required to register and attend mandatory CWTP training programs and meetings as defined in the CWTP Memorandum of Understanding for services between OVR and LEAs. Failure to attend required training programs and meetings will result in a delay of program implementation until missed events are rescheduled and attended.

Employment Specialist: \_\_\_\_\_  
High School Assigned to: \_\_\_\_\_  
E-mail Address: \_\_\_\_\_  
Phone: \_\_\_\_\_

Employment Specialist: \_\_\_\_\_  
High School Assigned to: \_\_\_\_\_  
E-mail Address: \_\_\_\_\_  
Phone: \_\_\_\_\_

Employment Specialist: \_\_\_\_\_  
High School Assigned to: \_\_\_\_\_  
E-mail Address: \_\_\_\_\_  
Phone: \_\_\_\_\_

**Please return the CWTP APPLICATION by June 1, 2021, to:**

Trina Hewlett, [thewlet@uky.edu](mailto:thewlet@uky.edu), # 859-218-5965 or  
Stacy Henderson, [Stacy.henderson@uky.edu](mailto:Stacy.henderson@uky.edu), #270-999-2877

## **Appendix B: Sample CWTP Employment Specialist Job Description**

The CWTP Employment Specialist is an employee of the     *Name of District*     and works under the direct supervision of     *Name of Supervisor, Supervisor Title or Position*    . Candidates should be self-motivated, flexible and resourceful people, and possess high expectations for the inclusion of students with disabilities within the community workforce. The job also requires strong verbal and written communication skills, computer skills and experience with software programs, experience working with individuals with disabilities, knowledge of the business community, and the ability to adapt to various work environments. Experiences and knowledge in the areas of high school special education, working with businesses, and training individuals with disabilities are preferred.

### **JOB FUNCTIONS:**

Implements the CWTP in coordination with the CWTP Primary Contact, UK Human Development Institute and the Office of Vocational Rehabilitation; coordinates and supervises community sites used for the CWTP by the district high school; and serves as a strong and cooperative team member in managing the program. For CWTP Pre-Employment Transition Services introduces students to various jobs and industry sectors, provides work based learning experiences, offers post-secondary counseling, 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 trainings.
2. Understands that the goal of the program is for students to gain the skills needed for employment in an integrated setting with competitive pay before graduation.
3. Works with students with significant disabilities as defined by the CWTP program and OVR.

4. Works collaboratively with the CWTP Primary Contact, HDI, OVR and KDE to implement the program with fidelity, in accordance with CWTP policies and procedures.
5. Facilitates the CWTP referral process between the district and OVR.
6. Provides information for the application for VR services to the VR Counselor.
7. Works with students, parent or legal guardian, classroom teachers, businesses, and others to identify potential career interests, preferences and various individualized job possibilities available in the community.
8. Exhibits a working knowledge of and experience with technical and computer applications including word processing, spreadsheets, data processing, desktop publishing and electronic mail.
9. Prepares site related documents including site file folders, site file updates, and insurance information.
10. Conducts Comprehensive Vocational Assessments to identify student competencies, interests, relevant vocations (including kinds of work previously unconsidered) and learning about the impact of students' disabilities and related support needs in the community.
11. Completes the written Comprehensive Vocational Assessment, and assists with development of students' Individualized Plan for Employment (IPE) through OVR.
12. Assists Admission and Release Committees (ARCs) with understanding student referrals to the CWTP.
13. Assists ARCS with the development of students' Individual Education Program (IEP).
14. Collaborates with classroom teachers of students participating in the CWTP about scheduling services, IEP content, task analysis of behavior or skills, standards addressed in the classroom, content of Individual Learning Plan, etc.
15. Works with employers and students to develop personalized jobs.
16. Provides consultations for business personnel related to specific instruction and support needs of individual students, promoting instruction by those who typically provide training, and supplementing employer training as needed.
17. Provides follow-up services to promote job stability and advancements and continuing success of students.
18. Maintains necessary records for the local school system and the Office of Vocational Rehabilitation. Keeps current and complete information regarding each student participating in the CWTP.
19. Maintains records in accordance with the district policy for record retention.
20. Submits all meeting reports, monthly reports and billing statements to the CWTP Primary Contact for timely reimbursements.
21. Completes year-end program data report and submits to HDI.
22. Coordinates or provides transportation according to district policies and procedures.
23. Uses public relations principles and a broad base of educational expertise to maintain a positive, effective, and efficient district-wide CWTP image with the community, the school board, the high school, and district administration.
24. 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 particular sequence, and some may be applicable while others are not. Questions correlate either to the desired job related qualities (personal connections, flexibility, organizational skills, high expectations, imagination, etc.) or attitudes about people with disabilities. The list is not an all-inclusive. There may be many other desired questions, some district specific.

- Did you attend school with students who had disabilities? If so, then what did you notice about their education? What kinds of contact did you have with students with disabilities, or what did you see the students doing? Based on your observations, what do you think was good and what could have been better? Alternatively, if you did not go to school with students with disabilities, then why do you think this was so?
- This job promotes work experiences and jobs for students with disabilities. Why do you think work would be important for someone who has a disability? What about work for students who (due to their disabilities) do not talk, or walk, or use their arms? What about students with significant cognitive impairments or unusual behaviors, is work important for these students too?
- What kinds of jobs do you think students with disabilities could do?
- Have you had any experiences with vocational programs for students with disabilities?
- What are your community connections (organizations, church, committees, boards, etc.)?
- What experience do you have with professional writing (e.g., keeping documentation, writing business letters, writing report)?
- What experience do you have with using technology (e.g., computers, software programs for word processing and spreadsheets, internet use, scanning documents)?
- Can you think of any job experiences you have had that would be helpful in preparing you to do this job?
- How flexible is your time (e.g., working weekends, after school hours, evenings, summer)?
- Why do you think you would be good at this kind of work?
- What aspect of this job do you think would be most difficult?
- What questions do you have about the job?

## **Appendix D: Additional Pre-ETS Providers**

### **Other Providers of Pre-Employment Transition Services**

**Regional Education Cooperatives** provide Pre-ETS trainings and student workshops. Consult with the district's regional education cooperative's transition or low incidence consultant to find out what Pre-ETS services 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 trainings 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 services 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 trainings, and in some areas, summer projects are developed. To find out about opportunities for students to receive Pre-ETS services through a CRP in your area, please contact the OVR transition counselor that has been 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 services as outlined in WIOA. For schools participating in JAG, there will be a "Specialist" or "Career Coach" from JAG KY assigned to the school

**Kentucky Community & Technical College System (KCTCS)** offers Pre-ETS instruction to students in public or private schools, home schooled students, postsecondary institutions, adult education programs, alternate school settings, such as Juvenile Services, and other underserved populations. Certified special or general education teachers with related experience provide these services at the 16 community colleges throughout Kentucky.

**Appendix E: CWTP Referral Form**

**Community Work Transition Program Referral Form**

To: OVR Counselor: \_\_\_\_\_

From/Email: \_\_\_\_\_

I understand that by completing and signing this document my student's school will provide the Office of Vocational Rehabilitation (OVR) a copy of this form, along with the support documentation. I understand that my student will begin participating in Pre-Employment Transition Services (Pre-ETS) through the Community Work Transition Program (CWTP): which is the first component of the program. When my student begins their junior year, they will apply for VR services, if they have not had the need to before. Once determined eligible by the VR Counselor, my student will begin the second component of the CWTP and begin receiving individualized Transition Services, which will assist my student in determining and obtaining suitable employment prior to exiting high school. (Parent/legal guardian must also sign if student is under 18 years old or older with court appointed legal guardianship).

Student Full Name: \_\_\_\_\_

School ID# \_\_\_\_\_

Date of Birth: \_\_\_\_\_ SSN (optional): \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ Phone: \_\_\_\_\_

Sex:            Female            Male

Ethnicity:    Hispanic            Latino            Neither

Race: White    Black or African American    Native Hawaiian or Other Pacific

Asian    American Indian or Alaskan Native

Current High School: \_\_\_\_\_

Current Grade: \_\_\_\_\_ Expected Date to Exit School: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Choose One:** Providing a copy of IEP, 504 plan, or disability documents

**Must Attach: copy of IEP, or 504 plan, or documentation of disability**

## **Appendix F: US Department of Labor Dear Colleague Letter**

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

Dear Colleague:

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

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

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

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

and the Offices of Vocational and Adult Education, and Special Education and Rehabilitative Services (Department of Education) have developed the following guidance.

### **STATEMENT OF PRINCIPLE**

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

### **DEPARTMENT OF LABOR GUIDELINES**

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

- Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive on-going support to perform in a work setting.
- Participation will be for vocational exploration, assessment, or training in a community-based placement work site under the general supervision of public school personnel.
- Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative vocational education components will be included in the student's Individualized Education Program (IEP).

- Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student participant to wages.
  
- The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors.
  - 1) There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees clearly are of benefit to the business.
  
  - 2) The students are under continued and direct supervision by either representative of the school or by employees of the business.
  
  - 3) Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.
  
  - 4) The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.
  
  - 5) While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:
 

<input type="checkbox"/> Vocational exploration	5 hours per job experienced
<input type="checkbox"/> Vocational assessment	90 hours per job experienced
<input type="checkbox"/> Vocational training	120 hours per job experienced

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

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

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

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

Robert R. Davila  
Assistant Secretary  
Office of Special Education & Rehabilitative Services  
Administration  
U.S. Department of Education

Cari M. Dominguez  
Assistant Secretary  
Employment Standards  
U.S. Department of Labor

Betsy Brand  
Assistant Secretary  
Office of Vocational and Adult Education  
U.S. Department of Education

**Appendix G: Sample Student Non-Paid Work Exploration/Evaluation and Training Agreement**

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

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

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

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

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

- 1) The purpose of the Community Work Transition Program is to provide students with exploration/evaluation and training opportunities to acquire job skills in real job environments.
- 2) The students will be supervised by school employee or by employees of the participating business.
- 3) The activities of the student at the community-based placement site do not result in an immediate advantage to the business. There has been no displacement of employees, vacant positions have not been filled, and employees have not been relieved of assigned duties.
- 4) The student will not be financially compensated for work training, unless otherwise specified and agreed upon by the employer.
- 5) Liability and insurance for the student and school employees during training is the responsibility of the school district, not the employer.

- 6) The employer will provide the necessary materials to complete the job requirements.  
School employees might adapt materials or develop new materials to facilitate a student's involvement. The employer must approve adaptations to employers' materials.

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

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

## **Appendix H: DOL Non-Paid Work Checklist**

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

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

- Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive on-going support to perform in a work setting.
- Participation will be for vocational exploration, assessment, or training in a community-based placement work site under the general supervision of public school personnel.
- Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative vocational education components will be included in the student's Individualized Education Program (IEP).
- Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student participant to wages.

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

- There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees clearly are of benefit to the business.
- The students are under continued and direct supervision by either a representative of the school or by employees of the business.
- Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.
- The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.
- While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:
  - Vocational exploration                      5 hours per job experienced
  - Vocational assessment                      90 hours per job experienced
  - Vocational training                      120 hours per job experienced
- Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.

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

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

## Appendix I: CWTP Billing Requirements Checklist

### **CWTP Billing Requirements Checklist**

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

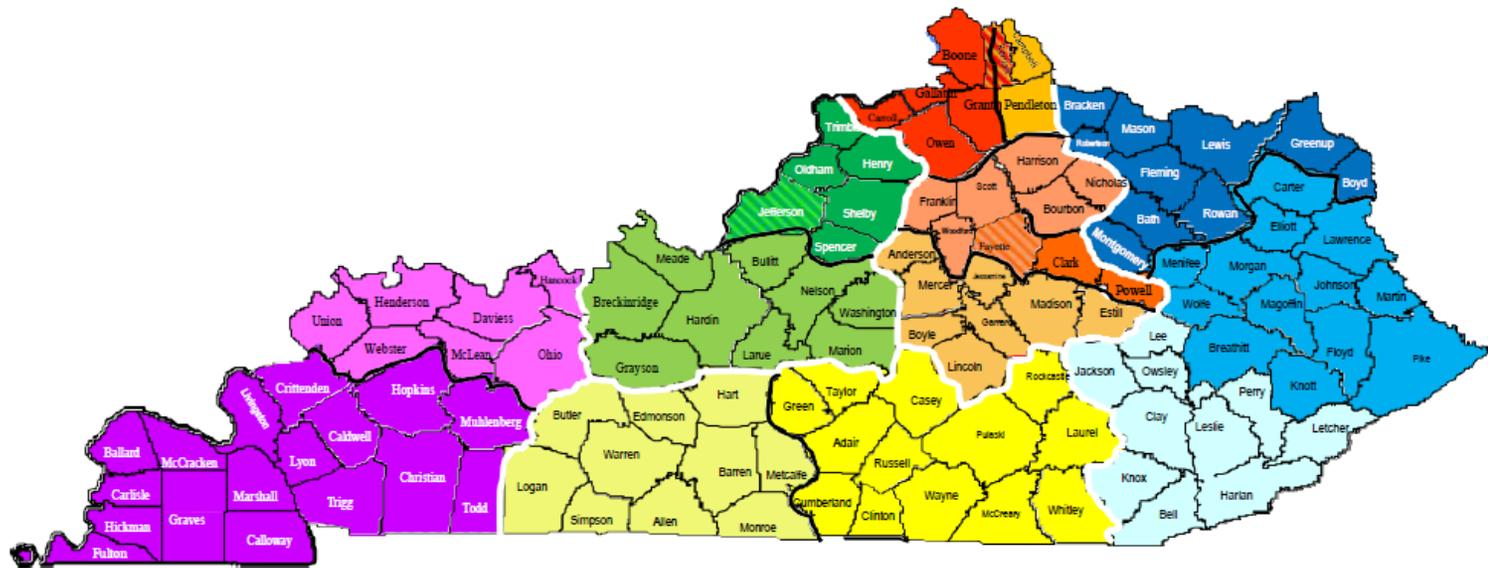
- Negotiated *Memorandum of Agreement* between OVR and school district.
  
- Completion Required CWTP training provided by HDI CWTP personnel.
  - CWTP Employment Specialist
  - CWTP Primary Contact
  
- Submission of the *Community Work Transition Program Pre-Employment Transition Services Student Progress Evaluation Pre-Test* component for all Pre-ETS students to OVR.
  
- Receipt of OVR authorization for Pre-ETS Services for individual students. OVR provides the authorization for services via the *CWTP Pre-ETS Invoice and Report* excel file.
  
- Receipt of OVR authorization for Transition Services for individual students.

# Appendix J: OVR Pre-ETS Coordinators Regional Map

Pre-ETS Coordinators:

- West Region:
- West Central Region: Claudette Taylor
- East Central Region:
- South Region:
- East Region: Paula Stumbo

## OVR Statewide Map-Regional



Revised 6/15/2021

# Community Work Transition Program Information

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## Website

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

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