

ARIZONA DEPARTMENT OF ECONOMIC SECURITY

Program Name: Vocational Rehabilitation (VR)

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CHAPTER 10: Education/Training Services

Section 10.3: Basic Education and Literacy

I. Policy Statement

This policy provides guidelines for Basic Education and Literacy Training for clients who want to pursue college or vocational training but are not ready for such coursework and/or clients who do not aspire to attend college but need a higher level of skills in order to function effectively in the workplace.

II. Authority

Authority for policies contained in this document includes the following:

- Workforce Innovation and Opportunity Act (WIOA), 29 U.S.C. § 3101 et seq.
- Title IV Amendments to the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq.
- State Vocational Rehabilitation Services Program, 34 C.F.R. §
 - Scope of vocational rehabilitation services for individuals with disabilities 361.48 (b)(6)
 - Comparable services and benefits 361.53 (a) and (c-e)
 - Participation of individuals in cost of services based on financial need 361.54 (b)(1-2)
 - United States Department of Education, Office of Special Education and Rehabilitative Services, Policy Directive RSA-PD-16-04, Training Services Data Elements XII (G)
- A.R.S. §§ 23-502 and 503
- Arizona Administrative Code, Title 6, Chapter 4:
 - General considerations R6-4-201 (A)(1)(d)
 - Provision of VR services R-6-4-206 (C)(1-7)
 - Economic need and similar benefits R6-4-403 (A)(1)(a)(vi) and (b)(vi); (B)(2)(a)(ii)(1-2) and (b)(iii) and (vi)

III. Applicability

This applies to clients who wish to pursue basic education and literacy training. The client must:

- A. Explore and utilize comparable benefits when available.
- B. Be an active participant in the educational/training program(s).
- C. Progress to a higher education or to function in employment in order to forward with the Individualized Plan of Employment (IPE) process.
- D. Provide satisfactory progress reports during the duration of the program.

IV. Standards

- A. Basic education provides instruction in educational areas necessary for a client to function effectively in the following areas: basic academic subjects (reading, writing, and arithmetic).
- B. Basic education services allow inclusion for clients whose primary language is not English due to dropping out of school early because of life circumstance(s) rather than disability or other related factors.
- C. Literacy training provides instruction in practical English language skills and English as a Second Language (ESL).
- D. Basic computer literacy program teaches essential computer skills by providing a series of highly interactive exercises, and hand-on assistance in using the internet, Windows, Microsoft Office software, and other computer programs.
- E. A classroom setting should be utilized whenever possible for basic computer training.
- F. In instances when a classroom setting is not appropriate and one-on-one instruction is required, providers must submit evidence that they have experience, skills, and knowledge in computer applications as demonstrated by their education and/or work experience.
- G. Basic education, literacy, basic computer literacy, and General Education Diploma (GED) training/preparation are available under the Competition Impracticable as listed under the following:
 - 1. U.S. Department of Education list of accredited institutions located at ope.ed.gov/accreditation; or
 - 2. Eligible training Provided list at <https://www.azjobconnection.gov/ada/r/training>.
- H. Remedial education focuses on the use of special learning strategies including remediation and adapted education/instruction to compensate for learning disability or other cognitive disorders.
- I. Remedial education provides intensive intervention and instruction to improve the client's previously deficient academic skills in the areas of reading, writing, and

mathematics as necessary to perform academically at the level required by the minimum qualifications of a job or of a postsecondary educational institution.

- J. Remedial education does not include neurorehabilitation or other cognitive training. Refer to Section 9.7 for information on neurorehabilitation treatment.
- K. GED preparation is for clients who want to go to college or vocational school yet are not ready for such coursework.
- L. GED preparation is used for clients who do not aspire to go to college but need higher skills in order to function effectively in workplaces that require GED credentials.
- M. In instances when the client is part of a specific population, such as youth seeking minimum wage (as referred in Section 14.1), the client may need specific methods of approach to effectively assist them in learning.
- N. The VR Counselor must set clear and measurable intermediate objectives consistent with IPE goals and continue to provide basic training, basic computer literacy training, remedial training, or GED training based on progress and measured achievement of goals for students who do plan to attend post-secondary education.
- O. Intermediate objectives must be set indicating these services are provided as a foundation for further educational/vocational training or to function in employment.
- P. Prior to VR assuming payment for these services, comparable benefits must be explored, such as the following programs available through:
 - 1. Community resources,
 - 2. Community colleges,
 - 3. One-Stop Centers,
 - 4. Arizona Department of Education,
 - 5. Labor Department,
 - 6. Online programs, or
 - 7. Other programs provided by the school the client is attending.
- Q. The VR Counselor must ensure the client is actively participating in educational/training programs and provides documentation of satisfactory grades prior requesting an authorization for additional education costs or approving payments.
- R. Tuition authorizations/payments must be consistent with the Plan of Study.
- S. VR will pay for a maximum of 12 credit hours based on the current college rate per credit hour for pre-college level coursework.

- T. Payment is based on the current rates published by qualified educational institutions.
- U. In instances when a basic education, literacy, basic computer literacy, and GED training/preparation program is not available under the approved Competition Impracticable, the service is purchased using the Request for Quotes in accordance with the VR Procurement Policy.
- V. Public schools are paid on a semester or quarterly basis.
- W. Basic education, basic literacy training, and other private programs are expected to accept payments on a month-to-month basis for services provided
- X. Payments must be based on monthly progress reports indicating progress in course subjects and attendance along with monthly billings.

V. Procedure

- A. Refer to IV. N, and Q.
- B. Refer to Standard Work (if available).
- C. Refer to RSA Allowable Services Spreadsheet and Provider Requirements.
- D. The VR Counselor must task the Purchasing Technician to create RSA Purchase Authorizations for the following services upon IPE approval: Basic Academic Remedial Training Tuition and Basic Academic Remedial Training Books.
- E. The Purchasing Technician must submit the RSA Purchase Authorization for each of the services listed in V. D to the provider(s).
- F. Upon receipt of documentation from the educational/training institution, the VR Counselor must review and confirm the reporting documentation is complete, prior to approving the provider's invoice and process for payment.

VI. Documentation Requirements

The client's electronic case file must include the following:

Case notes and documentations related to any of the services mentioned above.

- A. Referral information,
- B. Plan of study/coursework list,
- C. Provider and progress reports, and
- D. Copies of certificates of completion (if applicable).