

Agenda

SRC POLICY AND PROCEDURES COMMITTEE

Thursday, May 7, 2020

10:00 AM – 11:30 AM

Teleconference +1 (802) 828-7667, 771893542#

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|----------------------------|--|
| 10:00 am – 10:02 am | Introductions (Sherrie Brunelle, Chair) |
| 10:02 am – 10:05 am | Approval of Agenda (Sherrie Brunelle) |
| 10:05 am – 10:10 am | Open for Public Comment (Sherrie Brunelle) |
| 10:10 am – 10:15 am | Approval of Minutes (Chair)
Minutes from March 5, 2020 |
| 10:15 am – 10:45 am | Report Out: PSE Working Group |
| 10:45 am – 11:20am | Chapter 313: Audiology Services and Hearing Aids (Group) |
| 11:20 am – 11:30 am | Other Business (Chair)
1) Agenda Setting – October 8, 2020
2) Other |
| 11:30 am | Adjournment (Chair) |

*VR Policy & Procedures Manual Chapters can be found at
<https://vocrehab.vermont.gov/about-us/policy-and-procedure-manual>

OUTLINE OF TRAINING AND POST SECONDARY EDUCATION CHAPTER

I. Definitions

II. General Policy

A. General Policy Regarding Post-Secondary Training Leading to Industry Recognized Credentials

- There is significant evidence that credentials lead to higher wage employment.
- Consider everyone we serve for some type of training, including supported employment, everyone means everyone, even if they don't end up doing it. Have a conversation with everyone about credentialed training.
- Assessments may lead to training that wouldn't have been expected and validates someone's choice.
- Fit between employer needs and employee skills
- Wages that can lead to economic self-sufficiency/livable wage

B. General Policy Regarding On the Job Training Agreements

- OJTs are intended for real training not an incentive or wage subsidy for employers.
- Look at CWS website for specific language
- OJTs are for people who are already hired and need training to get up to speed.
- Have this as a routine part of the Progressive Employment menu of options.

C. Apprenticeships

- James- connect with Nat

D. General Policy Regarding Post-Secondary Education

- The need for engagement with VR on a deeper level for paid services.
- Paid services for key steps on plan (similar to other VR support services) If you can show that you are engaged with your VR counselor by coordinating with the disability coord on campus. Vocational services are a part of the focus.
- Connecting people to AT.
- Participate in progressive employment as a part of the process that connects to their career path.
- Single Service Means test. Maybe based on FAFSA? Pell grants?

- VR is primarily a vocational rehabilitation program and should not be considered a primary funding source for PSE.
- PSE is connected to a vocational goal that VR is supporting.
- VR counseling and guidance is the primary service, the money comes later.
- VRC primary role is talking to people about advocacy, accommodations, how do you ask for this, what is reasonable, etc.
- We know that about ½ of students with disabilities who start PSE don't finish. A credentialed training or shorter-term training may be a better fit.

III. Progressive Education and Training

- See Bill's charter group

A. Concept of Progressive Education and Training

B. Description of Progress Education and Training as a DVR Practice

C. Supported Education (College Steps, Succeed, Think College, Mansfield Hall, College Compass)

IV. Post-Secondary Training

A. Maintaining information on local training opportunities

- Office inventories for trainings

B. Use of Assessment to identify and support potential training

- Use Assessment specialist guidance, use suggested assessments to identify training
- Default to assume a person can benefit from some type of training until we are proved otherwise.
- Assessment can be used to identify appropriate training, either in house or done by community partners
- Many of our consumers have had negative experiences with classrooms/trainings and its our role to help them work through that.
- Don't leave out Supported Employment consumers
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C. Use of Progressive Education and Training options to test out potential training opportunities

D. Partnering around funding with VSCAC, VDOL etc.

E. Spending guidelines for direct training costs (tuition)

- F. Spending guidelines of ancillary supports such as transportation, AT, and maintenance.
- G. Requirement for recording the credential in AWARE and verification documentation

V. On the JOB Training Agreements

- A. When is an OJT appropriate?
- B. Establishing OJT agreements with employers
- C. Spending Guidelines
- D. Recording and verifying measurable skills in AWARE

VI. Post-Secondary Education

- A. When should DVR support a Post-Secondary education as part of an IPE?
- B. Expectation that consumers require services beyond financial support to be successful in a post-secondary program.
- C. Determining if the degree program directly supports the employment goal.
- D. Expectations for engagement in the DVR process while attending a post-secondary program
- E. Spending guidelines: Determining unmet need.
- F. Recording and verifying measurable skills in AWARE
- G. Recording and verifying credential attainment in AWARE
- H. Supporting consumers attend out of state programs. Expectations for engagement
- I. Assessing if DVR should support online post-secondary programs

J. Conditions under which DVR would support graduate level programs