

OTHER TRAINING		
Manual: RSB Policy & Procedures	Document Number: 3.08	Section: Services
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SCOPE OF SERVICES

The guidance in this policy is for job candidates considering training in programs that do not fall within any other policy. IVRS gives preference to in-state programs, when applicable. See below for training programs and funding structures covered within this policy.

AGENCY EXPECTATIONS

There are several considerations staff must be aware of prior to authorizing a program within this policy. This provides job candidates with the opportunity to make an [informed choice](#) regarding training options. These considerations are listed below and are required before any funds can be expended. IVRS staff must summarize these discussions in the case notes.

Counseling and Guidance

All job candidates considering training within this policy must be provided with counseling and guidance. Counseling and guidance includes a broad discussion on comparable services and benefits, financial literacy and potential IVRS funding, as described below. This discussion also includes a review of the Individualized Plan for Employment (IPE) goal and the available institutions that offer training related to that goal.

When applicable, [accreditation](#) by the appropriate accrediting body is required. IVRS supports accreditation standards for training. If a training program does not have accreditation requirements, IVRS would not require accreditation for funding purposes. If a training does have accreditation requirements, IVRS will only support training with that accreditation. If a job candidate is interested in a specific institution that is not accredited, the job candidate must be informed that IVRS will not support that specific institution. Through these conversations, job candidates should be provided with alternative options that include accredited programs at other institutions.

IVRS supports in-state public programs to the maximum extent possible. IVRS can consider programs that are disability-specific, private, or out-of-state, if the in-state public, or lower cost program would not meet an individual's disability-related or academic needs. Paying above the established rates would require an exception. IVRS is not responsible for ancillary costs (e.g., maintenance, transportation, personal assistance) when the job candidate chooses an in-state public program outside of their domicile if a similar program is offered within their domicile. If the individual chooses an out-of-state or private program at a higher cost than an in-state program, if either program would meet the individual's rehabilitation needs, IVRS is not responsible for those costs (34 CFR 361.50(b)). If there is no public in-state program available, IVRS may support a private in-state program.

For students that must audit/retake courses, the maximum number of credit hours that IVRS can fund is 12 credit hours across a program of study.

Comparable Services and Benefits: IVRS staff must determine whether comparable services or benefits are available to the individual, following the guidelines of the [Comparable Services and Benefits](#) policy. If such services or benefits exist and are available, IVRS must collaborate with those entities to meet, in

whole or in part, the costs for the training program. IVRS cannot supplant the requirements of another entity.

Financial Literacy: This discussion must occur when considering any training programs when there are additional costs associated with the program outside of what IVRS funds. The discussion assures the job candidate understands the costs associated with the training and how the job candidate plans on covering those costs that IVRS will not be assisting with, if applicable. Staff must also discuss with the job candidate the differences in location and providers of such programs. For individuals who receive Social Security benefits, these conversations would include benefits planning.

Job candidates must be aware that while it is their choice to attend any training program of their choice, IVRS must abide by State and Federal laws and regulations, as well as program policies. This includes ensuring job candidates are aware that some programs and institutions have higher costs which may lead the job candidate to accrue additional training costs that are not the responsibility of IVRS.

Funding: Authorizations for training should occur based on the requirements listed below, and must follow the guidance listed in [3.18 Authorizations and Billings](#). IVRS staff must discuss with the job candidate their progress in the program. This includes updating measurable skill gains, as applicable, within IRSS and changes in funding or comparable services and benefits. Documentation for continued funding varies based upon the type of training program. Staff must obtain enough information to show progress within the program. For a program that has multiple terms, enrollment in the next term must be obtained prior to authorization.

For Social Security recipients, refer to the [R-406 Financial Inventory](#) policy for further guidance on funding training within this policy.

Services in Support of Other Training: Some job candidates may identify additional services beyond the IVRS Other Training rate that are necessary to achieve the goal listed on their IPE. If IVRS does not support a particular training program, no financial assistance can be applied to ancillary services that are in support of that training program. Staff should refer to the appropriate policy when considering funding these services.

PROCEDURES

Authorizations should occur based on the way the program is arranged (e.g., semester, trimester, etc.). Authorize in accordance with the payment requirements of the program, or in alignment with the allowable payment plan for the training program.

Other Trainings

- *Remedial or Literacy Training:* Literacy training or training provided to remediate basic academic skills that are needed to function on the job in the competitive labor market. For remedial coursework required as part of a program funded by Federal Financial Aid, refer to the [IVRS Post-Secondary Financial Assistance](#) policy. If a job candidate is only enrolled in remedial classes, the assistance should be funded under the remedial/literacy service category in IRSS. Referrals to Title II Adult Education and Literacy should be considered, when appropriate, as a comparable service.

- *Job Readiness Training:* Training provided to prepare an individual for work (e.g. work behaviors, getting to work on time, dress and grooming, increasing productivity). To the maximum extent possible, this service is provided directly to the job candidate by IVRS staff. It may also be provided by contracted partners (e.g., TAP) or by Community Rehabilitation Programs through the [Menu of Services](#).
- *Disability-Related Skills Training:* Includes, but is not limited to, orientation and mobility, rehabilitation teaching, training in the use of low vision aids, speech reading, sign language, and cognitive training/retraining. If a job candidate requires disability-related skills training related to a vision impairment, they should be referred to Iowa Department for the Blind to identify if they are the more appropriate rehabilitation agency, as outlined in the [Case Services Guidance](#) policy. Rehabilitation teaching should be funded under [Rehabilitation Technology](#). Other disability-related skills training (i.e., speech reading and sign language training) are funded under the [Other Training rate](#).
- *Continued Education Courses:* Courses taken after formal education. This can vary from seminars or one-time classes to online courses. Some professions require continuing education to stay current in the skills required. Continued education courses are funded under the [Other Training rate](#).
- *Apprenticeships:* Includes both Registered Apprenticeships that do not qualify for Federal Financial Aid and Non-Registered Apprenticeships that do not have recognized post-secondary credentials or qualify for Federal Financial Aid. Comparable benefits and services must be considered as these programs are often funded by other means.
 - Non-Registered Apprenticeships: Any apprenticeship that is not formally registered with the US Department of Labor. They may be paid or unpaid. Non-Registered Apprenticeships use the [Other Training rate](#) when they do not lead to a post-secondary credential. For Non-Registered Apprenticeships that have a recognized post-secondary credential, refer to the [IVRS Post-Secondary Financial Assistance](#) policy.
 - Registered Apprenticeships: A nationally-recognized apprenticeship approved by the US Department of Labor. These apprenticeships are paid and include regular wage increases during the program. The length varies, but are typically from two to four years. Registered Apprenticeships use the [Other Training rate](#) when they do not result in a post-secondary credential. For Registered Apprenticeships that do result in a post-secondary credential, refer to the [IVRS Post-Secondary Financial Assistance](#) policy.
- *Other Occupational/Vocational Training* (that does not lead to a post-secondary credential): Any organized form of instruction, which provides the knowledge and skills that are essential for performing in a vocational-technical area. Such knowledge and skills may be acquired through training in an institution, on-the-job, by correspondence, by tutors, or through a combination of any or all of these methods. Other occupational/vocational training programs that do not lead to a post-secondary credential are funded under the [Other Training rate](#).

- *Comprehensive Employment Education Programs (CEEP)*: Specialized programs designed specifically for individuals with intellectual, developmental, or similar disabilities (i.e. REACH, BUILD, NEXT). These programs are typically utilized to provide the job candidate with a college experience. IVRS selects the employment-based classes that qualify for IVRS funding and posts [rates on the IVRS staff site](#) by specific program.
- *ProjectSEARCH*: an employment preparation program that provides programming that includes daily classroom instruction specific to the industry and daily learning of specific skills through a work-based learning experience. This is a nine-month program available to individuals enrolled in a participating high school that have an approved IPE and have been placed in the most significant disability category through the IVRS eligibility process. These programs are funded through a contract with a local education agency (LEA) or area education agency (AEA). This is a cash match contract in which the LEA or AEA funds 50% of the program and IVRS funds 50%.
- *Driver's Education and Training*: Driver's education is the in-class coursework and behind-the-wheel time that results in the individual's ability to safely operate a motor vehicle. This training is for individuals that do not require a pre-driving evaluation and related training for vehicle modifications. Refer to the [Rehabilitation Technology](#) policy for training necessary to learn to drive a vehicle after a low-tech or high-tech modification.

The service must be necessary for the individual to achieve their employment goal. Case notes must outline the conversation justifying how this service connects with the IPE goal in order for IVRS to authorize this service.

IVRS does not fund driver's education and training services for students in high school with a general goal of competitive integrated employment.

Prior to IVRS assisting with the cost of this training, IVRS staff must first determine whether there is a disability-related reason for the training. This includes documentation of the individual's request for reasonable accommodations through the vendor.

Steps in the Process

- The job candidate seeks out traditional driver's education and training. It is expected that all Iowa drivers are responsible for the costs associated with obtaining a driver's license.
 - For individuals under 18, a formal driver's education and training program is required. IVRS first consults with the IEP team/school representatives to determine if traditional driver's education and training services offered through the school can accommodate the student's needs; and whether the school offers training at a discounted rate or free of charge. If the individual is not enrolled in a secondary school or is enrolled in a private/other school setting that does not offer a traditional program, it is the family/guardian's responsibility to secure and fund a traditional program for the individual.

- For adults, a formal driver's education and training program is not required in the State of Iowa. Individuals over the age of 18 should discuss with their counselor any previous attempts to obtain an Iowa driver's license through the Iowa Department of Transportation. This conversation could include any disability-related needs prior to obtaining an Iowa driver's license.
- If attempts at traditional driver's education are unsuccessful, documentation is required that outlines the reason why the individual was unsuccessful (e.g., report from the driver's education program or the Department of Transportation). Individuals must also provide evidence of the request for reasonable accommodation, if applicable. The counselor utilizes this information to lead a discussion with the job candidate on the disability-specific reasons why they were unsuccessful, or reluctant to attempt to acquire a driver's license. Documentation of the conversation related to the job candidate's reluctance would then be added to the case notes.
- Once it has been determined that there is a disability-related barrier to this service and the job candidate has requested IVRS assistance, a discussion should occur with the individual to determine if a driver's license is needed to achieve the employment goal on the individualized plan for employment.
- If through discussions it is determined that the individual has a need for additional driver training because of their disability, the counselor may consider non-specialized options that meet the job candidate's needs first before specialized training is considered.
- Once the counselor agrees that specialized driver's training may be necessary to achieve the employment goal, a driver evaluation is authorized to identify the necessity of the service and the number of hours required. This evaluation is authorized using the assessment category on the IPE and IVRS covers the full cost of the evaluation.
- A referral is made to a Driver Rehabilitation Specialist for the driver evaluation.
- When the evaluation report is received, the counselor discusses the results with the job candidate and parent/guardian, as applicable. If, through informed choice, the individual requests VR assistance, the counselor completes an exception to policy for specialized driver training and submits it to the area office supervisor for consideration.
- After the supervisor indicates whether they support the exception request, the exception is forwarded to an RSB Bureau Chief for the final decision.
- If the RSB Bureau Chief approves the exception to policy, the counselor adds Miscellaneous Training to the IPE.
- The counselor discusses the available vendors for specialized driver training with the job candidate. The discussion should include all information necessary to allow the individual to make an informed choice.
- When a decision is made on a specific vendor, an authorization is completed to the vendor. This service is authorized under the terms of the master agreement/contract or utilizing the Other Training rate if the chosen vendor does not have a master agreement/contract. The counselor should authorize hours based on the recommendations in the driver evaluation report.

EXCEPTIONS

- Authorizing for specialized driver training.

- Authorizing beyond the IVRS Post-Secondary Financial Assistance amount listed on the post-secondary worksheet.
- Authorizing beyond the scope of a Master Agreement, when applicable.
- Authorizing beyond the scope of a contract, when applicable.
- Not authorizing directly to the vendor of the training the job candidate is attending when the vendor allows for overpayment and subsequent disbursement to the student.
- Exceeding the 12 hours of retaken or audited classes.
- Funding for any out-of-state institution (must be approved prior to adding to the IPE).
- Funding any private institution when there is an in-state public option available (must be approved prior to adding to the IPE).
- Authorizing for summer school when it has been determined that summer funding is not available, when applicable.
- Continuing to financially support a training when the job candidate is not making adequate progress.
- Authorizing to repeat a training over the life of a case.
- Authorizing beyond any of the provisions set forth in policy.

APPLICABLE FORMS, DOCUMENTS, LINKS

- [Accreditation](#)
- [Authorizations and Billings](#)
- [Comparable Services and Benefits Policy](#)
- [Informed Choice Policy](#)
- IVRS Driver Assessment Process Manual
- [IVRS Post-Secondary Financial Assistance Policy](#)
- [Menu of Services](#)
- [Other Training Rate](#)
- [R-406 Financial Inventory Policy](#)
- [Request for Exception to Policy](#)
- [Status 18- : Training Policy](#)