Kentucky (KY) WIOA Matrix

**Employment First State Leadership Mentoring Program (EFSLMP)**

The CRP Branch works closely with Kentucky APSE (Association of People Supporting Employment First) and its committees, and the 874K Coalition (a statewide Disability Advocacy Group) in a unified effort to secure additional state dollars for supported employment extended services. (Page 155) Title I

The CRP Branch works cooperatively with the Arc of Kentucky, among other groups, such as the Kentucky Association of Supporting Employment First (KYAPSE), the Department of Behavioral Health and Developmental and Intellectual Disabilities (BHDDID), the Kentucky Rehabilitation Association (KRA), UK Human Development Institute, EKU Center of Excellence, most of the Comprehensive Care Centers in the state, and many Supported Employment providers, to educate families about supported employment and enlist their assistance in impacting additional funds for supported employment. (Page 156) Title I

The Office will seek to expand services to not served and underserved counties as well as not served and underserved disability groups, including youth with the most significant disabilities and will encourage continuous improvement in supported employment by monitoring the state fiscal climate for opportunities to partner with KY APSE (Association for Persons in Supporting Employment First) to advocate for increased state funding for extended support services. (Page 209) Title I

**Customized Employment**

Information regarding these potential funding sources is updated and shared by the Supported Employment Branch on a statewide basis to encourage increased funding for all phases of supported employment. 12. The OVR CRP Branch continues to explore innovative strategies with partnering state agencies to leverage funding to expand evidenced-based supported employment models (IPS) throughout Kentucky. Additionally, exploration continues to be conducted to identify underserved areas for those individuals with the most significant disabling conditions that may not be best suited for a labor market position, but would be better equipped to gain success and independence in a customized employment position, therefore leading to potential opportunities for CRP’s to provide Customized Supported Employment which requires a unique and specialized skill set. (Page 156) Title I

Training opportunities for staff on new policies related to customized employment and person-centered planning have occurred in statewide, regional, district, and local office training events. A statewide survey addressing the need of customized SE services has been given, as a means to continue to identify need for training as well as to identify the need for this valuable service.
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### Braiding/Blending Resources

Kentucky issued a statewide co—enrollment policy in 2015. Co—enrollment allows partners to leverage resources while providing a more comprehensive service delivery strategy that meets the needs of customers with several barriers to employment. All adults and dislocated workers who receive KCC services other than self—service and informational activities must be registered and considered a participant for WIOA Title I services. (Page 17) Title I

The WorkSmart Kentucky plan demonstrates a commitment to leveraging state and federal resources focused on workforce investment across state government. The process to develop the strategic plan involved all board members representing a variety of agencies, businesses and community partners. Focus groups consisting of business people, customers and staff were conducted. Each of the 25 action steps included in the WorkSmart plan is grounded in partnerships across state government. (Page 30)

Information regarding these potential funding sources is updated and shared by the Supported Employment Branch on a statewide basis to encourage increased funding for all phases of supported employment. 12. The OVR CRP Branch continues to explore innovative strategies with partnering state agencies to leverage funding to expand evidenced-based supported employment models (IPS) throughout Kentucky. Additionally, exploration continues to be conducted to identify underserved areas for those individuals with the most significant disabling conditions that may not be best suited for a labor market position, but would be better equipped to gain success and independence in a customized employment position, therefore leading to potential opportunities for CRP’s to provide Customized Supported Employment which requires a unique and specialized skill set. (Page 156) Title I

The Office of Vocational Rehabilitation is pursuing a collaborative effort between the KY Department of Behavioral Health, the University of Kentucky and Eastern Kentucky University, to leverage funding for the continuation of state IPS Trainer and Fidelity Monitoring services. These services are a vital component to this evidenced-based practice of IPS supported employment services. These elements are vital to the continued support, growth and fidelity of the various programs throughout the state. (Page 161) Title I

The Office will seek to expand services to not served and underserved counties as well as not served and underserved disability groups, including youth with the most significant disabilities and will encourage continuous improvement in supported employment by monitoring the state fiscal climate for opportunities to partner with KY APSE (Association for Persons in Supporting Employment First) to advocate for increased state funding for extended support services. OVR will continue to maximize existing dollars for extended support services through collaborative agreements and contracts, increasing knowledge of Kentucky’s plan for self—determination.
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Strategies, especially within the Medicaid Waiver (Supports for Community Living, Michelle P) programs, continuing partnerships with local Community Mental Health Centers, recruiting new Providers, provide training and technical assistance to new supported employment agencies, and providing consultation and technical assistance to OVR staff and providers as needed, researching better ways to fund and/or deliver services. Currently, meetings are ongoing with the Department of Behavioral Health and Developmental and intellectual Disabilities to strengthen the partnership by leveraging funding to expand IPS SE services in unserved areas, as well as exploring possibilities of implementing IPS services for individuals with intellectual disabilities, which would be one of the first endeavors for this evidenced based practice. (Page 209) Title IV

Objective 5.2: Increase available resources & seek to leverage funding, staff resources, in—kind and programmatic support & other forms of assistance from partners.

OFB will collaborate with other statewide partners increasing their capacity to serve individuals with disabilities, and will refer eligible individuals who can benefit from the resources and services available at no cost.

OFB staff will provide training for Career Center Partner Staff to increase knowledge and confidence in working with individuals who are blind and visually impaired.

**Report of Progress:**

A plan for marketing to eye physicians was developed and implemented. The main focus is the Spring Optometric Association Annual meeting event held annually. OFB identifies staff with lower referrals from eye physicians through WEBI reports and they are targeted to attend the event for networking purposes. Though the conference we receive a list of eye physicians throughout the state that is then distributed to staff for marketing and outreach purposes.

Through the Career Pathways Grant OFB has made a lot of progress in collaboration with statewide partners to increase capacity in serving individuals. Project CASE Career Pathways Coordinators provided all the liaison and coordination services for the following STEM Camps, which were held in Eastern Kentucky on the campuses of Big Sandy Community and Technical College, Southeast Community and Technical College, and Hazard Community and Technical College. The grant has allowed for enhanced connections with the system initiatives in the local workforce areas. (Page 230) Title IV

### DEI/Disability Resource Coordinators

No disability specific information found regarding this element.

### Financial Literacy/Economic Advancement

OVR currently has in place innovative programs that provide high school students with a variety of work-based learning, financial literacy, self-advocacy training, job exploration, career counseling, and workplace readiness training opportunities that exist in the community with employers, in our rehabilitation center, and in post-secondary institutions. (Page 157) Title I
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Students participated in classes teaching blindness skills such as orientation and mobility, assistive technology and braille. Additionally, the curriculum had a focus on pre-employability skills such as local labor market information, career pathways, and financial literacy and interest inventories. (Page 225) Title IV

School to Work Transition

Service coordination activities may also include resource information about vocational rehabilitation, presentations, handouts, and staff development. The counselor works in a collaborative team process along with the local education agency to develop the transition services section of the Individualized Education Program (IEP) and the Individualized Plan for Employment (IPE) for transitioning students. Both the IEP and IPE will include, if appropriate, a statement of interagency responsibilities or any needed linkages by which the responsibilities of other entities are satisfied. (Pages 151-152) Title I

VR counselors attend transition related meetings as early at age 14 and act as a consultant in the student’s IEP. Early contact and intervention not only saves the VR counselor considerable time and effort, it allows the student and parents the opportunity to plan a realistic vocational path that will lead them to the vocational goal of their choice. VR counselors shall attend student IEP meetings starting at age 14.

The school system will continue to have the primary responsibility for accommodations and student’s educational needs. Once the student graduates OVR will become the primary agent. It is mandatory that the IPE be developed with the student 90 days after eligibility or prior to graduation, whichever comes first.

An IPE is developed for each student determined eligible and that meets the current order of selection for vocational rehabilitation services. The IPE should address the student’s pre-employment transition services needs in the areas of job exploration counseling, work based learning experiences, counseling regarding post-secondary training opportunities, workplace readiness training to assist in the development of social and independent living skills, and instruction in self-advocacy. (Pages 152-153) Title I

Provisions under the cooperative agreement include: 1. Process for making student referrals to the OVR; 2. Determination of eligibility for OVR services; 3. Joint sharing and use of evaluations and assessments; 4. Planning and development of individualized programs (IEP and IPE) as a collaborative team process; 5. Role of educational personnel in transition planning; 6. Role of the OVR counselor in outreach to, identification of, and transition planning for eligible students with disabilities; 7. Use of memoranda of agreement (MOA) at the local level to facilitate and coordinate transition services for secondary students with disabilities; 8. State coordination with agencies in the provision of transition services inclusive of pre — employment transition services; 9. A comprehensive system of personnel development for qualified personnel responsible for transition services; 10. Determination of lead agencies; 11. Financial responsibilities; 12. Status of services for an individual student/consumer during a dispute; 13.
The CWTP is designed to provide pre-employment transition services to all students with disabilities and provide transition services to assist VR eligible students with the most significant disabilities in transitioning from high school to competitive integrated employment. Student employment coordinators, funded by the local education agency, refer students to OVR in order to provide pre—employment transition services during their final three years of school.

During this time, should the student need individualized transition services, counselors work with the employment coordinators to ensure that community vocational services provided lead to the completion of an individualized vocational evaluation and the development of individualized programs (IEP and IPE) to ensure successful transitioning from high school to post school activities, including employment. Upon completion of the IPE, further community—based vocational services are provided to the student in the form of training for the planned vocational goal. The desired outcome for participants in the CWTP Transition Services is a post—school outcome or paid employment.

Outreach to students also occurs through OVR’s contractual agreements with the Kentucky Career and Technical Educational College System and the nine Special Education Cooperatives for pre-employment transition services. (Page 154) Title I

An IPE is developed for each student determined eligible and that meets the current order of selection for vocational rehabilitation services. The IPE should address the student’s pre—employment transition services needs in the areas of job exploration counseling, work based learning experiences, counseling regarding post-secondary training opportunities, workplace readiness training to assist in the development of social and independent living skills, and instruction in self-advocacy. (Page 153) Title I

A variety of partnerships are needed in order to market the benefits of a variety of earn and learn opportunities, including registered apprenticeships to Kentucky business for individuals with disabilities including youth and students with disabilities. OFB will work with its existing partnerships among workforce, economic development, education and business entities in fostering work based learning opportunities. (Page 158) Title I

The CWTP is designed to provide pre-employment transition services to all students with disabilities and provide transition services to assist VR eligible students with the most significant disabilities in transitioning from high school to competitive integrated employment. There will be a Supported Employment Consulting fee available with the Community Work Transition program for seamless transition into competitive integrated employment. There are specific programs in place with specialized services for the blind and visually impaired. The PATH Program focuses on job exploration, workplace readiness training, and self-advocacy and is an intensive three week program based on the work of Dr. Karen Wolffe that introduces employability skills to students with disabilities. The curriculum is specific to individuals that are blind or visually impaired. The Summer Work Experience Program is in collaboration with Community Rehabilitation Providers. CRPs are paid to find work experiences in competitive
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<table>
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<tr>
<th>Integrated settings for transition aged individuals. The goals of the work experience are to provide community based career exploration and the opportunity to practice work readiness skills. It is also hoped that by participating in the work experience program, employers will be open to providing more opportunities for individuals who are blind or visually impaired in their communities. The Summer Work Program is in collaboration with the Kentucky School for the Blind, Kentucky Kingdom, the American Printing House for the Blind, and the Louisville Zoo. The World of Work Program is another program in which the OFB and KSB provide work based learning experiences to students. The program provides competitive integrated work experiences to students that attend the Kentucky School for the Blind. The INSIGHT Post-Secondary Preparation Program is held each summer at Morehead State University. Students are able to participate in college classes, live in the dorm, and participate in social activities both on and off campus during this eight day program. They receive counseling on post-secondary opportunities and are taught the self-advocacy skills necessary to succeed in a post-secondary environment along with workplace readiness skills. (Page 159) Title I</th>
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<tr>
<td>Rehabilitation counselors work collaboratively with the special education cooperatives, high school education teachers, local directors of special education, and job coaches for students transitioning from high school into employment. OVR Vocational Rehabilitation Counselors attend IEP and ARC meetings working with the team in establishing a vocational goal. This assures the development of the students IPE in conjunction with the vocational rehabilitation IEP. OVR provides support to teaching instructors, school staff and job coaches regarding rehabilitation issues and other areas of expertise such as Assistive Technology to ensure successful placements. Often rural schools do not have the needed resources; therefore OVR staff offer their expertise based on the individual needs of the student working closely with all staff involved with IDEA. (Page 181) Title I</td>
</tr>
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<td>gain this year, VI teachers indicated that their expectations in working with a counselor are mainly to provide resources for the student/family, and to include the counselor as part of the student’s IEP team. However, overall the survey indicated that the VI teachers expect greater involvement in the provision of guidance and counseling, training, the employment proves and career counseling. These beliefs may indicate a need to not only affirm our own commitment to early involvement in planning, but to find new ways to stay involved and easily accessible. VI teachers gave positive ratings to OFB’s counseling staff in areas such as knowledge, rapport building ability, and ability to connect to needed vocational services such as training, job search and placement, including post-secondary education as well the development of strong appropriate vocational goals. (Page 192) Title IV</td>
</tr>
<tr>
<td>WIOA allows KY OVR to address these particular issues by allocating funds for pre-employment transition services. WIOA mandates 15% of all federal funds be set aside to provide pre-employment</td>
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<td>Page 196transition services. Indications of post-school success are broken into categories in ‘Predictors of Post-School Success in Taxonomy 2.0. (Test, et al., 2009) clearly noting areas where Vocational Rehabilitation may play vital roles. The predictors are (possible VR role in parentheses): Student Development (assessment, employment skills attainment, supports), Student-focused planning (IEP development ant IPE participation), and Family engagement</td>
</tr>
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(family involvement, family empowerment, and family preparation), Program Structures (strategic planning, high expectation, and high involvement), Interagency Collaboration (collaborative framework, and collaborative service delivery). (Pages 195-196) Title IV

All training programs at the Carl D. Perkins Vocational Training Center (CDPVTC) have associated work based learning experiences in the local community. The agency is always pursuing other collaborative activities to provide Pre-ETS, and we have made at least 9 proposals to Community Rehabilitation Programs (CRPs). These proposals are in the process of being implemented. The contract was completed and renewed for a partnership with the Kentucky Partnership for Families and Children to sponsor students to attend the KPFC Youth Parent Conference. The PepNet2 project grant has ended related to partnerships with the school system and KDE to improve transition outcomes for students who are deaf and hard of hearing. This population, however, will be the focus of a Co-Op contact as a targeted population. (Pages 219-220) Title IV

Goal 6: To engage youth, parents, high schools, and other transition specialists in exploring and planning career choices that connect to a full range of post—secondary options for training, career development, and competitive integrated employment.

Objective 6.1: To improve the number, quality, and rate of employment outcomes for youth and students participating in Transition services.

Strategies

VR Counseling Staff, school counseling and teaching staff, and VI teachers statewide will collaborate to achieve earlier involvement of OFB counselors in IEP development of vocational goals. OFB transition policies and practices used to guide the implementation and continuous improvement of services leading to employment will be based on the gathering and tracking data through the case management system. (Page 230) Title IV

Objective 6.3: Enhance student awareness of enrollment in transition programs

Promote summer transition programs through innovative marketing strategies in order to increase referrals. Implementation of marketing strategies to VI teachers, students and their families.

Report of Progress:

Path a summer transition program for students ages 14-21 who are blind and visually impaired was held at the Charles W. McDowell Center in Louisville during July. There were 16 students in attendance. Students participated in classes teaching blindness skills such as orientation and mobility, assistive technology and braille. Additionally, the curriculum had a focus on pre-employability skills such as local labor market information, career pathways, financial literacy and interest inventories. Students went off site for employment site tours and participated in recreational activities that provided for many their first exposure to those kinds of events. (Pages
### Kentucky (KY) WIOA Matrix

230-231) Title IV

#### Career Pathways

In October 2015, Kentucky was awarded the Career Pathways for Individuals with Disabilities Model Demonstration Program Grant (CFDA 84.235N). This federal grant was provided through the Rehabilitation Services Administration (Department of Education) to create a program that would result in greater participation of VR—eligible individuals, including youth with disabilities, to acquire marketable skills and recognized post—secondary credentials necessary to secure competitive, integrated employment in high—demand, high—quality occupations.

This five—year grant award of nearly $4.4 million is named Project CASE (Creating Access to Successful Employment). Project CASE has strong support from the leadership of OVR, OET, KYAE and the Department of Education. Title IV

Project CASE activities are consistent with the section 101(d) of WIOA, with focus on improved alignment of federal programs to strengthen the capacity of state workforce systems to meet emerging employers’ needs with appropriately skilled and credentialed individuals. Project CASE provides a solid strategy for providing individuals with disabilities who face barriers to employment with workforce investment activities, education and supportive services to enter and retain employment.

Career Pathways initiatives in Kentucky over the past decade have created partnerships between industry and education at the secondary and post—secondary levels, and forged important links to strengthen local economies. Project CASE will help ensure that individuals with disabilities, even at the secondary school level, are not left out of participating in these existing initiatives and can prepare for and obtain jobs in high—wage, high—demand occupations. (Page 32) Title I

Project CASE is a collaborative effort between state vocational rehabilitation agencies, adult education, secondary and post—secondary education, career centers, employers and other partners to demonstrate how career pathways can help individuals with disabilities acquire the marketable skills and attain recognized credentials that lead to employment in high—demand occupations. In Kentucky, two pilot projects are planned in the Metro Louisville and Eastern Kentucky Concentrated Employment Program (EKCEP) regions; these will engage seven and 23 counties respectively. (Page 44) Title I

Through Project CASE, a program developed from the use of Federal grant funding through the Rehabilitation Services Administration, OVR has stronger coordination and collaboration with the Youth Career Centers and other Kentucky Career Centers. Partnering with Eastern Kentucky Concentrated Employment Program (EKCEP) and KentuckianaWorks in the hiring of Career Pathway Coordinators, and in cross-agency training of staff on career pathways for students with disabilities, Project CASE will ensure sustained partnerships. (Pages 150-151) Title I

One project that aligns with this area in serving students is Project CASE (Creating Access to Successful Employment). In October 2015, the Kentucky Office for the Blind/Kentucky Career Center was awarded the Career Pathways for Individuals with Disabilities Model Demonstration
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Program Grant (CFDA 84.235N). This federal grant was provided through the Rehabilitation Services Administration (Department of Education) to create a program that would result in greater participation of VR-eligible individuals, including students and youth with disabilities, to acquire marketable skills and recognized postsecondary credentials necessary to secure competitive integrated employment in high-demand, high-quality occupations. Creating Access to Successful Employment (CASE) will help ensure that individuals with disabilities, even at the secondary school level, are not left out of participating in these existing initiatives, and can prepare for and obtain jobs in high-wage and high-demand occupations. (Page 212) Title IV

A federal Career Pathways grant recently received by the Kentucky Office for the Blind (OFB) from the Rehabilitation Services Administration. OVR will collaborate with OFB on assisting consumers in three career pathways (healthcare, manufacturing, and information technology) in two of Kentucky Career Centers, Kentuckian Works in the Louisville metropolitan area and the Eastern Kentucky Concentrated Employment Program (EKCEP) in rural Appalachia. (Page 217) Title IV

Apprenticeship

OVR can work with consumers on internships, apprenticeships, and on—the—job training arrangements as additional options on the career pathway to employment. These options allow individuals to train while being actual employees. (Page 20) Title I

A variety of partnerships are needed in order to market the benefits of a variety of earn and learn opportunities, including registered apprenticeships to Kentucky business for individuals with disabilities including youth and students with disabilities. OFB will work with its existing partnerships among workforce, economic development, education and business entities in fostering work based learning opportunities. (Page 158) Title I

As a means of providing Pre—Employment Transition Services, OVR will work with partner agencies in Workforce Development to identify existing apprenticeship programs with employers with which OVR may partner to focus on incorporating students and youth with disabilities into the programs. The Kentucky Apprenticeship program recently moved from the Department of Labor to Workforce. OVR partners with the Office of Autism in order to understand how to assist youth on the spectrum with attaining and maintaining employment. A model program focused on creating apprenticeship opportunities for students and youth with disabilities will be developed in such a manner as to be replicated in urban and rural areas alike. This will expand employment opportunities for all the youth with disabilities in Kentucky. (Page 159) Title I

Work Incentives and Benefits

Existing legacy case management systems across WIOA Title I, Wagner Peyser, Vocational Rehabilitation and Adult Education are disparate and insular: Currently, the Office of Employment and Training (OET) and the Office of Vocational Rehabilitation (OVR) are supported by insular case management systems that respond to requests for the following
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programs: • Wagner Peyser Labor Exchange (Employ Kentucky Operating System - EKOS) • Unemployment Insurance — both benefits and tax/collections (Mainframe and Kentucky’s Electronic Workplace for Employment Services — KEWES) • Veterans Program • Migrant and Seasonal Farm Workers Program • National Emergency Grants • High Growth Job Training • Foreign Labor Certification • Health Care Tax Credit System • Trade Adjustment Act • Work Opportunities Tax Credit • Workforce Innovation and Opportunity Act of 2014 (WIOA) • Student data • Customer records, services provided and costs of services for individuals with disabilities and blindness — Case Management System — CMS • Social Security Reimbursement tracking and processing • Social Security Ticket to Work assignment tracking and processing (Pages 45-46) Title I

There is a Social Security Reimbursement module within CMS that enables each respective agency to seek reimbursement for the cost of the services provided to agency consumers receiving Social Security Disability Insurance (SSDI) benefits or Supplemental Security Income (SSI) payments. There is a Maximus module that generates files that are submitted to Social Security for the Ticket to Work program and tracks responses and ticket assignments. In July 2016, Kentucky ceased WIA data collection and reporting and began working to implement WIOA data collection and reporting requirements in addition to other USDOE and state reporting. CMS is a staff only application with a web front end. An interface exists between CMS and eMARS, the state’s payment system, to enable processing of payments to, and refunds from, vendors. The system is Section 508 and Bobby compliant and staff use screen readers such as JAWS, ZoomText and WindowEyes, as well as speech recognition software such as Dragon Naturally Speaking. (Page 46-47) Title I

OBF continues to provide training on the Rehabilitation Act Amendments of 1998 as well as training on the ADA, Workforce Innovation and Opportunity Act and the Ticket to Work and Work Incentives Improvement Act (TWWIIA). Central office and other support staff as well as members of the State Rehabilitation Council will be included in all appropriate HRD activities. OBF is vested in using technology and is actively identifying potential web-based training programs that will allow staff the opportunity to utilize these alternative training methods for increased professional development. (Pages 178-179) Title I

GOAL III: Provide information concerning benefits planning and financial planning in order to promote inclusion, integration, and empowerment of individuals with the most significant and significant disabilities. We have written and passed a new policy on Benefits Planning and Analysis. A fact sheet has been developed for resources in benefits planning that will be given to OVR consumers at time of eligibility or later in the case if they begin receiving Social Security benefits. We are also 8 months in on the SGA project, which gives benefits planning to individuals with SSI and seeks to help them gain competitive integrated employment. OVR services are completed in an expedited fashion in order to insure quicker service provision. The agency has developed a Spanish version of the Benefits Planning fact sheet to make it more accessible. The staff has been trained on Disability Benefits 101(DB101) an electronic system to help with benefits planning. It was launched in December of 2017. As of 2017, the agency is keeping the fee for a Benefits Analysis at $450, but we are hoping the use of DB101 will cut down on the authorization for a benefits analysis. The agency is also hoping that benefits
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counseling is provided earlier in the process and planning of a case. The agency is also encouraging Community Rehabilitation Programs (CRPs) and non-profit providers to consider providing benefits planning services. The agency is encouraging the CRPs and non-profit providers to participate in “Introduction to Social Security Disability Benefits, Work Incentives, and Employment Support Programs” offered by Virginia Commonwealth University (VCU) in hopes that some staff might become interested in pursuing certification to provide those services. (Page 220) Title IV

The WIPA Program for one half of the state is just now up and running. GOAL IV: To provide job placement and supported employment services in order for consumers with significant and most significant disabilities respectively to attain competitive integrated employment. IMPEDIMENTS: No impediments at this time (Page 232) Title IV

**Employer/Business**

Goal 2: Work-Based Learning Infrastructure — Create a state-level framework to facilitate employer engagement in work-based learning and ensure consistency in definitions used across the education and training continuum partners regarding definition. • define it • governance structure that is partnership-based • standardized continuum • asset map • identify best practices at every level • create Kentucky model • implement and model • communication strategy (Page 28) Title I

In addition to leveraging and expanding the KSN effort, Kentucky expects a great deal of new activity assessing and addressing employer needs via existing partnerships with business organizations like the Kentucky Chamber of Commerce, and most importantly, through new strategies and initiatives crafted by the new administration. (Page 40) Title I

OVR employs fourteen job placement specialists across the state. These specialists are responsible for developing relationships with local employers to facilitate the placement of OVR consumers into competitive integrated employment. Employer engagement activities may include: 1) technical assistance to employers on hiring individuals with disabilities; 2) disability awareness training 3) ongoing and regular contact with employers 4) attending meetings of local Chambers of Commerce, Society of Human Resource Managers (SHRM), and other business related groups; and 5) no cost accessibility surveys to employers. OVR employs a statewide Job Placement Coordinator who coordinates all job placement activities. This staff member trains new job placement specialists, provides technical assistance to the job placement specialists and to districts where there are no job placement specialists, pursues agency—wide relationships with large employers, and acts as the agency contact for the National NET and TAP programs managed by CSAVR. (Page 157) Title I

The Kentucky Skills Network (KSN) is a partnership of local and state workforce development organizations dedicated to providing proactive business services and industry skills development. Through local “Business Service Teams” the KSN has laid a foundation for coordinated employer services that will be leveraged in the coming four years. (Page 157) Title IV

In October 2015, the Kentucky Office for the Blind/Kentucky Career Center was awarded the
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Career Pathways for Individuals with Disabilities Model Demonstration Program Grant (CFDA 84.235N). This federal grant was provided through the Rehabilitation Services Administration (Department of Education) to create a program that would result in greater participation of VR-eligible individuals, including youth with disabilities, to acquire marketable skills and recognized postsecondary credentials necessary to secure competitive integrated employment in high-demand, high-quality occupations. Under this project employer engagement is a goal area. For all five years of the grant staff will conduct employer engagement activities such as regional employer conferences in the two project target areas on a variety of topics.

The Statewide Council for Vocational Rehabilitation (SCVR), Kentucky’s State Rehabilitation Council (SRC), includes several employers and a representative of the Workforce Investment Board who provide important input on agency policy and activities related to employment. OVR, in conjunction with SCVR, conducts a Job Placement Month annually in October which includes many events around the state that promote collaboration with employers. Regional Employer Recognition Awards are given out during the month to employers who have hired OVR consumers. OVR will also continue to partner with local initiatives like Project SEARCH in Northern Kentucky and the Coalition for Workforce Diversity in Louisville, Lexington, Ashland, and Mayfield to identify and educate employers willing to develop new programs specifically designed to focus on hiring and training individuals with disabilities. (Page 158) Title I

Goal 4: Recruit, employ, retain and train the most qualified and highly skilled rehabilitation staff which reflects employment focused, job driven outcomes.

Objective 4.1: Increase the skills and competency levels of all rehabilitation staff statewide. Strategies Maximize training funds to support staff in professional training and development activities. Provide quality training statewide that is job specific and targeted to address any deficiencies identified in quality assurance reviews or training needs assessments. Provide job—driven training that promotes skill enhance and employer engagement. (Page 224) Title IV

LVER staff indirectly serve veterans through direct business outreach to promote the hiring of qualified veterans and obtain job orders for review of potential cross—match with veterans seeking employment. (Page 252) Title IV

Data Collection

Kentucky will build a workforce investment system assessment that combines the results of the independent review and the collection of common performance measures and aligns those results with program improvements and innovations. Basic service delivery performance standards will be set to continuously improve. New comprehensive WIOA service delivery ideas and standards will be added over time to help ensure that common measure and customer satisfaction results go up over time. Kentucky will add to this basic approach and develop broader continuous improvement activities for across the workforce system. (Page 29) Title I

Regardless of the system that the Agencies choose to implement, innovations that are anticipated include: paperless cases, electronic signatures, improved reporting access, increased electronic communication and corroboration among Department partners, and system generated
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notifications and reminders to increase productivity. In the interim, the current system is being modified to meet the data collection requirements for common measures as well as the additional data elements required for RSA 911 quarterly reporting. We anticipate that the current system will be able to collect the necessary data beginning 7/1/2016 and produce accurate reports prior to the due dates for Rehabilitation Services Administration and common measures reporting. (Page 213) Title IV

Objective 4.2: Improve services to underserved populations within the blind and visually impaired community, including substance abuse, mental health, and criminal background. Strategies Participate in cross training's with agencies who provide services to treat mental illness, substance abuse to provide all professionals a better understanding of the unique services necessary to improve outcomes for consumers. Collaborate with criminal justice agencies to promote better understanding of issues that impact employment for consumers with backgrounds. Reports of Progress: Given budget constraints progress on this goal area was limited. Staff were provided training for those areas through quality assurance reviews deficiencies were identified and areas of concern voiced by staff through the training assessment were prevalent. Trainings occurred for changes in the case management system for 911 fields as well as on Pre-employment Transition Services. The Cabinet sponsored cross training for the area or team building. There was no progress for the area of substance abuse, mental health or criminal backgrounds. (Page 224) Title IV

The Education and Workforce Development Cabinet, Department of Workforce Investment is currently working to develop a single system for all of the data collection needs of the Department including the Office of Employment and Training, Office for the Blind and Office of Vocational Rehabilitation. This system is being developed in phases. The current system has been edited to meet the data collection requirements for common measures as well as the additional data elements required for RSA 911 quarterly reporting. We will continue to make changes identified as necessary to correct or improve that process. We anticipate that the new system will be available for OVR/OFB by 12/31/2019. KEE Suite is the integrated case management system being developed for state agencies (OVR, OFB, OET, CHFS, Adult Ed, WIOA, etc.) to streamline services for program participants in the Commonwealth. It is currently planned to replace OVR/OFB’s current case management system in the fall of 2019. We are in the beginning planning stages for the VR specific portion of the system. All information entered into the system will be shared on Permission based guidelines, set by the Agency(s) based on State and Federal Law. Shared Personally Identifiable Information (PII) that will be available to the participating partners in this system will be Common basic information requested and collected from the participant by each partner to streamline and simplify the process for the participant instead of the participant being required to answer and supply the same information multiple times, and to facilitate the federal reporting of the WIOA required Common Measures. VR specific data and records will be secured by access restrictions in place based on need to know. Regardless of the system that the Agencies choose to implement, innovations that are anticipated include: paperless cases, electronic signatures, improved reporting access, increased electronic communication and corroboration among Department partners, and system generated notifications and reminders to increase productivity. In the interim, the current system is being modified to meet the data collection requirements for common measures as well as the additional
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Data elements required for RSA 911 quarterly reporting. Once a baseline is determined and the relationship between services, partnerships, etc. and successful outcomes and measurable progress is analyzed, strategies will be developed to improve the performance outcomes. (Page 236) Title IV

511

In relation to Section 511 of WIOA, it was asked whether the agency was a 14C certificate holder, and their current knowledge about this legislation. In summary, they were asked to list their agency if they had a need for further training. The CRP survey was sent to the 54 CRPs authorized as vendors for KYOVR or KYOFB with 34 actually initiating and completing the survey, for a 63% completion rate. Of the respondents, 53% (18) had provided services to KYOVR or KYOFB consumers for five years or less and 21% (7) had provided services for more than 20 years. When inquired, 38% (13) of the respondents stated their agency received less than 10 referrals per year. In regards to size of the agency, 53% (18) had less than 10 staff and 21% (7) reported more than 50 employees. Based on the fact that there was at least 1 response in all choices of the demographic questions it was felt that a variety of CRPs are represented in the survey responses. (Page 194) Title IV

GOAL V: To implement Section 511 of WIOA. We have team together to look at the best way of implementing this process. We will target students who are not usually referred to OVR while in school, but would have been sent straight to the Sheltered Workshop once out of School, for an early referral to OVR to go through the VR process. Youths out of school but younger than 24 will be referred to an OVR counselor to go through the VR Process. Letters will go out to all 14C Programs in Kentucky in the spring of 2016 explaining section 511 and VR’s involvement in the process. Each 14C will be visited by one of the 3 SE Consultants. Educational groups will be set up for all the current employees of the 14C facilities about career exploration and community integrated employment. These will be done every 6 months for the 1st two years and annually thereafter. A Section 511 team was created and fulfilled identified goals. Communication with 14c holders occurred to provide education on Section 511. A Section 511 video was developed for consumers to view to meet the career counseling mandate. Career counseling participation and completion documents are collected and reviewed to ensure requirements are met. Ongoing monitoring continues by CRP consultants. Input continues to be gathered and communication continues to occur and information is collected during trainings, meetings and focus groups. Process implementation was provided to educate CRP’s on Section 511, and to ensure career counseling is provided to consumers. Effective communication and monitoring continues to occur to ensure consumer needs and requirements are met. Documentation is obtained from the CRP Branch as it relates to refusal of services. (Page 221) Title IV

Equal Opportunity and Nondiscrimination: Section 188

OVR will have stronger coordination and collaboration with the Youth Career Center offices and other Kentucky Career Center offices in the EKCEP and KentuckianaWorks regions. Adult Education is an active partner in CASE providing supports through the AOKY program. Accelerating Opportunity is aimed at creating effective pathways to credentials for low-skilled adults (testing at a sixth-12th academic grade level) so they can earn the credentials they need to
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get a family sustaining job. The initiative seeks to reform how education is delivered to low-skilled adults by integrating basic skills education with technical training while providing wrap around services that include instructional and career supports for adult learners. The initiative is informed by I-BEST, an accelerated, integrated instructional model in which adult education and technical instructors work together in the classroom. Career and Technical Education is closely aligned with the project as well. Kentucky will use funds to ensure that all youth program elements are made available to youth. The state supports the local workforce areas in designing youth programs tailored to the needs of in-school and out-of-school youth in local communities. Local areas encourage youth to use one-stop services as needed. Areas have designed special referral processes for youth who come into one-stops and one area has developed a one-stop career center specifically for youth. Vocational Rehabilitation staff will provide high quality services and communication to transition students and youth, provide accurate and timely information related to work incentives and long-term supports for Social Security recipients, increase and improve job placement options and opportunities for persons served, strengthen and expand competitive integrated employment opportunities by implementing Section 511 of WIOA, improve programmatic and physical accessibility to workforce investment system partners and career center offices, communicate and cooperate with workforce partners on accountability measures discussed in Section 116 of WIOA and seek to meet the standards of WIOA, expand opportunities for increased services, such as supported employment, provide options for transportation and information related to medical services available to consumers, and provide a more timely and efficient process for accessing services. (Pages 37-38) Title I

Kentucky assesses the overall effectiveness of the workforce investment system in relation to the strategic vision and goals of the WorkSmart Kentucky and Economic Competitiveness plans, seeking integration of activities and information from all the core programs. The ultimate goal is to increase the long—term employment outcomes for individuals seeking services, especially those with barriers to employment, to improve services to employers and demonstrate continuous improvement. Kentucky will assess the effectiveness, physical and programmatic accessibility in accordance with Section 188 and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), and continuous improvement of the career center. (Page 51) Title I

Accessibility is addressed on several levels and venues in the KCC. Given that OVR staffs are housed in many of the career center offices and are a central part of the workforce programs, there is a heightened sense of assuring this topic is addressed. Accessibility is a part of the required certification process under II. Career Center (office) Management: Physical Infrastructure and Accessibility. The standards that apply to this are as follows:

Standard 1: Career Center offices are accessible so that all customers can fully use services and resources. (ADA compliant checklist) KCC offices:

• are fully ADA compliant;

• are feasible (As new center locations are selected, KCC offices are located in areas that are convenient for their customers, close to major highways, on public transportation routes, centrally—located, close to heavily—trafficked areas such as malls and shopping centers, etc.);
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- provide assistive technology to assist customers with disabilities (visual, hearing or physical) so they can access computers and other KCC resources/services;

- evaluate assistive technology annually to ensure that it is up-to-date and fully functioning.

- provide free parking and inclusive parking spaces that are adequate for the average level of customer traffic, especially for individuals with disabilities; and

- make services accessible to customers who have language and literacy barriers (non-English speakers or individuals with hearing impairments, disabilities or literacy/reading barriers).

For assistive technology, the objective is to design a computer workstation/kiosk that can be used by individuals with the widest possible range of abilities and/or circumstances. Kentucky follows the guidelines set forth by the Job Accommodation Network, One-Stop Disability Resource Manual. All Kentucky Career Center offices are expected to ensure universal access to programs and activities for all eligible individuals. Kentucky has taken steps to ensure equitable access to and participation in federally funded programs for all consumers and for agency staff regardless of race, color, national origin, sex, sexual orientation, gender identity or age.

OET will comply with the provisions of the Americans with Disabilities Act (ADA) Public Law 101—336, and applicable federal regulations relating there to prohibiting discrimination against otherwise qualified disabled individuals under any program or activity and adhere to the U.S. Department of Labor Final Rule on Federal Executive Order 11246. (Page 61) Title I

GEPA section 427—Special Needs/Barriers to participation Kentucky recently completed the RFA process for services under WIOA. As part of that RFA process, each applicant was directed to address the thirteen AFLEA considerations. Consideration number two addresses special needs populations and barriers. KYAE Skills U weighted heavily the responses provided in the considerations in the selection of applicants for service. Applicants addressed how they will serve special needs populations

Page 135 and students with barriers through ADA compliance, Office of Rehabilitation (OVR) assessment on physical disabilities, assistive technologies and other reasonable accommodations as well as partnerships with state agencies that provide support services to students with barriers or special needs. All programs have been supplied with the Burlington English product as one tool to use with non-English speaking students. In addition, all local programs sign contracts and affidavits that cover Title IX and affirm they will not discriminate on the basis of age, color, race or any protected class under Title VI and VII of the Civil Right Act of 1964, Age discrimination Act of 1975, Americans with Disabilities Act of 1990 and all applicable laws which prohibit discrimination. Programs are continually monitored by state staff of Administration and Accountability and on a rotating basis participate in an agreed upon procedures audit by the State Auditor of Public Accounts as to the terms of the contract. State employees are encouraged to express their concerns regarding existing or potential barriers or prohibitions to equal employment opportunity due to race, color, national origin, sex, age, religion, sexual orientation, gender identity, ancestry, veteran status, and disability in accordance with state and federal laws. EEO assistance is available by contacting the Human Resources EEO Counselor/Coordinator or
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the State EEO Coordinator. (Page 134) Title I

OVR employs fourteen job placement specialists across the state. These specialists are responsible for developing relationships with local employers to facilitate the placement of OVR consumers into competitive integrated employment. Employer engagement activities may include: 1) technical assistance to employers on hiring individuals with disabilities; 2) disability awareness training 3) ongoing and regular contact with employers 4) attending meetings of local Chambers of Commerce, Society of Human Resource Managers (SHRM), and other business related groups; and 5) no cost accessibility surveys to employers. (Page 157) Title I

The agency has also worked diligently with other state agencies to bring web-designs created by state entities into compliance with accessibility laws. This is an ongoing process and the agency will continue to push for changes necessary to make all state government technology and software systems fully accessible. (Page 176) Title I

Goal 2: continue to monitor and explore additional strategies to improve CRP service quality and compliance

Strategies: Involve job coaches with transition students by the last semester of school;

Strategies: Train staff on new policies related to customized employment and person—centered planning;

Strategies: Require notes to be submitted by Supported Employment Providers by the 5th day of each month.

Strategies: Continued monitoring by the Section 511 Implementation Team to insure agency compliance to WIOA requirements related to OVR relationships with sheltered workshops; (Page 199) Title IV

### Vets

Jobs for Veterans State Grant (JVSG) is a $2.4 million grant administered by OET with staff located in the Kentucky Career Center offices statewide. Those who are both veterans and ex-offenders fall within a category specified to be served under this grant. Currently, the state coordinator receives a monthly list of every incarcerated veteran in Kentucky from the Department of Corrections; those in local jails and state facilities, with their release dates. The nearest disabled veterans outreach program specialist (DVOP) reaches out to these individuals to offer re-entry employment preparation and support services prior to release, when possible. After release, JVSG staff work with the each individual from their KCC office. KCC partners with the Department of Corrections (DOC) and Adult Education to provide training and assessments toward achieving a National Career Readiness Certificate (NCRC) for anyone during incarceration. On Jan. 1, 2016, DOC began offering 30 days of “good time” off on sentences of individuals who earn an NCRC. After release, KCC offers a complete portfolio of services to ex-offenders. As a population with barriers to employment, they are entitled to additional WIOA
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services facilitated OET’s NCRC coordinator. Work Opportunity Tax Credit (WOTC) - A special tax credit is available to employers who hire qualified ex-felons. The qualified ex-felon is an individual who has been convicted of a felony or released from incarceration for a felony conviction within 12 months prior to the individual’s start date. (Page 25) Title IV

Veterans Each career center office, along with each of the 10 local areas, provides “Priority of Service” to veterans for all Department of Labor funded programs. Each customer entering the local office receives a questionnaire that is used to determine whether the customer is priority-of-service eligible. If the customer is an eligible “covered person,” he/she receives a fact sheet listing all of the services and programs along with the program’s qualifications, which must abide by the Priority of Service mandate. The covered person is then seen by the first available staff person or referred to the disabled veterans program specialists if they are determined to have one of the significant barriers to employment as specified by the appropriate veterans program letters. Additionally, Kentucky’s Focus Career system automatically contacts veterans matched to new job orders 24 hours before non-veterans. (Page 26-27) Title I

Eligible veterans and eligible persons who are determined to have a significant barrier to employment, as defined in VPL 03-14 changes 1 and 2 or most current guidance, are referred to the Disabled Veterans Outreach Program specialist (DVOP). Additionally, any eligible veterans or eligible persons who are part of a designated additional population by the Assistant Secretary, as defined in VPL 04-14 or current guidance, will be referred to the DVOP. These referrals will be made following an initial identification of an SBE through the registration process. Customers registering electronically using Kentucky’s Focus Career module will be asked a series of questions to determine if they are priority of service eligible. If they are identified as a covered person, they are presented with a screen defining priority of service and directed to their local career center for further information on services and programs. (Page 60)

Initial contact at a KCC visited by a veteran and other eligible person will be by an intake/assessment customer service staff member. This person will provide the veteran with a self—assessment form that determines if the individual is qualified as having Significant Barriers to Employment (SBE), and is to be referred to a DVOP specialist. OET will continue to emphasize and train KCC staff to identify those who are already in the system seeking services, those entering the KCC and those found by the DVOP conducting outreach that are consistent with these target populations. These targeted populations include: • special disabled or disabled veterans, as defined in 38 USC §4211(1) and (3); • homeless veterans and those veterans who are at—risk of becoming homeless (any individual or family who is fleeing, or is attempting to flee, domestic violence, dating violence, sexual assault, stalking, or other dangerous or life-threatening conditions in the individual’s or family’s current housing situation, including where the health and safety of children are jeopardized, and who have no other residence and lack the resources or support networks to obtain other permanent housing); • recently—separated service member, as defined in 38 USC §4211(6); • ex—offenders, as defined by WIOA Section 101(38); • veterans lacking a high school diploma or equivalent; • low—income veterans, as defined by WIOA Section 101(36); • 18 to 24 year—old veterans, as directed by the assistant director for Veterans Employment and Training (ASVET) in Veterans Program Letter (VPL) 04—14; • transitioning service members assessed as not meeting the Career Readiness Standards, as
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documented on DD2958 and active duty services members being involuntarily separated through a service reduction in force as described in (VPL) 07—14; and • wounded, ill or injured service members receiving treatment at a military treatment facility or a warrior transition unit and the spouses and family caregivers of such wounded, ill or injured service members as described in (VPL) 08—14. (Page 250) Title IV

DVOP specialists provide intensive services to veterans with SBEs, other eligible veterans, and other eligible persons as specified by 38 USC §4103A, and at the direction of the ASVET through guidance contained in VPL 03—14, VPL 03—14 Change 1, VPL 03—14 Change 2, VPL 04—14, VPL 07—14 and VPL 08—14. DVOP specialists will provide a full array of employment, training and placement services to those veterans with one or more SBEs. DVOP specialists will also facilitate services through an effective case management strategy. DVOP specialists conduct an assessment, and provide services to veterans and eligible persons to include: • evaluation of skill levels and needs; • development of an Individual Employment Plan (IEP) to identify employment goals, appropriate objectives, and appropriate combination of services for the participant to achieve the employment goals; • coordination of supportive services with applicable providers; • assistance to KCC partners in providing services to veterans on a priority basis; and • conducting outreach to identify those veterans and other eligible persons, ensuring they receive appropriate intensive services, case management and other workforce services necessary to re—turn to meaningful, sustainable employment. LVER staff perform only those duties specified in 38 USC §4104(b), in accordance with guidance promulgated at VPL 03—14. These are related to direct outreach with businesses, and facilitation within the state’s employment service delivery system. LVER staff is assigned duties that promote veterans to businesses, business associations, and business groups. When business outreach is primarily conducted by a Business Services Team, the LVER will be included as an active member. Additional LVER activities and services include, but are not limited to the following: • planning and participating in job and career fairs; • coordinating with unions, apprenticeship programs, businesses and business organizations to promote employment and training programs for veterans; • informing federal contractors of the process to recruit qualified veterans; • promoting credentialing and licensing opportunities for veterans; and • conducting veterans’ programs training for all KCC staff. (Page 250) Title I

Service delivery is conducted through an integrated delivery system within the KCC structure. Crosstrained, responsive customer service teams throughout the Commonwealth provide effective services. Upon arrival to a KCC, veterans with SBEs will be identified using a self—assessment form and if eligible they will be referred to the DVOP specialist for further assessment, services and intensive case management as required. LVER staff work with the Business Services Team to promote the hiring of veterans to employers. LVERs are key members of the Business Services Teams, providing information on current employer job openings, assisting employers seeking to hire qualified veterans, and actively promoting job—ready veterans to employers. (Page 251) Title IV

Kentucky possesses the capacity and capability to serve all veterans. DVOP Specialists, however, only serve those veterans with SBEs, and other targeted populations as directed by the Secretary. These include: • special disabled or disabled veterans, as defined in 38 USC §4211(1)
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and (3); • homeless veterans and those veterans who are at—risk of becoming homeless; • recently—separated service member, as defined in 38 USC §4211(6); • ex—offenders, as defined by WIOA Section 101(38); • veterans lacking a high school diploma or equivalent; • low Income veterans, as defined by WIOA Section 101(36); • 18— to 24—year—old veterans, as directed by the assistant director for Veterans Employment and Training (ASVET) in Veterans Program Letter (VPL) 04—14. • Transitioning service member assessed as not meeting the Career Readiness Standards, as documented on DD2958 and active duty services members being involuntarily separated through a service reduction in force as described in (VPL) 07—14; • Wounded, ill or injured service members receiving treatment at a military treatment facility or a warrior transition unit and the spouses and family caregivers of such wounded, ill or injured service members as described in (VPL) 08—14; • Chapter 31 VR&E veterans. • LVER staff indirectly serve veterans through direct business outreach to promote the hiring of qualified veterans and obtain job orders for review of potential cross—match with veterans seeking employment. (Pages 251-252) Title IV

All Workforce Investment Boards (WIB) and KCCs will ensure their plans provide strategies and policies for providing veterans and other eligible persons with priority of service. Policies implemented will ensure that veterans and other eligible persons are aware of their entitlement to priority of service, the array of programs and services available to them, and any eligibility requirements for those programs and/or services. (Page 252) Title IV

All veterans and eligible persons will be provided local labor market information along with current training programs tailored to the economic sectors for that region by either the DVOP, KCC staff or partner agency staff. Upon completion of the training program, veterans will be registered into the Focus Career system for job matching and placement. Additionally, DVOP and KCC staff will provide referrals as required for all veterans completing training. Success will be measured by the number of veterans and eligible persons training enrollments, completion of training and employment outcomes. (Page 253) Title IV

Mental Health

Kentucky’s fourteen Regional Boards for Mental Health or Individuals with an Intellectual Disability are a primary source for extended services in KY. Cooperative budget planning is done between OVR and the Kentucky Department of Behavioral Health, Developmental and Intellectual Disabilities (DBHDID) so that state funds for all phases of supported employment can be sought by each agency. A cooperative agreement is also in place.

The Division of Behavioral Health (DBH) and OVR partnered together, and in 2010, Kentucky became the 12th state to participate in the Dartmouth College, Johnson and Johnson, Supported Employment Initiative to demonstrate the effectiveness of the IPS model for supported employment (Individualized Placement and Support, an Evidence—Based Practice). The first local pilot projects were launched prior to the close of 2010. Through the Dartmouth Project, a new SE funding partner was added when the Greater Cincinnati Health Foundation provided funding for 2 of the local pilots in Northern KY. IPS Supported Employment now includes all 13 Kentucky Community Mental Health Centers. In FY 2016 the partnership with Behavioral Health continues with the addition of 5 IPS sites outside of the Community Mental Health
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Centers and 2 sites serving those with substance abuse. (Page 155) Title I

The Division of Behavioral Health (DBH) is responsible for the administration of state and federally funded mental health and substance abuse treatment services throughout the commonwealth. Publicly-funded community services are provided for Kentuckians who have problems with mental health, developmental and intellectual disabilities, or substance abuse, through Kentucky’s 14 regional Boards for Mental Health or Individuals with an Intellectual Disability (Regional MHID Boards). Regional MHID Boards are private, nonprofit organizations established by KRS Chapter 210 which serve residents of a designated multi-county region. Regional MHID Boards are private, nonprofit organizations established by KRS Chapter 210 (see Related Links) which serve residents of a designated multi-county region. (Page 160) Title I

Community Rehabilitation Programs (CRP’s) and other OVR staff both saw mental health counseling and treatment as one of the greatest unmet needs of consumers. Furthermore CRP’s increased the greatest in demand in the last 3 years to come from those with a diagnosis of Mental Illness (58.0% of respondents). Other OVR staff respondents indicated that psychological restoration was one of the services in greatest demand (35%). The identified need for mental health counseling and treatment has not been listed as the greatest need in the last few Comprehensive Needs Assessments. However, disability coordinators did indicate that mental health issues were a significant barrier for transition age youth as they exit the post-secondary educational setting. (Page 187) Title I

CRPs were asked to identify areas of ‘unmet need’ for their consumers. They indicated support services, mental health treatment and post-employment services were all ‘unmet needs’. When asked what CRP services they foresee an increase in the next 3 years they indicated Employment and retention, skills training and customized supported employment. (Page 195) Title IV

Objective 4.2: Improve services to underserved populations within the blind and visually impaired community, including substance abuse, mental health, and criminal background. Strategies Participate in cross training's with agencies who provide services to treat mental illness, substance abuse to provide all professionals a better understanding of the unique services necessary to improve outcomes for consumers. Collaborate with criminal justice agencies to promote better understanding of issues that impact employment for consumers with backgrounds. Reports of Progress: Given budget constraints progress on this goal area was limited. Staff were provided training for those areas through quality assurance reviews deficiencies were identified and areas of concern voiced by staff through the training assessment were prevalent. Trainings occurred for changes in the case management system for 911 fields as well as on Pre-employment Transition Services. The Cabinet sponsored cross training for the area or team building. There was no progress for the area of substance abuse, mental health or criminal backgrounds. (Page 224) Title IV

RTW/SAW

Other federal, state, and local agencies related to the rehabilitation of individuals with disabilities such as the Department of Protection and Advocacy, Department of Probation and Parole, Department of Workers Compensation, Department of Disability Determination. (Page 147)
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**Title I**

Kentucky has shifted focus in the Career Centers from Unemployment Insurance assistance to Employment Services. This shift has allowed Wagner Peyser staff to focus more on providing employment services to customers in a more individualized manner rather than the focus on claimant assistance. More emphasis has been placed career coaching with special emphasis on first time payment customers and RESEA customers. Kentucky currently has an outdated RESEA profile model which has hindered our ability to identify and engage all potential customers. (Page 276) Title IV

*All enclosed information is cited directly from final state plan as of June 30, 2019

Find your local state plans here:

https://www2.ed.gov/about/offices/list/osers rsa/wioa/state-plans/index.html