Getting Started in GVRA

A guide for parents of young adults interested in Inclusive Post-Secondary Education Programs

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Quiz: True or False?

- GVRA can't pay for college, only for work training.
- GVRA pays the same amount to everyone for going to college.
- The only information GVRA needs is your young adult's desired college major.
Quiz: True or False?

• GVRA can't pay for college, only for work training.
  • FALSE
    • A post-secondary program, like an IPSE program or other college program, may be an important step on the path to the work goal.
Quiz: True or False?

• GVRA pays the same amount to everyone for going to college.
  • FALSE
  • The amount depends on several factors, including (but not limited to) the cost of the college, family income, and VR Fee Schedule.
Quiz: True or False?

• The only information GVRA needs is your young adult's desired college major.
  • FALSE

  • In fact, the VR program starts with your young adult's employment goal, and then matches them with services to reach the goal.
At the Georgia Vocational Rehabilitation Agency, it is about the people we serve. Our goal is to make Georgia the very best State in the Union for persons with disabilities regarding employment and independence.

GVRA Mission: Employment and independence for Georgians with disabilities.

GVRA Vision: Every Georgian with a disability can work and live independently.
2018-2019 School Year
Georgia college options for students with intellectual and developmental disabilities

Current Georgia IPSE Programs
- Kennesaw State University (KSU)
- Georgia State University (GSU)
- East Georgia State College (EGSC)
- Columbus State University (CSU)
- Georgia Institute of Technology (GT)
- University of Georgia (UGA)
- Albany Technical College (ATC)
- Georgia Southern University (GSU)
- University of West Georgia (UWG)

www.gaipsec.org
How can GVRA help?

- Goal: Find fulfilling, paid work in the community.

- Career Counseling
- Current Labor Market Information
- Assistive Technology
- Assistance in obtaining & maintaining a job (career placement, job coaching)
Getting Started

- Referral
  - teacher/school
  - self

- Intake
  - Interview/Application
  - Bring documents
  - Talk with counselor

- Establishing Eligibility
  - Review records
  - Evaluations possible

- Individual Work Plan
  - Based on YOUR outcome
  - Lists what services can be provided
VR Process timeframe

- **Application**
- **Eligibility (Delayed?)**
- **Plan Development Extension**
- **Service (begins when plan is signed)**
- **Service Interrupted**
- **Job Ready**
- **Employed**
- **Closed**
- **PES**
- **Closed-PES**

Legend:
- Status
- Status Extension
Items to bring to intake/application interview

- Social security card
- Insurance card
- State-issued photo ID
- Medical/psychological records
- Most recent income tax return—family (age < 24)
- Social security award letter
- Work/volunteer history including CBVI/school experiences
- List of medications
- Contact info for health & mental health professionals/therapists
Information to share during the intake interview

• Demographics/emergency contacts
• High school experiences: grades and work
• Medicines and treatment
• Work/volunteer/CBVI history (DATES & LENGTH OF EMPLOYMENT)
• Interests—why are you interested in a specific IPSE Program?
• What career do you wish to pursue/classes offered to support this?
The Individualized Plan for Employment

- May also be called the IPE or the Work Plan
- Establishes a **Work Goal**
- List services needed to reach work goal
- Identifies funding source for services that require payment
- Will be *individual* for every client
Financial Eligibility

- If applicant is <24, we will need a copy of the parents’ most recent Income Tax Forms (the complete form).
  - Form 1040, Form 1040A, Form 1040EZ
- Discuss disability related expenses, if any.
- Social Security Disability Benefit Award letter.
- Some services are cost shared.
- Services are dependent upon the availability of VR Program funds.
Possible services GVRA can offer clients

• **Vocational Evaluations**: Aptitude, interests, general ability, academic, work tolerance, personality, and “hands on” job experience. All of these are used to help students understand their vocational potential.

• **Counseling**: Vocational counseling will help the student better understand their potential to rely on their abilities, set realistic vocational goals, to change them when necessary, to develop successful work habits, and to begin a satisfying career.
**Possible** services GVRA can offer clients

- **Assistive Technology Evaluation**: Items that may be recommended to support success in courses that will help your young adult work.

- **Training**: IPSE (considered a training program), on-the-job training, independent living skills, work adjustment training.

Services individualized and approved by Counselor.
What happens next?

• Apply early to GVRA! (Your high school can help with this)
• Prepare for Intake Appointment (NOTE: your young adult must attend)
• Eligibility determination
• Possible evaluations
• Work Plan is written
• Services can begin AFTER Work Plan is signed
• Remember: it is a process
Success Story

- Work Goal
- Training: Courses & Internship
- Graduation
- Employment
Success story

• Layla (not her real name) came to her IPSE program as a self-professed "foodies." She had been a GVRA client since high school, and her job coach had helped her get part-time jobs in both fast-food and sit-down restaurants

• Layla's Work Goal on her IPE is "35-2021.00 Food Preparation Worker" (O*Net [https://www.onetonline.org/](https://www.onetonline.org/))

• In her IPSE program, she audits several classes offered by the Culinary and Professional Foods department. Her internships include a semester working with the Master Pastry Chef in the college Dining Hall

• After graduation, Layla is hired by a different college, closer to her family's home, to work in the Dining Hall there. (Full time/benefits)

• After 6 months on the job, Layla gets a promotion and a raise
Tips for best outcomes

• Your young adult should call and check in with his/her counselor often
  • Recommend: at least every 3 months
  • Problems should be reported right away
    • **Example:** Bill registered for Sports Management Fall Semester. He discovered that he does NOT like it. He wants to change his work goal (Personal Trainer). He wants some guidance.
    • **Example:** After graduation, Suzie got a great job in an office. Her job coach arranged for her to have special screen-reading software. Then the company updated their computers, and the new database will not support the software. She needs some help advocating for the needed accommodation.
Contact information

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