REQUIREMENTS

- Substantive services <u>must</u> continue to be provided to OVR consumers.
  - Substantive services may include but are not limited to resources for distance service delivery listed at: http://www.wintac.org/content/resources-distance-service-delivery#tech
  - In order for services to be reimbursed substantive services must be rendered.

Requirements (cont.)

- While the Executive Order #2020-215 is in place, service providers may implement accessible training activities using a computer – based training platform that allows for face-to-face interaction.
  - As part of this process, the service provider must evaluate the consumer's ability to actively participate in computer-based training, including identifying whether the consumer has the computer resources available.
  - No student with a disability should be excluded from receiving services, provider must find alternative delivery service method to accommodate.

Requirements (cont.)

- Prior to providing services on a remote basis to OVR consumers, a plan of service to the OVR Administrator detailing the methods of providing remote services is required.
  - The provider must have documentation from OVR agreeing/approving their virtual services plan.
- The provider is required to use the Kentucky Pre-Employment Transition Services Data reporting system.

EXPECTATIONS

- All Five Pre-Employment Transition Services can be provided virtually, either individually or in groups, using available & approved virtual platforms.
  - However, some specific activities are on hold due to COVID-19 restrictions such as; paid/unpaid work experiences in the community, in-person employer tours, and group travel: providers should not attempt to provide services in student's homes, personal vehicles, or other public locations.

Pre-Employment Transition Services Expectations

When providers are deciding on what online resources they will use: here are a few expectations.

- Ensure the curriculum/activities they use are consistent, beneficial to the students, and that they have been approved or in line with VR guidelines.

- Choose a method to use to ensure documentation of student attendance and progress.

- For any student with a disability, who does not have access to the internet or cannot participate virtually, the provider will want to ensure services are provided in another format, if they need them.

- Providers seek to deliver the virtual services that they can during COVID-19 restrictions, and document the students who may miss some activities due to lack of technology.

Transition Services Expectations

- Transition Services for Eligible VR consumers will be provided virtually, within the same guidelines as Pre-ETS, with a few exceptions:
  - Essential services may be approved for a student in order to obtain and/or maintain employment.
  - Transition Services must be on the consumer's Individualized Plan for Employment (IPE) or an IPE Amendment.
  - The VR Counselor collaborates with provider on all transition services.

General Expectations

- Provider must be present during virtual session. Pre-recorded sessions, videos, movies, or online curriculums are not allowable provider services unless provider is present during entire session/activity.

- Providers should be able to provide verification of each activity/session.

- Providers must continue to provide detailed monthly reports of progress with billing, as well as report participant attendance statistics.

- Virtual services reflect a change in service provision only for this unique situation of COVID-19 restrictions.

General Expectations (cont.)

- All materials must be accessible and accommodations must be provided to students when needed. No student with a disability should be excluded from participating in virtual services, based on their disability.
- Payments will only be made for time spent implementing direct services to students.
- OVR may discontinue the allowance of virtual services at any time at the discretion of our Executive Director.

Do's and Don'ts

- Take into consideration the student's disability when providing services. For example, some will work better when there is a consistent schedule.

- Adapt curriculum as needed to meet the needs of all students.

- If possible, find ways for students to get into the community.

- Let students explore as many careers as possible. Help them look in to labor market information in the area where they are interested in living.

- Peer mentors can be powerful.

Do's and Don'ts

- Every student may not need the same services. For example, a student that is headed to post-secondary training does not need to go on a visit to the local grocery store to look at a job bagging groceries.

- Stay within your area of expertise, as some services require additional training or certification. For example, working with a student on how to use technology unless you have done this previously.

Do's and Don'ts

- Lecturing- students sit in classes all day. Try to make services as interactive as possible to keep their interests.

- Keep in mind the length of your lessons. Two hours may be too long for students, especially during a school day.

- Try to keep from pigeon holing students based on jobs or training options that they have already been exposed to. There are many things that they may not know about that would be great options.

Resources

Workforce Innovation Technical Assistance Center
http://www.wintac.org/topic-areas/pre-employment-transition-services

National Technical Assistance Center on Transition
https://www.transitionta.org/

Vocational Rehabilitation Youth Technical Assistance Center
https://y-tac.org/

Pre-ETS Remote Delivery Resources

While we don't endorse any particular product or curriculum, we want to share a few of these free, online resources:

Provide opportunities using tools such as:

- **Explore-Work.com** helps students with disabilities explore the five Pre-Employment Transition Services
- **My Next Move** is a career exploration tool designed for use by students to learn about careers and match their interests to career options
- Assist students to explore O*NET OnLine (https://www.onetonline.org/), a tool for career exploration and job analysis.

Pre-ETS Remote Delivery Resources

- **Provide opportunities to explore Transition-to-Work inventories and facilitate follow-up discussions afterward.**

- **Provide experience interviewing workers in the community during virtual business tours.**

- **Arrange for students to hear guest speakers talking about a variety of jobs and careers (online).**

Pre-ETS Remote Delivery Resources

- Coordinate a panel of entrepreneurs to speak to students.
- Share online information about the differences between labor market employment and negotiated employment.
- Employment Policy "Skills to Pay the Bills" curriculum.

Additional Resources for Pre-ETS Service Delivery

You can find all these and more at :

http://www.wintac.org/content/resources-distance-service-delivery

- Careers Cluster Interest Survey
- Job Shadow Feedback
- Photo Career Quiz
- Career exploration and job analysis O*NET Online
- Distance Learning Resources -Association for Career & Technical Education
- National Career Development Association-Internet Sites for Career Planning

Additional Resources for Pre-ETS Service Delivery (cont.)

- [National Deaf Center-Top 10 Tips for VR Professionals](#) - There are links under each of the ten areas with resources that could be used by staff and customers. Areas include decision making, self-determination skills, self-advocacy skills, pre-employment transition services, etc.

- [Working With Providers of Pre-ETS During COVID-19](#)

- [CareerOneStop: Explore videos on hundreds of different careers](#)

Pre-ETS Remote Delivery (cont.)

While we don't endorse any particular product or curriculum, we want to share a few of these free, online resources:

Pathways to the Future (West Virginia) This on-line resource includes sample lesson plans and detailed curricula for students with disabilities that schools, VR, or other partners could use in delivering any of the five required Pre-ETS services. Include in the lesson plans are a list of materials needed to complete the activities, sample activity sheets, expected outcome measures.

GCFLearnFree.org program (Goodwill Community Foundation® and Goodwill Industries of Eastern North Carolina Inc.® (GIENC®) GCFLearnFree.org offers more than 200 topics, including more than 7,000 lessons, more than 1,000 videos, and more than 50 interactive links and games, completely free.
- Everyday Life topics
- Build your future

Resources for Distance Service Delivery

http://www.wintac.org/content/resources-distance-service-delivery

Click each topic for more information:

- How VR Agencies are responding - Effective practices

- Resources related to Teleworking and telecounseling

- Online Training Options for VR Staff

- Remote delivery of services by Topic area

- Leading and managing organizations by distance

- Technology and programs that facilitate remote service delivery

- FAQs

- General resources

Secondary Transition Considerations and Guiding Questions for Youth Exiting from High School

Finishing high school is exciting but can also be scary and stressful.

This resource can help you take steps to transition from high school to adult life. Click on any of the items in the contents, below, to jump to more information. If you have a printer, you can type in some of the forms in this document and print them. Be sure to save your own copy of any forms you complete or get from your school, as they will be helpful when you connect with adult programs, colleges, or employers.

1

A resource from NTACT to help with students exiting from high school and for some reason they have not already connected with VR or other agencies.

COVID-19 Resources

http://www.wintac.org/content/covid-19-resources
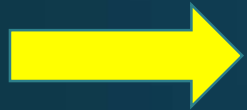
Click each topic for more information:

- General COVID-19 Resources

- Federal Disability Resources Related to COVID-19

- COVID-19 Resources for Individuals with Disabilities

- State Resources Related to COVID-19

- Articles of Interest Related to COVID-19