**Slide 1**

Hello. Welcome to the presentation on Vocational Assessment, Exploration and the Labor Market Information.

Eligibility is established at the onset of the program once an application (VA Form 1900) is received.  If basic eligibility requirements are met (qualifying military service, character of service, and service-connected disability status, memo rating or eligibility under NDAA), the individual will receive an appointment for a program orientation and an entitlement determination to be made by a Vocational Rehabilitation Counselor.

**Slide 2**

The objectives are as follows: to identify vocational exploration tasks that you will use to help a claimant explore career, identify vocational assessments, identify resources for vocational explorations and conducting labor market research, and identify how and where to document aptitude interest and abilities assessment of basic independent living needs and automatic entitlement.

**Slide 3**

In the vocational rehabilitation process, both the claimant and the Vocational Rehabilitation Counselor (VRC) or Employment Coordinator (EC) have distinct roles and responsibilities to ensure that the plan development proceeds smoothly.

The primary responsibility of the VRC is to assist the claimant in making an informed decision in choosing an appropriate vocational goal. The VRC provides guidance and support to the claimant throughout the rehabilitation process.

On the other hand, the primary role of the claimant is to fully participate in the rehabilitation process. This involves being open and candid during counseling sessions with the VRC or EC. The claimant should discuss their personal strengths, goals, obstacles to goal attainment and other pertinent information with the VRC or EC.

By working together and fulfilling their respective roles and responsibilities, the claimant and VRC/EC can create a rehabilitation plan that is tailored to the claimant's needs and goals and ultimately leads to successful vocational outcomes.

**Slide 4**

What is vocational exploration? It is what is used to assist the claimant with finding a suitable vocational goal. One that is consistent with their interests, aptitudes and abilities, does not aggravate their Service-Connected Disabilities, and is stable and continuous.

It’s important to consider the claimant’s transferable skills, training or experience in a suitable occupation prior to exploring jobs that require additional training.

**Slide 5**

Transferable Skills: Transferrable Skills are skills and/or knowledge you learn and develop in one situation which can then be used and applied in another situation. Transferable skills are things you learn throughout your life. You may develop these skills at social functions, in the classroom, while playing sports, or at the job you hated. The great thing about transferable skills is you already have them.

On the slide are 15 Important Transferable Skills. All transferable skills are important. However, employers seek out *some* transferable skills over others. These are the skills used in any job and can turn you from a good employee into an invaluable employee.

These transferable skills are desirable because if claimants already have them, the employer doesn’t have to worry about training the claimant to use them. Claimants can hit the ground running in any career field and start making positive contributions right away.

1. Problem Solving

Your problem-solving skills help you not only identify that there is a problem, they also help you identify what is causing the problem and find a way to implement a solution. Employers appreciate it when an employee identifies bottlenecks or inefficiencies in a process or procedure. However, they are even more appreciative when staff also offer solutions to those issues.

2. Analytical Reasoning

Analytical reasoning is, in some ways, part of your problem-solving skills: taking the larger problem and breaking it down into smaller problems to identify a solution. Put another way, employers want staff who can find logical solutions to the company’s problems.

3. Critical Thinking

Similar to problem-solving and analytical reasoning, critical thinking is the evaluation and interpretation of information to make a judgment, come to a conclusion, or choose a course of action. It’s more than reading something and saying, “Well, it must be true.” It’s looking at the evidence and evaluating it to help decide if the information is more opinion than fact before using it to back up a decision.

4. Leadership

Leadership skills aren’t only your ability to supervise and manage a team. Leadership skills also include your ability to take the lead on a project and get a team to follow through and accomplish shared goals. Leadership encompasses many additional transferable skills like communication, problem-solving, and relationship building.

5. Adaptability

As you work in a role, you may discover that you need to adjust due dates, workflow, or even how you approach your job. In some cases, you may need to learn new skills to help get the job done. Pivots often happen in business, whether it’s a strategy or a product line. Demonstrating that you can adapt to change shows that you’re able to go with the flow while maintaining a positive attitude and getting your work done.

6. Teamwork

Teamwork means working together as a group to achieve a common goal. But being on the team and part of the team are two separate things. Employers don’t want employees who show up but don’t help the team accomplish its goals. They want team players, people who make positive contributions to the group to help it succeed.

7. Communication

A transferable skill in any setting, you will communicate in almost every job. Your communication skills are your ability to share ideas and information in a clear and concise manner, leaving no room for misunderstanding. You need the ability to communicate effectively and efficiently, so whomever you are communicating with understands your message.

8. Writing

Writing is, of course, a communication method. While writing may not be the primary task of every job, given the nature of modern businesses, writing skills have become an essential element of most careers. Employees with effective written communication skills can convey messages and information clearly despite the lack of visual cues.

9. Listening

Listening skills, specifically active listening skills, are transferable skills that cannot be overlooked especially if you’re in management. To solve a problem for a client or resolve team conflicts, you have to be able to listen and understand what the other side is saying. If you aren’t a good listener, you may not truly understand what the speaker is trying to convey.

10. Creativity

Creativity isn’t always about your painting or drawing skills (unless it’s relevant to your role). Creativity is about how you approach tasks and solve problems. Are you an out of the box thinker? Do you employ novel techniques to help clients understand how to use the product? Creative thinkers find novel solutions to the problems they face. They use these skills to help their employer see things differently and solve problems in new ways.

11. Attention to Detail

Paying attention to the finer details means you notice everything. You go through projects with a fine-tooth comb to make sure it’s all correct and that nothing—no matter how small—gets lost. Being detail-oriented means your employer can count on you to pay attention to every detail in an assignment, and to catch errors and correct them as needed. It also means that you’re intentional about how projects are executed and there’s strong reasoning behind all decisions.

12. Project Management

Project management skills help you manage tasks from start to finish. You make sure everything stays on time and also adjust the timeline when things aren’t going as planned. Employers want people who can not only see a task through, but who can visualize what needs to happen on a project from start to finish. This transferrable skill helps ensure that deadlines are met and projects are completed efficiently and effectively.

13. Relationship Building

Relationships are often the key building block of any company. Without good relationships between departments or with clients, there won’t be any business! People who build relationships manage conflict or differing goals, and help parties arrive at a solution.

14. Computer Skills

You may not be a technological wizard, but it’s a good idea to know your way around the many software programs that businesses use today. For example, if you know how to work in one type of spreadsheet, the odds are pretty good you can figure out any spreadsheet, which means the company won’t have to teach you the basics.

15. Management

Management is so much more than assigning tasks. It’s also making sure people get things done and helping them overcome any stumbling blocks they may encounter. Management skills enable you to make sure that people are where they need to be and that they are completing their tasks effectively.

**Slide 6**

Effective October 1, 2022, the recommendation of CareerScope as the primary assessment for vocational assessments and exploration for Veteran Readiness and Employment (VR&E), will be discontinued and the tool will no longer be nationally procured by VR&E Central Office.

 Stations must discontinue use of their CareerScope portal, and all reports downloaded by September 30, 2022. If a station would like to use CareerScope after October 1, 2022, the station will need to go through the appropriate channels to procure the tool utilizing their own General Operating Expenses (GOE) funds.

 Below is a list of recommended assessment tools, which includes free and at-cost assessments. Please note that stations are not limited to the sole use of the recommended assessments. The VRC and VR&E Officer must determine the appropriate assessment for each claimant.

In addition to the assessments identified,

* Stations may refer the claimant to Veterans Health Administration (VHA) for vocational assessment services
* Explore vocational assessment services offered by State Vocational Rehabilitation offices or other community resources
* Utilize the National Chapter 31 contracts, with the understanding that this referral comes along with a full comprehensive assessment

**Slide 7**

If the VRC determines that an alternative vocational evaluation is needed due to the disabilities or needs of the claimant, the VRC must refer them to the Veterans Health Administration (VHA) for vocational assessment services. VHA is the primary resource for the provision of vocational evaluation services under the Chapter 31 program for claimants with special needs. The VRC will use the VA Form, VAF 28-8861, Request for Medical Services – Chapter 31 to submit the referral or electronically via the vocational rehabilitation tab in CAPRI.

In the event the required vocational assessment services are not available through VHA, the VRC may refer the claimant to a contractor counselor. Please check with your immediate supervisor first to see if funds are available and to ensure that the national contracting procedures are closely followed. Refer to M28C.V.B.3 for more information on contracting.

I think it's important to note that it is not mandatory for VRCs to use CareerScope. If they like a better assessment, they can use it if it is valid and reliable. You don't need a special reason like the ones described on next slide to select a different assessment

In addition, if the vocational assessments are not available through VHA or a contract counselor, the VRC may procure vocational assessment services from State Vocational Rehabilitation or other community resources.

**Slide 8**

All eligible claimants are entitled to vocational services including a vocational assessment to assists in identifying employment that is consistent with their pattern of abilities, aptitudes, and interests. However, a vocational assessment may be waived in specific circumstances, such as:

* Claimants who completed vocational testing within the last three years through Chapter 31 or Chapter 36 services
* The vocational assessment report should include a summary of findings and assessments administered. The report should not include raw scores, answer sheets, copies of actual test or computerized printouts.
* Claimants with the most severe disabilities who are unable to participate in vocational assessment (it may not be appropriate at the time to pursue vocational pursuits, they may be more suitable for independent living)
* Claimants who have completed a degree program and submitted a copy of his/her transcript of records that may be used in lieu of standardized tests to assess their aptitudes and abilities

In addition, the VRC must use his/her professional judgment in determining whether previous assessment results are usable or if additional vocational assessments are needed.

The VRC must clearly document the rationale for waiving vocational assessment for claimants on Counseling Record – Narrative Report (Supplemental Sheet) VAF 28-1902n - Section 2, Observations from Aptitude Testing and Abilities.

**Slide 9**

Many life activities reveal evidence of a claimant’s pattern of abilities, aptitudes and interests. The case manager should use this information to assist the claimant in developing a vocational exploration strategy. The activities may include:

* Use of leisure time
* Pursuit of education
* Volunteer activities
* Previous employment
* Life experiences

Consider it all

**Slide 10**

Resources for Vocational Exploration

**Slide 11**

Vocational exploration activities can be completed independently by the claimant at home or at the Regional Office (RO) using the Job Resources Lab (JRL), or with the VRC. The following individuals or activities may assist in vocational exploration activities:

* VRC
* Employment Coordinator (EC)
* Disabled Veterans’ Outreach Program (DVOP) specialist
* Local Veterans’ Employment Representative (LVER)
* Contract counselors using contracting procedures outlined in M28C.V.B.3.
* College or university career exploration, planning and placement representatives
* Attendance at traditional and/or virtual job fairs
* Websites to monitor electronic job board postings

**Slide 12**

If you do not have a relationship with your Employment Coordinator, please consider starting one now. They are extremely instrumental and beneficial during vocational exploration and vocational planning.

During vocational exploration, the EC serves as the subject-matter expert in employment information and can provide the following services:

* Labor market information for a specific geographic area
* Wage information for a specific geographic area
* Traditional and virtual job fair information
* Assistance in the RO's Job Resource Lab (if available) in researching various occupations

**Slide 13**

The following services are available to the claimant in the JRL:

* Access to online resources
* Access to job vacancy announcements and employer contact information
* Printed material to assist the claimant in exploring career opportunities

JRL guidance is located in M28C. IV. B.2.

Job search activities can be completed independently by the claimant at home or at a VR&E Office using the JRL if available. The following services may be available to the claimant in the JRL:

* Access to online resources
* Access to job vacancy announcements and employer contact information
* Printed material to assist the claimant in exploring career opportunities

The following individuals or activities may also assist in job search activities:

* VRC
* EC
* DVOP specialist
* LVER
* Contract counselors using contracting procedures outlined in M28C.V.B.3.
* Placement and Career Services
* Attendance at traditional and/or virtual job fairs
* Websites to monitor electronic job board postings

**Slide 14**

Conducting Labor Market Research

**Slide 15**

This handbook is a nationally recognized source of career information that provides valuable assistance to job seekers in making decisions about their career.  It is revised every two years.  It also provides the following career information:

* Training and other qualifications and advancement
* Average earnings
* Employment outlook
* Job outlook
* Typical duties performed
* Projected employment data
* Working conditions
* Related occupations
* Nature of the work

**Slide 16**

Occupational Information Network (O\*NET) is a comprehensive database of worker attributes and job characteristics.  Using a code system, the database contains information about Knowledge, Skills and Abilities (KSA), interests, general work activities and work context.  The following is a summary of information available in O\*NET:

Tasks

Tools & Technology

Knowledge

Skills

Abilities

Work Activities

Work Context

Job Zone

Education

Interests

Work Styles

Work Values

Related Occupations

Wages & Employment

For more information on O\*NET you may access their website.

**Slide 17**

The Career Index is a new breed of career information system that takes the guess work out of informed career choice, puts everything you need in one place and makes it simple to use and access free to everyone. TCI is the company that created e-VA.

In today’s rapidly changing economy, making a good career decision is more challenging and more important than ever. Barriers to employment increase the importance and complexity exponentially. A fundamental key to success is access to good information and tools to act on it.

Just note, the claimant will have to register to use this site.

The Career Index includes:

* **Salary information** The Career Index contains two types of local salary information: The latest state and local salary data from The Bureau of Labor Statistics.

**Job Trends and Projections:** We include the latest employment projections available from the State Labor Market Information Division as well as 5-year job posting trends showing you which way the market is moving for the particular occupation.

* **Current Job Openings :** We’ve got more than 6 million of them, updated in real-time. We even include e-mail alerts summarizing new postings for your selected occupation and area on a daily basis. We have jobs from employers who are actively hiring people with disabilities and veterans. We even provide direct access to parts of the huge “hidden” job market. In fact, we provide you with more complete job access than any other system.
* **License Requirements and Certifications:** They are in there, by occupation for all 50 states.
* **Education and Experience Requirements:** The Career Index contains chapter and verse on typical, related work experience and educational level required for each occupation. We even include OJT information and typical qualification statements, job zone levels and more.
* **Knowledge, Skills and Abilities:** We’ve got them all, as well as work activities, work context, tasks, tools, work styles and work values from O\*NET. We have even invented a new way of displaying this information that makes it easier to determine if a certain disability may require job modifications or prevent someone from succeeding in this job.
* **Related Training Programs:** The Career Index contains more than 200,000 training programs linked to occupations and displayed on a convenient map. We include information on costs, accreditation, graduation rates, financial aid and much more.

**Slide 18**

There are two types of social networking methods available to explore vocations. A claimant exploring vocations should consider using both methods.

In-Person

* A claimant discusses with family members, friends, and former colleagues different career options for assistance in identifying what might be a good career fit. **The people in their social circle know them best and they can be a great resource.**

Online

* A claimant may use websites such as Facebook, Twitter and LinkedIn to research companies to find out the qualifications employers are looking for in a candidate.

**Slide 19**

The website [USAJOBS](https://www.usajobs.gov/) is the Federal government's one-stop clearinghouse for civil service job opportunities with Federal agencies.  The Office of Personnel Management (OPM) operates this site.  Although the website is primarily used for job seeking, it is also a good source for vocational exploration because it indicates labor market trends, positions available, position requirements, required education, travel requirements, salary and the locations of Federal government positions.

**Slide 20**

The purpose of an informational interview is to obtain first-hand knowledge about an occupation from someone who works in that occupation.  The case manager is responsible for providing instructions to the claimant on how to conduct an informational interview.

You can create an informational interview template. Be sure to consult with your mentor to see if they have a template or any tools you can use to assist with vocational exploration.

Anticipated questions for the interview may include, but are not limited to, the following:

* How does a person become qualified for work in this field?
* What does a typical workday entail?
* What is the potential for growth in this field?
* How can the likelihood of obtaining employment in this field be improved?
* What is the salary range?
* What are the cognitive and physical demands of the job?
* Is it temporary or permanent employment?
* What are the job duties?
* How would I get my foot in the door?

**Slide 21**

Local Labor Market information should be obtained.

The U.S. Department of Labor, Bureau of Labor Statistics (BLS), provides labor market information online.  The following factors are specific to a geographical area:

* Highest and lowest paying jobs
* Fastest and slowest growing jobs
* Jobs with the highest and lowest employment rates
* Local labor market information can be obtained through coordination with the EC, DVOP specialist, LVER or by accessing the Bureau’s website.

Please note that it is important to pull local labor market information because you want to ensure the claimant has the best possible opportunity to obtain a positive outcome (suitable employment in this case)

Other resources you can use for labor market information:

State Employment Site

Job Board such as indeed.com

**Slide 22**

Documenting Vocational Exploration

**Slide 23**

Vocational exploration planning and results must be documented on VAF 28-1902n, Counseling Record-Narrative Report (Supplemental Sheet).  This form is also used to document plan development.

Plan Development will be discussed in a subsequent training.

**Slide 24**

The VRC must document the planning and orientation process, including all decisions made during plan development. The following information must be included on VAF 28-1902n.

The sections of the 1902n are as follows:

Vocational exploration activities

Observations from aptitude, abilities and interest testing

Assessment of basic independent living (IL) needs

Type of plan

Suitability of selected vocational or employment goal

Description of objectives and services needed to achieve the planned goal

Election of benefits

Retroactive induction/retroactive reimbursement

Level of case management

Level of approval

**Slide 25**

Section 1: The activities, assignments and results of the vocational exploration activities must be documented.

This may include, but is not limited to:

* Research findings, including labor market and information from OOH, O\*NET, and/or DOT.
* Informational interviews
* Vocational goals considered
* Observations from aptitude and interest testing and abilities
* Results of any evaluations (medical, vocational, etc.)

**Slide 26**

Section 2: Document if the claimant completed vocational testing, including the assessment(s) used, completion of a transferable skills analysis, results of the assessment(s), and the vocational significance of the results.  If a vocational assessment is not administered, identify the alternative method used to assess the claimant's abilities, aptitudes, and interests.  Also, describe any factors in test-taking situations, which may have affected test performance, and should be considered in interpreting the results.  These include fatigue, illness, sensory or motor impediments, medication side effects, and behaviors during testing, such as indecision, impatience, or other barriers to interpretation, such as significant inconsistencies in test scores.

**Slide 27**

Section 3- When it has been established that a claimant’s achievement of a vocational goal is feasible, basic independent living needs may still be identified and can be a part of an IWRP.  Use the questions on the VAF 28-1902n to determine if basic Independent Living (IL) needs exist.  When it has been established that a claimant’s achievement of a vocational goal is not feasible, complete the preliminary IL assessment VAF 28-0791to determine and document the claimant’s IL level of functioning.

**Note: A Claimant may be feasible for work but still require some assistance with Basic IL needs. This would be documented here on the 1902n and when you develop the plan, you will need to show how you are addressing these needs.**

**Slide 28**

Section 4 - **TYPE OF REHABILITATION PLAN (38 CFR 21.80): (M28C.IV.C.2.04)** Select the type of plan and explain the reason for selecting the type of plan.

**1.  Individualized Extended Evaluation Plan**

Individualized Extended Evaluation Plans (IEEPs) are used when feasibility to achieve a vocational goal cannot reasonably be determined during the initial evaluation process.

1. Duration

Extended evaluations must be at least two weeks long, but may not exceed 12 months, unless a longer period is necessary to determine whether achievement of a vocational goal is currently reasonably feasible.  The VRC can approve the initial 12-month extended evaluation period, but VR&E Officer or designee approval is required for any extension beyond the initial 12-month period.

**2. Individualized Employment Assistance Plan**

IEAPs are used when the claimant has the skills necessary to obtain and maintain employment.  IEAPs must be preceded by an IWRP or developed as part of a combined IWRP/IEAP with one exception.  In all other instances, the case manager must develop an IEAP at least 60 days prior to the anticipated completion date of IWRP services, if the IWRP was not developed as a combined IWRP/IEAP.

Limited Employment Services:

The only time the VRC can develop an IEAP without first providing services in an IWRP is when the claimant is a prior vocational rehabilitation program participant who qualifies for a program of solely employment assistance, per 38 USC 3117.  If a claimant does not meet the criteria entitlement for EH and SEH under 38 U.S.C. 3102, he or she may still have the option to receive limited employment services outlined in 38 U.S.C. 3117(a)(2) if all of the following entitlement criteria are met, per 38 U.S.C. 3117

* Has a service-connected disability rating of 10 percent or more, and
* Previously participated in a vocational rehabilitation program, such as Chapter 31 or state vocational rehabilitation program, and
* Is determined employable.

**3.  Individualized Independent Living Plan (IILP)**

IILPs are used to help a claimant achieve maximum independence in daily living when the achievement of a vocational goal is not currently reasonably feasible.

**4.  Individualized Written Rehabilitation Plan**

Individualized Written Rehabilitation Plans (IWRPs) are used when the claimant is pursuing a rehabilitation plan with a goal of employment and requires services to develop the skills necessary to achieve that goal.  An IWRP may be written in combination with an Individualized Employment Assistance Plan (IEAP), referred to as combined IWRP/IEAP, at the time of plan development or redevelopment.

It is common for Service Members who are transitioning out of the military to relocate at discharge, resulting in unique challenges when developing the rehabilitation plan.  These challenges include, but are not limited to, the following:

a) The SM is not in full control of when he or she will be discharged and therefore able to relocate.

b) Relocation services may be delayed.

c) Lack of information on the labor market in the area in which the SM wishes to relocate.

d) Lack of knowledge on the most appropriate rehabilitation and training facilities in the area in which the SM wishes to relocate.

As such, the IDES VRC must make every effort to utilize an IWRP with a Deferred Vocational Goal prior to transferring the SMs case to the receiving RO.  The IDES VRC is encouraged to work with the Education Counselor for each branch of service to develop a viable plan of services.  The IDES VRC should discuss Tuition Assistance (TA) benefits with the SM as well.  This will serve the dual purpose of ensuring both the IDES VRC and the SM have done due diligence prior to the identification of a rehabilitation goal and allow movement out of evaluation and planning status (EP) during this period.

Refer to [M28C.IV.C.2](https://vaww.vrm.km.va.gov/system/templates/selfservice/va_ssnew/help/agent/locale/en-US/portal/554400000001050/content/554400000150244/M28C.IV.C.2-Rehabilitation-Plan-Development-and-Redevelopment)for additional information on Deferred Vocational Goal IWRP planning.

**Slide 29**

**Section 5. SUITABILITY OF SELECTED VOCATIONAL OR EMPLOYMENT GOAL**: Identify the selected vocational goal and explain how the chosen occupation is suitable. This may include, but is not limited to, information pertaining to aptitudes, interests, abilities, employment outlook, sufficient amount of entitlement to complete the selected vocational goal, transferable skills, and the claimant's disability conditions that may affect successful completion of the selected vocational goal.

**Slide 30**

**Section 6. DESCRIPTION OF THE OBJECTIVES AND SERVICES NEED TO ACHIEVE PLANNED GOAL**: Describe the services that will assist the claimant in achieving the selected goal and vocational objectives. Include any accommodations and assistive devices or supportive services necessary for the claimant's successful completion of his or her program. Assistance from other sources outside Vocational Rehabilitation and Employment (VR&E) Services may include VAMC, Vet Centers, State Vocational Rehabilitation, IL Centers, and community resources.

Identify all services that will address the claimant's rehabilitation needs. The services may include but are not limited to required supplies and/or equipment, training, certification, or licensure, job accommodation or modification, employment preparedness, collaboration with other agencies or state programs, independent living services, and medical and/or mental health services.

**NOTE**: 38 U.S.C. 3107 requires that a rehabilitation plan must include a vocational objective for counseling.

The claimant has decided upon the vocational goal of [Medical Assistant] or a related occupation. To reach this goal, a certification program will be needed to qualify for suitable employment. Based on the claimant’s vocational assessment results, experience, and training, certificate level training would be appropriate and consistent with their selected vocational goal and is within their physical capacities. This chosen vocational goal does not appear to be contra-indicated to claimant’s current known disabilities. The claimant has also researched education/training sites in the interim and after counseling with VRC, it has been decided completing a certification program in Medical Assisting at Southern Technical College would best suit their training-rehabilitation needs. The claimant has visited the school and has already completed the admissions and placement testing procedures. A curriculum and course requirements for a certification program in Medical Assisting at Southern Technical College was reviewed and an approved outline of the courses needed has been given to the claimant. The claimant will NOT need an extension to complete program.

**Slide 31**

**Section 7. ELECTION OF BENEFITS (38 CFR 21.264, Public Law 111-377)**: Document whether the claimant is eligible for Chapter 31 subsistence allowance or Post 9/11 Subsistence allowance (P911SA). If P911SA is elected, the Certification of Eligibility and election form must be included in the claimant's record.

Eligibility information is available in the Long-Term Solution (LTS) for a claimant who has applied for Chapter 33 benefits.  This information is sufficient for the purpose of determining eligibility for P911SA rate.

VR&E staff must ensure there is at least one day of Chapter 33 entitlement remaining and the delimiting date has not passed for claimants who do not qualify for the Forever GI Bill.  The Forever GI Bill eliminated the Chapter 33 delimiting date effective for all Servicemembers who discharge from active-duty service on or after January 1, 2013.  Therefore, the delimiting date will not apply to these individuals.

Election of the Post 9/11 Subsistence Allowance Rate (P911SA) rate can contain coursework pursued on a semester, quarter, or clock hour schedule, which is the same as when a claimant elects subsistence allowance at the Chapter 30 or 31 rates as referenced above.

If the claimant’s rehabilitation program is completed, either by discontinuance or rehabilitation and the claimant reapplies, he or she must meet the eligibility criteria in place at the time of reapplication.

**Slide 32**

**Section 8. RETROACTIVE INDUCTION (38 CFR 21.282):** Identify if the claimant has previously used another VA education benefit or self-paid for previous education. If the claimant has previously used another VA education benefit or self-paid for previous education, briefly explain how the claimant meets the criteria for a retroactive induction or does not meet the criteria outlined in 38 CFR 21.282.

**NOTE:** The VR&E Officer must provide concurrence prior to authorization of a retroactive induction on Appendix CX, VR&E Officer Concurrence - Chapter 31 Retroactive Induction. The claimant must participate in the proposed plan of services to receive a retroactive induction.

**Slide 33**

**Section 9. LEVEL OF CASE MANAGEMENT APPOINTMENT:** Select the appropriate level of required case management appointments and justify the selected level. The selection must be based on the type of program to be pursued and the claimant's circumstances.

(M28C.V.A.2.01.c) Each claimant must be assigned a level for case management in CWINRS under the Rehabilitation tab.  The level must be documented on [VAF 28-1902n](https://vbaw.vba.va.gov/bl/20/cio/20s5/forms/VBA-28-1902n-ARE.pdf)and must also be noted on the rehabilitation plan.

Level 1

One annual in-person or tele-counseling case management appointment is required.  Additionally, at least one additional contact is required for each standard term and three times per year for non-standard terms or non-academic training.

This level designation is appropriate for a claimant who exhibits independent, goal-oriented behavior, and needs minimal contact from the case manager to stay on track with his or her program.  The claimant must demonstrate the following characteristics:

* Stable medical conditions
* Minimum requirement for support services
* History of self-motivated achievement
* Exceeds criteria for satisfactory progress
* Independence in problem solving
* Absence of Level 2 and Level 3 criteria

Level 2

One in-person or tele-counseling case management appointment is required once per term for a standard term or at least three times per year for non-standard terms.

This level designation is appropriate for a claimant who needs guidance and structure but can follow through and stay on track with his or her program.

The claimant may be recovering from recent setbacks and or demonstrate the following characteristics:

* Requires remedial instruction to prepare for post-secondary educational placement tests
* Circumstances that interfere with the claimant’s progress in completing the rehabilitation plan, such as personal, family, emotional, financial or medical concerns

Level 3

An in-person or tele-counseling case management appointment is required once per month.

This level designation is appropriate for a claimant who requires intensive level and complex services.  The claimant needs frequent contact and/or has multiple rehabilitation needs and issues, such as chronic and inappropriate conduct, behavior that violates policies of a training facility or school policies, severe difficulties due to medical or neuropsychological condition(s), substance or alcohol abuse, homelessness, and incarceration.

Level 3 designation will be assigned to claimants participating in an Individualized Employment Assistance Plan (IEAP) or Individualized Independent Living Plan (IILP).

**Slide 34**

**Section 10. LEVEL OF APPROVAL:** Identify the required approval request, then select the appropriate level of approval.

Counselor can approve up to $35,000 per calendar year, except for self-employment plans and construction costs associate with IL plan which go to the Veteran Readiness and Employment Officer for approval.

**NOTE:** Required documentation for the selected approval request must be prepared and concurred on prior to the implementation of the rehabilitation plan

**SLIDE 35: REFERENCES**

Please see the references listed on the slide.

**SLIDE 36: RECAP**

Now that you have completed the training of Vocational Assessment, Exploration, and the Labor Market training you are be able to:

identify vocational exploration tasks that you will use to help a claimant explore career, identify vocational assessments, identify resources for vocational explorations and conducting labor market research, and identify how and where to document aptitude interest and abilities assessment of basic independent living needs and automatic entitlement.