# image of stickman walking along a path with three arrows going in different directions.

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## Slide 1; Part 1 of 2 Webinars

Welcome to the Pre-Employment Webinar Series. This is the first webinar in the series. This webinar contains information on the Rehabilitation Policy Manual (RPM) and Standards for Providers (SFP) related to new Vocational Adjustment Training for Work Readiness implemented in May and June of 2015.

This is a webinar for both DARS staff and DAR Providers.

The webinar will provide an overview of the new Vocational Adjustment Training for Work Readiness services including:

* service definitions,
* required outcomes and
* forms

## Slide 2; Introduction

This slide lists the Subject Matter Experts for the webinar material. The Subject Matter Experts include:

Sue-Ellen Woodlief

Program Specialist for Community Rehabilitation Programs (CRP) and Employment Services.

Email address is sue-ellen.woodlief@dars.state.tx.us

Phone number is 512-424-4689.

Best method to contact me is via email.

Erin Wilder
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Email best method to contact.

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## Slide 3; Narrator

This slide lists the narrator assisting in the delivery of the training. His name is Luke Stollings. Please do not contact Luke for policy and procedure questions.

## Slide 4; Webinar Topics

This Webinar will include the Sections under Part 1.

PART1

Section 1-Introduction

Section 2-Providers

Section 3-Overview of the New VAT-Work Readiness Training

Section 4-VAT Form Overview

## Slide 5; Introduction

This slide lists the sections of the Rehabilitation Policy Manual and Standards for Providers that will be referenced in this webinar. You may find it helpful to print these out prior to the watching the webinar.

RPM Section

* 8.5 Vocational Adjustment Trainings (VAT) for Work Readiness

SFP Section

* 2.8 Vocational Adjustment Training for Work Readiness

## Slide 6; Introduction

There are nine DARS forms used in the New VAT- Work Readiness Training services. A referral will be used for all the services and a specific form for each new VAT service. On the screen you will find a list of the forms. Later in the webinar we will review the form template that was used to create the forms for each new VAT services and we will discuss how each form is different.

The forms listed on the slide are:

* DARS3121, VAT Work Readiness Training Referral
* DARS3122, VAT Explore the “You” in Work
* DARS3123, VAT Soft Skills for Work Success
* DARS3124, VAT Soft Skills to Pay the Bills—Mastering Soft Skills for Work Place Success
* DARS3125, VAT Entering the World of Work
* DARS3126, VAT Preparing for the Job Search Training
* DARS3132, VAT Disability Disclosure Training
* DARS3133, VAT Money Smart—A Financial Education Training
* DARS3134, VAT Public Transportation Training

A link to the handouts can be found in the webinar at the paperclip button at the bottom of the screen; or at links found on the DARS-DRS Standards for Providers webpage located at www.dars.state.tx.us/drs/drsproviders, or on the DARS internal Customized Employment Services webpage (not available for providers).

## Slide 7; Vocational Adjustment Training-VAT

Vocational Adjustment Training-VAT DARS services are changing.

New VAT for Work Readiness definitions, policy and forms scheduled to be implemented in May and June of 2015. DARS will no longer use the “Old” VAT definition, policy and forms after August 31, 2015.

CRPs who have VAT services in the contract will be able to provide the New VAT services without any changes to their contract. Any provider who does not have VAT in their contract will have to have their contract amended to add the service in an open enrollment period. If you have questions about this please contact the contract manager assigned to the CRP contract.

We will talk about Non-Traditional Providers and Transition Educator providers later in the webinar.

## Slide 8; Question and Answer

Question and Answer.

This is a True/False question.

All services authorized for the “Old” VAT definition and policy must be completed no later than August 31, 2015.

True or False

Please pause the webinar, answer the question, and then restart the webinar to check your answer.

## Slide 9; Question and Answer

The answer is true.

All services authorized for the “Old” VAT definition and policy must be completed no later than August 31, 2015.

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## Slide 10; Providers

Section 2: Providers

## Slide 11; Providers

There are 3 types of providers used when DARS purchases VAT-Work Readiness Services for consumers.

These include:

1. Traditional Provider is an entity that has a bi-lateral contract with DARS. The entity’s contract number will be in the Purchase Order or Service Authorization when issued.
2. Non-traditional Provider is a person who is not currently a contracted provider; is in a position to help a particular consumer to achieve the goals required to meet the employer’s job performance expectations; may be used when services are needed in an area with few or no providers are available to do specific VAT for Work Readiness services.

## Slide 12; Providers

The third type of provider is a new type, Transition Educator provider.

ATransition Educator Provider is a person who is not currently a contracted provider; has a master's degree or a bachelor's degree in rehabilitation, counseling and guidance, psychology, education or related field; and is or has been an employee of a school system or a Texas Education Service Center within the last fiscal year.

DARS has added this type of provider to meet the new Workforce Innovation and Opportunity Act (WIOA) requirements to serve more students who are aged 14-22.

In the upcoming slides we will review the contents in the “green” and “orange” columns.

## Slide 13; Providers

DARS staff must set-up both Non-traditional and Transition Educator providers as vendors prior to using either to provide VAT- Work Readiness services to consumers. The first step in setting up a potential Non-traditional or Transition Educator provider is to review the expectations and provider requirements related to consumer confidentiality; non-disclosure of information; ethical considerations; and performance. More information can be found in the RPM or contact the regional or state office and talk to a Subject Matter Expert.

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## Slide 14; Providers

If a potential provider agrees he or she can meet the expectations and requirements then the DARS staff completes step 2.

For step 2 the unit staff contacts the Regional Office staff to request the Central Office to setup the Non-traditional or Transition Educator Provider as a Vocational Adjustment Trainer vendor.

Please note, a Non-Traditional Provider can only serve 5 consumers once set-up without gaining a bi-lateral contract with DARS.

Transition Educator Providers are allowed to serve consumers for 1 fiscal year once set up as a vendor.

## Slide 15; Types of Providers

Both Non-traditional and Transition Educator providers are required to achieve specifications and outcomes outlined in the Service Authorization and/or Purchase Order the provider receives. The outcomes are the same as the ones established in the Standards for Providers, however both the Non-traditional and Transition Educator provider are paid less.

## Slide 16; Providers

A Vocational Adjustment Trainer who is a Traditional Service Provider operating off a bi-lateral contract must have a master's degree or a bachelor's degree in rehabilitation, counseling and guidance, psychology, education or a related field.

Please remember the CRP Director must approve the [DARS3455, Community Rehabilitation Program Staff Information](http://www.dars.state.tx.us/providerforms/DARS3455.doc) form completed by the Vocational Adjustment Trainer to verify the Vocational Adjustment Trainer qualifications.

## Slide 17; Providers

Vocational Adjustment Trainers who are Traditional Providers (SFP) that facilitate the VAT-Work Readiness services Workplace Skills for Success, Preparing for a Job Search and Exploring the “You” in Work must also have the University of North Texas (UNT) Workplace Inclusion and Suitable Employment (WISE) Texas Job Placement Credential.

For more information on the UNTWISE Job Placement Credential go to the website wise.unt.edu/crptraining

Please note DARS no longer allows aides to provide the trainings.

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## Slide 18; Providers

Vocational Adjustment Trainers who are Traditional Providers that facilitate the VAT-Work Readiness services to consumers who are deaf must have one of the following qualifications: a Board of Interpreters for the Deaf (BEI) certification, a Registry of Interpreters for the Deaf (RID) certification, or a SLPI rating of intermediate plus.

The CRP Director must approve the DARS3455, Community Rehabilitation Program Staff Information form completed by the Vocational Adjustment Trainer.

## Slide 19; Question and Answer

Question and Answer.

This is a multiple choice question to test your knowledge.

Who can provide VAT-Work Readiness Services?

1. Traditional Provider
2. Non-traditional Provider
3. Transition Educator Provider
4. DARS Staff
5. All of the above

Please pause the webinar, answer the question, and restart the webinar to check your answer.

## Slide 20; Question and Answer

The answer is E; all of the above.

When possible, DARS staff should train consumers.

Traditional, non-traditional and Transition Educator Provider are used when a consumer needs more assistance than DARS staff can provide regarding specific skills or tasks a consumer needs to complete before beginning the job search.

## Slide 21; Answer Overview of the New VAT-Work Readiness Training

Section 3-Overview of the New VAT-Work Readiness Training

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## Slide 22; Overview of the New VAT-Work Readiness Training

The purpose of the New VAT-Work Readiness Training services is:

* To assist a consumer in learning and adjusting to the daily workplace routine
* To allow a consumer to develop the competencies and essential skills necessary to function successfully on the job and in the community
* To prepare a consumer to enter into the world of work so they can be self-sufficient and
* To meet the unique needs of each consumer and help address or manage vocational impediments

## Slide 23; Overview of the New VAT-Work Readiness Training

There are many concepts, policies and expectations that apply to all 8 services included in the New VAT for Work Readiness Services. On the next 3 slides we will review these.

VAT Services for Work Readiness may be purchased as

* Traditional Services through the Standards for Provider Services (SFP),
* Non-Traditional Provider Services through a service authorization, or
* Transition Educator Services through a service authorization.

VAT Services for Work Readiness are used when a consumer needs more assistance than DARS staff can provide regarding specific skills or tasks a consumer needs to complete before beginning the job search.

The VAT Services for Work Readiness training curriculum activities will allow the consumer to complete self-assessments, participate in individual and group discussions and activities and apply the information learned to improve their employability.

The VAT Services for Work Readiness curriculums must be available for review by DARS Staff upon request.

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## Slide 24; Overview of the New VAT-Work Readiness Training

New VAT-Work Readiness Training services use a variety of instructional approaches such as: discussions, PowerPoint presentations, inquiry-based instructions, hands-on experiments, project/problem-based learning, or computer-aided instructions.

Vocational Adjustment Trainers must adapt activities to meet the individual needs including, but not limited to, literacy and disability for each class and participant.

Vocational Adjustment Trainers will provide all supplies and resources necessary to facilitate the curriculum.

New VAT-Work Readiness Training services are for both Transition and general Vocational Rehabilitation consumers.

New VAT-Work Readiness Training services are purchased separate based on the consumer’s needs. Therefore a consumer will not receive all 8 of the VAT services.

## Slide 25; Overview of the New VAT-Work Readiness Training

Each New VAT-Work Readiness Training service is only purchased once per consumer.

Each New VAT-Work Readiness Training service has its curriculum requirements and its own DARS form.

Students with disabilities aged 22 or younger must be provided the New VAT-Work Readiness Training services in training sessions that do not include adult participants aged 23 or older.

Providers are not eligible for New VAT-Work Readiness Training service payments until all deliverables for the service are met.

In order to receive payment for any VAT Work Readiness service provided, the consumer must atten the required minimum hours of training.

Payment will not be made if the consumer’s absence results in him/her not attending the minimum hours of required training.

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## Slide 26; Overview of the New VAT-Work Readiness Training

DARS has added Journaling Activities to all of the New VAT-Work Readiness Training services.

The purpose of the Journaling Activities is to allow the consumer to gain insight into their thoughts, feelings and opinions about the content taught in the curriculum and to identify any skills that may further improve the success of the consumer.

The Journaling can be done by writing, dictating ideas, drawing, writing poems or any other creative method the consumer prefers to use.

Consumers are encouraged to share their journaling with the Vocational Adjustment Trainer and DARS Counselor, but are not required to do so.

## Slide 27; Overview of the New VAT-Work Readiness Training

The Vocational Adjustment Trainer will facilitate the completion of Journaling Exercises by assigning Journaling topics and prompts.

Examples of some journaling prompts include:

Today I learned…

* I still have a question about…
* I really want to…
* I know I still need to work on…
* I feel I am getting better at…
* I am scared of this…
* I am still struggling to understand…
* I am excited about…

## Slide 28; Overview of the New VAT-Work Readiness Training

DARS has added Extension Activities to each of the New VAT-Work Readiness Training services.

The purpose of the Extension Activities is to offer ways for the facilitator to continue and/or reinforce topics and skills learned in the required core curriculum and activities.

Each VAT service curriculum requires an Extension Activity and provides potential suggestions.

Examples of Extension Activities include field trips, guest speakers, videos or any other resource that continues to develop the skill and knowledge related to the required curriculum.

## Slide 29; Overview of the New VAT-Work Readiness Training

So how do we arrange VAT Work Readiness Services for a consumer?

The first step is for the Counselor to complete the DARS3121, VAT-Work Readiness Services Referral and submit it to the provider.

## Slide 30; Overview of the New VAT-Work Readiness Training

Once the provider has received the DARS3121, VAT-Work Readiness Services Referral and a Service Authorization formally called a Purchase Order, the Vocational Adjustment Trainer:

* provides instruction, guidance and monitoring necessary for the consumer to participate in discussions, complete the activities and benefit from the training curriculum outlined in the service definition/scope for the specific service;
* creates and provides all training materials, resources, equipment and tools necessary to facilitate the curriculum for consumers;
* maintains attendance records for all classes; and
* completes and submits the required DARS forms for the specific VAT Work Readiness.

## Slide 31; Overview of the New VAT-Work Readiness Training

Once the consumer achieves all of the required deliverables for the VAT for Work Readiness Service and the Vocational Adjustment Trainer submits the required documentation, the DARS staff member should:

* review the submitted forms and the invoice to ensure completeness, accuracy, and that the required outcomes have been achieved;
* return any forms or invoices to the provider, if incomplete; and
* provide notification of issues related to the incomplete form(s) and/or invoice.

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## Slide 32; Overview of the New VAT-Work Readiness Training

We have organized the 8 VAT for Work Readiness Services into 3 clusters.

Cluster 1 - Work Preparation Skills includes:

* Exploring the “You” in Work
* Entering the World of Work
* Preparing for the Job Search - For Students with Disabilities Only
* Cluster 2 - Soft Skills includes:
* Soft Skills for Work Success
* Soft Skills to Pay the Bills - Mastering Soft Skills for Workplace Success
* Cluster 3 - Supporting Skills for Independence includes:
* Disability Disclosure Training
* Money Smart - A Financial Training
* Public Transportation Training

We will review the purpose, service description and fee for each of these services later in the webinar.

## Slide 33; Question and Answer

Question and Answer.

This is a multiple choice question to test your knowledge.

What is the purpose of VAT Work Readiness Services?

1. To assist a consumer in learning and adjusting to the daily workplace routine.
2. To allow a consumer to develop the competencies and essential skills necessary to function successfully on the job and in the community.
3. To prepare a consumer to enter into the world of work, so they can be as self-sufficient as possible.
4. To meet the unique needs of each consumer and help address or manage vocational impediments.
5. All of the above.

Please pause the webinar, answer the question, and restart the webinar to check your answer.

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## Slide 34; Question and Answer

The answer is E: all of the above.

The purpose of VAT Work Readiness Services is:

* To assist a consumer in learning and adjusting to the daily workplace routine.
* To allow a consumer to develop the competencies and essential skills necessary to function successfully on the job and in the community.
* To prepare a consumer to enter into the world of work, so they can be as self-sufficient as possible.
* To meet the unique needs of each consumer and help address or manage vocational impediments.

## Slide 35; Question and Answer

Question and Answer.

This is another multiple choice question to test your knowledge.

Which of the following is not a true statement about the purpose of Journal Activities?

1. They may allow a consumer to gain insight into their thoughts, feelings and opinions about the content taught in curriculum.
2. They may allow a consumer to identify any skills that may further improve the success of the consumer.
3. Consumers are required to share their journaling with the Vocational Adjustment Trainer and DARS Counselor.

Answer the question and advance the webinar to check your answer.

## Slide 36; Question and Answer

The Answer is C.

Consumers are not required to share their journaling activities with the Vocational Adjustment Trainer and DARS Counselor.

## Slide 37; Question and Answer

Question and Answer.

This is a question to test your knowledge.

True or False

Extension Activities offer ways to continue and/or reinforce topics and skills learned in the required core curriculum and activities.

Please pause the webinar, answer the question, and resume the webinar to check your answer.

## Slide 38; Question and Answer

The answer is True.

Extension Activities are required in each VAT for Work Readiness Services to offer ways to continue and/or reinforce topics and skills learned in the required core curriculum and activities. These could include field trips, guest speakers, or videos.

## Slide 39; VAT-Form Overview

Section 4: VAT-Form Overview

## Slide 40; VAT-Form Overview

The Consumer Information section is found on all 8 VAT forms. In this section the Vocational Adjustment Trainer records the Consumer’s name, DARS Case ID and all service authorization formerly called purchase order associated with the services provided and documented on the form.

## Slide 41; VAT-Form Overview

The Training Facts section of the VAT form is also found on all VAT service forms. In this section of the form, the Vocational Adjustment Trainer must indicate in what type of setting the training was facilitated. The choices are: in a group setting (2-6 consumers), in an individual setting, or a combination of group and individual settings.

For group sessions the Vocational Adjustment Trainer must list case IDs for all participating consumers.

The next section of the form reads:

Training instructional approaches used in the delivery of the curriculum to meet the consumer’s learning styles and preferences (mark all that apply): Discussions, PowerPoint presentations, Inquiry-based instructions, Hands-on experiments, Project/problem-based learning, Computer-aided instructions and Others. If another type of training instructional approach is used it should be described.

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## Slide 42; VAT-Form Overview

In this table, the Vocational Adjustment Trainer records the consumer’s attendance. Record the dates of the week for example April 20th through 26th. Record the total number of hours the consumer attended each day of the week. As necessary round the hour to the quarter hour such as 4.25 which represents 4 hours and 15 minutes. If a consumer is absent for a scheduled session, record an “A” for absent and notify the DARS counselor immediately.

The final item in this section is: “Total the number of hours the consumer attended the training”. The Vocational Adjustment Trainer must add the hours of all sessions the consumer attended. Remember the consumer must attend the minimum required hours for each training for the provider to be eligible for the fee.

## Slide 43; VAT-Form Overview

This slide shows the Consumer’s Responses to Curriculum Taught. On the first five rows include the Key to be used to rate the consumer’s competency related to the skill and/or knowledge area.

Key/Level Marginal is described as:

* Limited or no understanding or knowledge
* Requires supervision the majority of the time
* Key/Level Basic is described as:
* Basic understanding or knowledge
* Requires some guidance or supervision
* Key/Level Proficient is described as:
* Detailed understanding or knowledge
* Capable of assisting others in the application of skills and tasks
* Requires minimum guidance or supervision and works independently

The blue arrow indicated where the title of the training curriculum is recorded on each form. This column header is different for each specific VAT service. When you look at the right side of this row, away from the blue arrow, you will see four column headers titled: Marginal, Basic, Proficient and N/A. In the rows below these column headers, the Vocational Adjustment Trainer will enter an “x” to indicate the consumer’s competency (Marginal, Basic, Proficient or N/A) of the skill and/or knowledge area listed to the left in the row and currently marked with a green arrow on the screen. In the column titled Date Completed, represented with a brown oval, the Vocational Adjustment Trainer enters the date the skill and/or knowledge area listed in the row to the right was addressed.

On the next slide you will see a form that has the skills and knowledge areas entered.

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## Slide 44; VAT-Form Overview

The blue and green arrows on the slide demonstrate how the form is individualized for the VAT service-Exploring the “You” in Work. We recommend you review each of the eight forms to see how they are different in this section to reflect the required curriculums.

**Slide 45; VAT-Form Overview**

The slide shows the Consumer’s Responses to the Curriculum Taught section including the Extension Activities and Journaling Activity/Topic Provided

The Blue arrow indicates where the Vocational Adjustment Trainer will enter all Extension Activities that were added to the curriculum. Be sure to complete the required number of Extension Activities. The Vocational Adjustment Trainer will also need to enter the Date the Extension Activity was completed and the consumer’s competency related to each Extension Activity.

The Green Arrow indicates where the Vocational Adjustment Trainer records if he or she offered Journaling Activities/Topics to the consumer, as required.

## Slide 46; VAT-Form Overview

The Consumer’s Overall Performance Section of the VAT forms are the same for all services and all forms. The Vocational Adjustment Trainer rates the consumer’s overall performance related to:

* Ability to learn
* Accuracy of work
* Accepts assistance
* Adaptability
* Appearance and hygiene
* Attendance
* Communication
* Cooperativeness
* Initiative
* Motivation
* Safety practices
* Timeliness
* The scaled used is: Excellent, Very Good, Good, Marginal or Poor.

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## Slide 47; VAT-Form Overview

The Training Summary section contains two questions that require a narrative response from the Vocational Adjustment Trainer. The questions are:

1. Describe all accommodations, compensatory techniques, and special training needs required by the consumer.

2. Describe the consumer’s ability and willingness to perform skills and tasks including all problematic issues or concerns that emerge.

## Slide 48; VAT-Form Overview

The additional Comments section of the form allow the Vocational Adjustment Trainer to record any pertinent information not already collected in the documentation on the form.

Examples of what might be recorded here include:

1. Notation of contacts with the VRC where the consumer’s status or absenteeism was discussed.
2. Consumer performance issues.
3. Explanation of why a consumer was rated a certain way for a skill or knowledge area.
4. Information or observation that will benefit the VRC as he/she assists the consumer in planning their long-term employment goals.

## Slide 49; VAT-Form Overview

The signature section requires a consumer signature, a legal authorized representative if the consumer has one designated, and the Vocational Adjustment Trainer. If the service requires a UNTWISE credential or Deaf credential be sure to include that information.

Certain VAT Work Readiness Services require the UNTWISE Texas Job Placement Credential. These VAT services are:

* Workplace Skills for Success
* Preparing for the Job Search
* Exploring the “You” in Work

Remember the gray area on the right side of the form is to be completed by DARS staff.

Please pause the webinar and answer the question.

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## Slide 50; VAT-Form Overview

The verification of credential section is completed by DARS staff as they verify the Vocational Adjustment Trainer’s credentials that are required for the VAT services. This section can also be used by the provider to ensure their Vocational Adjustment Trainer has the required credential(s) to work with the DARS consumer.

## Slide 51; VAT-Form Overview

The approval of the report section is completed by DARS staff as they verify the Vocational Adjustment Trainer met the requirements necessary for an invoice to be paid. This section can also be used by the provider to ensure their Vocational Adjustment Trainer includes all requirements of the VAT services being provided. Note this section is different on each of the eight VAT service forms. If DARS is unable to verify any of the requirements, the form and invoice submitted by the provider will be returned without payment.

## Slide 52; Question and Answers

Question and Answer.

This is a True/False Question to test your knowledge.

True or False

All VAT Work Readiness services except Transportation Training use the same form template?

Please pause the webinar, answer the question, and resume the webinar to check your answer.

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## Slide 53; Answer

The answer is True.

All of the forms use the same VAT form template, but are customized to list the required curriculum elements.

* DARS3122, VAT-Soft Skills for Success
* DARS3123, VAT-Soft Skills to Pay the Bills – Mastering Soft Skills for Workplace Success
* DARS3124, VAT-Entering the World of Work
* DARS3125, VAT-Preparing for the Job Search Training
* DARS3126, VAT-Disability Disclosure Training
* DARS3132, VAT-Money Smart – A Financial Education Training

## Slide 54; End

For questions, talk to a Subject Matter Expert.

## Slide 55; Thank You

Thank you for attending Part 1 of this webinar series!

You must watch Part 2 of this webinar to gain CEU credits.

Click on this link to begin Part 2.

If you need to watch at a later time, please copy this link and use it then.

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