

## **206.00 Individualized Plan for Employment Policy and Procedure**

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### **Description**

The Individualized Plan for Employment (IPE) is a written plan that identifies:

1. the employment outcome, also referred to as the employment goal;
2. the services that will be provided to achieve the employment goal and the time frames for those services; and
3. the steps that will measure progress toward the employment goal.

The IPE outlines how the individual will achieve a specific employment goal that is consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, career interests and informed choice. The employment goal and specific vocational rehabilitation (VR) services are determined through an assessment of the eligible individual's vocational rehabilitation needs. During the process of

developing the IPE, the individual will be informed of his/her rights and responsibilities and the steps necessary to achieve an employment outcome. The ACCES-VR counselor and the eligible individual agree on the criteria to evaluate progress toward the employment goal.

Individuals with disabilities must be active and responsible participants in their own rehabilitation programs, including making informed, yet practical and realistic, choices about the selection of their employment goal, the vocational rehabilitation services they receive and the providers of those services.

## **IPE Development**

### **Timelines for IPE Development**

The IPE should be developed as soon as possible, within 90 days of the determination of eligibility. If the counselor anticipates that IPE development will be delayed, the consumer will be informed regarding the reasons for the delay and the steps necessary to develop the IPE. This information must be documented in the record of services using a case note which includes the IPE Pending Reasons header.

A letter is available in CaMS to inform the consumer of the need to extend the time necessary to develop the IPE.

### **Basic Requirements of the IPE**

The individual and the counselor develop the IPE as a result of the planning that begins during the assessment for determining eligibility. The IPE should be consistent with applicable policies and procedures; sound judgment and planning considerations; and the responsible use of public funds. An approved IPE confirms the agreement between the individual and the counselor regarding the employment goal and the VR services necessary to achieve that goal.

1. The IPE must be agreed to and signed by the eligible individual (or, if appropriate the individual's authorized representative) and reviewed, approved and signed by the counselor or supervisor before the IPE may be implemented.
2. Amendments to the IPE are required for any change in the IPE. All amendments that require a substantive or major change to an individual's IPE must be agreed to and signed by the individual (or individual's authorized representative), and reviewed, approved and signed by the counselor or supervisor before the IPE amendment is implemented. A substantive change, that is a major change, is when there is a change in the individual's employment goal, the services to be provided, the provider(s) of the service(s) or an increase in the individual's participation in the cost of services. Minor changes do not require the signature of the individual to go into effect.
3. To the maximum extent possible, a written copy of the IPE, including any amendments, should be provided to the individual (or individual's representative) in the native language or mode of communication of the individual.

4. The IPE should be reviewed as often as necessary, but must be reviewed at least annually by the individual and counselor.

## Contents of the IPE

The IPE contains information that is necessary for an individual to understand their rights, responsibilities, expected actions, service(s), service provider(s), and criteria to evaluate progress toward reaching the employment goal, including:

1. The **employment goal** (employment outcome) of the eligible individual, described as the profession or occupation that the individual is expected to achieve as a result of the services provided under the IPE. The goal is based on an assessment of vocational rehabilitation needs, considering the individual's employment factors that are their strengths, resources, priorities, concerns, abilities, capabilities, career interests and informed choice. The goal and the projected timeframe for achieving it should be as specific and realistic as possible, but may change or become more focused as the individual proceeds through the IPE. Training, to the extent possible, must be provided in an integrated setting. The IPE must lead to employment in an integrated setting.
2. **Specific vocational rehabilitation services** required and agreed to by the individual and the counselor to achieve the employment goal including start and end dates for each service. These services are to be provided in the most integrated setting appropriate for the service provided and consistent with the informed choice of the eligible individual. The description of services must include:
  - A. **Rehabilitation technology** and **personal assistance services**, whenever appropriate;
  - B. Services purchased from providers as well as those delivered directly by the counselor, such as counseling, referral, placement, etc.;
  - C. Vocational rehabilitation services provided by other agencies, such as support services or no cost services, if they are necessary for the achievement of the employment goal;
3. A description of **criteria to evaluate progress** toward achievement of the employment goal such as timelines and a description of the steps or benchmarks to be reached by such timelines;
4. The **service provider(s)**;
5. An explanation of the extent to which the individual and/or family are expected to **contribute to the cost of services** and the extent to which **comparable benefits and services** are available to the person receiving services;
6. The **responsibilities of the individual and the counselor** to implement the IPE, such as the individual maintaining a particular attendance pattern during training or contacting the counselor on an agreed upon schedule;
7. **Post-employment services** that the individual is anticipated to need once employed;
8. Information regarding the **individual's rights** and how to express and resolve any dissatisfaction through due process; that is the ability to appeal a decision through the **administrative review, mediation and impartial hearing processes; and**
9. Information regarding the availability of the local **Client Assistance Program**.

## Options for Developing the IPE

As soon as possible after determining eligibility, the individual or the individual's representative will be given written information describing the options available to the eligible individual for developing all or part of the IPE. The individual may combine any of the options, and take on a greater degree of responsibility for the IPE, or receive increased assistance from ACCES-VR over the course of time. The individual will choose one or more of the following methods to develop the IPE:

1. assistance from a ACCES-VR vocational rehabilitation (VR) counselor;
2. technical assistance from other sources such as independent living centers, school guidance counselors, parents, friends, or community rehabilitation programs; and
3. independently develop the plan, including an employment goal, the vocational rehabilitation services, and the selection of service providers.

Whatever option is used, the counselor is responsible for reviewing and approving all IPEs, including any proposed changes, and provides counseling and guidance to the eligible individual.

The individual will also be informed about:

1. the required content or components of the IPE, including ACCES-VR forms that guide the development and are used to finalize the IPE;
2. an explanation that the counselor must review and approve the IPE and that the IPE must be signed by both the counselor and the eligible individual prior to implementation;
3. the financial commitments for the services on the IPE, including information about ACCES-VR policies on economic need, comparable benefits and service purchase;
4. additional information the eligible individual requests or ACCES-VR determines to be necessary to complete an IPE;
5. the rights and responsibilities of the individual in carrying out the IPE, including remedies available through due process; and
6. the availability of the Client Assistance Program (CAP) and how to contact the local CAP provider.

## Counseling and Guidance During IPE Development

The counselor facilitates the development of the IPE by engaging the eligible individual through counseling and guidance to identify the employment goal and the steps and services needed to reach that goal. The counselor is responsible for reviewing and approving all IPEs, including any proposed changes. This decision is based on ACCES-VR written policies and procedures and the standards of practice for vocational rehabilitation counseling (see <http://www.crc certification.com/pages/35scope.html>). ACCES-VR is responsible for coordinating and monitoring the services provided under the IPE.

When **jointly developing** the IPE with the consumer, the counseling and guidance may focus on:

1. Exploring the impact of the disability and options and resources which can allow the individual to achieve an employment goal;
2. Engaging in assessment activities that identify the individual's rehabilitation needs and help the individual make informed choices about employment options and the employment goal;
3. Using current labor market information to help identify a potential employment goal;
4. Identifying an employment goal consistent with abilities, interests, rehabilitation goals and labor market information;
5. Developing positive employment attitudes and behaviors;
6. Explaining services available through various community resources;
7. Identifying needed services and coordinating referrals as appropriate;
8. Developing job-seeking and networking skills; and
9. Monitoring post-employment adjustment to determine need for additional services.

When the eligible individual chooses to independently develop the IPE, ACCES-VR is available to provide substantial **technical assistance** related to IPE development. This assistance can include:

1. explaining the IPE process, procedures and the requirements of ACCES-VR policies;
2. advising the individual on where to obtain information about careers, labor market information and demand occupations;
3. identifying other sources of technical assistance, services and funding; and,
4. recommending potential service providers and sharing available information about their performance outcomes.

The **Developing Your Individualized Plan for Employment** brochure provides the required information including:

1. the options that are available for developing an IPE;
2. a checklist to assist the individual in deciding where he or she may require assistance in developing the IPE;
3. a list of possible individuals or agencies that may assist in developing the IPE;
4. the required components of the IPE;
5. information regarding services based on the "ability to pay"; and,
6. notification to the individual about the ACCES-VR due process and the availability of the Client Assistance Program.

## **IPE Development Forms and Reference Materials**

For those individuals who express an interest in initiating the development of the IPE, ACCES-VR will provide the **IPE Development Form** and the **IPE Guide**. The individual should understand that the **IPE Development Form** is not required if the IPE is jointly developed with the ACCES-VR counselor or with technical assistance from the ACCES-VR VR counselor or other ACCES-VR staff.

If the IPE is developed independently or with technical assistance provided by individuals other than ACCES-VR employees, the **IPE Development Form** can be used

by the individual to convey the necessary information for completion of the IPE. Alternately, the individual can present another written format if it contains the same information as the **IPE Development Form**.

## **IPE Development by the Individual**

The individual may choose to develop the IPE independently. If this option is chosen, the individual should be encouraged to use the **IPE Development Form** to record the individual's IPE choices. If the form itself is not used, the individual may use another format to submit the necessary information as outlined on the form.

For individuals who are considering developing their own IPE, it is recommended that there be an agreement on the employment goal prior to the individual pursuing service providers. The individual can seek this agreement through submission of Part I of the form, through another written format, in person or by telephone contact with the assigned counselor.

If the consumer chooses to submit a completed Part I of the **IPE Development Form**, or otherwise seeks approval of the employment goal, the counselor must respond as soon as possible, usually within 10 business days.

The response to the individual can be provided via the **Work Goal Response Letter** or by phone or other means, which would then be recorded in the **Chronological Case Note**. The individual should be advised that either:

1. The goal is approved, with final approval of the IPE contingent on approval of the remainder of the **IPE Development Form**, or
2. The goal is not appropriate, as presented. Further information or a meeting may be requested. The individual must be provided information about the ACCES-VR appeal process, and the availability of assistance through the Client Assistance Program.

Once the goal is approved, the individual should complete the rest of the **IPE Development Form**, or otherwise provide the necessary information, with or without assistance, and submit it to ACCES-VR for approval. In some instances, the individual will decide to complete and submit the entire **IPE Development Form** at once, without receiving conditional approval of the goal. The process is the same for either situation:

1. Upon receipt of the necessary information, the counselor reviews the information and responds to the consumer as soon as possible, usually within 20 business days.
2. If the plan is approved, the counselor will prepare the **Original IPE** based on the information provided by the individual.

If the plan cannot be approved as submitted, the individual is notified with the **IPE Development Form Not Approved** letter or by telephone or other means, which would then be recorded in the **Chronological Case Note**. Further information or discussion

regarding all or part of the form may be requested of the individual. The individual must be provided information about the ACCES-VR appeal process, and the availability of assistance through the Client Assistance Program.

## **Secondary Students with Disabilities**

Students with disabilities should be referred to ACCES-VR by school districts when the school's assessment and planning process concerning the individual indicates that ACCES-VR services will be necessary. These services must be needed for the students to successfully achieve employment, either immediately upon leaving school or following additional vocational training, postsecondary education or other services.

For students with disabilities who are not receiving special education services, ACCES-VR staff should work with school guidance counselors, nursing staff or Section 504 Coordinators for appropriate referrals.

NOTE: Parents and students can directly apply for services from ACCES-VR without a referral from the school. If the student is 18 or older and has no legal guardian, the student can make this decision independently.

## **Secondary Students with Disabilities Receiving Special Education**

For students with disabilities receiving special education services who are determined eligible for vocational rehabilitation services, IPEs must be developed prior to their exiting the secondary program.

Students, like other VR consumers, may need assessment services prior to identifying an employment goal and determining the specific vocational rehabilitation services in an IPE. In these circumstances, the counselor will document the specific assessment activities and/or services that will be conducted to develop the IPE and how this will affect the timeframe for IPE development.

The IPE should be developed, to the extent possible, during the annual review of the transition component of the Individual Education Program (IEP). The IPE needs to reflect transition services. Although the school district is programmatically and financially responsible until the student leaves school, ACCES-VR can provide those specific VR services that are necessary for the student to achieve a post-school employment outcome.

ACCES-VR staff must take the following steps:

1. Review school information/reports to determine if there is transition information contained in the student's IEP, such as assessment information, employment goal, or a description of vocationally-related services. If appropriate, this information should be included in the IPE. Contact the school liaison if the information

regarding transition programs and services is incomplete to determine if necessary information is available.

2. Develop the IPE, to the extent possible, in conjunction with the annual review of the transition component of the Individual Education Program (IEP).
3. A no-cost IPE needs to be developed to reflect transition services even if the school district is programmatically and financially responsible. The effort to coordinate the IPE with the IEP should be described in the **IPE Development Case Note**.
4. The IPE can reflect ACCES-VR funded vocational rehabilitation (VR) services if they will contribute to the achievement of a post-school employment goal and are coordinated with the student's educational plan. The counselor determines that these services are required to enable the individual to achieve the post-school employment goal and that those specific VR services are not the program or fiscal responsibility of the school district.
5. The results of the planning by ACCES-VR should be made available to the school liaison (with signed release of information from student or parent, as required). This coordination will help to ensure that the student's IEP will contain school services that will contribute to the success of the student's plan.

## **Supported Employment**

For individuals with the most significant disabilities for whom an employment outcome in a supported employment setting has been determined to be appropriate, the IPE must also include the following:

1. a description of the extended services needed, which may include natural supports;
2. the source of extended services, or if not possible during the development of the IPE, an explanation of why there is reasonable expectation that such sources will be available; and,
3. coordination of VR services with vocationally-relevant services provided under other individualized plans under related Federal or State programs (e.g. DOL WIA, OMRDD, OMH or DOH Medicaid Waiver). In these situations, coordination will be documented in the record of services.

## **IPE Documentation Requirements**

### **IPE Development Case Note**

The **IPE Development Case Note** is used to clearly describe the planning process. (If the individual has completed any sections of the IPE Development Form, the form may be referenced as documentation). Document the following areas in the case note, taking into account any opportunities that the individual has been afforded to exercise informed choice:

### **Employment Goal Development**

1. The employment goal selected by the individual in developing the IPE;



2. The rationale for that goal, based on the employment factors, such as strengths, resources, priorities, concerns, abilities, capabilities, career interests and informed choice. Consider the occupational outlook, relocation factors, transferable skills, etc.;
3. The results of assessment services;
4. The alternatives that were considered by/with the individual;
5. If applicable, the coordination with the Individual Education Program (IEP). If coordination with the IEP cannot be realized in the IPE, the case note should contain the reason;
6. Level of integration in the employment goal; and
7. Discussion of rehabilitation technology, accommodations, support services and/or transportation considerations, as appropriate.

### **Service Options**

1. The rationale that describes why the planned services are required to reach the employment goal;
2. Vocational rehabilitation services;
3. The cost effectiveness of the service selected;
4. Service providers;
5. The level of integration in the settings in which services will be provided;
6. The need for Extended Services; and
7. The need for Post-employment Services.

### **Comparable Benefits**

1. Indicate the availability of resources that will be used to help pay the costs for vocational rehabilitation services. (The Comparable Benefits Checklist is a tool that may be used.)

### **Economic Need Determination**

1. Indicate the result of (or exemption from) the economic need determination when services are to be provided contingent on economic need.

### **Impact on Financial Benefits**

1. Describe the availability of benefits counseling and work incentive planning and advisement resources, and the option for referral to these programs, as needed, concurrent with the implementation of the IPE.
2. Indicate the impact that employment earnings may have on SSI, SSDI, TANF, Medicaid, Medicare, housing subsidies and other public benefits.
3. Discuss the availability of work incentive programs, such as the Social Security Trial Work period, on-going Medicaid coverage, for example 1619b or the DOH Medicaid for Working Persons with Disabilities program, Plan to Achieve Self Support and other work incentives.

## Rehabilitation Technology

1. The need for the provision of assistive technology devices, assistive technology services and personal assistance services, including training in the management of those services.

## Preparing the Original IPE

The Original IPE is completed by ACCES-VR, based on the **IPE Development Form**, as completed in part or entirely by the individual, or on information recorded and documented in the record of services. The IPE is filed on the top of the left side of the case folder.

To the maximum extent possible, the IPE (or explanation of the IPE) should be provided in the primary language or mode of communication (Braille, audiotape, Spanish, sign language, etc.) of the consumer. Communication through an interpreter or representative designated by the individual is acceptable. The method used to convey information contained in the IPE to individuals not able to read and understand the printed version should be described in the **IPE Development Case Note**.

## How to Complete the IPE

### Original IPE Date

This date (Month/Day/Year) must be on or after the eligibility date and on or before the start of services.

### Employment Goal

The employment goal is the profession or occupation that the individual is expected to achieve. The goal should be as specific as possible. For Supported Employment, when you check the **SE Goal** box on the IPE, **Supported Employment**: will automatically appear on the print copy of this section. The job title of the specific profession or occupation must still be added.

### Employment Goal Date

The anticipated month/day/year the consumer will reach the employment goal. This date must include the 90-day employment period prior to case closure. Typically, this would be recorded as the last day of the month in which the individual is expected to reach the goal.

### Types of Services

**Types of Services** appear on the IPE as a checklist. These services should be discussed with the individual. All services that the individual may need during the

rehabilitation process must be checked. For Supported Employment services, the extended services provider and the funding source should be entered on the IPE in the **Types of Services** section. If a provider cannot be identified at this time, but there is a reasonable expectation that such a provider will become available, then a description of the basis for concluding that there is a reasonable expectation that those sources will become available must be documented in the record of services in the **IPE Development Case Note**.

## **Services**

The Services section will contain specific information about the individualized vocational rehabilitation services, including support services such as transportation, interpreter services and note taker services that are required to reach the employment goal. All services will be provided, as appropriate, in the most integrated setting. Vocational rehabilitation services or support services include those:

1. Provided directly by ACCES-VR staff, such as counseling and placement services;
2. Authorized to service providers;
3. Received by the individual as a comparable benefit; and
4. Received by the individual through other organizations such as independent living centers, community rehabilitation programs, mental health clinics, or other treatment services when they are regarded as necessary for the successful completion of the IPE.

Identification of services on the IPE must include:

1. The specific vocational rehabilitation or support service;
2. The service provider;
3. The start and end dates of the service;
4. ACCES-VR responsibility, which is the maximum amount ACCES-VR is responsible for, or the phrase "as per contract," with the contract number;
5. The actual amounts of known comparable benefits;
6. Individual responsibility, which is the difference between the ACCES-VR total and known comparable benefits and the actual costs of the services; and
7. The actual cost of the services, except for services obtained through contracts or no cost services.

## **Criteria to Evaluate Progress**

Evaluation of Progress will be based on steps identified on the IPE. Each step will specify a behavior or action, such as Type 55 wpm and evaluation criteria, for example...as per your progress report. Other examples might include:

1. Drive independently as per achieving your driver's license;
2. Maintain satisfactory academic performance each semester as defined by the standards at the college attended; and/or
3. Achieve a certificate in computer repair.

An expected date of completion is optional.

Consumer responsibilities, such as, Participate in treatment services; Advise your counselor in any change of medication, etc. should also be entered in this section.

## **Rights and Responsibilities**

The Rights and Responsibilities section of the IPE will contain preprinted information, regarding both the individual and ACCES-VR's role in achieving the IPE. This includes information concerning the Client Assistance Program (CAP) and Administrative Reviews, Mediation and Impartial Hearings

## **Individual's Comment**

This is an option available to the individual to comment on the development or content of the IPE.

## **Reviewing the IPE**

The IPE must be reviewed as often as necessary, but at least annually. The individual or the ACCES-VR counselor may initiate a review of the IPE at any time. The results of any review will be recorded in the **Important Events/Chronological Case History Case Note**. If changes are initiated following the review, those changes should be recorded in the **IPE Development for Changes Case Note**.

At the time of an annual review, if it appears to the counselor that the individual is making progress in achieving the IPE employment goal and that no changes will be needed, the **IPE Review Letter** will be sent to the individual. This letter advises that the IPE needs to be reviewed and that it appears that the current IPE is satisfactory. It asks the individual to review the IPE and provide any comments or changes; if there are comments or changes, they must be considered by the counselor.

While the annual review can be conducted through telephone and written correspondence with the individual, the record of services should reflect that the counselor did meet with the person within the past year.

If it does not appear that adequate progress is being made, the counselor should schedule an appointment with the individual.

At other times, when the counselor or the individual determines that the IPE needs to be reviewed, an appointment will be scheduled; for example, information is received that the consumer is not making progress toward the successful completion of the IPE. Whether the individual responds to the contact or not, the counselor will need to decide whether to continue the IPE in its current form, amend the IPE, place in Services Interrupted, or close the case.

If the individual files a written request for an Administrative Review/Mediation/Impartial Hearing to appeal the decision, services currently being provided must continue until the Impartial Hearing process is completed.

## **Changing the IPE**

Changes to the IPE may occur at any time when agreed to by the individual and the ACCES-VR counselor. All changes require documentation in the record of services. The **IPE Development for Changes Case Note** must be completed and indicate how the individual was involved in developing the changes. The **IPE Change Form** will be used to notify the individual of the changes. Only those sections of the **IPE Change Form** and the case note that are pertinent to the changes being made will need to be completed. If there were major changes to the IPE, the cover letter for the **IPE Change Form** will instruct the consumer that the form must be signed.

Prior to acting on the proposed changes, the counselor must review and approve the changes. The counselor should rely on ACCES-VR policies and procedures, including Policy 100.00 Consumer Involvement. The counselor should fully review the individual's progress toward the goal as measured by the **Criteria to Evaluate Progress**.

## **Major Changes**

All major changes to the IPE will require the signature of the individual prior to the start of services. (See emergency situations.) A **major change** is defined as:

1. a change in the employment goal (this may affect a change in the anticipated date of employment which should be modified accordingly);
2. an increase in the level of individual participation in the cost of services (if as a result of a change in the IPE, the total expenditure that the individual is expected to contribute increases over the amount the individual contributed to the original IPE or most recent major change, if there was one);
3. new services being added to the IPE (meaning any service that has not previously been provided under the IPE); and/or
4. a new provider of services (meaning any provider who has not previously provided services to this individual under the IPE).

When making a major change, the individual has the same options available to propose changes to the IPE as available in developing the original IPE. These changes may be developed with the assistance of a counselor for all or part of the IPE with technical assistance for all or part of the IPE, or independently.

If the **IPE Development Form** is used, it should be reviewed and considered. Relevant elements from the Development form should be incorporated in the **IPE Development for Changes Case Note**.

## Minor Changes

Minor changes do not require the signature of the individual to go into effect. A **minor change** is defined as a change in:

1. service start and/or end dates;
2. the anticipated date of employment;
3. the Evaluation of Progress section of the IPE, which includes the criteria to evaluate progress and any individualized consumer responsibilities that may be relevant;
4. the Types of Services that the individual may need (checklist of services on page 1 of the IPE); and/or
5. an increase in the cost of an authorized service that does not increase the level of consumer participation in the cost of services.

If the additional cost exceeds any existing cap on service costs, the appropriate waiver will be needed, but the increase will still be regarded as a minor change. Minor changes can include additional semesters of college as long as the above conditions have been met and there has been a full review of progress in accordance with ACCES-VR Section 405.00 College or University Training Policy and Procedure.

## Approvals and Signatures

### Approving the IPE

The ACCES-VR counselor can use the **IPE Checklist** (See the **Developing Your Individual Plan for Employment** brochure) to review and evaluate the proposed IPE and proposed changes to the IPE. This checklist will assist the counselor in determining if:

1. The employment goal is consistent with the individual's employment factors.
2. The plan to reach the goal is feasible.
3. Services are required to reach the employment goal.
4. Services are cost effective.
5. ACCES-VR policies and procedures are followed.

If the form is approved, ACCES-VR will prepare an Original **IPE** or **IPE Change Form** based on that information.

### Supervisory Approval

If supervisory approval is necessary for services on the IPE (for instance, graduate school training, plans for self-employment, etc.), or is required based on the **Plan for Supervision**, it should be reviewed by the supervisor prior to the counselor signing the IPE. Supervisory approval should be noted in a **Chronological Case History** case note.

## Signatures and Copies

Once approved, the **IPE** or the **IPE Change Form** for major changes is signed by the counselor (and/or supervisor). The IPE must also be agreed to and signed by the individual. The **IPE Change Form** must be signed by the individual when it includes major changes.

The individual will be provided with one copy of the **IPE** and the **IPE Change Form**. ACCES-VR will file one copy in the case folder.

If the IPE is mailed for signature, the **Original IPE Cover Letter** or the **IPE Change Letter** will be attached. One complete copy, signed by the counselor, will be enclosed for the individual's records. An additional counselor-signed copy of the **Rights and Responsibilities** page (signature page) will be included for the individual's signature. A self-addressed, stamped envelope will be provided for the individual's use in returning the signed signature page to ACCES-VR.

The IPE (and the **IPE Change Form**, if major changes are included) must be signed by both the individual and the ACCES-VR counselor before the initiation of services, except in an emergency situation.

An emergency situation occurs when services may be jeopardized by delays in authorizing services caused by the time it would take to obtain the consumer's signature. In these instances, services can be authorized without the consumer's signature if the previous IPE (Original or major changes) has been signed. This circumstance must be documented in a case note.

Once the individual has indicated agreement to start the service and has agreed to sign the IPE and submit it as soon as possible, the services can be authorized. The reason for the emergency and the agreement with the consumer should be recorded in the **IPE Development Case Note** or the **IPE Development for Changes Case Note**.

## Placing IPE Case Notes and Forms in the Record of Services

IPE case notes and forms should be filed in the record of services consistent with the following directions:

### IPE

Each **Original IPE/IPE Change Form** should be filed in chronological order on the top left side of the case folder, with the most recent IPE/IPE Change Form on the top. If there is an **IPE Checklist** and/or **IPE Development Form** from which the Original IPE/IPE Change was prepared, it should be filed with the specific **IPE/IPE Change Form**.

The **IPE Development Case Note**, the **IPE Development for Changes Case Note** and the **Important Events/Chronological Case History Case Notes** should be filed in chronological order at the top of the right side of the case folder, with the most recent case note at the top.

The **Comparable Benefits Checklist** should be filed in chronological order within the case notes.

### **CaMS Data Requirements**

When an Original IPE is written, CaMS will require selection of the case status appropriate to the types of services being provided. Based on the services that are being provided on the original IPE, the individual's case must be moved into:

1. Status 14 (Counseling & Guidance);
2. Status 16 (Physical Restoration); or
3. Status 18 (Training).

When one of these statuses is entered, CaMS will automatically move the case through Status 12 (Plan Completed).

### **Effective Date**

The date the individual's case enters Status 14, 16 or 18.

### **Employment Goal**

A six-digit DOT code specifying the employment goal as identified on the IPE is required. At least the first three digits (followed by zeros) of the DOT code are required at IPE development. Exceptions include Homemaker (599999) and Unpaid Family Worker (799999). The full nine-digit DOT code is still required at closure.

### **Projected Completion Date**

The month and year in which the individual is expected to reach the employment goal and the case closed successfully rehabilitated.

### **Reference**

Rehabilitation Act:

- Sec.102 (b)

Federal Regulations:

- §361.45; §361.46

Other Related Policies:

- 100.00 Consumer Involvement



- 105.00 Due Process
- 202.00 Eligibility for Services
- 208.00 Comparable Benefits
- 421.00 Youth in School - Transition Planning and Services
- 435.00 Post-Employment
- 1125.00 Consumer Participation in the Cost of Services
- 1310.00 Supported Employment