

Services to be Provided to:

Name : JC
 Address : 123 Sample St, Wanderland, IA

Return Billing Copy to:

Services Provided by:

Payee : April Foos
 Address :

Authorization # :
 Case # :
 IVRS Contact : Jack Lantern
 Contact Phone # :
 Vendor # :

INSTRUCTIONS: Complete the billing section and sign and return this form (or attach an original invoice) within 30 days after services have been provided. If services are completed on different dates, photocopy this form and submit separately for payment after each service. Claims may not exceed the maximum. Return completed form to the address above. You may make a photocopy for your records. As an agency of the State of Iowa, IVRS is exempt from State of Iowa sales and use taxes.

Authorized Service Description # 1	Start Date	End Date	Qty	Unit Cost	Adjustment(+/-)	Total
Non-supported Employment Job Coaching	01/26/2026	01/30/2026	30 U	\$13.63		\$408.90
Billing Section	<u>Service Provided Date</u>		<u>Qty Billed</u>	<u>Unit Cost</u>		<u>Total Billed</u>
To be Completed By Payee :	1/26/26-1/30/26		30 U	\$13.63		\$408.90

Authorized Service Description # 2	Start Date	End Date	Qty	Unit Cost	Adjustment(+/-)	Total
Billing Section	<u>Service Provided Date</u>		<u>Qty Billed</u>	<u>Unit Cost</u>		<u>Total Billed</u>
To be Completed By Payee :						\$

Original Authorization Total	(+) Amendment Total To-Date	(-) Cancellation Total To-Date	Current Authorization Total
\$408.90	\$0	\$0	\$408.90

Authorized By : Jack Lantern

Authorized Date: 1/26/26

Any apparent errors or misunderstandings should be reported to the Agency at once. Acceptance of this authorization is certification that the provider of services does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, disability, ancestry, sexual orientation, gender identity, or veteran status. Persons with concerns or questions regarding civil rights compliance should contact: Chief, Administrative Services Bureau, Iowa Vocational Rehabilitation Services, 510 East 12th Street, Des Moines, Iowa 50319 (Telephone 515/281-4318). Training institutions will provide this agency with regular progress reports. The continuation of this program is at all times dependent upon satisfactory progress. The Agency assumes no responsibility for payment if any deviation from the authorized program of services is made without prior approval and official revision of this authorization. Authorized amounts may be reduced or canceled should funds be delayed or curtailed.

I certify services have been provided as specified in this authorization/billing.

April Foos 2/01/2026
 Payee Signature (or attach original invoice) Signature Date

Final Invoice: Please check this box if this is the final claim for this authorization.

For IVRS Office Use Only:
<i>I certify the goods and/or services have been received.</i>
Approval to pay: _____
Date: _____

___ Billing Copy ___ Case file copy ___ Client Copy (This is not a bill.)

Non-Supported Employment Monthly Job Coaching

Job Candidate Name: JC

Member ID: 999-99-9999 DOB: 10/10/2000

IVRS Staff: Jack Lantern Case Manager: Chris Mas

1. Employment Barriers Addressed (Select all that apply):

- | | | |
|---|--|--|
| <input type="checkbox"/> Attendance | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Soft-Skills |
| <input type="checkbox"/> Computer skills | <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Math |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing | <input checked="" type="checkbox"/> Coworker interactions |
| <input type="checkbox"/> Task Related | <input checked="" type="checkbox"/> Transportation | <input checked="" type="checkbox"/> Building natural supports |
| <input type="checkbox"/> Punctuality | <input checked="" type="checkbox"/> Stamina | <input checked="" type="checkbox"/> Self-Advocacy |
| <input type="checkbox"/> Appearance | <input type="checkbox"/> Odor | |
| <input checked="" type="checkbox"/> Time management | <input type="checkbox"/> Integration of AT | <input checked="" type="checkbox"/> Other <u>Communication</u> |

2. Select the type of support provided to the job candidate to become independent in employment. (Select all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> Accommodations | <input checked="" type="checkbox"/> Self-advocacy | <input type="checkbox"/> Accommodation/
modification request |
| <input checked="" type="checkbox"/> Co-Worker Training | <input checked="" type="checkbox"/> Soft-Skills | <input type="checkbox"/> Stabilization |
| <input type="checkbox"/> Job Training | <input checked="" type="checkbox"/> Time management | <input type="checkbox"/> Other:
_____ |
| <input checked="" type="checkbox"/> Assistance with Communication | <input checked="" type="checkbox"/> Transportation training | _____ |
| <input checked="" type="checkbox"/> Natural Supports Training | <input type="checkbox"/> Appropriate appearance | |
| | <input type="checkbox"/> Assistive technology use | |

3. Names of co-workers identified and job title or position in relation to job candidate:

Jo Jo is boss; direct oversight & supports JC
Jane Smith is GM

4. Ongoing employment barriers still need to be addressed (Select all that apply):

- | | | |
|--|---|--|
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Reading | <input type="checkbox"/> Math |
| <input type="checkbox"/> Computer skills | <input type="checkbox"/> Comprehension | <input type="checkbox"/> Coworker interactions |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing | <input type="checkbox"/> Building natural supports |
| <input type="checkbox"/> Task Related | <input type="checkbox"/> Transportation | <input type="checkbox"/> Self-Advocacy |
| <input type="checkbox"/> Punctuality | <input type="checkbox"/> Stamina | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Appearance | <input type="checkbox"/> Odor | <input type="checkbox"/> Integration of AT |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Soft-Skills | <input type="checkbox"/> Other _____ |

5. Other pertinent information if needed:

No other services needed.

Job Coach Signature: April Foos Date: 2/1/2026

Job Coach submit this form to IVRS with any narrative if needed to document the provision of this service.

Definitions

1. Employment Barriers Addressed:

Attendance: the action or state of going regularly to work or being present at a place or event.

Computer skills: the ability to interact and perform tasks on an electronic system (e.g. clocking in and out of work; signing onto the computer to check work schedule/payroll, using related software/applications to perform specific work related tasks; completing online applications/training/assessments; and etc.).

Reading: the act of decoding letters and sentences.

Task Related: activities that are specific to the job that the JC is hired to do.

Punctuality: the fact or quality of being on time.

Appearance: the way that someone looks.

Communication: the imparting or exchanging of information or news.

Reading Comprehension: the ability to understand the meaning of a word and sentences (e.g. following written instructions.)

Writing: the manual scribing of letters, numbers, words and sentences (e.g. signing name, making a note on paper, documenting on paper, & etc.)

Transportation: the mode of getting to and from work.

Stamina: mental and physical endurance and the length of time that the JC can work nonstop.

Odor: a distinctive smell that is indicative of poor hygiene (e.g. bad breath, body odor, rotting food at the workstation, & etc.)

Soft Skills: personal attributes that enable someone to interact effectively and harmoniously with other people (e.g. situational awareness, resilience, collaboration, ability to implement feedback, communication skills, teamwork, etc.)

Math: the ability to read numbers, quantity and space.

Co-Worker Interaction: relationships between co-workers, managers, and other employees.

Building natural supports: creating a network of people at work who will assist the JC based on the situation that the JC may need help with and to empower the JC with confidence at work.

Self-advocacy: the ability to appropriately ask for support needed to be successful on the job.

Time Management: Teaching the JC how to use one's time effectively or productively.

Stabilization: Assisting the JC with maintaining job satisfaction, expectations and responsibilities.

Integration of AT: Teaching the JC how to incorporate the use of Assistive Technology (AT) that will assist the JC in overcoming barriers to his/her disability in order to be successful on the job.

2. The type of support provided to the job candidate to become independent in employment:

Accommodations: Helping the JC and the employer identify aspects of the job to use the strengths of the JC's knowledge, skills, interests, and ability to do the job and to overcome barriers to the JC's disability.

Under [Title I of the Americans with Disabilities Act \(ADA\)](#), a reasonable accommodation is a modification or adjustment to a job, the work environment, or the way things are usually done during the hiring process. These modifications enable an individual with a disability to have an equal opportunity not only to get a job, but successfully perform their job tasks to the same extent as people without disabilities. The ADA requires reasonable accommodations as they relate to three aspects of employment: 1) ensuring equal opportunity in the application process; 2) enabling a qualified individual with a disability to perform the essential functions of a job; and 3) making it possible for an employee with a disability to enjoy equal benefits and privileges of employment.

Self-advocacy: Teaching a JC how to appropriately ask for support needed to be successful on the job.

Accommodation/Modification Request: Helping the JC identify and appropriately ask for reasonable changes that are barriers for the JC's disability in order to do the task.

Coworker Training: Teaching coworkers how to work with an individual with a disability.

Soft Skills: Teaching the JC how to interact effectively and harmoniously with other people.

Job Training: Teaching the JC how to do tasks that the JC is hired to do.

Time Management: Teaching the JC how to use one's time effectively or productively.

Assistance with communication: Teaching the JC how to impart or exchange information or news while at work, with the public if the position interfaces with the public, with coworkers, and with superiors at work.

Transportation Training: Teaching the JC how to get to and from work based on the JC's resources.

Appropriate appearance: Teaching the JC appropriate hygiene practices, appropriate work attire based on the expectations of the employer, and based on the weather.

Natural supports training: Teaching the JC and coworkers to use the natural support plan which is the network of people at work who will assist the JC based on the situation that the JC may need help with and to empower the JC with confidence at work.

Assistive technology use: Teaching the JC how to incorporate the use of devices and applications that will assist the JC in overcoming barriers to his/her disability in order to be successful on the job.

4. Ongoing employment barriers still need to be addressed

Attendance: the action or state of going regularly to work or being present at a place or event.

Computer skills: the ability to interact and perform tasks on an electronic system (e.g. clocking in and out of work; signing onto the computer to check work schedule/payroll, using related software/applications to perform specific work related tasks; completing online applications/training/assessments; and etc.)

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Self-advocacy: the ability to appropriately ask for support needed to be successful on the job.

Time Management: Teaching the JC how to use one's time effectively or productively.

Integration of AT: Teaching the JC how to incorporate the use of Assistive Technology (AT) that will assist the JC in overcoming barriers to his/her disability in order to be successful on the job.