PROGRAM MEMORANDUM 26-4

DATE: October 9, 2026
TO: Adult Education Program Directors
FROM: Nick Moore, Chief Adult Education and Learning Officer
SUBJECT: Co-enrollment and Service Coordination with the Alabama Department of Vocational Rehabilitation

I. Purpose

The purpose of this memorandum is to establish a consistent process for local adult education programs to identify and refer students who may benefit from the Alabama Department of Rehabilitation Services (ADRS) Vocational Rehabilitation Service (VRS), support co-enrollment in WIOA Titles II and IV, and coordinate individualized employment related services.

This memorandum also explains how local programs may coordinate with ADRS for adaptive assistance, interpretation and translation, communication access, and transition services while continuing to meet their own legal obligations for equal access and reasonable accommodations.

II. Background

Title II adult education and Title IV vocational rehabilitation are required partners in the statewide public workforce development system. ADRS VRS helps eligible individuals with disabilities prepare for, secure, retain, advance in, or regain employment. ADRS provides services that may include evaluation, counseling and guidance, vocational and technical training, assistive technology, interpreter and notetaking services, rehabilitation technology, job development, placement, retention, and transition services.

ADRS determines eligibility and approves services based on each individual's vocational rehabilitation needs and employment goals. Services purchased by ADRS must be approved and authorized in writing by the assigned counselor before purchase. A referral or application does not guarantee eligibility, payment, or a particular service.

III. Policy

Each local adult education program shall maintain a documented referral and coordination process with ADRS VRS. Participation is voluntary. A student shall not be required to disclose a disability, apply to ADRS, or accept ADRS services as a condition of adult education enrollment or continued participation.

A. Notice and Identification

1. At orientation, provide all students accessible information about ADRS VRS and the employment-related services that may be available to eligible individuals with disabilities.
2. Repeat the notice when a student requests assistance or when a disability related barrier to education, training, transition, or employment becomes apparent.
3. Offer a private opportunity to request help. Staff may discuss observable barriers and available resources but shall not diagnose a disability or pressure a student to disclose disability information.

4. Make the ADRS VRS, Consumer Guide, and specialized blind and deaf services materials available in accessible formats.

B. Referral and Application

- Obtain the student's informed written consent before sending personally identifiable information to ADRS. Explain what will be shared, the purpose of the disclosure, and the student's right to revoke consent as allowed by law.
- With consent, contact the ADRS office serving the student or call 1-800-441-7607. A referral may include the applicant's name, contact information, and reported disabling condition.
- Offer application assistance, including an accessible location, help completing forms, requested language assistance, and transfer of relevant educational records when authorized by the student.
- Do not make a medical diagnosis, determine ADRS eligibility, or represent that ADRS will approve or pay for a service.

C. Co-enrollment and Joint Planning

- Document co-enrollment only after the student or ADRS confirms active participation in Title IV. A referral or pending application alone is not co-enrollment.
- With written consent, designate one adult education staff member to coordinate with the ADRS counselor and invite the counselor to relevant education, career pathway, integrated education and training, and transition planning meetings.
- Align the adult education plan, career pathway, and IET activities with the employment goal and approved services in the Individualized Plan for Employment (IPE) when one has been developed.
- Coordinate at appropriate milestones, including enrollment, assessment, occupational training or work-based learning, credential testing, employment placement, and exit.

D. Adaptive Assistance and Communication Access

- Ask the student which barriers affect participation and what assistance has been effective. Refer requests that may support the employment goal to the ADRS counselor for individualized assessment.
- Potential ADRS services may include assistive technology or equipment, telecommunications or sensory aids, interpreter and notetaking services, orientation and mobility, communication training, rehabilitation technology, and workplace accommodation assistance. Availability depends on ADRS requirements, individual need, informed choice, comparable benefits, and the IPE when required.
- Do not purchase an item or commit ADRS funds in anticipation of reimbursement. ADRS funded goods and services require advance written approval and authorization from the ADRS counselor.
- Help a student request free interpretation or translation needed to access ADRS services. For communication within the adult education program, the local provider remains responsible for arranging timely and appropriate access under applicable law.
- Do not delay intake, instruction, assessment, testing, or another adult education activity while awaiting an ADRS decision when the local provider is responsible for providing access.

IV. Implementation

Within 30 calendar days after issuance:

- A primary and backup ADRS liaison will be designated by the ADRS local unit supervisor. A list of supervisors and areas is attached for distribution and outreach.
- The local office number should be the primary contact number listed on any outreach materials. If a specific staff person is listed, regular updates are required.

Each local program shall:

- Adopt a written referral, consent, and follow-up workflow consistent with this memorandum;
- Train intake, instructional, assessment, career services, and data staff; and
- Begin documenting referrals, confirmed co-enrollment, service coordination, and outcomes in accordance with ACCS guidance.

V. Responsibilities

A. Local Program Director

The local program director shall implement this policy, secure an ADRS liaison, ensure staff training and accessible services, oversee documentation, and resolve local coordination barriers.

B. Local ADRS Liaison

The liaison shall maintain current ADRS contacts, support consent and referrals, coordinate joint planning, track follow-up, protect confidential information, and report systemic issues to the local director and the Adult Education Division.

C. Adult Education Staff

Adult education staff shall provide notice, respond to identified barriers, support the student's education and career plan, seek supervisory assistance when needed, and avoid diagnosis or unauthorized disclosure.

D. ADRS Counselor

The ADRS counselor determines eligibility, assesses vocational rehabilitation needs, develops and approves the IPE with the individual, authorizes ADRS funded goods and services, and coordinates employment related supports under ADRS policy.

E. ACCS Adult Education Division

The Division shall provide guidance and technical assistance, monitor implementation, support state-level coordination with ADRS, and issue data and reporting instructions.

VI. Confidentiality, Fiscal Responsibility, and Monitoring

Disability, medical, and ADRS participation information is confidential. Local programs shall limit access to personnel who need the information for an authorized purpose and shall use written consent when required by law. Diagnostic details shall not be placed in general attendance notes, class rosters, or communications to employers.

Each organization remains responsible for services required under the laws and program rules that govern it. ADRS may consider comparable benefits and may require financial participation for certain

services. Local programs shall not condition reasonable access to adult education on ADRS eligibility or payment. AEFLA funds may be used only when allowable under the subaward and ACCS fiscal guidance.

Local programs shall retain documentation of staff training, student notice, consent when information is shared, referral date, confirmed co-enrollment, coordination contacts, service status, and relevant education or employment outcomes. ACCS may review implementation through desk review, onsite monitoring, data validation, and student-file sampling.

VII. Effective Date

This memorandum is effective upon issuance. The 30-day local implementation period begins on the issuance date shown above.

VIII. Questions or Technical Assistance

Questions and requests for technical assistance should be directed to the ACCS Adult Education Division. Questions about an individual's eligibility or services should be directed to the assigned ADRS counselor or ADRS VRS at 1-800-441-7607.

References

- Workforce Innovation and Opportunity Act, Titles II and IV.
- Rehabilitation Act of 1973, as amended.
- 34 C.F.R. Part 361 and 34 C.F.R. Part 38.
- Alabama Department of Rehabilitation Services, Consumer Guide, revised November 2025.
- Alabama Department of Rehabilitation Services, Vocational Rehabilitation Service brochure, revised 2025.
- Alabama Department of Rehabilitation Services, VRS Blind and Deaf Services brochure, revised 2024.