Education Service

Harry W. Colmery Veterans Educational Assistance Act of 2017

Sections 101, 102, and 401 of

Public Law 115-48

Lesson Plan



July 2018

Version 1.0

Lesson Overview

| Topic | Description |
| --- | --- |
| Time Estimate: | 2 hours |
| Purpose of the Lesson: | The purpose of this lesson is to provide guidance to the Regional Processing Offices (RPOs) to ensure proper handling and processing of Chapter 33 requests under Sections 101, 102, and 401 of PL 115-48, the Colmery Act, Forever GI Bill. |
| Prerequisite Training Requirements: | The following prerequisite training is required:  None |
| Target Audience: | Entry-level, intermediate, or journey-level Veterans Claims Examiners (VCE), Education Case Managers (ECM) and their supervisors. |
| Lesson References: | The following references support the lesson content:   * [Harry W Colmery Veterans Educational Assistance Act of 2017](https://www.congress.gov/bill/115th-congress/house-bill/3218/text/pl?overview=closed) * [38 USC 3301](http://uscode.house.gov/view.xhtml?req=(title:38%20section:3301%20edition:prelim)%20OR%20(granuleid:USC-prelim-title38-section3301)&f=treesort&edition=prelim&num=0&jumpTo=true) * [38 USC 3311](http://uscode.house.gov/view.xhtml?req=(title:38%20section:3311%20edition:prelim)%20OR%20(granuleid:USC-prelim-title38-section3311)&f=treesort&edition=prelim&num=0&jumpTo=truehttp://uscode.house.gov/view.xhtml?req=(title:38%20section:3311%20edition:prelim)%20OR%20(granuleid:USC-prelim-title38-section3311)&f=treesort&edition=prelim&num=0&jumpTo=true) |
| Lesson Objectives: | At the end of this lesson, you will be able to:   * + Recall Sections 101, 102, and 401 of the Colmery Veterans Assistance Act (PL 115-48).   + Properly identify and enter Colmery Service in the LTS.   + Apply workarounds when necessary. |
| What You Need: | Reserve adequate space equipped to project a PowerPoint presentation. Provide copies of the student guide or PowerPoint slides in advance of the lesson or provide directions on how to print from saved location and how to access the Colmery Service Job Aid with training advertisement, refer to lesson plan and have a subject matter expert (SME) available if primary presenter is not an SME to assist with answering questions. Training should be instructor led with a means to ask questions during the training. It may be delivered virtually however, except for make-up sessions, always to live participants. Individuals that view a recorded live session to make-up the training should be provided a POC who is available for questions while the employee is taking the lesson. |
| Post Training Requirements: | Upon completion of the classroom portion of the lesson, participants are required to complete an online lesson assessment and survey in Talent Management System (TMS).  To demonstrate successful completion of the lesson participants must pass the assessment with a score of at least 80%.  Participants must also complete the online survey to earn credit for completion of the lesson. |

Instructor Notes

The purpose of this lesson is to provide guidance to the RPOs to ensure proper handling and processing of Chapter 33 requests under PL 115-48, Sections 101, 102, and 401 of the Colmery Act, Forever GI Bill.

| PowerPoint Slides | Instructor Activities |
| --- | --- |
|  | **DISPLAY** slide **1**  **INTRODUCE** yourself as the instructor and introduce any fellow instructors.  **INTRODUCE** the lesson. |
|  | **DISPLAY** slide **2**  “Lesson Objectives”  **REVIEW** the lesson objectives and assure trainees they will have opportunities to practice what they learn |
|  | **DISPLAY** slide **3**  **READ** Background onthe original Bill, specifically covering Definitions (of active duty) and Covered Individuals. |
|  | **DISPLAY** slides **4**  **DISCUSS** the some amendments to Chapter 33 since, those which are now affected by the Colmery Act.   * Title 32 Section 502(f) for National Guard * Title 14 Section 712 for Coast Guard * Others are self-explanatory |
|  | **DISPLAY** slide **5**  **DISCUSS** the changes by the Colmery Act  **REMIND** 12304(a) and 12304(b) are subsections of 12304, already creditable service as the entire section was included with the original Bill. (refer back to the Background slide if necessary) Conversely, not all subsections of 12301 were included. The ‘a’ or ‘b’ in parenthesis or “bowlegs” indicates a subsection. Without parenthesis or “bowlegs” indicates a Section in the code. |
|  | **DISPLAY** slide **6**  **READ** Effective date for all sections is for training beginning August 1, 2018. |
|  | **DISPLAY** slide **7**  **READ** Slide, allow for discussion. |
|  | **DISPLAY** slide **8**  **INFORM** VIS code references, continuing the discussion for where Colmery Service information may be found, including DoD POC. |
|  | **DISPLAY** slide **9**    **DISCUSS** bad data in VIS. VIS (VADIR) is the authoritative source. In general and except for these periods identified by the Services as invalid periods, service information reported should be used. Also excepting known issues. |
|  | **DISPLAY** slide **10**    **EXPLAIN** although possible, a ‘K’ period of service should follow some other service. This example is actually A20 (EST) service incorrectly coded. Mention that DMDC and the Services are constantly working to correct bad data and new data rules make it extremely difficult for additional bad data to be added. |
|  | **DISPLAY** slide **11**    **EXPLAIN** whenever there is no reason to suspect service information is incorrect, it should be used without further verification.  **ALLOW** for discussion |
|  | **DISPLAY** slide **12**    **REVIEW** how to display (toggle) between VADIR Military History and BIRLS Military History in VIS. |
|  | **DISPLAY** slide **13**  **REVIEW** the example of a Purple Heart indicated in BIRLS.  **EXPLAIN** we may use this as evidence but must determine whenever the date of the award possibly could result in an improper payment, if prior to 9-11-01 or after 8-1-11 and not due 100% for training after 8-1-18 until a later date. In such cases the date of the event must be verified. |
|  | **DISPLAY** slide **14**  **REVIEW** the example of a Purple Heart indicated on a DD 214. |
|  | **DISPLAY** slide **15**  **REVIEW** the example of a Purple Heart indicated on a citation.  **EMPHASIZE** the date of the event may be different than the date awarded. Ask the question; would it matter? |
|  | **DISPLAY** slide **16**  **READ** |
|  | **DISPLAY** slide **17**  **DISCUSS** the answer – reminding we cannot pay at greater benefit level until August 1, 2018. |
|  | **DISPLAY** slide **18**    **READ** |
|  | **DISPLAY** slide **19**  **DISCUSS** the answer. |
|  | **DISPLAY** slide **20**  **TALK** through entering service.  **WORKAROUND:** Although very unlikely, a claimant could have less than 36 months of service and still be on active duty without a break. In such cases, used the date of the Purple Heart as a release date with disability for the separation reason. Then enter a new period of service beginning the day after. |
|  | **DISPLAY** slide **21**  **DISCUSS** the example by pointing out the 3 different periods of service in the table and how they appear in the LTS below. Note the LTS considers eligibility using all information entered and does not know about the August 1, 2018, rule for Colmery Service. |
|  | **DISPLAY** slide **22**  **Walk** through Scenario 1a and allow time for practical exercise |
|  | **DISPLAY** slide **23**  **Walk** through Scenario 1a and allow time for practical exercise |
|  | **DISPLAY** slide **24**  **Walk** through Scenario 1b and allow time for practical exercise  **STRESS** scenarios 1a and 1b are the easy ones requiring no special attention. Properly identifying the proper scenario which applies is the most important step of all. |
|  | **DISPLAY** slide **25**  **Walk** through Scenario 2 and allow time for practical exercise |
|  | **DISPLAY** slides **26 - 28**  **Walk** through Scenario 3 and allow time for practical exercise |
|  | **DISPLAY** slide **27**  **Walk** through Scenario 3 and allow time for practical exercise |
|  | **DISPLAY** slide **28**  **Walk** through Scenario 3 and allow time for practical exercise  **DISCUSS** how variant procedures for fiscal processing based upon local policy are acceptable, provided no payments are released prior to review and authorization of the Work Product by a SVCE.  ***Payments released prior to authorization are improper payments.*** |
|  | **DISPLAY** slide **29**  **DISCUSS** each field on the job aid  **DEMONSTRATE** in class how to properly use the job aid |
|  | **DISPLAY** slide **30** |
|  | **DISPLAY** slide **31** |
|  | **DISPLAY** slide **32** |
|  | **DISPLAY** slide **33**  **DISCUSS and RECAP** what was covered in the lesson. |
|  | **DISPLAY slide 34**  **ASK for questions on the topics discussed in this training and entertain responses. (If trainees are reluctant, propose questions yourself to begin the dialog.)**  **CLARIFY responses as needed and paraphrase question clearly for all to hear before providing a “correct” responses.**  **NOTE: Limit questions to scope of topic. Do not guess. Unless information is covered in the training, make note of question and provide a follow-up response to all trainees as soon as possible.** |
|  | **DISPLAY slide 35**  **CONFIRM** that thestudents know how to access the assessment and survey in TMS.  **EXPLAIN** that the assessment is TMS# and will cover what they learned in class today.  **REMIND** them that they must complete both the assessment and the survey in order to receive credit in TMS for their training.  **TELL** students that the survey provides them an opportunity to improve the training and that their feedback is welcome. |