

# NC DIVISION OF SERVICES FOR THE BLIND POLICIES AND PROCEDURES VOCATIONAL REHABILITATION

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<b>Section:</b>	<b>T</b>
<b>Title:</b>	<b>Training Sponsorship</b>
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<b>Revision History</b>	<b>Revised 08/86; 02/08</b>

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For years, the Division of Services for the Blind (DSB) utilized a chart for determining if an individual is eligible to receive sponsorship for training. This chart has been discontinued because it only identified the visual acuity required for training cases. It did not address whether or not there existed an impediment to the individual in preparing for, securing, retraining or regaining employment.

Before an individual can be sponsored for training, the vocational rehabilitation counselor should document how:

- a lack of vision makes it difficult for the individual to obtain training, and
- how the impairment creates an impediment which prevents the individual from accessing a training opportunity without specialized services.

This will apply to all training cases sponsored in the Vocational Rehabilitation (VR) Program.

In cases where a lack of vision makes it difficult for the individual to obtain training without specialized services, identified needs should be documented in the case record by the vocational rehabilitation counselor. This documentation should include how the impairment creates an impediment which prevents the individual's participation in training without specialized services. The type of specialized services such as Reader Services (reader service), assistive technology, Low Vision aids, etc., needed by the individual to access the training opportunity, should be identified. Once case record documentation is completed, the vocational rehabilitation counselor may proceed with development of the Individual Plan for Employment (IPE) (On-Line DSB-4005b-VR Individual Plan for Employment with instructions).

In cases where corrective surgery is planned, the counselor will need to first develop the IPE for physical restoration services. Following the provision of these services; i.e., corrective surgery, the vocational rehabilitation counselor will need to reassess whether or not the individual continues to have an impediment to employment prior to development of a plan for training. If so, the vocational rehabilitation counselor may proceed with an IPE Amendment (On-Line DSB-4005d-VR Individual Plan for Employment Amendment with instructions).

## **General Education Diploma (GED)**

For eligible individuals requesting a General Education Diploma (GED) to complete high school academic skills to become employed, contact the nearest sponsoring site, usually a community or technical college, to the eligible individual. Most sites require that each person interested in the GED take the Test of Adult Basic Education (TABE), which is administered by the college, to determine which of the five tests need to be completed or if remedial classes will be necessary to assist with passing or success.

GED tests are a group of five subject tests which, when passed, certify that the taker has high school level academic skills. The GED is also referred to as a General Educational Development, General

Equivalency Diploma or Graduate Equivalency Degree. The GED five tests are: Language Arts: Writing, Language Arts: Reading, Social Studies, Science, and Mathematics.

Tests may be in person or on-line depending on which format the eligible individual chooses. Only individuals who have not earned a high school diploma may take the GED tests. Even though each site have their own cost, there is usually no cost for classes for those 18 years or older; however, some programs will allow some 16 and 17 year old students may enter with special permission after a mandatory six-month waiting period past high school. Assessment and placement for the test is provided at the GED orientation. There is a one-time cost of \$7.50 to \$25.00, depending on the site, for the GED tests payable at the first test. The minimum score for each of the five tests is 410 for a total of 2,250. Those students scoring 2,250 or higher are eligible for the diploma.

Students interested in the on-line GED program must have a personal computer and a high-speed internet connection which is not provided by the site, usually a community or technical college. If the student chooses to take the classes or tests in a classroom setting, all technology will be provided.

Students completing the General Educational Development Program will also be exposed to career exploration, North Carolina Career Readiness Certification, and Workforce Investment Act (WIA) opportunities.

### **Adult High School**

An Adult High School (AHS) is a program designed for adult education. It is intended for adults who have not completed high school to continue their education. Some adult high schools offer child care, special integration programs for immigrants and refugees, career counseling and other programs and services geared toward the special needs of adult students. Some adult high schools may also offer general interest programs such as computer skills or other continuing education courses.

For eligible individual adults who wish to obtain a high school diploma, labs and online options are available. Adults must be 18 years old and older with 15+ high school credits and a 9.0+ reading level in most settings. However, some 16 and 17 year old students may enter who have not attended school for six months and/or obtained a release from the last school attended.

All applicants must score at a ninth-grade reading level or above on the reading placement test (TABE) administered by the community or technical college. Cost of these classes is usually free although some minimal cost may be imposed in the community colleges or technical schools.

Students completing the AHS program will also be exposed to career exploration, North Carolina Career Readiness Certification, and Workforce Investment Act (WIA) opportunities.

### **Distance Learning**

Distance Learning is available for many of the types of training sponsored by the division. The coursework may be internet based curriculum, computer based tutorials, correspondence training or a combination of these with intermittent attendance to a campus. The programs may vary greatly in the interactivity and the structure provided to the student.

Successful distance learning students generally:

- a. are self motivated with the ability to structure their own tasks,
- b. have a compelling reason for completing the course,
- c. have difficulty coming to campus and
- d. comfortable with the technology or means of communication required for the program.