

PROVIDER GUIDELINES MANUAL



**GEORGIA VOCATIONAL
REHABILITATION AGENCY**

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Georgia Vocational Rehabilitation Agency

Introduction

The mission of the Georgia Vocational Rehabilitation Agency (GVRA) is to assist persons with disabilities to work and live independently. We can achieve our mission with the help and assistance of our providers and vendor partners through purchased services which are an essential part of fulfilling our goals. Under various regulations ([34 CFR § 361.50](#), [2 CFR § 200.303](#), [2CFR § 200.403](#), [2 CFR § 200.404](#), and [2 CFR § 200.405](#)) GVRA is required to develop and maintain written policies governing rates of payment for all purchased services. This Manual and other GVRA policies outline the process for which GVRA ensures the rates of payment for vocational rehabilitation services are allowable, reasonable, and allocable to the award.

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1. Purpose

GVRA is charged with administering the state's Vocational Rehabilitation (VR) program to assist individuals with disabilities secure and maintain gainful employment and independence in accordance with state and federal laws under O.C.G.A. § 49-9- 1 *et seq.* and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), and its implementing regulations under 34 CFR 361 *et seq.*

The Workforce Innovation and Opportunity Act (WIOA) defines competitive integrated employment as work that is performed on a full-time or part-time basis for which an individual is: (a) compensated at or above minimum wage and comparable to the customary rate paid by the employer to employees without disabilities performing similar duties and with similar training and experience; (b) receiving the same level of benefits provided to other employees without disabilities in similar positions; (c) at a location where the employee interacts with other individuals without disabilities; and (d) presented opportunities for advancement similar to other employees without disabilities in similar positions.

GVRA contracts with approved service providers to deliver needed vocational rehabilitation services to potentially eligible students, applicants, or participants to assist them in developing pre-employment skills, assessing skills, and achieving successful competitive integrated employment.

To ensure quality services to its participants, GVRA has developed standards and criteria that all service providers must meet. These standards are laid out in this Manual. The purpose of these guidelines is to ensure service providers meet GVRA adopted standards and performance expectations, and to ensure quality service delivered to people with disabilities, and to communicate these standards and expectations to potential and current providers.

2. General Provider Standards and Expectations

Providers are expected to comply with and adhere to certain standards and expectations as an authorized provider of services with GVRA. The following are the general standards and expectations that all providers must adhere to:

2.1 Nondiscrimination

- Providers must not discriminate based on race, color, sex, type of disability, national or ethnic origin, age, gender identity, sexual orientation, political or religious affiliation and in compliance with Federal law and the policies of GVRA.
- Providers must avoid discrimination based on factors that are irrelevant to the provision of services; be conscious of GVRA values and how they influence professional decisions.

2.2 Accessibility

- Any facility in which vocational rehabilitation services are provided must be accessible to individuals receiving services and must comply with the requirements of the Architectural

Barriers Act of 1968, as amended, the Uniform Federal Accessibility Standards and the Americans with Disabilities Act of 1990, as amended, and Section 504 of the Rehabilitation Act, as amended.

- Providers of vocational rehabilitation services must be able to communicate with participants in the participants' primary language or must be able to obtain the services of someone who can communicate with applicants in their primary language.

2.3 Professionalism and Competency

- All services are to be delivered in accordance with the Provider Service Agreement, Fee Schedule, and Outcome Measurement for Outsourced Services section of this manual.
- Providers must adhere to the terms of their Provider Service Agreement, specific to the authorized service being delivered. Additional service recommendations based on Provider observations of participant receiving the services must be discussed with the GVRA Counselor and have prior approval prior to being discussed with the participant or the participant's representative.
- Providers of vocational rehabilitation services shall use qualified personnel, in accordance with any applicable national, state-approved or state-recognized certification, licensing or other comparable requirements that apply to the profession or discipline in which that category of personnel is providing vocational rehabilitation services.
- Providers of vocational rehabilitation services must ensure that all personnel conduct themselves in a professional manner and display professional conduct at all times when services are being conducted.
- Providers must deliver services only within the scope of his/her competency, considering their education, experience, and training and recognizing the limits of their skills and knowledge.
- Providers must take on only those professional commitments and agreements that they can fulfill and carry out those obligations promptly.
- Providers must ensure recommendations for individuals are first discussed with counselors.

2.4 Sound Business Practices

- Providers must be truthful and accurate in all statements about the services and products they provide.
- Providers must stay within the scope of services agreed upon by GVRA and the clients referred.
- Provider agrees to maintain current professional certifications, licenses etc., used for credentialing to deliver services to GVRA participants and to notify GVRA when certifications, licenses, etc., are suspended, are no longer active or when new ones are acquired.
- Providers must maintain current and accurate financial records audited by a third-party entity as required indicating how all payments received from GVRA are used.
- Providers must maintain adequate records of evaluations, assessments, services, recommendations, reports, or products provided and preserve confidentiality of those records, unless disclosure is required by law, or protection of the GVRA

individual or the public.

2.5 Integrity and Responsibility

- Providers must assume responsibility and accountability for all decisions and actions.
- Providers must be honest, faithful, and keep promises and honor the trust placed in them.
- Providers must promptly report any issues related to GVRA participants to assigned GVRA Provider Relations team member.
- Providers must treat all GVRA participants with the highest level of respect while rendering and coordinating services requested by GVRA.
- Providers must not advertise or market services in a misleading manner.
- Providers must not engage in uninvited solicitation of potential individuals, who are vulnerable to undue influence, manipulation, or coercion.
- Providers must not charge a referred GVRA participant any amount for any service received while participant is in an active case status with GVRA. This includes a registration, orientation, introduction, etc., fee.
- Providers of vocational rehabilitation services shall promote competitive integrated employment.

2.6 Collaboration

- Providers must respond to and participate in any discussion sessions coordinated by GVRA related to participant service delivery.
- Providers must allow GVRA representative access to Provider facility (place of operation) unannounced at all times when services are being conducted with GVRA participants, for the purpose of inspecting and ensuring programs are delivered in accordance with this Provider Guidelines Manual and the Provider Service Agreement.

2.7 Conflict of Interest

GVRA does not hire former staff or individuals from government agencies closely tied to GVRA services (e.g., workforce centers that are cohoused with GVRA) as contracted service providers until at least 30 days have passed since termination of employment. GVRA does not hire direct family members of current staff to provide services to GVRA individuals. In cases where a necessary and appropriate service within an individual's home community is only available through a direct family member of a GVRA staff, documentation supporting the need shall be included in both the vendor and individual records. Additionally, GVRA does not hire *current staff* to provide goods and services to GVRA participants.

2.8 Mandatory Reporter

GVRA is committed to ensuring the safety and well-being of the individuals it serves. Georgia law designates certain professionals as mandated reporters, such as

professional counselors and social workers, to report incidents of abuse, neglect, and sexual exploitation of at-risk individuals, such as children and adults with disabilities. Moreover, any employee of a public or private agency engaged in professional health-related services to minors, elder persons, or disabled adults is a mandated reporter. This means that employees, contractors, providers, vendors, and interns of GVRA are required to report incidents of suspected abuse or neglect of GVRA clients and individuals served. All providers should attest to GVRA's Mandatory Reporter Policy 2.1.4 when delivering services, which can be found on the GVRA website at the following link: [Provider Management | Georgia Vocational Rehabilitation Agency](#).

2.9 Liability

The Provider shall procure and maintain insurance that shall protect the Provider and GVRA from any claims for bodily injury, property damage, or personal injury that may arise out of provision of services. The Provider shall procure the insurance policies at its own expense and shall furnish GVRA an insurance certificate of the coverage as defined in the Provider Service Agreement, listing GVRA as certificate holder. In addition, the insurance certificate must provide the name and address of the insured; name, address, telephone number and signature of the authorized agent; the name of the insurance company (licensed to operate in Georgia); a description of the coverage in detailed standard terminology (including policy period, limits of liability, exclusions and endorsements); and an acknowledgment that notice of cancellation is required to be given to GVRA.

3. Provider Service Delivery

Delivery of quality services to GVRA participants is our first priority. All services are to be delivered in accordance with the Provider Service Agreement, Fee Schedule, and the Provider Guidelines Manual.

Providers are encouraged to follow the requirements below to prevent delays in participant services:

1. Services **cannot** be delivered without an executed Provider Service Agreement.
2. Services can **only** be delivered after receiving a referral and an Authorization detailing requested work from GVRA.
3. An Authorization is **NOT** a Provider Service Agreement.
4. Both, an executed Provider Service Agreement and an Authorization, are needed by a provider to deliver services to GVRA participants. GVRA will only pay for work authorized prior to service delivery in accordance with the Provider Service Agreement.

4. Authorizations

A written Authorization describes services requested by a GVRA Counselor for a GVRA participant. It is used to encumber funds for payment processing. An Authorization must be received from GVRA **before** a Provider begins or delivers services to a GVRA participant. A written authorization can only be issued by GVRA staff.

Written authorization(s) shall include the following information:

- *Authorization Number* – used to encumber and obligate funds to pay for services.
- *Vendor Number* – indicates vendor is an approved GVRA Provider and eligible to provide authorized services to GVRA participants for payment processing
- *GVRA Participant Name*
- *Description of services* and *GVRA service item codes* authorized
- *Maximum dollar amount* that will be paid for the authorized services
- *Dates* for when services authorized are to begin and end
- *GVRA Counselor contact* information in case provider has questions before, during or after authorized service(s) to a GVRA participant are delivered.

Points to Remember

When services are completed, a provider must submit a detailed and complete invoice for payment processing along with a participant progress report.

Verbal request(s) to deliver a service cannot be used to invoice for service. This is not considered an authorized service request.

An email or other form of a request cannot be used to invoice for service. This is not considered an authorized service request.

4.1. Fee-Setting Methodology

GVRA examines provider/vendor rates annually with a market rate assessment of all service rates every three to four years to align with the Comprehensive State Needs Assessment (CSNA). In cases where neither historical nor catalog prices exist for a service, a cost analysis must be used. Providers/Vendors can be asked to provide a business case summary level detail of materials and labor costs, as well as markups and other indirect cost rates included in the price. Technical judgments concerning labor hours can be applied to labor hour rates to evaluate the reasonableness of the overall rate request.

GVRA shall authorize services and goods and approve payment in accordance with the established Fee Schedule, which identifies market-based standardized rates of payment and other rate-setting procedures for each available vocational rehabilitation service. Fiscal Operations will conduct a review of provider rates every three (3) years. However, if there are changes in marketplace rates or a shortage of providers for specific services, Fiscal Operations may initiate a review of the service rates sooner.

GVRA has the authority under the Rehab Act amended by Workforce Innovation and Opportunity Act and the Federal Regulations 34 CFR 361 to develop and implement flexible procurement policies and methods that facilitate the provision of services, and that afford individuals meaningful choices among the methods used to procure services.

Fees for the procurement of vocational rehabilitation goods and services are established through the following methods:

- State of Georgia Procurement (DOAS)
- Professional and technical agreements
- Georgia Unique Fee schedules
- Department of Health and Human Services
- Local minimum wage laws and prevailing wages for occupations
- Service Fees from neighboring states
- Input from Georgia Providers

GVRA uses the following to establish Healthcare related fees:

Physician’s Current Procedural Terminology (CPT) an official listing of medical, surgical and diagnostic services established by the American Medical Association. CPT codes range from 10000-99199 in the CMS. The CPT code is not established by GVRA staff and must always be provided by the medical practitioner. GVRA uses the Medicare Carrier rate for non-facility services in the Atlanta locality.

Healthcare Common Procedure Coding System (HCPCS) an official listing of medical & surgical supplies, dental services, durable medical equipment, injections, orthotic & prosthetic services, and radiological services. HCPCS codes range from A4206-P9999 in the CMS. The HCPCS code is not established by GVRA staff and must always be provided by the medical practitioner. GVRA uses the Medicare Carrier rate for non-facility services in the Atlanta locality.

Laws and Policies Governing Fees

The following laws and policies govern the fees that are set by GVRA.

Workforce Innovation and Opportunity Act (WIOA)

Sec. 7. Definitions

Title I-Vocational Rehabilitation Services

Part A-General Provisions

Part B-Basic Vocational Rehabilitation Services

34 CFR Part 361 – State Vocational Rehabilitation Services Program

34 CFR §361.48 Scope of Vocational Rehabilitation Services for individuals with disabilities

34 CFR §361.49 Scope of Vocational Rehabilitation Services for groups of individuals with disabilities

34 CFR §361.50 Written policies governing the provision of services for individuals with disabilities

34 CFR §361.53 Comparable services and benefits

34 CFR Part 397 Limitations on Use of Subminimum Wage

4.2 Provider Invoices – Payment Requests

Only services authorized in advance by a GVRA Counselor for a participant are eligible to be invoiced.

Invoice Requirements:

1. Completed invoice form must include:

- **Provider letterhead or preprinted form with:**
 - Provider's name and address
 - Authorization number
 - Invoice number
- **Specific Details:**
 - GVRA Participant name and signature
 - Invoice number
 - Provider name, address, and contact information
 - GVRA Authorization number
 - Name of Provider staff delivering service
 - Name of Instructor
 - Description of Service provided as authorized
 - Date(s) of Service
 - Total number of hours
 - Start and end time for each service session
 - Indication of whether services were delivered in an individual setting or a group setting
- **Financials:**
 - Amount requested must not exceed the amount of the authorization.

2. Participant Progress Report:

- A report describing services provided, an analysis of participant progress, observations, and recommendations for additional training to achieve employment goals.

Points to Remember

- Provider cannot invoice for services that are not authorized.
- Provider cannot submit an invoice in advance of completing all services authorized.
- Provider cannot submit an invoice that does not conform to the sample invoice.
- Invoice amount submitted cannot exceed the amount authorized.
- All participant progress reports must be individualized to reflect the individual participant and must reflect an assessment of the benefit or lack of resulting from the services provided.
- Providers cannot use the same wording for multiple participant progress reports (cut and paste or similar) or the same wording month over month for the same participant as both gives the impression that participants are not benefitting from services received or that provider is not carefully monitoring and documenting results of services applied.
- Providers must obtain proof of participant participation in a GVRA authorized service.

4.3. Provider Invoice – Invoice Processing

Invoices are received from Providers for services authorized and rendered to GVRA participants.

1. **Approval Requirement:**

- All invoice packets for services provided to GVRA program participants must be reviewed by a member of the Fiscal Services Department.
- The submitted invoice packet will undergo two separate reviews for compliance before payment is approved.

2. **Submission Deadlines:**

- Invoice packets must be submitted no later than 30 days after the authorized service is completed.
- Invoice packets submitted more than 30 days after the service completion will not be paid.
- Invoice packets submitted before the authorized services are completed will not be paid.

3. **Processing Time:**

- Providers should allow up to 30 days for approved invoice packets to be processed and payment to be issued.

4. **Submission Channels:**

- Depending on the type of authorization issued, invoice packets and documentation should be submitted either through the Vendor Portal or to Fiscal Services.

5. **Required Documentation:**

- Provider Invoice: The formal request for payment from the provider detailing the services rendered and the amount due.
- Sign-In Sheets: Documentation that verifies the attendance or participation of the GVRA participants in the services provided. This often includes signatures or electronic confirmations.
- Report: A detailed report that outlines the services provided, any relevant dates, and additional details required for verification and payment processing.
- All invoice packets must include the following Attestation Statement, formal declaration by attesting that this information is true and correct, and complete and understand that any falsification, omission, or concealment of material fact may subject me or the represented organization to administrative, civil, or criminal liability. Furthermore, I am a duly authorized representative to sign such agreement for the party I represent. I understand that in order to be reimbursed for the rendering of services, I must submit an invoice packet(s) in accordance with the approved written authorizations, rate schedule, and the GVRA Provider Guidelines Manual within 30 days of the completion of the services being provided. I understand that all invoices must match or be less than the written service authorization.

6. **Additional Considerations:**

- Documentation Accuracy: Ensure that all invoices are accompanied by the correct documentation and include all required elements, such as the Attestation Statement, to avoid delays or rejections.
- Follow-Up: If there are any issues or delays in payment, follow up with the PRS to resolve any discrepancies or issues.

5. Conflict Resolution

This section outlines the processes for addressing complaints. In all instances, the goal is to be responsive and timely so that GVRA participants experience little to no service interruptions, to ensure that only quality services are delivered at all times, and to maintain an amicable working relationship between GVRA Providers, GVRA Staff, and GVRA Participants. The processes below describe the two types of complaints that may be brought to GVRA: provider complaints and participant complaints.

5.1 Provider Complaints

Providers can take the following steps if they have an existing Provider Service Agreement with GVRA to serve GVRA participants. GVRA encourages all providers with concerns to first speak to appropriate GVRA program staff to address any problems that arise. However, in the event a matter cannot be addressed at the local field office level, the process described below will be followed.

The Provider Complaint process provides a centralized point of coordination for quality assurance, timeliness, data tracking and trending issues related to quantity and type of complaints received from providers. This process incorporates input from GVRA local offices. Most provider issues can be handled quickly and efficiently with assistance from both the state office and field staff as needed.

Process:

A. Notification

1. A Provider may notify GVRA of a complaint regarding any issue.
2. The Provider should send the notification to their assigned PRS. The complaint can be received in writing, electronic, or by telephone.

B. Review of Complaint

1. The complaint is investigated by the PRS and reviewed by the Provider Relations Supervisor, and as appropriate, the Provider and Strategic Relations Administrator.
2. Providers are asked to cooperate with the investigation so that all allegations can be addressed.

C. Outcome of Review

1. The Provider Relations staff will send a written response to the Provider to include a summary of the complaint with the results of the review.
2. The response will be shared with appropriate GVRA staff.
3. A copy of the document will be placed into the Provider's file.

5.2 Participant Complaints

When a participant or their representative is not satisfied with services provided by or paid for by GVRA, they can notify GVRA of their dissatisfaction.

Process:

A. Notification

1. Participant or their representative notifies their Counselor or Counselor's Supervisor of a problem with a provider. The complaint can be received in writing, electronic or by telephone.
2. Complaint is forwarded to the District Manager and Provider Relations Supervisor. If it is determined that the Provider has committed abuse, neglect, or discrimination against our participant, it will be referred to the Director of Program Support, the General Counsel's Office and to proper authorities for immediate action.
3. The Provider will be notified that a complaint has been filed against him/her. The Provider will be given an opportunity to respond to the allegation(s).

B. Review of Complaint

1. Provider Relations staff will interview the Participant or Representative making the allegation.
2. Provider Relations staff will obtain the Provider's written response to all allegations.

C. Outcome of Review

1. If the allegation is related to discrimination, abuse or neglect GVRA will suspend service delivery and select another provider to work with the participant. The new provider will be selected after consultation with the participant. Additionally, GVRA will report allegations to appropriate authorities. The intent is to ensure there is no gap in services for the participant.
2. The participant will be notified in writing of the final outcome and decision.

3. The Service Provider will be notified in writing of the outcome of the review and final disposition.
4. The response will be shared with appropriate GVRA staff.
5. A copy of the document will be placed into the Providers' file.

6. Critical Incident Reporting:

Provider has the responsibility for ensuring the health and safety of GVRA participants served to ensure they are not placed in any jeopardy. The Provider shall be responsible for implementing an effective response system when critical incidents occur.

1. In the case of an emergency, Provider shall call the appropriate local emergency medical services, police, or fire services (i.e., 9-1-1).
2. Provider shall have a formal written critical incident reporting procedure that is approved by the licensing or certification authority, if applicable, and by GVRA Program Review.
3. Provider is responsible for taking necessary actions to protect GVRA participants from any possibility of harm. In doing this, Provider must preserve possible evidence for an investigation if one is to be conducted.
4. Provider must notify the appropriate GVRA staff of the critical incident and results of any immediate action taken. Provider is expected to notify local law enforcement authorities in any situation where there is a potential violation of criminal law.
5. GVRA will determine whether the Provider's actions were appropriate and sufficient, and/or whether additional corrective actions are warranted. In investigating a Critical Incident, GVRA will determine:
 - a. Whether or not participant's health, safety and welfare was adequately protected;
 - b. Whether the response to the situation and event was reasonable and appropriate;
 - c. Whether the Provider's procedures and system for responding to such incidents were adequate; and that relevant steps to prevent similar incidents were taken.
 - d. Whether the Provider and/or its staff involved in the incident appear to be adequately trained.
6. Provider agrees to cooperate with GVRA in its investigation of all Critical Incidents and implement all corrective actions necessary to ensure the safety and well-being of the individuals served under this Agreement.
7. Each Provider shall post a "Notice Concerning Critical Incident Reporting." The signage shall be produced by the Provider. The Notice must be posted in

a conspicuous, common area accessible to participants, and the general public.

8. All other required reporting procedures (i.e., child abuse reporting, etc.) and the timelines of other required reports will remain in force and are not replaced or superseded by the CIR process.
9. Provider shall not use or disclose any information received during the investigation of a critical incident for any purpose other than the administration of Provider's or GVRA's responsibilities outlined in the Provider Service Agreement and this section, except with the informed, written consent of the participant or their legal guardian, as required by law.

7. How to Become a GVRA Provider

GVRA welcomes interested entities to join our network of service providers to support Georgians with disabilities. New Providers are given consideration if GVRA determines that a specific service in a designated part of the state is needed to serve participant(s).

The Business must be active and in good standing. GVRA has established an annual enrollment period for new providers. That period will run April 1st-April 30th annually. Interested providers who want to become an authorized provider should follow the step-by-step procedure below during that time period.

8. Step-By-Step Process for Becoming a Provider

1. Review the following:
 - Provider Guidelines Manual
 - [GVRA Fee Schedule](#)
 - [Client Services Policy Manual](#).
2. Access, complete, and submit the GVRA Provider Application Form and all required documentation, which can be found at the following link: [Provider Management | Georgia Vocational Rehabilitation Agency](#).
 - Business Website
 - Business License Number
 - Employer Identification Number (EIN)
 - Most recent Financial Audit
 - Organizational Chart that clearly reflects staff reporting structure
 - Resume, college transcripts, professional licensure for all staff who will be providing services to GVRA participants
 - Training certificates/certifications for all staff who will be providing services to GVRA participants
3. Within five (5) business days of submission of application, the Provider Relations Team will contact the potential providers to provide an update on the application status and request any missing documentation or information. If the potential provider's application indicates that

instructional services will be delivered to participants, they will be required to submit a copy of all planned curriculum. Curriculum objectives and standards must be included and addressed: population to be served, topics covered, length of sessions, desired outcome, pre and post testing methods, certifications, etc.

4. Provider Relations staff will submit the Supplier Change Request (SCR) and W-9 form to Vendor Management. All documents are then submitted to the State Accounting Office (SAO). Once SAO reviews and approves documents, a Vendor number will be assigned.
5. Provider employees will be scheduled for criminal background investigations, including fingerprinting, through GVRA's contract.

Criminal Background Investigation

Providers are responsible for all activities directly and indirectly related to delivery of services to a GVRA participant on the part of their staff members. They will be in the unique position of having individuals with disabilities in their care. Ensuring the safety, security, and welfare of these individuals is of the utmost importance to GVRA, which is why Providers must provide a safe environment for GVRA participants. It is for this reason that Providers are required to have their staff members who are selected for positions in their organization undergo a criminal history background investigation which shall include, at minimum, a fingerprint record check with the Georgia Crime Information Center check pursuant to O.C.G.A. Secs. 35-3-34.2 and 35-3-35.

Information related to a staff member's background check conducted under this process will only be released to the designated GVRA authorized employee to receive this information. This information will be kept confidential and secure under the standards and guidelines of the Georgia Information Sharing Analysis Center of the Georgia Bureau of Investigation. Once a background check is complete and reviewed by the authorized GVRA employee, a Fitness Determination letter will be issued to the Provider indicating that the staff member may be involved in or associated with services provided to a GVRA participant or any aspect that places the staff member within direct care, treatment, and/or custodial relationship with a GVRA participant. Providers must maintain this letter in their employee/staff files and will be required to demonstrate that all staff members have undergone a background check by producing this letter upon request by GVRA.

6. Upon receipt of Criminal Background investigation, a Fitness Determination letter will be issued.

Fitness Determination Letter

To ensure the safety and welfare of our participants, GVRA requires all Providers' staff to undergo a comprehensive State and Federal criminal background check, to include fingerprinting, ***before*** delivering services to GVRA participants. It is the Providers responsibility to ensure that all staff selected to provide services to GVRA participants undergo a criminal history Background Check. Providers will receive a Fitness Determination Letter for each employee undergoing a Background Check who receives an *acceptable* report. Fitness Determination Letters must be added to the Providers employee file. The assigned Provider Relations Specialist (PRS) can provide instructions and assistance for completing background checks when needed. Individuals who do not receive a Fitness Determination Letter are prohibited from working with any GVRA participants and cannot be listed as a staff service provider on any GVRA invoice for payment.

7. Based on the successful completion of the Provider application and all associated documents, a Provider Services Agreement detailing approved service(s) will be developed and forwarded to the Provider for review and signature.

Provider Service Agreements

Provider Service Agreements are entered into between GVRA and approved providers of vocational and rehabilitation services. The Provider Service Agreement outlines the roles and responsibilities of both GVRA and the provider and govern the provision of services and fees associated with those services that providers are authorized to provide to GVRA participants and invoice GVRA for payment.

The purpose of a Provider Service Agreement is to establish the services and fees the provider is approved to deliver. Provider Service Agreements follow the same format and contain the same standard information consistently throughout the state. Provider Service Agreements may only be executed for providers who meet the standards and qualifications listed in the Provider Guidelines Manual. As an attachment to the Provider Service Agreement, an Annex document is included which outlines specific services the provider is qualified to provide.

8. Contract is developed, reviewed and routed for signatures. A Provider Service Agreement is fully executed *only after it is signed* by the GVRA Executive Director.
9. Once contract has been signed by all parties, codes can be linked to the provider.
10. At this time, authorizations for services can begin.

9. Specific Service Standards

9.1 Evaluations and Assessment

1000.00 LIMITED VOCATIONAL EVALUATION (LVE)

1000.01 Description of Service

A LVE measures the participant's strengths, identifies specific areas of need, and is designed to assess specific skills and abilities for a defined training program or vocational objective. The LVE is time-limited and is used when the comprehensive vocational evaluation and vocational profile are not indicated.

1000.02 Details of Service

A LVE is generally indicated when:

- Specific or focused referral questions can be addressed within the scope of the evaluation
- Measurements of only one or two areas are needed.
- Utilized when participants may have some work history and/or post-secondary education.

Dependent on the specific referral question provided by the GVRA Counselor, the LVE process may incorporate or consist of:

- Brief summary and/or preliminary recommendations following review of relevant records.
- Informal assessments measuring:
 - Work values and preferences
 - Specific areas of independent living
 - Occupational interests
 - Learning style
 - Observations from work experiences
- Formal assessments measuring:
 - Aptitude for specific vocational objective
 - Academic skill and achievement
 - Sensory and psychomotor
 - Receptive and expressive language
- Labor market analysis
- Transferable skills analysis

1000.03 General and Specific Standards

Reason(s) for Referral

- **Vocational and Educational History**

The report should include any new findings not previously identified in referral information.

- **Behavioral Observations**
- **Test Results**

Name of instrument(s) and results should be included in the report.

1001.00 COMPREHENSIVE VOCATIONAL EVALUATION (CVE)

1001.01 Description of Service

CVE is a process, which uses a combination of testing, work samples, situational assessments, prevailing labor market data, occupational information, assistive technology, functional capacities, accommodations, and modifications. The CVE provides an individualized and systematic process in which an individual, in partnership with the evaluator, learns to identify viable vocational options and develop employment goals and objectives.

1001.02 Details of Service

The CVE process identifies and incorporates the individual's:

- Medical history
- Psychological information
- Educational history
- Social/Family information
- Economic information
- Work history (paid and unpaid)
- Cultural background
- Independent living information
- Attitude towards work
- Expressed goals related to work, independent living and economics
- Other factors to consider during vocational planning
- Input from individual's important to the participant or from the referral source

Depending on the referral questions, the evaluation process provides an objective assessment of the participant's:

- Cognitive Abilities
 - (i.e., learning style, memory, language, academic ability and aptitude)
- Psychomotor
 - (i.e., fine and gross motor function, balance, psychomotor aptitudes)
- Sensory/Perceptual
 - (i.e., visual motor integration, tactile discrimination, visual processing, spatial abilities)
- Exertional Capacity
 - (i.e., sustained mental and physical activity)

- Interpersonal/Soft Skills
 - (i.e., ability to follow work schedule, respond to workplace stress, interact with public, co-workers and supervisors, meet production demands, understanding of work culture)
- Vocational Aptitudes and Work Skills
- Occupational Interest
 - (i.e., knowledge of occupational information, job seeking skills and job retention skills)
- Independent Living Skills/Adaptive Behaviors
 - (i.e., ability to drive, understanding of safety, ability to make appointments)

The process also defines a participant's:

- vocational assets and limitations
- support needs, to include need for assistive technology and reasonable accommodations.
- barriers to employment
- further need for services to consider addressing barriers.
- possible employment objective

1001.03 General and Specific Standards

A. Employability- Competitive, integrated employment is the presumed outcome. The evaluator, however, must identify the individual's ideal conditions of employment and what is needed to improve the fit between the person and their environment. This includes recommendations related to part- time or full-time work, training needs and level of support strategies needed for optimal success. The evaluator accomplishes this step through analysis and synthesis of information obtained through the evaluation process.

B. Occupations - The occupation(s) recommended for the participant should meet several criteria: (1) must be appropriate given the participant's background, expressed and measured interests, participant's desired outcomes, and information gathered during the evaluation process; (2) should be available in the community, and the participant should have reasonable access to opportunities within the occupation (s); (3) required training and/or certifications, tools, equipment, etc. are accessible for the participant; and (4) transportation capabilities of the participant should be considered.

The occupation section should correlate with the rest of the report. If an occupation is recommended that the participant cannot currently perform, the evaluator should specify in the other recommendation sections what intervention steps should be taken to move the participant toward the ultimate goal. Likewise, the evaluation results should support the positive job recommendation. The evaluator is asked to think through the job recommendations so that they are clearly stated and useful to the Counselor and participant. When listing proposed occupations, the evaluator should list titles

and numbers in conformance with the US Bureau of Labor Statistics Standard Occupational Classification System bearing in mind that these recommended jobs are available in the community or within a reasonable driving distance and feasible for consideration.

C. Related Factors – The evaluator should deal with two separate issues:

- Does the participant have adequate housing, transportation, financial and family stability?
- Does the participant present with potential vocational barriers related to their age, lack of recent work history, criminal history or medical status that should be considered?

D. Interventions - A service or activity needed to enhance an individual's employability and/or independence. The service or activity should correlate to meet an identified need or barrier and/or address the individual's functional limitation(s). Examples include but are not limited to rehabilitation assistive technology; adjustment services; counseling; training/education; workplace accommodations, i.e. flexible work schedules; medical/psychological services; job readiness; learning capacities; mobility training; customized employment, supported employment, job placement; and job coaching.

1002.00 COMPREHENSIVE VOCATIONAL PROFILE

1002.01 Description of Service

A Comprehensive Vocational Profile is an evaluation strategy which attempts to provide effective job matching without relying on traditional testing and work samples. The profile is a comprehensive assessment of a participant's demonstrated skills, experiences, home, family, friends, neighborhood, informal supports, preferences, connections, and need for accommodation which, when taken as a whole, provides the basis for recommendations to the participant and the GVRA Counselor.

1002.02 Details of Service

The Comprehensive Vocational Profile is used to match an individual to a job that is consistent with their interests, preferences and support needs. The focus is on the importance of the applicant's demonstrated skills, experiences, home, family friends, neighborhood, informal supports, preferences, connections and need for accommodations. The profile seeks to empower and involve applicants, their families and friends. Common sense approaches to employment are given priority over strategies which rely solely on professional judgment and services. The approach to employment is to utilize the existing or natural supports of the participant and to develop additional supports to assist the participant in going to work.

Evaluation results are based on the following:

- Existing file documentation, to include previous evaluations and reports
- Information gathered during interviews with the participant, family and others important to the individual
- Observations during work experiences in the community, in their home and/or school utilization of various flexible assessment methods to collect accurate information about the participant and their support needs

Note: The comprehensive vocational profile may be authorized when person centered employment planning is needed. This service assumes employability and is a strategy to explore and discover potential interests and skills, to identify specific support needs for employment, and to help clarify desired employment outcomes. This is a facilitated process that includes structured planning sessions where the individual, supported by family members and others well acquainted with him or her, identify personal characteristics, interest, skills and accommodation needs. The process enhances informed choice and job search planning engaging the individual in job exploration with connections to the community. The result is a job search and job support plan for job development. Models are Discovery, Discovering your Personal

Genius, Mapping, PATH and Personal Futures Planning.

1002.03 General and Specific Standards

A. Report Components

In addition to the general reporting requirements, depending on the purpose of the referral, the vocational profile report should include the participant's:

- Detailed information, such as:
 - Family (Parent/guardian, spouse, children, siblings)
 - Marital Status
 - Extended family
 - Names, ages and relationships of persons living in same home/residence
 - Family supports available
 - Description of typical routines friends and social group(s)
 - Description and location of neighborhood
 - Social Services near home
 - Transportation availability
 - General types of employment near home
 - Specific employers near home
- Educational information, such as:
 - History and general performance from school records, interviews, data, observations and vocational programs
 - Current occupation/status and personal summary
 - Community involvement

- Work experience information
 - Chores/work performed at home or in the community
 - Volunteer work
 - Paid work
- Summary of present level of performance
 - Domestic skills
 - Community functioning skills
 - Recreation/leisure skills
 - Academic skills (reading, math, time telling, change making)
 - Motor/mobility skills
 - Sensory skills
 - Communication skills
 - Social interaction skills
 - Physical/health related skills and information
 - Vocational skills
 - Ability to utilize available assistive technology
- Learning and Performance Characteristics
 - What environmental conditions does the applicant like best?
 - What instructional strategies seem to work best?
 - What degree of supports are typically required for learning and participation in community activities?
 - What environment/strategies should be avoided?
- Preferences
 - Type of work the participant wants to do or has always wished they could do
 - Type of work the parent/guardian feels would be the best fit
 - What activity(s) the applicant enjoys doing
 - Observations of the kinds of work/activities the participant likes to do
 - Observations of social situations and preferences
- Connections
 - Potential employers in family
 - Potential employers among friends
 - Potential employment sites in neighborhood
 - Business/employer contacts for leads through applicant, family, friends
- Flexibility/Accommodations which may be required in workplace
 - Potential need for accessibility assistance, rehabilitation assistive technology, personal care assistance, transportation and other support services
 - Habits, routines, patterns of behaviors, etc.

- Physical/health restrictions
- Behavioral challenges
- Degree and type of negotiation with employers likely to be required
- Recommended workplace accommodations

This is a composite, narrative description based on all the information gathered during the profile activity.

- Job development/prospecting list

This is a targeted list to be used for job development purposes that is based on the information gathered during the comprehensive vocational profile process. It matches the participant to types of employment and potential employment sites, all of which are consistent with the participant's ideal conditions of employment. It is compiled with input from the participant, parents/guardians, others that are important to the individual, the GVRA Counselor, evaluation provider, and job development staff. The list will identify (1) type of jobs and (2) specific employers, including address, phone and point of contact.

1003.00 WORK EVALUATION

1003.01 Description of Service

A Work Evaluation is a short-term assessment (30 business days or less) that utilizes objective observations of work behaviors, physical capacities, work habits, interpersonal skills and functional skills to determine vocational options and suggested supports by having the participant in a work environment. Observations may come from specific job settings or a variety of work samples.

The purpose of Work Evaluation services is to determine participant work habits, strengths, barriers, needs and to assess the participant's vocational options. Results will include recommended accommodations, necessary services and training.

1003.02 Details of Service

Work Evaluation services may include but are not limited to:

- Written evaluation report identifying strengths, barriers, needs, physical capacities, work habits, work behaviors and functional skills
- Possible vocational options
- Recommended accommodations
- A formal staffing to discuss evaluation results and make program recommendations

Work Evaluation services are to provide specific work behavior observations and

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recommendations, not limited to the following:

- response to supervision
- ability to follow directions
- physical capacities and job tolerance
- quality and quantity of work
- ability to utilize criticism and instruction
- attendance and punctuality
- co-worker relationships
- initiative
- safety awareness and practices
- communication skills
- accepting of job assignments
- problem solving/decision making skills
- application of functional skills
- mobility
- use of accommodations or job site modification
- transportation accessibility
- acceptable personal appearance and dress
- attitude and acceptance of responsibility

1003.03 General and Specific Standards

The written work evaluation report will identify any work habit strengths and deficits to be addressed, time frames and suggested services or accommodations necessary prior to the delivery of placement services. The provider will not provide additional services until authorized by the GVRA Counselor.

If significant work habit deficits are identified within the initial ten (10) days of service, the GVRA Counselor will be notified. Pending guidance from the GVRA Counselor, services may cease. The written work evaluation report will reflect the reason for cessation of services. Other services or supports may be identified to further the participant's progress on their vocational path. The work evaluation process may be repeated at a later time pending results of supplemental services.

Service is to cease, and the GVRA Counselor must be notified verbally and then in the written report as stated above. The participant shall not continue in Work Evaluation after needs are identified.

A. Report Components

It is the provider's responsibility to ensure that the information in the report is easily discernible to the users and is staffed with the GVRA Counselor prior to meeting with the participant.

Identifying Information

- Participant name
- Date of birth
- Address
- Telephone number
- Case number
- Referring GVRA Counselor's name
- Date of referral, evaluation, and report
- Disability(s)

Suggested Services or Accommodations - Based on a participant's goals and skills, the employment setting, and the supports needed, assistive technology is provided as appropriate within the context of reasonable accommodations.

9.2 Support Services

2000.00 TECHNOLOGY SCRIPTING SERVICES

2000.01 Description of Services

Technology Scripting Service (TSS) refers to highly specialized computer programming to allow speech output to be available to a person who is blind or severely visually impaired. Many of the speech output programs available on the market provide limited speech access to proprietary computer programs developed for business applications. In order for a person to have full and rapid access to all the menus, fields and multiple screens, it is often necessary for a "Technology Scriptor", to write script files. These script files are small programs that provide the screen-reading program with the information it needs to execute functions through keyboard commands called by the end user. TSS can also be a brief intervention to assist a person to overcome a barrier with their technology. TSS can be provided in a business, school or at home. The scripting is usually done in person on site but could also be done at a distance when appropriate. Examples of screen reading programs that commonly need scripting include, but are not limited to, Job Access With Speech (JAWS), and NonVisual Desktop Access (NVDA).

2000.02 Provider Information

TSS requires an initial written assessment of the system being evaluated for screen reading accessibility and compatibility with the proprietary software required for the participant to be successfully employed. This includes interviews with the appropriate people to determine the tasks essential to the job or function that are difficult or impossible due to low vision. This may include the end user, Information Technology (IT) personnel, support personnel, supervisor, manager and any other person involved.

Each assessment will include:

- Scope of the project
- Projected number of scripting hours to complete the assignment
- Projected start date
- Projected completion date
- Detailed project timelines with milestones identified
- Materials, equipment and tools required
- Anticipated amount of technology access training the end user will need to become a proficient user

A. Timeliness/Assessment

Provider must notify GVRA Counselor within five (5) business days from receipt of referral whether they will accept referral. Provider will give GVRA Counselor an approximate begin date of services. A proposal for timeframes and frequency of instruction and progress reports should be included in the report and should be agreed to before the purchase of services. A final report must be received by the GVRA Counselor within ten (10) business days of completion of services.

2000.03 Provider Qualifications

TSS providers are required to meet the following qualifications:

- a. Extensive experience/education/competence in the field of technology and computer networking
- b. Ability to assess complex technology programs in a business environment
- c. A minimum of 30 hours of professional, documented scripting experience writing program scripts that will allow the visually impaired end user to freely and effectively navigate the required programs to accomplish the Individualized Plan for Employment
- d. Demonstration of competence by providing a resume of successful scripting projects that includes the size and scope of the work
- e. A list of references for the projects completed

B. General Requirements

Mobility - Consideration should be given to the participant's needs in determining an appropriate location for providing services.

Training/Service Materials - Providers will submit a list of training/service materials to be used.

Sample Product -Providers will submit sample(s) of training reports and action plans.

C. Report

It is the provider's responsibility to ensure that the information in the report is easily discernible to the users and is staffed with the GVRA Counselor prior to meeting with the participant. All reports must be signed by the provider.

Identifying Information

- Participant name
- Date of birth
- Address
- Telephone number
- Case number
- Referring GVRA Counselor name
- Date of referral, evaluation, and report
- Disability(s)

2001.00 INTERPRETERS FOR THE DEAF

2001.01 Description of Service

Interpreters facilitate communication between persons who are deaf, hard-of-hearing or deaf-blind and persons who are hearing. Interpreting services provide accessibility to various programs and services to ensure effective communication. Interpreters act only in the role of communication facilitator.

2001.02 Provider Information

Interpreter requests should be made as soon as the date and time for the assignment are confirmed. Although it may be possible to obtain an interpreter on short notice, it is suggested that requests for interpreter services be made at least two weeks in advance to ensure that a qualified interpreter is available to meet the need.

Video Remote Interpreting Services (VRI) are available in some areas with videophones or web-based technology. Requests for VRI services are also handled through a Provider Service Agreement with the VRI provider. Only certified interpreters are used in this process. It may be possible for interpreter requests to be filled with a remote interpreter with less advanced notice than the two-week recommended time for the traditional interpreter requests.

The agency is required to provide funding for such service if no other public entity is required to provide such aid service. Negotiation of shared cost of interpreters is encouraged with another public entity who is required by law to provide services so an individual may access or participate in any vocational related service or training.

2001.03 Provider Qualifications

The following credentials are required for Interpreters to provide services for GVRA staff and/or participants.

- **Educational Interpreter Performance Assessment (EIPA)** – The administration of the test for this certification is by the Boystown National Research Hospital. Holders of this certificate have demonstrated the ability to interpret between English-based sign

language in a classroom environment. This includes voicing English in both sign-to-voice and voice-to-sign from learners. The holder of an EIPA 4.0 or above may not have the ability to interpret using American Sign Language (ASL) in all situations. The holder may not be appropriate for requests where medical terminology or legal terminology is imperative. This should only be used in educational or instruction settings. For billing purposes, this will be coded as a Nationally Certified Interpreter.

- **Certified Deaf Interpreter (CDI)** – The holder of this certificate is Deaf or hard-of-hearing. In addition to proficient communication skill and general interpreter training, the CDI has specialized training and/or experience in the use of gesture, mime, props, drawings and other tools to enhance communication. The CDI has knowledge and understanding of deafness, the Deaf community and Deaf culture. The CDI possess native or near-native fluency in ASL and is often used to communicate with deaf and hard-of-hearing consumers with minimal language and/or with Deaf-blind consumers.
- **National Interpreter Certification (NIC)** – The NIC exam tests interpreting skills and knowledge in three critical domains:
 1. General knowledge of the field of interpreting (written exam)
 2. Ethical decision making (Interview – Performance)
 3. Interpreting AND transliterating skills (Performance)

Holders of this certificate have scored within the standard range in these three areas.

Passing the test at the NIC level indicates that the interpreter has demonstrated skills in interpreting that meet a standard professional performance level and should be able to perform the varied functions of interpreting on a daily basis with competence and skill. It also shows that an individual has passed a test with both interpreting and transliterating elements, as opposed to one or the other.

Individuals holding the NIC certification may be expected to perform competently in most routine interpreting assignments as well as in assignments that may be more complex in nature or require interpreting skills above standard levels.

2001.04 Process for Outsourcing

It is the GVRA Counselor's responsibility to determine when Interpreting Services are required.

2001.05 General and Specific Standards

A. Timeliness

The standard time to request interpreting services should be as soon as the need and date of services is determined, but no less than 48 hours. The provider shall accept or reject the assignment within 24 hours of receipt.

B. General Requirements

Mobility – Consideration should be given to the participant’s needs in determining an appropriate location for the meeting. If the participant cannot travel to the meeting location, at the discretion of the GVRA Counselor, an alternate setting will be chosen.

2002.00 TRANSPORTATION SERVICES

2002.01 Description of Service

Transportation service provides the means necessary to enable a participant to participate in a vocational rehabilitation service. Transportation may be an essential part of assisting the participant in obtaining a continuum of services that leads to an employment outcome.

2002.02 Provider Information

The focus on providing transportation services is to ensure that all participants have the opportunity and means for participation in rehabilitation services. These provider guidelines apply only to private companies and nonprofit organizations to include community facilities, under a Provider Service Agreement.

2002.03 Provider Qualifications

Providers must meet the following qualifications:

- Must be registered with the Department of Public Safety and verify registration under the website below. If a provider does not show as registered, they must then go to the site and register. The link to register can be found at the following link: [Provider Management | Georgia Vocational Rehabilitation Agency](#)
- This policy with the Department of Public Safety can be verified under the policy link below under Title 40, which can be found at the following link: [Provider Management | Georgia Vocational Rehabilitation Agency](#)
- Non-Medical Emergency Transportation:

For any Non-Medical Emergency Transportation Carrier that uses vehicles with a passenger capacity of 10 or less are not required to register their

vehicles with or obtain operating authority with the Department of Public Safety.

Any carriers that have a seating capacity of 11 passengers or more (including the driver) must do the following:

1. Apply for a Passenger permit or Class “B” Passenger certificate, with the Georgia Department of Public Safety’s Regulatory Compliance Section to obtain operating authority in Georgia
2. Obtain a DOT Number issued by Federal Motor Carrier Safety Administration (FMCSA)
3. Register their vehicles with the Georgia Department of Public Safety’s Georgia Intrastate Motor Carrier (GIMC) Unit
4. Any for-hire carriers of passengers that are not listed and are required to obtain a permit and/or certificate will be considered an illegal carrier if they cannot produce appropriate documentation. Illegal carriers are subjected to civil and/or criminal penalties

2002.04 Process for Outsourcing

It is the GVRA Counselor’s responsibility to determine when transportation service is appropriate. Transportation is a service that allows a participant to engage in other GVRA services.

2002.05 General and Specific Standards

A. Timeliness

Transportation services must be provided in accordance with the times GVRA staff designate.

B. General Requirements

Mobility- Consideration should be given to the participant’s needs in determining an appropriate vehicle.

Available Materials- A vehicle maintained in safe operating condition.

C. Report

Transportation providers should maintain vehicle trip reports to include the participant’s name, the dates and times of pick up and drop off, and the number of participants transported each way.

9.3 Assistive Skills Development

3000.00 BRAILLE INSTRUCTION

3000.01 Description of Service

Braille is a tactile system for reading and writing English. People with visual impairments use Braille to facilitate reading and writing. Instruction is used to train individuals who are visually impaired in the use of this literary and math code (Nemeth). Nemeth Braille code for Mathematics is a Braille code for encoding mathematical and scientific notation linearly using standard six dot Braille cells for tactile reading by the Visually Impaired. Braille instruction is provided to individuals who are visually impaired, and/or are Deaf Blind to support educational and employment outcomes.

3000.02 Service Information

Braille instruction services may include the following:

- Assessment of participant skill level and instructional needs/potential to determine appropriate learning medium including but not limited to uncontracted and contracted Braille. Uncontracted, letter-by-letter, contracted utilizing abbreviations, contractions and other short forms of words
- Development of individual instructional plans
- Teaching adaptive skills in the areas of Braille code (reading and writing)

For the instruction of Braille, adaptive skills may be necessary for successful outcome. These include:

- Tactual discrimination
- Functional use of Braille for activities of daily living (ADL)
- Access and management of materials
- Knowledge of Braille technology

3000.03 General and Specific Standards

1. Assessment/Referral

- The Provider must notify GVRA within five (5) business days of receipt of referral regarding whether or not they will accept the referral.
- Participant's previous training, if any, along with beginning and current levels of skill present.
- At the completion of services, a report must be received by the Counselor within ten (10) business days from the date of completion or termination of the service. The written report will recommend additional instruction to be provided and time frames prior to the delivery of any further services. Time frames based on comprehensive versus itinerant training.

2. Monthly progress report/final

- At the end of each month, the Provider will provide the GVRA Counselor a summary of the following:
 - a. Skills that were taught during the month
 - b. The level of competency in Braille reading and writing to be achieved and the duration of each session of Braille instruction
 - c. Participant initiative, motivation and progress toward learning those skills
 - d. Training concerns that need to be addressed
 - e. Topics to be covered the following month if additional training is required
 - f. It is the provider's responsibility to ensure that the information in the report is easily discernible and accessible to the users, and is staffed with GVRA and the participant
 - g. Reports must be signed by the provider
 - h. Identify:
 - i. Participant name
 - ii. Date of birth
 - iii. Address
 - iv. Telephone number
 - v. Case number
 - vi. Referring GVRA Counselor
 - vii. Date of referral, evaluation, and report
 - viii. Disability(s)

3. General Requirements

Mobility - Consideration should be given to the participant's needs in determining an appropriate location for providing instruction. If the participant cannot travel to the instructor's location, at the discretion of the work team, an alternate setting could be chosen.

4. Interventions

Adaptive technology needed to enhance a participant's employability and/or independence. The intervention should meet a perceived need and/or address the individual's functional limitation(s).

3000.04 Provider Qualifications

Braille instruction providers must be certified or meet one of the following qualifications as outlined below. This category is for providers who only teach Braille as a sole service:

1. Certified by the Library of Congress as a Braille transcriber and/or a Braille proofreader, and one year of documented experience in Braille instruction

and competencies; or

2. Documentation of successful completion of college course work at an Association of Education and Rehabilitation of the Blind and Visually Impaired (AER) that includes courses in contracted Braille and/or Braille literacy, or has Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) certification; or National Blindness Professional Certification Board (NBPCB). Documentation of ability to read and produce contracted Braille by using a mechanical Braille (Ex: Perkins Braille) and a slate and stylus and Braille technology with a minimum of three year's work experience in teaching contracted Braille; or
3. National Certification in Unified English Braille (NCUEB) from the National Blindness Professional Certification Board a minimum of one year's work experience in teaching contracted Braille; and
4. NCUEB Certification or a Letter of Proficiency in Unified English Braille (added to previous NLS certification) from the Library of Congress

3001.00 Certified Vision Rehabilitation Therapy (CVRT)

3001.01 Description of Service

According to the [ACVREP](#), vision rehabilitation therapists (also called rehabilitation teachers) work in center-based or itinerant settings and "instruct persons with vision impairments in the use of compensatory skills and assistive technology that will enable them to live safe, productive, and independent lives."

Vision rehabilitation therapists teach:

- Communication systems (use of Braille or optical devices)
- Personal management skills
- Home management techniques
- Activities of daily living
- Leisure and recreation skills
- Psychosocial aspects of blindness and vision loss
- Medical management (use of adaptive medical equipment)
- Basic orientation and mobility (O&M) skills

CVRT is a service provided when specialized instruction, devices and techniques are necessary in order to prepare a person who is blind or visually impaired to pursue a vocational goal and learn the independent living skills needed to support employment. Services are to be provided individually or in a group setting.

3001.02 Provider Information

The provider must be capable of providing CVRT which may include, but is not

limited to:

- A. Assessing and evaluating the vocational needs and abilities of individuals with disabilities
- B. Assessing the work site to determine and teach the adaptive techniques necessary for the individual to successfully perform the job
- C. Developing individualized CVRT plans in conjunction with the participant and the GVRA Counselor
- D. Teaching adaptive skills needed in the areas including, but not limited to, personal management, diabetes education and management, household management, communication, education, orientation and movement in the immediate environment
- E. Teaching problem solving and resource utilization, including adaptive equipment and assistive devices and techniques

3001.03 Provider Qualifications

CVRT Providers must meet one of the following qualifications:

- A. Certification from the ACVREP as a CVRT, or
- B. Certification from the NBPCB as a National Certified Rehabilitation Teacher for the Blind (NCRTB); or
- C. Individual who has completed all of the VRT curricula from an accredited college or university; is eligible for VRT certification; is working under the clinical supervision of a CVRT or NCRTB; and attains certification within one year; or
- D. Teacher of the Visually Impaired (TVI), with documentation of academic coursework or work history demonstrating ability to teach homemaking/daily living skills utilizing compensatory techniques; or
- E. Certified Low Vision Therapist (CLVT) with documentation of academic coursework or work history demonstrating ability to teach homemaking/daily living skills utilizing compensatory techniques; or
- F. Occupational Therapist (OTR/L) or Occupational Therapist Assistant (COTA/L) with documentation of academic coursework or work history demonstrating ability to work

with persons who are blind or severely visually impaired; or

- G. An individual who has met all the requirements for certification in a NCRTB program working under the clinical supervision of a CVRT or NCRTB and attains certification within one year.

3001.04 General and Specific Standards

A. Timeliness

The GVRA Counselor must receive a completed report within ten (10) working days of termination or completion of training.

B. General Requirements

Mobility - Consideration should be given to the participant's needs. In determining an appropriate location for providing services.

Available materials- will be submitted by prospective providers of evaluative instruments with which they are competent and capable of administering and interpreting.

C. Report

At the end of each month, the Provider will provide the GVRA Counselor with a summary of the following:

- Skills that were taught this month
- Participant initiative, motivation and progress toward learning those skills
- Training concerns that need to be addressed
- Topics to be covered the following month if additional training is required

It is the provider's responsibility to ensure that the information in the report is easily discernible and accessible to the users and is staffed with the GVRA Counselor and the participant. Reports must be signed by the provider.

Identifying Information

- Participant name
- Date of birth
- Address
- Telephone number
- Case number
- Referring GVRA Counselor

- Date of referral, evaluation, and report
- Disability(s)

Recommendations

There are three elements which must be addressed:

1. Employability:

The CVRT Provider and the GVRA Counselor must assess the participant's ability to work.

Considerations:

- What is the participant's current ability to function in the home and the work environment?
- What level of competency must the participant achieve in order to be successful in the selected employment goal?

2. Related Factors:

- Can the participant live independently?

3. Interventions:

- A service, product or activity needs to support the participant's employment goal. This should be documented based on the participant's need and/or address the participant's functional limitations.

3002.00 COMPREHENSIVE LOW VISION EVALUATION (CLVE)

3002.01 Description of Service

CLVE is a complete visual evaluation, clinical examination, and prescription of visual aids by an ophthalmologist or optometrist, trained in the use of optical and non-optical devices by a low vision therapist. It includes follow-up visits with the doctor and low vision therapist to make certain that the prescribed devices are appropriate and also individual and family counseling.

3002.02 Details of Service

A CLVE identifies visual aids that will make it possible for a visually impaired person to do specific tasks.

The process defines a participant's:

- Need for assistive technology
- Reasonable accommodations
- Further need for services

3002.03 Provider Qualification

CLVE care providers must meet the following qualifications:

For the examination and prescription of aids, the provider must fall into one of the below categories:

- A. Ophthalmologist (MD) – registered or licensed according to state regulations and board certified.
- B. Optometrist – registered or licensed according to state regulations.

For services such as individual and family counseling, training in the use of low vision aids, etc., the following provider can be used:

- A. Vision Rehabilitation Therapist – Possession of a valid certification from ACVREP in VRT, a bachelor's degree and documented education/training in 16 core domain areas
- B. Counselor/Social Worker – Possession of a valid state license in social work; or membership in the Academy of Certified Social Workers of the National Association of Social Workers; graduation from an accredited college or university with a degree in social work; possession of a valid certificate in rehabilitation counseling from the Commission on Rehabilitation Counselor Certification (CRCC); graduation from an accredited college or university with a degree in rehabilitation counseling or psychology; possession of a valid state license or certificate in psychology
- C. Low Vision Therapist – A certification from ACVREP or evidence that certification is in process.
- D. Employees, Consultants and Volunteers – Must have at least one year of experience and possess specific education, training and experience in low vision services appropriate to their assignments.

3002.04 Process for Outsourcing

It is GVRA Counselor's responsibility to determine when CLVE care should be authorized.

These services may include but are not limited to:

1. Clinical evaluation provided by an optometrist or ophthalmologist trained in these areas, which may include the following:
 - History
 - Lensometry
 - Determination of visual acuity at near, intermediate and far distance
 - Confirmation of refractive error
 - Assessment of ocular mobility and binocularity
 - Tests of contrast sensitivity function
 - Determination of magnification needs
 - Tests of color and glare sensitivity
 - Confirmation of diagnosis

Individualized training in the use of optical devices, including activities that increase the individual's ability to focus, localize, track, scan, and to determine focal distance of recommended optical devices.

1. Individual plan of assessment based on medical background, psychological, and work history information and joint determination between the individual, low vision clinical staff and GVRA Counselor relating to needs, priorities, and specific goals.
2. Individual and family counseling to address adjustment to vision loss and appropriate resources.

3002.05 General and Specific Standards

A. Timeliness

A completed CLVE report must be received by GVRA Counselor within ten (10) working days of completion of the evaluation. A proposal for time frames and frequency of exams/instruction should be included in the report and should be agreed to before the purchase of further services.

B. General Requirements

Mobility- Consideration should be given to the participant's needs in determining an appropriate location for providing services. Professionals shall behave in a moral and ethical

manner in the conduct of their professional roles.

Training/Service Materials- Providers will submit a list of training/service materials that will be used in providing this service.

Sample Product- Providers will submit sample(s) of assessment reports, training reports, and action plans used to determine if participant needs are being met.

C. Report Components

It is the provider's responsibility to ensure that the information in the report is easily discernible to the users and is shared with the GVRA Counselor prior to meeting with the participant.

Identifying Information

- Participant name
- Date of birth
- Address
- Telephone number
- Case number
- Referring GVRA Counselor
- Date of referral, evaluation, and report
- Disability(s)

Evaluation Results, Suggested Service or Accommodations - A
completed report outlining the following areas:

- Results of clinical examination including confirmation of diagnosis and visual acuity
- Determination of magnification needs
- Recommendations for appropriate optical devices and equipment
- Doctor and staff observations
- Recommendations for referral for additional services, as appropriate
- Training provided as part of the evaluation
- Current functional abilities and emotional adjustment
- Counseling with individuals who have recent diminished or loss of sight

3003.00 ORIENTATION AND MOBILITY (O&M)

Description of Service

O&M training prepares any person with a visual impairment to move safely and independently in a variety of environments to enable the individual to meet their vocational goals. Training includes both instruction and practical experiences.

3003.02.01 Provider Information

O&M Services are indicated if a person with functional limitations may have a number of factors that could affect their learning:

- Life patterns that are altered and interrupted by the onset of a disability, decreasing or fluctuating vision, mobility
- Concomitant health problems
- A reluctance to leave or alter a familiar environment
- A questionable sense of self-worth
- “Normal” decrease in tactual, auditory and olfactory abilities
- Rigidity in lifestyle
- Changes in social and/or economic status
- The need to cope with their own and others’ stereotyped views of disability

O&M services may include, but are not limited to:

- A. A functional assessment of the individuals functioning level and orientation and mobility skills to identify services needed to allow individual to reach his O&M goals.
- B. Developing individualized O&M instruction plans in conjunction with the participant and GVRA Counselor.
- C. Teaching O&M skills, which include but are not limited to the following:
 - Techniques of travel utilizing a white cane, service animal, electronic travel aid, or optical device
- D. O&M techniques/environments
 - Basic skills
 - Indoor cane skills
 - Small business travel
 - Downtown travel
 - Rural travel
 - Public transportation
 - Mall travel
 - Adverse weather conditions
 - Night travel
 - City travel
 - O&M skills/knowledge
 - Use of remaining senses
 - Use of aided and unaided residual vision
 - Organization of spatial relations
 - Solicitation of information

- Interaction with the public
- Problem solving strategies
- Conceptual understanding of self and environment
- Appropriate movement behavior including posture and gait

3003.03 Provider Qualifications

O&M service providers must meet the following requirements:

- A. Certification from the ACVREP as a Certified Orientation and Mobility Specialist (COMS); or
- B. Certification from the NBPCB as a National Orientation and Mobility Certification (NOMC); or
- C. Individual who has completed all O&M curricula from an accredited college or university; is eligible for O&M certification; is working under the clinical supervision of a COMS or NOMC; and applies for certification within six (6) months from approval as a provider and attains certification within one (1) year; or
- D. An individual who has met all the requirements for certification in a NOMC program working under the clinical supervision of a COMS or NOMC and attains certification within one (1) year.

3003.04 General and Specific Standards

A. Timeliness

Provider must notify GVRA Counselor within five (5) business days from receipt of referral whether they will accept referral. Provider will give GVRA Counselor an approximate begin date of services. A proposal for time frames and frequency of instruction and progress reports must be agreed to before the purchase of services.

A final report must be received by GVRA Counselor within ten (10) days of completion of services.

B. General Requirements

Mobility- Consideration should be given to the participant's needs in determining an appropriate location for providing instruction.

C. Report

At the end of each month, the Provider will provide the GVRA Counselor with a summary of the following:

- Skills that were taught this month
- Participant initiative, motivation and progress toward learning those skills

- Training concerns that need to be addressed
- Topics to be covered the following month if additional training is required

It is the provider's responsibility to ensure that the information in the report is easily discernible and accessible to the users, and is staffed with GVRA Counselor and the participant. Reports must be signed by the provider.

Identifying Information

- Participant name
- Date of birth
- Address
- Telephone number
- Case number
- Referring GVRA Counselor
- Date of referral, evaluation, and report
- Disability(s)

Interventions:

Based on a participant's goals and skills, the employment setting, and the supports needed, assistive technology is provided within the context of reasonable accommodations.

Evaluation Results:

This section should include participant's previous mobility training, if any, and beginning and current skills level. In addition, this section will include the results of the evaluation. Visual functioning, orientation skills, cane skills, service animal.

Achievement Level:

Based on the participant's employment objectives, the participant should receive only those services, which help him/her, achieve the desired outcomes.

Summary/Recommendations:

Summary of the participant's current skills level as it relates to their vocational goal and any need for further training. Timelines will also be addressed in this section i.e., estimated length of training.

3004.00 Technology Access Training (TAT)

3004.01 Description of Service

TAT refers to an individualized, time-limited course of study by a qualified instructor in the specific skill area. TAT can also be a brief intervention to assist a person to overcome a barrier with their technology. TAT can be provided in a formal classroom, in the home, online or by telephone. A certification or diploma is not required at the end of training. TAT is an adjustment service where a person learns how to use the technology needed to live independently, participate fully in an academic program and/or enable them to go to work. In most instances, this training will be needed prior to employment skills training or post-secondary training.

Examples of TAT include, but are not limited to, Screen Readers, Screen Magnification, Augmentative Communication, Note takers, and Optical Character Recognition (OCR) devices, programs and/or apps.

In order to effectively teach the use of some devices and programs, it may be necessary to teach some basic entry-level skills of other software programs. Some examples include Word Processing, Spreadsheets, E-mail, and Web-Browser. TAT is not typically taught at the college, university or technical school level. Services are to be provided individually or in a group setting.

3004.02 Provider Information

TAT requires an initial written evaluation of the individual training needs related to the goals set by the individual and their GVRA Counselor. For training involving more than a brief intervention, a formal curriculum will be developed for each module referencing total instruction time and listing materials, tools, equipment, objectives, performance expectations and responsibilities.

Each instruction module will include:

- Length of time
- Sequence of topics or areas to be covered
- Materials, equipment and tools required
- Minimum requirements to participate
- Training objectives
- Performance standards to measure progress
- Methods of instruction
- Requirements for course completion or extension
- Job related work behaviors that will be addressed in the course

3004.03 Provider Qualifications

TAT providers are required to meet the following qualifications:

A. Certification from the ACVREP as a Certified Assistive Technology Instructional Specialist (CATIS) with extensive hands-on knowledge of technology being taught; or

B. Certification from the ACVREP as a CVRT with extensive hands-on

knowledge of technology being taught; or

C. Certification from the NBPCB with a National Certification in Access Technology for the Blind (NCATB); or

D. Individual who has completed all of the blind rehabilitation curricula in a specific discipline (O&M, VRT, etc.) from an accredited college or university; is eligible for professional certification; is working under the clinical supervision of a CATIS, CVRT, COMS, NOMC or NCRTB; and applies for certification within six (6) months from approval as a provider and attains certification within one (1) year; with extensive hands on knowledge of technology being taught; or

E. Specialist in Augmentative/Alternative Communication (AAC), which may include a Licensed or Certified Speech and Language Pathologist (SLP), who is qualified to train on the use of the specific augmentative/alternative communication device selected; or

F. TVI; or COMS; or CLVT; or OTR/L or COTA/L; or NOMC; or NCRTB; with documentation of academic coursework or work history demonstrating ability to teach the technology being taught; or

G. Certification from the Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) as a Certified Assistive Technology Professional (ATP) with extensive hands-on knowledge of technology being taught; or

H. An individual who has met all the requirements for certification, working under the clinical supervision of a (A thru, and including, F); who has extensive hands-on knowledge of technology being taught, and attains certification within one year.

Demonstration of competence can be accomplished by providing documentation by a recognized training program, along with documentation of Continuing Education Units (CEU's) awarded or date/s of completed certification/s or dates of other recognized accreditation completion units. E.g., World Services for the Blind Assistive Technology Instructor (ATI) program. Workshops, webinars and sessions, such as, those offered by CSUN (California State University, Northridge), AER and ATIA (Assistive Technology Industry Association) and are approved for ACVREP (Academy for Certification of Vision Rehabilitation and Education Professionals) credit, or successful completion of AT (Assistive Technology) courses offered by University of Massachusetts Boston and Northern Illinois University or other ACVREP universities offering AT courses.

3004.04 General and Specific Standards

A. Timeliness

A completed report must be received by GVRA Counselor within ten (10) working days of termination or completion of training. Report(s) will be required to show progressive development.

B. General Requirements

Mobility- Consideration should be given to the participant's needs in determining an appropriate location.

C. Report

At the end of each month, the Provider will supply the GVRA Counselor with a summary of the following:

- a. Skills that were taught this month
- b. Participant initiative, motivation and progress toward learning those skills
- c. Training concerns that need to be addressed
- d. Topics to be covered the following month if additional training is required

It is the provider's responsibility to ensure that the information in the report is easily discernible and accessible to the users, and is staffed with GVRA Counselor and the participant. Reports must be signed by the provider.

Identifying Information

- Participant name
- Date of birth
- Address
- Telephone number
- Case number
- Referring GVRA Counselor
- Date of referral, evaluation, and report
- Disability(s)

Interventions:

Based on a person's goals and skills, the employment setting, and the supports needed, assistive technology is provided within the context of reasonable accommodations.

3005.00 ADJUSTMENT COUNSELING TO BLINDNESS

3005.01 Description of Service

Adjustment Counseling to Blindness is a service to assist a person to re-adjust to life after experiencing significant vision loss. It should be considered when traditional GVRA counseling, CVRT or O&M are not sufficient to overcome the losses experienced by the individual due to vision loss. This service may be used to develop or re-establish personal and social behaviors designed to enhance an individual's employability. Services can be provided individually or in small groups.

3005.02 Provider Information

Adjustment counseling services may include but are not limited to the following:

- Health and medicine management (diabetes education)
- Interpersonal skill development
- Methods of appropriate communication
- Sexual awareness and appropriateness
- Community living adjustment
- Decision making/problem solving
- Understanding of self and abilities
- Identifying, planning and providing the supports needed to achieve and maintain employment

Adjustment Counseling services provide a comprehensive plan utilizing counseling techniques and activities in small groups or individually and may address:

- Personal attitudes, biases and social skills
- Educating friends and family
- Disclosure
- Decision making in daily life activities.
- Work attitudes and skills exploration
- Exercising informed choice
- Community field trips
- Problem solving and resource utilization, including adaptive equipment
- Knowledge about the rights and responsibilities associated with employment

3005.03 Provider Qualifications

- A. Certification from the ACVREP as a CVRT; or
- B. CRCC as a CRC and specialized training in the area of blindness; or
- C. Licensed Professional Counselor (LPC) with specialized training in blindness; or

D. Coursework in a health-related field from an accredited institution of higher learning, with extensive knowledge of the subject being taught (e.g., diabetes group counseling and/or diabetes individual counseling for the visually impaired.), with clinical supervision from a professional credentialed as in the qualifications - A, B, or C above.

3005.04 General and Specific Standards

A. Timeliness

Provider must notify GVRA Counselor within five (5) business days from receipt of referral whether they will accept referral. Provider will give GVRA Counselor an approximate begin date of services. A proposal for time frames and frequency of instruction and progress reports should be included in the report and should be agreed to before the purchase of services.

A final report must be received by GVRA staff within ten (10) business days of completion of services.

B. General Requirements

Mobility- Consideration should be given to the participant's needs in determining an appropriate location for providing services.

Training/Service Materials- Providers will submit a list of training/service materials that will be used in providing this service.

Sample Product- Providers will submit sample(s) of training reports and action plans.

C. Report

It is the provider's responsibility to ensure that the information in the report is easily discernible to the users and is staffed with GVRA Counselor prior to meeting with the participant. All reports must be signed by the provider.

Identifying Information

- a. Participant name
- b. Date of birth
- c. Address
- d. Telephone number
- e. Case number
- f. Referring GVRA Counselor
- g. Date of referral, evaluation, and report
- h. Disability(s)

Interventions:

Initial and ongoing assessment of the participant's progress towards adjustment to their vision loss. Areas identified that the participant needs to address, and strategies being used to overcome those remaining functional barriers to healthy living and employment.

Achievement Level:

Based on the employment objectives, the participant should receive only those services which help him/her achieve the desired outcomes.

3006.00 RESIDENCE MODIFICATION**3006.01 Description of Service**

Residence modifications are changes to a participant's residence for the purpose of providing for accessibility to pursue and maintain employment. A residential modification provides the minimum modifications necessary for the participant to participate in an IPE to achieve their competitive integrated employment goal.

3006.02 Provider Information

A GVRA AWT Engineer will evaluate the home for accessibility needs of the participant, which are justified by participant eligibility and vocational needs to reach their competitive integrated employment goals.

From the evaluation, bid specifications and CADD drawings will be developed so that a Request for Offer (RFO) document can be developed and issued by the GVRA Procurement Office.

Prospective bidders will be required to make an on-site inspection of the home prior to submitting a bid offer for any GVRA residential modification project.

To be considered, all responding contractors will be required to satisfy all GVRA procurement contractor qualification requirements and to adhere to and satisfy all GVRA contractor bid requirements.

Terms and conditions will be outlined in the individual bid offer solicitation issued by GVRA Procurement and will generally include, but not be limited to:

- Requirement for Contractors to bid on a project in its entirety
- Permit subcontracting for trades or equipment, as necessary; however, the bidder will be considered the General Contractor for the entire project and held fully responsible for meeting all project requirements
- Obtain Landlord/Owner/Property Manager approval for modifications
- Bid awarded based on GVRA Procurement policies and practices for selection
- Changes made to the project scope without approval by GVRA will be considered

- invalid and not paid by GVRA
- Selected contractor must be able to initiate a project within 30 days from date of award by GVRA Procurement and completed within 60 days.

3006.03 Provider Qualifications

For projects funded in part or in whole by GVRA, the contractor must be a GVRA eligible provider as determined by the GVRA Procurement Office.

All providers and subcontractors engaging in this project will be expected to execute good professional judgment in all work performed and abstain from having improper personnel engage in the work, poor or careless workmanship or safeguards, or using inferior products.

Potential contractors and their subcontractors must have all applicable licenses and must meet all building codes as required by the local, county and state regulations. All work is to be completed by an individual with proper skills for the task (e.g., finished carpentry to be done by a finished carpenter, plumbing to be done by a licensed plumber).

3006.04 Process for Outsourcing

The GVRA Counselor is responsible for determining when residential modifications should be purchased, based upon participant eligibility, qualifying vocational applicability, and a validating report from the Assistive Work Technology Engineer.

The residential modification(s) must be approved before the services begin and inspected at the completion of services by the Assistive Work Technology Engineer.

3006.05 General and Specific Standards

A. Timeliness

The GVRA AWT Engineer is responsible for monitoring all contractor work and reporting to GVRA Counselor, participant and appropriate GVRA Procurement Office staff when contractor is unable to meet project timeline.

B. Payment Schedule

After selection of contractor, a formal Agreement will follow to include details of work to be performed along with a project and payment schedule.

NOTE: 35 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards apply to all contract selections for this type of work and will result in additional compliance requirements before any selection can be finalized.

3007.00 DRIVER EVALUATION

3007.01 Description of Service

A Driver Evaluation can be performed only by a Certified Driver Rehabilitation Specialist (CDRS) who either is an OTR/L or is assisted by an OTR/L.

The Driver Evaluation is to determine if a participant can drive an adapted vehicle and to determine the type of adapted driving equipment necessary to drive safely.

The therapist's evaluation shall include a clinical screening of the individual's vision, cognition, reaction time and physical range of motion of their extremities.

The therapist shall evaluate the participant's ability to transfer into the driver seat and determine if specialized seating is required. If the participant demonstrates the ability to independently load his or her mobility device into an automobile. The CDRS shall evaluate the participant for hand controls and secondary adaptive driving equipment. For said participant, other vehicle conversion adaptations, including but not limited to lowered floor conversions, can only be considered in consultation with the AWT Rehabilitation Engineer.

The Driver Evaluation Report shall report on the above and include a prescription for the adapted driving equipment necessary to drive safely. A prescription from the participant's attending physician is required to authorize a Driver Evaluation.

3007.02 Provider Information

The Provider is required to provide services on an individualized basis as appropriate for the specific needs of the participant.

A Driver Evaluation for participants whose vehicles will be equipped with hand controls or hi-tech driving systems must be evaluated in a vehicle with the adapted equipment that is being prescribed for the participant.

3007.03 Provider Qualifications

- A. For individuals who require an evaluation in a modified vehicle with hand controls, the driver evaluator must have a certification as a CDRS as awarded by the Association of Driver Rehabilitation Specialists (ADED) and either be an OTR/L or be assisted by an OTR/L during the evaluation.
- B. For individuals who require an evaluation in a modified vehicle with hi-tech driving systems, the driver evaluator must have a CDRS as awarded by the ADED and a minimum of five (5) years' experience with evaluation and training with hi-tech driving systems. The CDRS must be either an OTR/L or assisted by an OTR/L during the

evaluation.

3007.04 Process for Outsourcing

The GVRA Counselor is responsible for determining when a Driver Evaluation should be purchased, based upon a recommendation from the Assistive Work Technology Engineer.

3007.05 General and Specific Standards

A. Timeliness

The provider must notify the GVRA Counselor within five (5) business days regarding whether or not they will accept the participant referral. Typical driver evaluations take four (4) hours or less. For some participants, it could take up to 20 hours.

B. Report

A written report will be required describing the evaluation process, the adapted equipment recommended and results of the evaluation.

3008.00 VEHICLE MODIFICATION

3008.01 Description of Service

Vehicle Modifications include a modification to a motorized or electric vehicle that will allow a participant to operate or ride in said vehicle to obtain and maintain employment. The services may include but are not limited to:

- a. Hand control installation in an automobile or van,
- b. Modification so an individual using a wheelchair can ride as a passenger,
- c. Modification for an individual using a wheelchair to drive in cases where the individual cannot transfer to an automobile but can transfer from a wheelchair to a power seat for driving,
- d. Modification for an individual using a wheelchair who must drive from the wheelchair,
- e. Training in the use of a modified vehicle,
- f. Modifications to a farm or off-road vehicle to meet the needs of a participant's work goal.

Prior to authorizing a vehicle modification, the Vocational Rehabilitation Counselor (VRC) shall:

1. Refer the participant to the AWT Engineer for an initial assessment to determine if driving is reasonable and required for employment.
2. Refer the participant to an approved Driver Evaluation service (as recommended by the AWT Engineer) to determine if

- the individual is capable of driving.
3. In cooperation with the AWT Engineer assist the individual in completing a Financial Considerations Worksheet to determine if the cost of owning and operating a vehicle is reasonable; along with the percent of modification costs that can be paid by participant and the percent of modification costs that will be paid by GVRA.
 4. Assure that driver's training in the modified vehicle is available; and
 5. Determine that the vehicle modification is reasonable, appropriate, allocable and necessary for participant to reach employment goal.

3008.02 Provider Information

After the GVRA AWT Rehabilitation Engineer has reviewed the Driver Evaluation results and recommendations provided by the CDRS, the AWT Engineer will prepare specifications for vehicle modification/s from the specific, fee schedule agreement reached annually with qualified providers for the annual bid items and services. The AWT Engineer will include in the specifications package any additional modifications a participant requires that are not already a part of the yearly vendor bid process.

Upon internal approval of the modification/s, the GVRA AWT Engineer will submit specifications for the vehicle modification/s and submit the specifications package to approved providers. In turn, the provider will submit a written quote for services in accordance with the specifications package. The quote shall include:

1. Total cost of parts and labor
2. Estimated length of time to complete the job.
3. Not less than one-year written warranty from date of acceptance on parts and labor (three-year warranty is preferred) for equipment, installation and workmanship.
4. Installation of all equipment in accordance with NMEDA QAP program
5. Guidelines and standards
6. A written statement that no equipment shall compromise safety and
7. Operation or structural integrity of modified vehicle
8. The expiration date of the response (generally 30 – 90 days)

An evaluation by the GVRA AWT staff is required prior to the specifications being offered.

The GVRA AWT Engineer inspections shall assess whether the prescribed equipment meets the proposed specifications, functions correctly, is adjusted properly and will meet the customer's needs. These inspections shall be conducted at the following times:

1. Preliminary fitting of high-tech equipment
2. Final completion of modification

GVRA's warranty requirements will be included in the specifications process. Upon final approval and authorization to perform the vehicle modification, the Provider shall adhere to the timelines provided in the offer.

3008.03 Provider Qualifications

Vehicle Modification Providers shall meet the following qualifications:

1. Quality Assurance Program (QAP) certification by National Mobility Equipment Dealers Association (NMEDA)
2. The QAP certification must be equal to or higher than required for the equipment being installed

3008.04 Process for Outsourcing

It is the GVRA Counselor's responsibility to determine when vehicle modification services should be purchased.

In the evaluation, a minimum of the following should be measured:

- A. The driving ability of the individual in using the adaptive equipment, as demonstrated by a driver evaluation performed by an approved CDRS
- B. The vehicle's capability to support the needed modifications

3008.05 General and Specific Standards

A. Timeliness

Preparation and response shall be in accordance with the requirements in the specifications package.

NOTE: 35 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards apply to all contractor selections for this type of work and will result in additional compliance requirements before any selection can be finalized.

3009.00 DRIVER TRAINING

3009.01 Description of Service

There are three levels of Driver Training for Vocational Rehabilitation participants:

- A. The basic level provides a participant with the necessary knowledge and skills to safely operate a motor vehicle. Services include training of State of Georgia Laws and preparation to pass the driving examination to obtain a driver's license. It may include classroom training of the law and licensing

requirement, and simulator training. Behind-the-wheel training must be included. This level would not include any special vehicle modifications. This service is only available if the participant's ability to drive safely is impacted by their disability and they require individualized instruction. The participant will need to have a vehicle available that will be used for transportation needed for employment

- B. The second level provides an individual with disabilities with the necessary knowledge and skills to safely operate a modified vehicle with hand controls. Services may include some classroom training of the law and licensing requirement, and simulator training
- C. The third level would include the basic services but would be for a vehicle modified with hi-tech driving systems.

3009.02 Provider Information

The Provider is required to provide services on an individualized basis as appropriate for the specific needs of the GVRA participant.

Driver Training for vehicles equipped with hand controls or hi-tech driving systems should be provided for training purposes in advance of the vehicle modification.

Additional training is also necessary after the participant's vehicle modifications have been completed and delivered.

This training period should be determined by the GVRA Counselor in consultation with the AWT Engineer and OT/CDRS after experiencing the driver's progress towards safe and effective vehicle handling.

3009.03 Provider Qualifications

For participants who do not require training with modified vehicles and/or adaptive equipment, driver training instructors must possess the following:

- State of Georgia, Department of Motor Vehicle Safety Instructor's License.

For individuals who require training with modified vehicles and with hand-controls, driver-training instructors must possess the following:

- CDRS as awarded by the ADED

Or

- Certification as Driver Training Instructor working under the supervision of a CDRS

For individuals who require training with modified vehicles with hi-tech driving systems, driver-training instructors must possess the following:

- CDRS and a minimum of five (5) years' experience with evaluation and training with hi-tech driving systems.

3009.04 Process for Outsourcing

The GVRA Counselor is responsible for determining when driver training service should be purchased, based upon a recommendation from the AWT Engineer.

3009.05 General and Specific Standards

A. Timeliness

The Provider must notify the GVRA Counselor within five (5) business days regarding whether or not they will accept the referral.

B. Report

A written report will be required monthly documenting progress and skill attainment. If service lasts less than a month, a report must be submitted within ten (10) days following service completion.

9.4 Pre-Employment Transition Services

4000.00 PRE-EMPLOYMENT TRANSITION SERVICES (Pre-ETS)

Description of Service

The Workforce Innovation and Opportunity Act (WIOA) expanded the types of services that state vocational rehabilitation agencies can provide to students with disabilities as part of their transition from high school to post-secondary education and/or employment. These expanded services are Pre-ETS and are designed to give students opportunity through early career exploration and occupational exposure to make informed decisions that will maximize their ability to enter competitive integrated employment. WIOA is well aligned to Employment First initiatives, as well as the Individuals with Disabilities Education Act (IDEA) that also reinforce the importance of work experience for students with disabilities as part of their transition planning.

4000.01 Provider Information

There are five (5) required Pre-ETS:

- a. Job Exploration Counseling
- b. Work Based Learning
- c. Counseling on Post-Secondary Opportunities

- d. Workplace Readiness Training
- e. Instruction in Self-Advocacy

4001.00 Job Exploration Counseling

Job Exploration Counseling is meant to provide students with a variety of opportunities to gain information about careers, the skills needed for different jobs and to uncover personal career interests. If provided as pre-employment transition services, job exploration counseling may be provided in a group setting or on an individual basis and may include information regarding in-demand industry sectors and occupations, as well as non-traditional employment, labor market composition and vocational interest inventories to assist with the identification of career pathways of interest to the students.

Job Exploration Counseling includes activities and experiences that assist students to:

- Explore career options and identify career pathways of interest
- Uncover vocational interests using inventories
- Learn about skills needed in the workplace and for specific jobs
- Understand the labor market including in demand industries and occupations
- Learn about non-traditional employment options

Examples of activities to deliver Job Exploration Counseling:

- Administer vocational interest inventory and review results
- Learn about and explore career pathways using state career information systems
- Interview people to learn about jobs and skills needed to succeed
- Provide information regarding nontraditional employment
- Provide information about in-demand industry sectors and occupations
- Share and discuss local labor market information and how it impacts them
- Use O*NET and/or other career exploration tools to explore careers
- Arrange a panel of local employers meet with students
- Develop a local career fair
- Provide information regarding nontraditional employment
- Work with students to complete vocational interest inventories
- Discuss information about career pathways and help students identify career pathways of interest

4002.00 Work Based Learning Experiences

Work Based Learning (WBL) is an educational approach or instructional method that uses community workplaces to provide students with the knowledge and skills that

will help them connect school experiences to real-life work activities and future career opportunities. It is essential that direct employer or community involvement be a component of WBL to ensure in-depth student engagement.

WBL may include in-school or after-school opportunities, experiences outside the traditional school setting, and/or internships. When paid WBL experiences are provided, the wages are to be paid at no less than minimum wage.

Work based learning includes activities and experiences that assist students to:

- Develop work skills through participation in paid and nonpaid work experiences in community integrated employment
- Apply classroom knowledge to the workplace
- Gain greater understanding of the soft skills important to success in the workplace
- Learn from people currently working in the occupations and career of interest

Examples of activities to deliver work-based learning:

- Connect student with a business mentor
- Develop work sites aligned with student interest
- Provide local volunteer opportunities for students
- Conduct work-based learning evaluations of student performance
- Provide opportunities for Internships, Apprenticeships (not registered apprenticeships or pre-apprenticeships), Etc.
- Support students to participate in career competitions
- Coordinate informational interviews to research employers
- Conduct work-site tours to learn about necessary job skills in various business settings
- Provide job shadowing and mentoring opportunities in the community

4003.00 Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Education Programs at Institutions of Higher Education

To improve employment outcomes and increase opportunities for students with disabilities to access 21st century jobs, it is essential that students and their family members be provided information and guidance on a variety of post-secondary education and training opportunities. These services may include information on course offerings, career options, types of academic and occupational training needed to succeed in the workplace, and postsecondary opportunities associated with a career field or pathways. It may also include advising students and family members on academic curricula, college application and admissions processes, completing the Free Application for Federal Student Aid (FAFSA), and resources that may be used to support individual student success in education and training, to include disability support services.

The post-secondary options that should be explored include:

- Community Colleges (AA/AS degrees, certificate programs and classes)
- Universities (Public and Private)
- Career pathways related to workshops/training programs.
- Trade/Technical schools
- Military
- Post-secondary programs at community colleges and universities for students with intellectual and developmental disabilities

Examples of activities to deliver post-secondary counseling:

- Learn about accommodations for college entrance exams
- Develop ‘class shadows’ in college and vocational training classrooms
- Advise students and parents or representatives on academic curricula
- Provide information about college application and admissions processes
- Complete the FAFSA with student
- Provide resources that may be used to support individual student success in education and training (i.e., disability support services)

4004.00 Workplace Readiness Training

Workplace readiness traits describe a number of skills that employers expect from most employees. Workplace readiness skills are a set of skills and behaviors that are necessary for any job, such as how to interact with supervisors and co-workers and the importance of timeliness. These skills are sometimes called soft skills, employability skills, or job preparation skills. These skills help students learn and build an understanding of how we are perceived by others.

Employers value employees who can communicate effectively and act professionally. No matter what technical skills a job may require, every job requires good social skills/interpersonal skills.

In addition to developing social and independent living skills, workplace readiness training may also include:

- Financial literacy
- Orientation and mobility skills
- Job-seeking skills
- Understanding employer expectations for punctuality and performance

Examples of activities to deliver work readiness training:

- Identify and learn how to use assistive technology in the workplace
- Meet with a benefit Counselor
- Develop individual transportation plans and learn necessary mobility skills
- Provide lessons on strategies to support independence at work such as time management, self- monitoring performance, and accepting

constructive feedback

- Conduct simulations to develop social and communication skills
- Develop financial literacy, including banking and budgeting skills
- Provide role-play experiences for working as a team
- Develop communication and interpersonal skills.
- Provide group orientation and mobility skills (i.e., to access workplace readiness training or to learn to travel independently)
- Develop job-seeking skills.
- Instruct students on understanding employer expectations for punctuality and performance, as well as other “soft” skills necessary for employment.

4005.00 Self-Advocacy Skills

Self-advocacy skills include an individual’s ability to effectively communicate, convey, negotiate or assert their own interests and/or desires. Schools also work with students to develop self-determination, which means that students with disabilities have the freedom to plan their own lives, pursue the things that are important to them and experience the same life opportunities as other people in their communities. These acquired skills will enable students to advocate for any support services, including auxiliary aids, services, and accommodations that may be necessary for training or employment.

Self-advocacy skills are developed when students are provided with experiences to develop:

- Knowledge of self
- Knowledge of rights and responsibilities
- Communication skills
- Leadership skills

Examples of activities to deliver self-advocacy skills:

- Discuss with student how their disability impacts them and identify strategies that may assist them at school, work and socially
- Use computer assisted instruction to learn about IEP’s and how to be an active participant
- Assist student to identify, document and explain needed accommodations
- Assist student in developing goals and information to share at their IEP
- Conduct informational interviews
- Provide opportunities for students to participate in mentoring with individuals employed by or volunteering for employers, boards, associations, or organizations in integrated community settings
- Provide opportunities for students to participate in youth leadership activities offered in educational or community settings

- Conduct a panel presentation of recent graduates to share their experiences
- Select and deliver a disability disclosure curriculum
- Teach a class using ‘Whose Future is it Anyway’ to teach self-determination skills
- Assist students in selecting a community need and create a plan to address it
- Teach students about and discuss rights and responsibilities
- Teach students how to request accommodations or services and supports
- Assist students in communicating their thoughts, concerns, and needs, to prepare them for peer mentoring opportunities with individuals working in their area(s) of interest

4006.00 INTERPRETERS FOR THE DEAF – PRE-ETS

4006.01 Description of Service

Interpreters facilitate communication between persons who are deaf, hard-of-hearing or deaf-blind and persons who are hearing. Interpreting services provide accessibility to various programs and services to ensure effective communication. Interpreters act only in the role of communication facilitator.

4006.02 Provider Information

Interpreter requests should be made as soon as the date and time for the assignment are confirmed. Although it may be possible to obtain an interpreter on short notice, it is suggested that requests for interpreter services be made at least two weeks in advance to ensure that a qualified interpreter is available to meet the need.

VRI are available in some areas with videophones or web-based technology. Requests for VRI services are also handled through a Provider Service Agreement with the VRI provider. Only certified interpreters are used in this process. It may be possible for interpreter requests to be filled with a remote interpreter with less advanced notice than the two-week recommended time for the traditional interpreter requests.

The agency is required to provide funding for such service if no other public entity is required to provide such aid service. Negotiation of shared cost of interpreters is encouraged with another public entity who is required by law to provide services so an individual may access or participate in any vocational related service or training.

4006.03 Provider Qualifications

The following credentials are required for Interpreters to provide services for GVRA staff and/or participants.

- **EIPA** – The administration of the test for this certification is by the Boystown National Research Hospital. Holders of this certificate have

demonstrated the ability to interpret between English-based sign language in a classroom environment. This includes voicing English in both sign-to-voice and voice-to-sign from learners. The holder of an EIPA 4.0 or above may not have the ability to interpret using American Sign Language in all situations. The holder may not be appropriate for requests where medical terminology or legal terminology is imperative. This should only be used in educational or instruction settings. For billing purposes, this will be coded as a nationally certified interpreter.

- **CDI**– The holder of this certificate is Deaf or hard-of-hearing. In addition to proficient communication skill and general interpreter training, the CDI has specialized training and/or experience in the use of gesture, mime, props, drawings and other tools to enhance communication. The CDI has knowledge and understanding of deafness, the Deaf community and Deaf culture. The CDI possess native or near-native fluency in ASL and is often used to communicate with deaf and hard-of-hearing consumers with minimal language and/or with Deaf-blind consumers.
- **NIC** The NIC exam tests interpreting skills and knowledge in three critical domains:
 1. General knowledge of the field of interpreting (written exam)
 2. Ethical decision making (Interview – Performance)
 3. Interpreting and transliterating skills (Performance)

Holders of this certificate have scored within the standard range in these three areas.

Passing the test at the NIC level indicates that the interpreter has demonstrated skills in interpreting that meet a standard professional performance level and should be able to perform the varied functions of interpreting on a daily basis with competence and skill. It also shows that an individual has passed a test with both interpreting and transliterating elements, as opposed to one or the other.

Individuals holding the NIC certifications may be expected to perform competently in most routine interpreting assignments as well as in assignments that may be more complex in nature or require interpreting skills above standard levels.

4006.04 Process for Outsourcing

It is the GVRA staff's responsibility to determine when Interpreting Services are required.

4006.05 General and Specific Standards

A. Timeliness

The standard time to request interpreting services should be as soon as the need and date of services is determined, but no less than 48 hours. The provider shall accept or reject the assignment within 24 hours of receipt.

B. General Requirements

Mobility- Consideration should be given to the participant's needs in determining an appropriate location for the meeting. If the participant cannot travel to the meeting location, at the discretion of the GVRA staff, an alternate setting will be chosen.

4007.00 GROW

Description of Service

GETTING READY FOR OPPORTUNITIES IN WORK (GROW)

GROW is a weeklong experiential program that exposes the participant to all five (5) of the required areas under WIOA. Each day will be filled with experiences from one (1) of the five (5) areas; Self-Advocacy, Career Exploration, Workplace Readiness, Counseling on Post-Secondary Opportunities, and Work Based Learning Experiences. It is meant to be delivered in the community in which the individuals reside in. GROW is designed to be completed in groups of 30 or less participant. There should be no more than 15 participants to one instructor, and in some cases, it may require a five (5) to one (1) ratio.

Providers will have to submit at the end of the week a daily sign in sheet, and a summary report on each participant.

Example of a weekly schedule and content:

Monday – Self-Advocacy

- On the job accommodations
- When to disclose your disability
- How their disability impacts them at work
- Responsibility for online and social media activity

Tuesday – Work Readiness Training

- Job Seeking Skills (resumes and applications) **all participants leave with a skills-based resume.
- Work Behaviors (sexual harassment, transportation plan, cell phone use, grooming, dress codes, interpersonal relationships (internal and external customer service), time management.
- Common risks to successful job retention

Wednesday – Job Exploration

- Local labor market information

- Interest Inventory
- Panel of local employers

Thursday – **Work Based Learning**

- Virtual/ in-person tours
- Connect students with mentors from businesses providers used for CWAT
- Presentations by employers
- Possible community day of service/volunteering jobs

Friday – **Counseling on Post-Secondary Enrollment**

- Is college the correct path?
- Technical College System of Georgia
- University System of Georgia
- Disability Services (Accommodations, Assistive Technology)
- FAFSA & types of aid
- Applying to technical schools and colleges
- Inclusive Post-Secondary Education
- When to start planning for college

Provider Qualifications

Pre-Employment Transition Services providers are accountable to recruit and retain staff that are qualified to provide training to students with disabilities. Minimum qualifications include:

- High School diploma or General Educational Development (GED) certificate. At least one of the following:
 - Two years of experience working with students with disabilities, and a minimum of 30 semester hours of college credit with a minimum of 15 semester hours in special education, specific disabilities, social work, counseling, business or a related field.
 - 60 hours of college credit in special education, specific disabilities, social work, counseling, business or a related field.

Process for Outsourcing

It is the GVRA Counselor's responsibility to determine when Pre-ETS should be purchased and which of the five (5) required services should be purchased.

Providers must obtain a written authorization from GVRA before providing any Pre-ETS Service.

General and Specific Standards

A. Timeliness

The provider must notify GVRA within five (5) business days of receipt of referral regarding whether or not the referral will be accepted. Upon completion of services, documentation of services should be received by the referring GVRA Counselor within ten (10) business days from the completion of the services or termination of the service.

B. General Requirements

PRE-ETS providers may choose their own curriculum or combine different curricula to meet training expectations. If a combination of pre-ETS services are bundled into one curriculum, the curriculum must be pre-approved by the GVRA Provider Relations prior to the service being provided.

GVRA requires that the curriculum or curricula include:

- Written summary of the curriculum with reference citations
- Written outline of the training objectives for each curriculum utilized
- Meaningful Pre-ETS activities for transition-age students with disabilities
- Appropriate content for the maximum number of hours for the Pre-ETS activities
- Documentation of methods to report pre and post outcomes

C. Report

Providers can only be paid for time attended by students. General reporting documentation should include evidence of the following:

1. Training was completed without exceeding the approved number of hours on the service authorization.
2. Training was completed meeting the minimum number of students authorized to participate.
3. Training only included pre-ETS categories of training.

More specific details of the services and student's performance requiring documentation will include the following:

1. Participant's Name
2. Service authorization number
3. Date of service(s)
4. Training information- group or individual
5. Number of participants.
6. Instructional approaches
 - a. Discussions
 - b. Hands-on experiences
 - c. Power-Point presentations

- d. Project and problem-based learning
- e. Computer-aided instruction
- f. Community based learning
- 7. Total number of hours the participant attended
- 8. Participant's response to the curriculum
- 9. Overall participant performance
- 10. Training summary – Describe all accommodations, compensatory techniques and any special training required by the participant. Describe the participant's ability and willingness to perform skills and tasks, as well as any issues or concerns that emerged during participation. Record skills that emerged during the course of the service and describe any additional training needs
- 11. Signature – there should be a printed/typed name of the Pre-ETS trainer, as well as a signature on each participant report.
- 12. Date report completed.

9.5 Georgia Eligible Training Providers

5000.00 ACADEMIC SCHOOLS, COLLEGES, AND UNIVERSITIES

5000.01 STANDARDS

It is the policy of GVRA that all Academic Schools providing educational training programs must be:

- Accredited by a nationally recognized accrediting agency or association cited in the [Higher Education Directory](#)
- Meet the local requirements under the Local Workforce Development Area (LWDA).
- Schools must submit an appropriate application and be approved to become an Eligible Training Provider under Workforce Innovation and Opportunity (WIOA). Link to this can be found here

5001.00 PROPRIETARY SCHOOLS

5001.01 Standards

It is the policy of the GVRA that all Proprietary Schools providing educational training programs must:

- Meet the local requirements under the Local Workforce Development Area (LWDA). The link for this can be found at the here: [Provider Management | Georgia Vocational Rehabilitation Agency](#)

- Submit an appropriate application and be approved to become an Eligible Training Provider under Workforce Innovation and Opportunity (WIOA). The link for this can be found at the here: [Provider Management | Georgia Vocational Rehabilitation Agency](#)

In addition:

Schools located within the State of Georgia requiring licensure by a state licensing board must be approved by the appropriate board.

Schools located within the State of Georgia not requiring licensure by a state licensing board must be approved by the **Georgia Nonpublic Postsecondary Education Commission**. This certificate is renewed annually. The NPEC ensure that each authorized college or school is educationally sound and financially stable. The link for this can be found at the here: [Provider Management | Georgia Vocational Rehabilitation Agency](#)

5001.02 Schools located outside the State of Georgia must be approved by the appropriate state licensing board.

5001.03 GVRA Counselor should refer to Provider Management for the approved maximum allowable fees.

5002.00 VOCATIONAL AND TECHNICAL SCHOOLS

5002.01 Standards

It is the policy of GVRA that all Vocational and Technical Schools providing educational training programs must be:

- Accredited by the Technical College System of Georgia (TCSG); or
- A nationally recognized accrediting agency; or
- An association listed in **Accredited Postsecondary Institutions and Programs**, published by the U.S. Department of Education.

In addition, must meet the local requirements under the LWDA. Schools must submit an appropriate application and be approved to become an Eligible Training Provider under WIOA. The link for this can be found at the here: [Provider Management | Georgia Vocational Rehabilitation Agency](#)

**5003.00 INCLUSIVE HIGHER EDUCATION SKILLS TRAINING-
Archived as now part of Pre-ETS**

5004.00 EMPLOYMENT SKILLS TRAINING

5004.01 Description of Service

Employment Skills Training (EST) refers to an individualized, time-limited course of study by a qualified instructor with certification in the specific skill area by industry standards. EST may be provided in a formal classroom or in a work environment. A certification or diploma is required at the end of skills training. Examples of employment skills training include, but are not limited to, forklift, warehouse, clerical/administrative support, custodial cleaning, nursing assistant, customer service, landscaping, hotel housekeeping and inventory/stocking. On-the-job training and volunteer situations may also be used. EST is not typically taught at a state university or technical school.

5004.02 Provider Information

EST requires a formal written curriculum developed for each module referencing total instruction time and listing materials, tools, equipment, objectives, performance standards and responsibilities.

Each instruction module will include:

- Length of time
- Sequence of topics or areas to be covered
- Materials, equipment and tools required
- Minimum requirements to participate
- Training objectives
- Performance standards to measure progress
- Methods of instruction
- Requirements for course completion or extension
- Job related work behaviors that will be addressed in the course
- Safety and health procedures related to the occupation
- Occupational specific requirements i.e., licensure, certification
- Actual paid work to be performed as part of the training curriculum

5004.03 Provider Qualifications

EST providers are required to meet the following qualifications as outlined in the Dictionary of Occupational Titles or The Occupational Information Network (O*NET) for the occupation in which the training is provided:

- Previous experience providing training in the specific skill area
- Demonstrated competence in the occupational area defined
- Approved list Georgia eligible training providers
- WIOA regulations require funding to only approved providers
Providers of this service are to be approved and included on the Eligible Training Provider List (ETPL)

5004.04 Process for Outsourcing

It is GVRA Counselor's responsibility to determine when EST services should be purchased.

5004.05 General and Specific Standards

A. Timeliness

A completed report must be received by GVRA staff within ten (10) working days of termination or completion of training. Progress report(s) will be required to show progressive development.

B. General Requirements

Mobility- Consideration should be given to the participant's needs in determining an appropriate location.

Available Materials- A list will be submitted by prospective providers.

Sample Product- Providers will submit sample(s) of assessment reports, instructional reports and action plans to determine if participant needs are being met.

C. Report

At the end of the training period, the provider will supply the GVRA Counselor with a summary of the participant's skill level (documented measurable skills gain and industry recognized credential) and includes any work behaviors that need to be addressed.

It is the provider's responsibility to ensure that the information in the report is easily discernible to the users and is staffed with GVRA Counselor prior to meeting with the participant.

Identifying Information

- a. Participant name
- b. Date of birth
- c. Address
- d. Telephone number
- e. Case number
- f. Referring GVRA Counselor
- g. Date of referral, evaluation, and report
- h. Disability(s)

Interventions- Based on a participant's goals and skills, the employment setting, and the supports needed, assistive technology is

provided within the context of reasonable accommodations.

Achievement Level- Based on the employment objectives, the participant should receive only those services which help him/her achieve the desired outcomes.

9.6 Employment Skills Development

6000.00 WORKPLACE READINESS TRAINING (WRT)

6000.01 Description of Service

Workplace readiness is a short-term service designed to develop or re-establish personal and social behaviors designed to enhance a participant's employability. It also prepares persons with significant sensory, cognitive or physical disabilities to navigate their environment and work site to enable the participant to meet their vocational goals. Training includes instruction and practical experiences and can be provided individually or in small groups, no more than ten (10) unless authorized.

6000.02 Information for Providers

Services may include but are not limited to the following:

- Interpersonal skill development
- Methods of appropriate communication
- Sexual awareness and appropriateness
- Personal grooming and hygiene
- Community living
- Travel training
- Money management
- Decision making/problem solving
- Health and medicine management
- Understanding of self and abilities
- Identifying, planning and providing the supports a participant needs to achieve and maintain employment

Participants with functional limitations may have a number of factors that could affect their learning:

- Life patterns that are altered and interrupted by the onset of a disability
- A reluctance to leave or alter a familiar environment
- A questionable sense of self-worth
- Mental or cognitive limitations requiring adaptive training for independent living (i.e., TBI, MR, stroke)

- Rigidity in lifestyle
- The need to cope with their own and others' stereotyped views of disability.

A functional assessment of the participant's functioning level AND an individualized instruction plan is needed to identify workplace readiness services. This comprehensive plan could include instructional classroom activities in small groups or individual instruction and may address:

- Personal/social skills
- Decision making in daily life activities
- Work attitudes and skills exploration
- Exercising informed choice
- Ambulation of the environment
- Problem solving and resource utilization, including adaptive equipment
- Knowledge about the rights and responsibilities associated with employment

6000.03 Provider Qualifications

Providers must meet one of the following:

1. Bachelor's degree in rehabilitation and disability studies or a counseling-related field that may include, but is not limited to degrees in education, special education, social work or psychology and one-year experience linking with community resources, special education or instruction.
2. An associate degree in a vocationally related field, such as, but not limited to degrees in rehabilitation, education, special education, social work or psychology and two years of experience in counseling, linking with community resources, special education or instruction.
3. An individual with one year of experience who works under the direct, on-site supervision of an individual with a bachelor's degree as listed above.

6000.04 Process for Outsourcing

It is GVRA Counselor's responsibility to determine when WRT services should be purchased. The GVRA Counselor shall authorize those services needed by an participant to prepare for work.

6000.05 General and Specific Standards

A. Timeliness

Provider must notify GVRA Counselor within five (5) business days from receipt of referral whether they will accept referral. Provider will give GVRA Counselor an approximate begin date of services. A proposal for timeframes and frequency of instruction and progress reports should be included in the report, and should be agreed to before the purchase of services.

WRT timeframes are individualized, and monthly progress reports will be required to show progressive development. If the report shows no skill gain or improvement the service will be discontinued as other services may be more appropriate.

A final report must be received by GVRA Counselor within ten (10) business days of completion of services.

B. General Requirements

Mobility- Consideration should be given to the participant's needs in determining an appropriate location for providing services.

Training/Service Materials- Providers will submit a list of training/service materials that will be used in providing this service.

Sample Product- Providers will submit sample(s) of training reports and action plans.

C. Report

It is the provider's responsibility to ensure that the information in the report. Is easily discernible and specific to the users and is staffed with GVRA Counselor prior to meeting with the participant. All reports must be signed by the provider.

Identifying Information

- a. Participant name
- b. Date of birth
- c. Address
- d. Telephone number
- e. Case number
- f. Referring GVRA Counselor
- g. Date of referral, evaluation, and report
- h. Disability(s)
- i. Job goal (must agree with GVRA IPE)

Interventions - Based on a participant's goals and skills, the employment setting, and the supports needed, assistive technology is provided within the context of reasonable accommodations.

Achievement Level - Based on the employment objectives, the participant should receive only those services which help him/her achieve the appropriate desired outcomes.

6001.00 CAREER ORIENTATION/JOB SAMPLING

6001.01 Description of Service

Job Sampling is a time-limited opportunity of job observation and/or job tryout(s) at an employment site in order to assist the participant in choosing an appropriate employment goal consistent with aptitudes and interests as determined by participant feedback, informed choice and instructor observation. The participant is involved in the selection of the work sites and types of job duties to participate.

6001.02 Provider Information

Job Sampling is individualized and time limited. The services may include:

- Observation
- Follow-up
- Career counseling
- Job coaching

Job Sampling may include but is not limited to the objective observation of the following work behaviors:

- Response to supervision
- Physical capacities and job tolerance
- Quality and quantity of work
- Ability to utilize criticism and instruction.
- Attendance and punctuality
- Co-worker relationships
- Initiative
- Safety awareness
- Communication skills
- Accepting of job assignments
- Problem solving/decision making skills.
- Application of functional skills
- Mobility
- Use of accommodations or job site modifications
- Transportation accessibility

6001.03 Provider Qualifications

Job Sampling providers must meet one of the following qualifications:

1. A bachelor's degree in rehabilitation and disability studies or related field that may include, but is not limited to degrees in rehabilitation, education, special education, social work or psychology.
2. An associate's degree in a vocationally related field, such as, but not limited to degrees in rehabilitation, education, special education, social work or psychology and two (2) years of experience linking with community resources, special education or instruction
3. Three (3) years of experience linking with the community resources, special education, instruction, vocational evaluations and/or assessments.

6001.04 Process for Outsourcing

It is GVRA Counselor's responsibility to determine when Job Sampling should be purchased.

6001.05 General and Specific Standards

A. Timeliness

The Provider must notify GVRA staff within five (5) business days regarding whether or not they will accept the referral.

If work behavior deficits are identified within the initial ten (10) days of Job Sampling, service is to cease, and the GVRA Counselor notified verbally and then in a written report.

The completed report must be received by the GVRA Counselor within ten. (10) business days of completion or termination of Job Sampling.

B. General Requirements

Mobility- Consideration should be given to the participant's needs in determining an appropriate location.

Available Materials- A list should be submitted from prospective providers delineating various training materials, which they use in providing Job Sampling Service.

C. Report

A completed report identifying barrier solutions, analysis of physical. capacities, work habits, work behaviors and functional skills. The report will also list possible vocational options and recommended interventions.

It is the provider's responsibility to ensure that the information in the report is easily discernible to the users. All reports must be signed by the provider, live or electronically.

Identifying Information

- a. Participant name
- b. Date of birth
- c. Address
- d. Telephone number
- e. Case number
- f. Referring GVRA Counselor
- g. Date of referral, evaluation, and report
- h. Disability(s)
- i. Job goal (must agree with GVRA IPE)

Interventions- Based on a participant's goals and skills, the employment setting, and the supports needed, assistive technology is provided within the context of reasonable accommodations.

Evaluation Results- Participant's previous training, if any, along with beginning and current levels of skill present.

Achievement Level- Based on the individual's employment objectives the person should receive only those services, which help him/her, achieve the desired outcomes.

6002.00 COMMUNITY BASED WORK ADJUSTMENT (CWAT)

6002.01 Description of Service

CWAT is a time-limited, individualized process that assists participants seeking employment to develop or reestablish work habits and behaviors, quality and quantity of work, personal and social skills, functional capacities, and attitudes appropriate to employment. These services utilize realistic work tasks to develop on-the-job behavior skills, proper work habits skills, interpersonal skills, work-related communication skills and to increase stamina. Businesses may refer to this as an internship.

CWAT is provided in an integrated work setting in the community.

Note: While the participant is participating in CWAT, the Provider will ensure that liability insurance for Worker's Compensation coverage is provided for the participant, and the participant receives compensation in compliance with Department of Labor Minimum Wage and Hour requirements.

6002.02 Provider Information

CWAT services may include skills development in the following areas but are not limited to:

- Attendance and punctuality
- Appropriate dress and grooming
- Following directions
- Learning and performing different work tasks
- Staying on task
- Relationships with co-workers and supervisors
- Quantity and quality of work
- Job tolerance and stamina
- Adhering to work rules and safety procedures
- Reporting problems to supervisors
- Interaction with the public
- Transportation arrangements
- Work related communication

6002.03 Provider Qualifications

CWAT providers must meet one of the following qualifications:

- A. A bachelor's degree in rehabilitation and disability studies or a related field that may include, but is not limited to degrees in rehabilitation, education, special education, social work or psychology and one-year experience linking with community resources, special education or instruction
- B. An associate degree in a vocationally related field, such as, but not limited to degrees in rehabilitation, education, special education, social work or psychology and two years of experience in counseling, linking with community resources, special education or instruction.
- C. Two years of experience in case management, linking with community resources, special education, instruction, vocational evaluations and/or assessments AND an individual who works under the direct, on-site supervision of an individual with a bachelor's degree as listed above

6002.04 Process for Outsourcing

It is GVRA Counselor's responsibility to determine when CWAT services should be purchased.

6002.05 General and Specific Standards

A. Timeliness

CWAT timeframes are individualized. CWAT progress reports are mandatory on a monthly basis staffing with a Vocational Rehabilitation Counselor is recommended.

B. General Requirements

Mobility- Consideration should be given to the participant's needs in determining an appropriate location for providing services.

Training/Service Materials- Providers will submit a list of training/service materials that will be used in providing this service.

Sample Product- Providers will submit sample(s) of progress reports and action plans to determine if participant needs are being met.

C. Report

It is the provider's responsibility to ensure that the information in the report is easily discernible to the users and is staffed with GVRA Counselor prior to meeting with the participant. All reports must be signed by the provider.

Identifying Information

- a. Participant name
- b. Date of birth
- c. Address
- d. Telephone number
- e. Case number
- f. Referring GVRA Counselor
- g. Date of referral, evaluation, and report
- h. Disability(s)
- i. Job goal (must agree with GVRA IPE)

Interventions:

Based on a participant's IPE, the employment setting, and the supports needed, assistive technology is provided within the context of reasonable accommodations.

Evaluation Results:

Participant's progress with training, summary of skills addressed and improved if any, along with beginning and current levels of skills present must be reported monthly for the service to continue.

Achievement Level:

Based on the employment objectives, the participant should receive only those services which help him/her achieve the desired outcomes.

6003.00 JOB DEVELOPMENT AND PLACEMENT SERVICES – TO BE ARCHIVED, NOW FOUND IN 6005 – INDIVIDUAL JOB PLACEMENT SERVICES

6004.00 JOB COACHING

6004.01 Description of Service

Job Coaching is a set of intensive one-on-one services in a competitive integrated work setting including job-task analysis, job training, job behavior management, developing natural supports and employer relationship, which are needed to ensure participant job retention.

NOTE: Short Term Job Coaching can be paired with CWAT but not with WRT or Supported Employment.

6004.02 Provider Information

Job Coaching is provided on-site and includes one-on-one training with direct instruction for:

- Specific job tasks
- Developing appropriate work behaviors
- Use of transportation
- Communication with supervisors and co-workers
- Appropriate use of meal and break times

6004.03 Provider Qualifications

Job Coaching providers must have a minimum of a high school diploma or GED and the following:

1. Successfully completed a higher education course in a counseling-related field that may include, but is not limited to rehabilitation, education, special education, social work or psychology, or
2. Two (2) years documented experience as a Job Coach of persons with disabilities

6004.04 Process for Outsourcing

It is GVRA Counselor's responsibility to authorize Job Coaching services for a

specific length of time. Extended Job Coaching hours may be considered after consultation and receipt of supporting documentation from provider and employer.

6004.05 General and Specific Standards

A. Timeliness

Provider must notify GVRA Counselor within five (5) business days regarding whether they will accept referral. A written report will be required monthly documenting progress and skill attainment. If service lasts less than a month, a report must be submitted within ten (10) days following service completion.

B. General Requirements

Mobility- Training could be provided in various community businesses.

Reports- Providers will submit assessment reports, training reports and action plans to determine if participant needs are being met.

C. Report

It is the provider's responsibility to ensure that the information in the report is easily discernible to the user and is staffed with GVRA Counselor prior to meeting with the participant. All reports must be signed by the provider.

Identifying Information

- Participant name
- Date of birth
- Address
- Telephone number
- Case number
- Referring GVRA Counselor
- Date of referral, and report date
- Disability(s)

Interventions- Based on a participant's goals and skills, the employment setting, and the supports needed, assistive technology is provided within the context of reasonable accommodations.

Achievement Level- Based on the employment objectives the participant should receive only those services which help him/her achieve the desired outcomes.

6005.00 INDIVIDUAL JOB PLACEMENT SERVICES (IJPS)

6005.01 Description of Service

IJPS are an individualized approach to locating employment opportunities and

assisting participants obtain employment that is consistent with the IPE and informed choice.

This service is not required to be coupled with any other GVRA service(s) and is not appropriate for any supported employment case.

6005.02 Provider Information

Providers delivering IJPS will meet with a referred participant, review their IPE and proceed with identifying employment opportunities. It is expected that providers will assist the referred participant in securing employment within 90 days of the referral date as well as provide follow up services to ensure participant maintains employment for 90 days.

Providers who fail to meet the 90-day employment requirement must initiate a meeting with the participant and the GVRA Counselor to determine next steps and whether it is appropriate for the provider to continue service delivery. If determination is made to end service before placement, GVRA Counselor will notify Provider Management to evaluate if service remains in provider agreement.

Individual Job Placement Services may include but are not limited to:

- Job Search
- Preparing and submitting applications
- Creating Resume appropriate for job applications
- Successful interview techniques
- Contacting employers to develop or identify job opportunities.
- Scheduling and confirming interview appointments.
- Accompanying participant on interviews, if needed
- Providing participant feedback after interviews if not selected
- Follow-Up after placement for a minimum of 90 days
- Secure employment documentation (according to GVRA policy)

6005.03 Provider Qualifications

Providers delivering IJPS must possess one of the following qualifications AND have successful participant employment outcomes:

- Community Employment Services: Job Development and Job Site Training under CARF; or
- Vocational Rehabilitation Services that include job site development and job placement under AER; or
- Certified Employment Support Professional (CESP); or
- Minimum of five (5) years professional experience assisting individuals with disabilities obtain competitive integrated employment; or
- Agency may evaluate a providers' experience and credentials to

determine eligibility for this service using additional criteria.

6005.04 Process for Outsourcing

It is the GVRA Counselor's responsibility to authorize IJPS to approved and qualified providers.

6005.05 General and Specific Standards

A. Timeliness

Provider must notify GVRA Counselor within five (5) business days regarding whether they will accept referral. A 90-day Employment Strategy report must be submitted to the GVRA Counselor within five (5) days of referral.

B. General Requirements

Mobility- Training could be provided in various community businesses.

Reports- Providers will submit assessment reports, training reports and action plans to determine if participant IPE needs are being met.

C. Report

It is the provider's responsibility to ensure that the information in the report is easily discernible and is staffed with GVRA Counselor prior to meeting with the participant. All reports must be signed by the provider.

Interventions- Based on a participant's goals and skills, the employment setting, and the supports needed, assistive technology is provided within the context of reasonable accommodations.

Achievement Level- Based on the employment objectives the participant should receive only those services which help him/her achieve the desired outcomes.

D. Payment Schedule

First Payment – payable to provider when referral accepted. Covers all work. associated with identifying and obtaining employment for participant.

Work includes but is not limited to:

- Development of a 90 day employment strategy and submit to the GVRA Counselor referring participant within five (5) days of referral.
- Participant, GVRA Counselor & Provider meeting(s)
- IPE goals shared.

- Assists with job searching
- Identify potential employment options
- Develop and assist with updating resume as appropriate for employment opportunity
- Assist with preparing, reviewing and submitting job applications
- May visit worksite with participant if requested
- Employment must be in a competitive integrated environment

Second Payment- Request for authorization must be made in writing upon acceptance of a job offer to reflect the start date given by the employer. After 90 days of employment, provider can submit invoice for a final payment. Final payment will be determined by participant hourly wages and achievement of participant IPE job goal.

The following information must be included with the Second Payment or Final invoice:

- Business name
- Job location and phone number
- Job title
- Proof of wages
- Description of work including benefits if applicable
- Description of how participant job goal was met.
- Employment start date

Outcome:

Provider success is determined by:

- Employment obtained meets participant IPE
- Job starts within 90 days of receipt of referral
- Sustainable employment leading to successful career
- Flexible and willing to be creative in identifying employment opportunities for participant
- Maintain good working relationship with GVRA Counselor
- Timely and thorough completion of all documents required for service

Providers who fail to meet the employment outcomes will be evaluated and a determination made as to whether or not they meet the requirements to continue delivering the service.

6006.00 SUPPORTED EMPLOYMENT (SE)

SE is competitive integrated employment for participants with the most significant disabilities for whom competitive integrated employment has not traditionally occurred or for whom competitive integrated employment has been interrupted or intermittent as a result of a significant disability; and who, because of the significance of their disability, need intensive support services; and extended

support services in order to perform such work.

SE services include planned support activities including intensive on-going supports which are required to assist an individual to learn his or her job duties and work site behaviors in an integrated competitive position, based on the participant's needs as specified in the GVRA IPE for SE.

Unless dictated by participant need, GVRA involvement is intended to be a maximum of 24 months for adults (over 24 years of age) and can be up to 48 months for youth (participants not in school over the age of 14 under the age of 24) following job start on a supported work site.

GVRA utilizes three models of SE – Traditional Supported Employment services (TSE), Individual Placement and Support (IPS), and Customized Supported Employment (CSE).

6006.01 Description of Service for Model 1 – Traditional Supported Employment (TSE)

TSE is used for participants who qualify for SE services and are in need of intensive job coaching, ongoing supports and extended supports.

6006.02 Provider Information

There are five (5) phases to TSE.

1. **Services Identification:** The GVRA Counselor, the participant and the SE provider shall meet to discuss the SE process and projected outcomes. This meeting identifies the activities that may be involved, responsibilities of each party, the participant's support needs, natural supports and any additional information that contributes to a successful employment outcome.

NOTE: If it is identified that the participant does not need intensive job coaching and/or on-going supports – the participant may not need SE services and the plan may need to be for short-term individualized job development with supports.

2. **Individualized Job Development:** The provision of individualized job development entails developing employment opportunities based on identifying the needs of employers that match the participant's contributions, interests and conditions for employment. Armed with the knowledge about the participant learned during a Needs Analysis, the SE provider identifies job tasks and work cultures that fulfill the criteria for a successful job match.

Upon identifying a potential job match, the SE provider conducts a meeting with the employer and participant to negotiate a job description, job supports and terms of employment (hours, pay, etc.) Employment must:

- Be consistent with the IPE. A plan amendment may be necessary if the participant identifies a different job goal during the process.
- The position must be with a business that offers pay equivalent to co-workers, at or above minimum wage and is located with those peers.

3. **Training and Initiation of Ongoing Supports:**

A. Following job development and job start, intensive on-site job coaching takes place on the job by skilled job trainers: assisting the participant in new employee orientation, learning the assigned job tasks, implementing needed accommodations, addressing workplace behaviors, understanding employer expectations and understanding interpersonal skills in the workplace. This phase begins on the first day the participant is on the employer's payroll and is in training with the job coach.

- Job Coaching should take into consideration workplace accommodations that maximize the participant's potential and learning style.
- SE provider will notify the GVRA Counselor if AWT services are needed to address potential workplace accommodations; or if uniforms or workplace tools are necessary.
- The participant is in training status until they have reached stabilization – which is determined by the participant, the SE provider and the GVRA Counselor.
- Monthly progress reports are provided to the GVRA Counselor documenting services provided, the barriers and successes in the workplace, and number of hours and type of coaching provided.

B. Ongoing Supports are initiated at job start and continue to be provided by the SE professional after the participant is stabilized and no longer requires intensive job coaching services. Ongoing Supports are provided at a minimum of two (2) visits per month at the work site unless it is determined that off-site monitoring is more appropriate for a particular participant. Off-site monitoring must consist of at least two (2) face-to-face meetings with the participant and one employer contact monthly.

4. **Stabilization:** This phase will begin once the participant has stabilized on the job and/or is no longer requiring intensive job coaching. As a guideline, this occurs when the job coaching services amount to 20% or less of the participant's original level of support. This is the point when the participant has satisfactorily learned his or her job duties and appropriate work behaviors and the provider can reduce their job coach interventions. The participant's successful work performance determines when stabilization

is achieved, not the number of days working.

- The participant is moved to employed status at the onset of stabilization.
- After a minimum of 30 days in Stabilization, the SE provider will develop the Extended Services Plan with the participant and agreed to by the GVRA Counselor. The plan is shared with the participant and the GVRA Counselor.

5. **GVRA Service Completion & Transition to Extended Services:** Once the participant has met the objectives on the IPE, including the identified terms of employment (hours, pay, etc.), the SE professional & the GVRA Counselor will facilitate the participant's transition to extended services.

- A. Extended Services include ongoing supports (a minimum of two work site visits per month unless it is determined that off-site monitoring is more appropriate and/or requested by the participant). Off-site monitoring must consist of at least two (2) face-to-face meetings with the participant and one employer contact monthly. The participant must be substantially meeting the agreed upon work hours established in the IPE to move to extended services. To facilitate extended services and ensure good transition, the Extended Services Plan must be completed and signed by the participant, the provider, the GVRA Counselor, and Natural Supports where appropriate.
- B. When the participant has successfully maintained employment (post stabilization) for a minimum of 90 days, thus meeting the required 90 days minimum for successful GVRA closure, all parties may agree to close the GVRA case.

6006.03 Provider Qualifications

SE providers must meet one of the following qualifications:

- A. A master's degree in vocational rehabilitation or a counseling-related field that may include, but is not limited to degrees in rehabilitation, education, special education, social work or psychology.
- B. A bachelor's degree in rehabilitation and disability studies or a related field that may include, but is not limited to degrees in rehabilitation, education, special education, social work or psychology.
- C. An associate degree in a vocationally related field such as, but not limited to degrees in rehabilitation, education, special education, social work or psychology with three (3) years of experience linking with community resources, special education or instruction.
- D. A participant who works under the direct supervision of a participant with a master's or bachelor's degree as listed

above.

6006.04 Process for Outsourcing

It is the GVRA Counselor's responsibility to determine when SE services should be provided. The maximum period for SE services is 24 months (for adults over 24) and 48 months for youth (participants not in school, over the age of 14 under the age of 24) following job start on a supported work site. This timeframe can be extended if it is determined necessary and included on the IPE that additional time is necessary in order for the participant to achieve job stability prior to transition to extended services.

The Supported Employment Services Agreement must be completed with each participant to identify approved services and the party responsible for provision of each service.

6006.05 General and Specific Standards

A. Timeliness

Monthly progress reports shall be submitted by the provider to determine participant's progress throughout his/her SE program. Progress is based on the goals outlined in the Services Identification Agreement

B. General Requirements

Mobility- Consideration should be given to the participant's needs in determining an appropriate location. Training will be provided in various community businesses.

C. Report

The SE Monthly Progress Reports must be completed and signed by the person providing the supports to the participant. These reports are to reflect the participant's progress toward the goals outlined in the Services Identification Agreement, and the information should be specific to the participant.

Identifying Information

- a. Participant name
- b. Date of birth
- c. Address
- d. Telephone number
- e. Case number
- f. Referring GVRA Counselor
- g. Date of referral, evaluation, and report
- h. Disability(s)
- i. Hours of job coaching

- j. Work behaviors observed
- k. Tasks needing supports, tasks successfully performed, and areas needing additional supports
- l. When a job is secured, the following is the minimum to share with the GVRA Counselor:
 - i. Name of Business
 - ii. Location, contact person and number
 - iii. Job Title
 - iv. Wages
 - v. Benefits
 - vi. Start Date

Interventions- Based on a person’s goals and skills, the employment setting, and the supports needed, assistive technology is provided within the context of reasonable accommodations.

Achievement Level- Based on the employment objectives, the participant should receive only those services which help him/her achieve the desired outcomes.

6007.00 Description of Service for Model 2 – Individual Placement and Support (IPS)

IPS is an evidenced-based model of SE, indicating it is a well-researched and well-defined approach to helping people with serious mental illness obtain and maintain employment. The IPS approach is based on eight principles:

- 1. Zero Exclusion (open to anyone who wants to work)
- 2. Competitive Integrated Employment
- 3. Rapid job search
- 4. Targeted job development
- 5. Participant’s preference guides decisions
- 6. Individualized long term supports
- 7. Integrated with treatment
- 8. Includes benefits planning

The overriding philosophy of IPS SE is the belief that every person with a serious mental illness is capable of working competitively in the community if the right kind of job, work environment, and supports are provided. Employment is considered an essential component of a participant’s recovery and is part of their treatment versus occurring once they have been deemed “job ready” and free of symptoms. Participants are offered help finding and keeping jobs that capitalize on their personal strengths and motivation. Thus, the primary goal of IPS SE is to find jobs in the community that build on a participant’s strengths, preferences, and experiences.

The Georgia Department of Behavioral Health and Developmental Disabilities (DBHDD) – Behavioral Health collaborates with the GVRA in order to support participants seeking employment that are eligible for services from both agencies.

6007.01 Provider Information

Approved providers are expected to perform at a minimum of Good Fidelity based on IPS standards, Which can be found at this link: [Provider Management | Georgia Vocational Rehabilitation Agency](#).

For details on the collaboration and expectations, please refer to IPS Manual, jointly developed by GVRA and DBHDD, for specific instructions. This manual also has attached forms that are required as part of the IPS process.

The five (5) phases of SE are utilized while adhering to the IPS principles.

6007.02 Provider Qualifications

Please contact DBHDD for provider qualifications. DBHDD must review and approve qualifications prior to GVRA review. DBHDD is the primary agency that approves IPS Providers for the State of Georgia. Following DBHDD approval, providers must still meet GVRA provider qualifications. For participants to receive all the support available, IPS providers must be approved. IPS providers must be an approved qualified provider through DBHDD Behavioral Health and GVRA.

6007.03 Process for Outsourcing

Only DBHDD approved providers can be considered by GVRA for this service. If a GVRA provider becomes a DBHDD approved IPS provider, a Provider Services Agreement amendment can be processed to add this service to an already approved GVRA Provider Service Agreement.

6007.04 General and specific standards

General and specific standards for TSE apply while adhering to the IPS principles.

6008.00 Description of Service for Model 3 – Customized Supported Employment (CSE)

Customized Supported Employment (CSE) uses a person-centered approach with SE services. It is a process-driven concept with four (4) required components:

1. **Discovery**: A person-centered planning process that is used to determine the participants's interests, skills, preferences and ideal employment conditions that guide the development of a customized position.
2. **Customized Employment Planning**: Opportunity to use the information learned during the Discovery process to develop a plan towards competitive integrated employment.
3. **Job Development and Negotiation**: Working collaboratively with the participant and the employer negotiate a customized position; identify the

supports needed for the participant to be successful, agree to the terms and conditions of employment necessary for success, and the specific unmet needs of the employer that will be fulfilled by the job-seekers contributions.

4. **On-going supports:** Through the provision of SE services, employment supports are provided after the job start with ongoing monitoring to ensure satisfaction of both the participant and the employer.

6008.01 Provider Information

CSE is delivered through seven phases adhering to the Customized Employment competencies.

1. **Customized Services Identification:** The GVRA Counselor, the participant and SE provider shall meet to discuss the SE process and projected outcomes. This meeting identifies the activities that may be involved, responsibilities of each party, the participant's support needs, natural supports and any additional information that contributes to a successful employment outcome.
2. **Customized Discovery Assessment and Discovery Profile Narrative Report:** Discovery is a person-centered process to learn the most about the participant and the information developed through a structured methodology, which allows for activities of typical life to be translated into possible tasks the participant can do for pay, the conditions needed for the participant to be successful, and the contribution he or she would bring to an employer.
 - Discovery activities and the corresponding profile report shall follow the ODEP components.
 - At minimum, Discovery activities include at least one (1) home visit, observation of the area surrounding the home, interviews with person(s) who know the participant well, and observations of the participant performing activities in a variety of settings that give opportunities to reveal the participant's strengths, interests, talents, skills, overall participatory efforts and support needs.
 - Discovery should take between 20 to 30 hours spanning over three (3) to six (6) weeks. The GVRA Counselor should receive discovery logs and notes throughout the process.

The information learned during the Discovery process is provided in a narrative document, which lays the foundations for customized employment and is shared with the GVRA Counselor, participant and

chosen family members prior to the employment planning meeting.

The profile must use a narrative format and may be augmented by digital photos. It must identify vocational themes, ideal employment conditions, needed supports, and potential employers or business opportunities. To meet the participant's or family members' communication needs, alternative formats or language is encouraged

3. **Customized Discovery Profile Meeting (Customized Planning Meeting):** This meeting provides the linkage between the discovery process and customized job development. It is a person-centered session facilitated, ideally, by the person(s) who facilitated discovery and developed the profile. Attendees include the participant, anyone they wish to invite as a support team, the GVRA Counselor, and any other stakeholder who can contribute to the job development.

It is at this meeting that a blueprint is developed, which will guide the efforts in developing a customized job. Allow approximately two (2) hours for this planning meeting plus another one (1) to two (2) hours for preparation and development. Additional components of the planning meeting include:

- The date and timing for the planning meeting should be set by the participant.
- The planning meeting should occur between one (1) to three (3) weeks following approval of the profile documents.
- The participant (and their support team) must approve all aspects of the job development plan.
- A specific list of 10-20 potential employers to include tasks they have identified connections to these employers and possible referrals shall be developed at this planning meeting.
- The GVRA IPE may be developed or amended at this time to reflect the findings from Discovery.
- Visual Resume (Representational Portfolio): At the request of the participant, job developer or GVRA Counselor, a visual resume is developed to be used in lieu of a traditional resume. It is a visual presentation (such as PowerPoint or pictorial portfolio with narratives) used by job developers that provide employers with an explanation of customized employment, the participant's contributions and the types of tasks the participant is looking to perform. It also outlines what the employer can expect from the SE provider and from GVRA.
- Approximate time for development of visual resume is approximately two (2) to five (5) hours and must be approved by the participant and GVRA Counselor before it is used.

Note: If Discovery results in a team decision to pursue an entrepreneurial

customized employment option, the guidelines related to supported self-employment will be utilized, to include resource ownership.

4. **Customized Job Development/Job Creation/Negotiation:** The provision of customized job development entails developing employment opportunities based on identifying the needs of employers that match the participant's contributions, interests and conditions for employment. Armed with the knowledge about the participant from the Discovery process, the SE provider identifies job tasks and work cultures that fulfill the criteria for a successful job match. During job development, the SE Specialist must provide regular updates to the GVRA Counselor to include monthly documentation reflecting customized job development activities.

Upon identifying a potential job match, the SE provider conducts a meeting with the employer and participant to negotiate a job description, job supports and terms of employment (hours, pay, etc.). Employment must:

- Be consistent with the IPE; an IPE amendment may be necessary if the participant identifies a different employment goal during the process.
- The position must be with a business that offers pay equivalent to co-workers, at or above minimum wage and is located with those peers.

5. **Training & Initiation of Ongoing Supports:** Following job development and job start, intensive on-site job coaching takes place on the job by skilled job trainers: assisting the participant in new employee orientation, learning the assigned job tasks, implementing needed accommodations, addressing workplace behaviors, understanding employer expectations and understanding interpersonal skills in the workplace. This phase begins on the first day the participant is on the employer's payroll and is in training with the job coach.

- Job Coaching should take in consideration workplace accommodations that maximize the participant's potential and learning style. SE provider will notify the GVRA Counselor if AWT services are needed to address potential workplace accommodations; or if uniforms or workplace tools are necessary.
- The participant is in training status until they have reached stabilization.
- Monthly progress reports are provided to the GVRA Counselor documenting on-going support services.
- Ongoing Support services are initiated at job start and continue to be provided by the SE professional once the participant is stabilized and no longer requires intensive job coaching services. Ongoing Supports are provided at a minimum of two (2) visits per month at the work site unless it is determined that off-site monitoring is more appropriate for a particular participant. Off-

site monitoring must consist of at least two (2) face-to-face meetings with the participant and one employer contact monthly.

Additionally, the Customized Employment Competency Model notes the following as best practices:

- Assist participant in reporting benefits and monitoring impact of employment on benefits based on the benefits plan developed during Discovery.
- Maintain close contact with both the participant and employer after job start, to resolve problems and continue to evaluate performance, work behaviors, and production (for example, set up regular meeting schedule).
- Renegotiate, as needed, with the employer regarding tasks, additional responsibilities, promotion and career advancement, increased wages, and support provided after job starts.
- Support problem-resolution processes by coaching the employer and the participant, while respecting the business culture, organizational processes, and policies and procedures

6. **Customized Stabilization:** This phase will begin when the job coaching for the participant has reduced to less than 30% (vs. 20% for Traditional SE) of the participant's total work hours per month. This is the point when the participant has satisfactorily learned his or her job duties and appropriate work behaviors and the provider can reduce their job coach interventions.

- The participant is moved to employed status at the onset of stabilization.
- Ongoing Supports are provided from job stabilization until transition to extended services. At a minimum of two (2) visits per month at the work site unless it is determined that off-site monitoring is more appropriate for a particular participant. Off-site monitoring must consist of at least two (2) face-to-face meetings with the participant and one (1) employer contact monthly.
- The Supported Employment provider will begin development of the Extended Services Plan with the participant and the GVRA Counselor. The plan is shared with the participant and the GVRA Counselor.

7. **GVRA Service Completion & Transition to Extended Services:**

Once the participant has met the objectives on the individualized plan for employment, including the identified terms of employment (hours, pay, etc.), the Employment Specialist and GVRA Counselor will facilitate the participant's transition to extended services.

Extended Services include ongoing supports and consist of a minimum of two (2) work site visits per month unless it is determined that off-site monitoring is more appropriate and/or requested by the participant. Off-

site monitoring must consist of at least two (2) face-to-face meetings with the participant and one (1) employer contact monthly. To facilitate extended services and ensure good transition, the Extended Services Plan must be completed and signed by the participant, provider, GVRA Counselor and natural supports as appropriate.

When the participant has successfully maintained Employment Status (post stabilization) for a minimum of 90 days, thus meeting the required 90 days minimum for successful GVRA closure, all parties may agree to close the GVRA case.

6008.02 Provider Qualifications

Providers are expected to meet GVRA qualifications as noted for TSE. Additionally, the GVRA program expects providers to adhere to the competencies adopted by the USDOL. To support adherence to the competency model employment specialists must meet the qualifications of the competency model and provide documentation of training in the delivery of Customized Employment equivalent to the Association of Community Rehabilitation Educators (ACRE) Basic Employment Services Certificate with a minimum of 40 hours of training.

For participants to receive all the support available, CSE providers are encouraged to be approved qualified providers through DBHDD/DD and GVRA.

6008.03 Process for Outsourcing

It is the GVRA Counselors' responsibility to determine when CSE services should be purchased. The maximum period for CSE services is 24 months (for adults older than 24 years of age) and 48 months for youth (participants not in school, over the age of 14 and under the age of 24) following job start on a supported work site. This time frame can be extended if it is determined and included on the IPE that additional time is necessary in order for the participant to achieve job stability prior to transition to extended services.

A CSE Services Agreement must be completed on each consumer to identify approved services and the party responsible for provision of each service.

6008.04 General and specific standards

General and specific standards for TSE apply, while adhering to the CSE competencies.

6009.00 Supported Self-Employment (SSE)

SSE is competitive integrated employment in which the client solely owns, manages, and operates a business with supports that may include a legal guardian acting as a surrogate decision maker. SSE includes the provision of ongoing supports throughout the vocational rehabilitation case, transitioning to extended services and supports not

funded by GVRA.

SSE businesses are typically small and require a team approach to planning and support. A business team assists in: exploration; feasibility determination; development of the business plan; and business launch.

SSE services are provided by a Certified Business and Technical Assistance Consultant (CBTAC), who helps the client with SSE by providing technical assistance, including:

- SSE assessment
- Concept development
- Feasibility study
- SSE Business Plan and financial development

6009.01 Provider Information

SSE follows the CSE model and provides the opportunity for individuals with most significant disabilities to own a business with appropriate resources and supports.

CSE is delivered through seven phases adhering to the Customized Employment competencies.

1. Customized Services Identification
2. Customized Discovery Assessment and Discovery Profile Narrative Report
3. Customized Discovery Profile Meeting (Customized Planning Meeting)
4. Customized Job Development/Job Creation/Negotiation
5. Customized Training and initiation of Ongoing Support
6. Customized Training and Initiation of Stabilization
7. Customized Stabilization

6009.02 Provider Qualifications

Providers are expected to meet GVRA qualifications as noted for TSE.

Additionally, the GVRA program expects providers to adhere to the competencies adopted by the USDOL. Employment Specialists must meet the qualifications of the competency model and provide documentation of training in the delivery of SSE by completing the 12- week CBTAC Training through Griffin-Hammis Associates.

For the participant to receive all the support available, SSE providers are encouraged to be approved qualified providers through DBHDD/DD and GVRA.

6009.03 Process for Outsourcing

It is the GVRA Counselor's responsibility to determine when SSE should be purchased. The maximum period for GVRA Program services is 24 months (for adults older than 24 years of age) and 48 months for youth (participants not in school, over the age of 14 and under

the age of 24) following job start on a supported work site. This timeframe can be extended if it is determined and included on the IPE that additional time is necessary in order for the participant to achieve job stability prior to transition to extended services.

A CSE Services Agreement must be completed on each consumer to identify approved services and the party responsible for provision of each service.

6009.04 General and specific standards

General and specific standards for TSE apply, while adhering to the CSE competencies.

10. Outcome Measurement for Outsourced Services

The GVRA establishes, maintains, and implements written minimum standards for the various service providers used by GVRA.

Each service provider is expected to deliver quality services. Employment outcomes are one-way GVRA can evaluate the effectiveness of each provider.

Outcome measures are based on the service type provided, and include:

- 75% Placement rate for IJPS providers
- 55% Successful Closure Rate for all providers
- 750 individual students served per Pre-ETS provider
- 50% of PTS cases transition to VR Cases for Pre-ETS Providers
- Measurable skills gained, per participant, as defined by Rehabilitation Act, as amended
- Credentials gained by the participant, as defined by Rehabilitation Act, as amended.
- Wages paid at employment, at closure, one (1) year after closure, two (2) years after closure
- Health Benefits provided to participants at employment.
- Hours of service received and type.
- Diversity of the type of employment opportunities participants achieved.
- 100% Competitive Integrated Employment for participant.

11. Provider Program Reviews

GVRA program reviews are conducted annually to ensure contracted providers are delivering quality services in compliance with standards, policy, and guidelines as outlined in the Provider Guidelines Manual. During the GVRA program review, staff will conduct interviews, review billing and authorizations of services and other items. Program reviews are arranged by GVRA staff and can be conducted without notifying providers in advance.

1. ENTRANCE BRIEFING

The Entrance Briefing is an opportunity to recap and explain the purpose of the GVRA program review. This briefing is also a time for GVRA staff and the provider to discuss the program review report from the prior year (if applicable). The Entrance Briefing should last between 30-45 minutes.

The GVRA provider will be required to address the following areas during the visit:

A. Required Documents:

- Organizational Chart - this should list staff names and position/job titles,
- Financial Audit Report(s) – document(s) which outlines the provider's financial assets, losses, revenue and capital gain, etc.
- Monthly Billing Reports – documents which detail listing of GVRA participants receiving services
- Liability Insurance – current information which identifies limited liability and Worker's Compensation insurance coverage
- Time sheets, wage verification for GVRA participants participating in paid training services – documents which support attendance of participants participating in the program; copies of paycheck stubs/wage receipts to verify wages paid to the GVRA participant participating in the program
- GVRA participant files
- Provider staff files to those that provide direct GVRA participant services

B. Additional Documents (if applicable)

- Certifications:
- CARF, TCSG, AER accreditation- documents issued by accreditation agency (all that are applicable)
- Participant success story
- Facility news articles, magazine stories, etc. – events which highlight the accomplishments of a GVRA participants served by the provider.

C. Interviews – The GVRA reviewer may ask to interview individuals who may have information about the provider's program. These may include:

- GVRA participants (current/former)
- Provider staff
- Employers of GVRA participants (if appropriate)

D. File Reviews – The Reviewer will examine

Participant files to include:

- Referral information
- Evaluation reports
- IPE
- Educational goals
- Daily logs for each service received to include training, date,

times, instructor and whether or not it was delivered in an individual or group setting.

- Participant monthly progress reports
- Provider invoices and matching authorization
- Discharge/exit summary
- Case notes

Staff employment files to include:

- Qualifications and credentials to work with GVRA participants.
- Employment terms
- Background clearance
- Job description, etc.
- Proof of employment for all staff providing services whether fulltime, part-time, or Contracted

E. Tours

- Tour provider primary site for delivering services
- Visit employment site(s) where GVRA participants are working (arranged in advance)

F. Obtain information on technology provider is using for invoicing, payroll, and participant records, etc.

2. VISIT WRAP-UP

Prior to departing, the reviewer will conduct a “Wrap-Up” session that will include:

- Preliminary findings and observations.
- Identify any additional information needed or areas of concern as a result of the visit.
- Inform provider that a draft report will follow in which the provider will be given an opportunity to add comments (if desired).
- Afterwards a final report will be distributed, and a copy maintained in the Providers’ GVRA file.

In the event a corrective action is required, the report will address the findings and prescribed action. An unscheduled follow up visit may be arranged by GVRA staff to ensure the noted concerns are addressed

12. Provider Termination

Per GVRA’s Provider Service Agreement, GVRA may stop the work of the provider at any time but shall be liable for payment for work already done if the

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work completed was properly authorized and approved.

GVRA may discontinue the use of a provider:

- If the provider has not been utilized in two (2) years or more without notice.
- If the provider does not meet the provider expectations outlined in the Provider Guidelines Manual.
- If upon completion of its monitoring review the provider failed to meet any of the requirements outlined in this manual.

Former providers may have their provider status redetermined through the normal provider application process established in this manual. Any Provider that receives a letter terminating services, may petition (within 30 calendar days) to have services reinstated through a formal letter outlining the corrective actions.