

LIGHTLY EDITED FILE

Community Partners Forum

October 4th, 2022

MN Dept. of Employment & Economic Development (DEED)

Remote

10:30 a.m. - 12:00 p.m. (CDT)

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>> Kim Babine: Good morning, everyone.

Welcome to the VRS community partners and VRS staff forum.

For October it is great to see you all.

We're happy to have you here.

My name is Kim Babine.

I am the director of community partnerships for Vocational Rehabilitation Services.

And I will be walking us through the agenda.

And giving some VRS updates.

And then we'll be talking a lot about Pre-ETS today.

There's a lot of information around and specifics around authorizing, reporting, and invoicing, that Alyssa Klein and Sara Sundeen will walk us through.

And then we've arranged for a lot of time for Q&A.

Want to be able to get through some of those questions that folks might have on any of that Pre-ETS information that we're sharing.

So I'll start today with the VRS updates.

The first one that we want to spend a little time on is the Minnesota Department of Human Rights

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certifications.

These are required for -- for vendors with the State of Minnesota.

We refer to you as community partners.

And some agencies, some organizations like you, are exempt from what are called the human rights workforce certificate and equal pay certificate.

And other organizations, it depends on how much business you're doing with the state, has -- may be required to have that human rights workforce certificate or equal pay certificate.

If you're exempt, you signed a form, a declaration, back in June, before your July 1 contract, saying that you're exempt, and that's signed off on, and it goes through 2024.

So if you're exempt, you're set for a little while.

A new exemption will need to be filed prior to that expiration date that will coincide with when we need to either do new contracts in 2024 if you're a limited us vendor or look at possibly amending contracts and extending the date of your contract.

To so for those agencies and organizations that are required to hold a workforce certificate or an

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equal pay certificate, there's a lot of

responsibility on you to track the expiration date of those certificates.

And be sure to reapply in advance of that expiration date.

You can always talk to your contract liaison to talk through that.

But I just wanted to provide a little bit more information.

This information is also available on our community partners website.

That we -- that we link to all the time.

So maybe we can put a link in there -- in the chat from our folks.

For the liaisons, if you could put the link to our community partners website, that would be great.

There we go.

Okay.

So the agencies that are required to hold that workforce certificate, it's important to know when that expires so you can go to that certification and look at the expiration date.

For both that equal pay or for the workforce certificate.

And we recommend starting at least a month in

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advance to get that up to date and reapply for

those certifications.

Sometimes it happens really quickly.

It can happen maybe in less than a week.

But there are situations where there are issues getting the right information to the Department of Human Rights.

Maybe they ask additional questions.

And we want to make sure that there's no issue.

So -- issue with that expiration date.

So we recommend starting about a month in advance.

And as soon as you get all the information to the Department of Human Rights and you get that certificate in hand, whether it's the workforce certificate and/or the equal pay certificate, there's one more step after you get it.

You have to send it to us.

Because what we need to do is -- it's called attach it.

We attach it to your contract with us.

With the Department of Human Rights.

And so then it matches up to the contract that you have with us, and everything can go smoothly.

So it's important that you send that to us.

And again, start the process about a month in

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advance so, you can send that completed up to date

certificate to us two weeks in advance of the expiration date.

Because then we have to go through a step to get that attached to the contract and get things updated in the statewide accounting system, or SWIFT.

So sometimes again that can happen in a matter of days.

It can go really quickly.

But every once in a while we run into a issue and it takes longer.

So two weeks is a good buffer.

The important thing is to remember that if you don't have these up to date and the expiration date passes, your payments can be impacted when those certificates expire.

So when a certificate expires and a new one has not been approved and entered, SWIFT, or statewide accounting system, a hold will be placed on that account, and no payments can be made to you and it's all attached with department of human rights and it's updated in the statewide accounting system.

So there are a few steps that we need to go.

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And some folks, even though your contract is new,

we're already having those certifications expire.

So it's important that everyone take a look at when yours expires.

And, you know, put calendar reminders on, whatever you need to do to make sure that you stay ahead of that.

We don't want your payments being impacted.

We also have some exciting trainings and meetings to note.

Our next regularly scheduled forum is

December 6th, same time, 10:30 to 12:00.

And we are going to be doing a training on all of our contracted services.

So we've been working over the last several years to develop definitions and requirements for our contracted services.

And we've rolled those out in these forums, in other trainings, as those have become developed.

We're excited now that we've got the whole package, we want to provide a training that encompasses them all.

And so we'll do that during our forum time.

We also have plans to review those contracted services on a regular basis.

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And so we are putting that process together, what

that will look like, on a -- moving forward, so
that there's a cadence to our review.

And we will share more about that review process.

And timeline and what that will look like on
December 6th.

So we really think it's one to tune in to for all
VRS staff and all of our community partner staff.

The registration link is linked in the
presentation, but it's also on our community
partners website as well.

And we have a new series to introduce to you.

We are launching V.R. Community Learning
Connections.

And this is a training series.

It'll be free.

With VRS, Vocational Rehabilitation Services;
State Services for the Blind; and community
partner staff are all welcome to join so that we
can have shared experiences, shared training --
excuse me, shared training experiences to
strengthen, skills, grow stronger together in
serving Minnesotans with disabilities.

So the first one that we are offering is a
three-part series.

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On working with LGBTQ+ individuals with

disabilities.

We are thrilled to be working with D.J. Raulston who does a lot of work with V.R. and technical assistance and is top-notch.

And so there are three dates.

It's a three part series.

December 1st, January 19th, and March 2nd, and we will be sending out an email with registration links and more information.

But we wanted to mark your calendars for those, knowing how busy calendar full.

The trainings will be offered on an ongoing basis.

This is just the first three.

And supporting again Vocation Rehabilitation Services staff, SSB, and community partners.

But this also for community partners helps you as community partners fulfill the contractual requirements of providing ongoing training to staff in both skill and diversity, equity, inclusion, and access areas.

So we -- that's something that we emphasize with the new contracts.

And we want to -- we are providing trainings and resources for you to be able to do that.

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We're excited to be able to do that.

And this is a great way to kick it off.

So that is all the updates that I have for you today.

And we will -- I will pass it off to Alyssa Klein and Sara Sundeen, to go that Pre-ETS information.

>> Alyssa Klein: All right, hi, everybody.

This is Alyssa Klein with VRS.

I'm our statewide youth services coordinator.

So happy to be here with you today.

And, Sara, do you want to introduce yourself?

>> Sara Sundeen: Good morning, everyone.

My name is Sara Sundeen, and I'm on the Community Partnerships Team and I'm glad to see so many of you.

>> Alyssa Klein: So what I just put into the chat the link to the updated Pre-ETS authorizing reporting and invoicing guide.

And that's what we're going to be reviewing today.

Is the information in that guide.

So just so you know, on the slides as we're getting into this presentation at the top, we'll be referring to which page in the guide.

That -- oh, actually, it doesn't actually.

I think that was changed.

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Never mind.

But anyway, we're taking it directly -- the language on these slides is directly from the guide.

So now you have the link.

It's on our website.

And we're just gonna be highlighting some of the most important things from there.

And then there's other information that we'll let you know about as we're going through it.

So as it says on this slide, this guide is for both VRS and our community partner staff.

It's meant to be a reference for you.

And everything related to, again, authorizing, reporting, and invoicing, related to Pre-employment Transition Services.

If you have questions, we know that we're gonna be sharing a lot of information today and it's hard to keep it all straight.

That's why we created the guide.

But we also have people that you can reach out to.

So we have the link in this slide here to the VRS community partnerships staff.

So Sara and her counterparts.

We also have our regional placement specialists

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that are happy to also help all of you.

If you have questions related to Pre-ETS, work experiences, or internships and you need some help on that.

So there's a link to their contact information as well.

So we'll just start digging right in here.

The first is, we have a link on here to a document we've had in the past.

It's the Pre-ETS P/T Contract definitions and if we could pull up that document, it'll be helpful just to review some changes that we've made to this.

So this is a that defines all the services that might on a P/T Contract.

And in terms of changes, that's what I'm gonna really point out today because on this first page we have Pre-ETS job exploration counseling, Pre-ETS post-secondary education counseling, Pre-ETS workplace readiness training, and then the fourth item, if you scroll up there, is Pre-ETS instruction in self-advocacy.

Those four items have not changed.

So those definitions have remained the same.

There's not been any recent updates to those

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definitions.

But we do have -- the next section is where we've had some changes which is Pre-ETS work-based learning.

And I'm not gonna get too in-depth into all the definitions, but you will see that we have the services that could be on your contract listed.

So the first is introductory work activities.

This one has not changed.

It could be any of these five items that are listed there.

Career mentorship, informational interview, job shadow, service learning, or workplace tour or field trip.

So that has not changed.

But then we go to work experience services.

And, again, I'm not gonna get into it too much here because we're gonna get into it in some slides, but you'll see the definition of work experience services is there, as well as work experience wages.

There's two new items that you could possibly have on a contract which is Pre-ETS internship services as well as Pre-ETS internship wages, and we'll talk about that shortly.

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Services in support of Pre-ETS, that has not

changed, so I'm not gonna say much about that.

And then the final section on this document, it's a continuation of Pre-ETS as a general V.R. service.

That's a reference to you, VRS staff or our community partners, if a student is receiving a Pre-ETS service and they're eligible for the full V.R. program, this crosswalk, which service title, a Pre-ETS service would be -- if the student is no longer considered a Pre-ETS student.

So either they age out, they turn age 22 or older.

Or if they're no longer in an education program.

Those are the two reasons they would no longer be able to receive Pre-ETS, but they could receive the same services as a general V.R. service.

So we have those listed here for you to reference.

Okay.

So going back to our slide here.

Just a few more words about -- oh, and the last one, the last slide there.

Pre-ETS rates.

Back a few slides.

Oops.

[Laughter]

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>> Kim Babine: You got it, Janeen, or do you

need help?

Okay.

Stay tuned, everyone.

[Laughter]

>> Sara Sundeen: Janeen, I can share my screen

if that's easier.

[Laughter]

>> Sara Sundeen: Here, I will --

>> Alyssa Klein: All right.

So we have Pre-ETS rates.

Just a few more words about those.

In the past, our Pre-ETS rates were standardized where everybody had the same rate of \$75 an hour for individualized services.

Now those rates were negotiated with each community partner, so they're no longer standardized.

We'll need our staff to make sure they're looking at each contract and what those rates are.

Not every partner provides group services.

So that's another thing for authorizing to make sure that that's on a contract before we would refer for group services.

And then the group services rates are no longer

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standardized either.

And finally, note that a group service is now three or more students.

So if there's one student or maybe two students in a group, those would be -- those services would be billed at the individualized rate.

But then when it's three or more students in a group, then we're at the group rate.

Okay.

So the next slide.

Talking about referrals.

So one thing to note is, our community partners are probably well aware that we have a universal referral form that we typically use when we're referring an individual eligible for full V.R. for a V.R. service.

And then we've had a referral form for students who are potentially eligible.

But it's been a separate form.

What we now ask is that our VRS staff use the -- what's now called the Pre-employment Transition Services referral form.

We have it linked here.

This form for any student that's going to be receiving Pre-ETS.

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Whether they're potentially eligible or eligible

for the full V.R. program.

So just note that you'll get that referral form,
if it's for Pre-ETS services.

The only thing is that Workforce One, our case
management system, won't be updated until
December.

With this form.

And what that just means is that once December
comes, there'll be a check box for our staff to be
able to say whether the student's eligible or
potentially eligible.

So until that time, our staff are just gonna be
very clear with you, and you might want to ask if
they don't indicate if a student's eligible or
potentially eligible so that you know that.

Another piece we want to make sure that our
community partners are aware of, and this isn't
new, but we ask that you complete the placement
plan when a student is being referred for an
intermediate work experience.

Intermediate work experience is basically a
competitive integrated job in the community where
an employer is paying the wages.

So the student essentially is getting a job.

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You're doing the full placement services.

But it's for a work experience, an intermediate work experience, and that's why we ask you to complete the placement plan.

Okay.

Authorization end dates.

This is not new.

We've had this for a while.

We ask that our staff use one of these four end dates when we're authorizing for Pre-ETS services.

So it's quarterly, March, June, September, or December, the end of the month.

We ask that authorizations aren't extended, that if more hours are needed, that a new authorization is completed.

And we do tell our staff that they can choose the closest end date or the one after.

However, I know that recently staff, just to help, you know, our agency better track our funding, have been asked just to use, like, right now, use December 31st.

If you're authorizing for Pre-ETS, the next end date is December 31st.

So at times we might be saying to our staff, please just choose the next end date.

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Again, we can always authorize more hours after

that end date into the next quarter.

There is just an exception.

So those four end dates will be used.

But RSA requires Pre-ETS services to end on the day that the student is no longer going to be considered a student with a disability for Pre-ETS services.

So that would mean on a student's birthday, if they turn age 22 outside of a regular school year, so in the summertime, we have to end services on that birthday.

If they graduate from high school, for instance, and they're no longer going to be enrolled in an education program, so they're not enrolled in post-secondary Ed, we have to end Pre-ETS services on the day they graduate high school.

We have other examples in the guide for you to review.

And, again, remember that even though the Pre-ETS services may end, if a student's eligible for full V.R., those services can continue.

We just have to authorize them under a general V.R. service.

So this slide reviews activities that our

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community partners can bill for in terms of

Pre-ETS time.

So we're gonna go over service time as well as transportation or travel.

One thing that you will note, and we'll talk more about, is that preparation time is no longer allowed as a billable service.

So let me go through service time.

Everything that can be included within service time.

So the first is the obvious one.

It's providing Pre-ETS with students.

It could be, again, individually or in groups.

Could be in-person or virtually.

Service time can also include a first meeting.

And that would be for students who are potentially eligible.

So it'd be time to hold that first meeting.

Students that are eligible for full V.R., we would authorize an intake.

Site development time.

So site development time can be calls, emails, web searches, and/or employer visits to arrange for Pre-ETS services.

And site development time can be done with or

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without a student present.

And then this time would be billed at the individual rate for one or two students or at the group rate for three or more.

And then finally within service time are team meetings.

So that could be attending a meeting.

A good example is an IEP meeting.

With the student and other team members.

So their team could include their family members, VRS, schools, counties, you name it.

And the purpose of coming to that meeting is to either plan for Pre-ETS services and/or report on the progress of Pre-ETS services.

So the second primary category that community partners can bill their time for within the Pre-ETS service time is travel/transportation time.

Now, I want to say why we call it travel/transportation.

As you all know that within our general V.R. services, authorizing and invoicing is done differently when it comes to either travel or transportation.

So we call it travel within general V.R. services

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is when community partners staff is traveling to

and from a meeting with an individual.

Transportation could be another line item when a community partners is traveling and picking up a participant and bringing them somewhere, and then bringing them back.

Within Pre-ETS, we do not have that distinction.

So any travel or transportation would be billed within the service time.

And so that's why we kind of lump it together.

Just to be clear on that.

So travel or transportation is round-trip travel -- oh, boy, round-trip time traveling from a primary work location to where services to a student or a group of students is provided.

And, again, it also can include transporting a student, you know, to and from a service.

It also can include students who are potentially eligible.

I know we get questions about that.

But could be students who eligible for V.R. or students who are potentially eligible.

The bullet on this slide does note that our community partners can bill for travel/transportation even if a student doesn't

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show up for their appointment.

So that allows for you to still get reimbursed for your time traveling to that appointment even if the student didn't show up.

And I think this goes to Sara.

>> Sara Sundeen: Sure, I can take this.

So community partners, and what we cannot invoice for.

Is time spent case noting, report writing, preparing invoices, or no-show fees.

And as Alyssa had said, community partner preparation time without the student present is no longer billable.

So that preparing, revising lesson plans or materials to be used at individual or group sessions, creating or editing resumes, cover letters, or other documentation, and communication or attempted communication with the students or other team members to schedule or confirm meetings.

We have a new service on people's contracts that is Pre-ETS internship services and wages.

And these services are on contracts as of July 1st, 2022.

Our guidance is not yet finalized.

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So in the meantime, if you feel you have a student

in Pre-ETS, the V.R. staff should seek consultation from their supervisor and the VRS placement specialist, if a student is in need of an internship.

So we're just asking for a little bit more coordination until we get our guidance out for individuals.

When we talk about Pre-ETS work experiences, there are three ways that community partners can support work experiences.

The first is follow-up.

For a work experience.

And that has already been developed.

VRS staff can authorize up to 20 hours for this service.

Which includes either the first meeting for the potentially eligible student, the actual service, and travel/transportation time.

Site development and follow-up for short-term work experience, which is a time-limited opportunity, typically lasts about 120 hours, but it did be shorer or longer depending on that student, the VRS staff, employer, and other student support team members agree that is appropriate.

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For a short-term work experience, VRS staff can

authorize up to 30 hours.

Site development and follow-up for intermediate work experiences, which is a competitive integrated work opportunity where the student is hired by the employer as a regular employee.

For this intermediate work experience, VRS can authorize 40 hours of service.

A couple things about Pre-ETS work experiences is that they must be paid.

Only the student and the employer can evaluate how that work experience is going.

The 20, 30, and 40-hour thresholds that we just talked about, if additional hours are needed beyond those thresholds, VRS staff must consult and receive approval from their supervisor prior to authorizing more than that 20, 30, or 40 hours.

Thresholds include time, again, for that first meeting, for potentially eligible students, the service time, and travel and transportation time.

Pre-ETS work experience wages.

The community partner pays the student a prevailing wage or minimum wage, whichever is higher, for a short-term work experience.

The prevailing wage is the average wage paid to a

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similarly employed worker in that specific

position in the area of intended employment.

Staff can refer to the salary survey tool or consult with a placement coordinator or specialist when needed or if there are questions about prevailing wage for a work experience.

The total cost of reimbursement for our community partners if they have Pre-ETS work experience wages on their contracts is 1.5 times the student's hourly wage, multiplied by the total hours worked.

So the cost reimbursement includes coverage for administrative expenses.

For example, if the student's wage is \$16 per hour, VRS reimburses the community partner \$24 per hour.

That is the \$16 times 1.5 to get \$24 an hour.

A few important notes about Pre-ETS work experience wages.

VRS staff must consult and receive supervisor approval prior to authorizing a work experience wage that is at or above \$20 an hour.

And that is the wage, not the times 1.5.

VRS staff should not authorize for work experience wages until the work experience site has been

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secured and the prevailing wage is determined.

We have a couple of authorizing desk aids that could be helpful tools to use.

I will open our little work flow that we have.

So this is one of our desk aids.

And again, this is embedded in the PowerPoint.

But it's really helpful to look at what type of work experience we're looking at.

I'll make it a little bigger.

Is it an intermediate work experience that the employer pays?

Or is this a short-term work experience?

And then going down and following the flow chart to figure out what the best path for services and authorizations are.

Sorry about that.

So I'm gonna pass it back to Alyssa for a second.

>> Alyssa Klein: Hi, again, this is Alyssa.

For my soap box moment.

I just want to be clear for all of us that we have a goal for all students with disabilities to have competitive integrated work experience which in our V.R. world is intermediate work experience prior to graduation.

So that means that when we use sort-term work

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experiences, they're used as a tool, typically for

students who, first of all, maybe have never had a job and they need some work experience first, or perhaps they would like to try work within a specific career field to see if it's something they like.

Or it could be a foot in the door for a desired place of employment.

So just to be clear, and I know I get questions sometimes about those short-term work experiences going a full school year, that's not really the intent with those short-term work experiences.

It's meant to get some experience, and then ideally, if they're -- after having that short-term experience, they want more, we would help them to get a competitive integrated, intermediate work experience in the community.

Now, I also want to say, there's exceptions to everything.

There are students that do need a little bit more of that short-term work experience.

That's when we really want to be encouraging our VRS staff to be consulting with their managers to talk through what would be the best route for this student.

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So anyway, just want to be clear that we really

want to emphasize competitive integrated,
intermediate work experiences as that ultimate
goal.

>> Sara Sundeen: Thanks, Alyssa.

This is Sara again.

So a little bit about follow-up for the Pre-ETS
work experiences.

Once a work experience has been secured and
follow-up is being provided, it's to identify and
implement the supports that are needed.

Accommodations needs and disability disclosure
should be discussed if necessary.

Monthly work experience follow-up reports and
invoices should be submitted and summarized --
should be submitted, summarizing the student's
progress.

We have an optional template that our partners can
use to do the follow-up report to VRS.

You do not have to use this template.

But this template does include what we are looking
for from our community partners.

So when you look at our Pre-ETS follow-up report.

It just has a lot of fillable boxes.

And necessary information that we require.

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Again, you can choose to put this information into

your own report form if that is what you choose.

Work-based learning coaching.

So Pre-ETS work experience services do not encompass work-based learning coaching.

If work-based learning coaching is necessary for a student who is eligible for V.R. services, it can be authorized separately from by the counselor.

Work-based learning coaching provides support, training, and consultation to the student and the business to facilitate a successful work experience.

Similar to how we define PBA or job placement follow-up and job coaching, that is how we look at the work experience follow-up and the work-based learning coach.

So work-based learning coach is a more intensive service than general follow-up.

Work-based learning coaching can be authorized for up to 60 hours.

If more than 60 hours of work-based learning coaching are necessary for a site, then this requires a supervisory consultation and approval.

This approval is documented in our Workforce One system case notes before we can authorize to our

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partners.

When we are authorizing for work-based learning coaching, community partners must provide weekly updates to the VRS counselor and submit a monthly report.

The VRS counselor, while work-based learning coaching services are provided, the coaching report is an optional template, again, you can use, or you can use your own guidance.

When estimating Pre-ETS time for authorizations, we ask that less than full hours should be authorized at the quarter hour.

VRS and community partners should work together to estimate the number of hours.

We don't want people authorizing extreme amounts.

And always consider the service and that travel/transportation time that Alyssa mentioned.

And VRS staff should case note how much of the time is authorized for the service in Pre-ETS and how much of that time is authorized for travel and transportation.

When we are estimating time for travel and transportation in Pre-ETS services, we are looking at the starting location for an authorization.

We are looking at travel and transportation

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generally from the community partners' primary

work location.

If the staff's primary work location is not the community partner site, then the community partner staff may provide an alternate primary work location such as the staff's residence to serve as the starting location, but this is only when this is the most direct, efficient route.

If a community partner chooses a staff residence as the starting location, they must provide an address.

If an address is not provided, the zip code of that residence must be provided at a minimum.

As we move on to some guidance on reports and invoices, reports and invoices indicate if service was individualized or one on one, or a group of three or more.

And we have a VRS invoice and report checklist.

This checklist is a really nice tool that we recommend that you use.

It does just go through all of the things that are important when we are thinking about and looking at -- oop, that was really big, I'm sorry.

Is there a report and invoice submitted together?

The service is identified in the invoice and

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report.

So it's just a really quick checklist to make sure that you've covered everything because we do acknowledge that sometimes invoicing and reporting can be complicated.

So we just put that out as a tool for you to use.

Again, invoices are -- it's important to submit the student's time card or list all the date and times worked for work experience wages.

We have a template that you can use for that.

And as Alyssa had said in the guide that she attached into our chat, there is a lot more detail in that guide.

We also have a transportation desk aid.

For you to use.

When you're looking at the invoicing.

And I can show you again, it's linked here, but just a really quick note about how that looks.

So the transportation guide for authorizing payments to community partners.

We actually have this one that was built.

It has -- oops, I'm sorry.

It has both the community partners for general services and for our Pre-ETS services.

Invoicing travel and transportation for group

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services, we know that this can get complicated.

In short, community partners will be paid a maximum of their hourly, Pre-ETS individual rate, for the Pre-ETS travel/transportation, regardless of how many students they are traveling to serve.

Then we ask to add up the total amount of transportation time and multiply by the hourly Pre-ETS rate, then divide by the number of students who are participating in that group.

So, for example.

A community partner travels one hour round trip for a group service of ten individuals.

Their Pre-ETS rate on their P/T Contract is \$100 an hour.

So we take \$100 an hour, divided by the 10 students, so \$10 is invoiced for travel and transportation per opportunity.

We have many more examples within our guide about that as well.

Alyssa, maybe I'll turn the examples over to you?

>> Alyssa Klein: Sure.

So hi, everybody, again.

In the guide, we do have four examples for students that shows the case note that our staff would enter into Workforce One.

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As well as what the authorization, the report, and

invoice would look like with those examples.

And so what we'll review here today is one of those four examples, and this is Scarlet Pine who was referred to a community partner for a short-term work experience.

So in this case for scarlet pine, the case note that the VRS staff entered says "After referring scarlet to pathway to success, it's the name of the community partner, for a 120-hour short-term work experience at Little Tykes Daycare, the site that they've already developed, Walter, who's the Pathway to Success staff, and I agreed that the authorization will have a total of 20 hours of Pre-ETS work-based learning/work experience services, to include 12 hours of service time and 8 hours of travel/transportation time.

And 80 hours of Pre-ETS work-based learning/work experience waging for 80 hours at \$16.50 an hour, which is the prevailing wage, \$11 an hour, plus 50%, to 16.50.

So 50% or 1.5 are the two ways to think about adding that administrative time.

And it says to go through June in this case for Scarlett.

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So what we have, the first is the example of --

what the authorization would look like for

Scarlett Pine.

So I guess to note on here, just to be very clear.

So even though the service time includes Pre-ETS

services along with travel/transportation, that's

not on the authorization for Pre-ETS services.

So in this case, there's 20 hours for work

experience services.

And that's all that's on the authorization.

And then we have 80 hours for the work experience

wages, and it's laid out there for you.

Excuse me.

So then, we have a report for Scarlett Pine.

And we won't go through it all in detail.

But it just gives you, you know, one good example

or way that you can be reporting on Pre-ETS

services.

What I will point out, like in this report, if you

scroll down a little bit, like on -- let's look at

6/9.

So you'll see on June 9th, up a little bit there,

Sara, sorry.

There we go.

You'll see two entries.

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So the first entry is the service time.

So there was two hours that this community partner met with Scarlett and explained what happened during that time.

And then the second entry on June 9th is the travel/transportation.

So it has the 1.5 hours round trip travel.

It has the beginning point, and the end point with the addresses on there.

So just an example of how you can report on that travel/transportation time.

And then it's all added up at the end for that report.

So I won't go into all the detail -- oh, but I will say this.

You will -- if you -- if a student -- employer's feedback.

So in this case, again, if there's gonna be any sort of, I don't know, rating or just some evaluation of how the student did in the work experience, as we have always said, it needs to be just the student and/or the employer.

And so this report we show what that could look like.

You know, it has the supervisor and Scarlett

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saying how they thought the work experience went.

You don't have to do that.

It's just an example.

And then a little bit below that, in the report,
you'll see the student is as time sheet.

So you could lay it out, you know, if we're paying
for the wages, we have to show how many hours each
day the student worked.

So you could attach a time sheet or you could
include it in the report like this.

So these are just some examples for you.

[coughing]

Excuse me.

Okay, then, finally for Scarlett, we have the
invoice, what that looks like.

And really, it's gonna mirror what the
authorization looks like.

So even though we have more details in Scarlett's
report on the service time and the
travel/transportation, once we go to that invoice,
you'll see on here, and we used -- we used that
invoice template for these invoices.

So we include in here all the required elements
that need to be on an invoice.

Excuse me.

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But then when we go to the dates of service, you

will see for that first line, remember that dates of services are the actual -- not the dates on the authorizations, the actual dates that services were provided, so it's -- they started on June 2nd and they ended on June 30th.

But Scarlett received individual or one on one services.

And then we have Pre-ETS work experience services.

So it included the service time and the travel/transportation.

It's all just there on that one line.

And then we have a second line on there that she received those wages on June 10th through June 30th, and then it lays out what those hours were.

At the prevailing wage plus the 50%.

So, again, we have four examples that are included in the guide that you can refer to.

I know I've had some requests for more examples to be done.

I hope at some point we can work on more.

We're in the process right now of hiring regional Pre-ETS specialists, which I'm really excited about, they'll be able to help with more resource

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for everybody, so that could be on our list for

the future for you.

Okay, I think that might be it for the presentation portion.

And I know we have the forum where people can be asking question.

So maybe I'm gonna hand it over to Janeen to go through question and answer time.

>> Janeen Oien: Thank you, Alyssa.

And I appreciate everyone that has been reaching out about the form.

There was a little snafu when I had shortened the URL earlier.

Where it reset it back to where only people in the organization could respond.

So there is a corrected link now in the chat.

And I'd ask that if you have questions, just start submitting as many as you can.

I know we have some to start with.

Okay, I don't see it in the Excel spreadsheet yet.

So I'm just gonna go ahead and pull it because I know I received it via email.

So, Alyssa, we have a question.

"I have a gal that they want to do work experience for the third and fourth quarter.

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They need 67 hours to get credit through the

school per quarter.

Will we be able to get the 134 hours she needs, or do I need an employer to hire her for 14 hours?

It is not what she wants to go to college for and I don't know if she will want to continue through the summer next year.

Thoughts?"

>> Alyssa Klein: Okay, so if I understand correctly, you're reporting that this student needs a short-term work experience that's gonna go beyond the 120 hours I think is what you're saying.

That is fine.

What we say is 120 hours is a benchmark.

But you can go longer.

It could be shorter than 120 hours.

So in this case, I would say that it's fine.

To go beyond that.

You don't have to worry about getting, you know, it doesn't have to be exactly 120 hours.

If it goes beyond, that's okay.

What we are saying is we just don't want short-term work experiences where we're resourcing for those wages to go on indefinitely, because

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they really aren't meant to be, like, this is the

student's job that they have while they are in high school.

It's just meant to be a stepping stone on their career pathway to eventually, ideally, that they can get that intermediate work experience while they're in high school.

That's what we want for everyone is competitive integrated work experience as well as competitive integrated employment.

So I hope that helps.

If anyone has something else you want to say on that, you can help me out there.

>> Janeen Oien: Okay, thanks a lot, Alyssa.

And so I'm gonna go to some additional questions.

With the example for Scarlett, is the site already developed?

Oh, excuse me.

If the site is already developed, why was 20 hours of Pre-ETS work experience services authorized?

I thought that the services meant site development.

>> Alyssa Klein: So if you go back to -- we had the slide where we have three ways that we might authorize work experience services.

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And the first way can be if a site is already developed.

And we say that the threshold, the max that we can authorize, is 20 hours.

So what would that 20 hours be for?

It would be for follow-up to that student as well as any travel/transportation that that community partner would be doing back and forth to provide that follow-up.

Thank you.

Here's the slide.

So, again, so 20 hours is for follow-up.

The second is for site development and follow-up for our short-term work experience.

And then the third is site development and follow-up for an intermediate work experience.

And then the threshold is 40 hours.

So keep in mind, all of these work experience services can include -- well, the first is just follow-up because it's already developed.

But then the second and third includes site development as well as follow-up.

>> Janeen Oien: Okay.

We have another question.

"When community partners pay wages for work

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experiences, do we also pay payroll taxes?

Is a year-end W-2 form involved?"

And, Alyssa, if you want to go ahead and answer that.

I mean, I can speak to it briefly, but you are the expert.

>> Alyssa Klein: Oh, I am another an expert on payroll taxes, so maybe our community partners team.

I don't want to say the wrong thing when it comes to that.

>> Janeen Oien: So our Community Partnerships Team is also not an expert on doing payroll administration, but what we would like to share is that under the contracted service, that additional 50% admin is to cover payroll taxes, workers' comp insurance, all -- depending on the wage and the hours, what you would pay for an employee for that time.

We do not want students hired as a contractor, correct, Alyssa?

We don't want them getting the 1099.

So a year-end W-2 makes sense that that would probably be required.

Again, we are not providing legal or financial

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advice, though.

So we do recommend you work with whoever does your accounting and billing or your HR for your agency.

So --

"What prompted the change with regard to prep for in-person meetings"?

>> Alyssa Klein: This is Alyssa.

I can start with that.

And then others can jump in if I miss something.

There was a lot of discussion to finally decide that we're gonna end the prep time.

And really, it's because it was so complicated for both our community partners and for VRS staff in what could be constituted as prep time, how we're tracking it.

There's just a lot of angst out there.

And so that is another reason why when the contracts were renegotiated starting for July 1st, that rates went up in many cases for our community partners to encompass those costs for prep time.

So it's, you know, in a sense, we are still, you know, reimbursing our community partners.

We allowed those rates to go up to encompass that time, but now you just don't have to track it, because it was painful for many to do so.

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Kim or others, I don't know if you have anything more you want to say about that.

>> Kim Babine: This is Kim.

I think you covered it.

Sara, or Janeen, if you wanted to jump in.

But, yep, the goal was -- it was a lot of administrative burden, both on community partners and VRS staff, to kind of track that separately within the authorization.

We heard, to me, horror stories of lots of different Excel spreadsheets, people trying to track that information.

And that was just too much administrative burden.

So it was an effort to relieve that to some degree.

>> Janeen Oien: This is Janeen.

And I would say, Kim, too, I think we talked quite a bit about as V.V. and with our community partners about the idea that aligning our definitions to transition from Pre-ETS to general, and then that also includes lining some of what is billable and non-billable, really does kind of create the best flow both for individuals, but then also for our staff, both V.R. and community partners.

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To kind of keep, you know, a continuum straight in all of our heads as well as we're doing this work.

So -- next question.

Has to do more with case management on the V.R. side.

So I'm going to ask that -- I mean, Alyssa, you can certainly give an effort at an answer.

But if there's someone on the call from the kind of case service side that wants to speak to it as well, feel free.

One of our regional directors, et cetera, to join in on this as well.

"Will we be creating a system for VRS counselors and techs to easily track the number of hours that have been paid out?"

I currently have 30 students in hourly services, and there's no way for me to stay on top of how many hours we have done for each student without going beyond the allotted hours without approval unless there's a system in place for us to assist.

I'm sure other counselors do not have time to sit down and count the hours for every person every week ."

I would -- Alyssa, I don't know if you want to speak to this?

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>> Alyssa Klein: Yeah.

I know.

Details within our roles.

And I see Jerry and Chris are both up.

And I don't know maybe if you want to take it before I do.

I do want to say one thing.

I know we did have one staff person who -- maybe she doesn't mind me saying -- Emily Galzki I know from our Cambridge team, we worked on a spreadsheet to help her, and I know we have that available for others.

That could be something too we could talk about.

I'm not sure if that's been shared with others.

But anyway, I'll leave it at that for now because we can look at getting that out if that is still helpful, but Jerry, I'll send it over to you.

>> Alyssa, I'm glad that you brought up Emily.

She had a white board and she was trying to track it with a white board and marker.

And she got together with teams, but they put their heads together and developed that, so as far as I know, that's what we have available.

I'm not sure of any other resource.

But we can definitely share that out if it hasn't

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already been.

Or those of you who don't have access or don't know where to find it, we can direct you in that direction, so, yeah.

>> Janeen Oien: Thank you, Jeri, for hopping on as well, and is a Alyssa, for providing an answer.

It kind of goes out of the scope of our contracted services.

Our next question is actually one, Alyssa that I can field.

It says "Could you show an example with Workforce One?"

I'm still unclear on how to see transportation information on the authorization.

Is there a way for vendor staff to see what VRS staff write for the authorization?

".

I'd like to give a big plug for tomorrow morning's community partners conversation.

This is our monthly office hours that are open only to community partner staff so you can come and get your technical questions answered.

Our topic for tomorrow for training is "How to read an authorization."

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And we will be doing examples of both Pre-ETS or Pre-employment Transition Services authorizations, and then also some general services and performance-based agreement.

So I want to put a plug in there for that, that I will be going into more detail, along with my colleagues, tomorrow morning, about that kind of talking topic.

For Pre-ETS, there is no perfect, clear way to document transportation and travel on the authorization.

Because it is embedded into the service hours.

What is really incumbent on both the Voc Rehab referring staff and our community partner staff is to have a conversation, perhaps via email, if you want to it easily documented, and make a determination of how many hours are going to be approved.

The staff that has done the referral from Voc Rehab is required to case-note that in the case record for the student.

There's not currently a way for our community partners to easily see those case notes.

And I -- that's -- would be unlikely that we would just open up access to all documentation for a

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case file.

But the community partner should also document on their side, we had a conversation on this date.

I have this many hours approved.

Sometimes on an authorization, in a comment section below, or in the description line of the service, some of our staff have been noting, you know, that there's a certain number of hours provided for travel and transportation.

However, that's not consistent and that's not required.

It's also not necessarily binding, you know, to the final agreement.

Again, this also allows for some flexibility.

If you get partway through 15 service hours, 10 was for the actual service time, 5 was for travel, and you notice that you're not quite using as many service hours, but travel, because the student maybe has moved to a different site, has become more, you have flexibility within that 15 hours to have a conversation back with the VRS referring staff.

They can make an updated case note saying, I now approve 7 hours of travel, and 8 for the service.

8 for the service.

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So again, that's kind of one of the perks of having travel and transportation embedded in our service hours for Pre-ETS.

And then it also meets our federal funder requirement of always having anything we provide for a student tied to that Pre-ETS service category.

Alyssa, did you have any additional thoughts on that, or should we move on?

>> Alyssa Klein: No.

I would just say, you know, it is nice that, you know, it's -- if the hours are authorized and in terms of how much is service and how much is travel/transportation, if a community partner realizes, oh, I'm gonna need to use more of that time for travel/transportation, it's a matter of just communicating that with the VRS staff, and then they can update the case notes so there is that flexibility there.

It just needs to be communicated.

>> Janeen Oien: mm-hmm.

Definitely, that's key when it comes to that.

Our next question, on the area of Pre-ETS guidance where it states what a community partner can bill for, it states the following, calls, to arrange

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for Pre-ETS services.

This can be done with or without the student present.

This time is billed at the individual rate for one or two students or at group rate for three or more.

Does this include all Pre-ETS areas or just looking for work-based learning.

Makes it sound like it could be either.

And I would simply answer, it is only for those work-based learning opportunities.

But, Alyssa, I'll let you speak a little further to that.

>> Alyssa Klein: Right, it would just be anything where you need to reach out to an employer for a Pre-ETS service and that's typically within work-based learning.

I think the only other item I think about would be if you have an employer coming to a like, to a classroom to do a presentation, which I would include that under job exploration counseling, because they're providing information about careers to a group.

But, yeah, it's all related to employers and, you know, reaching out to them and setting up, you

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know, a Pre-ETS service.

With them.

>> Janeen Oien: Thank you, Alyssa.

The next one is also one I can sort of start to field and then feel free to jump in.

"When billing for travel timing, do you base it off individual or group rate, or does it depend on the appointment"?

It doesn't depend on the appointment from the standpoint of, if you are traveling to see three or more students, it will be the group rate, and if you are traveling to see -- well, actually, let me take that back.

If you are going to see any student that is more than one at the same site, you are going to use the group rate to figure out travel.

No, not the group rate.

Okay, Janeen needs to take a breath.

Maybe I shouldn't have started to field this, Alyssa, it's one of those things I know in my head but now trying to tell the words, it's not going well.

You always base travel off of the individual rate.

However, when you are seeing more than one student at a site, you take the individual rate, so let's

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say it's \$100 an hour, and you divide it by the number of students, and then you bill one unit, or one each, for that dollar amount that you have done by doing that math.

So if I'm traveling one hour at \$100 an hour to see two students, I will on my invoice put, this is group travel, one each, at \$50.

Doesn't say per hour.

It's just 50 bucks.

So that's my initial stab at it.

After many false starts, and I'm gonna pass it over to Alyssa in case you have more to add?

>> Alyssa Klein: That was great.

And I would just say that, you know, the guide and our PowerPoint slide also gave the example.

I know I've had a question.

So I think it was even today somebody had emailed me.

So say a community partner goes to a school and everything is individual meetings, but you have, say, five students you meet with at that school that day, you would still be dividing all your travel/transportation time among those five students, and again, it is, like, the max that a community partner can receive for Pre-ETS

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travel/transportation is your individual rate.

So like Janeen said, if it's \$100 an hour, that's the max you're going to get for that

travel/transportation time, and we just need to divide that among how many students that you traveled to provide services to.

>> Janeen Oien: Okay, the next question says "As a VRS counselor, I have schools that are warranting work experiences -- wanting work experiences every year.

So is it 120-ish total for all work experiences for a total, or is it 120, but then there's multiple every year?"

>> Alyssa Klein: At this time, we don't have a limit on the number of work experiences.

At this time.

You know, at some point, we might get to that, where we do need to limit.

And everyone would be informed if we get to that point.

But, you know, at this point, it's 120 hours for a work experience.

Again, that's not set in stone.

That's a benchmark.

So we're looking at, you know, a short-term work

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experience.

If a student needs another short-term work experience, let's say, I could think of an example being the student says, I think I might want to work in manufacturing.

And so we set up a work experience where they're at a manufacturing company doing their work experience.

And say they do 140 hours of a work experience.

And they say, oh, I realized I do not want to work in manufacturing.

Now I'm thinking maybe I would like to work in hospitality.

So they're gonna go work at a hotel.

I don't know.

You can use another example.

They're gonna try the work there.

I could see that being a good example of where you might do more than one work experience, because they're trying out different types of work environments.

>> Janeen Oien: Thank you, Alyssa.

The next question is kind of a two-part question.

So I'm gonna put the first part past you.

And then I will respond to the second part.

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"Are we going to be expected to utilize the invoice form at the time plait in this presentation -- template in this presentation to invoice for clients with Pre-ETS services"?

So maybe said another way, is that invoice template a required form for VRS?

Okay.

>> Alyssa Klein: Nope.

That is just a template.

It's an example.

It's a good example, because we included all the items that are required by the state to include in an invoice.

But you don't have to use that template.

>> Janeen Oien: Okay.

And then to the second part of the question, just kind of a reminder.

It was asking a little bit about, does the state cover costs if we require something and it requires an expensive update to billing systems, that sort of thing.

Just a reminder that, you know, you can always reference your professional/technical contract for agency obligations when you agree to be a partner, and have a professional/technical contract, with

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vocational rehab services, and if you ever have specific questions about those sorts of clauses in our contracts that require, you know, that you meet certain expectations, just reach out to your contract liaison.

Next question.

"What type of report is expected when a Pre-ETS student is referred for a work experience service but is already in a competitive job"?

That is an interesting one.

Alyssa.

Could you please support us with that?

If you have the answer?

>> Alyssa Klein: I think I'm a little confused.

So they're in a competitive job, but they're being referred for a service.

And then the question is, what type of report?

Well, the report in terms -- I mean, we don't -- the only template we give in terms of specifics for a -- of work experience would be, like, if you're providing follow-up, and that example is in the PowerPoint.

But there's no, you know, specific template for any, you know, anything else.

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Just, you know, having those required elements in a report.

So I think I would need a little more detail because that sounds confusing that they're being referred but they're already in a work experience.

>> Janeen Oien: There's also a follow-up question regarding our first example that was asked about the third and fourth quarter and needing more than 120 hours.

Did I understand correctly that the hours were credits for school?

VRS does not necessarily provide services for the student to earn credit in their educational program.

Is that correct?

[Talking at the same time]

>> Alyssa Klein: You know, it does, and I think, you know, we could -- we've had some work-based learning special yeses from Department of Education in a meeting in the past.

And unfortunately, she just moved onto to a new position, so that position is vacant right now and they're hiring to replace for her.

But anyway, in terms of, you know, students getting credit for work experience, that really is

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on the school.

It does need to be a part of a official work-based learning program at the school district for them to be able to provide credit.

You know, sometimes we do help, you know, the schools sometimes need help with that placement for those work experiences, we can help with that because I know those work coordinators aren't always able to spend the time necessary to help the students get those work experiences.

So I mean, we can help with that.

In terms of receiving credit for it, that's really on the school, and, you know, that's not something that we monitor.

>> Janeen Oien: Okay.

The travel/transportation gets a little confusing when job coaching is involved.

Can you explain how services regarding transportation should be authorized when job coaching is involved and they are transporting the client to and from their work experience?

Does that go under services?

Does that go under the job coaching?

Or is it a separate item?

>> Alyssa Klein: I can start with that, and

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others can jump in.

When it comes to Pre-ETS work-based learning coaching, it's in that realm of Pre-ETS.

And so the travel/transportation would look the same as it does for other Pre-ETS services.

So we're not gonna have a separate line item for travel or transportation.

It's gonna be within the service.

And the same rules would apply in terms of whether you are as a community partner staff traveling to and from that work site to provide the coaching or you're picking up the person.

So there's other more specific questions or confusion, let us know.

But, you know --

>> Janeen Oien: Yeah.

This is Janeen.

I mean, again, just to clarify, if it's related to the job coaching, the work-based learning job coaching, that is for eligible Pre-ETS students, then the conversation should be had with the VRS staff, and that travel/transportation time is gonna be embedded within those job coaching hours.

But not the work-based work experiences.

This is clearly, you know, in support of the job

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coaching.

Going off the question regarding tracking service hours, is it possible that there could be a report created in Workforce One for counselors and rehab reps to use?

What I will say is we can certainly pass that feedback on to our Workforce One build team and get back to our V.R. staff about that.

So that's kind of an internal question.

The next question or comment.

Just -- is more about the communication between partners and our staff.

And whether or not V.R. staff and partners are perhaps accessing the same training.

So just a reminder, this is the VRS staff and community partner forum.

All of our VRS staff are invited and encouraged to register and attend.

All of our community partners are also invited and registered to attend.

You can view recordings of all of our forums on our community partners website.

Present and past.

You know, we'll shortly have the recording for this one up soon after.

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We pre-posted the presentation to our community partner website.

I see a comment later, some feedback about, we should have access to this stuff ahead of time.

It's there, I promise.

We've also been popping it into the chat.

As well as some these Pre-ETS forms.

So really encourage everyone to keep an eye on the chat for links, to view the community partner website on an ongoing basis to see the presentations, the closed captioning, the presentation recordings.

So everyone, whether they're here today or not has access to this information.

As well, we have internal VRS all-staff trainings and meetings.

Again, our staff might get separate, you know, communication there.

That's related to our internal processes.

Similarly, tomorrow, we have our ongoing VRS, just community partner conversations.

But again, even for our V.R. staff, we provide a brief summary of the discussion topic, a short recording of that discussion topic, and just kind of the summary includes some of the notes about

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main kind of highlights, questions, you know, things that we covered.

So there's always a way, by going to our community partners website and going to our tab on trainings, you can always find information on any of these meetings, whether you attend or not.

Whether it's even intended for you to attend or not.

You always have public access to view the trainings, to be involved, to be a part of the conversation.

Similarly, you also can always reach out to your program specialist, your contract liaison, for your agency.

If you are noticing a trend that you are having to spend time kind of re-communicating some of this training material to V.R. referring staff.

We certainly want to support everyone to do the very best work they can on both sides.

So that is a huge part of our role is to help mediate those conversations and pull in the right people, like, regional directors like Jeri Warner or specialists like Alyssa Klein to come in and help individual staff or teams or our overall agency to get some clearer training and messaging

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out when there's pain points that we find.

That was a very long soap box.

But I think it's an important topic.

I think we get a lot of this feedback, both from
VRS staff and community partners.

And so I just wanted to go there today and step up
on the soap box and say, there's no secrets.

Everything is out on the community partners
website.

Please utilize it as much as possible.

That's a big drive under Kim Babine as our
manager.

So we will continue to add information, clarify
our definitions for contracts, it's just a great
resource, not only for our community partners, but
for our V.R. staff when there are questions about
contracted services or what was trained on.

All right.

Next question.

Whew, after I got done saying all that.

When there's a student who requires supported
employment or customized employment supports,
they're doing a 120-hour work experience, do we
authorize for 60 or 120 hours of job coaching?

And whatever that amount is, if more is needed,

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can we authorize for more?

Also, can waivers be used while students are still in high school?

>> Alyssa Klein: Ooh that, was a lot.

Well, just to be clear.

So we got to separate that 120 hours is, you know, how many hours, again, as a benchmark.

You know, it doesn't have to be 120 hours, for the number of hours a student would be in the work experience.

Now, the coaching is separate.

It's a separate authorized item, and it's work-based learning coaching for that work experience.

We have that 60-hour threshold in terms of what our staff can authorize.

And then if it goes beyond 60 hours of job -- excuse me -- work-based learning coaching for a work experience, they need to consult with their supervisor and get any approval to go beyond the 60 hours.

So just making that part clear.

What was the -- the last -- oh, waivers, I wanted to say something about.

So that is a really good question.

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There are many ways that students can be supported in work experiences, and our VRS Pre-ETS services and our funding with Pre-ETS is one way.

Now, if a student is in, you know, an intermediate work experience where the employer is paying their wages, I look at that looking very similar to that -- the same process we would do if a student -- or if an individual was receiving, like, a PBA service.

They're getting placement services.

And then when they get the job, VRS provides that initial coaching until the person is stable.

If they have a waiver, then we would go over to the waiver to provide the ongoing supports.

That is the same process that we would use even when students are in high school.

If they have a waiver, and they need ongoing supports for a work experience, we would provide those initial work-based learning coaching services, and then move over to the waiver.

There is a catch to that, because if a student is in school, high school, or an 18 to 21 transition program, and the student is working during the school day, and they need long-term supports, we'd be looking to the school district to be providing

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that.

The waiver is not able to provide ongoing long-term supports during the school day.

It can be after school hours.

It could be weekends.

It could be breaks.

It could be summer time.

But it can't be during the school day.

So what I would say is I know that sometimes there's questions about, hey, this school district says they can't provide it, or the waiver said they can't provide it.

You know, those things are still out there, and we want to be able to provide support to any of you if those questions come up.

I'm happy to get those questions and help navigate that with you and the school and the county.

If those questions do come up.

But know that those are options.

Oh, can I say one other thing?

Sorry, because you also asked by customized employment.

Unfortunately, you know, that is a service that some students might need, while they're in high school.

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RSA does not allow us to fund discovery or customized employment as a Pre-ETS service.

So that doesn't mean we can't provide it.

It's just not billed as a Pre-ETS service.

Now, as a part of the process, if the student needs a work experience, you're doing discovery or something, but, oh, they need a work experience, you know, you're just kind of separating that out.

It's a work experience and it's a Pre-ETS service.

But in terms of authorizing for discovery or customized employment services, that is not a Pre-ETS service.

>> Janeen Oien: And I see Jeri Werner, one of our regional directors that covers Northern Minnesota, if you want to go ahead and join in, that's fine.

>> All right, thanks, Janeen.

I just wanted to add any time that I'm consulted about job coaching and it's many, many hours, the first question I'm gonna ask is, is it job coaching or are we maybe talking about follow-up?

Because we have to remember job coaching is training job tasks and keeping in mind the different definitions.

So what I'm asked for a plethora of hours for job

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coaching, that would be my first question.

If that much job coaching is required, is it a good fit?

And placement?

So just wanted to add that real quick.

So thank you.

>> Janeen Oien: Chris McVey, if you're able to come off mute, please do.

>> Chris McVey: I am.

I'm seeing the last part of the question about when did waivers can be enacted while students are still in high school?

The answer to that is a yes.

However, there are some conditions that have to be right for that to happen.

So, for example, if the student is in either a work experience that the school has set up and be say it's going to extend beyond the school hours or holiday hours, there is some opportunity for those ongoing supports to continue and be paid through by the waiver.

Other examples of that might be the job continuing into summer.

But it has to be something where it is a job-job, and not just a work-based learning opportunity.

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So it gets tricky.

I would suggest that if there are questions to definitely check in with your -- on the V.R. side, your EIMN liaison.

So yeah it's a "Depends" situation, thanks.

>> Janeen Oien: Thank you, Chris.

And Alyssa's plugged into the chat too some really good information about student services under the E1 Minnesota memorandum of understanding.

We are getting close, five minutes, but I'm gonna try to power through a couple more questions.

Can we assist consumer teas to apply for SSA, county supports or FAFSA under Pre-ETS self-advocacy?

Applying tomorrow college or FAFSA would actually be a service that can be covered under Pre-ETS post-secondary education counseling.

That is in the definition for that particular service.

But self-advocacy, Alyssa, do you want to clarify a little bit more about applying for those services or benefits?

>> Alyssa Klein: Yeah, we did get that clarified from our national technical assistance provider.

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So if a student needs help applying for Social Security, or let's say county services, that is not a Pre-ETS service.

So we can provide that under independent living services or the general V.R. service.

But it would not be a Pre-ETS service.

>> Janeen Oien: Okay.

So again, some of those general services are available to a V.R. student -- a V.R.-eligible student, so just, you know, there should always be that communication with referring staff if we're looking at adding a general service.

When transportation and travel are being authorized, can the authorization also be used to pay for parking ramps?

And the answer to that is no.

Similar to IRS mileage reimbursement, our reimbursement is for your travel time.

But it's expected to kind of encompass the cost overall, wear and tear on vehicle, staff time, parking ramps, parking meters, whatever -- toll bridges, we don't have many of those in Minnesota, but just the idea that \$50 an hour rate -- or excuse me, that's general, the Pre-ETS service hour time for travel and transportation is

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expected to encompass all additional travel and transportation costs.

So no, we cannot specifically get receipts or pay -- reimburse for those extra things.

I think that is the final question that needs to be shared today.

So at 11:58, I'm gonna kick it back over to Kim Babine, our director of community partnerships to do our final yap-up.

Thank you.

>> Kim Babine: Thanks Janeen that was fantastic.

It was exactly what we wanted to be able to share the information, and we know there's always more questions, no matter how much we add into guides and resources.

So I'm glad you were able to ask questions.

Of course email any of us.

Email local teams or -- for VRS staff, you know, email specialists, email your -- talks to RAMs, regional directors and Chris, and we'll continue refining this.

So thank you all for being here today.

Again, it was great to see you.

And great to share this information.

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Again, go back to the presentation, mark your calendar for December 6th for that forum.

Where we'll be talking about contracted services.

And for the LGBTQIA+ trainings that are coming up in the next few months.

That's it for today.

It's great to see you.

And again, this recording will be posted.

I put in a little bit of information about how to get on the email list serve if you and your staff aren't already.

We will continue sending that, but the recording will go out and the presentation's already posted.

All right, thanks, everyone.

Have a great day.

We'll see you next time.

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