



Policy No. 305	Subject: Status 18-_: Training
Section: Services	Revised: 09/2016
Signature: Brandy McOmber, Resource Manager	Version: FINAL

1. DEFINITIONS

Training opportunities are supported by IVRS when it is necessary and required by the vocational goal to achieve employment. Through a comprehensive assessment, including the analysis of disability factors as it relates to eligibility, the Individualized Plan for Employment (IPE) is developed and reflects the services needed to achieve the employment outcome.

These training statuses are for cases which have training as the most significant service called for on the IPE. The status reflects the program of study, not the location, college or vendor providing it. Training means all of the types listed below, designed to assist the individual to prepare for a job. IVRS has established a preference for training in-state.

- Status 18-1: Work adjustment training/assessment
- Status 18-2: On the job training (employee and trainee)
- Status 18-3: Occupational or vocational training
Apprenticeship training
- Status 18-4: Junior or community college training
Four-year college training
Graduate college training
University training
- Status 18-5: Secondary education training
- Status 18-6: Supported employment or customized employment
- Status 18-7: Other types of training not covered above (including non-supported employment job coaching)



Preferences for Training: Any out-of-state training may be approved by a counselor at the in-state training rates for the in-state service. All in-state training policies apply to out-of-state training.

- a. [Academic Training](#): Includes training in the arts and sciences for which the college or university, including area community college, credit is given and which is generally considered to be applicable toward an Associate of Arts, Bachelors, or advanced degree.
- b. **Occupational/Vocational Training**: Includes any organized form of instruction, which provides the knowledge and skills that are essential for performing in a vocational-technical area. Such knowledge and skills may be acquired through training in an institution, on-the-job, by correspondence, by tutors, or through of combination of any or all of these methods.
- c. **Registered Apprenticeship Training**: includes work-based employment that combines hands-on, on-the-job work experience in a skilled occupation with related classroom instruction. Structured apprenticeship programs generally have minimum requirements for the duration of on-the-job work experience and classroom instruction, and/or could utilize the competency-based elements but should have mechanisms in place to ensure quality and consistency of skills acquisition. It also includes supervision and structured mentoring, provides for wage increases as an apprentice's skills increase, is based on an employer-employee relationship, and provides an industry recognized certificate of completion of the program.
- d. **Basic Academic, Remedial, or Literacy Training**: Includes literacy training or training provided to remediate basic academic skills that are needed to function on the job in the competitive labor market.
- e. **Job Readiness Training**: Includes training provided to prepare an individual for work (i.e. work behaviors, getting to work on time, dress and grooming, increasing productivity, etc.).



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- f. **Disability-Related Skills Training:** Includes, but is not limited to: orientation and mobility; rehabilitation teaching; training in the use of low vision aids; Braille; speech reading; sign language; and cognitive training/retraining.
- g. **Job Coaching:** Includes, but is not limited to: intensive on-the-job training necessary to teach an employee both the job duties and job-related responsibilities, such as transportation, co-worker relationships, taking breaks and other responsibilities that assure job retention.
- h. Some job coaching activities, such as efforts to encourage the job candidate in medication maintenance, may take place away from the job site. These activities are justified if failure to provide them may result in the job candidate being unable to maintain employment. A plan for sustainability of the job must be developed in such a case.
- i. **Supported Employment:** means competitive work in an integrated work setting with ongoing support services of individuals with the most significant disabilities (MSD) for whom competitive employment has not traditionally occurred, or has been interrupted or intermittent as a result of significant disabilities. Supported employment also includes transitional employment for individuals with chronic mental illness. It is limited to a period of 24 months, unless a longer period is established in the IPE.
- j. **On-the-Job Training:** This type of training program is developed by the counselor in close cooperation with the job candidate and the employer-trainer. A plan developed for such training is an agreement reached with a trainer to accept an agency job candidate for training for a specific job or job family. A job analysis must be completed to develop the trainee/employee training plan.
- k. **Driver's Education:** When driver's training is necessary, it must be a service that is required and integral to successfully achieve the employment goal. If there is a sliding fee schedule applied to the school, whatever is required by the school for the job candidate participation is the amount IVRS would pay. The R-406 would then be

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applied to determine the level and extent of support provided. A search for comparable benefits is required. Training to learn how to use and operate vehicle modifications is not considered driver's education but rather training in the use of assistive technology and accommodations.

2. SCOPE OF SERVICES

The agency may provide training as long as those services are part of the IPE. Training facilities shall be selected to meet the job candidate's health, disability, and program needs. If these conditions can be met at a competitive cost by facilities in the state, these shall be preferred. Training facilities outside Iowa shall not be used unless they are approved for use by the VR agency in the state in which they are located.

3. PROVISIONS

The following provides guidance on the essential provisions required for training services to be delivered:

- a. The job candidate and IVRS staff discuss the eligibility factors that must be included in the IPE and what is needed in order to achieve success. The IPE should detail the indicators and demonstrate the job candidate has the ability to complete the training and the need to search for all comparable services and benefits. The need for any accommodations must be spelled out.
- b. The job candidate and IVRS staff discuss the results of the comprehensive assessment that outlines the job candidate's skills, abilities, capabilities, disability, interests, preferences, etc., and how those connect to the employment goal, proposed training, and the work in a competitive integrated environment after the training is complete; this information will be documented in an R-413 entry.
- c. The job candidate and IVRS staff will research the training programs' requirements for progress, funding, support factors, and what constitutes successful completion to decide on an appropriate goal, training program, and employment outcome.
- d. The job candidate and IVRS staff will discuss the financial obligations of the job candidate in the training program and employment outcome. Job candidates who



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- insist that they will not fund any aspect of their rehabilitation program must be informed that their only option for employment is direct placement assistance as all academic, vocational and self-employment programs require financial participation on the part of the job candidate. While they may request an exception to this, it must be done prior to the development and delivery of an IPE that is not a direct service program.
- e. IVRS staff must report on the progress that has been made toward completing the training part of the plan in the R-413's and list the rehabilitation next steps to be taken. IVRS staff must identify for the job candidate when there is a lack of satisfactory progress and what actions should be taken to improve performance as well as possible consequences of failure to progress.
 - f. Plan reviews may be completed by agency representatives. They must be completed at a minimum of annually by a counselor. Plan amendments are completed when substantial changes to the IPE are necessary.
 - g. Certifications, licenses, memberships, etc. are only considered as a possible services through IVRS funding if they are required to work or will greatly enhance the job candidate's chance of obtaining employment. IVRS will support prep classes in preparation for taking a licensure test after completion and analysis of the R-406.
 - h. Financial assessment of the job candidate's participation in the costs of services is done using the R-406 and FAFSA. In order for a student to be considered independent of his/her family, the student must be over age 24 as of December 31 of the award year unless they are married, have dependents other than a spouse, are an orphan, are a veteran or active duty member of the US Armed Forces or satisfy other very limited criteria and have qualified for independent status with the financial aid office at the college. This is required even if the student's parents state they will not support the student.
 - i. Training facilities approved by IVRS must hold appropriate levels of certification: Department of Education approval for financial aid for colleges and universities

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leading to a recognized post-secondary credential or diploma; Commission on Accreditation of Rehabilitation Facilities (CARF); Accreditation Council for Persons with Developmental Disabilities (ACDD) or the Joint Commission on Accreditation of Hospitals (JCAH), etc. Entities approved by DHS as a provider of Medicaid Waiver Services for supported employment services also are considered to hold proper certification. Programs with proper credentials for Assistive Technology may be used. Trade-specific trainings and organizations that are part of a career pathway are accredited by regional associations.

4. PROGRESS REVIEW

Training is supported as long as the individual achieves satisfactory progress as defined by the training program, and when appropriate, by the funding sources (i.e. 3.0 GPA is required to be a teacher in the State of Iowa). In specific instances IVRS staff may identify additional progress measures so the job candidate can identify and work to achieve those benchmarks. Such examples include, but are not all inclusive: active participation and attendance in mental health counseling; active, participation in a substance abuse after-care program; using the identified strategies to handle work-related stresses on the job, etc. Such progress measures are designed to enhance the employability of the job candidate while working to alleviate the impediment identified in the eligibility justification that requires remediation or resolution. Whenever there is a disability related issue that requires a specific service as it pertains to the job candidate success, it must be addressed in the IPE. The job candidate's informed choice is what service, vendor, support, etc., the job candidate wants to utilize to achieve success.

5. EXCEPTIONS

The following require an exception signed by the supervisor. Wage verification may also be required by the supervisor. Also refer to exceptions under applicable sections of this manual.

- a. Not transferring a student's case file to the IVRS staff at the community college or Regent's Institution that the job candidate is attending.



- b. Not transferring a case file from the IVRS college staff to the IVRS staff in the region in which the job candidate resides when the job candidate has not found employment immediately after graduation.
- c. Exceeding the limits established in the Menu of Services or using a non-approved facility.

6. APPLICABLE FORMS

- a. [Budget Worksheet](#)
- b. [Financial Inventory \(R-406\)](#)
- c. [Request for Exception to Policy](#)