

MRS Fee Schedule Effective 10/1/2022

Services	Hourly Rate
Adult Literacy or Remedial Training Provided by Corporate Entity	\$70.88
Adult Literacy or Remedial Training Provided by Independent Operator	\$52.83
Benefits Counseling	\$89.45
Customized Employment - Discovery	\$73.78
Customized Employment - Job Development/Placement	\$73.78
Customized Employment - Consultative Employment Training & Support	\$73.78
Job Coaching – Including Supported Employment	\$40.79
Job Coaching During Eval	\$40.79
Job Placement Assistance Services	\$67.97
Job Placement Follow-up Services	\$50.40
Job Shadowing	\$75.08
On-the-Job Evaluation	\$52.76
Personal Assistant Services Provided by a Corporate Entity	\$35.05
Personal Assistant Services Provided by an Independent Operator	\$26.41
Pre-ETS Counseling on Post-Secondary Training Individual Rate	\$87.70
Pre-ETS Counseling on Post-Secondary Training Group Rate (2 or more customers)	\$46.52
Pre-ETS Job Exploration Counseling Individual Rate	\$87.70
Pre-ETS Job Exploration Counseling Group Rate (2 or more customers)	\$46.52
Pre-ETS Self-Advocacy Training Incl. Peer Mentoring Individual Rate	\$87.70
Pre-ETS Self-Advocacy Training Including Peer Mentoring Group Rate (2 or more customers)	\$46.52
Pre-ETS Work Based Learning Experiences Individual Rate	\$58.94
Pre-ETS Work Based Learning Experiences Group Rate (2 or more customers)	\$31.27
Pre-ETS Workplace Readiness Training Individual Rate	\$71.78
Pre-ETS Workplace Readiness Training Group Rate (2 or more customers)	\$38.08
Training-Job Readiness Individual Rate	\$62.45

Training-Job Readiness Group Rate (2 or more customers)	\$33.13
Trial Work Experience	\$52.76
Tutoring I	\$22.06
Tutoring II	\$29.38
Tutoring III	\$36.73
Tutoring IV	\$51.44
Vocational Rehabilitation Counseling & Guidance	\$70.52
Vocational Testing/Evaluation	\$75.08

APPENDIX – Service Descriptions

Service	Description
Adult Literacy or Remedial Training	<p>Provided to remediate basic academic skills that are needed to function in a CIE position. The following adult literacy, remedial training, and high school diploma/equivalency programs are available:</p> <ul style="list-style-type: none"> • Adult Basic Education (ABE) - Instruction for reading, language, writing and math skills below the 9th grade level for adults with or without a high school credential. • Adult Secondary Education (ASE) - Instruction for reading, language, writing, and math skills above the 8th grade level for adults with or without a high school credential. • English as a Second Language (ESL) - Instruction in reading, speaking, writing, and understanding the English language. • Family Literacy - Activities with specific child and parent components that help family members to better support their children’s learning needs and improve the family’s economic prospects. • Integrated Education and Training (IET) - Academic instruction, workforce preparation activities, and workforce training delivered together for the purpose of educational and career advancement. • Integrated English Language and Civics Education (IELCE) - This program helps individuals learn or improve English language skills and civics education in combination with integrated education and training. • Workplace Literacy - Adult education services provided at or customized for a specific workplace. • High School Completion (HSC)- Instruction in language arts, math, social studies, science, and writing, to earn an adult high school diploma. • High School Equivalency (HSE) - Instruction in language arts, math, social studies, science, and writing, to enable successful completion of a high school equivalency test, such as the GED. <p>Corporate Entity – An agency, organization or employer who have two</p>

Michigan Rehabilitation Services

	<p>or more individual providers. Corporate entities typically have healthcare, personnel taxes, retirement, workers compensation, paid time off and other benefits as an expense.</p> <p>Independent Operator – An independent operator is a single employee that is not affiliated with an agency, organization or employer.</p>
Benefits Counseling	<p>Represents services focused on explaining how employment will affect Social Security Administration (SSA) benefits including: SSI, SSDI, and associated healthcare benefits including Medicare and Medicaid. Services also include provision of information regarding SSA work incentives to assist in planning for the transition to work without jeopardizing benefits and the importance of reporting wages to avoid benefit overpayments.</p> <p>May also be referred to as Benefit Planning Services.</p>
Customized Employment - Consultative Employment Training and Support	<p>Are delivered when a customer enters a customized employment position and there is a need to facilitate development of employer/coworker ability to train, work with and foster successful employment. This includes:</p> <ul style="list-style-type: none"> • Development of employer/employee support strategies. • Facilitation of employer/employee training on work assignment/tasks. • Employer/employee development of management and self-management strategies. • Fostering workplace social interactions. • Employer/employee learning of non-work time management including break/lunch periods. • Employer/employee acquisition of accommodations.
Customized Employment - Discovery	<p>Is a qualitative analysis that includes interview, observation and engagement with the customer to identify abilities. Required elements of discovery include:</p> <ul style="list-style-type: none"> • Comprehensive, descriptive, optimistic, non-evaluative, and non-comparative documentation that provides sufficient information to assist the customer to plan for customized employment. • Identification of strengths, needs, interests, and demographic information to assist employment staff to understand details about the customer, family, living situation, and location in the community. • Evaluation of life experiences including past employment, education, life activities, and skills that will have an impact on employment. • Preparative activities focused on development of a plan for customize employment.

Michigan Rehabilitation Services

<p>Customized Employment - Job Development/Placement</p>	<p>Are delivered based on results from customized employment discovery and minimally include:</p> <ul style="list-style-type: none"> • Customer, employer, and job developer engagement in development of CIE settings for employment. • Negotiation with potential employers regarding development of specified job duties for an existing position or a new position description based on the unique features of the customer that will benefit the employer.
<p>Job Coaching – Including Supported Employment</p>	<p>Services consisting of structured intervention to assist a customer when learning to perform job tasks to the employer's specification and/or to learn necessary interpersonal skills for the position. Services include on-site assistance with disability related accommodations and identification of natural supports.</p>
<p>Job Coaching During Evaluation</p>	<p>Additional intervention to facilitate completion of an evaluation through support of a customer at the evaluation site.</p>
<p>Job Placement Assistance Services</p>	<p>These services include job search assistance to secure CIE, completion of applications, inquiry into positions, and consultation with employers to facilitate employment opportunities.</p>
<p>Job Placement Follow-Up</p>	<p>Includes meetings/contact with the customer and/or employer to evaluate progress towards maintaining employment and to identify any potential barriers to sustaining employment.</p>
<p>Job Shadowing</p>	<p>Evaluations arranged with a Competitive Integrated Employment (CIE) employer for the customer to follow and closely observe an employee performing their functions in a job classification.</p>
<p>On-the-Job Evaluation</p>	<p>Community based evaluation completed in a Competitive Integrated Employment (CIE) setting to assess customer capabilities, or potential to acquire skills, knowledge, or experience in employment activities towards support of a potential IPE employment goal. The employer has no commitment to hire.</p> <ul style="list-style-type: none"> • May be structured as a situational assessment if the evaluation includes wages for the customer. • May be structured as a Community Based Assessment (CBA) if the evaluation does not include wages for the customer.

Michigan Rehabilitation Services

<p>Personal Assistant Services</p>	<p>Is comprised of a range of services provided by an agency or by one or more persons, that are designed to assist a customer to perform daily living activities on or off the job that would typically perform without assistance if the customer did not have a disability. PAS are provided when necessary to participate in a vocational rehabilitation service and may include training in managing, supervising, and directing personal assistance services.</p> <p>Examples of PAS include assistance with removing and putting on clothing, eating, using the restroom, and pushing a wheelchair or assistance with getting into or out of a vehicle at the worksite. These examples are non-exhaustive and serve to identify self-care type activities for which a PAS provider may be used.</p> <p>PAS does not include, performing medical procedures (e.g., administering shots) or medical monitoring (e.g., monitoring blood pressure). PAS providers are not to help with a customer’s specific job functions. An individual delivering PAS may be referred to as a Direct Care Worker, Aid, or Care Attendant.</p> <p>Corporate Entity – An agency, organization or employer who have two or more individual providers. Corporate entities typically have healthcare, personnel taxes, retirement, workers compensation, paid time off and other benefits as an expense.</p> <p>Independent Operator – An independent operator is a single employee that is not affiliated with an agency, organization or employer.</p>
<p>Pre-ETS Counseling on Post-Secondary Training</p>	<p>Consists of providing students information and guidance on a variety of post-secondary education and training opportunities that include:</p> <ul style="list-style-type: none"> • Community colleges (AA/AS degrees, certificate programs and classes) • Universities (public & private) • Career pathways related workshops/training programs • Trade/technical schools • Military • Post-secondary programs at community colleges and universities for students with intellectual and developmental disabilities <p>Counseling is structured to support a smooth transition from high school to post-secondary education (PSE). This is facilitated in collaboration with the educational institution through incorporation of the student’s summary of academic achievement, functional performance, and recommendations on how to assist in meeting the student's post-secondary goal. This includes but is not limited to services that promote:</p> <ul style="list-style-type: none"> • Self-advocacy skills including attainment of academic and technology needs/accommodations • Awareness of career pathway options and labor market analysis and projections

Michigan Rehabilitation Services

	<ul style="list-style-type: none"> • Vocational assessments to identify interests, abilities, aptitudes, and individual learning style • Increasing understanding of career & PSE options including attending college fairs and tours • Preparation for and assistance with application and enrollment into PSE including resources regarding website navigation, financial aid options, and access to disability service programming if necessary
<p>Pre-ETS Job Exploration Counseling</p>	<p>Includes counseling regarding:</p> <ul style="list-style-type: none"> • Administration and review of vocational interest inventories • Labor market information • In-demand industries and occupations • Non-traditional employment options • Identification of career pathways of interest <p>Services may include:</p> <ol style="list-style-type: none"> 1. Career awareness activities consisting of career development planning to increase knowledge of career paths, job opportunities, and the skills and qualifications necessary to be successful in these positions. 2. Connection to career speakers who can provide an overview of a specific job or career areas through sessions that are typically informative, motivational, and provide recommendations for additional career exploration activities. 3. Referral to other comparable benefit resources such as Career and Technical Student Organizations (CTSO) that are typically based in high schools and career technology centers. These organizations enhance student learning through contextual instruction, leadership, personal development, applied learning, and real-world application. Examples may include: <ul style="list-style-type: none"> • Business Professionals of America • Family, Career and Community Leaders of America • Future Business Leaders of America - Phi Beta Lambda • HOSA - Future Health Professionals • National FFA Organization • SkillsUSA • Technology Student Association
<p>Pre-ETS Self-Advocacy Training Incl. Peer Mentoring</p>	<p>Consists of services structured to assist a student in effectively communicating, conveying, negotiating, and asserting personal interests and/or desires. Services may include self-advocacy training associated with:</p> <ul style="list-style-type: none"> • Self-awareness including understanding how to request and accept help • Understanding and disclosure of disability • Evaluating options, setting goals, problem solving, and decision making • Monitoring progress toward goals • Identifying, requesting, and utilizing accommodations

Michigan Rehabilitation Services

	<ul style="list-style-type: none"> • Understanding personal rights and responsibilities • Self-determination, motivation, and assertiveness <p>Pre-ETS Self-Advocacy Training and Peer Mentoring may include use of peer mentoring services designed to facilitate self-esteem and identify realistic career and academic goals. Peer mentors are individuals who have experience within a common area of interest or career field along with additional training in how to assist others in acquiring skills, knowledge, and attitudes to be more successful.</p>
<p>Pre-ETS Work Based Learning Experiences</p>	<p>Includes services that use the workplace or real work to provide students with the knowledge and skills that help connect school experiences to work activities and future career opportunities. Services may include gaining experiences through:</p> <ul style="list-style-type: none"> • Job shadowing consisting of working with an employee who can educate the student on the demands of the position through having the student attend work with the employee and ‘shadow’ the employee to learn about the position, organization, and expected behaviors. • Career mentorship opportunities including linking the student with an employee who can provide guidance and advice regarding the field of employment. • Career-related competitions consisting of work-based learning activities that require students to demonstrate mastery of career-related skills through presentations or competitions that are judged by professionals (typically associated with Career Technical Student Organization sponsors or educational institutions). • Informational interviews with employers/employees that facilitate an informal conversation with someone working in a career area/job that interests the student. • Volunteering opportunities that facilitate learning about a vocational area of interest. • Workplace tours and field trips consisting of group excursions for the purpose of first-hand observation of specific work sites to learn about the business, meet employees, ask questions, and observe work in progress. • Work experiences consisting of structured paid or unpaid temporary positions that provide an opportunity to develop specific job-related skills.
<p>Pre-ETS Workplace Readiness Training</p>	<p>Includes services structured to develop skills and behaviors that are necessary for any job. Work readiness skills are sometimes called soft skills, employability skills, or job readiness skills. Work readiness skills help employees to interact with supervisors and co-workers, reinforce the importance of timeliness, and build an understanding of how we are perceived by others.</p> <p>Services will generally focus on developing:</p> <ul style="list-style-type: none"> • Interpersonal skills such as communication, teamwork, cooperation, conflict resolution, appropriate behavior, and professionalism • Independent living skills such as time management, hygiene,

Michigan Rehabilitation Services

	<p>money management, nutrition and meal preparation, transportation needs, appropriate dress, developing friendships, and community participation</p> <ul style="list-style-type: none"> • Other skills related to workplace readiness such as timeliness, understanding employer expectations, and financial literacy
Training – Job Readiness	<p>Training structured to address characteristics and behaviors that are critical in presenting to an employer one’s ability to perform and meet employment expectations. Classroom activities include guidance and development of personality traits, personal habits, and behaviors appropriate and necessary in the workplace.</p> <p>Elements of job readiness and soft skills development training may include the use of technology in the job search and employment, completing applications, development of a resume, and improving interviewing skills.</p> <p>Job readiness and soft skills development training may also focus on the development of communication skills to foster teamwork, problem solving skills, decision making skills, conflict resolution, professionalism, and other communication traits necessary to be successful in the workplace.</p>
Trial Work Experience	<p>Evaluation services structured to assess areas of concern that bring to question a customer’s abilities, capabilities, and capacity to perform in a CIE setting. Structured in community-based CIE settings to the maximum extent possible. Evaluation activities include analysis of ability to participate in supported employment or customized employment settings.</p> <p>May be structured as a situational assessment if the evaluation includes wages for the customer.</p> <p>May be structured as a Community Based Assessment (CBA) if the evaluation does not include wages for the customer.</p>
Tutoring I	<p>Time-limited academic support, provided by individuals with a high degree of knowledge or defined expertise in a particular subject or set of subjects. Minimum requirement of the vendor is an undergraduate student who is majoring in the academic area of requested tutoring or who has completed an Associates for Applied Science (AAS) from a technical school.</p>
Tutoring II	<p>Time-limited academic support, provided by individuals with a high degree of knowledge or defined expertise in a particular subject or set of subjects. Minimum requirements include a vendor who is a current graduate student majoring in the academic area in which they are tutoring and who does not have a teaching certificate.</p>
Tutoring III	<p>Time-limited academic support, provided by individuals with a high degree of knowledge or defined expertise in a particular subject or set of subjects. Minimum requirement of the vendor is an individual with a teaching certificate in the academic area (Math, English, Science, etc.) in which they are tutoring or individuals who have current Michigan special education teaching endorsement associated with the customers category of disability and tutoring needs.</p>

Michigan Rehabilitation Services

Tutoring IV	Time-limited academic support, provided by individuals with a high degree of knowledge or defined expertise in a particular subject or set of subjects. Minimum requirements are individuals with a master's degree in the academic areas in which they are tutoring or individuals who have current Michigan special education teaching endorsement associated with the customer's category of disability and tutoring needs.
Vocational Rehabilitation Counseling & Guidance	A systematic process that assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of a counseling process. Counseling involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions.
Vocational Testing/Evaluation	Services structured to evaluate and identify a customer's vocational strengths, aptitudes, abilities, capabilities, interests, and academic skill levels. This activity helps to identify a potential employment goal. Vocational testing may include interviews with the customer to gain insight into education and employment history, identification of transferable skills, standardized test batteries, various vocational and interest inventories, simulated work samples, and an analysis of the local labor market. The outcome of the service is to identify vocational skills, work characteristics, interests, personal values, skills and abilities/capabilities to potentially support an employment goal that the customer and the MRS counselor will discuss as part of the vocational counseling process.