IPE Development-Practical Application: Use of Labor Market Information and Counseling/Guidance

DARS-VA

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Retrograde Survival Guide

Wake up each day and say, "Thank You!"

Smile. Alot. It's contagious! .

Honor every situation by double checking everything is in order (call ahead, check your finances, gas up, pay bills, check in with people)

Listen to the nudges you get to shift your actions in body, mind or spirit.

Practice forgiveness and compassion. Everyone is in the same boat.

Pause before you speak, and think about what you are about to say: clear communication is key at this time.

Go sleep each night knowing you made the world a better place than you found it that morning!

CHAKRATOPIA

How I react when someone asks me about when I will finish my dissertation….

I can't hear ya, I have a banana in my ear!

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Agenda

01 **Introduction**

02 **Objectives**
Overview of goals of training and material being reviewed

03 **Review of Labor Market Information**
- IPE Process
- Support identifying employment goals

04 ***Counseling and Guidance***
Counseling and Guidance Skills for IPE process

05 ***Break/Lunch - SMART(IE) Goals***
- Why, What, and How of Smartie Goals
- Application during IPE development

06 **Employment Plans/Critique IPEs Activity**
Engagement Activity (if time permits)

Objectives

**Labor Market and SMART (IE) Goals** (2 Hours)

By the end of this training, participants will be able to:

- Explain the importance of using Labor Market information when supporting individuals with disabilities to identify employment goals as part of the IPE development process.
- Define and discuss the meaning of SMARTIE goals and how these apply to the IPE development process for individuals with disabilities seeking employment.

Counseling/Guidance and Application/Skills Strategies (2 Hours)

By the end of this training, participants will be able to:

- Identify counseling and guidance skills that are necessary for facilitating an IPE development meeting with an individual and their identified supports.
- Apply the information learned from this training material to sample cases and implement strategies related to using the labor market and SMARTIE goals to assist with developing sample employment plans.
- Critique sample Individualized Employment Plans (IPEs) to determine what is missing and how the plan can be improved.

WHAT WILL I LEARN?
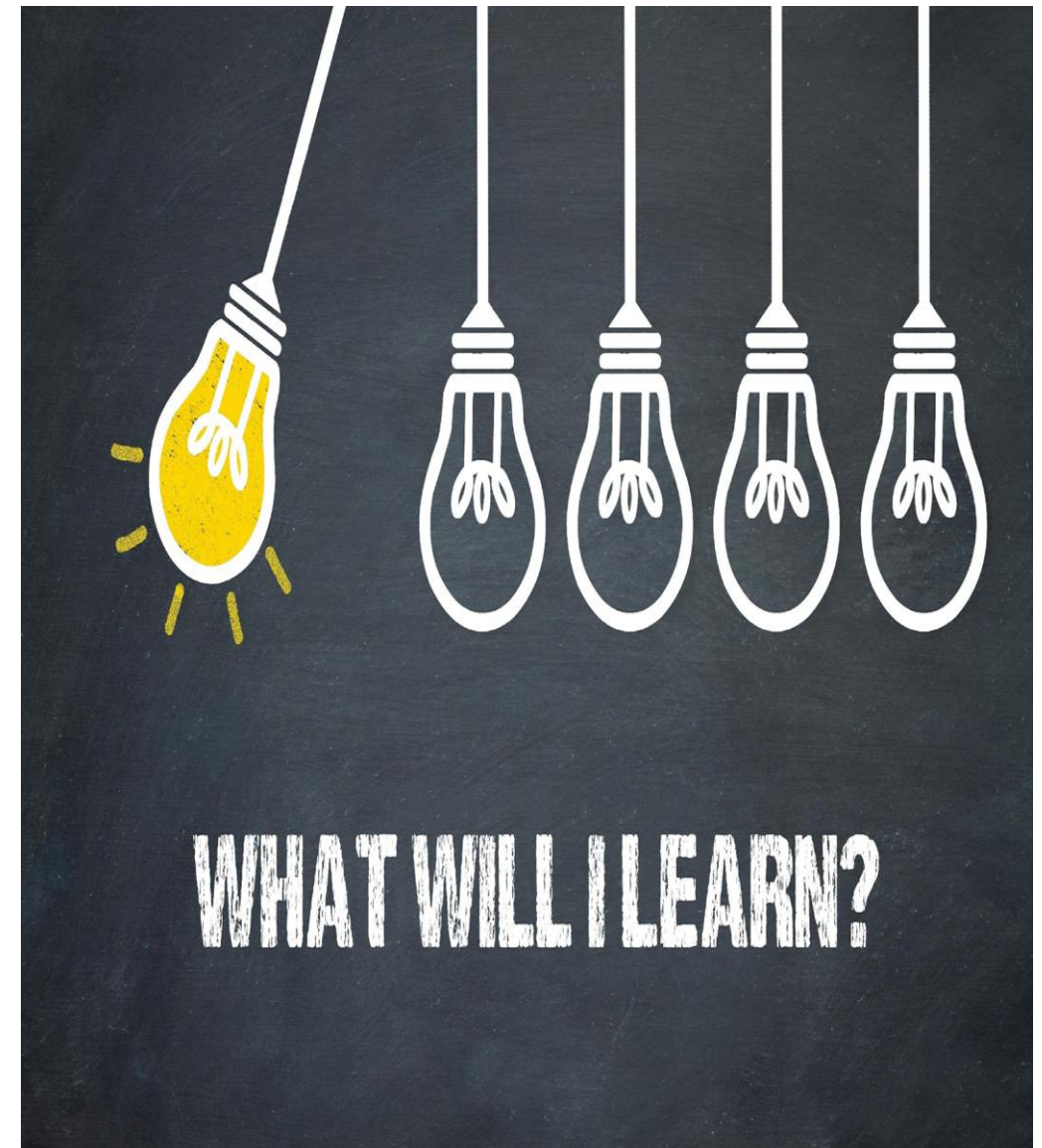
Labor Market Information

First, what is it?

- "Labor market information (LMI) is both **quantitative** and **qualitative**. It is gathered from a variety of sources and used to inform VR services about employment opportunities for their clients, as well as to provide occupational information."
- Data that can be used as part of the VR process to assist VR participants in making informed decisions about their employment goal and develop a plan of services (e.g., career pathways)
- Labor Market Training Series

…and why is it important?

- Information collected through labor market data provides VR participants with the opportunity to make informed choices when thinking about potential employment goals.
  - Autonomy - ethical principle
- Exploring and using Labor Market data to make informed career decisions with VR participants aids in the development of a strong therapeutic alliance
  - Building trust - being honest with the participant
- Aligns with priorities in the Rehabilitation Act as amended by WIOA.

Aligns with Regulations

According to 34 CFR § 361.18(c)(2)(ii) - Comprehensive system of personnel development

(G) Develop in-depth knowledge of labor market trends, occupational requirements, and other labor market information that provides information about employers, business practices, and employer personnel needs, such as data provided by the Bureau of Labor Statistics and the Department of Labor's O*NET occupational system;

(H) The use of labor market information for vocational rehabilitation counseling, vocational planning, and the provision of information to consumers for the purposes of making informed choices, business engagement and business relationships, and job development and job placement;

(I) The use of labor market information to support building and maintaining relationships with employers and to inform delivery of job development and job placement activities that respond to today's labor market;

Traditional

- "The systematic collection, analysis, and reporting of a broad range of federal, state, and local data that describes current economic conditions within a given geographic area."
- Collected data includes (but is not limited to): growth trends, degree/education requirements, skill level, salary data, industry trends

Real-Time

- Focused more on a local region, collected from job postings (e.g., online, newspapers, social media platforms).
- Can offer more specific information about required credentials/skills, specific job titles, education requirements, emerging trends.

Agency Business Relations

- "Qualitative information gathered from employers, chambers of commerce, and industry associations about opportunities and challenges of hiring for different positions, expected changes in employment, and positions that require specialized skills."
- Often specific to an employer or job type - information can be more about work environment or culture.

Different Types of LMI

Resources for Labor Market Information

- O*Net Online

- Career Index Plus

- National Employment Team (NET) & Talent Acquisition Portal (TAP)

- Workforce GPW - Labor Market Information Community

- Specific to Virginia - Virginia Employment Commission

What are key factors to consider when using Labor Market Information?

- Use of Labor Market Information promotes informed choice and informed decision making
- Use of LMI as part of the counseling and guidance process simply involves using Counseling MicroSkills with an emphasis on Basic Listening Skills
  - Questioning
  - Observation
  - Encouraging
  - Paraphrasing
  - Summarizing
  - Reflecting feelings

…and most importantly, how do I use it?

- Often used during the Individual Plan for Employment (IPE) development
- Meet with the individual and gather information about their employment goal
  - Ask Questions - helps to individualize the process
- Use tools such as the O*Net or the Career Index Plus to help with decision making and feasibility of identified employment goal
- Connect with Job Placement Counselor about potential employers in the area and arrange interviews
  - Qualitative Information - work culture, hiring process, business needs, potential number of job openings, salary/pay, projected growth
  - Helps move information from broad to area specific

Let's Practice using LMI

Group Discussion

- Initial reactions to this video?
- Why do you think we showed you this video?
- What connections do you see between the video and Goal Development?

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Counseling and Guidance Skills for IPE Process

DARS Policy on Counseling and Guidance (C&G)

All Individualized Plans for Employment shall include VR counseling and guidance.

VR counseling and guidance shall (per 2016 Federal Regulation 34 CFR § 361.52) be provided as needed to determine eligibility and service needs and assign Order of Selection priority category. Also, topics may include information not needed to apply or determine client eligibility but will be needed to determine the Individualized Plan for Employment (IPE) goal.

All Individualized Plans for Employment shall (per 2016 Federal Regulation 34 CFR § 361.46(a)(5)) include criteria used to evaluate progress towards achieving the employment goal. When VR counseling and guidance is the primary IPE service needed, progress measures shall include specific counseling issues that remove or substantially reduce the impediments to employment and the expected changes.

When training (such as vocational training, work adjustment training (WAT), Supported Employment (SE), Job Coach Training Services (JCTS), On-the-Job Training (OJT), post secondary school, etc.) is the primary IPE service needed, IPE Progress Measures shall include training graduation/completion requirements. VR counseling and guidance shall include emphasis on training-related issues and client responsibilities. For school training cases, VR counseling and guidance shall include attendance, grades, progress towards graduation requirements, financial status, next semester schedule, and other issues such as classroom accommodation, referral to campus disability services office, etc.

The counselor shall continue to provide VR counseling and guidance during employed status.

Review

When/How should Counseling and Guidance (C&G) show up in VR:

- VR process; roles and responsibilities and expectations of individual/Vocational Rehabilitation Counselor
- Explanation of policies/procedures and decisions affecting the individual [such as Eligibility, Individual Plan for Employment (IPE),Informed Choice, individual rights and avenues of appeal, case closure
- Comparable benefits
- Assessment of the individual's disabilities, functional abilities and limitations (including education, work history and job skills), impediment to employment, **resources**, **family support**, VR services needed, job placement options, employer expectations/ salary expectations, and **attitudinal barriers, and other factors affecting the achievement of a successful employment outcome**
- Transportation (transportation), housing
- Availability of support services and referral to other agencies and programs
- **Self-advocacy**
- Understanding and following medical advice; and personal adjustment counseling.

*Counseling and guidance services should **substantially** contribute to the individual's program and must be reflected in the individual's IPE.*

C & G Skills for IPE Development

- Establish and maintain a successful counseling relationship
  - Therapeutic Alliance
  - Rapport
- Engage the eligible individual in the decision-making process
  - Understanding the process
  - Provide informed choice that leads to the establishment of a *strong but* <mark>*flexible*</mark> Individualized Plan for Employment (IPE)
    - Evaluating options (also reviewing what has worked/what hasn't) *limit options*
    - See SMARTIE
      - *Situational assessment (**help with looking at the *reality* of the work environment**)
        - *Refers to an observation process that is used to gather information about a client's work-related behavior in a work environment. Generally instructed to perform work-related tasks to determine such competencies as their ability to lift, ability to follow multi-step directions, mobility skills and other related areas.*
- Provide information and referral that enable the eligible individual to exercise informed choice in the selection of a vocational goal, services required to reach that goal
  - **IRT**
- Assist the client in understanding and adjusting to disability and the workplace
  - Adjustment counseling
    - Expectation, identifying/confronting negative stereotypes or beliefs, moving beyond false or perceived limitations
- Actively shape the client's expectations of disability, work, and the vocational rehabilitation process
  - Reality therapy
    - Loci of control, connecting/disconnecting habits

C & G with IPE Development - Goal Section

Counseling and Guidance Skills:

- Therapeutic Alliance (counseling)
  - Addressing Bias
  - Self-awareness
  - Cultural competency
- Review process (continuously guiding)
- Engage in Decision-making process (guidance)
  - Employing informed choice
  - Utilizing SMARTIE

*Beginning to think of services that may be needed to reach goal as well as IRT
(Active resource coordination)*

- Narrative (evaluative of the progress)
  a. **Assess Local Labor Market Relative to goal/skill**
  b. **Resources and tools are available to determine occupational and market trends**
  c. **Job ready (interview skills, resume, etc.)**
  d. **Assess Job Seeking and Interview Skills**
  e. **Barriers to employment (how to address)**
     i. **Attitudinal**
     ii. **Criminal**
     iii. **Other**

Plan itself is a guide

C & G with IPE Development - Services

Counseling and Guidance Skills:

- Review process (continuously guiding)

All VR plans include C &G

- Engage in Decision-making process (guidance)
- Narrative (evaluative of the progress)
  a. **VR counseling and guidance shall include emphasis on training-related issues and client responsibilities.**
  b. **For school training cases, VR counseling and guidance shall include attendance, grades, progress towards graduation requirements, financial status, next semester schedule, and other issues such as classroom accommodation, referral to campus disability services office, etc.**

C & G with IPE Development-Responsibilities

Counseling and Guidance Skill:

- Review process (continuously guiding)
  - Things are going to set in for client/participant
- Adjustment (counseling)
  - *doubt/hesitancy*
- Reality (counseling)
- Narrative (evaluative of the progress)
  - **Expectations**
  - **False/perceived limitations**
  - **Loci of control**
- *Narrative helps with continuous support during employed status (see DARS policy on C &G)*

3. Responsibilities

Participant Responsibilities Options ⑦

- [X] I have a responsibility to return any equipment purchased for me by the agency if I no longer use it
- [X] I understand that it is my responsibility to complete this plan and I will inform my counselor of any changes.
- [X] I understand the importance of attendance and punctuality.
- [X] I will attend all scheduled meetings and appointments.
- [X] I will not quit my program or make any changes without contacting my counselor first.
- [ ] I consent for DRS and vendors to share information needed to provide, prove and report services.
- [ ] I will dress as if going to work for all appointments with DRS staff.
- [ ] I will be on time for all scheduled meetings and appointments.
- [ ] I will complete my GED.
- [ ] I will complete my high school program and graduate as scheduled.
- [ ] I will complete my school/college program and graduate as scheduled.
- [ ] I will complete my training program and graduate as scheduled.
- [ ] I will consistently pass my pre-employment drug screens.
- [ ] I will contact my counselor as often as my counselor requires.
- [ ] I will contact my counselor before making any changes or stopping my program.
- [ ] I will follow my treatment program.
- [ ] I will follow through with my doctor's recommended treatment in a timely manner.
- [ ] I will follow-up on all employment leads provided.
- [ ] I will get my driver's license.
- [ ] I will maintain regular contact with my counselor while this plan is in place.
- [ ] I will maintain sobriety and participate in a recovery plan.
- [ ] I will not loan, pawn, or sell any tools and equipment provided by DRS.
- [ ] I will obtain a photo id and required documentation for employment.
- [ ] I will participate in a counseling and guidance session at least once every 90 days.
- [ ] I will participate in assessments of my abilities to confirm that my final vocational choice is a good one.
- [ ] I will perform duties to employer standards and will ask for help if I am unsure of policy or procedure.

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What are SMARTIE Goals?

Specific	What is the goal? In identifying and defining the goal, it helps to include, what, why, who, where, and when as it pertains to the goal
Measurable	How do you know when you have achieved the goal? It is essential to both track progress and measure the result of the goal. Are there milestones along the way? How much and how many?
Attainable and **A**ction-Oriented	In order to keep motivated, the specific goal needs to be attainable and action oriented. What steps and in what order need to be accomplished to attain the goal? The individuals/team are able and agree to achieve the goal as written and specified.
Relevant	The goal is meaningful and aligns with individual/group values and outcomes.
Time-Bound	What is the timeline for achieving the goal?
Inclusive	Includes establishing conditions for sharing power with those groups and individuals who historically and structurally have had less power to ensure collective, data-informed, decision-making, action plans and policy development
Equitable	Has elements of fairness and justice that seek to address issues resulting from systemic inequity and oppression.

Why SMARTIE Goals?

- Concrete goals are paramount to helping achieve outcomes.

- Think about WIOA performance outcomes…
  - Measurable Skills Gain
  - Credential Attainment
  - Median Earnings

- Without deliberately considering inclusion and equity from the beginning we cannot address disparities and ensure belonging and better outcomes for individuals from marginalized groups.

The HOW of SMARTIE Goals in an IPE

Specific	What is the employment goal? Why this employment goal? Where does someone do this kind of work (what kind of environment or employer)?
Measurable	What criteria is going to be used to track progress? What are the interim steps toward achieving the goal? How does the counselor propose to verify progress?
Attainable and **A**ction-Oriented	What are the prioritized action steps the counselor and participant agree to? What are the prioritized action steps the counselor and participant agree to take to address existing or known barriers to achieving the employment goal? What are the prioritized action steps the counselor and participant agree to take to address emergent or unknown barriers to achieving the employment goal?
Relevant	Is the identified employment goal one that corresponds to the participant's interests, strengths, preferences and needs? How do you know it corresponds and is relevant?
Time-Bound	When does (each) activity begin and end?
Inclusive	In what ways are you sharing power with the participant? How are you co-constructing the IPE with the participant? What data is being used and shared between the participant and counselor to guide decision-making and establish the prioritized action steps?
Equitable	Are training opportunities and accommodations being explored, identified, and implemented to ensure participants have the commensurate opportunities as their non-disabled peers.

Emily

Emily: SMARTIE Goals in an IPE

Specific	
Measurable	
Attainable and **A**ction-Oriented	
Relevant	
Time-Bound	
Inclusive	
Equitable	

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Small Group - Engagement Activity

[Training Evaluation](#)

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