Education Service

Harry W. Colmery Veterans Educational Assistance Act of 2017

Section 103 of

Public Law 115-48

Lesson Plan



August 2018

Version 1.0

Lesson Overview

| Topic | Description |
| --- | --- |
| Time Estimate: | 1.5 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 Section 103 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 U.S. Code section 3317(a)](https://www.gpo.gov/fdsys/pkg/USCODE-2011-title38/pdf/USCODE-2011-title38-partIII-chap33-subchapII-sec3317.pdf) |
| Lesson Objectives: | At the end of this lesson, you will be able to:   * + Understand Section 103 of the Colmery Veterans Assistance Act (PL 115-48).   + Process Yellow Ribbon benefit claims for claimants receiving Fry Scholarship and Purple Heart Recipients. |
| 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, Section 103 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 and summarize |
|  | **DISPLAY** slides **4**  **DISCUSS** the change, emphasize Purple Heart recipients on or off active duty. |
|  | **DISPLAY** slide **5**  **READ** Effective date for all sections is for training beginning August 1, 2018. |
|  | **DISPLAY** slide **6**  **TRANSITION** to Processing Procedures |
|  | **DISPLAY** slide **7**  **READ** Slide, allow for discussion. |
|  | **DISPLAY** slide **8**  **READ** Slide, allow for discussion. Explain the NOTE; development is always required whenever an enrollment certification is receiving with obvious missing information as would be the case when Yellow Ribbon amounts are reported without Out-of-State costs or vice versa at a public IHL.  REMIND per 38 USC 3679(c)(2)(B)(i), Fry Scholarship students must not be charged Out-of-State costs. (PL 114-315, Section 702) |
|  | **DISPLAY** slide **9**    **DISCUSS** bad limited LTS functionality…Purple Heart recipients not on active duty should be processed in the LTS without any issues. |
|  | **DISPLAY** slide **10**    **OVERVIEW** each of the Job Aid buttons. |
|  | **DISPLAY** slide **11**  **EXPLAIN** how to begin using the job aid always starts by clearing it. Edit (or add) an enrollment is the second step if a Public IHL. National Maximum or school year cap only applies to Private IHLs and may require adjustment before entering school information.  **MENTION** we will talk more about the National Maximum when discussing Private IHLs. |
|  | **DISPLAY** slide **12**    **REVIEW** how to enter a facility code – only validation is the first digit. |
|  | **DISPLAY** slide **13**  **REVIEW** edit (add) enrollment.  **EXPLAIN** fields will be formatted based upon school type. |
|  | **DISPLAY** slide **14**  **REVIEW** the sections of the job aid. |
|  | **DISPLAY** slide **15**  **REVIEW** the rules for Private IHLs. |
|  | **DISPLAY** slide **16**  **REVIEW** to clear job aid first.  **STRESS** settings must be set correctly next BEFORE adding (edit) enrollment. |
|  | **DISPLAY** slide **17**  **DISCUSS** the Settings, when and how to manually adjust. |
|  | **DISPLAY** slide **18**    **DISCUSS** entering a private IHL facility code AFTER editing settings for the workaround with subsequent enrollment periods. |
|  | **DISPLAY** slide **19**  **DISCUSS** adding (edit) enrollment and work around. |
|  | **DISPLAY** slide **20**  **DISCUSS** the fiscal processing. Follow local procedures. |
|  | **DISPLAY** slide **21**  **DISCUSS** what codes should be used. Remind folks Fry Spouse codes must be converted. Reference: RPO Letter 22-15-01, Attachment 4. |
|  | **DISPLAY** slide **22**  **DISCUSS** adding the Yellow Ribbon paragraph. Capture both the job aid and any letter you edit into TIMS. |
|  | **DISPLAY** slide **23**  **DISCUSS** updating controls, Stop Automation, Flash |
|  | **DISPLAY** slide **24**  **STRESS** how important the first step of clearing the Job Aid is to prevent errors.  **REMIND** throughout “Edit” (is both Add or Edit) |
|  | **DISPLAY** slide **25**  **DISCUSS** how to enter any previously issued manual awards. |
|  | **DISPLAY** slide **26**  **DISCUSS** Add Amendment. Amendment type is either a *reduction* or a *termination.* Either *yes* or *no* to the question of the amendment being protected. |
|  | **DISPLAY** slide **27**  **DISCUSS** the Job Aid results. Make note of the 74B (student debt) required but also note, a Yellow Ribbon payment of 75B (school) debt are other possibilities.  In the end, ask yourself; “Does this result make sense?” If ever using the job aid and the result does not make sense, go back over the process to ensure all information and steps have been completed properly. |
|  | **DISPLAY** slide **28** |
|  | **DISPLAY** slide **29**  **DISCUSS and RECAP** what was covered in the lesson. |
|  | **DISPLAY slide 30**  **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 31**  **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. |