

Rehabilitation Services Policy Manual

SECTION
PART

Service Delivery
Individualized Plan for Employment (IPE)

SECTION NO.
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Section 3 Service Delivery

Part 1 Individualized Plan for Employment (IPE)

Synopsis of Federal Regulation

Rehabilitation Services (RS) must assure that an IPE is developed and implemented in a timely manner for each individual determined eligible for vocational rehabilitation (VR) services or, if RS is operating under an Order of Selection, for each eligible individual who can be served. *(RS policy: The IPE shall be developed as soon as is reasonably possible, but no later than 90 days after determination of eligibility. This timeline may be extended with the agreement of the client.)*

Services will be provided in accordance with the provisions of the IPE.

RS must conduct an assessment for determining VR needs for each eligible individual or, if operating under an Order of Selection, for each eligible individual for whom RS is able to provide services. The purpose of this assessment is to determine the employment outcome, and the nature and scope of VR services to be included in the IPE.

The IPE must be designed to achieve a specific employment outcome that is selected by the individual consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

- Employment outcome means entering or retaining full-time, or if appropriate, part-time competitive employment in the integrated labor market, supported employment, or any other type of employment in an integrated setting, including self-employment, telecommuting or business ownership.
- Competitive employment means work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting, and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

The eligible individual, or as appropriate, the individual's representative, may develop all or part of the IPE without assistance from RS or any other entity, or with assistance from a qualified VR counselor employed by RS, a qualified VR counselor not employed by RS, or other resources.

RS must provide the following information to each eligible individual (or representative) in the appropriate mode of communication:

- Information to assist the individual or representative in developing the IPE.
- Information describing the full range of components that must be included in the IPE.
- An explanation for determining the individual's financial commitments under the IPE.
- Information on assistance to complete the required forms.

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- Additional information that the individual or representative requests.
- A description of the individual's rights and the appeal process.
- Information about the availability of the Client Assistance Program (CAP).

RS must assure that:

- The IPE is a written document.
- The IPE is developed and implemented in a manner that gives the eligible individual opportunity to exercise informed choice in selecting the employment outcome, the settings in which services will be provided, the entity or entities that will provide VR services and the methods for procuring services.
- The IPE is agreed to and signed by the eligible individual, or as appropriate, by the individual's representative.
- The IPE is approved and signed by a qualified VR counselor employed by RS.
- A copy of the IPE and a copy of any amendments to the IPE are provided to the eligible individual, or the individual's representative if appropriate. Copies are provided in the native language or mode of communication of the individual or representative.
- The IPE is reviewed at least annually by a qualified VR counselor and the eligible individual (or representative) to assess the individual's progress in achieving the identified employment outcome.
- The IPE is amended as necessary by the individual (or representative) in collaboration with a qualified VR counselor employed by RS if there are substantive changes in the employment outcome, the VR services to be provided, or the providers of the VR services.
- Amendments to the IPE do not take effect until agreed to and signed by the individual (or representative) and by the qualified VR counselor employed by RS.
- An IPE for a student with a disability receiving special education services is developed in consideration of the student's Individual Education Plan.

Data for preparing the IPE

1. Preparation without comprehensive assessment:

- To the extent possible, the employment outcome and the nature and scope of rehabilitation services to be included in the individual's IPE must be determined based on the data used for assessment of eligibility and priority for services.

2. Preparation based on comprehensive assessment:

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- If additional data are necessary to determine the employment outcome and the nature and scope of services to be included in the IPE of an eligible individual, RS must conduct a comprehensive assessment of the unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, including the need for supported employment services, of an eligible individual, in the most integrated setting possible, consistent with the informed choice of the individual.
- In preparing the comprehensive assessment, RS must use, to the maximum extent possible and appropriate, existing information that is current as of the date of the development of the IPE, including: information available from other programs and providers, particularly information used by education officials and the Social Security Administration; information provided by the individual and individual's family; and information obtained under the assessment for determining the individual's eligibility and VR needs.

Content of the IPE

The IPE must include:

1. A description of the specific employment outcome that is chosen by the eligible individual that is consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, career interests, and informed choice.
2. A description of the specific rehabilitation services that are needed to achieve the employment outcome, including, as appropriate, the provision of assistive technology devices or services and personal assistance services, including training in the management of these services. Services must be provided in the most integrated setting that is appropriate for the services involved and is consistent with the informed choice of the individual.
3. Timelines for the achievement of the employment outcome and for initiation of services.
4. A description of the entity or entities chosen by the individual (or representative) that will provide the VR services, and the methods used to procure these services.
5. A description of the criteria that will be used to evaluate progress toward achievement of the employment outcome.
6. The terms and conditions of the IPE, including the rights and responsibilities of RS and the individual, the extent of the individual's financial participation in paying for the cost of services, the responsibility of the individual regarding applying for and securing comparable benefits, and the responsibility of other entities.

Supported Employment Requirements

The IPE for individuals with the most significant disabilities for whom an employment outcome in a supported employment setting has been determined to be appropriate will also contain:

1. A description of the specific supported employment services to be provided by RS.

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2. A description of the specific extended services needed, which may include natural supports.
3. Identification of the source of extended services, or, to the extent that it is not possible to identify the source of extended services at the time the IPE is developed, inclusion of a description of the basis for concluding that there is a reasonable expectation that those sources will become available.
4. A provision for periodic monitoring to assure that the individual is making satisfactory progress toward meeting the weekly work requirement established in the IPE by the time of transition to extended services.
5. A provision for the coordination of services provided under an IPE with services provided under other individualized plans established under other federal or state programs.
6. To the extent that job skills training is provided, a verification that the training will be provided on site.
7. A provision indicating that placement will be in an integrated setting for the maximum number of hours possible based on the unique strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice of an individual with a most significant disability.

RS Policy

Development of the IPE: Counselors will promote the individual's full involvement and participation in the development of the IPE. The counselor's role in providing information about and guiding the individual in exploration of options is critical to supporting informed choice of the individual. The employment outcome will be emphasized throughout the IPE development and the rehabilitation process.

Timelines for prompt development of an IPE: Client follow through is a determining factor in the time needed to develop an IPE. The IPE shall be developed as soon as is reasonably possible, but no later than 90 days after determination of eligibility. This timeline may be extended with the agreement of the client.

Revisions to the IPE: In keeping with federal regulatory guidance stated above, minor changes to an individual's program of services do not have to be recorded in a revision to the IPE. If the client and counselor agree to a substantive revision of the IPE by phone, the counselor may note this in the case record and proceed with providing services under the revised IPE. The client may sign the revised IPE during the next visit to the office or the revised IPE may be mailed to the client for signature.

Vocational objectives: The vocational objective should be stated with sufficient specificity to be meaningful to the client considering his or her level of vocational development and the employment opportunities available to the person in the local labor market or labor market to which the person is willing to relocate. Initial goals, particularly for transition students, may be stated in terms of a particular type of career or industry, such as clerical work, and subsequently revised as the person focuses on specific employment goals. If more than one choice is appropriate, list a vocational objective that is as close as possible. In the narrative list the other vocational objectives being

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considered. As the case develops, if a different vocational objective is more appropriate, the IPE may be amended. General vocational objectives such as “to be determined” or “competitive employment” may not be used. If an individual is interested in a vocational objective which requires a license, background check or drug screening test, the ability of the client to meet those requirements must be addressed periodically at appropriate stages of the rehabilitation process, including when the vocational objective is being selected, before development of the IPE is completed (Status 12) and when the client is ready for job placement.

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Part 2 Scope of Available Services

Synopsis of Federal Regulation

The following vocational rehabilitation (VR) services are available:

1. Assessment for determining eligibility and priority for services by qualified personnel, including if appropriate an assessment by personnel skilled in rehabilitation technology.
2. Assessment for determining VR needs by qualified personnel, including if appropriate an assessment by personnel skilled in rehabilitation technology.
3. VR counseling and guidance, including information and support services to assist an individual in exercising informed choice.
4. Referral and other services necessary to help applicants and eligible individuals secure needed services from other agencies, including other components of the state workforce system, and to advise those individuals about the Client Assistance Program (CAP).
5. Physical and mental restoration services, to the extent that financial support is not readily available from a source other than RS (such as through health insurance or a comparable benefit/service).
6. Vocational and other training services, including personal and vocational adjustment training, books, tools, and other training materials, except that no training or training services in an institution of higher education (universities, colleges, community or junior colleges, vocational schools, technical institutes, or hospital schools of nursing) may be paid for with funds under this part unless maximum efforts have been made by Rehabilitation Services (RS) and the individual to secure grant assistance in whole or in part from other sources to pay for that training.
7. Maintenance for additional costs incurred while participating in rehabilitation.
8. Transportation in connection with the provision of any VR service.
9. VR services to family members of an applicant or eligible individual if necessary to enable the applicant or eligible individual to achieve an employment outcome.
10. Interpreter services, including sign language and oral interpreting for individuals who are deaf or hard of hearing, and tactile interpreting services for individuals who are deaf-blind.
11. Reader services, rehabilitation teaching services, and orientation and mobility services for individuals who are blind provided by qualified personnel.
12. Job-related services, including job search and placement assistance, job retention services, follow-up services and follow-along services.

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13. Supported employment services.
14. Personal assistance services.
15. Post-employment services.
16. Occupational licenses, tools, equipment, initial stocks, and supplies
17. Rehabilitation technology, including vehicular modification, telecommunications, sensory, and other technological aids and devices. Rehabilitation technology must be discussed and provided, if needed, at each stage of the rehabilitation process.
18. Transition services.
19. Technical assistance and other consultation services to conduct market analyses, develop business plans, and otherwise provide resources to eligible individuals who are pursuing self-employment or telecommuting or who are establishing a small business operation as an employment outcome.
20. Other goods and services determined necessary for the individual with a disability to achieve an employment outcome.

Reference: § 361.48

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Part 3 Limits, Nature and Scope of Services

Synopsis of Federal Regulations

The provision of services is based on the rehabilitation needs of each individual as identified in that individual's Individualized Plan for Employment (IPE) and is consistent with the individual's informed choice. Arbitrary limits on the nature and scope of vocational rehabilitation services to be provided to the individual to achieve an employment outcome may not be established.

Reference: §361.50

Rehabilitation Services (RS) Policy

Services shall be provided in the most cost-effective manner in order to prepare the client for employment that is consistent with his or her strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice.

Out-of-state and private services:

- RS has established a preference for in-state services, provided that the preference does not effectively deny the client a necessary service. If the client chooses an out-of-state service at a higher cost than an in-state service, if either service would meet the client's rehabilitation needs, RS is not responsible for those costs in excess of the cost of the in-state service.
- Approval is required for out-of-state services funded by RS. Each RS Program Administrator will route such exception requests through the RS Managers, RS Program Administrator or both. Approval must be given before including such services on the IPE. See Section 1 / Part 13, Miscellaneous administrative issues and Forms Part 33 for a comparative analysis worksheet.
- See Section 3, Part 17 for more information on training.

Duration of services: The duration of each service needed by an individual must be determined on an individual basis and reflected in that individual's IPE.

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Part 4 Service Codes and Spending Authorities

Rehabilitation Services (RS) Policy

Expenditures should be individually negotiated in all cases based on the client's needs and the Individualized Plan for Employment (IPE), reasonable cost and prudent use of public funds. Spending authorities were established for every service code. The concept of a "spending authority" should not be viewed as a cost cap or limitation on services. Rather, spending authorities are a common method of fiscal oversight on expenditures.

This Section lists the Counselor's spending authority for specific categories of services. Counselors or clients may initiate requests for exceptions. Approvals above the Counselor's spending authority must be reasonable and based on individual circumstances, an identified vocational rehabilitation need, and IPE services.

- Rehabilitation Managers have the authority to approve expenditures of no more than \$1,999 above the Counselor's spending authority.
- RS Regional Program Administrators have the authority to approve expenditures of no more than \$4,999 above the Counselor's spending authority. Each RS Regional Program Administrator will route such exception requests specifying whether the request must first go through the RS Manager or whether the request can be made directly to the RS Program Administrator.
- Requests for approval of higher amounts should be directed to RS Administration Office. Such requests must include the RS Program Administrator's recommendation. Exceptions to established rates must be approved by the Administration Office.

In all circumstances, the Exceptions Request Form ([Forms Part 54](#)) must be completed. Upon final action (approval or denial) at the Regional level, the form must be routed to the Administration Office. This information will be used for an ongoing review of the appropriateness of the spending authority levels, statewide consistency, and for program evaluation.

Key to Abbreviations:

CSA = Counselor Spending Authority

PA = Per Authorization

SC = Service Codes

RM = Rehabilitation Manager

AO = Administration Office

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In order to comply with state purchasing requirements, any individual purchases of \$5,000 or more must go through DCF, State, RS purchasing procedure. In addition, if accumulated purchases total more than \$5,000 to the same vendor in the same state fiscal year, these purchases must also be referred to DCF, State, RS purchasing procedure. Components of the same item or same purchase may not be split to avoid these requirements.

Please see additional notes in the chart below for special circumstances.

Service code and title	Examples	Counselor Spending Authority
001 Customer service	See service description Hourly fee only. Use service code 801 for mileage.	Negotiated hourly fee; may be authorized by PA only.
025 IPE research #1: Referral	See service description 30% of negotiated total fee for IPE research.	\$150 CSA
026 IPE research #2: Research	See service description 30% of negotiated total fee for IPE research.	\$150 CSA
027 IPE research #3: IPE/signed	See service description 40% of negotiated total fee for IPE research.	\$200 CSA
028 Case Coordination #1: Referral	See service description Negotiated fee.	\$200 CSA
029 Case Coordination #2: Quarterly intervals	See service description Negotiated fee.	\$2,000 CSA
030 Purchasing Support #1: Referral	See service description 30% of negotiated total fee for Purchasing Support.	\$150 CSA
031 Purchasing Support #2: Purchase authorized	See service description 30% of negotiated total fee for Purchasing Support.	\$150 CSA

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Service code and title	Examples	Counselor Spending Authority
032 Purchasing Support #3: Item delivered	See service description 40% of negotiated total fee for Purchasing Support.	\$200 CSA
110 Driver Assessment <i>Does not include driver's ed training. See SC 545.</i> <i>May be used only if on IPE.</i>	Driver evaluation Evaluation for driver accommodations Evaluation for zero-effort steering	\$2,000 CSA
120 Radiology & Laboratory	Blood tests CAT scans Chemical profiles CT scans Dental X-rays EKG Imaging services Lab work MRI Myelogram Panoramic X-ray TB test Urinalysis X-rays	\$500 PA

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Service code and title	Examples	Counselor Spending Authority
<p>130 Medical/Physical/Dental Assessment</p>	<p>Audiological exam Dental exam ENT exam Eye exam Functional capacity evaluation General medical exam Hearing assessment Low vision exam Neurological exam Occupational therapy evaluation Optical exam Physical exam Physical therapy evaluation Specialized medical exams Tympanometry</p>	<p>\$500 PA</p>
<p>140 Records</p> <p><i>Best practice: Define the date range of the records you want to receive.</i></p>	<p>Addiction recovery summary Addiction treatment records Alcohol and drug treatment records Copy charges Court records Definitive medical summary Doctor's notes Hospital records Medical history Medical records Mental health center information Patient records Police report Post-secondary school records Probation or parole reports Psychiatric hospitalization records Psychologist's notes or records Psychotherapy reports</p>	<p>\$100 CSA</p>

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Service code and title	Examples	Counselor Spending Authority
	Transcripts Treatment records Written medical summary	
150 Vocational Evaluations		\$908 CSA
155 Community Based Work Assessment	Provider fee EACH is the unit	\$908 CSA
156 CBWA client compensation	COMP is the unit	80 hours \$580
160 Independent Living Assessment		\$182 CSA
170 Psychological/Alcohol/Drug Assessment		\$850 CSA
180 Assistive Tech Assessment		\$2,200 CSA
190 State Consultant	Consultation with an approved State Consultant \$80 an hour	\$1,000 CSA
200 Health Insurance Premium		\$2,400 CSA
210 Drugs & Supplies	Prescriptions must be on file.	\$2,000 CSA
220 Surgery	Surgeon fees Assistant surgeon Cataract surgery Laser surgery	\$4,999 CSA combined authority with SC 250 (220 and 250 may not exceed \$4,999 counselor spending authority for CSA)
230 Anesthesia	Anesthesiologist fees and charges	\$1,000 CSA

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Service code and title	Examples	Counselor Spending Authority
	Dental anesthesia under SC 280 for dental services	
240 Medical Treatment <i>(Related to the disability, as opposed to general medical treatment under intercurrent illness)</i>	Follow up eye exam Follow up doctor visit Physician's office visit	\$500 CSA
245 Intercurrent Illness Treatment <i>Policy regarding authorization—requires PA approval if was an emergency that wasn't authorized in advance of the treatment occurring.</i>	Medical care for acute conditions arising during rehabilitation and constituting a barrier to employment.	\$6,750 CSA
250 Hospital Care (In/Out Patient)		\$4,999 CSA combined authority with SC 220 (220 and 250 may not exceed \$4,999 counselor spending authority for CSA)
260 Chiropractic Services		\$500 CSA
270 Visual Aids/Optical Devices	Large print measuring cups and liquid level indicators Braille labeler Braille Cane, folding White cane CCTV Digital voice recorder Dome magnifier Large print overlay Low vision magnifier Recorder	\$4,999 CSA

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Service code and title	Examples	Counselor Spending Authority
	Speaking dictionary Talking calculator Talking compass Talking watch Video magnifier Visual aids CCTV repair Digital notetakers	
271 Glasses and contact lenses	Eye glass frames and lenses Contact lenses Glasses Lens Tinted lenses	\$250 CSA
280 Dental Services	Anesthesia associated with dental services Dental services Bridges – moved from SC 380 (prosthetics) Crowns Dentures– moved from SC 380 (prosthetics) Caps Partial dentures Fillings Root canal Teeth cleaning Tooth extraction Oral surgery	\$3,000 CSA
290 Hearing Aids/Audiological Devices <i>Does not include hearing aid dispensing fee due to federal distinction between the device and services to help acquire the device – see SC 417</i>	Amplifier Batteries for hearing aids Doorbell amplifier Ear molds Flasher alarm Hearing aids Signalers Sonic boom alarm clock TTD TTY Hearing aid repair	\$4,000 CSA

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Service code and title	Examples	Counselor Spending Authority
	Hearing aid reprogramming	
320 Psych Treatment (Not Assessment)	Psychiatric medication checks Psychiatric therapy sessions	\$1500 CSA
330 Alcohol/Drug Services (Not Assess)		\$300 CSA
340 Psychological Services (Not Assess)		\$1500 CSA
350 Physical/Occupational Therapies		\$1,200 CSA
360 Speech/Hearing Therapies		\$1,200 CSA
365 Counseling & Guidance-General	Provided by the VR counselor	
370 Information and Referral		
<p>375 Benefits Counseling</p> <p><i>This must now be included on the IPE if it is anticipated that it will be provided, per federal requirements.</i></p> <p><i>This service is provided to individuals who are interested in employment but who are uncertain of the impact of work income on benefits and entitlements being received. This service typically involves an analysis of current benefits, financial situation, and the effect of different income levels. It is intended to provide the individual with the opportunity to make an informed choice regarding the pursuit of employment.</i></p>	Consultation with Working Healthy Benefits Specialist or other qualified benefits counselors	No cost, or provided as a comparable benefit
<p>380 Prosthetics</p> <p><i>Does not include fitting fee – see SC 417</i></p>	Prosthesis	\$4,999 CSA
390 Orthotics	Braces Cane (for support, not white or folding cane) Compression stocking Crutches	\$500 CSA

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Service code and title	Examples	Counselor Spending Authority
	Orthotic shoes Shoe inserts Sit/stand stool Support stockings Walker	
410 Other Assistive Devices, Not Otherwise Listed	Back cushion (not for WC) Communication boards	\$4,999 CSA
411 Wheelchairs	Custom seating Jay or Roho cushions WC Power WC Footplates Three-wheel scooter WC parts WC repair	\$20,000 CSA Use state contract.
412 Vehicle Modification	Vehicle modifications for accessibility Repairs to vehicle modification equipment	\$13,500 CSA Use state contract.
413 Computer Equipment <i>All computer equipment uses this service code. KMIS will have an additional field on the Service Authorization to indicate if the computer or software is being purchased for training, reasonable accommodations, business establishment, job placement or other (specify). This will allow all computers to be purchased under one code, but then correlated correctly to the RSA category.</i>	<i>Would NOT include internet which would be included under maintenance (except internet tied specifically to business establishment).</i> Computers Disks Hardware Docking stand Keyboard Mouse Power supply Printer Scanner Software Tablets Wrist rest	\$2,500 CSA Use state contract.

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Service code and title	Examples	Counselor Spending Authority
	<p>JAWS or other screen reading software Zoom text</p>	
<p>414 Home Modification</p> <p><i>Home modifications are intended to remove barriers to access and functioning as needed to achieve the employment outcome. All home modification requests require Administration office approval. If modification of rental property is being considered, the following issues must be addressed: portability of the modification, the property owner's agreement to the modification, the client's rent history (frequency of moves), and evidence that the client intends to remain at the residence for a reasonable period of time.</i></p> <p><i>Requires consultation and approval with Administration Office prior to authorization for purchase to assure compliance with DCF, State, RS requirements.</i></p>	<p>Accessible remodeling Door widening Grab bar installation Ramp Bath lift</p>	<p>Approval at RS Admin Office</p>
<p>415 Worksite Modification</p> <p><i>Requires consultation and approval with Administration Office prior to authorization for purchase to assure compliance with DCF/State requirements.</i></p>		<p>Approval at RS Admin Office</p>

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Service code and title	Examples	Counselor Spending Authority
<p>417 Assistive Technology Services</p> <p><i>Does not include assistive tech training. See SC 591.</i></p>	<p>Hearing aid dispensing fee Prosthetic fitting WC analysis and recommendations Evaluation of the need for AT equipment Assistance in acquiring AT equipment Selecting, designing, fitting, customizing, adapting, repairing AT devices</p>	<p>\$1,500 CSA</p>
<p>510 4-Year College and University</p> <p><i>Academic training leading to a bachelor's degree.</i></p>	<p>Tuition and fees only</p>	<p>Indexed to the Board of Regents rate per semester</p>
<p>511 Graduate-Level College or University</p> <p><i>Academic training leading to a degree beyond the bachelor's level, such as a master's degree, Ph.D., or JD.</i></p>	<p>Tuition and fees only</p>	<p>Indexed to the Board of Regents rate per semester</p>
<p>512 Junior College, Community College, Technical College</p> <p><i>Academic training above the high school level leading to an associate's degree, a certificate or other recognized educational credential.</i></p>	<p>Tuition and fees only</p>	<p>Indexed to the Board of Regents rate per semester</p>
<p>520 Basic Academic or Remedial Training</p>	<p>Remedial training Literacy training</p>	<p>\$300 PA</p>
<p>530 Occupational or vocational training</p> <p><i>Occupational, vocational or job skill training provided by a community college and/or business/vocational/trade school to prepare individuals for employment in a recognized occupation. Does NOT lead to an associate's degree, a certificate or other recognized credential.</i></p>	<p>Tuition and fees only</p> <p>Computer training Office skills training Peer specialist training</p>	<p>\$4,500 CSA</p>

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<p>535 Tutors</p> <p><i>When this service is provided to individuals in post-secondary education, it is subject to the Memorandum of Agreement with Institutions of Higher Education. See: http://www.dcf.ks.gov/services/RS/Pages/RSp artners.aspx</i></p>		<p>Up to \$20 per hour not to exceed \$4,000 CSA “Up to” means the counselor negotiates the lowest rate available not to exceed \$20 per hour</p>
<p>540 Training books</p>	<p>Would not include computers – moved to SC 413. Would not include parking permits – moved to SC 800. Would not include supplies</p>	<p>\$1,000 per semester</p>
<p>541 Supplies for training</p>	<p>Paper supplies Pens, pencils Ink cartridges</p>	<p>\$50 PA (per semester)</p>
<p>545 Training services not otherwise listed</p>	<p>GED training Training leading to high school diploma CPR training Driver education</p>	<p>\$500 CSA</p>
<p>550 Job readiness training</p> <p><i>Training provided to prepare an individual for the world of work on issues such as appropriate work behaviors, getting to work on time, appropriate dress and grooming, increased productivity.</i></p>		<p>\$500 CSA</p>
<p>555 Job Preparation</p>		<p>\$2,750 CSA</p>

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Service code and title	Examples	Counselor Spending Authority
<p>558 Comprehensive Transition Program (CTP)</p>	<p>Program fees (this doesn't include the tuition and fees with college courses)</p>	<p>Indexed to the Board of Regents rate per semester</p>
<p>560 On-the-Job Training</p> <p><i>Training in specific job skills by an employer. The trainee is paid and will remain in the same or similar job upon successful completion. Usually VR pays the employer for a share of the trainee's salary during the on-the-job training time period.</i></p>		<p>\$1,500 CSA</p>
<p>561 Apprenticeship Training</p> <p><i>This is a work-based training program that combined hands-on, on-the-job work experience in a skilled occupation with related classroom instruction. The following factors are associated with apprenticeships: includes supervision and structured mentoring; provides for wage increases as skills increase; based on an employer-employee relationship; and provides an industry-recognized certification of completion.</i></p>		<p>\$1,500 CSA</p>

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Service code and title	Examples	Counselor Spending Authority
562 Business Enterprise Program	Hadley Training Program Training fee to onsite	\$1600
563 Business Enterprise Program	Training stipend to client for onsite	\$1200
575 Job Coaching – short term <i>On-the-job supports provided to an individual who has been placed in employment. Services are intended to stabilize the placement and enhance retention. Such services include short-term job coaching for persons who do not have a supported employment IPE.</i>		\$2,400 50 hours @ \$48 per hour
576 Job Coaching – supported employment <i>On-the-job supports needed to support and maintain an individual with a most significant disability in supported employment. Individuals have a supported employment IPE. May be used when all five components of Customized Employment are authorized, or for Discovery/Supported Employment cases.</i>		\$3,600 CSA 75 hours @ \$48 per hour
577 Job Coaching – Pre-ETS <i>On-the-job supports provided to an individual who has been placed in paid work-based learning experience with Pre-ETS. This can only be used if the individual is active with Pre-ETS and has work based learning experiences on their Pre-ETS plan.</i>		\$3,600 75 hours @ \$48 per hour
590 Independent living Skills Training		\$1,000 CSA

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Service code and title	Examples	Counselor Spending Authority
591 Assistive technology training	Service provider agreement	\$1,500 CSA
593 Comprehensive Blind Skills Training (facility-based). Refer to provider agreements. <i>Requires consultation and approval with Administration Office prior to authorization for purchase to assure compliance with DCF, State, RS requirements.</i>	Service provider agreement	Approval at RS Admin Office
594 Orientation & Mobility (community-based)	Service provider agreement	\$3,630 CSA
595 Rehabilitation Teaching (community-based)	Service provider agreement	\$3,630 CSA
596 Communication skills training for persons who are blind or visually impaired	Service provider agreement	\$3,300 CSA
609 Guided Placement	Service provider agreement	\$1,700 CSA
610 Self-Directed Placement		No cost
614 Job Development-Action Plan	Service provider agreement	\$605 CSA
615 Job Development-Placement	Service provider agreement	\$847 CSA
616 Job Development-Stabilization (SE)	Service provider agreement	\$847 CSA
617 Job Development-45 Days	Service provider agreement	\$968 CSA
618 Job Development-Extended Plan (SE)	Service provider agreement	\$605 CSA
619 Job Development-Closure	Service provider agreement	\$1,573 CSA

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Service code and title	Examples	Counselor Spending Authority
<p>620 Occupational Tools</p> <p><i>All tool purchases must use this service code. KMIS will an additional field on the Service Authorization to indicate if the tools were purchased for training, job placement or other (specify).</i></p> <p><i>Does not include initial stocks and supplies, see SC 623</i></p>	<p>Mechanic tools Drafting tools</p>	<p>\$3,000 CSA</p>
<p>621 Licenses</p> <p><i>Reinstatement fees are not allowed.</i></p>	<p>Commercial driver's license Driver's license Nursing license Occupational license SW license Real estate license</p>	<p>\$500 CSA</p>
<p>622 Business Establishment</p> <p>Use Kansas Correctional Industries for office furniture.</p>	<p>Accounting services Advertising Business start-up expenses Deposit on business rental property Liability insurance for business Office supplies for business</p>	<p>\$3,000 CSA</p>
<p>623 Internet for business establishment if necessary, on approved business plan</p>		<p>\$300 CSA</p>
<p>624 Technical Assistance for business establishment</p>	<p>Review of feasibility of business plan Service provider agreement/\$60 per hour</p>	<p>\$180 CSA</p>
<p>625 Initial stocks and supplies</p>		<p>\$2,000 CSA</p>
<p>655 Community-Based Job Tryout</p>	<p>Provider fee Unit is EACH</p>	<p>\$212 CSA</p>
<p>656 CBJT client compensation</p>	<p>Unit is COMP</p>	<p>80 hours \$580</p>

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Service code and title	Examples	Counselor Spending Authority
<p>700 Maintenance/Basic Subsistence</p> <p><i>Increased costs due to participation in VR for basic subsistence (food, shelter, clothing)</i></p>	<p>Rent Housing Utilities Natural gas Electricity Propane Trash Water Cable Internet Cell phones Telephone College room and board (dorm or off-campus housing)</p>	<p>\$450 per month</p>
<p>725 Maintenance/Interview/Work Clothing</p> <p><i>On Service Authorizations, be specific regarding the type of clothing, for example: "khaki pants for uniform," rather than "work clothing."</i></p>		<p>\$300 CSA</p>
<p>726 Maintenance/Enrichment Activities (during post-secondary education or facility-based training)</p>	<p>Supplementary activities and programs that contribute to the learning objectives of the courses being taken or the degree being pursued. Field trips Weekend seminars Excludes club memberships and out-of-state activities</p>	<p>\$100 per semester</p>

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Service code and title	Examples	Counselor Spending Authority
<p>800 Client transportation</p> <p>Rate: Mileage rate is indexed to 50% of the current state rate.</p> <p><i>Parking fines are not an allowable expense.</i></p>	<p>Mileage Bus coupons Taxi tickets Parking (not in SC 540) Parking fees</p>	<p>\$450 per month</p>
<p>801 Vendor transportation</p> <p>Rate: Mileage rate is indexed to 65% of the current state rate.</p> <p><i>KMIS will have an additional field to identify the core service code that this vendor mileage supports – such as interpreting, customer service, personal assistance, etc.</i></p>	<p>Mileage</p> <p>Hotel costs for personal assistants or drivers when travel with client is necessary as reasonable accommodation</p> <p>Personal assistant or driver meals</p>	<p>\$200 PA</p>
<p>802 Client airfare</p> <p><i>One round trip per semester if comparable training is not available in Kansas</i></p>		<p>\$600 PA</p>
<p>803 Relocation expenses</p> <p><i>If more than 25 miles from current residence.</i></p> <p><i>Only one relocation per training is permitted.</i></p>	<p>Relocation expenses related to job placement or approved IPE services</p> <p>Relocation for training if comparable training is not available in the home community</p> <p>Moving truck Movers Mileage</p>	<p>\$1,500 CSA</p>

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Service code and title	Examples	Counselor Spending Authority
804 Toll Roads	Toll Road fees	\$500
<p>805 Bicycles and scooters for transportation</p> <p><i>Must be necessary for transportation for IPE activities or employment. Includes scooters when used for transportation as opposed to scooters used for indoor & outdoor accommodations for individuals with mobility impairments. For the latter, see SC 411.</i></p> <p><i>May be used only one-time during the life of the case.</i></p>	<p>Mopeds Scooters Bicycles</p>	\$500 CSA
<p>810 Vehicle Purchase</p> <p><i>Excludes Sales Tax or fees.</i></p> <p><i>Check Kelly Blue Book value.</i></p> <p><i>Requires Rehabilitation Manager or PA approval of analysis and rationale. If RM or PM authority is used for the cost over \$4,999</i></p>		\$3,500 CSA

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Service code and title	Examples	Counselor Spending Authority
<i>or more DCF prior authorization is required through DCF purchasing.</i>		
811 Vehicle purchase sales tax <i>Must be comparable to the purchase price provided by VR</i>		\$350 CSA
820 Vehicle Insurance <i>Allowable only if the IPE created the need for this service. Not allowed when this was a client responsibility prior to the IPE.</i>		\$750 CSA
821 Vehicle property tax		\$200 CSA
822 Vehicle tags/registration <i>Allowable only if the IPE created the need for this service. Not allowed when this was a client responsibility prior to the IPE.</i>	Includes 60-day tag with vehicle purchase	\$100 CSA
830 Vehicle Repair	Add vehicle inspection (prior to purchase and for repair estimates)	\$1,250 CSA
910 Foreign Language Interpreter	Use State Contract	\$500 CSA
915 Accommodations for persons who are deaf or hard of hearing Rate for notetakers: Current minimum wage and not to exceed 30 hours per week. <i>When this service is provided to individuals in post-secondary education, it is subject to the Memorandum of Agreement with Institutions of Higher Education. See:</i>	Sign language interpreting Captioning Notetaking	\$4,999 CSA See rate schedule for sign language interpreters established by state contract. Hourly fee not to exceed \$52 for

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Service code and title	Examples	Counselor Spending Authority
http://www.dcf.ks.gov/services/RS/Pages/RSp_rtners.aspx		level IV and V level certification without exception approval through administration office for interpreters not on state contract.
916 Sign language interpreter travel time	Hourly professional fee for travel time. Mileage would be in SC 801	\$300 PA
920 Accommodations for persons who are blind or visually impaired Rate for readers: Current minimum wage and not to exceed 30 hours per week. <i>When this service is provided to individuals in post-secondary education, it is subject to the Memorandum of Agreement with Institutions of Higher Education. See:</i> http://www.dcf.ks.gov/services/RS/Pages/RSp_rtners.aspx	Reader services Reading aloud Sound recording of print Audio books Transcription of regular print to Braille or large print	\$500 CSA
930 Personal Attendant Services Rate: Not to exceed \$7.45 per hour and not to exceed 30 hours per week.	Hourly fee for services provided Use service code 801 for travel related expenses	\$500 CSA
935 Other Personal Assistance Services Rate for drivers: Current minimum wage for drive time only.	Drivers (drive time only) Guide dogs Service dogs Companion dogs	\$500 CSA

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Service code and title	Examples	Counselor Spending Authority
<p><i>Use service code 801 for travel related expenses.</i></p>	<p>Note-taking for consumers with cognitive impairments</p>	
<p>955 Child Care</p>		<p>\$4,999 CSA DCF rate structure</p>
<p>998 Cancellation Fee</p> <p><i>Cancellation fees may be allowable under the VR program if they meet federal cost principles, including being necessary, reasonable, and allocable to the VR grant per 2 C.F.R. §§ 200.403–200.405. Generally, payment for services not rendered (i.e., full service costs for missed appointments) is unallowable unless specific conditions are met. See Full Guidance Document</i></p>	<p>No show fee</p>	<p>Approval at RS Admin Office</p>
<p>999 One-time emergency service necessary to start or keep a job.</p> <p><i>This service will automatically print on all IPEs. The IPE will include this statement: This service will be provided only for emergencies necessary to start or keep a job. This service will not be provided in all case.</i></p> <p><i>Requires Status 20, 22 or 32 to issue a service or payment authorization.</i></p> <p><i>Requires an additional field on the authorization form for the customary service code for the goods or services provided to be noted (necessary to assure proper tracking back to federal reporting).</i></p>		<p>\$250 CSA</p>

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PART Economic Need

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Part 5 Economic Need

Rehabilitation Services does not require a client to share in the cost of VR services. In other words, there is no financial participation requirement and an economic need analysis is not necessary.

Note about Comparable Benefits: Prior to providing any VR services, Rehabilitation Services must first determine whether comparable services and benefits exist under any other program and whether those services and benefits are available to the individual. See [Section 3/Part 6](#).

Note about Maintenance: Clients are still responsible for their normal expenses. RS will pay for the excess expenses and there is no financial participation required for the **excess expenses**.

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PART Comparable Services and Benefits

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Section 3 Service Delivery

Part 6 Comparable Services and Benefits

Synopsis of Federal Regulation

Prior to providing any vocational rehabilitation (VR) services to an eligible individual, or to members of the individual's family, Rehabilitation Services (RS) shall determine whether comparable services and benefits exist under any other program and whether those services and benefits are available to the individual.

If comparable services or benefits exist and are available to the eligible client at the time needed to achieve the rehabilitation objectives in the individual's Individualized Plan for Employment (IPE), RS shall use those comparable services or benefits to meet, in whole or in part, the cost of vocational rehabilitation services.

If comparable services or benefits exist under any other program, but are not available to the client at the time needed to satisfy the rehabilitation objectives in the individual's IPE, RS shall provide VR services until those comparable services and benefits become available.

Exceptions: The following services are exempt from a determination of the availability of comparable services and benefits:

1. Assessment for determining eligibility and priority for services.
Assessment for determining VR needs.
2. VR counseling, guidance, and referral services.
3. Vocational and other training services, such as personal and vocational adjustment training, books (including alternative format books accessible by computer and taped books), tools, and other training materials. Exception: No training or training services in an institution of higher education (universities, colleges, community or junior colleges, vocational schools, technical institutes or hospital schools of nursing) may be paid for with VR funds unless maximum efforts have been made by RS and the client to secure grant assistance in whole or in part from other sources to pay for that training.
Reference: §361.48(a)(6)
4. Job-related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services.
5. Rehabilitation technology.
6. Post-employment services consisting of the five services listed above.

It is not necessary to complete a search for comparable benefits if the determination of the availability of comparable services and benefits under any other program would interrupt or delay:

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- The progress of the individual toward achieving the employment outcome described in the IPE.
- An immediate job placement.
- The provision of VR services to any individual who is determined to be at extreme medical risk, based on medical evidence provided by an appropriate qualified medical professional.

Reference: §361.53

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Part 7 Small Business and Self-Employment

Small businesses are a significant component of the economy and can provide gainful opportunities for employment of people with disabilities. Self-employment is a legitimate vocational rehabilitation (VR) objective.

Self-employment or small business entrepreneurship may be appropriate for a client when he or she has experience operating a business; when he or she requires a work setting or schedule under his or her own control; when the client has a marketable business idea with sound prospects for success; or when the competitive labor market is tight and placement is otherwise unlikely.

If a client is interested in such an employment opportunity, the following steps are required:

- Assess the client's business potential. Assessments may include vocational and psychological testing. Informal assessments include observations of the client's planning skills, ability to formulate a marketing and business plan, degree of enthusiasm, initiative and the ability to meet deadlines.
- Develop the business idea, explore its feasibility, and conduct a market analysis. The client should be responsible for the majority of this work, but should have resources to assist with the development, such as information from the counselor, the Small Business Administration, a business development consultant, a market analysis expert, etc. The client should research the market to determine the need for the business and who the customers would be. Counselors may also use this step to assess the client's initiative and commitment by expecting him or her to perform many of these steps with minimum guidance. Such initiative is a key characteristic of successful entrepreneurs. If the counselor does not feel the individual is performing these steps as expected, it should be discussed with the client.
- The client obtains needed education or training. The client is expected to be knowledgeable about the product or service being offered and all aspects of running a business such as personnel, management, bookkeeping and marketing. Attending seminars, participating in training courses, or working in another business are some of the ways this step can be accomplished.
- The client obtains technical assistance for every aspect of the business, such as funding sources, loans, tax information, licensing, use of attorneys, inventory, and insurance. Sources of technical assistance include similar businesses, industry associations, chambers of commerce, banks, economic development programs, community colleges or universities and the Small Business Administration (SBA).
- A business plan is developed. Development of a comprehensive small business plan is an essential step for prospective small business owners or entrepreneurs, and is an integral part of an Individualized Plan for Employment (IPE) that has a small business or entrepreneurial vocational objective. Adequate time must be allowed for development of the plan and consultation with available business development resources. The plan is used as a basis of

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evaluating the request for funding from VR and other sources. Significant points that should be included in a business plan are the following:

- Description of the proposed business
 - Market analysis (including proprietary features of the products of services and target customers)
 - Marketing plan (advertising and promotion)
 - Financial plan (breakeven analysis, cashflow analysis, balance sheet, plan for bookkeeping, identification of loans and financial assistance)
 - Operating budget
 - Analysis of needs for initial inventory or equipment
 - Legal issues, such as zoning or licenses
 - Analysis of possible risks and competition from similar existing businesses
 - Implementation schedule.
- Explore and apply for resources available from other sources. Financial participation in the costs of establishing a small business enterprise is required. If personal financial resources are not available, the plan must clearly state the investments of time and effort on the part of the client. The client should apply for funding from other sources, such as venture capital, banks, SBA, etc.
 - Agency reviews plan by counselor and approval by Regional Management team. The entire plan should be reviewed by one or more individuals knowledgeable about the proposed business, the geographic and market areas, and small business operation. The projected income should be adequate to make a meaningful contribution to the client's self-sufficiency and there should be reasonable prospects for success of the business. Rehabilitation Services (RS) staff may seek assistance from business consultants in reviewing plans if appropriate.
 - Follow up should include a review of the business profit and loss statements by individuals who are qualified to judge such issues. This review should be done on a periodic basis until the case is closed.

IPEs with vocational objectives in small business or self-employment must define the point of stability at which time the 90-day employment period prior to case closure will begin. Considerations in defining stability may include:

- Implementation of the business plan to a specific step.
- Measurable income contributing to the client's self-sufficiency.

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- The likelihood that no additional VR services will be needed.

(Reference: NIDRR #G0087C0228, Research and Training Center on Rural Rehabilitation Services, Montana University Affiliated Rural Institute on Disabilities)

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Section 3 Service Delivery

Part 8 Vocational Rehabilitation (VR) Services for Transition-Aged Students and Youth with Disabilities

Synopsis of Federal Regulations

To assist students and youth with disabilities in achieving their post-school and career goals, Congress enacted two key statutes that address the provision of transition services: the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by Title IV of the Workforce Innovation and Opportunity Act (WIOA). Both the IDEA and the Rehabilitation Act require transition services be made available to students and youth with disabilities as they prepare for and enter postsecondary life.

Transition services are defined similarly in both IDEA and The Rehabilitation Act, as amended by WIOA. In accordance with [34 CFR §361.5\(c\)\(55\)](#), VR transition services are outcome-oriented services for students or youth with disabilities who have been determined eligible for VR services, in accordance with an approved IPE, and facilitate the movement from the receipt of services from schools to the receipt of services from VR agencies, and/or as appropriate, other State agencies. These services are designed:

- Within an outcome-oriented process that promotes movement from school to postschool activities, including postsecondary education, vocational training, competitive integrated employment, supported employment, continuing and adult education, adult services, independent living, or community participation.
- Based upon the individual student's or youth's needs, taking into account the student's or youth's preferences and interests.
- To include instruction, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.
- To promote or facilitate the achievement of the employment outcome identified in the student's or youth's individualized plan for employment (IPE), and
- To include outreach to and engagement of the parents, or, as appropriate, the representative of such a student or youth with a disability.

One of the primary roles of Vocational Rehabilitation is to empower individuals with disabilities, including students and youth with disabilities, to make informed choices about their careers by providing a continuum of services to achieve employment outcomes in competitive integrated employment. Vocational Rehabilitation offers a continuum of services for students and youth with disabilities, to include pre-employment transition services, transition services, and employment related services. [See section 7](#) of the KS policy manual for the complete policy and procedures for the provision of pre-employment transition services.

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In providing transition services to students and youth with disabilities it is important to note that the Rehabilitation Act, as amended by WIOA, created distinct definitions for the terms “student with a disability” and “youth with a disability.” This is important to remember when providing transition services to individuals who fall within these two distinct target populations because the continuum and delivery of VR services may look very different for a student with a disability and a youth with a disability. For example, only individuals who meet the definition of a student with a disability and fall within the state’s minimum and maximum age range may receive pre-employment transition services.

- a **“student with a disability”**, (as defined in Section 7(37) of the Rehabilitation Act and [C.F.R. § 361.5\(c\)\(51\)](#)), is an individual with a disability in a secondary, postsecondary, or other recognized education program who falls within the requirements for minimum and maximum age (determined by each state), and is either:
 - Eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act, or
 - Is a student who is an individual with a disability, for purposes of Section 504 of the Rehabilitation Act
- **RS Policy:** Students with disabilities are defined as individuals who are not younger than age 14 (the earliest age for the provision of transition services under IDEA) and not older than age 21.
- a **“youth with a disability”**, (as defined in Section 7(42) of the Rehabilitation Act and [C.F.R. § 361.5\(c\)\(58\)](#)), is an individual with a disability who is not younger than 14 years of age; or older than 24 years of age. There is no requirement that a “youth with a disability” be participating in an educational program. The age range for a “youth with a disability” is broader than that for a “student with a disability” under the Rehabilitation Act.

Rehabilitation Services (RS) Policy

Rehabilitation Services (RS) shall facilitate the transition of students and youth with disabilities from school to post-secondary life, through the provision of VR Transition Services, in accordance with [34 CFR § 361.48\(b\)\(18\)](#).

RS transition services are outcome-oriented services that promote movement from school to post-school activities, including postsecondary education, vocational training, and an employment outcome in competitive integrated employment or supported employment, including customized employment.

Through the provision of transition services, the VR Counselor may assist students and youth with disabilities with the development and pursuit of career interests with post-secondary education, vocational training, job search, job placement, job retention, job follow-up and job follow along services.

Target Population:

- **RS provides transition services to students and youth with disabilities:**
 - that have been determined eligible for the VR program,

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- and in accordance with an approved IPE [the IPE may include a general goal of competitive integrated employment or a description of the individual's projected post school employment outcome]
- A student or a youth with a disability who has applied for RS services, been determined eligible and is on a waiting list (assigned to a priority category not currently being served if KRS is under an [Order of Selection](#) (OOS)) cannot receive individualized VR transition services until the priority category to which they are assigned is opened and the transition services have been identified on the IPE.
- A student with a disability who began receiving at least one of the five required pre-employment transition services prior to being determined eligible and is on a waiting list for services, may continue to receive any or all of the five required pre-employment transition services even if the priority category to which they have been assigned remains closed.
- A student with a disability who has been determined eligible for RS, and is not on a waiting list for services, may receive any RS services, including pre-employment transition services, necessary to assist them in achieving their employment outcome, so long as those services are identified on their IPE ([34 C.F.R. § 361.48\(b\)\(18\)](#)).

IPE Development:

- **For eligible students and youth with disabilities, the VR Counselor will facilitate IPE development as follows:**
 - The IPE must be developed as soon as possible, but not later than 90 days after the date of determination of eligibility, unless the VR Counselor and the eligible individual agree to the extension of that deadline to a specific date by which the individualized plan for employment must be completed.
 - The IPE should be consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, career interest, and informed choice consistent with the general goal of competitive integrated employment (except that in the case of an eligible individual who is a student or a youth with a disability, the description may be a description of the individual's projected post-school employment outcome). [34 CFR § 361.46\(a\)\(1\)](#)
 - The IPE with a projected post-school employment outcome should outline the services and activities that will guide the individual's career exploration. The projected post-school employment outcome facilitates the individual's exploration and identification of a vocational goal based upon his or her informed choice, and eventually must be revised to a specific vocational goal. [34 CFR § 361.46](#)
- **For eligible students with disabilities who are still under the responsibility of a secondary education agency, the VR Counselor will facilitate IPE development as follows:**
 - Develop an individualized plan for employment (IPE) in consideration of the student's individualized education program (IEP) or 504 services, as applicable; and in

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accordance with the plans, policies, procedures, and terms of the [interagency agreement](#) required under § [361.22](#). ([34 CFR §361.45 \(d\)\(9\)](#))

- The IPE for a student with a disability must be coordinated with the IEP or 504 services, as applicable, for that individual in terms of the goals, objectives, and services identified in the education program ([34 CFR §361.46 \(d\)](#)).
- The development and approval of an IPE should be as early as possible during the transition planning process, [*as soon as there is sufficient information for vocational planning*] but not later than 90 days after the date of determination of eligibility, or the time a student with a disability determined to be eligible for vocational rehabilitation services leaves the school setting (whichever comes first) or, if RS is operating under an order of selection, before each eligible student with a disability able to be served under the order leaves the school setting *Reference: §361.22*.
 - If the VR Counselor and the eligible individual agree to an [extension](#) with a specific date by which the individualized plan for employment must be completed, this must be documented in the case file.
- The Individualized Plan for Employment (IPE) must be written with participation of the eligible student and their guardian as soon as needed and agreed upon. Students with disabilities should have an IPE developed and signed prior to the student leaving the school system in order to ensure a seamless transition to vocational rehabilitation, unless otherwise documented based on individual circumstances. Note that for a VR eligible individual who does not meet the definition of a student with a disability, there is no minimum age requirement to apply for, be determined eligible, and receive services under an IPE. However, those eligible individuals who do not meet the definition of a student with a disability may not receive pre-employment transition services.

➤ **For eligible youth with disabilities who are no longer in school, the VR Counselor will facilitate IPE development as follows:**

- Transition planning is critical for any youth with a disability, whether they are in school or not, and an IPE should be developed as soon as there is sufficient information for vocational planning, but not later than 90 days after the date of determination of eligibility, unless the VR Counselor and the eligible individual agree to the extension of that deadline to a specific date by which the individualized plan for employment must be completed.
- A VR counselor can assist youth with disabilities in exploring careers, identifying a career path leading to their employment goal, and identifying the services and steps to reach that goal to be included on the IPE.
- Often, youth with disabilities are not familiar with the community programs and services that are available to them as young adults, especially if they are no longer in school. The VR counselor can assist youth in finding and applying for essential daily living services and resources, such as health and housing referrals needed to successfully implement their employment plans.

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- The VR counselor is available to coordinate VR services with services provided by employment-related programs, such as youth programs funded by the U.S. Department of Labor (DOL) and provided at American Job Centers.

Service Provision:

RS may provide the full array of individualized VR services to an eligible student or youth with a disability in need of such services so long as they are included on an approved IPE to assist in preparing for, securing, retaining, advancing in or regaining an employment outcome that is consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

Any allowable VR service can be provided by RS as a VR transition service under an IPE.

The individualized VR transition services provided will depend on the student's or youth's individual needs and include, but are not limited to:

- An assessment for determining eligibility and VR needs by qualified personnel, including, if appropriate, an assessment by personnel skilled in rehabilitation technology;
- Counseling and guidance, including information and support services to assist an individual in exercising informed choice consistent with the provisions of section 102(d) of the Rehabilitation Act;
- Referral and other services to secure needed services from other agencies through agreements developed, if such services are not available under the VR program;
- Physical and mental restoration services;
- Vocational and other training services;
- Maintenance;
- Transportation;
- Services to family members;
- Interpreter services;
- Reader services, rehabilitation teaching services, and orientation and mobility services for individuals who are blind;
- Job-related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services;
- Transition services for students with disabilities, that facilitate the transition from school to postsecondary life, such as achievement of an employment outcome in competitive integrated employment, or pre-employment transition services for students;
- [Supported employment services](#) for individuals with the most significant disabilities;
- Customized employment; and
- Personal assistance services

Coordination with the Pre-ETS Specialist:

There may be instances when the VR Counselor will need to facilitate the provision of transition services for eligible students with disabilities in collaboration with the Pre-ETS Transition Specialist when the student is also in receipt of pre-employment transition services.

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Communication between the Pre-ETS Transition Specialist and the VR Counselor regarding who will attend the individualized education program (IEP) meetings, and coordinate services for the eligible student with a disability who is currently receiving or may now need pre-employment transition services, is key to effective service delivery.

The primary role of the VR counselor in the provision of transition services is to help students with disabilities solidify an employment goal, and further develop and pursue their career interests through post-secondary education and/or training opportunities, or other job-search and employment-related VR services.

- Pre-ETS Transition Specialists may continue to provide or coordinate the provision of Pre-ETS services for students that have applied and been determined eligible for VR services.
- The VR Counselor may provide any VR transition services, or other VR services the student may need in accordance with their employment goal on the IPE, that are outside the scope of Pre-ETS.

The following guidance should be applied in these situations:

- The Pre-ETS Specialist and/or the VR counselor will attend the student's IEP meeting when invited, for eligible students with disabilities that are still in the receipt of pre-employment transition services.
- The VR Counselor will determine eligibility for VR services, and review/discuss Pre-ETS information with the Pre-ETS Specialist to gain an understanding of what the student has already done in Pre-ETS activities. This will help inform the VR counselor of those transition services that might be needed to assist the student in achieving their employment goal or projected post-school employment outcome.
- The VR counselor will develop the IPE with the student, which may include a projected post-school employment outcome (broader goal), to outline the services and activities that will guide the student's career exploration; including any additional Pre-ETS activities, as appropriate.
- The VR Counselor and the Pre-ETS Specialist will identify any additional VR services, including transition services, the student may need in order to benefit from one or more of the five required Pre-ETS activities, as appropriate.
- The VR Counselor will identify any other VR services that may be needed by the student to help them solidify an employment goal and/or achieve their employment goal.
- Auxiliary aids and services needed by an eligible student with a sensory or communicative disability to access or participate in any of the five required pre-employment transition services, will be coordinated by the Pre-ETS specialist, and costs for these services will be charged to the Pre-ETS reserve funds. The VR Counselor will develop the IPE, in accordance with guidance listed above, and include auxiliary aids and services on the IPE.
- Additional VR services including VR transition services needed by an eligible student with a disability in order to access or participate in any of the five required pre-employment transition services, will be coordinated by the Pre-ETS Specialist, and costs for these additional VR

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services charged to the Pre-ETS reserve funds. The VR Counselor will develop the IPE, in accordance with guidance listed above, and include those additional VR services on the IPE.

- If eligible students with disabilities participating in pre-employment transition services need VR transition services that are outside of the scope of pre-employment transition services, the VR Counselor will develop or amend the IPE, and provide and coordinate these services in accordance with guidance listed above. These additional VR transition services may only be paid with other VR funds that were not reserved under Section 110(d) (1) of the Rehabilitation Act and [34 CFR 361.65\(a\) \(3\)\(i\)](#).

Coordinated Service Delivery with Kansas Department of Education (KSDE) for Students with Disabilities:

In accordance with the Rehabilitation Act, as amended by WIOA, **34 CFR §361.22 Coordination with education officials**, RS must have plans, policies, and procedures for coordination between RS and education officials responsible for the public education of students with disabilities that are designed to facilitate the transition of students with disabilities from the receipt of educational services, including pre employment transition services, in school to the receipt of vocational rehabilitation services under the responsibility of RS. Both the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act, as amended by WIOA (Rehabilitation Act), require KSDE and RS to plan and coordinate transition services, as well as pre-employment transition services for students with disabilities through a [formal interagency agreement](#).

Local education agencies (LEAs) are responsible for providing and paying for any transition service that is considered special education or related services necessary for ensuring a free appropriate public education (FAPE) as required under IDEA. Nothing under title I of the Rehabilitation Act shall be construed as reducing a LEA's obligation to provide the above-described services under IDEA (see section 101(c) of the Rehabilitation Act and [§361.22\(c\)](#) of the VR regulations). RS is required to provide or arrange for the provision of transition services in collaboration with local education agencies. Decisions as to who will be responsible for providing services that are both special education services and vocational rehabilitation services must be made at the State and/or local level as part of this collaborative process and will be further defined in the [formal interagency agreement](#).

Decisions about whether the service is related to an employment outcome or educational attainment, or if it is considered a special education or related service, as well as whether the service is one customarily provided under IDEA or the Rehabilitation Act are ones that are made at the State and local level by KSDE, RS and LEA personnel.

RS and the Kansas Department of Education have signed an [interagency agreement](#) with the following intents:

- Facilitate the integration and coordination of services to all secondary students with disabilities, including those receiving special education services and those who are not receiving special education services.

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- Facilitate outreach to and identification of students with disabilities who need transition services and pre-employment transition services, including students in juvenile justice systems, foster care, those experiencing homelessness, and other marginalized populations.
- Integrate the activities of education and VR to provide seamless services with the outcome of appropriate employment and independent living.
- Create a flexible system by using available resources that focus on the provision of opportunities for students with disabilities while minimizing obstacles to learning and post-school goals.
- Facilitate coordination of Section 511 documentation requirements ([34 C.F.R. § 361.5\(b\)\(5\)](#)) with regard to students and youth with disabilities who are seeking subminimum wage employment.

RS Procedure

When the LEA refers a student with a disability to RS to apply for VR services, the referral from the school will include the name and address of the student with a disability (both those in special education as well as other students who have disabilities but who are not receiving special education services) who may benefit from VR services. The need for this referral to RS will be determined solely by the IEP team when considering the special education student's needs, interests and preferences concerning employment and related independent living needs.

Referrals for students with disabilities who are not in special education will be made by the appropriate school official. Information that accompanies this referral will include the student's latest IEP for those students in special education and pertinent and available assessment information, such as psychological evaluations, vocational evaluations, medical information, work histories, the expected date of graduation or exit from high school, and other relevant information which would facilitate coordination of vocational planning.

Purchase of equipment or provision of VR services while the student is still in school: Local education authorities continue to be responsible for providing a free and appropriate education as defined by the IEP during the transition years.

- However, if equipment is needed for post-high school training or a job and cannot be funded through other sources, counselors have the flexibility to authorize such purchases for eligible students while they are still in school as long as the service is identified on the IPE. (Note that the IPE being in place means that the student is NOT on a waiting list through Order of Selection.)

VR Transition Services to Groups authority

Transition services to youth with disabilities and students with disabilities who may not have yet applied or been determined eligible for vocational rehabilitation services, for which a vocational rehabilitation counselor works in concert with educational agencies, providers of job training

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programs, providers of services under the Medicaid program under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.), entities designated by the State to provide services for individuals with developmental disabilities, centers for independent living (as defined in section 702 of the Act), housing and transportation authorities, workforce development systems, and businesses and employers. These specific transition services are to benefit a group of students with disabilities or youth with disabilities and are not individualized services directly related to an individualized plan for employment goal. Services may include, but are not limited to, group tours of universities and vocational training programs, employer or business site visits to learn about career opportunities, career fairs coordinated with workforce development and employers to facilitate mock interviews and resume writing, and other general services applicable to groups of students with disabilities and youth with disabilities. Currently, KRS is not utilizing this authority, and the mentioned services are not within the current capabilities of our staff. However, they may become available in the future.

[34 C.F.R. § 361.49\(a\)\(7\)](#)

Comprehensive Statewide Needs Assessment

The requirement of the Comprehensive Statewide Needs Assessment is an important tool that can be used as an opportunity for the VR agency to review and revise policy, procedures and practices for transition services, in response to the identified needs.

Comparable Services and Benefits

Section 3.6 outlines our policy on comparable services and benefits. In accordance with [34 CFR 361.5\(c\)\(45\)](#), Kansas Rehabilitation Services (KRS) is not required to conduct a search for comparable services and benefits for potentially eligible students with disabilities, including when providing auxiliary aids and services. However, KRS is required to conduct a search for comparable benefits and services for eligible students with disabilities, except to the extent that these aids and services constitute rehabilitation technology.

Section 511

Section 1.17 outlines our policy on Section 511.

Section 511 procedures for persons age 24 or younger seeking subminimum wage employment

1. Counselor meets with applicant and guardians/parents if appropriate. Counselor provides information about VR, including supported employment and services to help the individual achieve competitive integrated employment.
2. If the applicant or guardian still expresses a preference for sheltered employment at subminimum wage, the counselor documents this informed choice in the narrative. Inform the applicant and guardian that their request for a waiver of participating in VR as a precondition for subminimum wage will be referred to the KRS administration office.
3. Send the following information to dcf.section511@ks.gov
 - a. Applicant's name, address, phone number.
 - b. Guardian's name, address, phone number. Include a copy of the guardianship papers.
 - c. Copy of the narrative documenting informed choice/preference for subminimum wage.

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- d. The most recent IEP from school.
- e. Notation of whether the individual received Pre-ETS.
- f. Release of information signed by applicant and guardian if appropriate for coordination of services.
- g. If the applicant or guardian have indicated a chosen sheltered workshop, include the name and address of specified workshop.
4. KRS Admin will contact the applicant and guardian and conduct the CCIR session within 30 days of referral or from date youth was found ineligible or closed from a plan if youth is known to be seeking subminimum wage employment.
5. KRS Admin will issue a cover sheet and packet with required documentation for participation in subminimum wage employment to the applicant and guardian, within 45 days of completion or 90 days if additional time is necessary due to extenuating circumstance, including:
 - a. Verification of participation in IDEA Transition services or Pre-ETS
 - b. A letter indicating that the individual is not eligible for VR services because they made an informed decision not to pursue competitive integrated employment.
 - c. CCIR completion certificate
 - d. Resource page
6. KRS Admin will email a copy of the packet to the counselor for the service record. Counselor will close the case on KMIS. The closure reason would be ineligible: The individual applied for VR services pursuant to section 511 of the Rehabilitation Act and was determined ineligible because he or she did not wish to pursue competitive integrated employment.
7. Refusal to pursue competitive integrated employment after an IPE
 - a. If a youth with a disability refuse to pursue competitive integrated employment, the youth can be determined ineligible for VR services any time after application, the case can be closed, and the youth can enter subminimum wage employment after completing the other requirements.
8. Refusal to participate in required activities for Subminimum wage employment
 - a. If a youth with a disability refuse to participate in any of the activities required for Subminimum wage employment KRS Admin will provide documentation within 10 days of refusal.
9. Case closure on KMIS
 - a. Example 1: A youth with a disability applies for VR services, but before they are determined eligible, they decide they do not want to pursue competitive integrated employment and instead wants to pursue subminimum wage employment. The counselor finds the person ineligible and closes them under status 08 with the reason for exit being that the individual applied for VR services pursuant to section 511 of the Rehabilitation Act and was determined ineligible because they do not wish to pursue competitive integrated employment.
 - b. Example 2: A youth with a disability applies for VR services and is found eligible. They develop an IPE with their VR counselor, and VR provides services. However, the individual later makes the informed choice to no longer pursue competitive integrated employment, as a result, the VR counselor determines them ineligible and closes the case under status 28 with the reason for exit being that the individual was determined eligible for VR program; however, the individual was no longer eligible because they no

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longer wished to seek competitive integrated employment or the individual's disability prevented the individual's ability to seek competitive integrated employment.

- c. Example 3: A youth with a disability applies for VR services and is found eligible. They develop an IPE with their VR counselor but before services are provided the individual decides to no longer pursue competitive integrated employment. As a result, the VR counselor determines them ineligible and closes the case under status 30 with the reason for exit being that the individual was determined eligible for VR program. However, the individual was no longer eligible because they no longer wished to seek competitive integrated employment or the individual's disability prevented the individual's ability to seek competitive integrated employment.

Requirements for State or Local Educational Agencies:

For individuals with disabilities age 24 or younger:

- Consult with the KRS to develop a new process or utilize an existing process to document the receipt of transition services under IDEA as applicable.
- Transmit documentation that the individual received transition services as soon as possible upon the completion of the required activity or service, but no later than 30 days after the completion of the required activity or services, or 60 calendar days if additional time is needed due to extenuating circumstances.
- Provide documentation of an individual's refusal to participate in transition services to the KRS within five calendar days of the refusal.
- Retain a copy of all documentation provided to the KRS.
- The agency may not enter into a contract or other arrangement with an entity for the purpose of operating a program for an individual age 24 or younger under which work is compensated at less than the minimum wage.



KRS_KSDE MOU
DCF Signed 4.29.202

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Part 9 Extended (Sheltered) Employment, and Subminimum Wage Employment

Synopsis of Federal Regulations

Reference: Sec. §361.5

The regulatory definition of employment outcome under the vocational rehabilitation (VR) program has been amended to refer to outcomes that occur in competitive integrated settings. Here are several pertinent definitions:

Employment outcome means, with respect to an individual, entering or retaining full-time or, if appropriate, part-time competitive employment in the integrated labor market, supported employment, or any other type of employment in an integrated setting, including self-employment, telecommuting, or business ownership, that is consistent with an individual's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

Reference: Sec. 361.5 (b) (16)

Extended employment means work in a non-integrated or sheltered setting for a public or private nonprofit agency or organization that provides compensation in accordance with the Fair Labor Standards Act (subminimum wage employment). Such placements are not allowable employment outcomes in the VR program.

Reference: Sec. §361.5 (b) (16)

Competitive employment means work:

- (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and
- (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

Reference: Sec. §361.5 (b) (11)

Integrated setting means, with respect to an employment outcome, a setting typically found in the community in which applicants or eligible individuals interact with non-disabled individuals, other than non-disabled individuals who are providing services to those applicants or eligible individuals, to the same extent that non-disabled individuals in comparable positions interact with other persons.

Reference: Sec. §361.5 (b) (33) (ii)

In addition, the federal regulations require Rehabilitation Services (RS) to refer to local extended employment providers:

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- Any individual with a disability who makes an informed choice to pursue extended employment as his or her long-term employment goal.
- Any individual who is determined ineligible (through the clear and convincing evidence standard) based on a finding that the individual is incapable of achieving an employment outcome in an integrated setting.
- Any individuals who were initially found eligible for VR services, but are later determined unable to work in an integrated setting.
- Require that, before referring to local extended employment providers an individual with a disability who chooses to pursue extended employment, RS must:
 - Explain to the individual that the purpose of the vocational rehabilitation program is to assist individuals to achieve competitive integrated employment outcome.
 - Provide the individual with information concerning the availability of employment options, and of vocational rehabilitation services, in competitive integrated settings.
 - Inform the individual that services under the vocational rehabilitation program can be provided to eligible individuals in an extended employment setting if necessary for purposes of training or otherwise preparing for employment in an integrated setting.
 - Inform the individual that, if he or she initially chooses not to pursue competitive employment in an integrated setting, he or she can seek services from RS at a later date if, at that time, he or she chooses to pursue competitive integrated employment.
 - Refer the individual, as appropriate, to the Social Security Administration (SSA) or a benefits counselor through Working Healthy in order to obtain information concerning the ability of individuals with disabilities to work while receiving benefits from the SSA.
- Permit State VR agencies to serve individuals in extended employment settings for purposes of preparing those individuals for employment in integrated settings. The key change is that extended employment, for purposes of participating in the VR program, represents an interim step in the rehabilitation process rather than an end point of that process. Justification for providing services in non-integrated settings must be included in the Individualized Plan for Employment (IPE). Participants in the VR program who receive VR training services on a transitional basis in an extended employment setting may also receive other VR services necessary for their rehabilitation.
- Acknowledge that some persons with disabilities may prefer to work in extended employment facilities long-term. In recognition of that fact, the regulations assure that those wanting to work in extended employment can access the services they need directly from local extended employment facilities.

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- State that the determination as to whether any job meets the regulatory definition competitive integrated employment must be made by RS on a case-by-case basis. Please refer to the [Competitive Integrated Employment Analysis Form](#).
- Require annual reviews when:
 - An individual achieves an employment outcome in which the individual is compensated in accordance with section 14(c) of the Fair Labor Standards Act.
 - The State unit closes the record of services of an individual in extended employment on the basis that the individual is unable to achieve an employment outcome as defined by regulations.
 - An eligible individual through informed choice chooses to remain in extended employment.
 - For each of these circumstances, RS must:
 - Annually review and reevaluate the status of each individual for 2 years after the individual's record of services is closed (and thereafter if requested by the individual or, if appropriate, the individual's representative) to determine the interests, priorities, and needs of the individual with respect to competitive employment or training for competitive employment.
 - Enable the individual or, if appropriate, the individual's representative to provide input into the review and reevaluation and must document that input in the record of services, with the individual's or, as appropriate, the individual's representative's signed acknowledgment that the review and reevaluation have been conducted.
 - Make maximum efforts, including identifying and providing vocational rehabilitation services, reasonable accommodations, and other necessary support services, to assist the individual in engaging in competitive employment.

RS Policy

Determination as to whether any job meets the regulatory definition of integrated setting, and therefore qualifies as an “employment outcome” for purposes of the VR program, must be made on a case-by-case basis. There is no set ratio of people with disabilities to people without disabilities in the workforce that would by definition constitute an integrated work setting. Level of pay and benefits, while they are often measures of quality and client choice, are not pertinent to the determination of whether a workplace meets the criteria for an integrated setting.

The counselor makes this determination of whether a workplace meets the criteria for an integrated setting. Factors to be considered and documented in the record of services include the following:

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- Is the employment environment similar to that of the typical workplace in the community? (Compare similar industries. For example, compare a manufacturing firm to a typical manufacturing firm in the community. Compare a retail outlet to a typical retail outlet in the community. Compare a fast food restaurant to the typical fast food restaurant, etc.)
- How does the percentage of workers with disabilities compare to other typical workplaces in the community? Consider how employees are assigned to specific production lines, work teams, or shift work. (Again, compare similar industries.)
- Do workers with disabilities have the opportunity to routinely interact with co-workers who are not disabled?
- Are the non-disabled workers functioning as typical co-workers, or as job coaches, or in some other support capacity?
- Are the opportunities for social interaction inherent in the workplace integrated? (For example, break schedules, break rooms, company functions.)

Please refer to the [Competitive Integrated Employment Analysis Form](#).

Federal Ruling Regarding Center Industries, Wichita

The U.S. Office of Special Education and Rehabilitation Services has ruled that Center Industries Corporation, Wichita, satisfies the requirements for the definition of “integrated setting.” Therefore, placements at Center Industries constitute allowable employment outcomes (Status 26s) under the VR program when the conditions for Status 26 have otherwise been met. This ruling applies to Center Industries only, and may not be applied to other entities. When placing individuals in employment at Center Industries, the analysis and documentation requirements specified in the RS Policy section above are waived. (*Reference: correspondence from John H. Hager, received February 24, 2005.*)

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Part 10 Supported Employment

Supported employment is competitive integrated employment with ongoing support services for clients with the most significant disabilities for whom competitive integrated employment has not traditionally occurred or for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and who, because of the nature and severity of their disabilities, needs intensive supported employment services from Rehabilitation Services (RS) and extended ongoing services after the VR case closure in order to be employed. Supported employment includes transitional employment for individuals with the most severe disabilities due to mental illness.

Supported employment should not be considered automatically as the first choice for individuals with significant or the most significant disabilities. The Supported Employment program and supported employment services exist to assist individuals with the most significant disabilities who need intensive services and ongoing supports to achieve an employment outcome and should be considered after a comprehensive assessment of the rehabilitation needs of the individual when determining an individual's employment goal consistent with his or her unique strengths, priorities, concerns, abilities, capabilities, interests, and informed choice.

Intensive supported employment services from RS may include:

- Job development and placement in a competitive integrated setting for the maximum number of hours possible for the client based on the client's unique strengths, resources, interests, concerns, abilities and capabilities.
- Intensive on-the-job skills training and other training provided by job coaches, coworkers or other qualified individuals.
- Regular observation and supervision of the client to encourage success on the job.
- Follow up services, such as contact with employers and others in order to reinforce and stabilize the job placement.
- Facilitation of natural supports.
- Social skills training.
- Other services needed to achieve and maintain job stability.
- Extended services in accordance to youth with the most significant disabilities for a period of time not to exceed four years, or until such time that a youth reaches the age of 25, thereby no longer meeting the definition of a "youth with a disability." Except for this exception for youth with disabilities, extended services are provided by community and other resources after VR case closure. RS may not provide extended services to an individual with a most significant disability who is not a youth with a most significant disability. Extended services means ongoing support services and other appropriate services that are:

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- Needed to support and maintain an individual with a most significant disability including a youth with a most significant disability, in supported employment.
 - Organized or made available, singly or in combination, in such a way as to assist an eligible individual in maintaining supported employment.
 - Based on the needs of an eligible individual, as specified in an individualized plan for employment.
 - Provided by a non-VR state agency, a private nonprofit organization, employer, or any other appropriate resource, after an individual has made the transition from support from VR.
- Post-employment services that are not available from the ongoing service provider and that are needed to maintain the job placement, such as job station design, repair and maintenance of assistive technology, or replacement of prosthetic or orthotic devices.

Intensive supported employment services from RS may be provided for a period not to exceed 24 months unless there are special circumstances and the counselor and client agree that a longer period is needed to achieve job stabilization. Sufficient monitoring (at least twice monthly) at the work site must be done to adequately assess employment stability. Off-site monitoring may be approved when requested by the client and when circumstances warrant. (Federal supported employment regulations establish the minimum requirements for off-site monitoring to consist of two meetings with the client and one meeting with the employer each month.)

Ongoing services are furnished by the VR agency from the time of job placement until the transition to extended services, and thereafter by one or more extended services providers.

In addition to the standard Individualized Plan for Employment (IPE) requirements, an IPE for individuals with the most significant disabilities for whom a vocational goal in a supported employment setting has been determined to be appropriate will also contain:

1. A description of the time-limited supported employment services to be provided by RS.
2. A description of the extended services needed and identification of the source of extended ongoing services or, in the event that identification of the source is not possible at the time the IPE is developed, a statement explaining the basis for concluding that there is a reasonable expectation that services will become available.
3. A provision for periodic monitoring to ensure satisfactory progress toward meeting the work goals by the time of transition to extended ongoing services.
4. The client's goal for number of hours to work.
5. The criteria for job stabilization. Job stabilization shall be individually determined for each client. This criteria should describe the methodology that will be used to determine when vocational rehabilitation (VR) funding should cease and ongoing support will take over.

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6. Projection of the number of hours of job coaching needed for the client to reach stabilization and case closure.

Closure as rehabilitated in supported employment

Supported employment outcomes must be in be in competitive integrated employment. If not in competitive employment, it is also permissible for the outcome to temporarily be in an integrated setting which the individual is working toward competitive integrated employment on a short-term basis. For purposes of supported employment, an individual with a most significant disability, whose supported employment in an integrated setting does not satisfy the criteria of competitive integrated employment is considered to be working on a short-term basis toward competitive integrated employment so long as the individual can reasonably anticipate achieving competitive integrated employment within six months of achieving a supported employment outcome. In limited circumstances, the short-term basis period may be extended up to an additional six months (not to exceed 12 months from the achievement of the supported employment outcome), if a longer period is necessary based on the needs of the individual, and the individual has demonstrated progress toward competitive earnings based on information contained in the service record. The six-month short-term basis period, and the additional six months that may be available in limited circumstances, begins after an individual has completed up to 24 months of supported employment services (unless a longer period of time is necessary based upon the individual's needs) and the individual has achieved a supported employment outcome, meaning that the individual is stable in the supported employment placement for a minimum period of 90 days following the transition to extended services.

It would not be appropriate to put an individual in an unpaid internship, pre-apprenticeship, apprenticeship (including a Registered Apprenticeship), or transitional employment for a short-term basis because the short-term basis period occurs after the achievement of the supported employment outcome. These employment experiences do not constitute supported employment outcomes, instead, they are VR services that may lead to the achievement of employment outcomes. Therefore, they would not be appropriate placements for employment on a short-term basis.

There may be situations when an individual is earning competitive wages, but the work setting is not integrated. Such situations do not meet the supported employment outcome requirements for VR. Therefore, employment in sheltered workshops and enclaves and group employment settings does not constitute supported employment because an individual achieves a supported employment outcome only if the supported employment meets the integrated setting requirement.

Closure should also be based upon the following factors:

- The client was provided appropriate and substantial services in accordance with the IPE.
- The client has made substantial progress toward working the number of hours per week specified in the IPE.
- The community service system has assumed responsibility for funding and providing the extended ongoing support services necessary to retain employment.

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- The client's performance meets the criteria for job stabilization defined in the IPE. Stabilization will be based on the following factors:
 - The client has reached a maximum level of work performance.
 - The agreed upon hourly work goal has been reached.
 - Job coaching and related support services have decreased to a level necessary to maintain the individual in employment through ongoing support.
 - If the individual is stabilized in employment at a level of hourly work that is less than the goal established in the IPE, and the client and counselor agree, the situation may be considered substantial and suitable employment.
- Placement is maintained for at least 90 days after making the transition to extended ongoing services. The ongoing supports being provided are adequate to meet the client's needs with respect to maintaining employment.

In order for the employment outcome for the individual to be considered competitive, it must be in an integrated setting and the client must be paid at or above the minimum wage but not less than the wages and benefits customarily paid by the employer for the same or similar work performed by non-disabled individuals. RS shall annually review and re-evaluate the status of individuals in supported employment who have achieved an employment outcome that does not meet the definition of competitive employment. The review will focus on determining progress toward competitive employment. The review will include input from the individual or the individual's representative regarding his or her interests, priorities and needs.

Transitional employment: Transitional employment is an authorized supported employment model that may be used for clients with severe and persistent mental illness. Transitional employment consists of a series of temporary job placements in integrated competitive work with ongoing support services, including continuing sequential job placements. This model is useful in helping the client accomplish work-related objectives, such as overcoming anxieties related to work; developing work tolerance; evaluating work behaviors related to the vocational objective; testing the feasibility of a specific vocational objective; and providing intermediate non-threatening steps toward permanent placement. The purpose is to enable the client to achieve job stability and transition to extended ongoing services. RS shall be responsible for the provision of the intensive time-limited services. Transitional employment cases may be closed in Status 26 in temporary placements if appropriate. After transition to extended ongoing services, the responsibility is with the community extended service provider to provide continuing sequential job placements until job permanency is achieved.

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Part 11 Coordination with Economic and Employment Support (EES)

Rehabilitation Services (RS) staff will work collaboratively with staff of the EES Section to provide effective services leading to employment for Temporary Assistance for Families (TANF) participants who are eligible for vocational rehabilitation services. Joint interviews and development of Self-Sufficiency Agreements (SSA) and Individualized Plans for Employment (IPEs) are encouraged when feasible.

When meeting with mutual participants and when developing an IPE for an eligible individual, counselors must discuss the 24-calendar month lifetime limit on TANF assistance. Clients should be aware of the number of months of assistance that remain for them, and should use this information when making informed decisions about rehabilitation plans and vocational objectives. IPEs that will extend beyond the client's 24 months of TANF assistance must address how the client will meet his or her basic living needs once TANF assistance has ended.

TANF participants who are referred to RS will not be assigned other work activities such as applicant job search. These individuals will be placed in an EES work component called Disability Employment Services (DES). At the time of referral, the DES component will indicate zero hours of participation. Once the IPE is developed (Status 12) for eligible individuals, the DES component will reflect 20 hours of participation per week.

Individuals who are found ineligible will be referred back to EES to receive appropriate services.

Individuals who are already RS applicants or clients when they apply for assistance from EES will be considered DES component participants.

Support services will be provided by RS during the application, eligibility and IPE development stages. Once the IPE development is completed (Status 12), EES will provide support services such as childcare, transportation and other special services as allowed.

Communication between RS and EES staff is essential for the effective delivery and coordination of services. Local staff has flexibility to address individual client needs.

RS staff will be responsible for determining whether clients are making progress on their rehabilitation plans and whether they are complying with expectations for participation in the DES component. RS staff will discuss the expectations for participation and the possible consequences of failure to participate with each client.

Determination that a client is not participating or not making progress is an issue of counselor discretion. If such a determination is made, it will be reported promptly to EES staff. EES staff will accept the RS counselor's determination and take appropriate action to implement penalties, which could close the TAF and food stamp cases.

Staff should communicate quarterly to update each other on progress. Information on employment, case closure and non-compliance will be reported immediately.

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PART Post-Employment Services

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Part 12 Post-Employment Services

Rehabilitation Services (RS) Policy

Previously, post-employment services were vocational rehabilitation (VR) services provided when:

- The individual has achieved an employment outcome and the record has been closed.
- Additional services are needed to assist the individual in maintaining, regaining or advancing in employment, consistent with the individual's strengths, resources, priorities, concerns, abilities, capabilities and interests, and there are no other personal, family, employer or community resources available to assist the individual.
- Needed services are limited in scope and duration, are related to services previously provided and are not a new set of comprehensive services.

Now, however, reporting requirements implemented as a result of the Workforce Innovation and Opportunity Act prohibit the expenditure of VR funds on a case that has previously been closed. Therefore, post-employment is no longer an option. A VR counselor will discuss post-employment at the 90-day stability, and if services are necessary at that time the VR counselor will keep the case remained opened to provide the additional services.

To assure that clients in the circumstances described above receive the services they need to maintain employment in an expeditious manner if the case had been closed, RS will open a new case using eligibility and planning information from the previous case file, if no new disability information has been presented.

If more than a year has elapsed since the case closure, the counselor will consider whether additional information is needed to correctly identify and provide the services needed by the client. If it is determined that the individual's needs are comprehensive rather than limited in scope and duration, the standard new case processing procedures will be followed. This review will help RS assure that any changes in disability status, vocational objectives, or services needed to achieve employment are addressed.

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Section 3 Service Delivery

Part 13 Training

Post-Secondary Education

Clients enrolled in any training program must maintain a cumulative minimum grade average equivalent to 2.0 on a 4.0 scale. In addition, clients whose vocational objectives require them to apply for entry into any professional or advanced level curriculums must maintain at least the minimum admission standards for those curriculums. In some cases, this will require the clients to maintain a grade point average higher than 2.0 on a 4.0 scale.

If a client's grade average falls below these minimum standards, the counselor may fund one additional quarter or semester during which the client has the opportunity to bring the grade average up to the minimum standards. Failure to improve the grade average to the minimum standards will result in discontinued funding for training and related expenses through Rehabilitation Services (RS). In the event of such circumstances, counselors will work with clients to reassess service options and to amend the Individualized Plan for Employment (IPE). Clients, of course, have the choice to continue training using other resources which may be available to them. If they do so and improve their grade average to the minimum standards, counselors may re-establish RS funding.

Clients enrolled in college or university programs must complete at least 30 hours per year. Year is defined as a 12-month period, which includes two semesters and summer school. Please note that this policy does not require participation in summer school if the 30-hour minimum requirement can be otherwise met. Exceptions may be considered. Each RS Program Administrator will establish a procedure for routing such exception requests through the RS Managers, RS Program Administrator or both. Use of the Exceptions Request Form (Forms Part 54) is required.

- If a student drops classes resulting in failure to meet the 30-hour minimum, an exception must be approved according to Regional procedures to allow continuation of RS funding for the training plan.
- There may be occasions, such as illness, which would cause a student's IPE or participation in training to be suspended for a period of time. In such circumstances, the 30-hour annual minimum will be prorated at a rate of 12 hours each per semester and six hours per summer school session.

Clients enrolled in other post-secondary training must meet the full-time requirements of those programs. Exceptions must be allowed by the school and approved according to Regional RS procedures. Use of the Exceptions Request Form (Forms Part 54) is required..

After completion of the first year of school, when transfer to a different school is contemplated, or when a change of major is contemplated, clients will be required to work with the institutions of higher education to analyze their transcripts and develop plans for completing course work necessary to complete the degree. This analysis and plan must be submitted for approval to the counselor as an expectation of the IPE.

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IPEs will specifically note the grade or performance level and number of hours that must be maintained and identify how progress will be monitored. IPEs will also note the requirement for clients to consult with their counselors prior to dropping any classes.

IPEs supporting graduate studies will not be considered until the client has completed the prerequisite degree and admission requirements. Once those requirements have been met, the IPE for advanced studies may be developed if it is designed to meet a specific employment outcome that is consistent with the individual's strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice.

Textbook buy-back

Funds received for books originally purchased by RS and then returned at the end of a semester or other training period will be credited or returned directly to RS. Students may choose to keep textbooks that relate to their major field of study.

Tuition and fees at private or out-of-state institutions

Tuition and fees for private or out-of-state educational institutions will be paid at a rate not exceeding the current per credit hour rate at any Kansas public institution or Kansas Board of Regents University. If a specific training program necessary to meet a client's rehabilitation needs is not available at a Kansas public institution of higher learning, out-of-state or private educational institution tuition and fees can be paid at the usual and customary rate. In cases where education costs would be less at a private or out-of-state educational institution than they would be at a similar in-state educational institution, counselor discretion and client choice will be considered. Such circumstances could include, but are not limited to, those cases requiring attendant care, specialized housing, transportation, medical expenses or other accommodations. Another factor which may be considered is the availability of courses within the timeframe of the IPE and goals for achieving employment. Out-of-state services funded by RS require the prior approval of the RS Regional Program Administrator.

Travel for students participating in out-of-state services

If out-of-state training is approved for a client because comparable services or programs are not available in Kansas, RS may pay reasonable travel expenses for one round trip between Kansas and the school per semester or term. (For example, RS will pay for travel to the school at the beginning of the semester and for return home at the end of the semester.)

If a client is participating in out-of-state training when comparable services or programs are available in Kansas, RS will not be responsible for any travel expenses.

Student loans and grants

The intent of the Rehabilitation Act is that vocational rehabilitation (VR) resources are used only as a last resort to pay for training in institutions of higher education. Within this context, however, a client cannot be required to take a student loan as a condition for receiving training or other VR services. Clients must make maximum efforts to secure grant assistance. Therefore, a client who owes a refund on a grant or who has defaulted on a student loan should proceed to clear the obligation in order to be eligible for additional student financial aid. If an individual decides not to repay a loan

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although financially able to do so, it could be concluded that the individual has failed to carry out his/her responsibility to make maximum efforts to secure grant assistance, and RS would be prohibited from paying the individual's training costs. True hardship cases may exist where an individual has limited or no financial resources and is not able to work out a satisfactory repayment agreement. Under such circumstances it can be concluded that maximum efforts have been made to secure grant assistance and that comparable benefits and services are not available. In such an instance, VR funding for training may be appropriate. *(RSA-PD-92-02)*

Scholarships

Merit-based scholarships are not considered a comparable benefit. Merit scholarships are awarded for exceptional performance in academics, athletics, music, or other specific educational disciplines.

If a merit scholarship is awarded for the purpose of tuition, room/board or other specific services, then the consumer must use it for those purposes specified in the award.

Non-merit scholarships are typically awarded based on the student's affiliation with a specific group. Common examples are scholarships awarded by employers for family members, by specific cities or communities for their residents, by civic groups, or based on affiliation with certain cultural, disability or other interest groups. In non-merit scholarships, academic or other areas of performance are not considered in the selection process. Federal financial aid based on income guidelines is not considered to be merit scholarships.

On-the-job training

On-the-job training requires a written agreement between the client, counselor, and employer, which stipulates the hourly wage, training to be provided by the employer, and any other conditions of employment. Job coaching may be provided in conjunction with on-the-job training if it does not duplicate the work-related training being provided by the employer.

Alternative methods of training delivery

Correspondence courses, outreach courses, private business or technical schools, and training which uses the Internet as the primary delivery mechanism may be authorized with the following considerations:

- The training specifically meets the client's needs, and is consistent with the rehabilitation plan and vocational objective.
- The training is consistent with the client's informed choice.
- The counselor and client have verified the credentials of the institution, such as accreditation, use by other related programs such as the Veteran's Administration (VA), eligibility for federal financial aid, and the placement success rate of graduates.
- The choice is cost effective.

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Cost sharing for auxiliary aids and services

VR clients attending Institutions of Higher Education (IHEs) may require the provision of auxiliary aids and services. RS has formal written agreements with all of the Board of Regents universities, community colleges, technical schools, and Washburn University. RS also has format written agreements with all private non-profit colleges. These agreements specify conditions for cost-sharing between RS and the IHE. Templates of these agreements are in the Resources Section 10 of this Manual. Copies of the actual signed agreement for a specific IHE are available by contacting the Deputy Director. These agreements do not pertain to proprietary for-profit schools.

Agreements with Institutions of Higher Education (IHEs) for cost sharing in the provision of auxiliary aids and services

The Rehabilitation Act requires VR agencies to establish interagency agreements with public universities, colleges and technical schools (collectively known as Institutions of Higher Education or IHEs) for cost sharing in the provision of auxiliary aids and services.

Kansas VR has agreements with all public IHEs overseen by the Board of Regents. Washburn University is also included.

The Kansas Legislature also asked RS to establish agreements with private non-profit IHEs. Kansas has agreements with all of the private non-profit IHEs affiliated with the Kansas Independent College Association.

These agreements do not change the standard training policies regarding payment of tuition and other expenses related to higher education. The agreements pertain only to cost sharing for auxiliary aids and services.

Templates of these agreements and calculation worksheets are in the Resources. Copies of the actual signed agreement for a specific IHE are available by contacting the Deputy Director.

These agreements do not pertain to proprietary for-profit schools.

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PART Sign Language Interpreter Services

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Part 14 Sign Language Interpreter Services

Fees for sign language interpreting and related conditions such as minimum appointment times, coverage areas, mileage, cancellation policies and specializations, are governed by State Contracts issued by the Kansas Department of Administration. RS staff may schedule directly with the vendors on state contract.

Updates to this information about the state contracts are pending. Meanwhile the contracts may be found at:

https://supplier.sok.ks.gov/psc/sokfsprdsup/SUPPLIER/ERP/c/NUI_FRAMEWORK.PT_LANDINGPAGE.GBL?&

Search for contractors using the key words: sign language interpreting.

RS will schedule and authorize payment for certified and qualified sign language interpreters for appointments with people who are deaf or hard of hearing who use sign language for communication. They may require at least 24 hours' notice to find a qualified interpreter. The Kansas Commission for the Deaf and Hard of Hearing (KCDHH) may identify qualified interpreters and schedule them as a purchased service.

Written communication with persons who are deaf or hard of hearing is acceptable only:

- If used to set up appointments;
- If used to inform the person that an interpreter will be present at the appointment; or
- If specifically requested by the person who is deaf or hard of hearing.

RS is allowed to use sign language interpreters that are not on the state contract as long as we have not spent more than \$5000 during the state fiscal year with the specific sign language interpreter statewide. If \$5,000 is spent with a sign language interpreter, we would be required to use one of the contractors on the master statewide list.

Hourly fee not to exceed \$52 for level IV and V level certification without exception approval through administration office for interpreters not on state contract.

Rehabilitation Services (RS) Procedures

Interpreters must be on the state registry at the KCDHH, as required by state law, H.B. 2257 effective 7-1-93.

In situations where an interpreter is not listed on the state registry, the interpreter must contact KCDHH at (785) 267-6100 or toll-free at 1-800-432-0698 to register. Registration may be made over the phone by providing name, address, telephone number, certifications, and the sign language or sign systems that the interpreter can use, or by completing and mailing a registration card. The most

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common sign language or sign systems are American Sign Language (ASL), Pidgin Sign English (PSE), Conceptually Accurate Signed English (CASE), Sign Exact English (SEE) II, and oral.

When calling to schedule an interpreter, the following information is required:

- Date, time and location of appointment or appointments.
- Estimated length of appointment. When appointments are expected to last more than 3 hours, rest breaks for the interpreter will be required; or two interpreters rotating every 20 to 30 minutes may be scheduled.
- Topic or type of setting.
- Name of the individual(s), language preference or the need for special communications, specific interpreter selected by the individual(s), if known and appropriate. Note: Family members, roommates or individuals with other personal relationships may not be appropriate to use as interpreters. Staff should use discretion and consult with the client if possible. The Interpreter Code of Ethics requires the interpreter to decline the job if inappropriate.
- Contact person's name and phone number.
- Billing information such as the party responsible for payment, service authorization number or special billing instructions.

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SECTION Service Delivery
PART Placement

SECTION NO. 3-15
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Part 15 Placement

Placement

The counselor may provide or facilitate placement services for clients.

Disclosure of disability information to employers: Both the Rehabilitation Act and the Americans with Disabilities Act (ADA) restrict counselor use of confidential information with employers and in any pre-employment inquiries by employers. (Refer to [Section 1.7](#) on confidentiality)

As the employer only needs to know whether the client has any functional limitations which will impact on job tasks, the counselor must limit the discussion to any potential functional limitations that will impact on the client's ability to perform the job tasks or functions identified by the employer. This discussion may also include identifying reasonable accommodations which have been provided or which could be provided.

An employer cannot ask whether the applicant is a person with a disability. An employer cannot ask about the nature or severity of the disability. However, the employer may make pre-employment inquiry into an applicant's ability to perform job-related tasks or functions. The employer may ask the applicant to demonstrate or explain how, with or without reasonable accommodation, he or she would perform job-related functions.

Assisting Individuals with Job Placement Services That Support Their IPE Employment Goal While Receiving Training Services

VR staff may authorize placement services when such services are necessary to help prepare individuals with disabilities for competitive integrated employment (CIE) as outlined in their Individualized Plan for Employment (IPE), after exhausting other applicable employment resources (e.g., work studies, counseling and guidance, workforce centers, etc.). The narrative must justify this authorization by demonstrating how the employment assistance contributes to skill-building related to their agreed-upon IPE goal, provides opportunities to gain relevant work skills, enhances the individual's resume, and aligns with their long-term career goals.

VR recognizes that these opportunities serve as meaningful steps in advancing an individual's career, offering valuable experience and potential income while contributing to their overall vocational success.

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SECTION Service Delivery
PART Job Modifications

SECTION NO. 3-16
PUBLISHED 03/21

Section 3 Service Delivery

Part 16 Job Modifications

Job Modifications

With the passage of the Americans with Disabilities Act (ADA), employers now have a greater responsibility in providing reasonable accommodation for qualified workers who are disabled. Rehabilitation Services (RS) staff need to negotiate with employers in providing assistive technology to effect job modifications which make a job more accessible. Employers are generally responsible for providing the “tools of the trade” which are related to the company’s function such as computer hardware and software.

RS staff, the client and the employer need to mutually decide who will purchase assistive technology, such as voice synthesizer, screen magnifier, or other device, which will make the computer, other company equipment or job function accessible. If the job modification for the worker who is disabled makes the job function easier for most employees, then the employer should bear a greater share or all of the cost. Smaller companies may have limited resources for reasonable accommodation. In this instance, the agency would want to share or be totally responsible for the cost to secure placement of the client.

Generally, exterior entry into the business or worksite is an employer’s responsibility.

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SECTION Service Delivery
PART Vehicle Modifications, Purchase and Repair

SECTION NO. 3-17
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Section 3 Service Delivery

Part 17 Vehicle Modifications, Purchase and Repair

Vehicle Modifications

Vehicle modification may be provided if necessary, to enable the individual to participate in IPE services or achieve an employment outcome. Under these circumstances, such modifications are available to any eligible client, regardless of significance of disability, as long as the individual is in an open category of service through Order of Selection. Prior to authorizing such services, the counselor and individual should discuss whether the individual owns or has use of another vehicle which would already meet the individual's transportation needs. In some instances, it may be appropriate to secure a driving evaluation to determine whether the individual will be capable of driving the vehicle once it is modified. Consideration of the age and mileage of the vehicle should be made before authorizing the service, and in some instances, it may be appropriate to secure a mechanic's inspection prior to authorizing the service. Please work with your regional management team to ensure you have all the necessary documentation for this purchase (driver's evaluation, type of vehicle, vehicle title, justification for the purchase, modifications, projected costs, etc.). The counselor will also need to identify if the client already owns the vehicle that is needed to be modified, client is looking to purchase the vehicle, or if the vehicle identified has already been modified. There are different purchasing guidance for each situation. After all the information has been gathered, you will submit to Administration Office to assist with the next step with purchasing.

Vehicle modification is an assistive technology service. Use Code 412. The counselor spending authority for vehicle modifications is \$13,500 for the life of the case. Use State Contract #48100.

Vehicle Purchase

Vehicles may be purchased as a transportation service for clients if necessary, to carry out the rehabilitation plan or achieve the employment outcome.

- Purchase of vehicles may be considered ***only if no other cost-effective transportation alternative exists.***
- Purchase of vehicles may be considered if the total cost of the purchase and related fees would be less than alternative monthly transportation fees when considered over the life of the case.

The feasibility of other alternatives, such as public transportation or transportation provided by family, co-workers, friends or other students or the use of drivers, must be explored and documented in the record of services.

Under such circumstances, the purchase of a vehicle is available to any eligible client, regardless of the significance of the disability, as long as the individual is in an open category of service through Order of Selection.

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If the counselor and client determine that purchase of a vehicle is the only alternative, the following procedures shall be followed:

- All transportation services are support services and can only be provided in conjunction with non-support services. (Vehicle purchase is not a stand-alone service.) (Vehicle modifications are assistive technology, so this provision pertaining to support services does not apply.)
- The client should have a valid driver's license or have access to a licensed driver prior to purchase of the vehicle.
- The vehicle shall be inspected by a professional auto mechanic who is not involved in the sale prior to the purchase. RS will pay for this inspection. Forms Part 47.
- The current Counselor's spending authority for purchase of vehicles is \$3,500 for the life of the case. Use Code 810. See Section 3 / Part 8.
- RS may pay for sales tax and insurance as additional expenditures separate from the purchase price.
- The vehicle must be paid for in its entirety. RS funds may not be used as a down payment; but RS funds may be used in conjunction with other resources provided by the client.
- RS will authorize payment to the seller of the vehicle.
- The client will have title to the vehicle.
- During the life of the case, the client may not dispose of the vehicle without prior written approval of the counselor. The client will be required to sign the Vehicle Purchase Agreement. Form Part 48.
- If RS purchases the vehicle, or if the client already owns a vehicle, RS may pay for liability insurance, personal property tax and the license plates/vehicle registration during the life of the case if needed to assure that the client can participate in his/her IPE services or to facilitate achievement of the employment goal. Only the minimum legally required liability insurance will be funded by RS.

RS Policy on Vehicle Repairs

There may be instances when repairs are needed for a vehicle owned by the individual. If use of the vehicle is essential for the individual's participation in the IPE or for achievement of the employment outcome, vehicle repairs may be authorized if no other source exists to finance the needed repairs.

Vehicle repair is a support service (transportation) and may only be provided in conjunction with non-support services. The Counselor's spending authority for the life of the case is \$1,000.

[See Section 3 / Part 8](#) Use Code 830.

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Purchase of All Terrain Vehicles (ATVs)

ATVs may be purchased when necessary for participation in the IPE or achievement of an employment outcome, and no reasonable alternative exists. ATV purchase is an assistive technology service. Use Code 410. The Counselor's spending authority for all assistive technology services is \$4,999 for the life of the case. See [Section 3 / Part 8](#).

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SECTION Service Delivery
PART Maintenance

SECTION NO. 3-18
PUBLISHED 01/23

Section 3 Service Delivery

Part 18 Maintenance

Maintenance (increased costs)

Synopsis of federal regulations and requirements

Maintenance means monetary support provided to an individual for expenses, such as food, shelter and clothing, that are *in excess of the normal expenses of the individual* and that are necessitated by the individual's participation in an assessment for determining eligibility and vocational rehabilitation (VR) needs or the individual's receipt of VR services under an Individualized Plan for Employment (IPE).

Reference: 34 CFR § 361.5(c)(34)

Rehabilitation Services policy

Maintenance is a support service and will be provided only in conjunction with core VR services. (Please refer to Glossary Section 8 for the definitions of core and support services). Prior to providing maintenance, there must be a search for comparable benefits. If it is known that comparable benefits exist but are not available at the time needed to ensure the timely progress of the individual toward achieving an employment outcome, the agency may provide maintenance until those comparable benefits become available.

Maintenance may not be used to fund an individual's normal living expenses. There are normal living expenses for food, shelter and clothing associated with all individuals, whether the individual themselves has directly paid for those expenses, or whether those expenses have been paid by another individual.

Maintenance is not income or a wage replacement. A change in resources (such as client wages or family income) is not the same as increased expenses (in excess of the normal expenses of the individual) due to participation in VR. Therefore, a change in a client's resources does not result in automatic maintenance payments.

In addition, Vocational Rehabilitation is not responsible for maintenance expenses if the services are available in their community/local area. If the services are available locally or closer to the client's home that will meet the individual's needs but the individual chooses the services in another or farther location, the VR client will be responsible for the additional maintenance expenses.

Maintenance, travel costs and per diem etc. will not be provided unless the needed service is not available within commuting distance of the individual's residence.

Client responsibility

All clients, including persons who are recipients of Supplemental Security Income (SSI), beneficiaries of Social Security Disability Insurance (SSDI) or recipients of other forms of public assistance, are responsible for their normal expenses.

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Individuals who are homeless, who have no obvious means of support, or who have insufficient means of support should be immediately referred and assisted to apply for available public assistance benefits and/or for resources available through state, community, or faith-based organizations. Maintenance is not an income replacement service. Therefore, provision of maintenance *for normal expenses* in these circumstances is not consistent with the federal requirement limiting maintenance costs to those in excess of the individual's normal expenses as a result of their participation in VR and is therefore not allowable.

Note: Maintenance must be reevaluated every 6 months as individuals needs may change.

Spending authority

The counselor's spending authority for basic subsistence (such as food, shelter, and clothing) may not exceed \$450 per month. Utilities are included under the category of shelter, and include natural gas, electricity, propane, trash, water, cable, internet, telephone, and cell phone.

Room and board at college (whether on or off campus) is considered maintenance and must meet the criteria established in this policy. Use Service Code 700.

If the conditions for maintenance are otherwise met (increased expenses due to participation in VR), maintenance may be paid during job search/placement until the first full month of pay has been received. Maintenance payments in such circumstances may not exceed three months. Additional months require the standard exceptions process (Rehabilitation Manager and/or Program Administrator approval).

The counselor's spending authority for academic enrichment expenses is \$50 a semester. Enrichment activities are supplementary activities and programs that contribute to the learning objectives of the courses being taken or the degree being pursued. Field trips and weekend seminars are typical examples. Club memberships and out-of-state activities are specifically excluded.

The counselor's spending authority for interview and work clothing may not exceed \$300 for the life of the case. Use Service Code 725. The standard exceptions process (Rehabilitation Manager and/or Program Administrator approval) must be used for amounts exceeding this spending authority.

There are no automatic exceptions. The standard exceptions process (Rehabilitation Manager and/or Program Administrator approval) must be used for amounts exceeding the spending authorities identified in this policy.

Payment methods

Maintenance funds may be reimbursed to clients or paid in advance, in accordance with the policies established in Section 6/Part 2 and follow State regulated per diem allowances.

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Maintenance is not income

Maintenance should not be reported to the Social Security Administration as income.

Reference: Social Security Program Operations Manual SI 00815.050

Maintenance is not considered income and is exempt from reporting for all DCF/Economic and Employment Services programs.

Documentation

Maintenance is defined specifically as food, shelter, or clothing and is intended to be used only for additional costs incurred while participating in a rehabilitation program (34 CFR 361.5(c)(34)).

Maintenance **must** be tied to core services under an IPE and is intended to cover **only** the added costs of participating in rehabilitation and **not** everyday living expenses. Prior to authorizing for maintenance, VR Counselors must document in their case narrative:

1. The need for maintenance.
2. The need is in excess to normal living expenses.
3. The need is a direct result of the client participating in an approved IPE.
4. The service will only be provided in conjunction with a core IPE service.

Examples: The following are examples of expenses that would meet the definition of maintenance. The examples are illustrative, do not address all possible circumstances, and are not intended to substitute for individual counselor judgment.

Example 1: The cost of a uniform or other suitable clothing that is required for an individual's job placement or job-seeking activities.

Example 2: The cost of short-term shelter that is required in order for an individual to participate in assessment activities or vocational training at a site that is not within commuting distance of an individual's home.

Example 3: The initial one-time costs, such as a security deposit or charges for the initiation of utilities that are required in order for an individual to relocate for a job placement.

Example 4: The costs of an individual's participation in enrichment activities related to that individual's training program.

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PART Child Care

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PUBLISHED 12/22

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Part 19 Child Care

Payment for child care is an allowable vocational rehabilitation (VR) expenditure when all three of the following conditions are met:

- Other core VR services are being provided. (Child care is a support service and therefore may not be provided as a stand-alone service. Support services may be provided only in conjunction with core VR services.)
- Child care is necessary to allow the client to participate in the VR process or to participate in IPE services.
- Child care services may be provided only for the legal dependents of the client.

Authorization and payment procedures

Child Care payments, when allowable according to RS Policy, will be made using the standard authorization and payment process on KMIS. Payments should be made directly to the childcare provider. The counselor is required to check if the childcare provider is approved through the State of Kansas with KDHE. If the client is requesting a childcare provider who is not approved through KDHE, it has to be a relative and he/she is required to complete an application provider enrollment and be approved.

Child care authorizations shall be consistent with the fee structure established through Economic and Employment Support for the Department for Children and Families. RS payments for child care may not exceed this fee/rate schedule. This fee/rate structure may be found at:

http://content.dcf.ks.gov/EES/KEESM/Appendix/C-18_ProviderRateCht.pdf

The counselor verifies if the client is eligible to receive child care payment through Economic and Employment Support for the Department for Children and Families. If the client is not eligible through Economic and Employment Support for the Department for Children and Families, VR may assist along as the conditions are met above.

Process for obtaining Child Care for RS Clients

RS client would apply for EES childcare benefits. If denied the EES child care benefit, the client could find a provider who is already a enrolled DCF child care provider if VR can support child care. Also, they could find a licensed provider that is not a DCF Enrolled Provider and if the licensed provider is willing to enroll with DCF we could approve that provider.

- If the client wants a provider who is not already approved by DCF then they would have to complete the provider enrollment document [C-14 ES-1652 In-Home Child Care Provider Enrollment -DCF.pdf \(ks.gov\)](#) or [C-15 ES-1653 Out of Home Relative Child Care Provider Enrollment.pdf \(ks.gov\)](#) and be approved through Child Care Provider Enrollment Unit-DCF.CCProviderRSReferral@ks.gov.

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Child Care

SECTION NO.
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- RS would send an email to DCF.CCProviderRSReferral@ks.gov letting them know that this client applied for child care through EES and was denied. RS approves the client to receive funding for child care and asking to process the provider enrollment to see if they could be an approved DCF child care provider.
- Once the child care provider is enrolled, RS would obtain a W9 from the provider to be put into SMART to make payments through KMIS. Provider enrollment would do the review if the provider is going to be active for more than a year.
- RS will monitor the provider by keeping track of the client and their use of the provider for child care. Providers will turn in timesheets and will be reimbursed at the DCF approved rate.
- RS counselor would document and save the approved DCF provider enrollment.

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Section 3 Service Delivery

Part 20 Comprehensive Transition Program (CTP)

Rehabilitation Services (RS) is a state agency which provides vocational rehabilitation (VR) services to help people with disabilities achieve integrated, competitive employment consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice. VR services are individualized according to each consumer's needs and goals. Vocational and other training services in an institution of higher education may be a VR service to assist and support consumers in achieving their employment goals. Workforce Innovation Opportunity Act (WIOA) emphasizes the provision of services to students and youth with disabilities to ensure that they have meaningful opportunities to receive the services, including training and other supports they need to achieve employment outcomes in competitive integrated employment.

- Comprehensive Transition Programs (CTP) are a type of postsecondary education.
- CTPs meet the definition of a recognized educational program for the purpose of pre-employment transition services for those individuals who meet the definition of a student with a disability.
- CTPs offered at Institutions of Higher Education (IHE) provide inclusive, academic, social, and career and technical education programs for individuals with intellectual and developmental disabilities seeking a postsecondary opportunity, experience, and career path. Participation in a CTP may generate academic credit leading to a postsecondary credential or degree.
- These programs embrace high expectations and provide valuable opportunities for individuals with intellectual disabilities to gain skills that will maximize their opportunities for achieving employment, including competitive integrated employment.
- The specific service(s) requested for any individual will be based upon the VR counselor analysis of all available information data to determine the service needs, and the participants informed choice.
- A Comprehensive Transition Program offers a postsecondary degree, certificate or non-degree program sponsored by a postsecondary institution (or IHE) that is approved by the U.S. Department of Education and is designed to support students with intellectual disabilities as they continue to receive instruction in postsecondary academic areas, career, and independent living to prepare for competitive, integrated employment.
- Comprehensive Transition Program (CTP) may be an allowable VR service when determined by the VR Counselor to be a necessary and required service for the eligible individual to achieve their projected post-school employment outcome/employment goal. As with any other eligible individual considering postsecondary education, the VR Counselor will work with the individual to determine a suitable employment outcome and necessary services to achieve their employment goal.
- VR Counselors routinely determine whether the minimum qualifications of the employment outcome require postsecondary education.
- Individuals with intellectual disabilities may identify employment outcomes that do not generally require a specific postsecondary degree or credential as a minimum qualification. However, in determining whether this level of training is necessary, VR Counselors must carefully evaluate with the eligible individual, and other relevant team members, how inclusive higher education and/or participation in a comprehensive transition program located on a university/college

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campus will support their attainment of the employment outcome and whether the nature of the individual's disability requires a level of training beyond that identified in the minimum qualifications.

- It is also important for VR Counselors to maintain a perspective that honors the capability, potential growth, and informed choice of the individual, rather than simply their current skills and experience.
- Not all postsecondary education programs at IHEs are CTPs.
- Kansas Rehabilitation Services will only consider programs that are approved as a comprehensive transition program (CTP) by the U.S. Department of Education, Office of Federal Financial Aid (<https://studentaid.gov/understand-aid/eligibility/requirements/intellectual-disabilities>), in good standing, and identified on their IPE as a necessary service to achieve the employment outcome/projected post-school employment outcome, the services must be provided directly by the CTP and in an integrated community setting. (Under Section 484(s) of the HEA (20 U.S.C. § 1091(s)) and 34 C.F.R. Part 668, Subpart O, students enrolled in a comprehensive transition and postsecondary educational program for students with intellectual disabilities who are maintaining satisfactory academic progress in that program may receive Federal student financial aid under the Federal Pell Grant or Federal Supplemental Opportunity Grant, or for the Federal Work-Study programs).
- The VR Counselor is required to determine whether comparable services and benefits exist under any other program, and whether those services and benefits are available to the individual (Pell grants, Medicaid waiver, services available in the community, etc.).
- The VR Counselor and the individual will determine and document the specific training needs to include: the type of training relative to the employment outcome/projected post-school employment outcome, duration of training, and cost comparisons.
- The justification by the VR Counselor must document that the service is reasonable, allowable, necessary, and required to achieve the employment goal and include qualifications for the employment goal/projected post-school employment outcome (education, skills, experience, etc.) to support the rationale.
- The identification of an appropriate employment outcome/projected post-school employment outcome and whether inclusive higher education is necessary will be a highly individualized determination based on the unique circumstances of the individual, including the supports available to him or her, previous opportunities for competitive integrated employment, previous experiences with self-determination, independent living work skills, and informed choice.
- The rationale must show how the services will enhance employability skills and a career path for the individual.
- VR Counselors will examine the specific skills that the student must acquire in order to achieve their employment outcome/projected post-school employment outcome and to provide the level of training necessary to acquire those skills. For example, one student may be ready for employment after two semesters of coursework, while another may require completion of an inclusive higher education program.
- It is expected that VR Counselors will routinely consult with their Managers in these situations to encourage consistent application of policy and guide the VR Counselor when making challenging determinations.
- The CTP will provide their course of study for approval to justify paying for the services.
- VR will authorize the CTP program fee using service code 558 (comprehensive transition program). VR will authorize tuition and fees consistent with policy 3.13.

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- [Example of an authorization](#)
- The VR Counselor can authorize up to four semesters. They can request an exception for additional semesters through the VR Manager if deemed necessary and required.
- CTPs must assist student to gain independent living skills, self-advocacy skills, employability skills, set up train and monitor students during paid and unpaid work based learning experiences, educate and train worksites on how to accommodate each student, implement necessary accommodations for the worksite, and link students to long-term supports in coordination with VR.

Requirements

- Individual must be enrolled in a Comprehensive Transition Program (CTP) approved program identified on their IPE as a necessary service to achieve the employment/projected post-school employment outcome.
- Services must be provided directly by the CTP or IHE personnel.
- Integrated community setting must be available for all services
- Students must demonstrate satisfactory progress each semester for the VR counselor to continue to support their participation in the CTP.
- The CTP is approved by Deputy Director for VR Policies and Procedures prior to the student starting the program to ensure the program is an approved CTP program. The resource page has the current programs approved.
- The VR counselor is responsible for assessing the needs of the individual and determining whether the services they are receiving, or intend to receive, from the CTP overlap with services provided by other services. If there is a potential duplication of services, the VR counselor needs to evaluate whether it is justified based on the unique needs and goals of the individual.
- Individuals participating in the CTP are limited to no more than four semesters. The VR counselor can request an exception for additional semesters through the RS Manager if deemed necessary and required.
- CTP must include the auxiliary aids, services and accommodations for the student to access the program. The VR Counselor will address the supports the individual who needs to participate in CTP.
- A written report of the attendance, services provided and satisfactory progress the student is making, needs, and outcomes achieved at the end of the semester is required from the CTP. The VR Counselor will analyze the report to justify authorizing the next semester based on the need of the client to achieve their employment goal.

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PART Project Search

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Part 21 Project Search

Project Search is an internship program for young adults with developmental disabilities who want to work. This internship program was developed at the Cincinnati Children's Hospital. Embedded within a host business, Project Search interns learn job skills that will lead to competitive, integrated employment. There are over 621 individually licensed Project Search programs across the world.

Project Search is an educational and employment training program for students with developmental disabilities in their last year of high school eligibility or young adults who recently completed high school. The students or young adults spend approximately nine months interning at a local business to learn work skills. The goal of the program is competitive employment within three months of graduation.

Vocational Rehabilitation Counselors will partner with Project Search in their local areas. A VR counselor will participate on the steering committee to assist with facilitating the selection of the Project Search participants. The students who are presented during the steering committee obtain information from the VR counselor about Vocational Rehabilitation Services to determine if he/she would like to apply for services. For the students who decide to participate with VR services and who are participating with Project Search, the VR counselor will participate in the quarterly employment support meetings for each intern. The VR counselor will assist the student to have informed choice on deciding which VR provider will work with the student during the third internship in Project Search. The individualized plan for employment (IPE) will be updated to include job placement services and the VR counselor will facilitate the coordination, referral, and authorization process to start services with the VR provider. Project Search sites will allow the VR counselor and job placement providers to meet during the time at the job site. The student is allowed to exit early from Project Search due to obtaining employment if agreed upon with the support team.

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PART Business Enterprise Program

SECTION NO. 3-22
PUBLISHED 05/22

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Part 22 Business Enterprise Program

BEP stands for Business Enterprise Program. It provides business opportunities for individuals who are blind and visually impaired to run their own vending, concession and/or catering business on federal, state and private properties.

Under the [Randolph Sheppard Act](#), federal and state laws give priority to blind individuals to operate and manage food, vending, and other services in federal and state government office buildings and properties.

The Business Enterprise Program (BEP) Federal and State of Kansas regulations allows awards to qualified blind business people for food service operations in these buildings, plus some privately owned facilities. Currently, these facilities consist of large cafeterias, small cafeterias, military dining halls, snack bars, convenience stores, micro-markets, vending machine routes, rest area maintenance, and commercial janitorial services.

In Kansas, BEP works in partnership with Vocational Rehabilitation (VR) Services to qualify potential participants for support and resources in starting and maintaining a food service business. This can include the purchases of initial inventory, supplies and equipment at these food service locations, as prescribed by federal and state law. Blind operators (business managers) have sole interest in these business operations; however, program participants they agree to a business strategic partnership with Kansas BEP staff and other operators as a primary investor and collaborator.

After initial qualification, certification and licensure in the Kansas BEP, operators are responsible for subsequent inventory and supplies which are replenished at their own expense, and for all management functions. These functions include hiring, paying personnel, paying all business and employment taxes, and paying insurance and any other related withholding. At the end of a given business cycle, the blind business manager enjoys a profit or suffers a loss. BEP receives a Set-aside or franchise-like fee from the blind operators for their participation in this program.

Vocational Rehabilitation Counselors (VRC) throughout the state make the initial referrals of interested candidates to the Business Enterprise Program.

Transition of a VR Client into the Kansas BEP program requires partnership, collaboration and cooperation between VRC and BEP leaders. The VR Client must be referred to BEP to become qualified for licensure certification training. The VR Client is a certified trainee who is assigned to an OJT Supervisor and successfully completes all training requirements with a six-month probation period as facility manager and then can be licensed as a BEP operator.

To learn more about the referral process and to request assistance in evaluating if a specific VR Client might be a good fit for the Kansas BEP, please contact BEP Administration by emailing DCF.BEPinfo@ks.gov to schedule an introductory conversation.

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Prior to the classroom training, the VRC will ensure that the **Qualification of Training Referral** process is complete, including a determination with Kansas BEP that the VR Client is a “Preliminarily-Qualified” BEP Candidate for classroom/online training. This includes the following:

1. **Referral Letter.** Initial qualifications for Business Enterprise Program Training Candidates letter from VR detailing the client is:
 - eligible to be a Vocational Rehabilitation services client;
 - at least eighteen (18) years of age;
 - successfully pass drug testing; and
 - does not have a criminal record
 - a citizen of the United States;
 - certified as legally blind;

copies of documentation including certification of blindness, relevant employment, and training including transcripts for all post-secondary education.

2. **Formal Assessment.** VR will complete the [Formal Vocational Rehabilitation Assessment](#).

- i. All individuals who are eligible for licensure referrals to BEP will be evaluated assessed in both their adaptive living skills and vocational potential. This will include blindness skills and starting a business plan ([refer to Section 3.7](#)). Each candidate will be assessed in the following vocational rehabilitative areas:
 1. Physical dexterity and stamina to perform the essential functions of the job, able to lift 30 pounds;
 2. Communication skills including verbal, written or Braille;
 3. Ability to take lecture notes;
 4. Mobility skills;
 5. Basic math skills;
 6. Ability to use a calculator;
 7. Computer skills including adaptive equipment as needed;
 8. Social skills;
 9. Ability to manage money;
 10. Ability to identify currency;
 11. Management potential;

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12. Professional appearance;
 13. Positive personality;
 14. Ability to work effectively with people;
 15. Ability to handle stress appropriately; and
 16. Flexibility working with building management and following instructions and guidelines.
- ii. If the evaluation process identifies deficiencies in any of the above areas, they will be described and explained. The evaluation will include an assessment summary and will predict if the candidate has a strong, medium or low probability of success in completing licensure training and their potential effectiveness as a licensed BEP vendor.
 - iii. If the VR evaluation identifies multiple deficiencies; however, the VRC believes the candidate might be able to succeed in training and as a licensed vendor and that the deficiencies can be accommodated with remedial training, the VR assessment will state exactly what training and level of performance is necessary to recommend the candidate for training.

NOTE: Before a referral interview can be scheduled, BEP staff will complete a security background check to make sure the VR Client would be eligible to participate in the Kansas BEP.

If the VR Client cannot pass a security background check or provide the VRC and BEP with all the required documentation requested, BEP will not schedule a Referral Interview and will work with the VRC to communicate this decision with the VR Client.

If the VR Client can pass a security background check and provide the VRC and BEP with all the required documentation requested, BEP will schedule a Referral Interview to evaluate if the VR Client qualifies for participation in the Kansas BEP. The referred candidate qualifies for training based on Interview with VRC, BEP and VR Client.

If there is agreement by Kansas BEP, the VRC and the VR Client that the VR Client has a reasonably to high probability of being successful as a candidate for licensure the Kansas BEP, Kansas BEP will approve the VR Client as a “Preliminarily-Qualified” BEP Candidate for classroom/online training. The VRC will update the VR Client’s IPE and create a Service Authorization in KMIS for Hadley School using training service code 562 if the VR Client qualifies for the training. The BEP Classroom Learning Agreement form is signed and dated by the client, Kansas BEP, and VRC. This agreement is initiated by BEP and the VRC will keep copy of it for their records.

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The VR Client will inform the VRC when they have completed and passed the Hadley School training (12 modules to complete, must have 80% or above on each module to pass) and request a copy of the VR Client's Hadley School Transcript to document completion of training.

The VRC will inform Kansas BEP that Hadley training has been completed and VRC will request a copy of the VR Client's Hadley School Transcript to document completion of training.

3. Qualification Interview. A Preliminarily Qualified Candidate will qualify for On the Job Training (OJT) based on a qualification interview with the VRC, BEP and the VR Client. If there is agreement by Kansas BEP, the VRC and the VR Client that the VR Client still has a reasonably to high probability of being successful as a candidate for licensure the Kansas BEP, Kansas BEP will approve the VR Client as a "Qualified" BEP Candidate for OJT training.

The VRC will add the service codes (562 and 563) to the IPE for the BEP On the Job training if the VR Client is approved through the qualification interview. The BEP on the job training agreement will be reviewed with the VR Client, BEP Manager, VRC, and OJT supervisor for agreement of the responsibilities.

All BEP OJT Trainees are responsible for the timely completion of all OJT Learning Plans, in cooperation with the Kansas BEP Manager and their OJT Supervisor. Learning will focus on Plan, Do, Check, and Act (PDCA) management training cycle with weekly organization, and completion of training tasks.

OJT will include "as needed" and at least daily checking, reviewing, and providing feedback on the candidate's actions, behavior, and learning. Training will be documented using a weekly evaluation interview with the BEP Manager and the client-trainee to document learning progress and training activities to be completed in the next week.

The training goal is for the client-trainee candidate to successfully complete licensure certification over an eight to twelve-week time period. The training objective of this position is for the client-trainee candidate to successfully manage their own vending facility without assistance. This will be evaluated by the OJT Supervisor allowing the trainee to manage at least one of their Kansas Vending Facilities (KVF) for one week under OJT Supervisors BEP Licensure.

Compensation is paid to the VR Client (service code 563) for a training stipend in the sum of \$100 per week for a maximum of 12 weeks or as soon as the individual learns the skills necessary outlined with the BEP Manager for completion of the OJT, as long as the VR Client documents eight (8) to twenty (20) hours of OJT each week.

Compensation is paid to the OJT Supervisor (service code 562) in the sum of \$125 per week for a maximum of 12 weeks or as soon as the individual learns the skills necessary outlined with the

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BEP Manager as a fee of the OJT supervision, as long as the OJT Supervisor documents the VR Client's OJT activities and time each week and documents eight (8) to twenty (20) hours of OJT each week.

Based on progress on OJT training and weekly training evaluations, the VRC, BEP, and the OJT Supervisor will determine if the Client has met Training Plan expectations and will make a written recommendation to the Kansas BEP stating if the Client should be "Certified" BEP Licensure Candidate.

Next Steps after Certification for Licensure:

The partnership between BEP and VR continues after a VR Client is certified based on the needs of each client and each situation. As the VR Client progresses through the following steps, VRC may need to be involved and continue to provide support, assistance and additional resources.

1. **Certification.** Certification of successful completion of training and eligible to be assigned as probationary licensed facility manager based on training attendance and training exit interview. The VR Client is required to present a comprehensive business plan for presentation and review at the certification for licensure.
2. **Assignment.** Facility Assignment available to all certified, probationary and licensed vendors as defined by Kansas BEP operations and bidding process
3. **Probation.** Six-month probation as an assigned facility manager.
4. **Licensure.** After successful completion of six-month probation as a facility assignment.