

## 3600 REHABILITATION TRAINING

**3601 General.** Rehabilitation training as a primary service is any form of organized instruction provided to the client to enable attainment of an intermediate rehabilitation objective specified in the rehabilitation plan, or *Individualized Plan for Employment (IPE)*. For purposes of this section, post-secondary training programs are defined as those institutions that have an established curriculum, offer formal classroom instruction, award a degree/certificate, publish a course catalog, and issue grades on a regular term basis.

**3602 Rehabilitation Training Planning.** Rehabilitation training may be provided while the client is in active status or post-employment services status.

**3602.1 Active Status Training.** Rehabilitation training that the client will receive during active status will be planned during the program formulation phase of the rehabilitation process. The training will be directly related to the client's specific job objective or range of job objectives set forth in the initial or amended IPE. The type, duration, training facility, and other details of the training will appear on the initial or amended IPE. When required, personal and/or work adjustment training may be provided to the client in active status.

**3602.2 Post Employment Training.** Planning for rehabilitation training to be provided as a post-employment service will occur during formulation of the client's amended IPE for post-employment services and is limited to training as defined in Section 3100, *Post-Employment Services*.

**3603 Conditions Under Which Rehabilitation Training May Be Provided.** Rehabilitation training may be provided to assist the client in meeting their vocational goal.

**3603.1 Additional Factors for Consideration.** In addition to the client having a permanent functional impairment, the following elements also should be considered before rehabilitation training may be provided to the individual under Division sponsorship:

A. Evaluation of the client's transferable skills, aptitudes, abilities, previous training, past job experiences and assessment information (academic, aptitude, psychological, and achievement).

B. The job or job range for which the client is to be trained should be one for which there will be a demand when the client completes training and is ready

for placement. If placement is not available in the local area, the client must be willing to relocate. The Counselor must carefully consider the long-range outlook, particularly when a four-year college training course is being considered. The Counselor will document resources utilized to support the availability of employment.

C. The Counselor will ensure the client has sufficient functional capacities for the training and vocational goal utilizing information obtained regarding their disability(ies) during the initial interview, eligibility determination, and comprehensive assessment. Medical evaluations will only be sought if there is a question as to the client's functional capacities to participate in the training or job goal.

D. The Counselor will ensure the client has a strong aptitude, desire, and preference for the job or job range in which the individual will be placed, in addition to the necessary maturity, self-discipline, intellect, emotional stability, social functioning level, communications ability, and other factors that serve as indicators of successful completion of the training using information obtained regarding the client's disability(ies) during the initial interview, eligibility determination, and the comprehensive assessment. Psychological evaluations will only be conducted if there is a question to the client's abilities to participate in the training or job goal.

E. If the client is a convicted felon and the training being considered is for an occupation that requires licensure/certification, there may be a question whether the client may be licensed/certified owing to the criminal record. In such case, the Counselor will clarify the matter with the appropriate state licensing/certification board. The Counselor will not approve a vocational goal selection or training when the client will not be able to obtain the necessary licensure/certification.

F. The Division recognizes the need to provide quality employment and training services to assist eligible individuals in finding and qualifying for meaningful employment, and to help employers find the skilled workers they need to compete and succeed in business. The Division is committed to assisting clients in meeting their vocational goals, increase employment opportunities, job retention, earnings, and career advancement of eligible individuals, which may include training for clients who seek advancement or to improve their career opportunities.

### **3603.2 Accreditation/ Approval**

A. *General.* The Division will use only accredited or approved institutions. Such accreditation will be by legal authority such as state board of

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education, voluntary associations of colleges and universities, or professional or trade associations. In each case the client and Counselor will assure that the selected entity has proper accreditation, with the diploma, certificate, credits, or other proof of course completion meeting ready acceptance by employers in the individual's job objective or range of job objectives. The Division itself acknowledges certain types of training facilities, primarily community rehabilitation programs. These may be used when appropriate.

B. *Distance Learning Accreditation.* No distance learning (either online coursework or correspondence training) will be approved unless the institution is accredited for such purpose. The terms "licensed" or "registered" do not constitute accreditation. Accreditation may be awarded by national, regional, or specialized/professional accrediting organizations. Regardless of which accrediting organization is cited, the client and Counselor must ensure that the authoritative body providing the accreditation is recognized by the Council for Higher Education Accreditation (CHEA). The principal national accrediting body for distance learning is the Distance Education and Training Council.

**3604 Maximum Allowable Amount for ALL Training Sponsorship.** The Division may authorize funds for tuition, books, and supplies. The Counselor will provide counseling and guidance to the client regarding how they will pay the remainder of their costs through all other third-party resources (e.g., room and board, transportation, personal expenses, special fees, and miscellaneous costs). The Division's maximum allowable amount should not be confused with "unmet need".

A. *Tuition.* The maximum amount the Division will pay for tuition training costs will not exceed the current baccalaureate tuition rate at the highest in-state public institution of higher education. Usually this will be either West Virginia University (WVU) or Marshall University (MU). For programs above the baccalaureate level, training costs will not exceed the highest in-state public institution of higher education tuition rate for the specific program of study.

B. *Exceptions.* Tuition costs associated with training that are above the maximum fee will occur only after the student has exhausted all forms of financial aid, and still has unmet need as determined by utilization of the Student Budget or *Economic Need Survey*, as applicable. This exception must be approved through supervisory channels to the District Manager.

C. *Books and Supplies.* Books and supplies are not included in the Division's maximum sponsorship amount for tuition. Books and supplies may be

provided after determining the Division sponsorship amount for tuition but will not exceed the remaining unmet need.

1. *Books.* The Division will purchase only textbooks required for the scheduled classes outlined on the course syllabus. Books may be authorized at cost up to the Financial Aid Office amount unless this creates an over-award in the client's financial aid package. If the Expected Family Income (EFC) is more than the Total Student Budget, then DRS can purchase the required textbooks.

2. *Supplies.* Supplies are those goods required to complete the training program. Items may include, but are not limited to, notebook paper, pencils, pens, dictionaries, printer consumables (ink and paper), storage media (such as CD-R discs or flash drives), and calculators. Items such as tools, work apparel, uniforms, computers, printers, and external peripheral devices are not considered supplies but may be purchased when needs are identified, and the purchase is justified by the Counselor as a training requirement (generally such items may be purchased under other policy provisions found elsewhere in this manual). If the Expected Family Income (EFC) is more than the Total Student Budget, then DRS can purchase the required needed supplies.

**3604.1 Collegiate Summer School.** The maximum payment for each college summer school session will not exceed the current tuition rate at the highest in-state public institution of higher education. The Student Budget does not include costs for summer school sessions; therefore, the Counselor will utilize the *Economic Resource Survey*. If the training curriculum includes year-round programming with required summer school classes, the cost of summer school will be calculated in the total student budget.

**3604.2 Out-of-State or Private Institutions.** The Counselor will work with the client in the selection of colleges/universities and the associated costs.

A. *Maximum Amount.* The maximum amount for out-of-state or private institutions will not exceed the Division's maximum fee for training. Additional funding will only be considered after the student has exhausted all other financial aid, including available education loans, and still has an unmet need as determined by utilization of the Student Budget. If there are no in-state public options for the program of study needed to meet the vocational goal, the Counselor will calculate the maximum allowable amount regardless of available educational loans. This consideration should go through supervisory channels to the District Manager.

B. *Academic Common Market or Reciprocal Agreements.* If the client's field of study is unavailable at an in-state public institution, the client and Counselor will determine whether the field of study is available through an institution that is either a member of the Academic Common Market or one having a reciprocal agreement at in-state public rates. The Academic Common Market is a joint program that enables students to pursue unique majors offered at public institutions in other states while paying in-state tuition or to enroll in institutions with reciprocal fee agreements at in-state rates. Information about the Academic Common Market or reciprocal agreements may be obtained from either the Southern Regional Education Board website or by contacting the institution. The Counselor will discuss with the client the cost effectiveness of attending either in-state public institutions or those participating in reciprocal agreements at lower costs to the individual.

**3604.3 Varying Term Lengths.** Institutions vary in the length of terms they provide. Classes may be offered on a semester, trimester, or quarterly basis. In some colleges, students attend classes quarterly throughout the year and complete baccalaureate work in three rather than four years. In calculating the level of sponsorship for each term, the Counselor will consider the total cost of the student's budget for the full calendar year, including summer school if required, of any training program and divide accordingly by the number of terms, whether semesters, trimesters, or quarters.

**3605 Economic Need and Similar Benefits.** Similar benefits (e.g., services and/or monetary assistance from sources other than the Division) must be considered fully for all training. The Counselor will seek similar benefits as early as possible in case development. Counselors should encourage clients to utilize [www.fastweb.com](http://www.fastweb.com) and [www.fafsa.gov](http://www.fafsa.gov) or the paper application to complete financial aid application. Other financial resources include federal financial aid, Promise and/or other scholarships, and work opportunities.

**3605.1 Student Loan Default.** If a client is in default on a student loan, the Division is prohibited from paying the training or college cost. Prior to consideration of Division sponsorship for further training or college, the client must contact the Financial Aid Office (FAO) of the institution in which the default occurred to arrange for repayment of the defaulted loan. In the instance of a true hardship, whereby the client has made a responsible repayment effort considering all available resources and cannot meet obligations, Division assistance may be appropriate. After careful examination of all circumstances surrounding this exception, the District Manager may approve this expenditure.

### 3605.2 Training Services and Economic Needs Test

A. *Total Student Budget as the Economic Needs Test.* For clients receiving federal financial aid, the maximum amount the Division will sponsor cannot exceed the client's unmet need as determined by the institution's Financial Aid Office as this would create an "over-award" in the individual's financial aid package. The Expected Family Contribution (EFC) is the amount a client and/or family can be expected to contribute toward the client's education costs. All data used to calculate a client's EFC are from information the client and/or the client's family provides on the *Free Application for Federal Student Aid (FAFSA)*. The EFC remains the same regardless of which educational institution the client selects to attend. The client or the client's family is expected to contribute the EFC amount indicated by the Financial Aid Office. The Counselor may not use Division funds to assist with the EFC. Such efforts will result in an over-award in the client's financial aid package. After the EFC and financial aid from other sources have been applied, the Counselor may provide assistance toward tuition, books, and supplies, but not exceeding the unmet need.

B. *Economic Resource Survey as the Economic Needs Test.* For clients not receiving federal financial aid tuition, books and supplies, the maximum training costs will remain at the fee rate for the highest in-state public institution of higher education. The Division's *Economic Resource Survey* will be used when the following occurs:

1. *Training Institution Does Not Receive Federal Financial Aid.* The Division's policies related to funding of training services in institutions of higher education do not apply. However, the Division's economic needs test does apply. If the client is eligible, grants or other forms of third-party aid should be obtained and utilized prior to authorization of services by the Division.

2. *Support Services While in Training.* The Division's *Economic Resource Survey* will be used to determine the level of the client's contribution for all other costs such as physical or mental restoration services, rehabilitation technology, or other support services needed while the client is in training.

C. *SSI and/or SSDI Recipients.* Individuals receiving Supplemental Security Income (SSI) and/or Social Security Disability Insurance (SSDI) are subject to federal guidelines and the Total Student Budget, which is determined through the completion of the FAFSA. However, the Division's economic needs tests do not apply regarding SSI or SSDI recipients if the institution does not utilize federal financial aid. The counselor will determine actual costs of the training and may provide up to the fee rate for the highest in-state public institution of higher education for tuition, books and supplies based on the individual student's needs.

**3606 College Training.** College training is defined as training that will lead to an associate, baccalaureate, or post graduate degree upon completion. College training may be provided to the client to prepare for placement in any occupation within the range of professional, managerial, technical, and related fields for which a college degree is traditionally required. The Counselor will discuss training in the client's desired program at institutions of higher education consistent with the client's informed choice, needs, capabilities, and goals.

### **3606.1 Sponsorship Conditions**

A. *Vocational and Psychological Assessment.* Through appropriate vocational and psychological assessment, the Counselor will determine that the client is intellectually, psychologically, and emotionally ready for college. It must be verified that the client has the functional capability, maturity, and other characteristics that normally predict success in college. The Counselor will encourage the client to pursue vocational areas and fields of major study that is consistent with their skills, strengths, resources, priorities, concerns, abilities, capabilities, informed choice, and abilities.

B. *Institutional Admissions Requirements.* The client must meet all admissions requirements established by the institution of higher education that the client plans to attend.

C. *Full-Time Requirement.* Clients attending an institution of higher education must be enrolled as full-time students as defined by the institution of higher education and must complete at least 30 hours per school year. Hours earned in summer school will count toward meeting the 30 hours requirement. Exceptions may be made with District Manager approval only with documented evidence of disability related or extenuating circumstances that interfere with the client's ability to maintain full-time requirements or to complete 30 hours per school year.

#### *D. Grade Point Average (GPA) Requirements*

1. *Semester and Cumulative GPA Requirements.* The client must maintain at least a 2.0 GPA each semester in addition to maintaining a cumulative 2.0 GPA for continuing Division financial sponsorship.

2. *Exceptions.* To allow the client an opportunity to meet the minimum 2.0 GPA requirement when disability related or other extenuating circumstances have prevented achievement of the required GPA (e.g., exacerbation of

the client's disability that precludes attendance or family disruptions that interfere with attendance and class work), Division financial sponsorship may be continued for one additional semester at the discretion of the District Manager. If the client cannot consistently maintain the minimum cumulative GPA required for the individual's major field of study, the Counselor will reassess the justification for training.

3. *Major Field GPA Requirement.* The client must maintain at least the cumulative GPA required by the institution for the individual's major field of study.

4. *Developmental Courses.* Clients may take developmental courses if they complete a minimum of nine non-developmental hours of courses per semester. All developmental coursework will count toward calculating the client's overall GPA. Exceptions may be granted by the District Manager.

5. *Verification.* Prior to sponsorship of the next term, the client must submit a copy of his/her grades to the Counselor of Record. Failure to provide a copy of grades will result in cancellation of payment on any previously submitted authorization to the institution. The institution will be notified in writing on the authorization that payment for tuition or other costs is contingent upon the client's maintenance of required GPA standards. The client likewise will be advised that all Division sponsorship will be discontinued if the required GPA is not maintained.

E. *Financial Aid Requirement.* No Division funds may be authorized until all third-party benefits have been utilized. Each client is required to apply for available federal, state, and private financial aid on a year-by-year basis. Clients who are in programs ineligible for federal financial aid (e.g., graduate programs and short-term training due to the length or type of service) are exempt from this requirement. Sponsorship may begin if the application is received prior to the beginning of the following semester. The student is responsible to provide to the DRS Counselor a copy of the Total Student Budget, the Expected Family Contribution (EFC) and the Financial Aid Award Letter to identify all available third-party resources.

F. *Criteria for Summer School Sponsorship.* The Counselor should discuss the client's reasons for attending summer school to determine if summer school attendance is necessary to obtain college credits toward completion of the academic program. Full-time enrollment in summer school is not required. Fifteen summer school credit hours sponsored by the Division will constitute one semester and count toward the cumulative ten-semester limit for sponsorship. Summer school may be counted toward completion of the thirty credit hours per year requirement.



Coursework must apply toward completion of the program. Sponsorship is subject to the Division's economic needs test since no Student Budget is available.

*G. Standardized College Testing.* The Enhanced American College Testing Assessment (ACT) and the Scholastic Aptitude Test (SAT) are excellent benchmarks for the Counselor to assist the client in determining if a college program is the individual's best option. The ACT produces a student profile that estimates the client's academic potential for various colleges and judges the appropriateness of the client's educational and vocational plans.

**3606.2 Additional Conditions for Associate Degree Sponsorship.** An associate degree is awarded upon completion of at least two, but fewer than four years of work beyond the secondary level.

*A. General.* The client must meet the preceding criteria appearing in college sponsorship conditions. Additionally, to be considered for Division sponsorship in an associate degree program, the client must:

1. Have earned a GED or a cumulative GPA of at least 2.0 on a standard high school diploma; and,
2. Complete the ACT with a minimum composite score of 16 or 890 on the SAT, except when at least one of the following applies:
  - a. The client scores at least 14 on the ACT or 800 on the SAT, due to limitations presented by a learning disability, ADD/HD, other cognitive deficit(s), or sensory impairment; or,
  - b. The client graduated from high school more than five years prior to the request for sponsorship.

*B. Maximum Period of Sponsorship.* The maximum period of Division sponsorship for an associate degree will not exceed one additional semester beyond that required to complete the associate degree.

*C. Matriculation Agreements.* If the client successfully completes an associate degree program that has a matriculation agreement with a baccalaureate program, the Division will consider continued sponsorship not to exceed a total of ten semesters. Exceptions may be granted by the District Manager.

### 3606.3 Additional Conditions for Baccalaureate Degrees

A. *General.* The client must meet the preceding criteria appearing in college sponsorship conditions and have earned a GED or a cumulative GPA of at least 2.0 on a standard high school diploma.

1. *Minimum Requirements.* Sponsorship for a baccalaureate degree program may be provided if the client attains a minimum composite score of 19 on the ACT or a minimum combined score of 990 on the SAT. The ACT or SAT is required for Division sponsorship whether it is required for admission into the college in which the client plans to enroll. To gain admission into a specific degree program, the client may be required to obtain a higher ACT or SAT score. For example, a college of engineering may require a minimum ACT score of 20 or SAT score of 1030. If so, the Division will require the minimum standard established by the institution for sponsorship purposes. In those instances where the institution requires an ACT or SAT score above the Division's minimum standard yet allows admission on a provisional basis, sponsorship may be provided if the client's scores meet the Division's minimum.

2. *Exceptions.* Clients not meeting ACT or SAT requirements may be considered for future sponsorship if:

a. The client scores at least 17 on the ACT or 930 on the SAT due to limitations presented by a learning disability, ADD/HD, other cognitive deficit(s), or sensory impairment; or,

b. The client graduated from high school more than five years prior to the request for sponsorship; or,

c. The client who is deaf plans to attend either Gallaudet University or the National Technical Institute for the Deaf (NTID).

B. *Maximum Period of Sponsorship.* A Division sponsorship for baccalaureate degree training will not exceed a total of 10 semesters. Summer school sessions sponsored by the Division are included in this maximum, with each 15 credit hours of summer school constituting one semester toward the 10-semester limit. To ensure the client is enrolled in courses needed for the field of major study and appropriate toward attainment of a degree, the Counselor will conduct a degree audit at least annually to review the courses scheduled by the client for the upcoming term(s). Exceptions to the 10-semester limit will be granted only when the need for an extension is the result of disability related or extenuating circumstances that prevent

the client from completing college within 10 semesters. Requests for approval of such extensions must be submitted in writing to the District Manager and require final approval by the Assistant Director of Field Services.

### **3606.4 Conditions for Post Baccalaureate Training**

A. *General.* Graduate training beyond the baccalaureate level may be provided only if a master's degree is required for employment in the client's chosen vocational goal.

B. *Documentation.* The Counselor will document the need for graduate training on the *Program Explanation*. A vocational goal that necessitates post baccalaureate training requires documented evidence that the client has the intellectual abilities and motivation to succeed at the post baccalaureate level. Additionally, the client's IPE must include a written stipulation that graduate training is contingent upon the client's academic success in the undergraduate program and the individual's acceptance and admission to an appropriate graduate program offering training in the chosen vocational field.

C. *GPA Requirements.*

1. *To Enter Graduate Program.* The client must have a cumulative undergraduate GPA of at least 2.75 and meet admissions criteria as defined by the institution the client plans to attend.

2. *For Continued Sponsorship.* The client must maintain either a 3.0 semester GPA or the institution's standard, whichever is higher.

D. *Maximum Period of Sponsorship.* The maximum period of sponsorship is limited to eight full-time semesters (quarters, terms, etc.) for a master's degree. If the client's vocational goal requires longer, the Counselor may proceed only with District Manager approval.

E. *Full-Time Requirement.* Clients attending college at the post baccalaureate level must be enrolled as full-time students (as defined by the institution in which the individual is enrolled) for consideration of Division sponsorship.

**3606.5 Financial Aid Resources.** Grants, work study programs, and certain student loans are based upon the client's financial need. Student aid is determined by the Financial Aid Officer (FAO) after submission of the financial need application to

the appropriate agency. The *Free Application for Federal Student Aid* (FAFSA) is used by most schools.

A. *Grants*. Pell Grants, Supplemental Educational Opportunity Grants (SEOG), and others, including the West Virginia Higher Education Grant, are awarded based on the FAFSA. The FAFSA provides basic information used to determine eligibility for most need-based financial aid programs because it establishes the expected family contribution (EFC). There is no charge to complete the FAFSA.

B. *Work Study*. The client will be expected to participate in a work study program when the Student Budget includes work study activities as a resource. Exceptions will be granted to a client who is receiving benefits or assistance through a government program that considers work study as income, thus potentially reducing or eliminating the client's benefits or assistance. If the client and Counselor have concerns about the client's ability to perform certain work study activities, arrangements will be made with the Financial Aid Office (FAO) to identify more appropriate work study opportunities, if any, that are consistent with the client's abilities and limitations. If no suitable arrangements can be made for a work study opportunity, the Counselor will discuss other options with the client and advise the FAO of the reasons for withdrawing from the work study program.

C. *Scholarships*. Scholarships are awarded based on academic performance and other criteria specific to the grantor. Some scholarships are designated for specific training costs, such as the Promise Scholarship must be applied toward client's tuition and fees, or other scholarships may be designated specifically for books. Counselors must apply any such provisions to the designated cost(s) calculated in the amount of Division sponsorship.

D. *Student Loans*. Several types of direct student loans with low interest rates and flexible repayment plans are available through the U.S. Department of Education. Repayment is deferred until after the student graduates. Clients may apply for subsidized and/or unsubsidized loans.

1. *Subsidized Loans*. To receive a subsidized loan, the client must demonstrate financial need. Subsidized loans often are made available to students who still have a remaining need after other needs-based financial aid has been applied. When a client receives a subsidized loan, the government pays the interest while the client is in school. Generally, there are two types of subsidized loans:

a. *Stafford Loans*. A Stafford Loan are governed by the Federal Direct Student Loan Program (FDSLPL) and may be granted by Direct Lending

Schools whereby the educational institution grants loans directly to the student and/or parents. Under the Federal Family Education Loan Program (FFELP), loans also may be provided by private lenders such as banks or credit unions. Regardless of lender, all loans offer the same interest rates and are guaranteed against default by the federal government.

b. *Perkins Loans.* The Perkins Loan is awarded to undergraduate or graduate students with exceptional financial need. A Perkins Loan is a campus-based program with the educational institution acting as the lender using a limited pool of funds provided by the federal government.

2. *Unsubsidized Loans.* Unsubsidized loans are available to any student regardless of financial need. Like subsidized loans, repayment is deferred until after graduation. The student is responsible for payment of the interest incurred with the loan but may elect to pay only the interest while in school or defer the interest payments along with the loan balance until after graduation.

**3607 Procedure for Financial Aid Coordination for College Training.** These procedures apply to both in-state and out-of-state colleges that participate in the Federal Financial Aid Program. When the client is considering a school, the FAFSA will be sent to the FAO for each school under consideration. The client will advise the Counselor as to which college is selected. The client then will assume responsibility for contacting the FAO and obtaining the Student Budget information. A new Student Budget will be required for each academic year in which the client is in college training.

**3608 Establishing Residency Status.** Clients enrolling in a West Virginia public institution of higher education shall be assigned a residency status by the institution for admission, tuition, and fee purposes. West Virginia residency may be established upon completion of at least 12 months of continued presence within the state before the date of registration, provided that such 12-month presence is not primarily to attend any institution of higher education in West Virginia. If the institution rules that the client must pay out-of-state tuition and fees, the client may request an appeal for relief. The client will provide the Counselor with results of the appeal.

### **3609 Employment Readiness Services and Types of Vocational Training**

**3609.1 Employment Readiness Services.** Employment readiness services are time limited training services designed to assist persons seeking employment to address the following: general work information, work ethic, on-the-job performance skills, work-related communication skills, crossover skills, personal barriers to

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employment, and job seeking skills. The Counselor may seek these services from acknowledged providers, such as Workforce West Virginia, Community Rehabilitation Programs (CRPs), or Service Providers (SPs) offering employment readiness programs. Appropriate fees and codes for the following types of Employment Readiness Training may be found in the Division's fee schedule.

A. *Life Skills*. This is a competency-based curriculum training program designed to assist people seeking employment to develop or restore effective work behaviors, attitudes, personal characteristics, functional capacities, and to achieve and maintain positive employment outcomes. The Daniel Memorial Independent Living Scale is required as the pre- and post-test measurement. Upon completion of the pre-test, the client and Counselor will review the results with the vendor providing the service and determine which of the 16 assessed areas will require training. Curriculum components will be discussed with the Counselor and agreed upon ahead of time. The *CRP Service Plan (CRP-20)* will reflect the areas to be addressed and the CRP will provide written updates on *CRP Progress Report/CRP Completion Summary (CRP-22)*, to the Counselor at intervals agreed to in the CRP Plan. Life skills services will not exceed 110 hours. An additional 20 hours may be granted with documentation of need via the post-test and District Manager approval.

B. *Work Adjustment*. This training service enables the client to acquire job readiness skills while performing in actual work settings and is designed to assist people seeking employment to develop or restore effective work behaviors and/or functional capacities to achieve positive employment outcomes. This will be accomplished through a written competency-based curriculum in a paid integrated or paid non-integrated work setting with preference to integrated, community-based training. Based upon the individual needs of the person seeking employment, the Counselor will request one or more of the areas listed in the work adjustment outline from an acknowledged SP. When this service is provided in a paid facility-based setting, the Counselor may authorize up to 60 service days including evaluation and training. When this service is provided in a paid integrated setting, the Counselor determines what staff to client ratio is needed and may authorize up to 90 hours including evaluation and training. A period of up to 30 additional hours may be granted by the District Manager if there is clear evidence that the client needs more time to improve employment readiness skills.

C. *Job Seeking Skills*. This service provides group or individual training on effective independent job search techniques including resume preparation, interviewing skills, preparation of employment applications, mock interviews, etc. Based upon the individual needs of the person seeking employment, one or more of the areas listed in the Job Seeking Skills outline shall be provided by the Counselor or

requested in writing by the Counselor from a Workforce West Virginia or a Division acknowledged CRP/SP.

D. *Job Search Assistance Program (formerly Job Club)*. This is a structured, group approach to self-directed job search, often as an extension of job seeking skills training. The job search requires contractual commitment to actual job hunting by the client. Based upon the individual needs of the person seeking employment, one or more of the areas listed in the Job Search Assistance Program outline shall be requested in writing by the Counselor from one of the following: District Employment Specialist, Workforce West Virginia, or local Division acknowledged CRP/SP. This service is limited to no more than 10 service days.

**3609.2 Training While Working.** The following two forms of nonsupport employment training enable the client to acquire work skills in an integrated competitive employment setting:

A. *On-the-Job Training (OJT)*. OJT is a form of vocational training where the client acquires job skills under actual conditions of paid employment. The objective of this employer-based training program is the client's successful placement in competitive integrated employment at the end of the training period. The employer-trainer must agree to pay the trainee at least minimum wage as established by federal law, and all appropriate benefits under state and federal laws pertaining to workers' compensation, unemployment insurance, and Social Security.

1. *Considerations*. OJT should be considered when the client chooses it and when it is in the client's best interests to learn the job through short, informal instructional periods followed by longer periods of practical application. Other considerations include the:

- a. Client's potential for placement upon completion of OJT with the same employer providing the training or with another employer;
- b. Client's preference for OJT as opposed to other types of vocational training;
- c. Client's family and financial responsibilities precluding relocation to receive another type of vocational training and imposing the necessity for some amount of client income during training;
- d. Provision of concurrent correspondence training to supplement instruction received during OJT; and,

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e. Provision of state law that would terminate the client's lost-time benefits under workers' compensation if the individual earns a salary or wage while receiving OJT.

2. *Selection of Trainer.* When the client and Counselor decide to pursue OJT, the Counselor must arrange for a suitable employer to provide the training. Minimally the employer selected by the client and Counselor must:

a. Have the proper equipment and physical plant to support the training;

b. Have a sufficient rate of work undertaken by the business to assure adequate client practice in all aspects of the job;

c. Have a person of adequate knowledge, skills, abilities, and proper temperament and personality to serve as the client's trainer; and,

d. Follow requirements outlined in the Memorandum of Agreement.

3. *Developing an OJT Program.* To initiate an OJT program, the Counselor must complete the *OJT Memorandum of Agreement* between the Division and the employer in addition to the accompanying *Occupational Cost/Training Outline*. Signatures of both the client and employer must appear on the agreement.

4. *Authorization of Tuition.* If required by the trainer/ employer, the Counselor may authorize up to 60 workdays of OJT training tuition with an approved IPE. Approval by the District Manager is required if more than 60 workdays are needed for the OJT. The Counselor may authorize tuition for the client's salary up to the prevailing wage at the time of the agreement and the cost of the employer's workers' compensation percentage for the employee. The trainer/employer must agree to pay the trainee at least minimum wage as established by federal law and all appropriate benefits under state and federal laws pertaining to workers' compensation, unemployment insurance, and Social Security.

B. *Job Coach (JC) Training (Other Than Supported Employment).* Job coaching is a form of vocational training in which a client receives face-to-face instruction and support from an acknowledged JC vendor rather than from a supervisor of the employer. This type of training should be considered for clients who



do not require ongoing supports after case closure and have the capacity to maintain a job independently, but who need intensive training and support to achieve an employment outcome. JC training also includes counseling, advocacy, and other services necessary to maintain the client's employment. Depending upon the client's and employer's needs, these interventions may occur on or off the work site.

1. *Criteria.* The following criteria must be met before JC training may be considered:

a. A competitive placement in an integrated setting at minimum wage or higher has been located and finalized with an employer;

b. The client does not require extended follow along services to successfully maintain employment upon completion of services; and,

c. JC assistance can be expected to diminish after the allowable time limits.

2. *Authorizing JC Training.* Authorization for JC training other than supported employment may not exceed 100 hours or six weeks in duration. Exceptions to the 100-hour limit may be approved by the District Manager. If an exception is requested, the Counselor will document the justification for the extension and specify the number of additional hours necessary to meet the client's employment objective. See the Division's fee schedule for the appropriate code and fee.

**3609.3 Supported Employment.** Supported employment enables clients with the most significant disabilities who require ongoing support upon case closure to enter or retain competitive employment in an integrated work setting. (See Section 2900)

**3609.4 Distance Learning (Online Coursework or Correspondence Training).** Distance learning occurs when an instructor presents information to a student who is not physically present in a traditional classroom setting. This transfer of information may be accomplished through use of the Internet or mail delivery.

A. *Counseling Considerations.* Before distance learning or correspondence courses of any type are considered:

1. Does the client have the necessary motivation, self-reliance, social maturity, discipline, and "set-aside" time to complete the coursework?

2. Has the client fully considered the advantages and disadvantages of distance learning? Although coursework in a distance learning class requires little or no travel and work can be done at home, there is little or no personal, face-to-face interaction with instructors or classmates. This point should receive significant thought for high school graduates who may need and benefit from the social interaction of a campus environment as opposed to working with adults whose needs may differ.

3. Are the client's learning styles consistent with those necessary for distance learning? Does the client have difficulty learning visually or does the individual perform better with hands on or personal instruction?

B. *Technical Requirements for Online Coursework.* Prior to approving online coursework sponsorship, the Counselor must address the following technical needs:

1. Does the client have the necessary computer and modem speeds?

2. Will the client need audiovisual capabilities, sound card, certain plug-ins, CD-ROM, or other peripheral hardware?

3. Is a specific browser recommended or needed?

4. Is software required for the program?

C. *Types of Distance Learning.*

1. *Single Short Term Virtual Courses.* This type of course may be appropriate when a specific skill is needed and can be provided through an accredited distance training program (e.g., instruction in webpage/website creation or computer graphics to meet employment needs).

2. *Online Certificate Training Programs.* Accreditation is not to be confused with certification. Although a distance learning program offering a certificate may be accredited, the relevant certification/licensure boards must be consulted to ensure the earned certificate meets board standards and professional requirements. If there is no certification or professional board, prospective employers should be consulted to determine whether the online training would result in marketable skills that would qualify the client for employment in the field of training.

3. *College Courses.* Web-based baccalaureate level courses are offered by several colleges and universities within the state. These courses often require students to attend periodic onsite classes and tests and require completion of the course within a timeframe like on-campus classes. If the client is enrolled in college on a full-time basis on a conventional campus, electronic classes will be sponsored by the Division only if the equivalent course is not available on campus in a traditional classroom setting or there is no added cost for the online course. If the full-time college student opts to enroll in an electronic course, the Counselor will advise the client that it will be the client's responsibility to pay for any extra costs associated with the class. Exceptions may be granted only if the need to enroll in the electronic course is related to the client's disability. In such circumstances, the Counselor will document the disability related issues and justification for the exception.

4. *Online College Campuses.* If the client is enrolled in an Internet campus college program where classes are offered only online, such courses may be sponsored only if **all** of the following requirements are met:

- a. Identification of a "home" institution where the client must be accepted and registered as a student of the selected institution;
- b. The selection of online classes must be approved by the institution's Student Advisor to ensure that course credits are accepted by the institution and count toward fulfillment of core requirements or toward the degree in the client's chosen major field of study; and,
- c. The same policy considerations for full-time enrollment, grade point average requirements, and financial aid apply to distance learning college courses.

5. *Continuing Education Units (CEUs).* Many online courses are accredited only for CEU credits to be used for professional enhancement. Such courses will not be approved for Division sponsorship unless the client has the prerequisite degree or certification to qualify for the coursework and only if it has been determined that professional enhancement is necessary to meet the vocational goal.

6. *Correspondence Training.* Correspondence training is a means of training whereby the client learns at home by independent study of coursework consisting of written materials and learning guides.

7. *Directed Study Programs.* This type of correspondence or distance training program offers no credits or degrees, nor is it affiliated with any college or university. Directed study programs provide/sell study materials and books intended to prepare students for competency based, standardized end-of- course or proficiency examinations that are offered through some institutions of higher education. As there is no means of monitoring the client's progress until program completion, this type of training is not sponsored by the Division.

D. *Certification Testing.* Some certifications require proficiency testing prior to advancement in the class, training program or employment opportunities. There is often a separate charge for the test which may be paid without including the unmet need. If the client fails to pass an examination on the first attempt, the Counselor may approve sponsorship for only one retesting session per level of proficiency.

### **3609.5 Tutorial Training**

A. *General.* Tutoring services are subject to economic needs for students who are not currently in the secondary school system. The Counselor will assure that the tutor is qualified by education and experience to present the academic tutoring in a qualified manner.

B. *Secondary School.* When tutorial training is needed at the secondary level, the Counselor will assist the client in obtaining those services from an approved vendor. Tutoring is not considered a Pre-ETS and can only be provided for students with an approved IPE-PT/IPE.

C. *Post-Secondary.* Tutorial training (one-on-one instruction outside a classroom or other training setting) may be provided when it is determined by the Counselor to be necessary for the individual to achieve an employment outcome. When tutorial training is needed at the post-secondary level, prior to the Division's payment, The Counselor will contact the training provider to determine if they can provide the tutoring services necessary to support the client's success in an approved training program or refer the client to the tutoring service offered by the college, university, community college, or other post-secondary training institution. The training provider's agreement to provide tutorial training or the need for the Division to pay, shall be documented in *Actions/Details*.

1. *Non-Specialized.* Non-specialized tutorial training is generally offered to clients free of charge. If free tutoring is not available to the client through

the training institution, the Division will pay the tutor's usual and customary fee not to exceed the maximum Division fee Schedule.

2. *Specialized.* The Counselor may authorize specialized tutoring if required due to the client's disability and if provision of tutoring services will remove or circumvent barriers to completion of training to achieve an employment outcome. The Counselor must document the client's need for specialized tutoring, such as verification and recommendation from student support services.

**3609.6 Business, Trade, or Technical School Training.** Business, trade, and technical schools offer an almost unlimited range of vocational training. While most of these schools are privately supported, the number of publicly supported schools is growing, particularly local schools and community colleges offering vocational and technical education. Such schools customarily award a diploma, certificate, or other proof of completion that will lead to the client's certification or licensure in the field. The client must meet published admission standards of the school.

**3609.7 Non-Degree Programs (Non-Traditional Collegiate and/or Less Than Two Years).** Non-degree programs provide opportunities for students to further their knowledge and training in specific areas of study outside the structure of a defined degree program.

A. *Conditions.* Selected course(s) that are not part of degree or certification programs may be authorized when identified in the IPE and necessary to attain the client's vocational goal.

B. *Financial Considerations.* Clients must apply for all eligible grants, scholarships, or other forms of third-party aid. If the institution participates in federal financial aid, the client must obtain copies of the Student Budget, Expected Family Contribution information and Financial Aid Award information from the training institution and provide to the Counselor; otherwise, the Division's *Economic Need Survey* will apply if federal financial aid is not applicable. If the client is eligible for grants, scholarships, or other forms of third-party aid, these will be obtained and utilized prior to authorization of services by the Division.

**3609.8 Certificate Courses/Programs.** Certificate programs include, but are not limited to, short term training programs.

A. *Conditions.* Clients considering obtaining a certificate with Division sponsorship must meet the following criteria:

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1. The client must meet the entrance requirements;
2. Appropriate assessments (work history, vocational evaluation, psychological evaluation, transferable skills summary, etc.) must indicate a reasonable outcome of success;
3. The client must maintain the institution's required semester grade point average (GPA), completion ratio, or passing score as identified by the institution for Division financial sponsorship to continue; and,
4. The client must complete the certification program within the amount of time allotted by the training institution.

B. *Financial Considerations.* Clients must apply for all eligible grants, scholarships, or other forms of third-party aid. If the institution participates in federal financial aid, the client must obtain copies of the Student Budget, Expected Family Contribution information and Financial Aid Award information from the training institution and provide to the Counselor; otherwise, the Division's *Economic Need Survey* will apply if federal financial aid is not applicable. If the client is eligible for grants, scholarships, or other forms of third-party aid, these will be obtained and utilized prior to authorization of services by the Division.

C. *Maximum Period of Sponsorship.* The maximum period of Division sponsorship for a certificate/degree will not exceed the time required to complete the certificate/degree.

### **3610 Liaison Counselors**

A. *Assignment.* The District Manager will assign a Counselor to serve as Liaison Counselor for each training facility located within the respective district. The Supervisor of Transition and Education Programs will maintain a statewide list of Liaison Counselor assignments.

B. *Role of the Liaison Counselor.* The Liaison Counselor will:

1. Establish and maintain a close relationship with the training facility and become thoroughly knowledgeable about the facility's programs;
2. In the instance of a referral from the training facility, contact the Counselor of Record to facilitate case development;

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3. Establish and maintain a working relationship with the training facility's Disability Services Office;

4. Maintain and disseminate information regarding disability services available through the training facility;

5. Establish and maintain a working relationship with the training facility's registrar, bursars, and FAO; and,

6. Report Fall and Spring semester academic dates and the training facility's refund policy to the Transition and Education Program Specialist.

**3611 Counselor of Record Responsibilities.** The Counselor of Record has primary responsibility to monitor the client's progress in the training program.

## EMPLOYMENT READINESS CURRICULUM OUTLINES

### Work Adjustment Curriculum Outline

1. General work information: work language and mathematics, understanding of work practices such as payroll deductions, insurance, unions, retirement, and benefits, and job-seeking skills such as interviewing, completing applications, and developing and using job-finding networks and resources
2. Work ethic: attendance and punctuality, grooming skills, rules of the workplace, and unspoken rules of the workplace
3. On-the-job performance skills
4. Quality of work
5. Quantity of work
6. Work safety
7. Self-esteem
8. Motivation
9. Willingness to learn
10. Personal barriers to employment: daycare, housing, family situation, health care, transportation, school, etc.

### Job Seeking Skills Curriculum Outline

1. Skill assessment
2. Grooming
3. Résumés
4. Applications
5. Interviews
6. Job leads
7. Cover letters
8. Mock interviews
9. Workforce WV services

Figure 3600-1. Curriculum Outlines



**Job Search Assistance Program Curriculum Outline**

1. Individual's contract commitment to job search
2. Job search plan
3. Writing résumés and cover letters
4. Job searching (Workforce WV services, online resources, employer networking, etc.)
5. Job search tips and tools
6. Developing interviewing skills
7. Getting and setting up interviews
8. Follow up and thank you letters
9. Negotiating compensation