

Information Memorandum Transmittal Vocational Rehabilitation



Matt Baldwin, VR Training & Policy Manager

Authorized signature

Number: VR-IM 18-16

Issue date: 10/22/2018

Topic: Other

Due date: 10/22/2015

Subject: Updated: Educational Goals and Credential Attainment (retired VR-AR17-01)

Applies to (check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> All DHS employees | <input type="checkbox"/> County Mental Health Directors |
| <input type="checkbox"/> Area Agencies on Aging: {Select type} | <input type="checkbox"/> Health Services |
| <input type="checkbox"/> Aging and People with Disabilities | <input type="checkbox"/> Office of Developmental Disabilities Services (ODDS) |
| <input type="checkbox"/> Self Sufficiency Programs | <input type="checkbox"/> ODDS Children's Intensive In Home Services |
| <input type="checkbox"/> County DD program managers | <input type="checkbox"/> Stabilization and Crisis Unit (SACU) |
| <input type="checkbox"/> ODDS Children's Residential Services | <input checked="" type="checkbox"/> Other (<i>please specify</i>): All Vocational Rehabilitation staff |
| <input type="checkbox"/> Child Welfare Programs | |

Message:

Description:

The purpose of this Action Request is to explain requirements to collect data in ORCA to document a federal, required program performance measure.

Definitions for key data components are defined and clarified.

Action Required:

Vocational Rehabilitation counselors must enter an educational goal in ORCA when participants are enrolled in secondary or post-secondary education and skills training. Do this no later than an AFP is issued for education and training services.

AND,

Vocational Rehabilitation counselors must enter the credentials attained in ORCA using the "Educational Goal" screen.

Rationale:

There are several reasons why it is important to document education or training attained. The information will:

- Track and record participant education and training successes.
- Help the program meet a federal requirement and determine performance measures.

Procedure:

1. ORCA instructions not included

This Action Request does not include instructions how to enter the data in ORCA.

The steps to enter credentials change as ORCA is upgraded.

2. Staff must document educational goals and outcomes

- The counselor shall insure **the educational goals and subsequent outcomes are directly tied to the employment goal in the IPE. The employment goal must be consistent with the general goal of competitive integrated or supported employment.**
- Please see [Table 1 Educational Goals and Outcomes Crosswalk for ORCA Credential Attainment](#) for more information about the relationship between educational goals, educational outcomes, and credential attainment.
- It is best practice for counselors to periodically meet with the participant during and following the completion of training or education through initial employment. During training or education services the counselor and participant shall meet at the end of each educational term (quarterly, semester, or other as designated by the training organization). During these meetings, the participant is expected to review and share with the counselor: grades; credits successfully achieved; progress made toward skill, certificate, or degree attainment; financial aid; and complete or review the upcoming financial needs test. (See [VR-AR 16-03 Participant Release of training, certificates, degrees, and grades information](#).)
- **The counselor must gather evidence to document progress toward educational goals and attainment of educational outcomes. Additionally, the results must be summarized in the new “Education & Training Documents” case notes.**
- **Scan or photograph the document(s) recording educational attainment. Create a pdf from the scan or photograph and include in client electronic service record.**
- **Place the evidence of educational attainment pdfs in the “Education & Training Documents” case notes.** (See picture on next page.)

| | |
|-------------------|--------------------------------|
| 1. General | |
| Entry Date* | 12/12/2017 |
| Author | Jaramillo, Red L. |
| Category* | (Not Completed) |
| 2. Note | Activity Due |
| | Closure |
| Summary* | Correspondence |
| | Drop In |
| Enter Case N | Education & Training Documents |
| | Eligibility Extension |
| | E-mail |
| | Fax |
| | In Office Appointment |

Applicability:

This information applies to all Oregon Vocational Rehabilitation staff.

Definitions

The following concepts are documented in federal regulations.

1. Educational Goal

The **educational goal** reflects what the participant's **next educational or training milestone** along the educational path he or she hopes to achieve in the next year.

Educational goals in ORCA include:

- Special Education
- 1st Grade through 12th Grade
- Adult Secondary Education
- 1st through 4th Year Postsecondary
- Postsecondary beyond 4th Year (including medical and law school)
- Career/Technical Training Program (Credential)
- Career/Technical Training Program (no Credential)
- Apprenticeship
- Certification
- License

NOTE:

- **“No formal schooling” is not an appropriate educational goal.**
- OJT is **not an educational goal for the purpose of credentials.** However, OJT will be tracked as a measurable skill gain. (See [VR-AR 18-02 Measurable Skill Gains](#) policy.)

2. Educational Outcome

“WIOA demands an educational process that takes the student from his or her individual and unique starting point to his or her ending point, the diplomas, credentials, and skills needed to obtain a desired job, career, or advancement.” ([The WIOA Manual. Implementing WIOA in Adult Education.](#)) **The educational outcome must be directly tied to the employment goal in the IPE.**

An Educational outcome is the logical endpoint or conclusion of the current educational goal. For example,

- For a person in 9th, 10th, 11th or 12th grade the educational outcome would be a **high school diploma or modified diploma.**
- For a person attending Adult Secondary Education the educational outcome would be a **GED.**
- For a person in the second year of postsecondary school the educational outcome could be an **Associate Degree.**
- For a person in the third year of postsecondary school could be a **Bachelor’s Degree.**

Educational outcomes in ORCA include:

- Special Education Certificate or Diploma (which includes the Oregon Modified Diploma)
- High School Diploma
- GED
- Associate Degree
- Bachelor’s Degree
- Master’s Degree
- Doctorate Degree
- Completed Apprenticeship
- Obtained Certification
- Vocational/Technical Certificate
- Vocational/Technical License
- Disenrollment [dropped out, expelled from the program or did not successfully complete]
- No Degree or Certificate Completion

NOTE:

- **“No formal schooling” is not an appropriate educational outcome.**
- **OJT or Obtained Employment is not an educational outcome** but will be documented as a measurable skill gain. (See [VR-AR 18-02 Measurable Skill Gains](#) policy.)

3. Employment Goal

The Individualized Plan for Employment (IPE) is a written plan **outlining an individual's vocational goal**, and the services to be provided to reach the goal. The IPE formalizes the planning process which **identifies the vocational goal**, service delivery and time frames for service. The IPE identifies the individual's employment objective, consistent with their unique strengths, resources,

priorities, concerns, abilities, and capabilities and provides a plan for monitoring **progress toward achievement of the vocational goal.**

Through the IPE, individuals are informed of their rights and responsibilities in the rehabilitation process. The individual's involvement in developing the plan is reflected throughout the IPE. Consistent with the principle stated above, the IPE must be agreed upon and signed by the consumer and the counselor.

4. Credentials

This performance indicator measures attainment of two types of credentials.

Either:

- A secondary school diploma or Oregon's modified diploma, or,
- A recognized postsecondary education and training credential.

An acceptable Credential (for the purposes of performance measurement) may include:

- Oregon Modified Diploma
- Secondary School Diploma
- GED
- Associate Degree
- Bachelor's Degree
- Master's Degree
- Graduate Degree (e.g. Ph.D., E.D., or M.D.)
- Occupational license
- Occupational certificate, including Registered Apprenticeship and Career and Technical Education educational certificates
- Occupational certification (e.g., CompTIA A+ certification, an entry level PC computer service certification)
- Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment. (i.e., other recognized Diploma, Degree, or Certificate)

(Source: [*Technical Assistance Circular, RSA-TAC-17-01*](#), December 19, 2016. Page 13.)

Each credential must be:

- Measurable
- Awarded in recognition of attainment of technical or industry occupational goals
- Approved by an accrediting agency
- Required for entry into a job or to advance in a career in an existing industry or occupation
- Attained during the program or within one year of exit
- Likewise, such certificates must recognize technology or industry/occupational skills for the specific industry/occupation

- Must be related to a specific occupational skill. General skills related to safety, hygiene, etc., even if such general skills certificates are broadly required to qualify for entry-level employment or advancement in employment are not credentials

5. Examples that are not Credentials

There are trainings and educational activities that do not count toward the attainment of a credential. This is not a complete list.

- Oregon Extended Diploma
- Oregon Alternative Certificate
- Oregon National Career Readiness Certificate (NCRC)
- Food Handler's Card
- Certificates for upgrading basic computer skills (such WORD, EXCEL, etc.)
- Red Cross CPR
- OJT
- Work Experience
- Customized Training
- Internships
- Driver's license
- Driving training
- Computer coding camps
- OST (Occupational Skills Training)
- CWST (Career Workforce Skills Training)

References

[§361.45 Development of the individualized plan for employment](#)

[Revision of Policy Directive \(PD\) 16-04 instructions for the completion of the Case Service Report Manual \(RSA-911\) for the State Vocational Rehabilitation Services Program and the State Supported Employment Services Program. RSA-PD-16-04.](#) June 14, 2017.

[VR-IM-16-02 Annual Plan Review of Participant Progress Revised.](#) (1/22/2016)

VR-IM-16-03 Participant Release of training, certificates, degrees, and grades information. (11/07/2016)

[VR-IM 18-02 Documenting Measurable Skill Gains](#) (02/06/2018)

['Updated' Frequently Asked Questions for Oregon Diploma Options,](#) 2014.

The WIOA Manual. Implementing WIOA in Adult Education. Authors: Michael Ormsby and Dan Griffith. Essential Education. Corvallis, Oregon.

[WIOA Wednesday: WIOA Performance Accountability—Hot Topics!](#) Workforce GPS

(1/11/2017)

[Credential Attainment E-Learning Module](#) Workforce GPS (8/24/2018)

Attachments:

- [Crosswalk between Educational Goal and Educational Outcome](#)
- [VR-AR 17-01 Frequently Asked Questions \(FAQ\)](#)

If you have any questions about this information, contact:

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|---|------|
| Contact(s): Robin Brandt | |
| Phone: 503-945-5857 | Fax: |
| Email: VR.Policy@dhsosha.state.or.us | |

Crosswalk between Educational Goal and Educational Outcome

Table 1 Educational Goals and Outcomes Crosswalk for Credential Attainment

| VR Service Sub Category | Educational Goal | Educational Goal Outcome, Successful | | Educational Goal Outcome, not Successful |
|--|---|--------------------------------------|------------------|--|
| | 9th grade | High school Diploma | | Disenrollment |
| | 10th grade | | | Disenrollment |
| | 11th grade | | | Disenrollment |
| | 12th grade | | | Disenrollment |
| | Special Education* | Special Education Modified Diploma | | Disenrollment |
| Basic Remedial or Literacy, High School Equivalency | Adult Secondary Education | GED | | Disenrollment |
| | 1st year post-secondary | Associate Degree or | Bachelor' Degree | Disenrollment |
| Community College | 2nd year post-secondary | | | Disenrollment |
| | 3rd year post-secondary | Bachelor' Degree | | Disenrollment |
| Four Year College/University | 4th year post-secondary | | | Disenrollment |
| Graduate College/University | Post-secondary beyond 4th year | Master's Degree, Doctorate Degree | | Disenrollment |
| Vocational or Occupational | Career/Technical training (Credential) | Vocational/Technical Certificate | | Disenrollment |
| Licensing and Certification | | Vocational/Technical License | | Disenrollment |
| Licensing and Certification | | Vocational/Technical Certification | | Disenrollment |
| | Career/Technical training (No Credential) | Completion, No Degree or Certificate | | Disenrollment |
| Apprenticeship | Apprenticeship | Completed Apprenticeship | | Disenrollment |
| OJT (On the Job Training), OJT Set Up Fee | OJT | Completed OJT, Obtained Employment | | Disenrollment |

VR-AR 17-01 – Frequently Asked Questions (FAQs)

1. **Question: I want to enter data in ORCA about the education at application for an applicant who is 63 and has no formal education. This states that the education goal cannot be “no formal schooling.” What do I do?**

Answer: This AR does not provide instruction to enter data in ORCA.

There are instances that an individual with disabilities comes to Vocational Rehabilitation and does not have a formal education. For example, someone who is 63 might have been institutionalized or kept at home and not offered formal schooling.

The individual might be a refugee or immigrant with a disability who was not involved in an education system.

To enter the current educational attainment at application, you do enter into ORCA an educational goal of “no formal schooling.” This is the first entry of the educational goals. It is appropriate for a person of the client’s age who might have been institutionalized and had no formal schooling.

The second educational goal which contains any future education for the individual cannot be “no formal schooling.”

2. **Question: Do I need to document (get a copy of the diploma or degree and put it in the participant service record) any current level of education attained by the individual at application? It could be quite difficult to document a high school diploma or bachelor’s degree completed many years ago.**

Answer: If the diploma or degree documentation is necessary to attain the next level of education that will be in the individualized plan for employment (IPE), then the client service record should contain documentation (scanned or photographed and in pdf format) in the file.

For example, if a participant has a vocational goal that requires a master’s degree, then documentation of the attainment of a bachelor’s degree would be required.

3. **How do I indicate the educational goal of a student with a disability who continues to participate in high school after the 12th grade is completed?**

Answer: Here is information specific to participants in High School (Secondary School)

High school students with disabilities engaged with vocational rehabilitation are always encouraged to complete high school and attain a high school diploma, if possible.

For some students completing high school, the educational outcome may be less clear. In Oregon there are four possible diploma options:

- High school diploma (in ORCA)
- Modified diploma (ORCA provides “Special Ed Modified Diploma)
- Extended diploma (no ORCA designation)
- Alternative Certificate (no ORCA designation)

There should be a match between the educational requirements for the employment goal and the student diploma option.

- **If the participant is a student in secondary school and his/her employment goal requires a high school diploma or modified diploma**, then enter an Educational Goal in ORCA of the next level of education to attain (e.g., 9th, 10th, 11th, or 12th grade). For now, RSA treats a high school diploma or modified diplomas as the educational outcome in the ORCA Educational Goal.
- **For students who complete the 12th grade and continue beyond but will not receive a high school diploma or modified diploma** there is **no Educational Goal**. Do not use a goal of “No Formal Schooling.”
- **For students who do not require a high school or modified diploma as an educational outcome in the IPE, do not enter an Educational Goal.**

Regardless of the diploma option, please **get and scan into the participant file, the diploma option at end of high school. Verbal reports by the participant may be incorrect.**

4. How do I track a client in ORCA who is enrolled in a post-secondary education program, but VR is not paying for tuition for post-secondary education services? For example, VR is paying for textbooks, tutoring, or transportation while the college helps the client obtain a Pell grant for tuition. How do I document this in ORCA to ensure the Program gets credit if the client obtains a degree?

Answer: Yes, VR can take credit for supporting a participant who is in college, working on a degree, and finally attaining a degree. It is not necessary for VR to be the program funding tuition. The purchase of textbooks, tutoring or other accommodation, and transportation are good examples of services that the Program might provide.

To indicate that the client is enrolled in post-secondary education, take these steps:

- Vocational Rehabilitation counselors must enter an educational goal in ORCA when participants are enrolled in secondary or post-secondary education. Do this no later than an AFP is issued for the education-related services (i.e., book purchase, tutoring or other accommodation, transportation, etc.).

- AND,
- Vocational Rehabilitation counselors must enter the credentials attained in ORCA using the “Educational Goal” screen.