

The University of the State of New York  
The State Education Department  
Office of Adult Career and Continuing Education Services –  
Vocational Rehabilitation (ACCES-VR)

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In the Matter of [REDACTED]

**Petitioner,**

**-against-**

**Adult Career and Continuing Education Services – Vocational Rehabilitation  
(ACCES-VR),**

**Respondent.**

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**FINDINGS OF FACT AND DECISION**

Before: [REDACTED] Impartial Hearing Officer

For Petitioner: [REDACTED] Petitioner, Pro Se

For ACCES-VR: [REDACTED] District Office Manager

Dates of Hearing: [REDACTED] and [REDACTED]

Place: [REDACTED]

APPEARANCES

[REDACTED]

[REDACTED]

Petitioner

[REDACTED]

ACCES-VR District Office Manager  
Senior Vocational Rehabilitation Counselor

[REDACTED]

[REDACTED]

Petitioner

[REDACTED]

[REDACTED]

Senior Vocational Rehabilitation Counselor

## PRELIMINARY STATEMENT

I am an Impartial Hearing Officer, approved by the State Education Department. I was appointed to this Hearing by Kevin G. Smith, Deputy Commissioner of the Office of Adult Career and Continuing Education Services (“ACCES-VR” or “the Agency”). I was notified of the appointment by letter Notice of Hearing of Anne Sternbach, Senior Vocational Rehabilitation Counselor, dated [REDACTED] sent to me and petitioner [REDACTED] “the Participant”). (IHO Exhibit I).

The Impartial Hearing was scheduled to begin at 10:00 am on [REDACTED] at the [REDACTED] located at [REDACTED] [REDACTED]; it started at [REDACTED] p.m., when [REDACTED] appeared. The hearing resumed on [REDACTED] [REDACTED] was advised in the Notice of Hearing about the Client Assistance Program (CAP) and [REDACTED] right to have someone represent [REDACTED]. [REDACTED] did not have representation and stated that [REDACTED] wished to proceed without counsel. (T. 13).

A list of the exhibits offered into evidence is attached to the decision. At [REDACTED] request, I left the record open until [REDACTED] to allow [REDACTED] to submit a copy of a prior impartial hearing decision. (T. 147). I received the decision on [REDACTED] and the Agency’s written comments on that decision on [REDACTED] at which time I considered the record closed.<sup>1</sup> I received the transcripts on [REDACTED]

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<sup>1</sup> The prior due process hearing decision and ACCES-VR comments to it are appended respectively as Participant Exhibit E and ACCES-VR Exhibit 21.

## ISSUE

Whether petitioner should be assigned a new Agency counselor, and whether the Agency should continue to fund petitioner's college level program with the goal of becoming a [REDACTED]

## PARTICIPANT'S POSITION

[REDACTED] requested a new counselor, alleging that the Agency is 'retaliating' against [REDACTED] because of a [REDACTED] and Agency personnel do not listen to [REDACTED]. [REDACTED] wants a therapeutic, inclusive relationship with a counselor, which includes 'consistent systemic dialogue.' [REDACTED] stated that [REDACTED] was almost done with [REDACTED] goal of being a [REDACTED] and that [REDACTED] gave the Agency documentation that [REDACTED] had to withdraw from some courses because of illness, and an assault incident at [REDACTED] [REDACTED] which [REDACTED] was attending. [REDACTED] wants the Agency to continue providing services without 'red tape.'

[REDACTED] testified (T. 216-279) that [REDACTED] has always been classified as a student with a disability. [REDACTED] first requested services from the Agency in [REDACTED]; [REDACTED] did not receive them, and [REDACTED] case was closed. [REDACTED] then attended several schools 'on [REDACTED] own,' including [REDACTED] where [REDACTED] achieved an Associate's Degree ("AAS Degree") in [REDACTED]. [REDACTED] entered a [REDACTED] program at [REDACTED] then in [REDACTED] [REDACTED] went to [REDACTED] [REDACTED] program. [REDACTED] stated that the agency falsely claimed to have provided [REDACTED] with funding and services when [REDACTED] attended [REDACTED]. During [REDACTED] attendance there, [REDACTED] had a recurrence of an earlier [REDACTED] received 'withdrawals' in some courses and was dismissed; [REDACTED] stated that the dismissal is under review. [REDACTED] then moved [REDACTED] to tend to [REDACTED] ill [REDACTED] and entered a [REDACTED] program at [REDACTED].



controlling, put pressure on [REDACTED], and did not listen to [REDACTED] and that [REDACTED] was forced to lie to [REDACTED]. [REDACTED] said that agency staff has a 'personal retaliation' towards [REDACTED].

[REDACTED] stated that [REDACTED] grades at [REDACTED] were good, but the [REDACTED] transcript (Exh. 13) indicates that in Fall and Spring [REDACTED] GPA was '0' and there were no credits earned. When asked if [REDACTED] asked [REDACTED] for a transcript, [REDACTED] stated that [REDACTED] does not respond to [REDACTED]. [REDACTED] stated that [REDACTED] grades for Fall [REDACTED] were not yet available.

### **ACCES-VR's POSITION**

[REDACTED] an Agency District Office Manager, made an opening statement on behalf of ACCES-VR. [REDACTED] noted that Participant has had [REDACTED] cases with the Agency since [REDACTED]. The Agency has funded participant's college costs at [REDACTED] since [REDACTED] but participant has yet to provide documentation that [REDACTED] was accepted into a [REDACTED] program. The Agency has funded [REDACTED] semesters at [REDACTED] for [REDACTED] between Fall, [REDACTED] and Spring, [REDACTED] and Agency policy states that an [REDACTED] must be achieved within [REDACTED] years. [REDACTED] stated that [REDACTED] has a history of missing appointments, refusing to work with multiple staff members, and failing to provide required information in a timely manner. The Agency assigned [REDACTED] to [REDACTED] counselors in [REDACTED] years, and provided direct access to a counselor assistant, but [REDACTED] continues to be uncooperative.

[REDACTED] an Agency Senior Vocational Rehabilitation Counselor, testified (T. 69-146) that since [REDACTED] has had [REDACTED] cases with the Agency. [REDACTED] is familiar with the two most recent: one was opened in [REDACTED] transferred to [REDACTED] and closed in [REDACTED] and the other was opened in [REDACTED] in [REDACTED]. Since [REDACTED] made three requests for a change of counselor,

alleging that [REDACTED] assigned counselor was not fair and did not listen to [REDACTED]. [REDACTED] stated that [REDACTED] had been assigned to a director of counseling and senior counselor in the [REDACTED] when the current case was opened in [REDACTED] was assigned to counselor [REDACTED] with supervision by [REDACTED] and [REDACTED] supervisor. [REDACTED] and [REDACTED] supervisor assigned [REDACTED] to [REDACTED] because [REDACTED] is an excellent counselor with good listening skills. [REDACTED] left [REDACTED] initial meeting with [REDACTED] after 30 minutes and requested a new counselor; [REDACTED] denied the request. After consultation with agency staff in Albany, [REDACTED] and [REDACTED] a counselor assistant, were assigned as a team to work with [REDACTED]. [REDACTED] stated that [REDACTED] frequently spoke with [REDACTED] and that [REDACTED] advocated strongly for [REDACTED] including arranging for exemptions from certain academic requirements. (T. 79). [REDACTED] initially had a good relationship with [REDACTED] but it 'soured' when [REDACTED] accused [REDACTED] of lying. [REDACTED] stated that [REDACTED] frequently missed or was late for appointments, and became annoyed when [REDACTED] was informed that [REDACTED] would have to re-schedule because the counselor was no longer available. On occasion, [REDACTED] refused to leave agency premises until a counselor saw [REDACTED] and had to be told by a security officer to leave.

In [REDACTED] informed an agency counselor that [REDACTED] was accepted into a [REDACTED] program at [REDACTED] starting on [REDACTED]. [REDACTED] said [REDACTED] has not yet given the agency documentation of [REDACTED] acceptance. [REDACTED] states that [REDACTED] attended an [REDACTED] program that was a pre-requisite to the [REDACTED] program. A prior hearing officer's decision directed the agency to pay for [REDACTED].

████ informed █████ that █████ failed to attend courses at █████. Between █████ █████ failed to keep four appointments with the agency's assistant district office manager; █████ was advised that █████ case would be closed if █████ failed to keep appointments. █████ attempted to contact █████ via email. ACCES-VR policy states that a participant has six semesters to complete an associate's degree (Exh. 20). █████ signed the Agency's 'College Fact Sheet' explaining agency requirements for funding higher education (Form VR-844) on █████ █████ said it is not necessary for a participant to sign the form again if a new case is opened. █████ is aware that █████ had medical issues and was caretaker for █████ █████ which may have interfered with █████ services. █████ was not aware if █████ took the █████ (████ school admissions) test.

████ an Agency Vocational Rehabilitation Counselor, testified (T. 176-210) that █████ was assigned to be █████ counselor in █████ █████ reviewed █████ prior cases with the agency, and determined that █████ had attended seven colleges, had a pattern of inconsistent grades and course withdrawals, and had not obtained the degree █████ sought. █████ had attended a █████ program at █████ but was academically dismissed from that program. █████ failed to appear for █████ first scheduled appointment with █████ and was late for the second appointment on █████ █████ questioned █████ about █████ educational history, and after some time █████ told █████ that █████ was at the agency only to pick up vouchers. █████ told █████ they needed to develop a plan, and █████ then said █████ did not want to work with █████ and demanded to see a supervisor. The agency decided that █████ assistant, █████ would work with them in developing a



plan. ██████ stated that to develop a plan, they needed ██████ grades for the prior semester, course registration information, financial aid information, and an itemized tuition bill. ██████ provided the information at the end of ██████ and the agency paid for ██████ tuition, books, and transportation expenses for ██████ told ██████ ██████ goal was to achieve an associate's degree in Science for Health Professions and improve ██████ GPA so that ██████ could gain admission to ██████ clinical ██████ program. ██████ offered agency assistance for ██████ to prepare for the ██████ admissions exam. ██████ testified that agency policy prohibits continued agency assistance for ██████ to continue with a ██████ program, because ██████ failed to make academic progress in ██████ 'academic progress' is defined as at least a 2.0 GPA and maintaining full time credits, and ██████ registered for four courses and completed none. In ██████ the ██████ bursar's office informed ██████ that the agency would get a refund for one of ██████ courses. In ██████ ██████ informed ██████ ██████ that ██████ had ██████ one course, would finish one course, and would get 'incompletes' in two courses that ██████ intended to take in the summer. In ██████ ██████ ██████ would finish three courses in the summer, and later in ██████ ██████ said ██████ was completing two courses and would take two courses in the fall. ██████ ██████ a plan for the agency to provide travel expenses for ██████ to ██████ learning resource center. ██████ stated that ██████ records indicate that ██████ did not complete any courses in ██████ and stopped attending the program. ██████ informed ██████ that ██████ was involved in an assault incident with staff in ██████ Office of Accessibility. ██████ stated that ██████ is not eligible for federal or state tuition grants, because ██████ has attended more than ██████ semesters of college.

██████████ an agency Vocational Rehabilitation Counselor Assistant, testified (T. 210-215) that ██████████ was assigned to work with ██████████ in late ██████████ or early ██████████ after ██████████ informed the agency's ██████████ office that ██████████ wanted a new counselor; ██████████ acted as liaison between ██████████ and ██████████. When ██████████ requested agency assistance with college-related items, ██████████ told ██████████ what documents were required to process the requests; ██████████ stated it was very difficult to get the required information from ██████████ in a timely manner, and that ██████████ was 'not good at keeping appointments.'

### FINDINGS OF FACT

1. ██████████ is eligible for ACCES-VR services because ██████████ has a documented disability that causes functional limitations that impact ██████████ ability to obtain and/or maintain employment.

2. ██████████ received an Associate in Applied Science degree from ██████████ Institute of Technology in ██████████. ██████████ attended ██████████ in spring and summer, ██████████ but did not complete their requirements for a bachelor's degree; at ██████████ ██████████ failed two courses and withdrew from another. In ██████████ ██████████ entered a B.A. program at ██████████ University; ██████████ transcript indicates ██████████ was academically dismissed from ██████████ ██████████ in Spring, ██████████ attended ██████████ for ██████████ semesters from ██████████ to ██████████, earned ██████████ credits at ██████████ with a ██████████, but withdrew from ██████████ courses and failed ██████████ course. (ACCES-VR Exhibits 5, 6).

3. ██████████ applied for ACCES-VR services four times. There is no longer a record of the first case, which dates from ██████████ in ██████████. The second case was open from ██████████ when it was closed by the Agency for alleged 'failure to cooperate.' A third case was opened in ██████████ when ██████████ requested Agency assistance

with the goal of becoming a registered or [REDACTED]. The Agency denied [REDACTED] request to transfer [REDACTED] case to its [REDACTED] and in [REDACTED] [REDACTED] requested a due process hearing. On [REDACTED] the impartial hearing officer ordered the Agency to transfer [REDACTED] file to its [REDACTED] office, assign a vocational counselor there to [REDACTED] develop an IPE with the vocational goal of [REDACTED] and fund [REDACTED] completion of as [REDACTED] degree in [REDACTED] at [REDACTED] or a comparable program. (Participant Exhibit E; ACCES-VR Exhibit 17).

4. Pursuant to the due process hearing decision, [REDACTED] third case was transferred to the Agency's [REDACTED] the case was closed in [REDACTED]

5. On [REDACTED] [REDACTED] signed the Agency's College Fact Sheet, which outlines the Agency's policy and requirements regarding college or university training. (ACCES-VR Exhibit 20).

6. [REDACTED] attended [REDACTED] with Agency assistance during the [REDACTED] academic year. The [REDACTED] transcript indicates that in both the [REDACTED] and [REDACTED] semesters, [REDACTED] registered for two 3-credit courses, and passed the courses, earning [REDACTED] credits in two semesters. [REDACTED] also transferred [REDACTED] credits from programs [REDACTED] previously attended at [REDACTED] (ACCES-VR Exhibit 13).

7. [REDACTED] current case was opened in the [REDACTED] office in [REDACTED] [REDACTED] was assigned to Vocational Rehabilitation Counselor [REDACTED] [REDACTED] missed [REDACTED] first appointment with [REDACTED]. They met on [REDACTED]. After [REDACTED] [REDACTED] made repeated requests for information from [REDACTED] [REDACTED] stated 'this is not working out' and requested a new counselor. The request was denied, and a team consisting of

██ and Counselor Assistant ██████████ was assigned to work with ██████ (T. 76-79; ACCES-VR Exhibit 2).

8. On ██████████ ██████ signed an IPE that listed as a work goal ██████████ ██████████ and provided for Agency payment of ██████ ██████ tuition, fees books, and transportation. The IPE provides that ██████ was to meet academic standards while taking a minimum of 12 credit hours. (ACCES-VR Exhibit 7).

9. ██████ ██████ record indicates that in Spring ██████ ██████ registered for one 3-credit course and withdrew for unknown reasons, earning no credits. (ACCES-VR Exhibit 13).

10. An IPE change dated ██████████ provided that ██████ would complete two courses during the ██████████ (ACCES-VR Exhibit 11). The ██████ record does not show any courses registered or credits earned in ██████████ (ACCES-VR Exhibit 13).

11. On ██████████, ██████ met with ██████████ and ██████████ regarding ██████ IPE. They developed goals for ██████ to attain an AAS in Science for the Health Professions at ██████████, and then take the exam for admission into ██████████ clinical ██████████ program. It was determined that ██████ had to complete 12 to 15 credits during ██████████ to earn the ██████ by ██████████ ██████ informed ██████████ and ██████████ that in summer, ██████ ██████ finished two courses for which ██████ received 'incomplete' grades in Spring, ██████████, and was advised to submit proof that ██████ completed those two courses, as well as course registration and schedule for the 6 credits ██████ intended to take at ██████████ in ██████████, an itemized bill and financial aid information, and follow up information regarding re-taking a ██████████ course at ██████████ which ██████ previously failed. (ACCES-VR Exhibit 12).

12. ██████████ record indicates that on ██████████ ██████ was placed on academic probation, and that in ██████████ ██████ registered for two 3-credit courses and did not earn any credits. (ACCES-VR Exhibit 13).

13. Subsequent to the due process request and first day of the instant hearing, ██████████ sent ██████ a letter regarding possible Agency funding for ██████ to attend ██████████ during Spring, 2018, provided that ██████ timely meet with ██████████ and provide ██████████ ██████████, a Spring ██████ course registration and schedule, and itemized bill, and financial aid information. (Participant Exhibit A, p. 1).

### **LAWS, REGULATIONS AND POLICIES**

Title I of the Rehabilitation Act of 1973 provides for a variety of services to assist persons with disabilities to achieve an employment outcome and may include training at the college level. 29 U.S.C. § 701, et seq.

ACCES-VR Policy 100.00 Participant Involvement Policy (July, 2017), stresses the importance of participants “to be as independent as they desire in designing and fulfilling their individualized plans for employment (IPE).” See Goldstein v. VESID, 199 A.D.2d 766, 769, 605 N.Y.S.2d 425, 427 (3d Dep’t 1993). However, while the policy encourages involvement, it does not mean that participants “have complete control over their programs. Vocational rehabilitation counselors must review, consider and approve all IPEs. Counselors will apply their professional judgment, vocational rehabilitation expertise, applicable laws, regulations, and policies, sound planning considerations, and responsible use of public funds. Services must lead to employment goals that are feasible, timely and attainable within the fiscal constraints of the program.” (ACCES-VR Exhibit 16). IPEs must be reviewed regularly, and the counselor must determine if the

participant is making adequate progress towards the goal. (ACCES-VR Policy 206.00; ACCES-VR Exhibit 3)

ACCES-VR Policy 405.00 College and University Training Policy (April, 2009) states that the participant is expected to maintain satisfactory academic performance necessary to meet degree requirements within agreed the upon time frames. The counselor must review grade transcripts and meet with the participant to assess continuing progress towards an academic major consistent with the employment goal. Repeated inability to meet academic performance standards will result in review of the IPE and employment goal. Participants are expected to follow usual timeframes for achieving a two or four year degree, i.e. four semesters for an AAS degree; however, the Agency may provide funding for two additional semesters for an AAS program. This includes part-time training. The timeframes are cumulative, and include changes in school, major, and case re-opening. Participants are required to inform their counselor immediately before dropping any agreed upon courses. If a participant has less than 12 credits for a semester, the semester will be considered part-time training subject to specific rules: if training is initiated on a part-time basis, within two years the participant should have achieved the vocational goal or entered into full-time training. If dropping a course reduces the number of credits to below the full-time course load, the semester must be counted as part-time, and the maximum on part-time training applied. (ACCES-VR Exhibit 4).

### **DECISION**

After reviewing the facts, policies, regulations, and law relating to this matter, I find that [REDACTED] request for a different counselor should be denied, and that [REDACTED] has not

made sufficient academic progress or completed enough courses towards [REDACTED] IPE goal to warrant continued Agency funding for [REDACTED] college education. It is not disputed that [REDACTED] has a disability that qualifies [REDACTED] for ACCES-VR services. [REDACTED] has had at least four cases with the Agency, but it is the two most recent that are pertinent to this decision: the first case was opened in [REDACTED] County and transferred to [REDACTED] pursuant to a prior hearing decision. I note that I have considered that prior decision and the Agency's comments on it solely for background and historical purposes; I will not review or reconsider its findings and it has no substantive effect on the instant decision. The most important points regarding the prior hearing decision is that the Agency implemented it, by transferring [REDACTED] case to [REDACTED] and continuing to fund [REDACTED] 'pre-[REDACTED] [REDACTED] degree program at [REDACTED] [REDACTED] s case was closed in [REDACTED] and re-opened in [REDACTED] [REDACTED] instant request for a new counselor stems from [REDACTED] assignment to [REDACTED] in [REDACTED]

I find no basis in [REDACTED] claim that the Agency or its counselors acted in a retaliatory manner, or that [REDACTED] and the counselor assistant assigned to work with [REDACTED] failed to listen to [REDACTED]. I credit the testimony of [REDACTED] that the Agency took steps to accommodate [REDACTED] by assigning [REDACTED] to work with [REDACTED] and then by adding [REDACTED] to [REDACTED] 'team' when [REDACTED] complained about [REDACTED]. Contrary to [REDACTED] allegations, the counselors **did** 'listen to [REDACTED] they developed an IPE, arranged for [REDACTED] funding, and later modified the IPE because of [REDACTED] issues and insufficient progress, e.g., by agreeing to a change of major, and helping to arrange for exemptions from various academic requirements. [REDACTED] has notified [REDACTED] that the Agency may continue to fund [REDACTED] program in the [REDACTED] semester if [REDACTED] produces required

documentation. All this was done notwithstanding ■■■ missed appointments, repeated lateness, and continued failure to timely provide required information such as grades, transcripts and proof of courses taken. The record indicates that it was ■■■ who 'did not listen' to the Agency counselors' repeated requests for required information, and was unable or unwilling to timely comply with these requests. All the Agency requests at issue (grades, transcripts, course programs, and financial information) were reasonable and required pursuant to Agency policy regarding funding of higher education. ■■■ demand for 'ongoing services without red tape' implies that ■■■ wants 'carte blanche' for Agency funding without regard to Agency policy and procedure, and without producing required documents. The Agency should not and will not fund an educational program without proof of enrollment and progress.

I find that the Agency should not be required to continue to fund ■■■ efforts to become an ■■■, because ■■■ failed to make satisfactory progress: in the four semesters that ■■■ registered at ■■■ with Agency financial assistance, ■■■ earned only 12 credits, which is the usual minimum for one semester. ■■■ admitted that ■■■ has to complete more than one full semester of college before ■■■ is even eligible to take the entrance exam for the clinical ■■■ program, which will then require several more semesters. The students records produced in evidence reflect many dropped and/or withdrawn courses, and some failing grades. ■■■ offered many excuses for the lack of progress: health issues, incompetent instructors, and incidents at school. ■■■ has a history of serious health issues and family responsibilities, which had an unavoidable adverse impact upon ■■■ education. However, many of these issues pre-date the school years in question here, and there is little documentation of issues directly affecting these years.



■■■■ undocumented excuses are insufficient to explain ■■■■ failure to attend and complete courses and attain satisfactory grades over an extended period of time. I note that ■■■■ testimony and statements to the counselors is replete with misrepresentations and contradictions: ■■■■ first stated that ■■■■ was 'almost done' with ■■■■ goal, but as noted above, ■■■■ is still more than one full semester away from finishing the ■■■■ program that is pre-requisite to the clinical ■■■■ program; the student records submitted in evidence do not support ■■■■ claim to have completed specific courses (see T. 234-236), none of which appear on the records; ■■■■ told ■■■■ ■■■■ would take courses in ■■■■ to 'make up' for incomplete courses from ■■■■ but the records do not reflect any courses taken in ■■■■ I do not credit ■■■■ statement that ■■■■ grades for ■■■■ were not available by ■■■■

My decision regarding the Agency's responsibility to continue sponsoring ■■■■ college education is based upon lack of satisfactory progress, but I will address a 'timing' issue raised at the hearing. I do not agree with the Agency's argument that it does not have to sponsor an ■■■■ program for more than three years – the policy (405.00) is that the Agency will sponsor up to six semesters for an ■■■■ program, but does not indicate that these must be **consecutive** semesters, so that a participant who for some reason did not attend school for one semester could take more than three years to complete six semesters. However, the documentary evidence indicates that ■■■■ achieved less than 12 credits for each of the ■■■■ semesters ■■■■ attended ■■■■ Agency policy dictates that these must be considered part-time training, and that if the IPE goal is not attained within two years of such training, the participant must enter a

full-time program. The Agency would not be required to continue to sponsor a part-time program.

Dated: [REDACTED]

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[REDACTED] Impartial Hearing Officer

**APPEAL NOTICE**

Please take notice that this is a final decision. If you disagree with the decision, you may seek judicial review through action in a New York State or United States District Court of competent jurisdiction.

**LIST OF WITNESSES**

[REDACTED]

Petitioner

[REDACTED]

[REDACTED]

List of Exhibits admitted into Evidence:

IHO:

- I. Notice of Hearing [REDACTED]
- II. Due Process Request [REDACTED]

Participant:

- A. (i) Letter from Agency to Participant [REDACTED]
- (ii) [REDACTED] Income Verification Report [REDACTED]
- (iii) Letter from [REDACTED] to Participant [REDACTED]
- (iv) [REDACTED] Bursar Statement [REDACTED]
- (v) [REDACTED] Manage Service Indicators [REDACTED]
- (vi) Letter from [REDACTED] to Participant [REDACTED]
- B. Email: [REDACTED] to Participant [REDACTED]
- C. Letter: [REDACTED] College to Participant [REDACTED]
- D. Letter: Disability Rights NY to Participant [REDACTED]
- E. Due Process Hearing Decision [REDACTED]

ACCES-VR:

- 1. [REDACTED] [REDACTED]
- 2. Case Note – [REDACTED] [REDACTED]
- 3. ACCES-VR Policy 206.00 re: IPE February, [REDACTED]
- 4. ACCES-VR Policy 405.00re: College and University Training April, [REDACTED]
- 5. (a) [REDACTED] AAS Degree [REDACTED]
- (b) [REDACTED] College Transcript and Grade Reports Various Dates
- (c) Letter: [REDACTED] University to ACCES-VR [REDACTED]
- (d) Letter: ACCES-VR to Participant [REDACTED]
- (e) [REDACTED] University Statement re: Participant Attendance and Credits [REDACTED]
- (f) [REDACTED] University Transcript [REDACTED]
- (g) [REDACTED] Transcript [REDACTED]
- 6. [REDACTED] University Transcript [REDACTED]

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|-----|--|-------------------|
| 7.  | IPE  | [REDACTED]        |
| 8.  | Federal Student Aid Statement                              | [REDACTED]        |
| 9.  | ACCES-VR Contribution Calculation<br>Worksheet             | [REDACTED]        |
| 10. | [REDACTED] Schedule  | Spring [REDACTED] |
| 11. | IPE Change   | [REDACTED]        |
| 12. | Case Note – [REDACTED]                                     | [REDACTED]        |
| 13. | [REDACTED] Transcript                                      | [REDACTED]        |
| 14. | [REDACTED] Attendance Policy and<br>Grading System         | Undated           |
| 15. | [REDACTED] Policy Statements                               | Undated           |
| 16. | ACCES-VR Policy 100.00 re:<br>Participant Involvement      | [REDACTED]        |
| 17. | Statement re: Participant's Agency Cases                   | [REDACTED]        |
| 18. | Case Note: [REDACTED]                                      | [REDACTED]        |
| 19. | ACCES-VR Payment Status                                    | [REDACTED]        |
| 20. | ACCES-VR College Fact Sheet                                | [REDACTED]        |
| 21. | ACCES-VR Comments to Prior<br>Due Process Hearing Decision | Undated           |