

**State Rehabilitation Council (SRC)
Program Review Committee Meeting Minutes
October 17, 2018**

Members Present

Ana Nunez
David Cheesman
Scott Lindbloom
Melissa Wojtak

Members Absent

John Gutierrez

Staff Present

Lindsey Powers

Guests Present

Brandi Coffland

Call to Order and Introductions

Ana Nunez called the meeting to order at 10:40 am in the RSA Conference Room, Phoenix, AZ. Introductions were made and a quorum was present.

Approval of September 6, 2018 Meeting Minutes

Melissa Wojtak moved to approve the minutes of the September 6, 2018 SRC Program Review meeting. David Cheesman seconded the motion. The meeting minutes were approved by unanimous voice vote.

Pre-ETS/WIOA Discussion

Ana Nunez stated that Melissa Wojtak and David Cheesman reviewed Part A of the Vocational Rehabilitation (VR) Pre-Employment Transition Services (Pre-ETS) policy and she and Scott Lindbloom reviewed Part B and compared the policy to the Workforce Innovation and Opportunity Act (WIOA) regulations. David Cheesman stated that Part A 1) clearly defined the five services provided and inquired whether the policy could include a reference to the WINTAC guidelines. Brandi Coffland stated that if the information was available to the public, the policy would not typically refer to another document, although the information could be included in an Appendix. David Cheesman stated the FAQ tip sheets could include a reference to

additional information for staff. Melissa Wojtak stated that the information aligned with the WIOA regulations of the services provided. Ana Nunez stated she found the correlating information on pages 55694 and 55695 of the WIOA regulations. Ana Nunez stated in Part A 2), she questioned whether individuals would be "in need" of such services, or whether they were requesting services. Brandi Coffland there was a process of evaluating the services that an individual needed. David Cheesman stated that WIOA defined a "youth with a disability" and a "student with a disability", which was somewhat confusing, although the Pre-ETS policy defined the terms. Ana Nunez stated she connected the information to the FAQs. David Cheesman stated he found the correlating information on pages 55685 and 55686 in the WIOA regulations. Mr. Cheesman noted that the policy defined the process if an individual began services and was then placed on an Order of Selection (OOS) Wait List, that the individual could continue services. Brandi Coffland stated that counselors made students aware that they should apply for services even if there was a possibility of being placed on the OOS. David Cheesman stated that Part A 3) clearly defined the process of how an individual would receive services. Ana Nunez stated the challenge with educating the school districts due to the high turnover rate of teachers. David Cheesman stated that VR staff received requests from schools to provide information regarding Pre-ETS services. Ana Nunez stated due to local control, the school districts were responsible for deciding how the information was disseminated. Ms. Nunez inquired if the school districts provided a service, would that meet VR's criteria of a comparable benefit. Brandi Coffland stated that VR was still examining the types of services that schools offered that would be considered Pre-ETS services. Ana Nunez stated that new counselors would benefit from knowing that VR was not the only entity that could provide Pre-ETS services.

Scott Lindbloom inquired whether a student could take a college level class as a high school student. Melissa Wojtak stated a student could take a general college preparation class. Scott Lindbloom inquired how students could learn job training skills. Ana Nunez stated the committee was interested in comparing the Pre-ETS policy to the verbiage of WIOA. Ms. Nunez noted that counselors would need to identify the comparable benefits and collaborate with the schools. David Cheesman stated that he had trouble locating the correlating information for Part A 4) in the WIOA regulations, although he found the information in the WINTAC guidelines. Brandi Coffland stated that WINTAC was very involved in the development of the Pre-ETS policy, the Pre-ETS request form and other documents. Melissa Wojtak stated the Pre-ETS policy indicated that at least one form of documentation should be provided rather than all documents listed. Ana Nunez inquired whether anyone requesting Pre-ETS services would receive the Pre-ETS request form. Brandi Coffland stated that anyone requesting

services even at a local office, would receive the Pre-ETS request form. David Cheesman stated if an individual had questions, they would be referred to the local office. Brandi Coffland agreed that there were some complex processes when trying to discern who the individual would be referred to. Scott Lindbloom inquired whether an individual would need to submit the new application form or could submit an old application. Ana Nunez stated that not all students requesting Pre-ETS services would also be applying for VR service. Ana Nunez stated that Part A 5) was clearly defined. David Cheesman stated that he found the correlating information for Part A 6) in the WINTAC guidelines. He noted that he used the topical headers in WIOA to locate information.

Ana Nunez stated that Part B 1) referred to who would be requesting Pre-ETS services and inquired whether the policy was referring to a case file. Brandi Coffland stated that anyone requesting information regarding Pre-ETS, would be a referral. Brandi Coffland stated the VR staff would then determine whether the individual was also interested in VR services and/or if the individual had an open VR case. Ana Nunez stated that Part B 2) discussed the information that would be entered into the case management system. Brandi Coffland stated that policy included the data elements that VR was required to report. Ana Nunez inquired whether Part B 3) referred to a student with a disability as a student enrolled in school with an Individualized Education Program (IEP). Brandi Coffland stated there was a section of definitions that defined those concepts. Scott Lindbloom inquired whether an individual that was 25 or 26 could receive Pre-ETS services. Brandi Coffland stated that individual would not qualify for Pre-ETS services under Federal regulations. David Cheesman noted that if the individual was a VR client, he or she could receive similar services under VR. Ana Nunez stated that Part B 5) referred to comparable benefits, which she found the correlating information on pages 55679 and 55680 in the WIOA regulations. Scott Lindbloom inquired whether an individual that was home schooled could receive Pre-ETS services. David Cheesman stated a student that was home schooled could receive Pre-ETS service.

Melissa Wojtak stated that Part B 6) was straight forward. Ana Nunez stated that Part B 7) referred to the internal procedure for counselors to send the Completion Letter or Appeal Rights form. Ana Nunez inquired whether there was a requirement for VR to collect data from the schools regarding the services rendered. Brandi Coffland inquired regarding the document that would include that information. Melissa Wojtak stated that Pre-ETS documents should include how the Pre-ETS services met the student's goals. Brandi Coffland inquired how often the information was updated. Melissa Wojtak stated the information was updated quarterly. Ana Nunez stated the Department of Education requested that schools provide a report of all

services rendered quarterly, although the department was not officially monitoring the reports yet. David Cheesman inquired whether an individual could receive Pre-ETS services more than once. Brandi Coffland stated a student could receive Pre-ETS more than once if needed. Brandi Coffland inquired whether a counselor would be required to contact the school to inquire regarding the Pre-ETS services. Ana Nunez stated each school would have a point of contact such as a TSW Coordinator or a Transition Specialist would provide that information. Scott Lindbloom inquired who monitored the IEPs. Ana Nunez stated the Arizona Department of Education (ADE) monitors the school districts to make sure the schools followed the appropriate procedures for writing the IEPs. Brandi Coffland inquired how a Transition Specialist would decide whether to refer an individual for Pre-ETS services based on an IEP. Melissa Wojtak stated her school district was required to provide Transition services, but the school encouraged parents to request Pre-ETS services, or to attend a Pre-ETS workshop. Ana Nunez noted that each school district would decide how the information regarding Pre-ETS would be disseminated to students and parents. Melissa Wojtak stated the workshops introduced the information to students, although the school then required the release from parents. David Cheesman noted that the release forms could be a barrier to a student receiving services. Brandi Coffland stated that she would review the feedback from the committee and potentially include some of the suggestions into the Pre-ETS policy.

Agenda and Date for Next Meeting

The next meeting of the Program Review Committee will be on January 16, 2019, from 10:30 am to 12:00 pm in the RSA Conference Room, Phoenix, AZ. Agenda items are as follows: Agenda items are as follows:

- Section 511 Discussion

Announcements

There were no announcements.

Public Comment

A call was made to the public with no responses forthcoming.

Adjournment of Meeting

David Cheesman moved to adjourn the meeting; Melissa Wojtak seconded the motion. The meeting stood adjourned at 12:00 pm.