IMPROVING SERVICES AND PERFORMANCE:

Manual for Effective Front-Line Services to Youth

www.kra.com/ImprovingServicesandPerformanceToolkit

May 2005
TABLE OF CONTENTS

Acknowledgements i
Introduction iii

CHAPTERS

1. Case Management And Youth Development: Concepts And Principles 1
2. Recruitment, Intake, And Enrollment 21
3. Assessment And Development Of An Individual Service Strategy 29
4. Meeting The Needs Of The Labor Market 57
5. Implementing The Case Plan/ISS: Linking, Monitoring, And Motivating 59
6. Follow-Up 73
7. Documentation: Record-Keeping & Case Notes 85
8. Evaluation: Measuring Results 95

Bibliography & Resource List

APPENDICES

1. CASE MANAGEMENT AND YOUTH DEVELOPMENT: CONCEPTS AND PRINCIPLES
   Case Management Models A1-2
   Group Work in Case Management: Theory, Process, and Practice A1-3
   Adressing Model: Sensitivity to Diversity A1-19
   Serving Youth with Disabilities A1-21
   Youth Development Selected Resources A1-27
   Mentoring Youth A1-33
   Search Institute’s Developmental Assets Framework A1-35
   Five Areas of Development Chart A1-39
   Serving Children of Prisoners A1-45
   Serving Youth Offenders A1-49
   Serving Foster Youth A1-53
   Serving Migrant/Seasonal Farmworker Youth A1-57
2. RECRUITMENT, INTAKE, AND ENROLLMENT
   No Appendix

3. ASSESSMENT AND DEVELOPMENT OF AN INDIVIDUAL SERVICE STRATEGY
   - Literacy and Numeracy Assessment Tools Matrix A3-2
   - The Secretary’s Commission on Achieving Necessary Skills (SCANS) A3-13
   - Blueprint for Workplace Success A3-14
   - Assessment Interview Template A3-23
   - Structured Informal Assessment Worksheets A3-37
   - Individual Service Strategy (ISS) Sample Forms and Instructions A3-41

4. MEETING THE NEEDS OF THE LABOR MARKET
   State and National Workforce Information Web Sites A4-3

5. IMPLEMENTING THE CASE PLAN/IS: LINKING, MONITORING, AND MOTIVATING
   No Appendix

6. FOLLOW-UP
   - WIA Follow-Up and Reporting Requirements A6-3
   - Youth Offender Demonstration Project Goals and Measures of Success A6-10
   - WIA Youth Performance Measures A6-19

7. DOCUMENTATION: RECORD-KEEPING & CASE NOTES
   Disability Inquiries in the Workforce Development System A7-3

8. EVALUATION: MEASURING RESULTS
   No Appendix
ACKNOWLEDGMENTS

Improving Services and Performance: Toolkit for Effective Front-Line Services to Youth was designed to support staff that provide services to youth. This information is specific to professionals involved in workforce development but will also be useful to educators, social workers, and others who work with youth.

There are two main components of the Toolkit: 1) the Manual, *Improving Services and Performance: Manual for Effective Front-Line Services to Youth*, which provides information about taking a youth-development approach in preparing youth to become increasingly more self-sufficient; and 2) the Training Tools, *Improving Services and Performance: Tools for Effective Front-Line Services to Youth*, which deliver the content described in the Manual through the presentation of nine modules. Each module includes presentation slides, group exercises, and a training guide designed to guide trainers in the delivery of the content described in the Manual.

The majority of the Manual was prepared by TATC Consulting, Washington, D.C. under contract with the U.S. Department of Labor Employment and Training Administration (DOL/ETA). Anne Adams, Sundra Franklin, and John MacLennan provided overall guidance, direction, and editorial assistance in the development of the Manual. Rebecca Taylor served as the principal writer in compiling, organizing, and synthesizing material selected from the literature in the field and from practitioners.

The content of the Manual draws heavily on the excellent work of Anne Adams and The Center for Youth and Communities, Heller Graduate School, Brandeis University; David Altschuler, Juvenile Reintegration and Aftercare Center; Institute for Policy Studies, John Hopkins University; Jim Callahan and Marion Pines, the Sar Levitan Center, Johns Hopkins University; Beverly Ford, OMTI Workforce Training Institute; The Freelance Group for Career and Workforce Innovation; and Oscar P. Grant and Jodi Kelley, Cygnet Associates. In addition, the Manual reflects the ideas, suggestions, and approaches of many practitioners and youth-serving organizations including Wendy Lauser and the Brockton Area Private Industry Council (BAPIC); NE LA Delta Youth Opportunity Movement; Private Industry Council of Milwaukee County; and South Bay One-Stop Business and Career Centers Youth Centers.

Special mention goes to the national DOL Office of Youth Services and regional office staff for their recognition of the need to develop and distribute information that may assist youth programs in improving case management services. In addition, James Poulit, Rochelle Hagler, Libby Queen, Haskel Lowery, Denise Fogleman (Henrikson), Wes Davison, Linda Wagner, Jacqui Wash, Sherry Norfleet West, and Beth Bienvenu provided invaluable suggestions, resources, and editing assistance.

The Training Tools were developed by KRA Corporation, Silver Spring, Maryland, under a contract with the DOL/ETA, managed by Marcie Dingle. Barbara Upston served as the Instructional Designer and Anne Adams served as the Content Specialist. Rochelle Hagler, Lori Crockett Harris, Denise Henrikson, and Sherry West formed the Federal committee that provided oversight, with Denise Henrikson serving as the Government Contracting Officer.
The Training Tools were presented at two separate beta-sessions where front-line and administrative staff from youth serving organizations, as well as State trainers, tested the tools and provided invaluable feedback that informed the final product. Attendees at those beta-sessions and the States that supported their involvement came from all parts of the county.

In addition, a special thanks goes to Connie Coleman (DOL/ETA), who provided the inspiration for this toolkit and the initial leadership for its creation.

PUBLIC DOMAIN NOTICE
All material appearing in this toolkit is in the public domain, unless otherwise noted, and may be reproduced or copied without permission from the U.S. Department of Labor Employment and Training Administration (DOL/ETA). Citation of the source is appreciated. However, this publication may not be reproduced or distributed for a fee without the specific, written authorization of the Office of Communications, DOL/ETA.

DISCLAIMER
The content of this publication does not necessarily reflect the views or policies of KRA Corporation, TATC Consulting, or DOL/ETA.

ELECTRONIC ACCESS TO PUBLICATION
The components of this toolkit can be accessed through the Internet World Wide Web at: http://www.kra.com/ImprovingServicesandPerformanceToolkit.
INTRODUCTION

The foundation of every State is the education of its youth. – Diogenes

Organizations providing workforce development services to youth must employ strategies that assist youth in developing the skills required for success in the current workplace and beyond. Case management can provide the infrastructure for effectively delivering the appropriate mix of services to accomplish this goal. A bi-level approach to case management has been proven to be effective and successful in identifying education, employment, and training needs, as well as personal barriers inhibiting workplace success. This approach ensures that appropriate services are received and attained outcomes are documented. It is particularly helpful for youth that are disconnected from mainstream institutions and systems. A successfully implemented case management system also will efficiently facilitate the achievement of individual, organizational, employer, and workforce community goals.

Improving Services and Performance: Toolkit for Effective Front-Line Services to Youth has been prepared by a national team of youth development specialists, trainers, program experts, and front-line and administrative staff of youth-serving organizations to assist workforce investment systems in designing and implementing an efficient approach to service delivery. The Toolkit underscores a bi-level approach to case management whereby administrators and case managers have specified roles in the success of the organization with its target population. For administrators and policymakers, the Toolkit will provide useful information for developing effective policies and practices to help realize improved collaboration among partners and programs as well as to achieve maximum results for youth. For youth professionals, the Toolkit was developed to be used as a resource to enhance the skills possessed in youth assessment, development of individual service strategies, integration of needed services, provision of follow up services, and explicit documentation of services and outcomes.

The Toolkit is composed of a manual and training tools. The Manual summarizes and synthesizes some of the excellent work and literature in the field of case management as well as effective practices and tools developed by seasoned practitioners. The Training Tools include presentation slides, activities, and a trainers’ guide. The tools were designed to assist in delivering the key concepts described in the Manual. Included in the Toolkit are both theoretical concepts and applicable examples from front line staff daily activities. The Toolkit uses language and terms that are commonly used in this field. Terms such as case manager, case management system, and case load are used consistently. The terms “youth” or “young person” replace “customer”, “client,” or “participant” to reflect more “user friendly” terminology. Many service providers and organizations, in an effort to denote professionalism, have replaced “case manager” with other titles such as “Youth Advocate”, “Youth Development Specialist” or “Career Advisor.” Occasionally other interchangeable terms will appear since the content has been selected from a wide variety of sources.
Administrators and policymakers will find that the Toolkit builds on the premise that high performing organizations place value on front-line workers and invest in their professional development. The Toolkit exemplifies the bi-level approach to case management and accentuates the leadership role in setting policy that empowers frontline workers to create and work in an environment that supports a client-centered approach to service delivery. A client-centered approach focuses on the needs of the target population in relation to the desired goals, and seeks to align the organization and its partners to deliver the services necessary to address those needs. There are many examples and resources throughout the Toolkit that are intended to support the empowerment of the case manager role and the development of a truly client-centered approach.

The material in each chapter and the appendixes within the Manual are designed to be generic and universal in scope with resources that are transferable across all programs that use a case management approach to assist youth in gaining self-sufficiency. The information in the Manual has been organized around eight (8) key topics: Case Management and Youth Development; Recruitment, Intake, and Enrollment; Assessment and Development of an Individual Service Strategy; Meeting the Needs of the Labor Market; Implementing the Case Plan/ISS; Follow-Up; Documentation; and Evaluation. These eight (8) chapters in the Manual directly correspond to nine (9) training modules. Chapter 3, Assessment and Development of an Individual Service Strategy, has two corresponding training modules, 3a and 3b.

The user will find that the Case Management and Youth Development chapter provides an overview of the basic concepts and principles of case management and youth development. The Recruitment, Intake, and Enrollment chapter presents innovative strategies to engage, obtain pertinent information from, and enroll youth. The Assessment and Development of an Individual Service Strategy chapter addresses discovering the strengths and weaknesses of youth through a thoughtful, thorough assessment process along with examples of proven approaches to turn information into a workable plan for success.

The chapter Meeting the Needs of the Labor Market stresses the relevance of including Labor Market Information (LMI) in choosing education and training career pathways and includes strategies for incorporating LMI when providing services. The Implementing the Case Plan/ISS chapter demonstrates how to turn the individual service strategy (ISS) into a “living document” that guides youth from the services provided to independence and workplace success. The Follow-Up chapter emphasizes the importance of providing follow-up services to youth who access services as a way to ensure continued success for these youths and the respective organization. The Documentation chapter highlights the function of record keeping and provides practical solutions for capturing correct information. The Evaluation chapter underscores the need for self-assessment as an essential method for continuous improvement.
The Training Tools that complement the Manual include a set of presentation slides, activities, and a trainers’ guide to assist in delivering content from each corresponding chapter. These training tools are designed to enhance the skills that youth professionals possess in youth assessment, development of individual service strategies, integration of needed services, provision of follow-up services, and explicit documentation of services and outcomes. Each Module is designed to be delivered in 2-3 hours and is designed to be a separate training module to accommodate flexible training delivery methods. Some suggestions for delivering training are to:

- Narrow the focus of the modules to include only the information that is new or different from prevalent practices. The condensed material may then be presented during staff meetings, youth council meetings, or other staff development opportunities.

- Present one module at a State or regional conference and alert the audience of the availability of the Toolkit (and provide the URL) for future review or to explore additional topics.

- Combine the Training Tools provided in this Toolkit with information that is specific to a local area or agency. For example, the Toolkit components of Chapter/Module 4, *Meeting the Needs of the Labor Market* could be customized to include Labor Market Information (LMI) that is specific to a geographical area.

Some suggested uses for this manual are to:

- Download the Manual in its entirety and place it, divided by chapter and appendices, in a loose-leaf binder and leave room in each section to accommodate additional material and updates as needed.

- Reprint sections from the Manual in agency newsletters and alert readers of where they can go for additional information and resources.
CASE MANAGEMENT AND YOUTH DEVELOPMENT:
CONCEPTS AND PRINCIPLES

Youth programs funded by the U.S. Department of Labor (DOL) support economic development by facilitating the development of the workforce of the future and helping young people make a successful transition into the labor market. Multiple and inter-related services are frequently provided to help youth develop the skill set required for workplace success. A case management approach can be an effective way to provide these multiple and inter-related services that work on two levels: the individual youth level and the program level.

This section will 1) provide a brief definition of case management on both the individual and program level, 2) summarize key concepts, 3) identify the components of case management, and 4) describe principles embedded in effective case management services.

1.1 Defining Case Management

Youth-level case management is a goal-oriented process used to assess the needs of an individual for particular services in order to meet specific employment and/or educational goals, and to assist the youth in obtaining those services. The primary focus of case managers in this process (referred to as a “bi-level approach”) is twofold: 1) creating a partnership with each individual that emphasizes self-discovery, self-planning, and self-reporting; and 2) merging the program’s requirements (e.g., of personal and educational improvement, work readiness, meeting the needs of the labor market, etc.) with each young person’s expectations and goals.

Case management in this sense is a different approach from that of casework. Casework tends to emphasize relatively narrow issues or problems, on a one-on-one basis, whether with individuals or in groups. It may also de-emphasize the mobilization of system resources on behalf of the young person. Casework sometimes means supervising to ensure that individuals are complying with program requirements.

In youth-level case management, the case manager works as a professional partner with each young person to:

- Identify and prioritize personal strengths and needs and translate them into a set of realistic goals
- Develop a plan of action for achieving those goals
- Access, across agencies and organizations, the resources needed to pursue those goals
- Successfully complete a "customized" set of services obtained from a variety of agencies and organizations
Help the young person learn to access services on his or her own and thereby reduce dependency upon the case manager

**Program-level case management** is a strategy for coordinating the provision of services to participants within a particular system (e.g., a system for a community, a local workforce development area, a region, etc.). Such a system consists of youth-serving institutions and organizations that have formed a partnership through formal—or informal—inter-agency agreements. In some local workforce areas, local resources have been identified and “mapped” for accessibility and availability; formal agreements for access, referral, and co-enrollment have been developed. Program-level case management is facilitated in a way that:

- Ensures that the broad selection of services commonly needed by participants is available when the participants need them
- Enables case managers to know, in advance, what they can and cannot promise to participants
- Empowers case managers to “requisition” services and resources across organizational lines
- Revises traditional modes of operation (referral procedures, capacity, assessment methods, etc.) if those modes do not work in participants’ best interests

Note: If no inventories of youth services, formal agreements, or even informal agreements between agencies and service providers exist, the case manager still must be knowledgeable about the availability of services and what will be required of the youth to engage these services. Ideally, the case manager will guide the youth through this process, leveraging resources through a variety of informal, cultivated relationships and contacts.

In summary, case management is a service delivery system for facilitating the progression of individuals from enrollment through desired outcomes. It is a strategy for change and goal-achievement.

### 1.2 Case Management Concepts for Connecting Individuals with Services

Key concepts for this approach are as follows:

*Case management is comprehensive and “youth-centered.”*
Case management starts with the young person and puts his/her unique needs before organizational concerns and specializations. Case management says, “Who are you? Where are you now? Where do you want to go? How can we help you choose your goal? How can we work together to prepare you for a job in your community? How will we work together to get you there?” Case managers work with organizations to ensure that each young person’s key needs and goals are merged into a realistic service strategy. They ensure that no young person will be “a square peg forced into a round hole.”

Case management stresses the youth’s strengths rather than his/her problems.

Ideally, a young person should have only one service strategy.

When multiple systems that utilize case management are involved in a young person’s life (i.e., TANF, Special Education, DVR, Justice), service providers should mutually agree to regularly communicate, to develop a coordinated strategy (plan of action), and to work together to implement that strategy.

A relationship of mutual respect between the youth and the case manager must exist.

A young person will be enthusiastic about participating in the long-term activities inherent in case management only if he/she trusts and respects the case manager. The youth will need to be comfortable enough to share personal thoughts, dreams, aggravations, and fears. Effective case managers convey respect to the young people they work with and know how to tap the motivation within them. Without the open and honest communication that stems from a relationship of mutual respect, little that a case manager does will be effective. This respect takes time to be earned.

Case management requires partnership at the youth level.

The case manager works in partnership with the young person sharing responsibility rather than working on the youth. There is a division of labor. Young people share responsibility for achieving their goals; and their level of responsibility increases over time as the case manager helps them become more independent.

Case management involves the young person’s family, friends, and significant others.

People close to the young person (parents, boy/girlfriends, siblings, significant others, etc.) may need to play a part in the development and joint ownership of the service strategy. Those individuals often need to have a stake in ensuring its success.

In far too many cases, service strategies imposed without regard for the young person’s and significant others’ interests prove fruitless. In every aspect of case management, the young person must be treated as a mature, responsible partner who is not alone in the world; and there must be an acknowledgement that support of other key people (peers, family, teachers, etc.) is crucial if the young person is to successfully demonstrate that responsible role.
Case management relates the young person’s actions to outcomes.
Many young people experience life as a series of random events over which they have little or no control. Successful case management strives to build or rebuild that sense of control and predictability by helping youth to plan, set goals, and undertake a systematic process of achieving those goals. Young people learn that they can make choices and that their actions lead directly to concrete outcomes. Good case management helps people to find the power within them to take control of their lives.

Case management is integrated and coordinated.
Solid case management integrates many things. It uses a youth’s strengths to overcome barriers. It uses well-timed services at one organization to improve or enhance the effects of services provided by other organizations. It integrates the young person’s actions with organizational actions.

The case manager facilitates this integration of actions and services. He/she makes sure that the participant and the involved organizations are kept informed about what the others are doing. The case manager builds relationships with counterparts within the service agencies, and mediates between and advocates among parties to ensure that each service supports other services.

The case manager and the case management system must be accountable.
In order for a young person to trust and respect the case manager and to effectively coordinate services, the case manager must be knowledgeable about services, deliver what is promised, and understand and communicate service limitations.

Case management involves flexibility and creative problem solving.
A case manager who develops a service strategy with a young person recognizes that the plan of action is not carved in stone. The case manager anticipates that somehow, somewhere, the strategy may break down. Effective case management adapts, with minimal trauma, to planned and unplanned changes in a youth’s personal situation and/or in the human service system. Revisions of plans are expected. Changes are expected also. Flexibility and creativity replace an attitude of, “We can’t do that because the system won’t allow it.” Instead, good case management is driven by an attitude reflected by the question, “How can we do this?”

Case management requires partnership at the systems level.
Case management is not only a front-line staff function. The local Workforce Investment Board, Youth Council, and community agencies work together to develop the plan for eligible youth and coordinate the delivery of youth services in their community. The agency administrative level and strong interagency partnerships must support it. Youth service providers, leaders, and managers should develop strong interagency relationships to implement these partnerships. When possible, there should be formal interagency agreements that give case managers the power to access services and information for their young people. When formal agreements are not in place, the case manager must work to develop informal relationships that will facilitate the provision of services. (Center for Youth and Communities, Brandeis University, 1989.)
1.3 **Components of Case Management**

Successful case management initiatives incorporate a number of fairly standard steps that allow the process to be orderly and structured while also being youth-centered and flexible. These steps vary in priority, sequencing, time allotted and content based upon individual goals and needs. Many are ongoing or regularly repeated rather than one-time activities.

These steps include 1) recruitment; 2) pre-screening, intake, and enrollment; 3) assessment of youths’ skills and abilities as well as the labor market needs; 4) mutual planning to develop goals, objectives, and a service strategy; 5) implementing the service plan and monitoring service delivery; 6) conducting follow-up; and 7) evaluation of case load management and results. A summary of important concepts, principles, and effective practices regarding each of these components is presented in subsequent chapters.

Within some organizations, a case manager may be responsible for all of the seven steps listed above. Within other organizations, some steps such as recruitment, assessment, or follow-up may be assigned to other staff members. Click here for alternative models for functional responsibility for each of these seven steps in a case management system.

1.4 **Principles of Effective Professional Case Management**

Some key principles embedded in effective case management include: 1) using social group work as a method for attaining both individual and program goals; 2) always remaining sensitive to diversity; 3) focusing on relationship-building when working with a young person; 4) maintaining ethical standards at all times; and 5) incorporating youth development practices in all aspects of case management. An overview of each of these principles is as follows:

**USING SOCIAL GROUP WORK TO ATTAIN INDIVIDUAL AND PROGRAM GOALS**

Joint problem-solving and the sharing of personal insights in a group of people with similar experiences can be used effectively by all involved. Given the changing demands of workforce development and the emphasis on social skills, problem-solving, and the ability to work as part of a team, social group work is an effective method for attaining both individual and service system goals. It is also compatible with youths’ natural developmental phase. In addition, groups are almost a necessity when a program is expected to serve a large number of individuals—although the groups themselves need to be kept to a manageable size (generally less than a dozen persons).

In a pioneering text (that was supported by a grant from the U.S. Department of Health, Education and Welfare [HEW] about using groups when working with adolescents, MacLennan, Beryce, & Felsenfeld (1968) wrote that groups could be established to:
• Provide constructive experiences that will assist the individual to feel differently about her/himself and others.

• Give support or add pressure to the individual’s attempt to behave differently.

• Provide opportunities for the individual to discuss and examine problems that he/she experiences in all areas of life.

• Give the individual a chance to examine and analyze his/her impact on others as it is expressed in the group itself.

Different types of group techniques can be used for different purposes, such as orientation and information gathering, counseling and leadership skill development that include development of self-esteem. Within youth programs funded by DOL, a group approach can be useful in career exploration activities, employability skills development, life skills training, and vocational guidance.

The positive feedback from joint problem-solving and sharing strategies of people with similar experiences can be used effectively by both case managers and other individuals working with youth. Moreover, working with a group of young people at the same time, rather than conducting all work with youth on an individual one-on-one basis, can be an effective time management technique. It enables the case manager to work with as many as 5 to 12 young people at the same time.

Click here for a brief synopsis of some additional information on the theories, skills, and applications of social group work practice.

Sensitivity to Diversity

Another key principle underlying the work of a case manager is continuous sensitivity to diversity. The Freelance Group for Career and Workforce Innovation (2001) describes one model, the ADRESSING Model, for systematically considering complex cultural influences and presents suggestions for becoming more sensitive to diversity. The model addresses nine main cultural influences that case managers need to consider in the individuals with whom they are working, namely: Age and generational influences, Disability, Religion, Ethnicity (which may include race), Social status, Sexual orientation, Indigenous heritage, National origin, and Gender. For a brief summary of the ADRESSING Model, click here.

A case manager will need to determine what cultural factors are important in each young person’s life. In addition, once key cultural influences have been identified, the relative importance of these influences must be assessed. No multicultural model can say how important each factor is in relation to the others because the importance of each cultural factor is specific to the individual, the counseling situation, and the larger cultural context. The case manager’s starting point in most counseling intake situations will include some sort of self-description by the young person. The case manager can elicit this information with as simple a question as, “Would you describe yourself for me—both how you see yourself and how you think others see you?” Of course, to be effective, the case manager must be very comfortable discussing cultural issues with others.
A case manager must work towards becoming culturally sensitive and responsive. Some strategies for developing and/or increasing sensitivity to diversity follow.

**Personal Considerations:**

- Each case manager has the responsibility to be a role model. He/she should refrain from making stereotypical comments and avoid ethnic jokes or any type of humor that demeans others, and should confront others on this as well.

- Every case manager should receive training/education and/or attend community events that focus on expanding knowledge about ethnic or racial groups about which the case manager has limited knowledge.

- Each case manager should become familiar with resources that support minority groups and provide this information to young people and colleagues.

**Program considerations:**

- To accommodate variations in learning styles, the case manager should use a variety of modes to present information when making presentations: informal discussions, formal lectures, printed, audio, and visual materials.

- Each case manager should ensure group members are exposed to a variety of presenters with respect to race, ethnicity, and gender, as well as different presentation styles, and make sure programs are held in wheelchair-accessible areas, if possible. In addition, the case manager should make arrangements in advance, if necessary, for individuals with limited English proficiency (LEP) (e.g., translators or translated material).

- Programs should be advertised visually and audibly and in different languages if appropriate.

- All federally funded programs must be universally accessible. Ensure that all announcements and advertising program activities include the following language and provisions: “Auxiliary aids and services available upon request to individuals with disabilities” and “Equal opportunity employer/program.”

- **Religion and faith considerations:** The case manager should know which religions are represented by staff and youth within his/her organization and be familiar with religious days that are observed (Yom Kippur, Good Friday, Ramadan, etc.) in order to avoid planning activities on those days.

- **Cultural considerations:** The case manager should realize that many racial and cultural groups might be represented within any group, and be sensitive to cultural differences.

- **Gender considerations:** The case manager should be careful to avoid sexist language or graphics in published materials and remarks. Career services offered should reflect the interests and needs of both genders equally, and not be limited to traditional single gender-dominated occupations.
• **Sexual orientation considerations:** Although the assumption of heterosexuality permeates our society, research indicates that approximately 10 percent or more of the population is gay or bisexual. It is likely that members of a case manager’s organization/clients are gay or bisexual. The case manager should avoid homophobic language and the assumption that all members are straight. Just as with race and ethnicity, the case manager should do whatever is necessary to learn about homosexuality and bisexuality and overcome biases. The organization, YouthResource, [http://www.youthresource.com/about/index.htm](http://www.youthresource.com/about/index.htm) takes a holistic approach to sexual health by offering support, community, resources, and peer-to-peer education about issues of concern to gay, lesbian, bisexual, transgender, and questioning (GLBTQ) young people 13 to 24 years old.

• **Socio-economic considerations:** *A Framework for Understanding Poverty,* by Dr. Ruby Payne (2001), presents the thesis that individuals accustomed to personal poverty think and act differently from people in the middle and upper economic classes. Dr. Payne describes the social cues or “hidden rules” of different economic classes. Such information may facilitate understanding of behavior, rules, expectations, and so forth when the case manager and a young person have different socio-economic backgrounds. For more information, visit: [http://www.ahaprocess.com/](http://www.ahaprocess.com/).

• **Disability considerations:** The case manager should be aware of and accommodate individuals with disabilities, including disabilities that represent variations in learning styles and reading levels. For additional information about serving youth with disabilities, [click here](http://www.ahaprocess.com/).

• **Limited English proficiency (LEP):** The case manager should be sensitive to the needs of youth for whom English is not their first language, and when necessary, provide appropriate resources. The U.S. Department of Education’s Web site has information for English-language learners at: [http://www.ed.gov/about/offices/list/ocr/ellresources.html](http://www.ed.gov/about/offices/list/ocr/ellresources.html).

**Focusing on Relationship-Building**

Another important principle guiding case management services for youth is an emphasis on relationship-building. Relationship studies indicate some effective approaches to establishing relationships with young people include:

• Establishing trust through a gradual process of interaction over time

• Involving youth in deciding how to spend time together

• Maintaining a steady presence in the young person’s life

• Taking responsibility, initially, for keeping the relationship alive and active

• Understanding and accepting silence and unresponsiveness occasionally from the young person

• Paying attention to a youth’s need for fun and using fun activities for relationship-building as well as to provide opportunities not otherwise available
• Respecting the youth’s viewpoint and the youth’s privacy

Additional techniques that can be used to build a relationship with a young person include attending, listening, maintaining good eye contact, and summarizing or paraphrasing some of the youth’s statements through reflecting statements. Attending involves a sustained, concentrated effort to hear—truly hear—what another person is saying. It is best described as listening with the whole body. Body language includes hand movements or gestures, facial expressions, body posture, eye contact, and positioning in another person’s private space. Knowing how to both use and interpret body language is equally important to clear communication.

Listening is one of a case manager’s most powerful and effective tools in building a relationship with a young person. However, case managers need to pay attention to how something is being said as well as to the content of the conversation. For example, many different feelings can accompany a simple statement like “I didn’t get around to working on my resume.” Depending on the tone of voice, the body language, and facial expressions, this simple statement could express guilt, frustration, or anxiety. A case manager must learn to understand not only the content of conversations, but the feeling behind the words as well. A case manager can show a young person that he/she hears, understands, and cares by making reflecting statements that feed back to the young person the content and feeling of a message. When done well, this allows young people to feel that the case manager truly understands them (The Freelance Group for Career & Workforce Development, 2001). Some examples of reflecting statements are presented in the section on Assessment.

MAINTAINING ETHICAL STANDARDS

Maintaining ethical standards is another major principle serving as a foundation for all case management services. Those standards include:

• Maintaining confidentiality and privacy in a manner compatible with agency policies and procedures as well as legal reporting requirements, such as the mandated reporting of abuse. A case manager can offer confidentiality as an agent of the organization, and the limits of that confidentiality should be explained to each young person.

• Avoiding any remarks, touching gestures, or other actions that could be misunderstood and considered as sexual harassment.

• Respecting the integrity and promoting the welfare of each young person, whether they are assisted individually or in a group relationship. In a group setting, the case manager is also responsible for taking reasonable precautions to protect individuals from physical and/or psychological trauma resulting from interactions within the group.

• Maintaining respect for the young person and avoiding engaging in activities that seek to meet the case manager’s needs at the expense of the young person.
• Informing each young person of the purposes, goals, techniques, rules of procedure, and limitations (service and personal) that may affect the relationship at or before the time that the case management relationship begins.

• Being honest and reliable, offering full disclosure, and “not promising what you can’t deliver.”

Integrating Youth Development Practices into All Aspects of Case Management

Finally, an additional key principle underlying case management services for youth is an emphasis on integrating effective youth development practices into all aspects of case management. The following section provides a summary of youth development and effective case management practices that support it.

1.5 Case Management and Youth Development

The DOL has been operating youth programs to provide employment and training opportunities to help youth connect with the labor market since 1965. While there has been an appreciation of the effectiveness of youth development principles as early as the days of the Neighborhood Youth Corps (McLennan and Felsenfeld, 1968), it wasn’t until the 1990s that studies of effective youth programs and emerging best practices began to impact service delivery, system-wide. Extensive research indicated that youth services grounded in a developmental approach helped young people acquire the academic and work-readiness skills and personal attributes sought by employers.

The Workforce Investment Act (WIA) legislation in 1998 redesigned and expanded youth program elements to reflect the increased awareness by DOL and the U.S. Congress that youth programs need to be more comprehensive, more intensive, longer-term, and more in line with youth development (Brown, 2000). The WIA legislation mandates the inclusion, as appropriate, of the following 10 youth development activities that have proven most effective in preparing youth for the labor market:

1. Tutoring, study skills training, instruction leading to completion of secondary school, and dropout prevention strategies

2. Alternative secondary school services

3. Summer employment opportunities directly linked to academic and occupational learning

4. Paid and unpaid work experiences, including internships and job shadowing

5. Occupational skills training

6. Leadership development opportunities, including community service and peer-centered activities, that encourage responsibility and other positive social behaviors
7. Supportive services

8. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months

9. Follow-up services for not less than 12 months after the completion of participation

10. Comprehensive guidance and counseling, including drug and alcohol abuse, counseling and referral

Thus, it is extremely important for case managers to understand youth development and factors that influence that development, either positively or negatively. Such understanding will increase effectiveness and success in all aspects of case management: intake, assessment, developing an Individual Service Strategy (ISS), and facilitating goal attainment and positive outcomes.

1.6  Defining Youth Development

Youth development is defined by the National Youth Development Information Center http://www.nydic.org/nydic/ as a “process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences that help them to become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of youth in contrast to deficit-based models that focus solely on youth problems” (1998).

Youth development is a philosophy, one that focuses on the positive outcomes desired for young people, not barriers or the negative outcomes to be prevented. The youth development approach emphasizes that helping all young people achieve their full potential is the best way to prevent them from becoming involved in risky behavior. Strategies for youth development include: giving young people the chance to build skills, exercise leadership, form relationships with caring adults, and help their communities.

A case manager’s role in the youth development process includes: 1) assessing a young person’s developmental needs; 2) facilitating positive youth development by referring/linking the youth to activities and services that will meet those needs and support the acquisition of the competencies required for successful adulthood; and 3) serving as a caring adult who guides young people in becoming increasingly more self-sufficient.

This section will present a brief summary of: 1) the developmental needs and tasks of youth; 2) assets/factors that address these needs; 3) characteristics of programs and activities based on youth development principles; and 4) measurements of the desired youth development outcomes. Click here for a list of organizations that can provide more information about youth development and related resources.
Developmental Needs of Youth

Our Children at Risk: Children and Youth Issues (http://www.ymca.net/presrm/research/whitepap.htm), a study published by the YMCA of America (1998), identifies seven developmental needs of youth: 1) physical activity, 2) competence and achievement, 3) self-definition, 4) creative expression, 5) positive social interaction with peers and adults, 6) structure and clear limits, and 7) meaningful participation. A brief summary of those needs is as follows:

1. **Physical Activity**

This age group has spurts of boundless energy and periods of dreamy lethargy. They need time to stretch, wiggle, and exercise their rapidly growing bodies, and also time to just relax. Diversity in strength, dexterity, and size of youth in this age group may cause intensely competitive physical activity to place an unnecessary burden on late-bloomers who cannot compete successfully.

2. **Competence and Achievement**

Young people experience extraordinary self-consciousness about their own new selves and the attitudes of others toward them. Consequently, they have an overwhelming desire to do something well and to receive admiration for achievement. They hunger for chances to prove themselves, especially in ways that are rewarding if all goes well and not devastating if there are some disappointments. Youth want to take responsibility, do things that are significant, and show they can affect and have some control over their world.

3. **Self-Definition**

Rapidly changing bodies and minds need time to absorb new ways of thinking, new-mirrored reflections, and new reactions from others. To accommodate the new selves they are becoming, youth need chances to consider what it means to be male or female and to belong to racial, multi-racial, and ethnic groups. They need to find a friend and share a secret, or to have a good talk with an adult. They need opportunities to explore their widening world and to reflect upon the meaning of new experiences so they can begin to consider themselves not just as observers but also as participants in society.

4. **Creative Expression**

Opportunities to express creatively their new feelings, interests, abilities, and thoughts help youth understand and accept the new people they are becoming. Performing and being exposed to drama, literature, and musical works of others help them recognize that others feel the same emotions, thoughts, and ideas that are new and confusing. In addition to the arts, youth can find opportunities for creative expression in sports and activities like tending a garden or painting a wall mural. Growth occurs through the ability to test and re-test, to experiment, to enjoy success, and to cope with failure.
5. Positive Social Interaction with Peers and Adults

The need to be accepted by a group of people the teen considers important is crucial. Outward symbols of belonging (i.e., club T-shirt, pin, visor, or jacket) are particularly significant. Rejection is particularly devastating.

Parents and family remain important in setting values and giving affection. Peers offer needed support, companionship, and criticism. In addition, adults other than parents have an effect on the lives of teens by sharing their own experiences, views, values, and feelings; and accepting youth as they are, caring about them, and listening to them. For more information about mentoring, click here.

6. Structure and Clear Limits

Youth want to know and understand their limits within society’s system. Their search for security in a world of conflicting demands is helped by explicit boundaries that define the areas in which they may explore. Participating with adults in framing their rules and limits may be a helpful approach that promotes growth and development as well as harmony.

7. Meaningful Participation

Youth need to participate in activities that shape their lives and use their new social and intellectual skills. Such participation can include planning, implementing, and evaluating special events and community service projects. These activities provide opportunities to make meaningful contributions to their communities, express their concern for the welfare of others, and assume responsibility.

Developmental Stages

Erik Erikson, a noted psychologist, provides another conceptual framework for understanding the developmental needs of young people. Erikson has identified eight stages of development from infancy to death. Typically, teens are in the middle stages of development:

- learning industry vs. inferiority (competency)
- learning identity and identity confusion (fidelity)
- learning intimacy vs. isolation (love)

Erikson felt that individuals may become caught in a particular stage of development and may need some assistance progressing to a more mature stage.

From Erikson’s viewpoint, the central developmental task of the middle, adolescent stage is the development of a sense of identity. “A sense of identity allows one to answer the questions: Who am I? Who am I to become?”
Identities are shaped and reshaped over a lifetime. Adolescence represents a significant turning point as the individual lets go of childhood beliefs and fantasies and confronts the imminent tasks and decisions of adulthood. Adolescence provides teens an opportunity to “try on” different roles, beliefs, and commitments. This “trying on” of a variety of roles can result in role confusion.

The development of a sense of identity requires individuation or separation from family. Separation from family does not indicate a lack of connectedness with family but, rather, indicates the young person’s need to have an identity separate from the family. Family connectedness can be promoted in a number of ways such as parents taking an interest in a teen’s activities, spending time together, or having family meals. Family connectedness has been shown to be the most important factor in positive outcomes for teens (Blum & Reinhardt, 1997).

Early adolescence marks the beginning of developing a separate identity from the family. Close relationships with peers develop. These peer relationships are primarily same sex with strong solitary friendships developing. These young teens are preoccupied with their appearance and have numerous questions about normalcy and tend to look to peers for answers.

Middle adolescents are less preoccupied with questions of normalcy. These teens are concerned with making themselves as attractive as possible and have concerns about clothing and makeup. Involvement in peer groups increases, and further separation from family occurs. Dating relationships and experimentation with sex occur during this period. Feelings of omnipotence and immortality are at a peak in this group, leading to risk-taking behaviors.

As teens enter late adolescence they are well on the way, if all has progressed satisfactorily, to separating from family and establishing identity. It is getting there that can be so difficult for them. This is especially true for teens who are defined by some segments of the larger society or their peers as “being different” (i.e., gay, bisexual, or questioning youth; youth with special needs; youth who have recently immigrated; youth who are homeless, abused, or neglected; etc.). These youth not only have to grapple with the “normal” pressures of adolescence, they have the extra burden of establishing a sense of self in the midst of these additional pressures. In other words, while they are expected to develop a positive sense of self and pride in who they are, they are also expected to fit certain “so-called norms”, even though those “norms” may be in direct contradiction to who they are.

These conflicting messages prove to be too much for some adolescents. They may react by completely disassociating from their peers, family, and/or the larger community; developing a facade to make themselves more acceptable to others; or participating in self deprecating or “acting out” behaviors that lead to further isolation. Others, however, are able to put these conflicting messages into perspective, and somehow develop a positive sense of self (O’Sullivan & Krisman-Scott, 2001, pp.6–7).
Developmental Assets That Support Positive Youth Development

Youth program research suggests that youth services and supports reflecting the needs and developmental stage of youth and focusing on youths’ assets, strengths, and resiliencies, rather than deficits and problems, not only help young people avoid self-destructive behavior but also can enable them to acquire the academic and work-readiness skills and personal attributes sought by employers. The Search Institute http://www.search-institute.org, an institute dedicated to studying healthy youth development, has identified 40 assets that help meet the developmental needs of youth, support the completion of the central adolescent developmental task of identity formation, and facilitate a successful transition from adolescence to adulthood. Click here to view the Search Institute’s Developmental Assets Framework.

The developmental asset framework is categorized into two groups of assets, external and internal. External assets are the positive experiences young people receive from the world around them. These 20 external assets are about supporting and empowering young people, about setting boundaries and expectations, and about positive and constructive use of young people’s time. External assets identify important roles that families, schools, congregations, neighborhoods, and youth organizations can play in promoting healthy development.

The 20 internal assets identify those characteristics and behaviors that reflect positive internal growth and development of young people. These assets are about positive values and identities, social competencies, and commitment to learning. The internal developmental assets will help these young people make thoughtful and positive choices and, in turn, be better prepared for situations in life that challenge their inner strength and confidence.

The case manager has the essential role of linking a young person with individuals, programs, and services that focus on providing the external assets and developing the internal assets. For the case manager, a key question is: “How can I identify youth development-based programs and activities?”

Some Characteristics of Youth Development-Based Programs

Programs that are based on youth development principles are characterized by an environment that has:

• high expectations
• clear rules and regulations
• opportunities for input
• caring relationships among youth and staff
This environment has activities and approaches that include the following:

- Replacement of traditionally “passive” forms of instruction with learning and assessments that allow youth to stretch their physical limits and capabilities in order to meet their need for physical activity.

- Channeling youths’ interest in discovering who they are into self-assessment for career development purposes.

- Using youths’ developmental need for positive social interactions with peers and adults to create programs and services that allow students to use peer interaction and mentoring to achieve their ends. For example, a peer-mentoring program between program graduates and current students is one possibility.

- Following through with youth on anything agreed upon.

- Placing great emphasis on having youth develop and participate in community service projects and activities.

- Providing opportunities for youth to be involved in decision-making and leadership activities. Examples include:
  - Serve on the organization’s board, management team, and advisory committees and provide input on program design and operations, operations issues, staff hiring process, rules, planning and staffing projects, activities such as field trips and events, and participate in management’s decision-making process
  - Serve as greeters and recruiters, and lead orientation sessions
  - Develop plan(s) of action with goals and milestones for things they want to do and then implement the plans
  - Run businesses, and develop and oversee small budgets
  - Serve as tutors, mentors, and counselors for peers and/or younger children
  - Provide conflict mediation
  - Oversee teams, groups, or crews
  - Have opportunities for outside leadership roles with community and government organizations and residents
  - Implement a community youth mapping project and canvass their community in search of caring adults, places to go, and things to do
A framework for assessing the degree of youth participation and empowerment within programs and organizations is presented in a publication entitled, *Putting Real Youth Participation into Practice*, by the U.S. Department of Health and Human Services' Administration for Children and Families. [http://www.ncfy.com/pubs/July02.htm](http://www.ncfy.com/pubs/July02.htm)

**Outcomes of a Youth Development Approach**

Providing a comprehensive, intensive array of developmental assets including supports, opportunities, and services to meet the developmental needs of young people, will facilitate the achievement of the following youth development outcomes required for a successful transition to adulthood:

- **Aspects of Identity**
  - sense of safety and structure
  - high self-worth and self-esteem
  - feeling of mastery and future
  - belonging and membership
  - perception of responsibility and autonomy
  - sense of self-awareness and spirituality

- **Areas of Ability**
  - physical health
  - mental health (mental & social)
  - intellectual health (knowledge, reasoning, and creativity)
  - employability (vocational)
  - civic and social involvement

The Forum for Youth Investment (Ferber, Pittman, & Marshall, 2002) has identified five areas of development include: working, learning, thriving, connecting, and leading in a publication entitled: *Youth Development & Youth Leadership, A Background Paper*, published by the National Collaborative on Workforce and Disability for Youth (NCWD/Youth). For a list of suggested program activities and the intended outcomes for each area, [click here](http://www.ncwd-youth.info/). To download the full paper and other resources, please go to: [http://www.ncwd-youth.info/](http://www.ncwd-youth.info/).
Case Management and Youth Development in DOL Programs

Case management services and youth development activities provided through DOL-funded programs have an important role to play in helping eligible youth make a successful transition into the workplace. Neither the counseling nor a youth development activity is an end in itself. Rather, the counseling and each youth development activity are a means to an end—skills attainment, obtaining a credential, and/or employment.

Serving the “Neediest Youth.” With the New Strategic Vision for the Delivery of Youth Services under the WIA (TEGL 3-04) Department of Labor Employment and Training Administration (DOL ETA) emphasizes the need that the workforce system be “demand-driven” and aimed at preparing our country’s most at-risk and neediest youth for real job opportunities, with priority given to out-of-school youth, youth in foster care, court-involved youth, children of incarcerated parents, and migrant youth. For more detailed information and resources for serving each of these specific populations, click on the relevant header:

- Serving Children of Incarcerated Parents
- Serving Court-Involved Youth
- Serving Youth in Foster Care
- Serving Migrant Youth
Case managers may be responsible for multiple components of a case management system, such as recruitment, pre-screening, intake and enrollment, service strategy planning, implementation of the service strategy, follow-up, and evaluation. To assist case managers in successfully fulfilling each of these roles, the following sections provide information and “lessons learned” on recruiting both in-school and out-of-school youth as well as effective practices for intake and enrollment. Click here to view the “Case Management Models” that illustrates the flow of services.

Recruitment

Community outreach and recruitment represent the first contact that youth may have with a community-based employment program.

2.1 Why Recruiting May Be Necessary

Reasons that youth may not participate in employment and training programs include: lack of information on training programs; inaccessible training locations; lack of immediate and tangible rewards; and skepticism that participation in an employment program will lead to concrete, long-term personal benefits. Organizations may have difficulty in recruiting youth due to a functional disconnect between young people’s needs, interests, and desires, and organizations’ outreach and recruitment strategies. Clearly, at-risk youth must overcome numerous obstacles to achieve self-sufficiency. Workforce development specialists and service providers need to have an awareness of barriers that may be external, psychological, and cultural in nature.

Therefore, successful outreach and recruitment of youth must draw on a range of strategies designed to appeal to potential participants. Youth most likely to benefit from educational and employment training programs are often the least likely to enroll for services based on flyers or public service announcements (PSAs). This is particularly true if the service delivery environment resembles training institutions in which they have experienced difficulties, such as public schools or the juvenile justice system.

2.2 Recruiting Out-of-School Youth

Approaches that organizations have found to be effective in recruiting out-of-school youth are:

- Connecting with youth where they are—going to those places where young people are most likely to be found, such as parks, recreation centers, shopping malls, health clinics, clubs, movie theatres, community-based and faith-based organizations, day labor agencies, unemployment offices, emergency food programs and homeless shelters.
• Canvass homes door-to-door, stores, and community centers, particularly in neighborhoods where youth are most likely to be eligible for services. Utilize strategies such as walking through the neighborhood, engaging youth and others in conversation about the program, distributing brief, easy-to-read, colorful flyers or brochures.

• Use a “sector approach,” dividing the community geographically into areas and assign recruitment teams to each one. In some organizations, staff have posted a large map of their target area highlighted and post flags or post-it notes to remind them of what is targeted, what is not, and what needs to be done in the many neighborhoods and communities.

• Schedule recruitment activities during evening and weekend hours to target those youth who may have been missed during the day.

• Ask youth to serve as recruiters. Actively involve youth program participants on the outreach and recruitment team. Encourage them to speak positively and honestly about their experience. In addition to serving as an effective recruiting strategy, engaging participants in outreach and recruitment promotes youth development. Recruitment serves as “work experience” and youth recruiters learn a sense of responsibility and increase their communication skills. Some organizations include youth recruiters as paid staff.

• Always carry identification when recruiting.

• Collaborate with partner agencies, community and faith-based organizations, local government and non-government entities, and schools to recruit the hardest-to-reach youth. Actively involve community partners on the outreach and recruitment team.

Examples include:

• Ask churches to insert flyers in church bulletins or announce enrollment at the weekly service.

• Identify and partner with organizations to assist in the recruitment and/or referral of youth isolated from mainstream organizations, for example, youth with disabilities, homeless and runaway youth, teen parents, youth on probation, and youth with limited English proficiency (LEP).

• Conduct presentations for local officials, such as high school principals, juvenile court judges, probation officers, and counselors at drug treatment facilities.

• Request referrals for out-of-school youth from juvenile justice systems and agencies that coordinate services for foster youth or youth on probation. In addition, consider approaching juvenile court judges about mandating program enrollment for youth required to do community service.
• Ask the local health department and clinics serving families to refer pregnant and parenting young adults who may be eligible for program services.

• Set up information booths at youth centers, local Boys and Girls Clubs, and public housing developments.

• Advertise in free local newspapers or a community service cable television station.

• Arrange organization-sponsored sports and/or entertainment events designed to appeal to youth.

• Make contact with youth who are on the local high school’s dropout list. Offer to visit with the youth and parent(s) to provide information on the program and available services.

• Maintain ongoing contact with interested youth; get them enrolled and involved in program activities as soon as possible. If the enrollment process becomes too lengthy or too much time passes between recruitment and enrollment, young people may lose interest. Some organizations lease a mobile unit where youth can meet with staff for recruitment purposes as well as for enrollment, assessment, orientation, and related activities.

• Use incentives (store discounts, food) to ensure that youth show up for enrollment.

• Recruiters/case managers in some organizations, give youth an “appointment card” that reminds the youth to come to the program on a particular day and time. On the day before the appointment, the recruiter/case manager calls the youth “to confirm the appointment.” This call conveys the importance of their participation. IDEA: youth who show up as scheduled put their appointment cards into a box and are eligible to win a prize at a monthly drawing.

• Prepare a memorandum of understanding about how recruitment will be coordinated among two or more youth-serving organizations. Ensure that front-line staff from each partnering agency are familiar with the services provided as well as the eligibility requirements of all partnering agencies. [IDEA: Hold an open house reception and invite front-line and administrative staff from all partnering agencies to meet each other and learn about the services offered in the community.]
2.3 **Recruiting In-School Youth**

Recruitment of in-school youth should target *all* eligible youth—not only those individuals at risk. A significant portion of the eligible youth attending high school will not be at risk of dropping out, however, those who may be at risk due to poor grades, illness, truancy, or other factors could benefit from intensive case management to help them stay in school, improve academically, and attain a high school diploma. Despite counseling and other school services, many of these youth have not made connections to any support programs on their own. For these youth, the training program should offer a mix of activities that meet the needs of these youth, such as community service, tutoring, alternative secondary school options, mentoring, guidance and counseling, summer employment, occupational learning, career and college-bound events, internships, job shadowing, and job placement.

Having one or more on-site case managers stationed at the high schools for either all or part of each week is a particularly effective recruitment strategy. This on-site case manager can be responsible for managing a range of activities to identify in-school youth who are eligible for participation and to follow up with eligible youth who show interest in the program.

The case manager can talk regularly with school counselors, guidance counselors, or dropout prevention staff asking them to identify youth who are at risk of dropping out. For example, students who are behind one or more grade levels, chronically absent, or are involved with gang-related activity may benefit from participation in the program. The case manager may then contact these students, either while they are at school or at their homes.

Recruiting youth in alternative education programs, such as in vocational or technical schools, or at schools that offer a non-traditional learning environment, is an additional strategy to reach eligible youth. Consider recruiting youth in group homes and detention centers, as well as youth on probation or in the foster care system.

2.4 **Continuous Quality Improvement**

One strategy for improving recruitment is to identify which recruitment strategies work most effectively for different youth populations. Collect and review data that show how youth first heard about the program. Include a question on the participant enrollment form that asks the youth, “How did you hear about the program?” or ask the question during the initial interview.

Some questions to consider concerning recruitment methods include:

- How is “eligibility” for the program explained to youth, parents, and/or caregivers?
- What basic information do recruiters collect from youth whom they contact during outreach?
- Is information necessary for follow-up, including multiple contacts, collected?
**To learn more about successful youth recruitment strategies, see:**

*Integrating Year-Round and Summer Employment and Training Services for Youth Under the Workforce Investment Act: Technical Assistance Guide*

[http://workforcesecurity.doleta.gov/dmstree/tein/tein2k/tein_05-00.htm](http://workforcesecurity.doleta.gov/dmstree/tein/tein2k/tein_05-00.htm)

The report, prepared for the U.S. Department of Labor by Westat and its subcontractor, Decision Information Resources, offers case studies and “lessons learned” from eight local programs. Each case study includes a section about outreach and recruitment. The full report is available on the Internet at: [http://workforcesecurity.doleta.gov/dmstree/tein/tein2k/tein_05-00a.pdf](http://workforcesecurity.doleta.gov/dmstree/tein/tein2k/tein_05-00a.pdf)

---

### Pre-Screening, Intake, and Enrollment

The purposes of the pre-screening, intake, and enrollment process usually include: 1) eligibility determination, 2) collection of core identification and demographic information, and 3) orientation to the youth program and expectations regarding participation.

#### 2.5 The Pre-Screening Process

Within some organizations, a pre-screening process, handled through personal appointments or group sessions, precedes the official intake/enrollment process. Topics discussed during such pre-screening sessions include the eligibility requirements for program services; what will happen with young people who are ineligible; identification of what each young person present expects on arrival; an overview of the purpose of the program; the services provided; expected results/outcomes (e.g., employment, obtaining a credential, higher educational attainment, and a description of each person’s responsibilities).

Some organizations have found it helpful to stress the following points:

1. Youth will be treated as active partners rather than passive recipients.

2. A case manager will work with each young person to identify and deliver services to help achieve the goals set, but it is the young person who will have to do the hard work of attending classes and appointments and fulfilling other program obligations.
3. After achieving a major goal such as job placement, entering college, or obtaining a General Educational Development diploma (GED), each young person will be expected to maintain contact with their case manager regularly on an agreed-upon schedule to achieve other goals such as keeping the job, earning a raise, or completing college courses with passing grades.

2.6 The Intake/Enrollment Process

The intake/enrollment process for youth (who seem to be eligible for program services) that follows the initial pre-screening works best when it is a positive, caring experience handled by the case manager rather than by a clerical aide. Too often, the intake process is a bureaucratic, mechanical “fill out the forms” situation. Instead, it should become an opportunity for establishing the tone and quality of an ongoing relationship between the youth and the case manager.

Unlike the “tell us your name/address/phone number” approach that all too often comprises traditional intake interviews, case management intake may best be a “getting to know each other” process. It may take more than one appointment, each of which should start with some friendly small talk (sports, news event, TV program, movie, etc.). Intake should allow the young person time to relax and become comfortable before business starts. It may take some time for a satisfactory level of comfort to be established, but the young person will not begin to “talk for real” until rapport is also established.

As part of the relationship-building process, the case manager may explain that intake will be used to get to know the young person, get a feel for what he/she has done and wants to do, identify what he/she is good at, and determine what seems to get in the way of fulfillment of his/her goals. After the young person and the case manager become comfortable with each other, the case manager might initiate the first steps in the assessment process by asking the young person about his/her personal dreams—what does the participant want from life? The answers to this question, or lack of them, reveal much about the young person. Is the youth defeated? If so, what will it take to re-energize the person? Does the individual have something to strive for but doesn’t know how to reach the goal? If the dream is totally unrealistic, what should be done?

Before services begin, eligibility should be determined. The case manager should put requests for personal information into a context—explaining why each piece of information is important, showing how it might be used, and, if possible, giving examples of how similar data from other youth has been used in the past. The case manager should also explain the confidentiality policies of the organization. As always, the case manager should determine what the young person thought intake would be about, identify the youth’s goals, and work out how both might be addressed during subsequent meetings.
The case manager should not use intake appointments purely as a means to collect documents and facts to enter on a form. Instead, the case manager should use intake as an opportunity for the young person to talk in detail about important issues. In this way, the case manager will have the chance to really hear who the young person is, listen for unspoken statements, observe body language, and be aware of feelings. By the conclusion of the intake process, the case manager will have learned much more than a set of facts (Center for Youth and Communities, Brandeis University, 1989).

Some additional strategies used by youth programs to make the intake/enrollment process more youth friendly are as follows (Callahan & McLaughlin, 2002):

- **Customer Check Lists** can be noted on the reverse side of an appointment card, listing the documents the young person must bring to help staff quickly determine eligibility so the young person has the chance to collect documents prior to the intake session. Some documents, such as immunization records or birth certificates, can be hard to come by, so youth may need help in writing to request documents or in paying fees. For information on getting birth certificates, visit: [http://www.cdc.gov/nchs/howto/w2w/w2welcom.htm](http://www.cdc.gov/nchs/howto/w2w/w2welcom.htm). For information on getting a Social Security card, visit: [http://www.ssa.gov/](http://www.ssa.gov/) and click on “Your Social Security Card Number.”

- **Staff use mini-tape recorders** and are trained to gather intake information using the recorder. (Youth are asked for their permission for use of the recorders.) The tapes are then given to a contractor who completes the intake forms.

- Various parts of the intake process are interspersed with engaging the young person in some productive and/or interesting activities.
Helping a young person identify his/her interests and goals, skills and abilities, and personal characteristics is an essential component in the development of an Individual Service Strategy (ISS). It is also essential that the program is designed so that services can be tailored to address the unique strengths, challenges, and needs of each participant. This section provides information and tools for assessing youth and supporting their ongoing development towards reaching their unique employment and training goals.

Assessment

Assessment is the foundation of good planning and overall good case management. It is an ongoing extension of the intake process and guides the case manager’s development of the young person’s initial individual service plan as well as subsequent updates and revisions. It is not a one-shot, up-front activity. This section will present a brief summary of 1) the principles of effective assessment, 2) the components of a comprehensive objective assessment, 3) the case manager’s role in the assessment process, 4) various types of informal and formal assessment tools, and 5) suggestions for engaging youth in the assessment process.

3.1 Principles of Effective Assessment

Some key principles to guide the development of the assessment process are as follows:

• Develop an assessment strategy based on an understanding of the decision to be made and the person(s) being assessed.

• Utilize a comprehensive and exploratory approach.

• Make assessment an ongoing process of the Individual Service Strategy (ISS). Once a baseline is identified, measurable objectives can be established, and progress can be measured. Services can be revised and updated depending on progress results in a program activity.

• Use assessment procedures and instruments that are valid and reliable for the program’s participants and related decision-making.

• Administer assessment instruments under conditions that do not adversely affect performance.

• Seek opportunities to embed authentic assessments within program activities.
3.2 Components of a Comprehensive Objective Assessment

A comprehensive objective assessment process identifies strengths and assets, including abilities, aptitudes, interests, and occupational and employability skill levels. Barriers to employment and training that will interfere with participation in the program should be assessed on a continual basis with supportive services provided as needed. (For further details, see Training and Employment Guidance Letter [TEGL] No. 1800, http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=1286.)

Strengths, Assets, Interests, Aptitudes, and Developmental Needs

The variety of assessment methods/tools that can be used in this assessment process include structured questioning during conversations, observation, self-assessment checklists, structured worksheets, Internet resources, and formal standardized tests.

Literacy and Numeracy Skills

To facilitate the future implementation of common performance measures, the U.S. Department of Labor (DOL) worked with the U.S. Department of Education to adopt a portion of Adult Basic Education’s National Reporting System (NRS) for measuring gains in literacy and numeracy skills. The NRS includes standardized definitions, outcome measures and methods for assessing literacy and numeracy skills. The outcome measures are based on educational functioning levels that describe what a learner knows and can do in three areas: speaking and listening, reading and writing, and functional and workplace skills. As outlined in the NRS, there are two sets of educational functioning levels: six levels for Adult Basic Education (ABE) and six levels for English-as-a-Second Language (ESL) students. The ABE levels roughly equate to two grade levels.

Click here for a summary of the NRS educational functional levels and a list of the assessment tools, which have been cross-walked with the NRS levels as of 2005. See pages in this chapter for a brief summary of four of the six tests. In the future, organizations will have to use one of the NRS cross-walked tests to measure literacy and numeracy gains or equate an alternate test to the NRS.

Employability

The assessment of work readiness and employability should focus on the skills and characteristics that employers have identified as essential for success in the workplace. In 1990 the Secretary’s Commission on Achieving Necessary Skills (SCANS) http://wdr.doleta.gov/SCANS/ spent 12 months talking to business owners, public employers, supervisors, managers, union officials, and front-line workers to identify those skills required to obtain good jobs and succeed on the job. The answers were the same across the country and in every kind of job: good jobs depend on people who can put knowledge to work. New workers must be creative and responsible problem-solvers and have the skills and positive attitudes on which employers can build.
The Commission grouped the skills identified as being particularly important for high-performance workplaces into five competencies and a three-part foundation of skills and personal qualities. The five competencies include: 1) effectively using resources, 2) interpersonal skills, 3) information, 4) systems, and 5) technology. The three-part foundation skills are: basic skills, thinking skills, and personal qualities.

These SCANS skills are reflected in the job readiness curricula developed by a number of organizations. An example entitled *Blueprint for Workplace Success Skill Standards: Skills Youth Workers Need to Succeed in the 21st Century Workplace*, was developed by the South Bay One-Stop Workforce Investment Board Youth Development Council and South Bay One-Stop Business and Career Centers Youth Programs (Whitman and Dimpel, 2002).

Another example is the Massachusetts Work-Based Learning Plan (MWBLP). The MWBLP is a six-step process involving employers. It provides a means for measuring competency gains in nine SCANS categories of skills: communication and literacy, organizing and analyzing information, problem-solving, using technology, completing entire activities, acting professionally, interacting with others, understanding all aspects of the industry, and taking responsibility for career and life choices ([www.doe.mass.edu/stc/wbl](http://www.doe.mass.edu/stc/wbl)).

### Barriers to Employment and Need for Supportive Services

The assessment of supportive services needed may be guided by the definition of supportive services provided in the Workforce Investment Act of 1998. According to the Act, such services for youth may include transportation, childcare, dependent care, housing, linkages to community service, referrals to medical services, and assistance with work-attire and work-related tool costs such as eyeglasses and protective eye gear. Different programs may require different types of supportive services to help youth achieve goals.

Youth needing medical services, including mental health assistance, should be identified so that appropriate referrals can be made to initiate medical care and remediate health barriers to participation in program activities and employment.

Alcohol and substance abuse constitute a major barrier as well. Comprehensive guidance and counseling services, including substance abuse counseling, is a required Workforce Investment Act (WIA) program element and should be identified in the individual service strategy when assessment indicates a need. Good health is clearly linked to the ability to attend school regularly, complete a job-training program, or keep a job.

Many employers require an employee to have a valid driver's license. In the assessment process, case managers can ascertain whether youth need to take a driver's education course and/or test-resolve court issues that resulted in a loss of license.

Some youth may have issues that can result in arrest (e.g., failure to pay court fines or child support) or impact their ability to subsist on an initial placement wage (e.g., wages garnished.) A case manager can refer a youth to organizations that work with court services to resolve these issues.
Establishing Career Goals

Even if a young person seems to have a clear career goal and knows exactly what he/she wants to do (without having undergone some kind of structured assessment process) it is possible that a good decision, one that can be sustained over time, has not been made. Since service strategies are geared to this choice of occupational goal, it is critical that youth make a well-informed choice. A number of interest inventories have been developed that help youth identify their preferences for a particular activity, and then make suggestions about occupational clusters that most closely match those interests. The case manager can then arrange for the youth to explore these occupations, using O*NET, Career Voyages, or a state career information delivery system. Since the goal for both the youth person and the program is employment that leads to self-sufficiency, it is also important that the occupational goal relates to a need in the local labor market.

The youth can evaluate wage and salary progression, job duties, career paths, and projected demand for various career choices. It may be possible for youth to test out their preliminary choices through job shadowing opportunities, work experience, and internships. Individual Service Strategies can and should be revised as occupational choices are refined.

A wide variety of tools are available to help the case manager obtain the necessary information regarding all aspects of a comprehensive assessment including the developmental needs described in chapter one.

3.3 The Case Manager's Role in the Assessment Process

Organizations serving youth should identify the assessment tools that will be used to assess the aptitudes, interests, basic skills, occupational skills, employability skills, developmental needs, and supportive services of each program participant. Staff using these instruments should be fully trained on their use and how to form goals, objectives, and service strategies with the results.

Assessment begins at the first meeting with a young person. Although the assessment process may vary from program to program, the general guidelines include the following practices:

**Determine what assessments should be used.**

What information does the youth have already? What assessments are available from other sources such as schools and partner agencies? How “current” is this information? What additional information does the individual need in order to make a good career decision? What types of assessments might be appropriate for this young person, given his/her comfort level with assessments, past experiences, level of decidedness, and so on? Will the assessment information be useful in developing a service plan? Even if a young person seems to have a clear career goal and know exactly what he/she wants to do (without having undergone some kind of structured assessment process), it is possible that he/she has not made a good decision about the occupation. For example it is very common for a young person to select a career because someone in their family
or a teacher has told them that they would make a “good secretary” or a “good chef.” However, the youth will need to do some additional self-assessment and research to determine if this career is truly appropriate.

Select the instrument or instruments best suited to the youth’s needs.

How many grades of education has the young person completed? Does the youth have any disabilities (sight impairment, dyslexia, etc.) that might affect the test administration? Does the individual have any language difficulties? Is the youth a member of an ethnic group other than those the test was developed for?

Rather than making all young people undergo an identical battery of assessments, the best approach is to have several tools that can be used with different youth based on needs. Just as the career planning process should be customized depending on the young person’s individual needs, so should the assessment process also be customized. Nevertheless, some selected, standardized, formal assessment tools may need to be used with all youth in the same program or project in order to measure common areas of need; meet program requirements; collect group data; measure individual progress, interim objectives and skill attainment; and conduct project oversight.


Prepare the young person for assessment.

Discuss with him/her the assessment process and any concerns or issues the youth may have. Be sure to include:

- The name and type of instrument(s) to be administered
- The types of questions the instrument(s) will include
- What information the instrument(s) will, and will not, produce
- How long the assessment will take
- When and where the assessment will take place
- How long it will be before the results are available
- How the information collected will be of assistance to the young person
Administer the assessment and score the results or refer the young person to the individual or organization that will administer and score the test.

When the assessment is administered, care should be taken to ensure that the assessment is administered in a uniform manner each time and that the testing site is conducive to testing. Accommodations should also be made for persons with disabilities or language difficulties.

**Interpret the results with the young person.**

The case manager should conduct the following activities: 1) remind the youth of the assessment that was taken, discuss how the individual felt about the assessment, and explain the results and how this is related to the young person’s service plan; 2) review the assessment to gain a thorough understanding of the assessment, what it measures, and how it should be used in career decision-making prior to meeting with the youth; 3) consider in advance how to handle various issues that may come up during the session. For example, if a young person indicated that he/she was interested in a particular occupation that the assessment says he/she will not be well suited for, how will this be explained to the young person? How can the career decision-making process for this young person be facilitated given this new information?

**Maintain assessment records.**

Include all assessment information in the youth’s case file. The case manager should also be prepared to discuss with youth their concerns on assessment and the need for ongoing assessment as they continue through the career development process. In particular, youth should understand that self-knowledge is an ongoing process and they should plan to continually evaluate their interests, abilities, work values, and so forth to see how these fit in with occupational choices throughout their work lives (Freedlance Group for Career & Workplace Innovation, 2001). This ongoing assessment allows the case manager an opportunity to evaluate how effective services are in meeting particular needs and ensuring flexibility in adapting service delivery strategies to a youth’s needs.

### 3.4 Informal and Formal Objective Assessment Tools

Two types of assessment can be used to obtain the required assessment information—informal and formal. Informal assessment tools include structured questioning, observation, self-assessment checklists, and specific Internet Web sites. These tools may be most helpful in obtaining information about dreams, goals, strengths, interests, fears, feelings, perceptions, family and peer interaction, prior work experience, barriers, and supportive services needed. The use of these tools may be less intimidating and more enjoyable than more formal assessments. However, the interpretation of the results may be more subjective and less reliable.

Formal assessments are tests that have been developed professionally according to scientific principles of test construction and have written instructions for administration and interpretation. Formal standardized assessment tools may be of greatest assistance in obtaining information regarding reading, math, and other academic skills; aptitudes; and work readiness and occupational skills.
An effective, comprehensive assessment process will include both informal and formal assessments. It will also be an ongoing process with assessments during the intake process, embedded in activities and instruction, and administered after delivery of services to determine progress, results, and direction.

**Informal Assessment Tools: Questioning, Worksheets, Internet, Observation, and Structured Multi-Step Processes**

**Structured Questioning During Conversations/Interviews**

By using questions designed to elicit as much information as possible and asking the questions in a friendly caring manner, case managers can conduct very thorough assessments. Some of the types of questions that can be used effectively during assessment interviews and conversations are listed below:

**Open vs. Closed Questions**

The closed question is generally more useful when seeking facts.

*Example:* *How old are you?*

Closed questions generally limit the amount of information received and frequently overlook the feelings underlying facts. Open questions are more effective tools for gathering data on feelings, opinion, and perceptions. They provide a better “window” into a person’s frame of reference.

**Types of Open Questions—Statement, Indirect, Example, Plus/Minus, Why, and How:**

**Statement questions** ask the young person to elaborate on facts and feelings. They encourage the youth to continue the conversation.

*Example:* *I’m concerned about what has been going on since our last visit. Tell me how you feel about seeking job counseling help?*

**Indirect questions** are the open-ended way of asking direct questions. They begin with who, what, when, where, and how. Structured appropriately, they encourage young people to expand on their answers.

*Examples:* *How do you think you could find that information? What happened when you went to the community college? How do you think your friends will feel about your going to work?*

**Example questions** ask the young person to explain in more detail using an example. They can often help youth move from vague statements to more concrete ones.

*Example:* *Young Person—* *I just don’t feel I’m good at anything.*

*Case Manager—* *What kind of things do you have real difficulty with?*
Plus/Minus questions explore the positive and negative aspects of a situation. They can be used to help youth explore the pros and cons of a situation or decision.

Examples: *What do you think are the advantages and disadvantages of staying in school? What would be the pros and cons of placing your child in day care?*

Why questions have distinct disadvantages for the case manager because they frequently ask a person to justify him/herself. It often leads a young person to become defensive and resistant to sharing information.

Example: *Why didn’t you keep your last appointment?*

How questions are a more effective way of asking the why question by focusing on the problem-solving aspect of the situation.

Example: *How do you think we could set up your visits so you could come?*

Additional examples of effective questions follow:

**Work—**

How do you feel about not working now?

What would be the best things about having a job or having a better job?

What problems make working difficult for you?

If you could have your ideal job, what would it look like?

What did you like/dislike most about your previous jobs?

**Education—**

How do you feel about the amount of education you have right now?

How will your present level of education affect your ability to get the kind of jobs you want?

How would you feel about going back to school now?

What is the biggest drawback to your returning to school?

What kinds of training would interest you?

**Present Situation—**

How do you feel about your life right now?

What do you like about your life now?

What bothers you most about your present situation?
Future Situations—

If you get the job, how will you go to it?

What courses do you need to take to be admitted into this college?

After you have worked there awhile, who can you get a promotion?

Who can help you care for your baby during the day?

Self-Image—

How do you see yourself at this point in your life?

What do you think are your greatest strengths? Weaknesses?

What would you like to change about yourself?

Change—

What would you like to change most about your life now?

If you could make one change now, what would it be?

What keeps you from making this change?

What could help you make this change?

Goals—

Where do you see yourself a year from now? Five years from now?

If you could have a good life for yourself and your family, what would that be?

Although questioning is a useful assessment tool, if used too frequently or for too long a period of time or to the exclusion of other methods, the questioning can sound like an interrogation and prevent the establishment of rapport. Combining questions with reflecting feeling statements creates a conversational effect and is more conducive to building a relationship and gathering information.

Reflecting feeling statements can be used by the case manager to help clarify and expand the feelings underlying facts, improve the accuracy of communication, and convey interest in understanding the young person's point of view (Ford, 2003). Some examples of phrases, words, and sentences in reflecting feeling statements include the following:

• Would you tell me a little more about . . . ?
• Let me see if I understand . . .

• I’d be interested in hearing more about . . .

• It would help me understand if you would give me an example of . . .

• I’m curious to know more about . . .

• Tell me what you mean when . . .

• I wonder . . .

An example of a sequence of questions and reflecting feeling statements is as follows:

Case Manager: Tell me how you feel about going back to school? [statement question]
Young Person: A little nervous, I guess. I’ve been out of school for a long time and I wonder if I’m not too old to go back.
Case Manager: You’re feeling a little scared about trying school after you’ve been away from it for so long. [reflecting feeling statement]
Young Person: Yeah. There’ll probably be a bunch of young kids there who know everything and I’ll feel out of place
Case Manager: What kind of school do you think you’d be most comfortable in? [indirect question]
Young Person: Maybe some place where there are people my age, with kids who’d understand what I’m going through.
Case Manager: You’d feel safe in a school where the people were more like you and understand your situation. [reflecting feeling statement]

Some case managers and organizations have found it helpful to standardize the questions asked during an assessment interview. For a comprehensive, detailed, structured assessment template that was developed by the Brockton Youth Center, click here.

Some organizations may decide to select and use a limited number of the questions in order to create a shorter document and reduce the amount of time required to use it. An alternative for using the template consists of just asking the questions related to one or two topics such as “Strengths” and “Friends,” during any one conversation with a young person, with questions from other sections asked during subsequent conversations. This approach may allow the case manager to obtain needed information without alienating the young person through a tedious, lengthy process.

WORKSHEETS/INVENTORIES

Structured worksheets can be used individually or with large and small groups to gather information that can be used for assessment purposes. Click here for examples of Structured Informal Assessment Questions that can be used for self-assessment of strengths, study habits, learning styles, and peer relationships.
Internet Resources

A variety of free on-line assessments are available. A few are listed below. Before recommending a site to a young person, a case manager should carefully review the material at the site to understand the kind of information that will be provided. The results of the assessment should always be discussed with the youth.

Assessment of Career Interests and Matching Interests with Occupational Information:

- Career Voyages (http://www.careervoyages.gov/)
- O*NET Computerized Interest Profiler: Gain knowledge about personal vocational interests and over 900 occupations (http://www.onetcenter.org/CIP.html)
- O*NET Work Importance Profiler: Match work values (achievement, autonomy, conditions) with occupations (http://www.onetcenter.org/WIP.html)
- New Career Zone (http://www.nycareerzone.org/): Profile interests
- Career Key (http://www.careerkey.org/): Match interests and jobs
- Type Focus (http://www.typefocus.com/): Match personality and jobs
- Career Development Manual (http://www.cdm.uwaterloo.ca/): Offers self-assessment and career planning
- Ansell-Casey Life Skills (http://www.caseylifeskills.org/): Provides a free and easy to use tool to help young people prepare for adulthood. It addresses work/study habits; money management; self-care; social development; daily living tasks; housing and community resources. The life skills assessments provide instant feedback. In addition, the tool provides customized learning plans that clearly outline next steps. Additional teaching resources are available for free or at a minimal cost.

OBSERVATION

Through careful observation during both one-on-one conversations and group activities, case managers can assess some aspects of work readiness and employability as well as barriers to employment and potential emergency crisis situations. For example, in terms of work readiness through the tool of observation, a case manager can determine how the young person:

- Arrives? – punctually, late, wearing a watch
• Dresses? – business appropriate, gang signs, clean, et cetera
• Greets the case manager? – makes eye contact, shakes hand, respectful
• Completes required forms? – hesitantly, precisely, sloppily
• Takes any required test? – rushes, hesitates, concentrates, seems anxious
• Talks with peers? – relaxed, friendly, belligerent, ill at ease

Observing Additional Service Needs

When these barriers are substantial, it may be necessary to seek assistance from external resources such as professionals in the field of special education, behavioral, substance abuse, and mental health fields or experts on physical and mental abuse victims to help overcome them. Since these specialists are certified to conduct lengthy formal assessments that can be costly and may feel invasive to a customer, workforce case managers can pre-screen clients (through questionnaires and observation) to determine the need for formal assessments and additional help. It is therefore critical to know what indicators to look for in the participants.

The process of responding to young people’s barriers to employment should always include attention to the strengths of the youth and their families. Involving youth in the identification of their strengths and deficits and the resources available to address those barriers is a critical life skill for self-care, self-advocacy and self-sufficiency. Some of the signs that may indicate the need for a referral from the case manager to another individual or organization for an in-depth assessment by a specialist in the field are listed within each of the following sections.

• Learning Disabilities
• Behavioral Health, including Substance Abuse and Mental Health
• Abuse

Learning Disabilities

A learning disability (LD) is a neurological disorder that affects the brain’s ability to receive, process, store, and respond to information. The term learning disability is used to describe the seeming unexplained difficulty a person of at least average intelligence has in acquiring basic academic skills. These skills are essential for success at school and work, and for coping with life in general. LD is not a single disorder; it is a term that refers to a group of disorders that can affect a person’s ability to communicate, particularly in the areas of: Listening, Speaking, Reading, Writing, and/or Mathematics. A learning disability is not a disease, so there is no cure, but there are ways to overcome the challenges it poses through identification and accommodation. Depending on the type of LD and its severity, as well as the person’s age, different kinds of assistance can
be provided. Under the Individuals with Disabilities Education Act (IDEA) of 1997 and the Americans with Disabilities Act (ADA) of 1990, people of all ages with LD are protected against discrimination and have a right to different forms of assistance in the classroom and workplace.

The Institute for Community Inclusion (ICI) has developed the following checklist for case managers and others who work with youth that serves as indicators or “red flags” that learning disabilities may be an issue.

**Possible Indicators for Referral for Treatment or Accommodations for Learning Disabilities Include:**

- Poorly formed/inconsistent handwriting
- Confuses similar letters such as “q” and “p”
- Misspells the same word several times
- Confuses similar numbers such as “3” and “8”
- Omits or adds words, particularly when reading aloud
- Easily distracted; unable to pay attention
- Has problems with understanding or following directions
- Generally seems disorganized
- Appears clumsy or poorly coordinated
- Has problems with spatial coordination: confuses up and down, left and right
- Easily becomes lost
- Has problems with time and is often late or unusually early, unable to finish assignments in standard amount of time
- Displays excessive anxiety, anger or depression
- If any of these indicators are evident, the case manager should have information about appropriate resources. He or she may also discuss this with the youth’s teacher and/or parole or probation officer, if called for by the agency’s guidelines.

**Locating a Qualified Professional.** To find a qualified professional who can assess whether an individual has a learning disability, begin with the resources available for assessment from various workforce partners, including vocational rehabilitation, education, and others.

**Behavioral Health, Including Substance Abuse and Mental Health**

A potential source of local behavioral health providers can be located through Centers for Medicare & Medicaid Services, formerly called the Health Care Financing Administration (HCFA). Medicaid is a program that pays for medical assistance for certain individuals and families with low incomes and limited resources. This program is jointly funded by the Federal and State governments (including the District of Columbia and the Territories) to assist States in providing medical assistance to people who meet certain eligibility criteria. Most States provide Medicaid assistance to children and youth under 18 years old who are from families with low incomes. Some States allow teenagers living on their own to apply for Medicaid for their respective benefit. Many States also cover children up to age 21. For more information on accessing services in your State, visit [http://www.cms.hhs.gov/medicaid/consumer.asp](http://www.cms.hhs.gov/medicaid/consumer.asp)
If State and/or federally funded providers are unavailable, formal agreements can be developed with local behavioral health providers for basic counseling and/or other services. Both individual and group counseling services can be effective and it is possible to develop a group-counseling program to augment life skills development.

When screening for mental health and substance abuse symptoms, it is always important to remember the "ABCs." When interacting with youth, staff should always play close attention to:

A - Appearance, Alertness, Affect, Anxiety
B - Behavior (movements, organization, speech)
C - Cognition (orientation, calculation, reasoning, coherence)

Possible Indicators for Referral for Treatment of Substance Abuse Include:

- Alcohol on breath
- Slurred speech
- Unsteady or overly careful gait
- Runny nose
- Pupils overly large or small
- Evidence of fresh needle tracks
- Glazed look in eyes
- Flushed or overly pale skin
- Unhealthy or unkempt appearance
- Distracted or inappropriate behavior

If possible substance abuse is indicated, the agency’s procedures should explain what action the case manager should take. The Web site: http://www.theantidrug.com/drug_info/ provides information about common drugs of abuse.

Possible Indicators for Referral for Treatment of Depression Include:
Symptoms manifesting for at least two weeks:

- Loss of interest in things the youth used to enjoy
- Feeling sad, blue, down in the dumps

Plus, three of the following symptoms manifesting for at least two weeks:

- Change in sleeping patterns—too much or too little
- Rapid change in weight or eating habits
- Feelings of hopelessness
- Preoccupation with death or suicide
- Feelings of worthlessness or guilt
- Periods of crying
- Lack of energy
- Problems concentrating, thinking, remembering or making decisions
- Feeling slowed down, restless, unable to sit still
If there are signs of depression, case managers may need to refer the youth to a mental health professional. It is highly suggested that case managers receive training about appropriate immediate responses, particularly when a pattern of signs and symptoms emerges.

**Possible Indicators for Suicidal Tendencies Include:**

Any current threat of suicide, either verbal or written, especially when accompanied by a plan and the means to carry it out.

- A history of suicide attempts that have been documented, especially if within the last three months
- A history of mental illness or emotional disturbances
- A recent life-shattering or perceived life-shattering crisis accompanied by a grave sense of loss (i.e., death in family, end of a relationship, diagnosis of terminal illness)
- Helplessness about themselves, their future, and a lack of will to live
- Putting personal affairs in order such as giving away possessions
- Isolating themselves from others and not participating in activities or communicating with friends or family
- Repeated and/or recent academic deterioration or failure
- Perceived substance abuse problem

A description of crisis intervention strategies, steps, and resources to utilize if there are signs of possible suicide should be available in writing within all youth-serving organizations and distributed annually to all case managers.

**Possible Indicators for Referral for Physical Abuse:**

- Presence of old and new bruises, especially those that resemble an object or hand, often on upper/inner arms, thighs, several different surface areas
- Injuries that go untreated
- Multiple injuries in different stages of healing
- Fractures/broken bones/sprains
- Pinch marks, puncture wounds, burn or human bite marks
- Multiple scars, scratches
- Inappropriate clothing or accessory, possibly worn to cover signs of injury (e.g. long sleeves on a hot day to cover bruised arms or sunglasses worn inside to cover a black eye)
- Stress-related ailments (headaches, backaches, stomach distress, etc.)
- Anxiety-related conditions (racing heart, feelings of panic, fear)
- Pregnancy, sexually transmitted diseases, genital injuries (possible rape, sexual abuse)
Possible Indicators for Referral for Emotionally and/or Physically Abusive Relationship:

- Constant criticism, verbal assault, and/or name calling, insults, or ridiculing beliefs, religion, race, class, etc.
- Extremely jealous, with accusations, interrogations
- Humiliates partner in front of family/friends, case manager
- Manipulates with lies
- Tells partner how to dress and behave
- Insults or drives away friends, family
- Abuses alcohol or drugs, encourages partner to do the same
- Throws objects at partner, destroys treasured possessions
- Abuses weaker people or animals
- Threatens partner with violence, or commits violence such as shoving, kicking, slapping, hitting, et cetera
- Instigates angry, unstable incidents such as: takes away money or car keys, driving away leaving partner stranded, stopping and shoving partner out of the car, et cetera
- Threatens suicide if partner leaves

Each staff member who interacts with the youth has a responsibility to protect the young person from harm if a threat exists. This includes potential harm by youth to himself/herself (suicide), perceived harm from others, or threats to harm another. Each agency should train case managers in advance on crisis intervention strategies for any type of suspected abuse, including domestic violence and rape. Training should include the organization’s official response to these issues, including what steps to take, what internal and external resources are available and how to access them, and what reporting requirements are called for by State and local laws.

Formal Objective Assessments

“Most programs include a formal assessment as a part of the intake routine. Typically, programs use an assessment tool that measures basic education skills. To a lesser degree, some programs also use assessments to measure life skills, occupational skills, and interests/aptitudes. Programs select and use assessment tools that blend with and complement their program’s philosophy and services” (Callahan, 2002).

Methods of administering formal assessments include paper and pencil tests, hands-on activities, and computer-administered tests. Some of the various types of formal assessments include literacy and numeracy skills tests, interest inventories, work values inventories, occupational aptitude tests, (e.g., the Armed Services Vocational Aptitude Battery (ASVAB), personality inventories, and career maturity inventories.

Training and Employment Guidance Letter (TEGL) No. 15-03 ([http://wdr.doleta.gov/directives/attach/TEGL15-03.pdf](http://wdr.doleta.gov/directives/attach/TEGL15-03.pdf)) also provides a list of standardized assessment tools that measure literacy and numeracy skills gains and have been cross-walked with the National Reporting System’s (NRS) six educational functioning levels for Adult Basic Education (ABE) and six levels for English as a second language.

Since literacy and numeracy gains will be one of the three required common performance measures for DOL-funded youth programs, a matrix containing summaries of the descriptions of four of the NRS cross-walked literacy and numeracy assessment tools as well as descriptions of three formal objective assessment tools to assess interests, aptitudes, or personality that have been recommended by various youth programs are available by clicking here. These descriptions are provided solely as examples of what is available. The assessment tools are not necessarily recommended by the authors or DOL. Cost varies; contact the individual companies for this information.

### 3.5 Engaging Youth in the Assessment Process

Engaging youth in the assessment process is a challenging task for case managers. Listed below are some suggestions that may help:

- Channel a young person’s developmental need to discover who they are and identify strengths, skills, and talents into self-assessment for career development purposes.

- Emphasize the purpose and value of assessment and how both the young person and the case manager will be able to use the information.

- Avoid the use of the word “test.”

- Present all assessment results positively, emphasizing strengths, and presenting an action plan that can develop weaker areas.

- Vary the type of assessment tools used and, when possible, limit the use of any one type of tool to 30–45 minutes.
Note: Youth programs may also be able to obtain proficiency tests (if they are recent) from school administrators. If this is done, it is desirable to use the same tests for post-testing. One caution: school grades are a poor measure of proficiency in literacy, numeracy, and other academic skills.

Selection of Assessment Tools

Neither the authors nor DOL advocate the use of any specific assessment tool or assessment process. The tools referenced in the appendices are presented for informational purposes. Organizations will need to select the assessment tools and design the assessment process that 1) matches their philosophy and purpose and 2) provides the information needed by participants and case managers to set appropriate education and employment goals and choose supporting developmental activities.

Developing an Individual Service Strategy (ISS)

3.6 Purpose of ISS Process and Form

The Individual Service Strategy (ISS) developed with each young person has three purposes:

1. To identify and set employment, education, and personal development goals

2. To identify service objectives and a service plan of action needed to achieve the identified goals

3. To document services provided and results

3.7 Goal(s)

The process of mutually developing, implementing, and revising an ISS with a young person should be viewed as an important part of the youth development process. By using the planned versus accomplished aspects of the ISS process in a continuous manner, the case manager and the young person have a framework to identify, monitor, and adjust the work that is being accomplished. The ISS process also provides a means of enabling the young person to take responsibility for and actively participate in accomplishing goals and objectives. This mutual planning process enables the young person to develop individual ownership of the plan and helps them learn that the choices they make and their actions can lead directly to specific outcomes. Valuable skill in goal setting and planning can also be developed.
Case planning is not a new concept in direct service delivery. However, a close look at the processes of developing the case plan, the ISS, indicates that they are often more perfunctory than dynamic. It is important that what gets produced is a carefully crafted strategy that outlines an approach to help the individual get from where they are to where they want to be. Plans may also reflect the services the agency has to offer rather than the services that are needed. Case managers must be the primary case plan guide or monitor, leading participants through activities and services, as opposed to coaching them. This allows youth to negotiate the systems, demonstrating for themselves and others their capacity and the specific areas around which they need assistance. Agencies should show patience and remain flexible. When performance outcomes occur, results will be enduring because participants are self-motivated.

Under what is termed the bi-level case management approach (see chapter one), case managers are careful not to do things for people that they can do for themselves. Self-reliance is not just an end goal; it is a developing process throughout the journey. By the end of the case-planning process, if not before, the responsibility for plan implementation is put into the control of the young person. This allows case managers to differentiate among the youth to whom they are accountable; they can then offer assistance based upon specific needs and in varying degrees of intensity. Case managers are also available for coaching, to the extent necessary, recognizing that a young person who is not actively working their plan is not in partnership. Proceeding with young people through the specifics of their plan, when they are clearly not invested in the change effort, is futile.

Revisits to the assessment and planning process should take place as often as needed, and should emphasize partnership development, goal identification, clarification, and ownership. Every effort should be made to encourage youth to invest in the partnership that will help them to reach their goals and experience their personal capacity (Center for Youth and Communities, Heller Graduate School, Brandeis University, 1989).

### 3.8 Characteristics of an Individual Service Strategy (ISS)

The ISS is a single part of the participant's record. Different organizations may include more information than others, but generally, background information is kept to a minimum in the ISS. The document should be concise enough to easily comprehend, but thorough and easy to amend. Many types of forms can be used effectively to develop a comprehensive ISS. Examples of ISS forms are provided to illustrate different types of formats [click here](https://www.kra.com/improvingservicesandperformancetoolkit). However, every ISS form, regardless of the format, should include the following components:

- Identification information
- Brief summary of assessment information, including assets as well as any barriers to goal achievement
- Long-term goals for careers, employment, training or education, that are directly linked to the assessment process and the local labor market
- Measurable short-term goals (objectives) that directly correspond to the long-term goals
• Services or activities to accomplish the short-term goals and other resources needed (including support services)

• Timeframes with projected starting and ending dates of services and schedule for subsequent contacts between the case manager and the youth, achievement of goals, et cetera

• Assessment, the ISS, and services received that all relate to each other

• Organizations and/or individuals who will provide the services and resources

• Tasks and responsibilities identified of the young person

• Tasks and responsibilities identified of the case manager, family members, and/or others

• Signatures of the case manager and the young person

An ISS should always be viewed as a living document that changes over time. Ideally, the case manager should review the ISS with a young person regularly, in planned intervals, to record progress and outcomes, and note any changes in goals, plans, and timetables.

**Goal-Setting**

Goal-setting is a key component in the development of an Individual Service Strategy, and the young person with whom the case manager is working should be actively involved in this goal-setting process from the very start.

The process has several key steps:

1. Assessment results and career exploration that takes into account the local labor market should drive the selection of long and short-term goals. Assessment results influence the types of short-term objectives that are created as building blocks toward the long-term goals. Therefore, the goal-setting process starts with a thorough review of the information obtained during the assessment process to answer the question, “Where is the person now?” “What assets can be built upon? What is needed to overcome barriers and achieve success?”

2. Then the young person and the case manager work as partners to negotiate mutual agreements in response to the question, “Where do you want to go?” Both need to own the career and academic goals resulting from this process.
3. The case manager works with the young person to define their career goal. Educational goals and goals that relate to the achievement of the career/education goal(s) should be identified. For each primary or long-term goal, there should be a set of sequenced, short-term goals or objectives leading to the long-term goal. This enables the youth to achieve regular “wins.” Each objective should be a measurable, achievable, time-limited, success-oriented outcome rather than a description of process. The organization should establish in advance what constitutes success.

Short-term goals need to be achievable within a short time period so that the youth can have a sense of accomplishment. They consist of a timeframe, an outcome, and a measure of successful attainment. Therefore, simply participating in an activity is not an adequate goal.

Some examples of how long-term goals are related to short-term goals are as follows:

**Example:**
Long-term employment goal—Registered Nurse

Short-term goals—
- Successfully complete 12-week training and obtain Certified Nursing Assistant (CNA) certificate
- Obtain position as a CNA to generate income and confirm interest in field
- Apply and gain admission to community college
- Complete summer study skills class
- Complete writing skills class
- Complete Introduction to Nursing course at community college

Activities/Services—
- Register/attend CNA class
- Job shadow CNAs in nursing home, home health care agency
- Childcare provided during class sessions and job shadow days

**Example:**
Long-term goal—Enter college

Short-term goal—
- Increase reading score by one grade level in eight weeks
- Research local colleges, compare courses and costs
- Research PEL grants and other financial aid opportunities

Activity/service—
- Get tutoring help two hours a day, four days a week
- Get assistance with transportation costs (bus pass)
4. After identifying the long-term and short-term goals, the goals and objectives should be time-sequenced and prioritized. What does the youth want to focus his/her attention on the most? The case manager must be aware that the youth can tackle only so much at any one time. Together, they must devise an action plan that focuses on the “bite-size” pieces, one or two at a time.

5. Once “where to go” is defined, the young person and the case manager can determine who does what and which persons/institutions need to be involved. At this point, the programs and services offered by the case manager’s organization can be fit, at appropriate places, into the youth’s service plan and referrals can be made as appropriate to other partnering organizations for needed services not available through the case manager’s organization.

6. Finally, to demonstrate understanding and ownership, the young person should restate the goals developed clearly in his/her own words (Center for Youth and Communities, Brandeis University, 1989).

7. Within an agency or program, short and long-term goals need to be sufficiently uniform that they carry a common meaning for all staff and can be aggregated for statistical analysis and establish a standard of value.

3.9 **Tips on Helping Youth Set Goals and Develop an ISS**

In *Making Case Management Work*, Beverly Ford suggests that some of the following questions may be of assistance to case managers during the process of developing a service plan.

**Long-term Employment Goal**

If a young person can identify a long-term job goal, the case manager should ask what they know about the job skills and education required, employment outlook, and working conditions. Youth research of this information can become a part of the plan. As part of the career assessment the case manager can ask questions such as:

- Tell me about your interest in ________________________________.
- What brought about your interest in ________________________________.
- What do you like about this job? Dislike? ________________________________
- What do you know about ________________________________.
- What do you need to know to make sure this is the right job for you? ____________

(Suggest areas: opportunities, wages, working conditions, etc.)
• How would this job fit in with your family responsibilities? ________________

If a young person is unsure of a goal, the case manager can explore how a goal can be developed, by suggesting some of the following activities:

• List the people you most admire and what they do. ________________

• List what you like to do; what you are good at doing. ________________

• List the most rewarding jobs you can think of. ________________

• List the best/most fun/worst jobs you can think of. ________________

• Watch TV for an evening and list all the jobs you see. ________________

Alternatively, the case manager can ask questions such as the following to help the young person identify a career goal.

• What do you like to do? ________________

• What kinds of jobs do you like to do? ________________

• What are you good at doing? ________________

• What are your hobbies? ________________

• What jobs have you seen that interested you? ________________

Note: This type of discussion does not necessarily result in an informed long-term career goal decision. Use of formal interest surveys, followed by a full career exploration process, can assist youth in choosing a long-term career goal.

**SHORT-TERM GOALS/OBJECTIVES**

Short-term goals are simply the series of action steps a youth must take to accomplish a long-term goal. These action steps should be small, specific, and achievable.

**Example:**

Poor action step—*get family support*

Effective action step—*talk to grandmother about taking care of children on Tuesdays for this semester*

When developing the ISS, a case manager can ask a young person to identify the action steps for each long-term goal by asking questions such as the ones listed below:
• What steps are necessary to get this done?

• What should be done first, second, and so on?

• What could help get this done?

• What could stand in the way?

**Timeframes**

• What seems to you to be a reasonable timeframe for getting this done? *Let’s look at the calendar and identify how much time there is between now and the time to achieve the long-term goal and divide the time into units (months, semesters, season—anything that is easy to remember).*

• If timeframe is too long: *That seems a little long to me, what do you think about setting a shorter deadline.***

**Sharing Responsibility**

• What could help you get this done by the deadline?

• What could stand in your way?

• How do you suggest we divide up the responsibilities for getting this done?

• What part do you think you could handle?

• What part would you like me to do?

### 3.10 Using an ISS Form

All information, including employment, education, personal development goals, short-term goals, and plans of action for achieving all goals should be recorded on an ISS form. The ISS form used by an agency should be standardized for all case managers. It may be used to summarize assessment results, goals, and activities across case managers. It does not need to record every detail of the process. Medical information should be kept separate from case notes. Supplemental forms may be used to gather background information.
MEETING THE NEEDS OF THE LABOR MARKET

Just as it is important to assess youths’ skills and abilities, it is essential that the case manager/agency ensure that the youth are being prepared for jobs that exist in the local area. Learning about Labor Market Information (LMI)—who employs whom, where, and for what wages—is an important piece of the puzzle for people involved in youth employment training programs. Labor Market Information can help staff and youth identify good career paths and the appropriate training necessary, find out how much different occupations pay, understand the cost of living in a specific area, and locate the employers and employment opportunities in their community.

For employers, LMI tracks local and national industry trends and what affects the availability and quality of workers; LMI also assists them in making decisions about where and how to invest training resources. It has an impact on wage and benefits levels and plays a big part in determining where new or expanded businesses will locate.

Community planners use LMI to monitor the quality of the local labor pool and workforce needs, market area resources to attract new businesses, identify economic development opportunities and needs, and develop or support effective education, training, and workforce strategies.

4.1 Roles and Responsibilities of Case Managers

For case managers, LMI provides current employment trends, describes projected training requirements and cost, provides wage information, and identifies new emerging fields in the local area. Through exploring LMI, youth can get a realistic view of the opportunities located in a community, identify viable career paths, and gain an understanding of the cost of living within a particular area and how salaries compare in different localities.

Although national data provides an overall view of the economy, State and local data will prove most useful to case managers when working with youth. The local workforce board or economic development council has probably already developed the information needed for workforce development professionals to understand employer needs; what skill sets, training, and credentials are required to meet those needs; and the occupational outlook of any particular field. This material can be incorporated into the overall program design. By investigating LMI information, youth can explore “career pathways,” broadening an interest into a variety of careers, as well as becoming more knowledgeable about the type of training involved. Youth often underestimate the opportunities in their own region and the potential for growth with area employers. Case managers can use regional LMI to provide youth information on industries located within the regional area, including projections for the future.
Case managers should be aware that LMI is not perfect and not the only way to assess economic opportunities. Projections are usually based on data that is at least a year old, sometimes four or five years old. In a volatile job market, a major event or political policy shift means information could quickly change. LMI cannot foretell the future but, through the use of past data, can suggest a likely direction. Good relationships with area employers, large and small, private and public, can provide insights into the community that cannot be gained solely through the use of LMI.

Case managers do not need to be economists to use this information with youth. Below are practical strategies for using LMI to enhance the case management process:

- Using LMI data to better understand the local economic landscape provides an opportunity to engage and recruit employers, particularly those in high-growth industries. These partnerships can result in increased internships, opportunities for work-based learning, apprenticeships and future job placements for youth.

- Developing an economic “footprint” of your community by utilizing LMI will assist case managers to enhance career assessment and better select the appropriate training, and to promote better job/career opportunities for youth.

- Explain the Secretary’s Commission on Achieving Necessary Skills (SCANS) skills to youth and ensure that all pre-placement activities are designed to build and reinforce these skills. Sit down with youth and together identify the SCANS skills that are being utilized in any given activity.

4.2 Sources of Labor Market and Workforce Information

**America's Career InfoNet (ACINET)** ([http://www.acinet.org/acinet/](http://www.acinet.org/acinet/))

ACINET is a web-based information system developed by the Department of Labor Employment and Training Administration (DOL-ETA) to meet the needs of end users including students who may be planning careers, workforce professionals who are guiding and advising workers and employers, job seekers who need to learn about the labor market or locate the right employment opportunities, and employers who want to investigate labor market development and trends. America's CareerInfoNet provides access to occupational employment forecasts and earnings trends. Users are able to view career videos on-line and learn about occupational requirements. Detailed information about education and training resources including information about financial aid is also provided.

**America's Job Bank** ([http://www.aib.org/](http://www.aib.org/))

America's Job Bank is the biggest and busiest job market in cyberspace. Job seekers can find employment opportunities, post their resume, and search for job openings automatically.


America's Service Locator directs customers to a range of services available in their area: unemployment benefits, job training, youth programs, seminars, education opportunities, disabled or older worker programs and much, much more.
Career OneStop (http://www.careeronestop.org)
CareerOneStop, is a collection of electronic tools, operating as a Federal–State partnership, and funded by grants to states. These tools can be accessed through a user-friendly portal, which includes direct links to America’s Job Bank, America's Career InfoNet, and America’s Service Locator.

Career Voyages (http://www.careervoyages.gov/)
Career Voyages that is produced by ETA in partnership with the U.S. Department of Education provides career information and choices on high growth industries and high demand occupations for varying levels of education or training. Career information on the site includes: fast-growing occupations; detailed occupational reports including wages, growth rates and licensing requirements; career ladders within each high growth industry; career videos and links to job descriptions and local jobs; skills, education and training requirements; and, specialized resources for youth, career changers, adults and career advisors.

O*NET OnLine (http://online.onetcenter.org)
Through the O*NET web site, users can find occupations using keywords, O*NET-SOC codes, Job Families, or by viewing a complete list; use a list of their skills to find matching O*NET-SOC occupations; and use the crosswalk tool to enter other classification systems (DOT, SOC, MOC, and RAIS) to find matching O*NET-SOC occupations.

For a list of State and National Labor Market Information web sites, click here.
IMPLEMENTING THE CASE PLAN/ISS: LINKING, MONITORING, AND MOTIVATING

5.1 Linking

“Linking,” sometimes referred to as “brokering,” is one of the primary steps in the implementation of the Individual Service Strategy (ISS). It is more than just a referral—linking implies building connections between the young person and organizations, and among the organizations themselves. It consists of several broad categories of activities: 1) facilitating communication; 2) identifying appropriate services; 3) convening the players; 4) connecting youth with services; 5) preparing the young person; 6) providing pre-appointment reminders; and 7) following up after the appointment.

FACILITATING COMMUNICATION

The case manager needs to serve as the central point of contact, informing the various players of their roles in the case plan, giving them appropriate background information, and being aware of changes in the ISS when they occur. There needs to be an awareness of the service(s) the youth is referred to and continual knowledge of how well a referred youth is doing.

IDENTIFYING APPROPRIATE SERVICES

The ISS, and its identified goals, should govern the types of services that are appropriate for a particular youth. The case manager serves as a broker, acting as an advocate for the youth to ensure that he or she receives those services that address that youth’s unique needs. To access the full array of services available in a community, the case manager’s organization should identify community services meeting criteria such as accessibility and effectiveness. No-cost agreements and financial contracts for provision of services can be negotiated and executed. Procedures should be designed to expedite communications, make/obtain referrals, facilitate co-enrollment, conduct follow-up, share case files/data, understand an organization’s confidentiality rules, and provide information for reporting and evaluation.

The case manager needs to have a comprehensive picture of what is available within the organization or within the community, and of the nature and quality of these services. Case managers can visit other service providers and receive an orientation on each service available to their program participants. To help case managers become more knowledgeable about available services, for example, one youth opportunity project in Milwaukee gives its youth workers the added responsibility of monitoring service providers for contract compliance.
The case manager’s role in identifying needed services is particularly vital because the case manager’s cross-organizational perspective provides the opportunity to have a comprehensive picture of the work of all organizations with the same young person and identify any deficiencies in the services provided.

Although this guide is designed primarily for front-line case managers, agency administrators also play a critical role by designing youth programs that enable youth to accomplish their ISS goals. This includes identifying or making available a variety of career, employment, educational, and other developmental options.

CONVENING THE PLAYERS

The case manager serves as a bridge between the program and other agencies and organizations that serve youth (i.e., the school system, the courts, the foster-care system, vocational rehabilitation). Using a “case conference” approach when needed and appropriate, the case manager consults individuals involved in the young person’s ISS, including the young person and his/her family.

CONNECTING YOUTH WITH SERVICES

The case manager should give the young person every opportunity to demonstrate initiative and develop competence in accessing services, while matching expectations to the skills and readiness of the individual. The election of high-support versus low-support referrals should be made on a youth-by-youth basis. Unfortunately, sometimes a case manager assumes that the automatic way to obtain a service for a young person is to provide the name of an organization, a contact person, and a phone number and then leave it to a young person to make contact with that organization or individual. During the early stages of a case management relationship, this approach rarely works. Instead, before “making a referral,” the case manager should determine how much the young person can do for him/herself. For example:

• In a high-support situation, a case manager may make all arrangements, accompany the young person to whatever appointments are necessary for the referral to “stick,” and provide a lot of support to get the young person comfortably settled in the service for which there has been a “referral.”

• In another high-support situation, the case manager may make a phone call, summarize the youth’s situation to a known contact person at the other organization, and then put the young person on the phone to schedule the appointment.

• In another case with less support (“middle support”) given, the case manager may prepare the young person to handle an entire call, and then have the youth place the call while in the case manager’s office.

• In a lower support situation, the case manager may say: “Here is the name and phone number of the person we talked about. Call her tomorrow.”
Preparing the Young Person

Young people who need high support or “middle support” benefit from pre-referral preparation. Prior to linking such a young person with a selected service, a case manager can minimize any referral-related anxiety by “keeping things personal.” Remarks such as “I’ve got a friend who I want to introduce you to who can work with us to get you what you want,” or, “I’m going to set you up with an appointment at Agency X. I’ve used them before, and I really recommend them. They’ve done a good job handling issues similar to yours with several other young people I work with.” The case manager may also find it helpful to describe what will probably happen when the young person first visits the organization providing a particular service. This step reduces fear of the unknown, provides a chance for the youth to express feelings of anxiety or frustration, and allows time to identify and consider any difficult issues related to the linkage. The case manager can review 1) questions that might be asked during the first contact appointment, 2) forms of identification that might be required and other written material that the youth should take to the appointment, and 3) outcomes that might be expected from the appointment.

When an appointment date and time have been set, the case manager should make sure that the young person writes it down and also enters it in the ISS rather than relying on memory. It may also be helpful to discuss how the young person will get to the appointment on time and where in the building the contact person is located. Finally, the case manager should ask the youth to call him/her immediately after the appointment and to describe how it went.

Providing Pre-Appointment Reminders

In high support situations, the case manager may want to contact the young person on the day before the appointment to provide a reminder about the appointment and also address any last minute misgivings.

FOLLOWING UP AFTER THE APPOINTMENT

After the appointment, the case manager should call both the young person and the organizational contact. By calling both individuals, the case manager can:

- Confirm that the young person actually showed up at the appointment.

- Identify what happened at the appointment as viewed through the eyes of both parties, if confidentiality is not an issue and the youth agrees to this exchange of information. (Standard waiver forms signed by each youth/or parent are a good idea to ensure that appropriate information can be shared by multiple organizations and individuals working with a youth. Procedures need to be in place to ensure that no violations of individual privacy rights, e.g., protection of medical information, can occur.)

- Determine the young person’s next steps and whether the case manager’s support is needed in the implementation of those steps or whether a revision of the case plan is required.
• Take corrective action (such as rescheduling) if the young person did not attend the appointment as scheduled.

The case manager may find it helpful to enter on a desk calendar the names of youths scheduled for appointments on a particular day (youth’s name, organization, and contact, etc.). There are also several software programs available for managing contacts and appointments.

5.2 Monitoring Services

Once a young person has been successfully enrolled into a program or services, the case manager monitors service delivery to:

• Assure that needed services are being provided.

• Verify that the service plan is being properly carried out and to what effect.

• Assist with problems that come up.

• Maintain the youth/case manager relationship.

• Provide encouragement and nurture the youth’s motivation to achieve the goals set.

This monitoring should focus on both the service provider and the young person. When monitoring the delivery of services, a case manager can be guided by three questions:

• Is the service called for by the ISS being delivered?

• Is the service having the desired result?

• Does the service seem to be sufficient?

The conclusions reached through monitoring may require a modification of the Individual Service Strategy (ISS) (Center for Youth and Communities, Brandeis University, 1989).

5.3 Motivating and Encouraging

Motivation is a need or desire that causes us to act. Everyone brings some motivation with them. However, motivation is complex and there may be several motives for any one action or behavior. A case manager’s role in nurturing motivation to change and achieve goals includes the following:

• Identifying the motivators that youth bring with them.

• Avoiding focusing on what the case manager wishes motivated the youth.
• Identifying the costs of change—what is keeping the young person with the status quo.

• Showing youth how their motivations can be met through a specific program.

• Preparing and helping youth cope with the costs of change.

• Using external motivators to strengthen internal motivators.

• Structuring success experiences.

• Praising successes, especially small ones.

• Redefining failures as partial successes.

• Using tangible incentives to reward success.

• Constantly reinforcing original motivators.

• Providing a support network.

Recognition System

A recognition system designed and implemented by the agency and/or the case manager is a particularly essential key to success. To spur achievement, a recognition system must be:

• Measurable—acknowledge tangible behaviors or achievements.

• Specific—identify what the reward is and how to get it.

• Built around a desirable prize—not necessarily something expensive, but something that is inherently prized or difficult to get otherwise.

• Consistent—anyone and everyone who achieves the benchmark, gets the prize.

• Frequent—offering lots of small rewards for the achievement of small steps leading to a specific outcome or achievement rather than one large reward after goal achievement.

Some possible milestones for recognition include perfect attendance, demonstrated improvement, positive attitude, obtaining General Educational Development (GED) diploma, completion of training, and student of the week/month. Examples of tangible recognition symbols include a certificate, personal note, card, letter of reference to employer, cash, points redeemed for merchandise, travel, gift certificates, participation in a graduation ceremony, and a “Wall of Fame” bulletin board in a prominent area within the organization with photographs, names and achievements posted. Properly designed and implemented incentive systems can be a powerful motivator.
5.4 Special Challenges

Case managers will encounter many special challenges when implementing and monitoring the ISS. Three of those special challenges may be 1) making a demand for change and growth, 2) balancing firmness with empathy, and 3) managing anger.

Making a Demand for Change and Growth

People are naturally ambivalent. There is a part of them that wants to change and grow, solve problems, and address any barriers to goal achievement; and another side that is pulling back from what is likely to be perceived as a difficult process. Changing often means discussing painful subjects, experiencing difficult feelings, recognizing one's own contribution to perceived problems, and lowering defenses.

Deciding to change a problem situation often means tackling the difficult tasks of:

- Confronting someone directly
- Putting off immediate gratification.

People often avoid problem-solving by changing the subject, overwhelming the case manager with the global nature of the problem (or a huge list of problems), externalizing the problem by blaming others involved, or by exhibiting any other of a number of signs of resistance. A skilled case manager recognizes and understands resistance as a natural part of change and the growth process. Hence, it is important for the case manager to make a consistent demand for change and growth (Schwartz, 1971).

Balancing Firmness with Empathy

A young person who sees a case manager as demanding, but not empathetic, may feel rejected. On the other hand, a young person who sees a case manager who is empathetic, but not firm, may take advantage of the relationship. Effective case management relies on the critical synthesis of these two behaviors (Gitterman & Shulman, 1986).

The demand for change is really a very broad concept and can be found in just about every phase of engagement with a young person. For example, all agreements established between the case manager and the young person, incorporated into the ISS, represent a demand for change. When case managers do not persist in having agreements honored, they are demonstrating their ambivalence about the necessity for or the potential of the person's efforts at change.

The demand for change can be made gently at times or strongly at other times. However, if the empathic quality is also present, the demand is more likely to be experienced by the youth as real concern; the case manager cares enough about the person to insist that he/she does what they came together to do. Case managers must be confident about their work in order to stand firm in the face of resistance.
Certain key helping skills that facilitate firmly supporting goal achievement include:

- Partializing
- Focusing
- Checking for Artificial Consensus
- Pointing to the Illusion of Change
- Identifying Affective Obstacles to Change

**Partializing.** Viewing problems as global and overwhelming is a form of defense.

**Example:** You seem to be facing a number of difficulties at one time; trying to keep your boyfriend out of trouble, helping your little girl adjust to school, and learning new skills in order to keep your job. Perhaps we should try to prioritize these concerns, and then think about how and where they can or should connect so that you will not feel so overwhelmed.

**Focusing.** When a theme begins to get difficult, people will sometimes change the subject as a means of avoidance. Consistent focusing by the case manager can be helpful.

**Checking for Artificial Consensus.** Artificial consensus or putting a case manager off by seeming to agree with an observation or suggested course of action can block further progress.

**Example:** You say that you are going to be able to get your affairs in order by next Monday so that you can follow through with the training course, but don’t you think that is really going to be very difficult for you?

**Pointing Out the Illusion of Change.** Often the activity between the case manager and the young person (as well as the independent activities) seems artificial and lacking a real investment. In these instances, it is appropriate for the case manager to challenge the youth and demand a greater investment.

**Identifying Affective Obstacles to Change.** Feelings can be substantial blocks (affective obstacles) in discussions with youth as well as in getting them to follow through in various critical life arenas. Pointing out when feelings appear to block discussion or are blocking follow-through on a particular task is often essential.

**Example:** Whenever we get close to talking about how you need to get a physical examination, you seem to tense up and change the subject. Can you talk about what is uncomfortable or frightening about this for you?

(Center for Youth and Communities, Heller Graduate School, Brandeis University, 1989)
Managing Anger

For occasional anger that presents a barrier, a case manager can use some of the following techniques:

- Try to determine why the youth is angry; what is the root problem?
- Have the young person keep an “Anger Diary” for one week. Write the time of the event and the “trigger” that caused it; rate the intensity on a scale of 1 to 10; note the duration of the angry feelings, what the young person did, and what the consequence was.
- Have the young person practice counting 10 breaths before reacting. Or better yet, to sleep on it.
- While the young person is counting, have him/her imagine what it is like to be the provoker. Examples include: Maybe he’s having a rough day,” or “Maybe he’s just a jerk but I don’t have to act like one, too.
- Help the youth develop some appropriate responses once the “cool-down” interval is over. These might include: turning the other cheek; walking away; disarming phrases such as You must be having a rough day, distancing him/herself from the angry emotion and being able to describe to the provoker what set off the incident and what he/she wants done about it.

Some additional steps for a case manager to follow at the moment s/he is faced with a very angry young person are as follows:

- Establish mental distance from the young person’s anger. It is a situation, not a personal affront.
- Acknowledge the anger. Respond to the young person with a “bad/good” statement: I feel bad that you’re so upset. But it’s good you brought it to my attention. Let’s see if we can fix the problem.
- Have the youth describe exactly what is bothering him/her and to be specific.
- Have the youth express exactly how he/she feels about the situation. Do not let him/her accuse or evaluate the provoker, just express the emotion.
- Have the young person specify exactly what he/she wants done about the situation.

Example:
Young person: The instructor is always putting me down.
Case manager: Give me some examples. When the young person offers two and can not think of any more, the case manager restates the problem: So, the instructor has put you down twice since you began the program.
Ask the youth to tell what the consequences will be if he/she does not get satisfaction. Cut through bluffs and bullying.

**Example:** You say if you don’t get back into this program that you’ll write the mayor and have us all fired. You are free to do that of course. But wouldn’t it be better to find out first if there isn’t a better solution that will help you get what you want? (Cygnet, 1995)

### 5.5 Time Management Tips

**Using “Triage” to Identify High-Risk Youth Who Need High-Support**

A case manager’s time is limited, and he or she may not be able to give equal attention to all youth. One solution is to immediately identify which young people are likely to need extra attention and support. The old military medical system of “triage” works well here. Using assessment results, case notes, and participant interviews, the case manager will determine what level of respective support youth are likely to need.

In the following list, classification should be assigned only if the young person meets all of the listed characteristics. If one or more is not true, the youth should be reclassified to the next support category.

**Low Support**

- Strong, clear career goal
- Can realistically learn the skills within allotted timeframe
- Personal life under control
- Support from family and friends
- Stable housing
- Stable childcare
- Reliable transportation
- No ongoing illnesses in client or immediate family
- History of completing tasks or solving problems
- Good work history
- Positive attitude; inner-directed
**Medium Support**

- Shows genuine interest in career goal
- Will have a struggle learning skills, but still achievable
- Has some personal problems but is getting help in solving them or shows progress in solving them
- Friends and family are not discouraging client
- Stable housing
- Stable childcare
- Reliable transportation
- If there are illnesses in family, adequate help is already being provided, with situation under control
- History of completing most tasks and trying to solve problems
- Spotty work history, but good reasons for lapses
- Positive attitude; may need clear direction at times

**High Support**

- No career goal or low commitment to career goal—may be just “giving it a try”
- In at least one area, skills are extremely low; achievement viewed as doubtful by staff
- Major personal problems that in the past have caused client to miss work, school, or some other appointment
- Friends or family are discouraging client from pursuing a job or training
- Unstable housing
- Unstable childcare
- Unreliable transportation
- Ongoing illness (client or immediate family); adequate health care not in place or youth is non-compliant
- Poor history of completing tasks or solving problems
• Poor work history or little work experience

• Negative attitude toward some aspect of training, work, or self; not self-motivated—requires others to make decisions for himself/herself

Some case managers write a “support code” such as “LS” (low support) or “HS” (high support) at the top of the plan as a reminder of case management needs.

By linking youth with appropriate services, encouraging the completion of goals set in the ISS, and monitoring services, a case manager can facilitate the attainment of one or more desired outcomes: skills, a diploma, a credential, and/or employment. After achieving these outcomes, a case manager can continue to assist a young person in their career by providing follow-up and retention services as described in the next chapter.
FOLLOW–UP

Follow-up services facilitate youth development and retention in employment and education placements and also provide for the tracking and data collection required to measure performance. In previous programs, young people placed in jobs frequently lost or prematurely lost those jobs. The job departure often occurred very quickly in the first week or first 30 days of employment. This created a lose/lose situation for both the young person experiencing failure and the employer faced with the disruption and cost of staff turnover. Similarly, many young people attending high school, community colleges, 4-year colleges, or specialized training programs have left those programs before completing the course of study and obtaining a degree or credential.

Effective follow-up services can reverse these patterns, increase the return on the investment of time and money in pre-placement and placement services, and create win-win situations for young people, employers, and educational organizations.

Follow-up is especially critical in Workforce Investment Act (WIA)-funded programs as the majority of performance data are gathered during the quarters after youth have exited the program. For information on follow-up and reporting requirements specific to two WIA-funded youth programs, click here. To learn more about the goals of DOL’s Youth Offender Demonstration Project as well as to view data tracking tools that have been developed by some of the grantees, click here.

Follow-up services offer each young person the opportunity to:

- Work steadily and advance to better jobs, and/or
- Attend high school, alternative educational programs, post-secondary education and/or occupational skills training classes regularly, and/or
- Continue to grow, mature, and acquire adult competencies through participation in youth development, educational, and/or workforce development activities for a longer period of time.

Employers’ needs for reduced turnover and a skilled, reliable workforce can be met through follow-up services. Educators’ desire to increase graduation rates can also be met. Long-term evaluation studies showing significant income gains and academic achievement result from the investment in youth services. Such success generates increased public support for those youth programs and services that can demonstrate this type of effectiveness.

There are two types of follow-up:

- Follow-up for reporting and tracking purposes. In WIA-funded programs, most of the performance goals are measured during the follow-up phase. Click here for a matrix, developed by Social Policy Research, Associates (SPR) that describes
each performance measure and the timing requirements of each. To access tutorials created by SPR to enhance performance, click here. http://www.spra.com/PEP/.

- Follow-up services and activities after placement in a job or educational program to facilitate further development and boost retention. These follow-up services are an essential and integral part of the comprehensive, longer-term, goal-directed, youth development continuum of program services.

This chapter focuses on follow-up services and activities to achieve youth development, education, and employment goals and presents a brief description of principles and best practices developed by service providers such as Vocational Foundation Inc., STRIVE, MY TURN, JUMA Ventures, and other PEPNET awardees.

6.1 Definitions

The definitions of some of the key words in this chapter are as follows:

- **Follow-up Services**: support and guidance after placement to facilitate 1) sustained employment and educational achievement; 2) advancement along a job and/or educational ladder; and 3) personal development.

- **Retention**: sustained employment and connection to the workforce and/or continued participation in a long-term education or job training program until completion.

- **Advancement**: achievement of higher employability ([Secretary’s Commission on Achieving Necessary Skills](https://www.scans.org) [SCANS]) skills, higher wages, benefits, better position, degree or certificate obtained.

- **Contact**: personal interaction between the young person and the individual providing follow-up services with direct or indirect job and personal counseling (phone calls, social, and recreational activities, meetings, and other means of contact).

6.2 Principles and Best Practices

A Supportive Relationship Before and After Placement

A case manager can help a young person successfully negotiate the world at large by: 1) listening; 2) providing the right balance of autonomy and support; 3) offering guidance, and instrumental assistance (referrals, information, etc.); and 4) showing interest, caring, and concern. By being responsive to the changing developmental needs of youth during pre-placement and placement activities, the case manager will be in a position to effectively provide follow-up services that will help young people keep their job and/or stay in school. If different staff are assigned follow-up responsibilities, case managers should introduce the follow-up staff to each youth and jointly work with them prior to the beginning of the follow-up period.
It is important that case managers keep in mind that the goal is to support youth in becoming self-sufficient. Trying to be “all things to all youth” is an unreasonable expectation that can impede young people in developing their own ability to successfully navigate the world around them. This is also one of the most common reasons for staff “burnout.” Providing more intensive support for youth with the greatest needs and gradually reducing the intensity of the support as youth become more self-sufficient is not only a good time management strategy, but encourages positive youth development. See chapter five for information on providing low, medium, and high levels of support.

Post-Placement Expectations and Support

After young people have achieved their goals (i.e., increasing their reading level, obtaining a job, enrolling in college, etc.) and are quite busy eight hours a day either working or going to school, they frequently lose interest in remaining connected to the case manager and receiving follow-up services. Before the youth exits the program, the case manager should determine with the youth what will be needed to ensure success after program participation ends. For example: supportive services such as childcare and transportation may be needed to help the youth adapt to a new shift schedule; or drug abuse counseling sessions may need to continue. Employers may want help in coaching the youth on continuing improvement in employability skills.

Listed below are: 1) some engaging types of follow-up activities that will keep young people connected to the program and provide the opportunity for continued support and counseling to facilitate retention; 2) questions to ask during follow-up activities that will help pinpoint areas for support; and 3) schedules to provide a structure for support activities.

Engaging Follow-Up Activities

Some programs may be able to offer evening and weekend social, recreational, and cultural activities for small groups of individuals on the case manager’s case load. These activities provide opportunities for informal job counseling, development of peer support groups, and networking activities. Such activities might include a movie, basketball game, dinner, picnic, hike, concert, play, introduction to a new sport—golf, lacrosse, soccer, etc. These “fun” youth development activities serve multiple purposes: 1) get young people to the table; 2) broaden their horizons and help them find areas that match their interests and skills; 3) build positive peer relationships and strengthen the relationship with the case manager; 4) offer opportunities to plan activities and make decisions; and 5) provide a vehicle for employment and education-related mentoring. To derive all these benefits, if practical, a case manager should participate in the activities rather than simply refer the youth to the activities. Suggested activities:

- Meeting for lunch during the workday.
- Skills upgrading classes and workshops in the evening (i.e., computer skills, GED instruction, scholarships/college loans, job networking, job advancement, and others).
- Phone calls before and/or after work or on Saturday.
• Home visits (accompanied by another staff person).

• Birthday and holiday greeting cards.

• Newsletters designed and produced by youth (achievements of graduates, tips/comments from graduates who are working or in college).

• Peer tutoring and mentoring (youth who are working can tutor or mentor youth in pre-placement activities and serve as guest speakers during evening workshops).

• Alumni activities such as holding monthly or quarterly “class reunions” for groups who completed certain pre-placement activities such as short-term skills training together. Ask each group to elect two or three class representatives before completion of the group activity and encourage the representatives to take responsibility for notifying everyone of scheduled events and assisting in planning the events.

• Support group meetings (i.e., young mothers and young fathers).

Work-Related Questions to Ask During Follow-Up Activities

Some types of work-related questions that can be asked during the follow-up activity that will help the case manager pinpoint areas for counseling and advice are as follows:

• How do you get along with your supervisor? Your co-workers?

• What part of your job do you enjoy the most? Which tasks are the easiest? The hardest?

• Do you have a copy of your employer’s personnel policy manual? Are there any policies in it that you don’t understand?

• What time did you arrive at work?

• Did you take a break? If so, at what time? What do you do on your break?

• When do you eat lunch? Who do you eat with?

• What do you wear?

• When things get slow, what do you do?

• Have you ever been asked to do things you don’t know how to do?

• Do you use the phone for any personal phone calls?

• Are there other jobs within your company that you’d like to have? Why? What is required to get those jobs?

• Are you having any problems with your personal life?
• What is your employer’s policy on drug testing?
• How do you get to work each day?
• Is the work/job what you expected?
• How do you feel at the end of the day?
• When you don’t understand how to do something or what to do, who do you ask?
• Tell me a little about your coworkers.
• What have you learned about yourself?
• What do your parents think about your job?
• What do your friends think about your job? Your boyfriend or girlfriend?
• What did you accomplish today?
• What worked well today? How would you rate your day?
• What do you need to do to complete probation? To get a promotion?
• Which workers have been most helpful?
• What is happening in your family situation?
• What are your new goals (short and long)?

Education-Related Questions To Ask During Follow-Up Activities

Some types of education-related questions that can be asked during a follow-up activity that will help the case manager pinpoint areas for counseling and advice are as follows:

• Tell me about your instructor(s) and the people in your class(es).
• Do you get along with your instructor? Your classmates?
• Which class do you enjoy the most? Why?
• Which class is the hardest? Why?
• What grade(s) do you think you’ll receive? Why? What will you need to do to get an A?
• How will your grade be determined? (class participation, quizzes, papers)
• What time does class start? When do you arrive? How do you get to class?
• When you don’t understand how to do something or what to do, who do you ask?
• Have you made any new friends in your classes?
• Is college or training what you expected?
• How do you feel at the end of each day?
• What are you learning about yourself?
• What do your parents think about your attending college/training?
• What do your friends think about your attending college/training?
• What does your boyfriend/girlfriend think about your attending college/training?
• What courses do you want to take next semester?
• How can you get information about the best courses to take next semester?

Schedule for Follow-Up Services

The case manager (or follow-up specialist) must maintain frequent, systematic contact and interaction with each young person after completion of program services and/or placement in a long-term education program or occupational skills training program or job. Job loss frequently occurs rapidly (the first day, first week, or first month of employment). Similarly, the decision to drop out of an educational or skills training program may also be made suddenly during the first weeks. Thus, case managers need to provide particularly intensive support during the first part of the follow-up period. One schedule for interaction/contact between the case manager and a young person recommended by an organization with extensive experience in providing follow-up services is listed below:

• First and fifth day before or after work or classes during the first week of employment or enrollment in college or a training class. Talk over everything that happened

• Once a week for the next six months

• Once a month after the first six months unless a personal crisis requires intensive contact

Staff Schedules

Case managers generally work non-traditional schedules in order to use the various follow-up methods suggested and provide services for youth who are usually in school, working from 9:00 a.m. to 5:00 p.m., or attending college classes.

Non-traditional schedules provide time for the case manager to make school visits and jobsite visits during typical work and school hours, and to have time on the weekend or after a typical workday or school day for individual counseling and small group activities.
6.3 Meeting Total Needs

It is important to maintain a network of services that continues to support the whole person and then help youth access those services. The network of support services should include:

- medical services
- housing
- transportation
- childcare
- workplace clothing supplements

If the program does not provide funding for such follow-up activities, the case manager will need to partner with other organizations that have that capacity. Under the WIA, budgeting for such activities is allowed. For example, good health is clearly linked to the ability to attend school regularly, complete a job-training course, and keep a job. Yet many young people—particularly those who have dropped out of school—have not had a recent physical examination to identify any health problems (even poor vision) or health care to address them. A case manager can play an important role in helping youth identify and access health services that are available. This is particularly true if a major change has occurred, such as entrance into college, a work schedule that limits access to previous health providers, loss of insurance due to age (turning 18), or difficulty understanding employer-provided health insurance benefits. Ideally, needs in these areas will be identified and addressed prior to any job placement and/or the provision of follow-up services. However, on an ongoing basis, the case manager should assess the need for assistance in these areas.

Many crises that cause job loss or poor attendance in secondary or post-secondary educational programs occur suddenly on the weekends or at night. If follow-up staff have beepers and are “on call” for crisis management, this will help strengthen the personal bond between the young person who turns to the case manager at the time the crisis occurs. It will also prevent job loss and the need for replacement in another job as well as poor attendance that may lead to dropping out of school, college, or post-secondary training.
6.4 Non-Intrusive Contact with Employers and School Staff

Follow-up retention services must be incorporated into the rhythm of the work day or school day and must avoid causing disruption.

Employers

The case manager (or placement specialist) should visit the jobsite the first week of employment and meet the employer and/or supervisor. During the initial call to arrange a visit or during introductions at the jobsite, the case manager can present his or her role as a career specialist who will help the young person succeed on the job and acquire new skills and education as needed. During the meeting, the case manager should leave a phone number and beeper number for the supervisor to use. This interaction and all conversations with employers should be very brief.

After the first visit, the case manager should visit the jobsite once a month, meeting first with the employer and then the young person. Any contact with the young person during the workday should occur during lunch or a break period.

Employers may be interested in assisting youth to develop progressively in certain SCANS skills (http://wdr.doleta.gov/SCANS/), and to value closer collaboration with the case manager in tracking and coaching youth during the follow-up period.

School and Other Staff

Needless to say, case managers should talk with teachers, guidance counselors, and other staff at convenient times that will not single out or embarrass a young person or take staff away from assigned tasks such as teaching a class.

6.5 Access to Better Jobs, Additional Education, and Continuing Youth Development

Better Jobs

The opportunity to work with youth placed in jobs for 12 months after placement provides the chance for case managers to help young people take the first step up the workforce ladder. As a result of their current skill level and lack of work experience, young people are often placed in jobs that are not related to their interests and, like many entry level jobs, have undesirable features such as late or week-end hours, unpleasant supervisor, low wages, et cetera. While such positions generate income for the youth, he/she should not be exited from the program until completing the activities in their respective ISS that build the skill levels needed to reach targeted employment and educational goals.

A case manager can help a young person retain that initial job for at least 6–12 months by working with the young person from the beginning of the initial placement to develop plans for moving on to a better job within that timeframe. Some of the strategies that can be used in developing those plans are listed below:
• Set short-term goals for mastering specific job skills. The Massachusetts Department of Education has developed the Massachusetts Work-Based Learning Plan (http://www.doe.mass.edu/stc/wbl_resource/) as a framework for recording skills attained and goals achieved.

• Provide individual job advancement strategies, advice, and encouragement to youth on qualifying for raises and promotions in their current job.

• Provide incentives for youth to participate in training and skill development activities during employment.

• Hold career development workshops in the evening after work.

• Arrange to have a staff job developer available to work with employed youth one evening each week, once a month, or on Saturday.

Additional Education

Through follow-up services, case managers can help youth stay in school and obtain a diploma, enter college, select and complete long-term occupational skill training, and/or obtain credentials that will facilitate career advancement.

Continued Youth Development

Activities to foster continued youth development and encourage responsibility and other positive social behaviors are fully allowable expenditures as part of follow-up services. Such activities can include the employment and education-related services described above, as well as:

• Community and service learning projects

• Peer-centered activities including peer mentoring and tutoring

• Organizational and teamwork training, including team leadership training

• Training in decision-making, including determining priorities

• Life skills training, such as parenting and budgeting of resources

Other “soft skills” include developing positive social behaviors such as:

• Self-esteem building

• Openness to working with individuals from diverse racial and ethnic backgrounds

• Positive attitudinal development

• Maintaining healthy life styles including remaining alcohol and drug free

• Maintaining positive relationships with responsible adults and peers
• Contributing to the well-being of one’s community through voting
• Maintaining a commitment to learning and academic success
• Avoiding delinquency, postponed pregnancy and responsible parenting
• Positive job attitudes and work skills

6.6  **Rapid Re-Employment Assistance**

If job loss occurs, help the young person understand and address the reasons for the job loss and move on quickly to look for another job. Try to help the young person obtain a new job within four weeks. If the monthly jobsite visits or calls to the employer have indicated the youth may be laid off or fired, help the young person find the next job before the loss of the current one.

6.7  **Additional Follow-Up Best Practices**

When resources permit, some additional strategies that can be used when providing follow-up services include:

**Financial and Non-financial Incentives**

Provide financial incentives such as cash or gift certificates as well as incentives that build self-esteem (personal recognition awards or certificates of achievement) for milestones such as 6 months of employment or skills upgrading.

**Emergency Financial Assistance**

Offer access to short-term financial assistance for emergencies such as care for a sick child, temporary housing, and other contingencies.

**Volunteer Mentors at the Jobsites**

The case manager can work with the young person and his or her supervisor to identify someone at the youth’s jobsite, or college, who is willing to serve as a volunteer mentor. For information about mentoring, [click here](#).

**Food**

Food works with young people as an incentive for obtaining participation in post-placement events. Pizza and hamburgers are always a hit and can add motivation to attend evening workshops, peer support groups, and so forth. As part of a youth development approach that includes developing good eating habits, try serving salads and fruit as well.
Money Management Skill Development

Teach youth about saving and acquiring other assets as a means of advancement.

Obtaining Additional Contacts

For each young person after orientation, simply maintaining contact with him or her is one of the most challenging parts of providing follow-up services. The establishment of a strong personal bond between the case manager and the young person during orientation and the engaging personalized, creative types of contact described earlier in this chapter will help address this challenge.

Due to high mobility, it is possible to lose contact suddenly. It is helpful, during orientation or pre-placement activities, to ask each young person to provide the names, addresses, and phone numbers of five individuals (i.e., relatives, friends, neighbors), if possible, to be contacted in case of emergency. Also, if the case manager is unable to locate a young person (moved, no longer working, etc.) during the follow-up stage, try contacting other young people in the youth’s orientation or skills training class and request information.

Teaming of staff

Teaming of staff may minimize the effect of any staff turnover on the young person’s connections to the organization providing follow-up services. Frequently, if a case manager leaves an organization, the group of young people with whom he or she was working breaks off contact with the organization because the personal bond connecting the youth to the organization has been broken. However, if two case managers team up for small group activities after work with each case manager inviting two to four youths to join the activity, then the young people form personal ties to a second staff member who can step in if the other individual leaves the organization. In such a situation, the case load of the former case manager can be assigned as feasible to the second case manager while new enrollees are assigned to other case managers.

Driver Education and Licensing Fees

Offer driver education training and financial assistance with licensing fees. This will be an enticing motivational strategy since many young people are eager to get a driver’s license. A license also opens the door to additional job opportunities.

Benchmarks for Success

Identify benchmarks for success for youth after placement: for example, “employed 3 months; completed first college course; received first A; received all A’s.”

Celebrations

Through phone calls, cards, parties, gift certificates, newsletters, and other strategies, celebrate the achievement of each benchmark of success for each young person.
CHAPTER SEVEN

DOCUMENTATION:
RECORD-KEEPING AND CASE NOTES

Record-keeping is an essential component of case management. Individual records are used in planning, implementing, and evaluating the services for each young person. A record includes: eligibility documents, assessment documentation, the Individual Service Strategy (ISS), records of participation in activities, documentation of credentials and diplomas achieved, documentation of other outcomes attained (such as employment), and case notes. Some of these may be stored electronically. Some agencies combine these items in different ways, which is perfectly acceptable, as long as the information is secure. Moreover, the case record is a focal point for accountability to the young person, to the organization, to the government organization providing funding, and to the youth-serving profession in general. This chapter presents a summary of some guidelines for recording case notes, organizing case files, and establishing an internal quality assurance system to facilitate maintaining high standards for documentation in case files.

7.1 Case Notes

In general, a case note resulting from a face to face meeting or conversation should include these elements: 1) a description of the context of the conversation/interview, for example, dropped by after school, responded to the case manager’s request for a meeting, and so on; 2) purpose of the conversation; 3) observations (appearance, seating, manner, etc.); 4) content of the conversation—summary of the issues raised by the young person or the case manager; 5) outcome—was the purpose of the meeting achieved? Were other objectives achieved? 6) impression and assessment; and 7) plans for next steps or next meeting.

In addition, a case manager should document “second-hand” information received from other sources including teachers, employers, family members, and others, indicating the source, name, and date the information was received.

Example: On 9/24/03 spoke with Jim’s mother who stated . . .

All conversations and events should be documented as soon as possible after their occurrence (at the end of a phone conversation, at the end of a day, or immediately after a young person leaves the case manager’s office). However, many case managers suggest that the notes taken should not be recorded in the presence of the young person.

It is particularly important to document facts that directly relate to the goals and objectives of the ISS including dates of services, attendance, outcomes, and evaluation techniques. The case manager should document all successes and show how they are linked to the service plan. A copy of any credential, certificate, grade, and/or progress report obtained should be placed in the case file and annotated as well as any other records and notes forwarded from other professionals.
Example: Received progress report 9/24 from Jim’s social worker, Ellen Garber, indicating completion of probationary period.

Similarly, the case manager should document all failures and state reasons for the failures, if known. If services are not to be provided, a statement as to why; for example, failed urine test, should be entered in the case notes as well as any follow-up actions. However, derogatory comments, speculation, or comments that indicate personal frustrations should never be recorded.

Case notes should be simple, legible, factual, concise, and signed by the case manager. The notes should contain information that any new case manager or partnering agency would find useful in facilitating the continuity of services should a case manager be reassigned.

It is particularly important for the case manager to remember that note-taking is very important but never more important than the young person. In some cases, where behavior change is a program objective, case notes may need to be more detailed.

Listed below are examples of some weak case notes and revised case notes that are better (Cygnet, 1995).

Example: Weak Case Notes

<table>
<thead>
<tr>
<th>DATE</th>
<th>8/19/03</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMENTS</td>
<td>Randy is a youth presently in the school district. Even the continuation high school dropped him. His mom was wondering if he could have dyslexia since his sister does. We will check into this. Randy is very immature so I hope he makes it. Keeping his attention for intake was a challenge.</td>
</tr>
</tbody>
</table>

Problems:
- Labeled opinion, “Randy is immature”, as though it were a fact.
- No specific plan created for dyslexia issue.
- No timeframes or statements of responsibility.
Example: Better Case Notes

DATE
8/19/03

COMMENTS
Randy is a youth not presently enrolled in the school district. He reports that the continuation high school dropped him because of his attendance. Randy’s mother sat in on the initial appointment. She thought Randy might be dyslexic because he has a sister who is. During the appointment, Randy appeared distracted at times and uninterested. He stared out the window and had to have questions repeated several times and hesitated before answering simple questions, often deferring to his mother.

ACTION ITEMS
Action items:
1. Case Manager (CM) will call school district to get information on learning disability testing by Thursday
2. Randy will bring in remaining documentation
3. Randy and CM will meet Thursday at 1:00
4. CM will find out if WIA can pay for testing--answer by Thursday @ 1:00
Above steps will be reviewed at next appointment

Example: Weak Case Notes

DATE
5/9/03

COMMENTS
Randy met the job developer two weeks ago. Job developer feels that Randy is immature and may need work experience before a private sector placement. Randy missed most of last week being sick

Problems:
• Labeled opinion, “Randy is immature,” as though it were a fact.
• Contains no backup plan for how the CM made the decision that Randy needs work experience.
• No specific plan created.
• No timeframes or statements of responsibility.
• No appointment set.
Example: Better Case Notes

DATE
5/9/03

COMMENTS
Randy reported meeting with the job developer on 4/28/94. Reported that job developer suggested work experience as opposed to private sector placement. Randy expressed interest in the work experience program. Stated that transportation would pose a difficulty. Reviewed his attendance in Career exploration – missed 5 days last week because of flu.

ACTION ITEMS
1. CM will discuss work experience placement with job developer by tomorrow am
2. CM will review Randy’s eligibility for WEX
3. Randy will call CM tomorrow afternoon to discuss CM findings
4. Randy will get bus schedule for the Deadman’s Gulch region by Friday
5. No plan necessary for attendance
6. Will set schedule for next CM/client appointment tomorrow when Randy calls

Sample Retention Case Notes

Youth: Jolinda Ramirez      Company: General Automotive Co.

5/01/03 Jolinda started her job today at General Insurance Company as an Assistant Bookkeeper I. I met with her this morning at her jobsite. She was early this morning—no problems with the bus. I spoke with Jolinda’s supervisor, Marion Arnold, who said things look good so far. — S. Johnson

5/08/03 I visited Jolinda today; she’s been on the job one week. Says she likes her job—but said she forgets what Marion, her supervisor, tells her sometimes. I suggested she keep a notebook where she can write all her instructions. Her child is fine. Spoke with Marion who mentioned that Jolinda’s a bit forgetful. But says Jolinda has a great attitude. Told her about notebook suggestion and we’ll give it a try. — S. Johnson

5/14/03 Jolinda missed work yesterday because her daughter had a fever and she couldn’t keep her in daycare. We discussed alternative daycare and Jolinda said her Aunt Susan has agreed to watch the child during short emergencies. She likes job, is using her notebook and doing better with instructions. Said one co-worker, Crystal, gives her a bit of a hard time, but she’s just ignoring her for now. Talked to Marion who sees improvement in Jolinda’s mastery of tasks. No other concerns now. I mentioned Crystal, and Marion said she’d keep an eye on it. — S. Johnson
5/22/03  Saw Jolinda today. Her daughter is fine and Crystal hasn’t been a problem. She received a notice yesterday from the electric company that they’re going to cut off her service because she had not paid 2 previous bills. She called them and told them she could pay next week, but the electric company said because this is the 3rd time, they wouldn’t give any more extensions. I called the electric company, explained situation (vouched that Jolinda was working) and asked for 1-week extension. They agreed. — S. Johnson

5/25/03  Jolinda called and said she wanted to quit her job. She finally told me that Crystal has been threatening her and taking things off her desk. Jolinda hasn’t spoken to Marion because she’s afraid. I called Marion who said she’d switch Crystal to another building. — S. Johnson

5/26/03  Stopped by to see Jolinda. She’s still on job. We met with Marion and discussed situation with Crystal and that seems taken care of. We talked about possible ways Jolinda can learn more skills. Marion said she would pair Jolinda with an Assistant Bookkeeper II because there might be some future openings. Child is fine. Bus is working out. — S. Johnson

7.2  Content and Organization of Case Files

The standardization of the contents and organization of the case files to ensure uniformity and consistency throughout all case file records aids in ensuring effective service delivery. It helps case managers, supervisors, and monitors locate information quickly and ensure a seamless and holistic service delivery system.

The U.S. Department of Labor (DOL) Office of Youth Services has suggested that organizations consider the following type of requirements for the contents of case files:

1. Case file documentation should be complete and comprehensive and written in black or blue ink or typewritten, entered in a computer database, or printed on paper. Whether hand-written or computer-generated, each case file page should indicate the youth’s name and any other identifying number(s), social security number (SSN), and so forth. Each entry made by the case manager should be signed and dated. Where electronic records are utilized, the site should ensure the integrity of the documentation.

2. Case files should be kept secured.

3. Case files should encompass, at a minimum, youth demographic information including:

   • residence, address and telephone number
   • emergency contact person(s)
   • copies of documents supporting eligibility
   • assessment results
an updated copy of the youth’s Individual Service Strategy (ISS)

- correspondence
- copies of certificates or diplomas
- verification of placements (job, training, or education)
- documentation of short and long-term goal completion
- attendance records as applicable
- case notes
- other information pertinent to the enrollee.

Case files should contain proof of services delivered and documentation of outcomes. Some items can be scanned, and thus maintained in an electronic format.

4. Copies of assessments and reassessments including a copy of the initial, on-site assessment of enrollee needs addressing the youth’s strengths and assets, social/economic/academic/functional status, long-term training choices, placement choices, family support, environmental and special needs. Pre- and post-test results for the measurable objectives should be kept in the file.

5. Copies of the enrollee’s placement history and service plans, including the long-term measurable goals, and the activities planned and completed to achieve those goals. The ISS, based on the enrollee's needs assessment, allows the youth to gain social/economic/academic/functional status skills or maintain/increase their current functioning level.

6. Documentation that the case manager has evaluated the member’s current status and the effectiveness of services being delivered. This can be accomplished by reviewing enrollee goals to determine if they are appropriate, if they have been met, and/or how services might be adjusted to better serve the youth. Such efforts should incorporate housing, clothing, food, transportation, child daycare, academic, medical, mental health, vocational, and post-placement follow-up services being provided to the enrollee.

7. Correspondence (i.e., letters, local service provider contacts, post-placement follow-up, and evaluations).

8. Case notes including pertinent documentation of the type of contact made with the youth and/or all other persons who may be involved with the youth’s care and career development.

9. Documentation of the initial and regular consultation/collaboration with local service providers, if applicable.

10. Other documentation as may be required by the program operator or funding entity, such as financial records.
An example of a file checklist that can be stapled on the inside cover of a case file to facilitate inclusion of all required documents is provided in the next section.

7.3 Confidentiality

Experience tells us that sharing too much information may sometimes damage a young person's chances for a job or other opportunities; sharing too little information may sometimes do the same. Throughout any program, young people are required to share private information, and may choose to share more information on their own. Confidentiality restrictions protect people from the disclosure of embarrassing personal information they may have revealed either by their actions or verbally, and from disclosure of information that might lead to discrimination against them, such as use of illegal drugs or mental health history. Protecting all youths' confidential information may also be necessary for their personal security, as well as their job security.

Not every partner who works with youth has to meet the same levels of confidentiality. In the justice system for example, there is a trend toward decreasing confidentiality for the sake of public safety. On the other hand, confidentiality requirements are increasing in behavioral health and residential programs. Regulations included in the Health Insurance Portability and Accountability Act (HIPAA) (link to http://www.cms.hhs.gov/hipaa/) limit the way in which personal health information is disclosed. Health subjects include mental and behavioral health. The National Collaborative on Workforce and Disability has created a publication for those working in One-Stop centers as well as youth and adult service providers who interact with individuals with disabilities. It is designed to help clarify what can and cannot be asked about someone's disability. Click here to access the document, Disability Inquiries in the Workforce Development System or visit: http://www.ncwd-youth.info/resources_-Publications/disability_inquiries.html.

Confidentiality is also important because it enables people to seek services such as additional counseling without the fear of being stigmatized. If youth know that information is confidential from their peers or their teachers or others, they might be more likely to seek assistance when they need it in the sensitive areas of their lives. Young people assured of confidentiality can seek help without fear of disapproval or stigma and can confide with trust, and, as a result, benefit more fully from any program.

Programs must, in every case, require that regulations are completely understood and followed by all staff that has access to information. There should be signed releases and Memoranda of Understanding that clearly state the exact information to be shared between partners and the necessity of the disclosure.
SAMPLE: Guidelines for Member File Checklist
Adapted from: Brockton RISE Youth Center

The file is divided into six sections. Please be sure that all documentation is located in the appropriate section.

Section I: Eligibility Documentation and Enrollment Information
The documents within this section should be completed during the enrollment of the member.

- Membership Form
- Eligibility Documentation (the documentation that is needed in order for the youth to become a member)
- Age Verification Documentation
- Residency Verification
- Citizenship/Permanent Residency/Immigration Status Verifications
- Selective Services Documentation
- Parental Consent Form
- Membership Agreement (the terms and conditions that the youth agrees to before becoming a member)
- Affidavit
- Youth Member Consent Form
- Member Emergency Medical Release Form (18 and older) or Parent/ Guardian Emergency Medical Form (under 18)
- Other: Copy of Social Security Card (some states do not permit copies of certain documents)
- Signed copy of Completed Orientation

Section II: Assessment Documentation

- Structured Assessment Interview Form
- TABE Scores (both the locater and survey)
- Report Card (for in-school youth only)
Casey Life Skills Short Form Assessment Results (This assessment is computerized and the results are to be printed out.)

Career Interest Inventory (This assessment is also computerized and the results are to be printed out.)

Re-assessments (Any additional assessments that need to be done while the youth is a member.)

**Section III: Additional Case File Content**

- Individual Service Strategy
- Monthly Case File extracts
- Copies of Referrals (internal and external referrals)
- Documentation of Completions (Completion in any Youth Development or Pre-Placement activities)

**Section IV: Correspondence and Other Information/Documentation**

**Section V: Member’s Portfolio of Progress and Achievements**

**Section VI: Program Exit Documentation** (Type of Program Exit; Case Notes Summary)

*(End of Sample)*
7.4 Strategies for Maintaining Case Files that Comply with DOL and Office of Management and Budget (OMB) Standards

Typically, completing paperwork and organizing files is the last item on many individuals’ priority list. However, most youth programs that receive Federal funds are “outcome-based,” and accurate reporting is essential for demonstrating to the U.S. Congress the effective use of public funds, which can impact future funding decisions. Listed below are some tips for maintaining accurate records and a tool for reviewing case files that may be of assistance to both case managers and case management supervisors.

- The organization’s management team should provide a written description of the standards for case files for all case managers, stress the importance of record-keeping, and indicate excellence in record-keeping (as well as a review of the participant planning process) will be one of the factors considered during the annual performance review process.

- Case managers can develop the habit of: 1) entering a case note immediately after the end of a telephone conversation or a meeting with a young person, and 2) reviewing all case files at the end of each month to be sure there has been at least one contact with all youth during the month and at least one entry in the case file.

- Periodic (monthly?) peer and/or management reviews of case files to ensure quality standards are being met.

- Either the management team or an individual case manager can set aside a specific time each week to update all case files, for example, “3:00–5:00 p.m. on Friday or 9:00–11:00 a.m., Monday.”
EVALUATION: MEASURING RESULTS

Evaluation of case management services and the case management system is vital for organizational planning, continuous improvement of services, and assessment of cost-effectiveness. Like the case management system itself, evaluation occurs on two levels. On the one hand, measures of success ask, “How are young people benefiting from case management?” On the other hand, measures of success may also pinpoint areas for institutional change and/or changes in the case management system.

Evaluation and management information systems should relate directly back to the short- and long-term goals and objectives set out in each young person’s case plan—the Individual Service Strategy (ISS). Some questions to consider are:

- Is case management having an observable, measurable impact upon the young people it serves in accord with their ISS?
- Are youth developing realistic, concrete, measurable goals?
- Is there adequate identification of resources and services needed to accomplish the ISS?
- Are young persons gaining timely access to the services they need?
- Are youth demonstrating satisfactory attendance in services?
- Are the young people satisfied with the services?
- Are youth satisfactorily completing services defined in their plans?
- Are young people moving smoothly through the system?
- Are young people learning what they set out to learn?
- Are youth gaining the skills they need to meet goals?
- Are young persons actually meeting their goals (short and long)?
- Are any youth still falling through the cracks?
- Is the organization meeting its contract performance goals?

(Center for Youth and Communities, Brandeis University, 1989)
8.1 **Evaluation Tools**

Some useful tools to help case managers and management staff answer some of the previous questions include a Case Manager's Monthly Progress Report, an Analysis of Use of Services, a Case File Review Checklist, and customer satisfaction survey results.

**Case Manager's Monthly Progress Report**

The Monthly Progress Report helps case managers more effectively and efficiently manage a case load. Preparing the report at the end of each month helps the case manager review and evaluate the participation, progress, and achievements of the young people he or she is working with and assess where time should be focused during the coming month. For example, were there any young people the case manager did not talk to this month? If so, contacting them at the beginning of the month would be a high priority.

Reviewing the Monthly Progress Reports also helps management to track progress toward achievement of contract goals on an ongoing basis from the beginning of a contract period and to identify any needed corrective actions, including staff development/training in time to achieve both youth and contract goals.

**SAMPLE:**

**Case Manager's Monthly Progress Report**
(Adapted from Youth Opportunity Program Sites)

<table>
<thead>
<tr>
<th>Reporting Period</th>
<th>Date Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Element</td>
<td>Current Month</td>
</tr>
<tr>
<td>1. Number of enrolled youth currently on your case load</td>
<td>IS__OS__Total__</td>
</tr>
<tr>
<td>2. Number of youth in planning (new admissions completing enrollment process)</td>
<td>IS__OS__Total__</td>
</tr>
<tr>
<td>3. Number of inactive youth</td>
<td>#</td>
</tr>
<tr>
<td>4. Number of youth with hours of participation in program activity</td>
<td>#</td>
</tr>
<tr>
<td>5. Number of youth with whom you had meaningful contact</td>
<td>#</td>
</tr>
<tr>
<td>6a. Number of youth with basic skills deficiency</td>
<td>#</td>
</tr>
<tr>
<td>6b. Youth with basic skills deficiency participating in remediation activities</td>
<td>#</td>
</tr>
<tr>
<td>7a. Referrals for Employment Services</td>
<td>#</td>
</tr>
<tr>
<td>7b. Enrollment in Employment Services</td>
<td>#</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td>Enrollment in Educational Services</td>
</tr>
<tr>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>#</td>
</tr>
</tbody>
</table>

**IS = In-School Youth; OS = Out-of-School Youth; YY = Younger Youth; OY = Older Youth**

* Original adapted from similar tools used by the Brockton Rise Youth Center and NE LA Delta Youth Opportunity Centers.
Many organizations that generate good outcomes use a management information system (MIS) and reporting forms like the ones above to prepare monthly agency and individual case manager performance reports that go directly to individual case managers and management staff. The reports serve as a focal point for outcome-oriented, problem-solving discussions during monthly group meetings of case managers, and monthly or quarterly performance review discussions between the case management supervisor and each individual case manager.

**Analysis of Use of Workforce Investment Act (WIA) Services**

Another tool that can be used to analyze the need for specific services and utilization of those services is the chart that follows in this section.

### Analysis of Use of WIA Services

<table>
<thead>
<tr>
<th>Case Manager</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Youth’s Name*</th>
<th>Employment Prep</th>
<th>Educational Achievement</th>
<th>Support</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer opportunities</td>
<td>Work experiences</td>
<td>Occupational skill training</td>
<td>Tutoring, instruction, leading to completion of secondary school</td>
</tr>
</tbody>
</table>

* By each youth’s name, indicate Younger Youth (YY) or Older Youth (OY), as well as In-School Youth (IS) or Out-of-School Youth (OS)
# Youth Case File Review Checklist

The following case file check list can be used to establish a quality control process to systematically and routinely critique case files and provide feedback for improvement. The file review can be conducted by the case manager as a self-assessment process, by other case managers as a peer review process, or by the supervisor of case management services. As a time management strategy, three case files for each case manager can be randomly selected for review each month. The Office of Inspector General recommends that a supervisor review a case manager’s case files at least twice a month.

Manager_________________________________ Reviewer______________________________

Date: __________

**Adapted from: Brockton Rise Youth Case File Review Checklist**

<table>
<thead>
<tr>
<th>Item</th>
<th>Youth Name</th>
<th>Youth Name</th>
<th>Youth Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Case file is kept secured in file cabinet or electronically</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Social Security Number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Emergency contact person(s) and phone number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Parental participation consent form for minors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Address and telephone number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Documentation of address</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Documentation of legal residency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Documentation of age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Documentation of Selective Service registration for males 18–21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Data**

<p>| 10. Completed and signed Interview Form                              |            |            |            |
| 11. Copy of TABE test results in file (ISY and OSY)                  |            |            |            |
| 12. TABE test scores entered (ISY and OSY)                           |            |            |            |
| 13. Copy of Casey Life Skills Results                               |            |            |            |
| 14. Interest Inventory Results                                       |            |            |            |
| 15. Secondary school grades entered                                  |            |            |            |
| 16. Copy of recent report card                                       |            |            |            |
| 17. Employment goals entered                                         |            |            |            |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>Education goals entered</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Interests recorded</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Strengths/assets recorded</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Scores and/or copies of any re-assessments</td>
<td></td>
</tr>
</tbody>
</table>

**Individual Service Strategy (ISS)**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td>Appropriate long-term employment and education goals identified (reflect youth’s interests, skills, education, work history)</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Appropriate short-term goals identified (realistic; related to long-term goal; reflect youth assets and interests)</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Employment, Education and/or Training referral(s), consistent with ISS</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Youth Development (YD) goals identified</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Appropriate YD activities related to YD goal (realistic; related to YD goal; reflect youth assets and interests)</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Youth Development referral(s)</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Challenges and Supportive Services needed identified as part of ISS</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Appropriate supportive services referrals/services (realistic, related to challenges, respond to all needs identified)</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Documentation of follow-up on all referrals to facilitate/verify receipt of services</td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Utilization of community and partner resources</td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Tasks, responsibilities, and timeframes identified</td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Progress updates entered monthly (attendance, grades, etc.)</td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Completion information entered</td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>Achievement of long-term education and/or employment goal entered and documentation in files</td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>Schedule for contact entered</td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>ISS updated/revised every 90 days, as needed</td>
<td></td>
</tr>
</tbody>
</table>

**Case Notes**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>38.</td>
<td>Indicate type of contact made-phone, face-to-face, activity, letter</td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>Reflect contact/conversation with teacher/guidance counselor</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>40. Reflect follow-up on previous issues in ISS or case notes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>41. Entries at least monthly</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>42. Objective: No opinions or labels</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>43. Brief but detailed</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>44. Demonstrate tracking and follow-up</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>45. Reflect contact/communication with youth’s family</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>46. Reflect communication with others working with the youth</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sample Code:**  - YES  X - NO  NA - not applicable
BIBLIOGRAPHY & RESOURCE LIST


Cygnet Associates, Training Consultants, Kissimmee, FL. www.cygnetassociates.com


[www.freedlance.com](http://www.freedlance.com)


[www.ncfy.com](http://www.ncfy.com)


National Clearing House on Families & Youth, Administration for Children & Families, DHHS, Silver Spring, MD:  
[www.ncfy.com](http://www.ncfy.com)

National Youth Development Information Center (1998) Washington, DC:  
[www.nydic.org](http://www.nydic.org)


APPENDIX 1

CASE MANAGEMENT AND YOUTH DEVELOPMENT:
CONCEPTS AND PRINCIPLES
# CASE MANAGEMENT MODELS

The components of a case management system (recruitment, pre-screening, intake, enrollment and assessment, service plan development, plan implementation and monitoring of service delivery, follow-up, and evaluation) are assigned to different positions or departments within organizations or programs based on budgets, resources, staff and partner expertise, case management philosophy, et cetera. Three models are presented below as examples of case management systems. Additional examples are presented in *Making Case Management Work for You* (Rulo, 2002).

## Model I

<table>
<thead>
<tr>
<th>Case Manager</th>
<th>Recruitment</th>
<th>Pre-screening, Intake &amp; Enrollment</th>
<th>Assessment</th>
<th>Plan Implementation &amp; Monitoring of Service Delivery</th>
<th>Follow-up</th>
<th>Evaluation</th>
</tr>
</thead>
</table>

## Model II

<table>
<thead>
<tr>
<th>Recruitment/Intake Staff</th>
<th>Case Manager</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment</td>
<td>Pre-screening, Intake &amp; Enrollment</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Model III

<table>
<thead>
<tr>
<th>Intake-Assessment Staff</th>
<th>Case Manager</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment</td>
<td>Pre-screening, Intake &amp; Enrollment</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GROUP WORK IN CASE MANAGEMENT: THEORY, PROCESS, AND PRACTICE

Specific questions to ask when designing groups, according to MacLennan and Feldsenfeld (1968), include:

- How do we decide what kind of group should be established? How do we determine goals? What will be the atmosphere? How will it function?
- What is the population we are planning to serve, and what are their needs? How do we select and prepare members?
- How large will the group be, and how long will the group last?
- What is the function of the organization within which we are planning to have the group? What are its assets and limitations? How does a group program fit into the organization?
- What resources do we have? Are they adequate? If not, can we obtain what we need in the way of personnel, space, supplies, and other needs?
- How will the groups be related to other activities in the organization and in the community?

Also, some guidelines to consider when operating groups include:

- The needs of the group members must be identified and purposes, methods, and goals clearly defined.
- There must be an adequate number of youth who will benefit from participation. Members must be selected and grouped appropriately for the group.
- The duration of the group sessions should relate to its purpose.
- An adequately trained leader must be available, or a leader who has the potential for or interest in leading the group and who can obtain supervision/consultation.
- The program must be interpreted to all concerned, and individual resistance among all staff worked out.
- It has to be recognized that the setting of the group and the relationship existing between group, organization, and community will set the limits and influence what kind of group can be run.
- All persons concerned with the group and its members need to be clear about their respective roles.
- The limits of confidentiality should be clearly recognized by all.
• Someone must be administratively responsible so that the program runs smoothly. Proper preparation and timing are important factors in running groups.

• Methods for effective evaluation of the group and for program control should be worked out and established.

• Integration between services and integrated planning for individuals are very important aspects when working with youth. As far as possible, the group should deal with strengths and tasks rather than difficulties and weaknesses as the focus.

• Integration between groups and programs also includes feedback and close collaboration so that issues can be identified and worked on as soon as they arise.

A group under the leadership of a case manager or other professional can become an enterprise in mutual aid, an alliance of individuals who need each other, in varying degrees, to work on certain common problems. The group and the group process become a helping system with not one but many helping relationships as group members assist each other with their day-to-day problems in living.

The group mutual aid process includes:

• sharing data
• a discussion process including questions, opposing ideas, logical reasoning, etc.
• entering taboo areas
• the “all-in-the-same-boat” phenomenon
• mutual support
• individual problem-solving
• rehearsal
• strength-in-numbers phenomenon

A group mutual aid process may be a means of achieving meaningful growth and change. For youth participating, it has the potential to:

• Universalize individual problems
• Reduce isolation
• Reduce stigma
• Help individuals experience their difficulties and problems as less unique and deviant
• Provide youth with a multiplicity of helping relationships, rather than only the case manager assuming that role
• Offer more opportunity for both support and/or challenge from the group than would be appropriate from the case manager, and thus greater opportunity for examination
• Create greater receptivity to various viewpoints and suggestions (same boat phenomenon)

For case managers, group work and the mutual aid system offer more opportunity to observe youths’ interpersonal skills, perceptions, and behaviors.
GROUP PROCESS MODEL

Developmental Stages of Group

Groups, just as people, have a developmental cycle. Group work experts have varied in their descriptions of the cycle presenting between three and seven phases.

One model (Gitterman & Shulman, 1986) details four phases of group work that are described in the following table:

<table>
<thead>
<tr>
<th>PHASES</th>
<th>SKILLS AND TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary</td>
<td>Preparatory Understanding</td>
</tr>
<tr>
<td>(before the first meeting)</td>
<td>Tuning in: sensitizing oneself to potential individual and group concerns and anticipating some of the indirect ways in which these concerns may be communicated.</td>
</tr>
<tr>
<td></td>
<td>Likely issues: authority of the group leader; concerns about the group itself (Who are these people? How will they react to me?); concerns about the purpose of the group; concerns about the process of the group (How will it operate?).</td>
</tr>
<tr>
<td>Beginning Phase</td>
<td>Contracting Skills</td>
</tr>
<tr>
<td></td>
<td>Give an opening statement that clearly states the case manager’s reason for forming the group and the way the case manager wishes to help. Reach for feedback. Identify mutual needs. Define mutual expectations.</td>
</tr>
<tr>
<td>Work Phase</td>
<td>Elaborating Skills</td>
</tr>
<tr>
<td></td>
<td>Promote containment, focused listening, helping members discuss taboo subjects, exploring silences, remaining silent in the face of silence, reaching inside the silence, reaching from the general to the specific.</td>
</tr>
<tr>
<td></td>
<td>Empathic Skills (reaching for feelings, acknowledging feelings, articulating feelings)</td>
</tr>
<tr>
<td></td>
<td>Focus on Demand for Work; Pointing Out Obstacles; Sharing Data; Session Ending (summarizing, rehearsing next steps).</td>
</tr>
<tr>
<td>Ending/Transition Phase</td>
<td>Sharing Own Feelings</td>
</tr>
<tr>
<td></td>
<td>Reaching for ending feelings of group members, negative as well as positive.</td>
</tr>
</tbody>
</table>
ALTERNATIVE GROUP MODEL

Another model characterizes the stages as follows:

**FORMING ----------------- GROPPING**

Characteristic Behaviors:
- Personal Best
- Politeness
- Joking Around
- Suspicious

**STORMING ----------------- GRIPING**

Characteristic Behaviors:
- Challenging
- Complaining
- Arguing

[Major Leader Task: turn conflict into controversy]

**NORMING ----------------- GRAPPLING**

Characteristic Behaviors:
- Compromising
- Organizing
- Find Common Ground

[Major Leader Tasks: Determine Rules for Task Accomplishment]

**PERFORMING ----------------- GRASPING**

Characteristic Behaviors:
- Cooperation
- Productivity
Strategies and Skills Involved in Developing a New Group

Group purpose

A group has to evolve from a common need/concern/interest around which prospective members can be brought together. Mutual aid is more likely to evolve in a group where members need each other to deal with common needs, concerns, and interests. Thus, it is essential for the case manager to develop a clear conception about the potential purpose of a group. Some organizations have formed groups designed specifically to help young mothers and fathers, first-year college students, college-bound students, etc.

Group composition

The composition of the group affects its development and direction and ultimate success.

Overly homogeneous groups limit the diversity essential to challenge the status quo, to create the necessary tension for change, and to provide models for alternative attitudes and behaviors.

When members are too different, their differences can become the central issue rather than the group purpose and tasks. On the other hand, if such a group can overcome its internal problems, it has the potential for dramatic impact. The inner diversity provides vital and rich resources for members to draw upon.

In composing a group, a case manager must be particularly careful not to isolate and potentially scapegoat a member because he/she is different and alone on important background or personality factors. To avoid potential isolation and alienation, each group member should have at least one other member with whom they can identify on factors assessed to be important.

Time, size, and space

Another consideration is the frequency and duration of group sessions. Developmental stages or special population characteristics and their effect on attention span and capacity for session-to-session carryover need to be taken into account in the creative structuring of time.

Group size needs to be related to group objectives and youth needs.

Physical setting has a significant impact on a group’s activities and interactions. Light, ventilation, room size, and furniture arrangement facilitate or inhibit the development of a mutual aid system.
Group recruitment

Referral is a frequent method of recruitment. Requirements: good organizational presence; clearly identified and communicated purpose; and membership criteria.

Case managers often develop groups from their own assigned services and caseloads.

Whatever method is used, the case manager must maintain professional responsibility for group composition.

Observation of Groups

The Center for Youth and Communities, Brandeis University, has developed the following guidelines for what to observe in a group.

1. Content and Process

Attending to what the group is talking about is focusing on the content. Observing how the group is handling its communication (i.e., who talks, how much, to whom, etc.) is focusing on group process. Just as the case manager listens for underlying issues or “the question behind the question” when involved in one-to-one problem solving, careful attention to the content of the group discussion is the best clue as to what may be on people’s minds, (the process issues) when they find it difficult to confront the issue directly. For example:

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about problems of authority in another situation, may mean …</td>
<td>that there is a leadership struggle going on in the group.</td>
</tr>
<tr>
<td>Talking about how bad group meetings usually are, may mean …</td>
<td>that members are dissatisfied with their own group meeting.</td>
</tr>
<tr>
<td>Talking about staff who do not really help anybody, may mean …</td>
<td>dissatisfaction with the way the group leader is behaving.</td>
</tr>
</tbody>
</table>

Looking at process really means to focus on what is going on in the group and to try to understand it in terms of other things that have gone on in the group.

2. Communication

One of the easiest aspects of group process to observe is the pattern of communication:

Who talks? For how long? How often?

Whom do people look at when they talk?
To others who may support them? To the group as a whole? To the leader? No one?

Who talks after whom? Who interrupts whom?
What style of communication is used—assertions, questions, tones of voice, gestures, support or negation?

The kinds of observations made about communication in the group can provide clues to other important things that may be going on, such as who leads whom or who influences whom.

3. **Decision-making Procedures**

Groups are making decisions all of the time. Some of them consciously, in reference to the major tasks at hand, some of them without much awareness and in reference to group procedures or standards of operation. It is important to observe how decisions are made in a group. Group decisions are notoriously hard to undo. When someone says, “Well, we decided to do it, didn’t we?” any budding opposition is quickly immobilized. In addition, particularly in work teams, opposition is considered to be negativity and negativity is viewed as lack of commitment. Hence, legitimate concerns about decisions are too often withheld, only to cause problems for the group at a later point.

Some methods by which groups make decisions include:

**THE PLOP**: “I think we should introduce (the decision) ourselves ... (followed by silence)
(Group decision by omission)

**THE SELF-AUTHORIZED AGENDA**: “I think we should introduce ourselves. My name is Pat Smith.” (Decision by one)

**THE HANDCLASP**: “I wonder if it would be helpful if we introduced ourselves?”
Responder: “I think it would; my name is Paula Jones.” (Decision by two)

**POLLING**: “Let’s see where everyone stands; what do you think?”
Also: “Does anyone object?” or “We all agree.”
(Decision by a minority—one or more.)

**DEMOCRATIC VOTING**: “Let’s take a vote.” (Decision by majority)

**CONSENSUS TESTING**: Exploration to test for opposition and to determine whether opposition feels strongly enough to be unwilling to implement decision; not necessarily unanimity but essentially agreement by all.

- Consensus means finding an option that all team members will support.
- Consensus does NOT mean that everyone is totally happy with the decision.
- Reaching consensus means considering the ideas, feelings, and situations of all team members, not just of a few or even just of the majority.
- Reaching consensus usually takes a lot of discussion time and requires skills in resolving differences of opinion.
The investment in time is usually worth it. Consensus decisions can often be implemented smoothly since they are supported by the entire team.

Use consensus for complex or important decisions that require the coordination and understanding of all team members.

Decision-making procedures can be tricky. It sometimes happens that a decision to poll, which looks very democratic, can be made by self-authorization or by handclasp. At such a point, the alert group member or leader will realize what is going on and insist that the group be clear on its decision-making style. Actually, the decision a group makes about how it will make decisions can be the most important single element with respect to how it will work as a group.

A good decision:

- Is supported by the people affected by it.
- Is based on facts and data, not just opinion.
- Is checked against experience.
- Is made knowing what the consequences will be (and these have been dealt with ahead of time as much as possible).
- Is made quickly enough to meet deadlines but not so quickly that important information and people are ignored.
- Is based on effective listening and data collection skills.

In some cases, the team may let one or a few team members make a particular decision. This works well when the decision requires particular expertise or when time is short. It is particularly effective when the decision-makers seek input from most, if not all, team members.

These are not the only phenomena that can be observed in a group. What is important to observe will vary with what the group is doing, the needs and purposes of the observer, and many other factors.

The main point, however, is that improving skills in observing what is going on in the group will provide important data for understanding groups and increasing a case manager's effectiveness as a member and/or leader.
Application of Theory and Techniques

The NELA Delta Youth Opportunity staff have used the research and literature on the power of groups along with their own experience and expertise to develop a flyer/hand-out for staff and young people that 1) defines support groups, 2) describes the roles of the facilitator and group members, and 3) provides examples of effective uses of group work. A copy of the material is provided below.

(Adapted from Northeast Louisiana Delta Youth Opportunity Program)

NELA Delta Youth Opportunity
SUPPORT GROUPS

Web Definition—a group of people you can turn to for emotional support. The group may also provide practical help, information, guidance, and feedback about your stressful experiences and ways of coping.

Medical Dictionary Definition—a group of people with similar disease who meet to discuss how better to cope with their disease and treatment.

Key Components:

1. A group is made up of people with similar/common issues or challenges.
2. The group members provide (a) emotional support, (b) information, (c) guidance, (d) feedback, and (e) coping strategies.

The group members do the communicating by verbally interacting with one another and by listening to other group members as they verbalize their experiences.
What you don’t see in the definitions:
1. One individual lecturing and/or dominating the discussion in order to instruct or give information
2. Group members only listening
3. Persons who are strangers to the common challenge, situation, problem.

Characteristics of an effective support group:
- Has preventive as well as remedial aims
- Has a specific focus, which may be educational, vocational, social, or personal
- Involves an interpersonal process that stresses thoughts, feelings, and behaviors
- Are problem oriented
- Content and aim determined largely by the members
- Growth oriented with emphasis on discovering INTERNAL resources for strength
- Group members provide empathy and support necessary for the atmosphere of trust.
- Group members are assisted in developing their existing skills in dealing with interpersonal problems so that they will be better able to handle future problems of a similar nature.

Role of Facilitator:
- Initiate and promote interaction among group members
- Demonstrate how to share, take risks, relate honestly, and involve others in interactions
- Share and model leadership functions so that group member are able to become increasingly independent and do not need to lean on the leader to initiate and direct every action in the group
- Teach members how to get the most from their group by helping them to recognize barriers that prevent them from working effective
- Must be capable of sensitive and ACTIVE listening
- Create a climate conducive to exploring personally significant issues
- The leader has the crucial role in building a SAFE and SUPPORTIVE atmosphere.
- Leaders must set limits, establish group rules, and protect members.
- Leaders need to direct attention to ways in which people can profit as much as possible from the group experience.

Role of group Members:
- Encourage members to decide on actions that will help them to apply what they have learned in the group to their outside lives
- PARTICIPATION from group members is a must.
- Attend regularly.
- Be on time.
- Be willing to talk about oneself.
- Give feedback to others.
- MAINTAIN CONFIDENTIALITY!
- Leave the group if one decides that the group is not for him/her or if he/she does not wish to participate.
<table>
<thead>
<tr>
<th>Group</th>
<th>Challenge[s]</th>
</tr>
</thead>
</table>
| Single Moms   | 1) The stress of parenthood  
|               | 2) Being a teen parent and trying to get an education at the same time  
|               | 3) Raising a child alone  
|               | 4) Healthcare issues  
|               | 5) Money issues  
|               | 6) Child care issues  
|               | 7) Time for me  
|               | 8) Stages of child development |
| Single Dads   | 1) My role as a dad  
|               | 2) Responsibilities of fatherhood  
|               | 3) Financial support  
|               | 4) What to expect from my child as he/she goes through different developmental stages |
| Pregnant Youth| 1) Proper prenatal care  
|               | 2) What’s happening to the body?  
|               | 3) Who’s there to help me?  
|               | 4) How will I provide for my child? |
| Struggling with Weight | 1) What’s the best diet?  
|               | 2) Self-image  
|               | 3) Health issues  
|               | 4) The importance of exercise |
| History of Incarceration | 1) What now?  
|               | 2) What about a job? Who’s going to hire an ex-con?  
|               | 3) What skills do I have?  
|               | 4) Transitioning into society issues |
| Substance Abusers | 1) How can I stop?  
| | 2) Who can help me?  
| | 3) Health issues  
| | 4) Employment issues  
| Substance Abuse History but Wanting to Stay Clean/Sober | 1) How can I stay clean?  
| | 2) Can I make it?  
| | 3) What if I go off the wagon?  
| Sexually Active | 1) Health issues  
| | 2) Dangers  
| | 3) Drawbacks of pregnancy  
| | 4) Safety tips  
| | 5) What kind of partner is acceptable?  
| Smokers Trying to Stop | 1) Health issues  
| | 2) Economic issues  
| | 3) Plan of action for stopping  
| High School Students | 1) Stress of making the right grades  
| | 2) Peer pressure  
| | 3) Curricula issues  
| | 4) Stress of postsecondary years—what after high school?  
| | 5) Dealing with teachers  
| | 6) Parental expectations  
| | 7) Personal expectations and goals  
| | 8) Study skills and test taking strategies  
| Street Youth | 1) Peer pressure  
| | 2) Community problems  
| | 3) Health/Safety issues  
| | 4) Personal goals  

| Females          | 1) **Female issues**  
|                 | 2) **What should I look for in a good man?**  
|                 | 3) **Health issues**  
|                 | 4) **Educational issues**  
|                 | 5) **Stressors**  
|                 | 6) **Personal goals**  
| Males           | 1) **Male issues**  
|                 | 2) **What should I look for in a good mate?**  
|                 | 3) **Health issues**  
|                 | 4) **Educational issues**  
|                 | 5) **Employment issues**  
|                 | 6) **Stressors**  
|                 | 7) **Personal goals**  
|                 | 8) **Male responsibilities**  
|                 | 9) **Role models**  
| Victims of STD  | 1) **Health issues**  
|                 | 2) **Responsibilities to mate**  
|                 | 3) **Safety strategies**  
|                 | 4) **Treatment**  
| Struggling Anger Managers | 1) **What makes me lose it?**  
|                 | 2) **How can I avoid conflict?**  
|                 | 3) **What should I do after I have lost it?**  
|                 | 4) **Relationship issues**  
|                 | 5) **Workplace issues**  
|                 | 6) **Family issues**  
|                 | 7) **Societal issues**  

Teenagers

1) Coping with pressures and stress
2) Self-image
3) Societal issues
4) Peer pressure
5) Family issues
6) School issues
7) Community issues
8) Personal goals and expectations
9) What it takes to get a piece of the “American pie”
10) Will this stage pass?

In summary, the use of social group work can be an extremely powerful tool to attain individual and service system goals.

Decision-Making

This section contains guidance regarding the decision-making process. During or before undertaking the goal-setting process, a case manager may find it helpful to provide an overview of the decision-making process for the young person. This process is also applicable in other problem-solving circumstances. One model for decision-making identifies these six steps:

1. Establish an action plan—How will the young person make the decision?
2. Identify alternatives—What are the choices?
3. Define the problem—What is the decision to be made?
4. Discover probable outcomes—What is likely to be the result of each alternative?
5. Eliminate alternatives systematically—Which alternatives will not fit the young person’s values and situation? Which have the least probability of success?
6. Start action—What does the young person need to do to make the plan a reality?

The case manager can present this model to a young person and, during the first few times, walk them through the process. Later, as the young person becomes more proficient, the case manager may merely have to provide reminders for certain steps or provide assistance in talking through a particular step.

One of the best ways to guide the young person in the decision-making process is by using the power of suggestion effectively. The case manager wants the young person to take the lead in establishing manageable goals, choosing timelines, and identifying resources and support systems to be used to attain the goals. At the same time, the young person needs to benefit from the case manager’s expertise.
Some effective suggestion stems to use to guide a young person in long- and short-term goal setting include:

- A couple of things to keep in mind when . . .
- Something you might consider trying is . . .
- Sometimes it’s helpful if . . .
- I have tried a couple of different approaches in this sort of situation and maybe one might work for you . . .
- There are several approaches . . .
- A couple of things I’ve tried . . .
- I’ve found . . . to work in this sort of situation.
- What do you think about trying . . .?
- What do you think might happen if you . . .?

By using these suggestion stems and questions, the case manager can empower a young person to take responsibility for decisions and ultimate success (The Freedlance Group for Career & Workforce Innovation, 2001).
ADRESSING MODEL: SENSITIVITY TO DIVERSITY

The Freedlance Group for Career and Workforce Innovation (2001) describes one model for systematically considering complex cultural influences and presents suggestions for becoming more sensitive to diversity. The model addresses nine main cultural influences that case managers need to consider in the individuals with whom they are working, namely Age and generational influences, Disability, Religion, Ethnicity (which may include race), Social status, Sexual orientation, Indigenous heritage, National origin, and Gender.

### Adressing model
Nine Cultural Factors, Related Minority Groups, and Forms of Oppression

<table>
<thead>
<tr>
<th>Cultural Factor</th>
<th>Minority Group</th>
<th>Biases with Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age/generational</td>
<td>Older/younger adults</td>
<td>Ageism</td>
</tr>
<tr>
<td>Disability</td>
<td>People with disabilities</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>Religious minorities</td>
<td></td>
</tr>
<tr>
<td>Ethnicity/race</td>
<td>Ethnic minorities</td>
<td>Racism</td>
</tr>
<tr>
<td>Social status</td>
<td>People of lower status</td>
<td>Classism</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>Sexual minorities</td>
<td>Heterosexism</td>
</tr>
<tr>
<td>Indigenous heritage</td>
<td>Native peoples</td>
<td>Racism</td>
</tr>
<tr>
<td>National origin</td>
<td>Refugees, immigrants and international students</td>
<td>Racism and colonialism</td>
</tr>
<tr>
<td>Gender</td>
<td>Women</td>
<td>Sexism</td>
</tr>
</tbody>
</table>

Despite distinct differences in their meanings, the terms race and ethnicity continue to be used interchangeably and in ways that reinforce Euro-centric assumptions. Thus, it is important to understand what these three terms refer to.

The term race originated in the 18th century as an attempt to classify people on the basis of physical characteristics such as skin color and hair texture. However, as social scientists subsequently recognized the convergence of gene pools around the world, and the greater within-group (than between-group) variation of supposedly race-specific characteristics, the concept of a pure race became relatively meaningless. In terms of explaining a person’s unique heritage and value system, ethnic identity is usually more informative than race. Ethnicity refers to the “sense of commonality transmitted over generations by the family and reinforced by the surrounding community.” The most commonly understood definition of ethnicity refers to its socially constructed elements (e.g., language, beliefs, norms, values, behaviors, and institutions), which are shared by members of the ethnic groups.

It is important to note that the use of an ethnic identification is often more complicated than it appears, particularly to outsiders. For social and political reasons, broad ethnic categories are commonly used to describe individuals and even groups of people who are culturally quite distinct from one another. For example, people who trace their cultural heritage to Spain, Mexico, Puerto Rico, Cuba, South America, or Central America may use the identity “Latina” or “Latino.” However, there are many significant cultural differences among Latino groups. A case manager should always understand the meaning of ethnic identity for the individual.
The ADRESSING model can be used as a framework for multicultural training. It can be used to help case managers address:

- Examining their own biases
- Broadening their understanding of racism, ethnocentrism, and other forms of oppression that affect people of color

A central task for each case manager is to determine what cultural factors are important in each young person’s life. In addition, once key cultural influences have been identified, the relative importance of these influences must be addressed. The ADRESSING model can help case managers with these tasks by increasing awareness of specific cultural influences and minority identities that might otherwise be overlooked. In addition, the model provides an organizational framework for considering diverse influences and identities. In this way, it decreases the likelihood of missing one or more important aspects of a young person’s cultural identity.
SERVING YOUTH WITH DISABILITIES

Defining this Population:

The term “disability” means different things to different people. Some associate the word with specific medical conditions, while others think of difficulties in performing tasks of everyday living. While there are 65 definitions of disability in federal law, the Americans with Disabilities Act of 1990 (ADA) provides the broadest definition:

- a person who has a physical or mental impairment that substantially limits one or more major life activities,
- a person who has a history or record of such an impairment, or
- a person who is perceived by others as having such an impairment.

This broad definition forms the basis of civil rights of people with disabilities and is used as the core definition of disability for many of the federal government legal and regulatory provisions relating to both physical and programmatic access. Other federal laws, such as the Individuals with Disabilities Education Act (IDEA), include very specific disability definitions.

Things you should know:

- Special education students are more than twice as likely as their peers in general education to drop out of high school;
- Current special education students can expect to face much higher adult unemployment rates than their peers without disabilities;
- The adjudication rate of youth with disabilities is four times higher than for youth without disabilities;
- Young adults with disabilities are three times likelier to live in poverty as adults than their peers without disabilities;
- Two thirds of those with learning disabilities are not identified by the school system. The majority of this population of youth with disabilities tends to be very poor, disproportionately female and minority, and more often than not they have not graduated from high school.

Source: The National Collaborative on Workforce and Disability (NCWD/Youth) http://www.ncwd-youth.info.

- Job Corps has no upper age limit for enrolling people with disabilities

Organizations that provide resources to support Youth with Disabilities:

The Administration for Children and Families is the federal agency funding state, local, and tribal organizations to provide family assistance (welfare), child support, child care, Head Start, child welfare, and other programs relating to children and families. Actual services are provided by state, county, city, and tribal governments, and public and private local agencies. For information, visit: http://www.acf.dhhs.gov/index.html.
The **Beach Center On Disability** provides resources, tip sheets, research, and other links that address issues of connectedness to family, friends, and community. For information, visit: [http://www.beachcenter.org/](http://www.beachcenter.org/).

The **Center for Medicaid and Medicare Services**, formerly the Health Care Financing Administration (HCFA), CMS is a federal agency within the U.S. Department of Health and Human Services. CMS runs Medicare, Medicaid and the State Children's Health Insurance Program (SCHIP). For information, visit: [http://cms.hhs.gov/siteinfo/](http://cms.hhs.gov/siteinfo/).

The **Center for Mental Health Services** (CMHS) is a component of the Substance Abuse and Mental Health Services Administration (SAMHSA). Among other activities, CMHS administers programs and funding for the delivery of treatment, employment, housing, transportation, and other aspects of community participation and helps States improve and increase the quality and range of their treatment, rehabilitation, and support services for people with mental illness, their families, and communities. For information, visit: [http://www.mentalhealth.org/cmhs/](http://www.mentalhealth.org/cmhs/).

The **Law, Health Policy, and Disability Center** is focused on improving the quality of life for persons living with disabilities. Based at the University of Iowa College of Law, with offices in Washington, D.C., and elsewhere, the center concentrates on public policy and its impact on persons with disabilities, with an emphasis on employment, self-determination and self-sufficiency. For information, visit: [http://disability.law.uiowa.edu/](http://disability.law.uiowa.edu/).

The **National Collaborative on Workforce and Disability for Youth** (NCWD/Youth) assists state and local workforce development systems to better serve youth with disabilities. NCWD/Youth strives to ensure that youth with disabilities are provided full access to high quality services in integrated settings in order to maximize their opportunities for employment and independent living. To accomplish their mission, NCWD/Youth has established three distinct goals: (1) supporting state and local policies that promote full access to high quality services for youth with disabilities; (2) strengthening the services provided by organizations responsible for delivery of workforce development services; and, (3) improving the awareness, knowledge, and skills of individuals responsible for providing direct services to youth. For information and to download extensive tools and resources, visit: [http://www.ncwd-youth.info](http://www.ncwd-youth.info).

The **National Center on Secondary Education and Transition** (NCSET) was established to create opportunities for youth with disabilities to achieve successful futures. Headquartered at the Institute on Community Integration, University of Minnesota, the NCSET provides technical assistance and disseminates information focused on four major areas of national significance for youth with disabilities and their families. * Providing students with disabilities with improved access and success in the secondary education curriculum. * Ensuring that students achieve positive postschool results in accessing postsecondary education, meaningful employment, independent living and participation in all aspects of community life. * Supporting student and family participation in educational and post-school decision making and planning. * Improving collaboration and system linkages at all levels through the development of broad-based partnerships and networks at the national, state, and local levels. For information, visit: [http://www.ncset.org](http://www.ncset.org)
The **Office of Disability Employment Policy, US Department of Labor (ODEP)** strives to bring a heightened and permanent long-term focus to the goal of increasing employment of persons with disabilities through policy analysis, technical assistance, and development of best practices, as well as outreach, education, constituent services, and promoting ODEP’s mission among employers. For information, visit: [http://www.dol.gov/odep/welcome.html](http://www.dol.gov/odep/welcome.html).

The **Office of Employment Support Programs (OESP), Social Security Administration** provides a focus within the Social Security Administration (SSA) on matters affecting the employment of Social Security beneficiaries with disabilities. For information, visit: [http://www.ssa.gov/work/Youth/youth.html](http://www.ssa.gov/work/Youth/youth.html).

The **Office of Special Education and Rehabilitative Services, US Department of Education (OSERS)** provides a wide array of support to parents and individuals, school districts and states in three main areas: special education, vocational rehabilitation and research. OSERS provides information on what works based on the best available science and research, providing guidelines for early identification and intervention in schools, and fostering integrative employment opportunities and independent living. OSERS also provides funds to programs that serve infants, toddlers, children and adults with disabilities and to programs that offer information and technical assistance to parents. For information, visit: [http://www.ed.gov/about/offices/list/osers/index.html?src=mr](http://www.ed.gov/about/offices/list/osers/index.html?src=mr).

**Office of Special Education Programs, US Department of Education (OSEP)** administers the Individuals with Disabilities Education Act (IDEA). For information, visit: [http://www.ed.gov/offices/OSERS/OSEP/Programs](http://www.ed.gov/offices/OSERS/OSEP/Programs).

The **Office of Vocational and Adult Education (OVAE)** provides information, research, legislation, grants, and other resources to help students become lifelong learners and make the most of their education, their careers, and their individual human potential. OVAE’s activities fall into four areas: High Schools, Career and Technical Education, Community Colleges, and Adult Education and Literacy. OVAE is an office of the Department of Education. For information, visit: [http://www.ed.gov/offices/OVAE/index.html](http://www.ed.gov/offices/OVAE/index.html).

The **Rehabilitation Services Administration (RSA)** oversees formula and discretionary grant programs that help individuals with physical or mental disabilities to obtain employment and live more independently. For information, visit: [http://www.ed.gov/about/offices/list/osers/rsa/programs.html](http://www.ed.gov/about/offices/list/osers/rsa/programs.html).

The **Social Security Administration** has a section of their website that is dedicated to youth with disabilities and contains helpful information for them, their parents and families, teachers, and counselors. To access, visit: [http://www.socialsecurity.gov/work/Youth/youth.html](http://www.socialsecurity.gov/work/Youth/youth.html).

**Substance Abuse and Mental Health Services Administration (SAMSHA)** is the Federal agency charged with improving the quality and availability of prevention, treatment, and rehabilitative services in order to reduce illness, death, disability, and cost to society resulting from substance abuse and mental illnesses. For information, visit: [http://www.samhsa.gov/about/about.html](http://www.samhsa.gov/about/about.html).
Publications:


Tapping Employment Opportunities for Youth with Disabilities by Engaging Effectively with Employers. Luecking, R., and Mooney, M. (2002) Minneapolis, MN: National Center on Secondary Education and Transition. This brief addresses barriers to employment faced by individuals with disabilities and how employers can be useful in breaking down some of the barriers. It includes competencies that benefit both youth with disabilities and potential employers. To view, visit: [http://www.ncset.org/publications/].

Other Tools/ Resources:

The Assistive Technology Resource is an on-line, searchable database of assistive technology, designed to help target solutions, determine costs, and link to vendors who sell products. To access, visit: [http://assistivetech.net].

"At Your Service: Welcoming Customers with Disabilities" is a free on-line course created by the Southeast Disability and Business Technical Assistance Center located at the Georgia Institute of Technology’s Center for Assistive Technology and Environmental Access. The course is designed to increase understanding of the needs and experiences of people with disabilities, present how to adjust general customer service standards to meet the needs of the customer with a disability, develop basic etiquette for interacting with a customer who has a disability, and show how to comply with statutes regarding service to people with disabilities, particularly the Americans with Disabilities Act (ADA) and Section 508. To access the course, visit: [http://www.wiawebcourse.org/].

DisAbilityInfo.gov is the gateway to the federal government’s disability-related information and resources. To access, visit: [http://disabilityinfo.gov]

GovBenefits.gov is a web-based resource for everyone and includes information of a variety of benefit and assistance programs for veterans, seniors, students, teachers, children, people with disabilities, dependents, disaster victims, farmers, caregivers, job seekers, prospective homeowners, and much more. To access, visit: [http://govbenefits.gov/govbenefits/index.html].

The Job Accommodation Network (JAN) is available for assistance when developing accommodations and modifications in the workplace. To access, visit: [http://www.jan.wvu.edu] or call 1-800-526-7234 or 1-800-ADA-WORK.
The National Clearinghouse on Families and Youth contains information to help professionals who work with young people and their families, especially those youth growing up in difficult or disadvantaged circumstances (Department of Health and Human Services, Administration for Children and Families). For information, visit: http://www.ncfy.com/ypros.htm.

Substance Abuse and Mental Health Services Administration Clearinghouse SAMHSA is the Federal agency charged with improving the quality and availability of prevention, treatment, and rehabilitative services. This site contains links to: KEN (Knowledge Exchange Network - mental health); Prevline (Prevention Online - substance abuse prevention and treatment); Treatment Improvement Exchange - treatment service providers); OAS (Office of Applied Studies - Substance Abuse and Mental Health Data Archive) and general publications and information collections. To access, go to: http://www.samhsa.gov/centers/centers.html.
The **National Collaborative on Workforce and Disability** (NCWD/Youth) has developed a wide range of resources including the ones below. If you do not see what you are looking for here, visit their web site at: [http://www.ncwd-youth.info](http://www.ncwd-youth.info)

**Resources**

- **NEW Guideposts for Success** Transition from youth to adulthood is an awkward period in life; it presents challenges for almost every young person today. There are five categories, called *Guideposts for Success*, which can help steer families, institutions and youth themselves successfully through this transition processes.
- **Disability Basics** This section will help you navigate what may be less-familiar territory with ease and professionalism. You'll find guidelines that can help you work with people with disabilities, including language and etiquette tips.
- **Disability Inquiries** This publication is for those working in One-Stop centers as well as youth and adult service providers who interact with individuals with disabilities. It is designed to help clarify what you can and cannot ask about someone's disability.
- **Disability Legislation** No one piece of legislation defines government services to youth with disabilities or for that matter, any youth. Instead, there are a number of acts that impact youth with disabilities. NCWD/Youth has gathered and highlighted information about nine of these acts.

**Sample Forms & Tools**

These following samples from the Assessment Guide can be downloaded and customized to meet your needs.

- [Release of Records Form in PDF](#) or [MS Word version of Records form](#),
- [Personal Transition Data Form](#) or [MS Word version of Transition Data form](#),
- [Resource Mapping Environmental Scan Tool](#) or [MS Word version of Environmental Scan form](#),
- [Interagency Data-Sharing Agreement](#) or [MS Word version of Agreement](#),
- [Learning Needs Screening Tool](#) or [MS Word version of Learning Needs form](#).
YOUTH DEVELOPMENT
SELECTED RESOURCES

Federal Partners

U.S. Department of Education (ED)
http://www.ed.gov/index.jhtml
The Department of Education promotes educational excellence for all Americans. Some of the offices administered by the ED are listed below.

Office of Vocational & Adult Education
http://www.ed.gov/about/offices/list/ovae/index.html

Office of Migrant Education, an office within ED’s Office of Elementary and Secondary Education (OESE)
http://www.ed.gov/about/offices/list/oese/ome/index.html

Rehabilitation Services Administration (RSA)
http://www.ed.gov/about/offices/list/osers/rsa/programs.html

Office of Special Education and Rehabilitative Services (OSERS)
http://www.ed.gov/about/offices/list/osers/index.html?src=mr

Office of Special Education Programs (OSEP)
http://www.ed.gov/offices/OSERS/OSEP/Programs

Office of Vocational and Adult Education (OVAE)

U.S. Department of Health and Human Services
http://www.hhs.gov/
The U.S. Department of Health and Human Services supports programs that lead America to better health, safety, and well-being.


Family and Youth Services Bureau
http://www.acf.dhhs.gov/programs/fysb/youthdev.htm

National Clearinghouse on Families and Youth contains information to help professionals who work with young people and their families, especially those youth growing up in difficult or disadvantaged circumstances For information, visit: http://www.ncfy.com/ypros.htm.
U.S. Department of Housing and Urban Development
http://www.hud.gov/
HUD’s mission is to increase homeownership, support community development and increase access to affordable housing free from discrimination.

U.S. Department of Justice
http://www.usdoj.gov/

Office of Juvenile Justice and Delinquency Prevention (OJJDP)
http://ojjdp.ncjrs.org/

The National Training and Technical Assistance Center (NTTAC)
http://www.nttac.org/
Administered by OJJDP, this clearinghouse supports the delivery of training and technical assistance to the juvenile justice field in a national effort to reduce youth crime and improve the juvenile justice system.

U.S. Department of Labor
http://www.dol.gov/

DOL’s Employment and Training Administration
http://www.doleta.gov/youth_services/
The Employment and Training Administration’s Office of Youth Services supports youth programs that are designed to enhance youth education, encourage school completion and provide exposure to the world of work through apprenticeship and career exploration. Youth Resource Connections is a technical assistance update published bi-weekly by DOL/ETA. To subscribe, visit:
http://www.doleta.gov/youth_services/listserv/

Teen Workers
This is the DOL’s Occupational Safety and Health Administration (OSHA) site for teen worker safety and health information.

Youth Rules!
http://www.youthrules.dol.gov/
This site explains what hours youth can work, provides the minimum age requirements for specific jobs, and provides information about preventing workplace injuries.

Youth2work
http://www.youth2work.gov/
This suite of web resources addresses youth labor rules, youth safety, youth industry and youth careers.

Social Security Administration
http://www.ssa.gov/work/Youth/youth.html
The Social Security Administration has a section of their website that is dedicated to youth with disabilities and contains helpful information for them, their parents and families, teachers, and counselors.
Office of Employment Support Programs (OESP)
http://www.ssa.gov/work/Youth/youth.html

National Associations
The following national associations offer a range of technical assistance to State, county, and municipal officials and agencies on youth development, education, employment, and related issues. Several of them offer online databases that you can search for "promising practices" and model programs:

**National Association of Counties (NACO)**
Model County Program Database
http://www.naco.org/counties/models/index.cfm

**National Governor’s Association (NGA)**
http://www.nga.org/center/topics/
The National Governor’s Association’s Center for Best Practices offers information on model programs, what works, what does not, and what lessons can be learned from others grappling with similar challenges.

**National League of Cities (NLC)**
http://www.nlc.org/nlc_org/site/programs/institute_for_youth_education_and_families/index.cfm
The Institute for Youth, Education, and Families, supported by the National League of Cities, focuses on five core program areas: education; youth development; early childhood development; safety of children and youth; and family economic security.

**U.S. Conference of Mayors (USCM)**
http://www.usmayors.org/uscm/best_practices/search.asp
The U.S. Conference of Mayors’ online database allows users to search model programs supported by city governments, including youth development and employment programs.

Non-Governmental Organizations
Numerous national organizations support research, technical assistance, advocacy, and program management related to youth development. The Web sites of the following organizations provide links to other youth development resources on the Internet:

**American Youth Policy Forum**
http://www.aypf.org
The American Youth Policy Forum is a national nonprofit organization that sponsors learning opportunities (i.e., field trips, seminars), research, and publications for policymakers at the Federal, State and local levels.

**Casey Family Programs**
http://www.casey.org/
The mission of Casey Family Programs is to provide and improve—and ultimately prevent the need for—foster care by providing direct services, and promoting advances in child-welfare practice and policy.

**Center for Youth and Communities (CYC)**
http://www.heller.brandeis.edu/cyc/
The Center for Youth and Communities at the Heller School for Social Policy and Management, Brandeis University is one of the nation's leading research centers, and professional development and policy organizations in youth and community development. CYC's ultimate goal is to "make knowledge productive" by connecting the knowledge gained from scholarly research and practical experience in ways that help both policy makers and practitioners.

**Children, Youth, and Families Education & Research Network (CYFERnet)**
http://www.cyfernet.org/about.html
The CYFERnet Web site brings together the children, youth and family resources of all the public land-grant universities in the country. Materials are carefully reviewed by college and university faculty.

**The Child Welfare League of America (CWLA)**
http://www.cwla.org
The Child Welfare League of America is an association of over 1,000 public and private nonprofit agencies that assist over 3.5 million abused and neglected children and their families each year with a wide range of services.

**The Forum for Youth Investment (formerly IYF-US)**
http://www.forumforyouthinvestment.org
The Forum for Youth Investment is a national initiative dedicated to increasing the quality and quantity of youth investment and youth involvement in the United States by promoting a "big picture" approach to planning and policy development.

**Heldrich Center for Workforce Development**
www.heldrich.rutgers.edu
The John J. Heldrich Center for Workforce at Rutgers, the State University of New Jersey, is dedicated to raising the effectiveness of the American workplace by strengthening workforce education, placement and training programs and policies.

**The Innovation Center for Community and Youth Development**
http://www.theinnovationcenter.org/
The Innovation Center for Community and Youth Development strives to maximize the potential of youth, adults, organizations, and communities to engage together in creating a just and equitable society.

**Institute for Educational Leadership (IEL)**
http://www.iel.org
Core programs include project management, strategic planning, research and publications related to education. IEL also supports the National Collaborative on Workforce and Disability for Youth to help local workforce development systems to integrate youth with disabilities into their service strategies.
The National Clearinghouse for Youth Development Practitioner Apprenticeship (YDPA)
http://www.levitan.org/ydpa/
The U.S. Department of Labor established this clearinghouse to facilitate the development and implementation of Youth Development Practitioner Apprenticeship (YDPA) Programs across the nation. The Clearinghouse activities include information dissemination and marketing, technical assistance to areas implementing programs, and acting as the repository for curriculum to fulfill the related instruction requirements of YDPA.

National Collaborative on Workforce and Disabilities (NCWD/Youth)
http://www.ncwd-youth.info
The National Collaborative on Workforce and Disability assists state and local workforce development systems to better serve youth with disabilities. NCWD/Youth strives to ensure that youth with disabilities are provided full access to high quality services in integrated settings in order to maximize their opportunities for employment and independent living.

National Credit Union Administration Financial Education
http://www.cuna.org/initiatives/youth/index.html
The National Credit Union Administration's Web site has a variety of no and low cost materials for teaching financial literacy to children and youth. Resources include a free high school curriculum (English- and Spanish-language versions), an online youth magazine, and online interactive courses that introduce financial services to young adults.

National Network for Youth
http://www.nn4youth.org
The National Network for Youth works with communities to address the needs of runaway, homeless, and other disconnected youth through advocacy, innovation, and services.

National Runaway Switchboard
http://www.nrscrisisline.org
The National Runaway Switchboard provides information to youth, parents, teachers, and adults to keep America's runaway and at-risk youth safe and off the streets. This Web site includes lesson plans, videos, statistics, and links for additional resources.

The National Youth Employment Coalition (NYEC)
The National Youth Employment Coalition is a coalition of member organizations that share core values about youth development and youth work. The NTEC tracks, crafts, and influences policy; sets and promotes quality standards; provides and supports professional development; and builds and increases the capacity of organizations and programs.

Promising and Effective Practices Network (PEPNet) is administered by the NYEC and serves as an information base for identifying and promoting what works in youth employment and development.
http://www.nyec.org/pepnet/index.html
National Youth Leadership Council (NYLC)
www.nylc.org
The National Youth Leadership Council is committed to linking youths, educators, and communities to redefine the roles of young people in society through service-learning, a teaching method that enriches learning by engaging students in meaningful service to their schools and communities. NYLC’s web site includes tips for educators and community leaders, information about innovative programs and professional development opportunities and a peer-to-peer exchange.

National Youth Violence Prevention Resource Center
http://www.safeyouth.org
The National Youth Violence Prevention Resource Center offers the latest tools to facilitate discussion with children to resolve conflicts nonviolently, to stop bullying, to prevent teen suicide, and to end violence committed by and against young people. Resources include fact sheets, best practices documents, funding and conference announcements, statistics, research bulletins, surveillance reports, and profiles of promising programs.

The Search Institute
www.search-institute.org
The Search Institute is an independent nonprofit organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. At the heart of the institute’s work is the framework of 40 Developmental Assets, which are positive experiences and personal qualities that young people need to grow up healthy, caring, and responsible.

Youth Development and Research Fund (YDRF)
http://www.ydrf.com/
The mission of the Youth Development and Research Fund is to improve programs, policies and opportunities for youth through research, training and culture. YDRF works with juvenile justice systems, schools, community-based organizations, foundations, corporations and government agencies to help maximize successful outcomes for urban youth and youth service providers.
MENTORING YOUTH

What it is: Mentoring involves building a trusting relationship between a caring adult and a young person with a specific objective in mind. For instance, a mentoring objective may be to keep a young person in school, guide a young person in their career development, or assist a young person to pursue positive youth development and avoid risky behaviors.

Mentoring is important because it:

• Provides a youth with a positive role model
• Enhances the youth’s self-esteem
• Instills a sense of responsibility by allowing youth to make decisions
• Helps develop sense of accepting the need to improve academic performance, skill development, or other positive objectives
• Promotes participations in recreational activities and other social settings
• Reinforces the efforts of program officials, schools, and teachers
• Creates an understanding for improved social and school behaviors

Mentoring can be an invaluable tool for youth workforce programs. Section 129 of the Workforce Investment Act requires all local areas to include mentoring in their youth programs. The Youth Opportunity Grant initiative assumes that all local programs will afford youth an opportunity for mentoring.

Web Resources:

National Mentoring Center http://www.nwrel.org/mentoring

The National Mentoring Center offers a wide variety of publications and training materials to programs and mentoring professionals.

The National Mentoring Partnership http://www.mentoring.org

MENTOR/National Mentoring Partnership is an advocate for the expansion of mentoring and a resource for mentors and mentoring initiatives nationwide.

Publications:

You can order a wide variety of mentoring publications from Public/Private Ventures through their website: http://www.ppv.org/index.asp. Here is a sampling:

Recruiting Mentors: A Guide to Finding Volunteers by Linda Jucovy

Building Relationships: A Guide for New Mentors by Linda Jucovy

Training New Mentors by Linda Jucovy

Supporting Mentors by Linda Juvocy
The ABCs of School-Based Mentoring by Linda Jucovy

Contemporary Issues in Mentoring, Jean Baldwin Grossman, editor. (June 1999, 100 pages)

Mentoring in the Juvenile Justice System: Findings from Two Pilot Programs by Crystal A. Mecartney, Melanie B. Styles, and Kristine V. Morrow.


The National Mentoring Partnership http://www.mentoring.org and the National Mentoring Center http://www.nwrel.org/mentoring also provide a wide range of publications through their Web sites.
According to the extensive research conducted by the Search Institute, the developmental asset framework is categorized into two groups of 20 assets. External assets are the positive experiences young people receive from the world around them. These 20 assets are about supporting and empowering young people, about setting boundaries and expectations, and about positive and constructive use of young people’s time. External assets identify important roles that families, schools, congregations, neighborhoods, and youth organizations can play in promoting healthy development. The following chart summarizes the 20 external assets.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXTERNAL ASSETS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ASSET NAME AND DEFINITION</td>
</tr>
<tr>
<td>Support</td>
<td>1. <em>Family support</em>–Family life provides high levels of love and support.</td>
</tr>
<tr>
<td></td>
<td>2. <em>Positive family communication</em>–Young person and her or his</td>
</tr>
<tr>
<td></td>
<td>parent(s) communicate positively, and young person is willing to</td>
</tr>
<tr>
<td></td>
<td>seek advice and counsel from parent(s).</td>
</tr>
<tr>
<td></td>
<td>3. <em>Other adult relationships</em>–Young person receives support from three</td>
</tr>
<tr>
<td></td>
<td>or more non-parent adults.</td>
</tr>
<tr>
<td></td>
<td>4. <em>Caring neighborhood</em>–Young person experiences caring neighbors.</td>
</tr>
<tr>
<td></td>
<td>5. <em>Caring school climate</em>–School provides a caring, encouraging</td>
</tr>
<tr>
<td></td>
<td>environment.</td>
</tr>
<tr>
<td></td>
<td>6. <em>Parent involvement in schooling</em>–Parent(s) are actively involved in</td>
</tr>
<tr>
<td></td>
<td>helping the young person succeed in school.</td>
</tr>
<tr>
<td></td>
<td>Empowerment</td>
</tr>
<tr>
<td></td>
<td>7. <em>Community values youth</em>–Young person perceives that adults in the</td>
</tr>
<tr>
<td></td>
<td>community value youth.</td>
</tr>
<tr>
<td></td>
<td>8. <em>Youth as resources</em>–Young people are given useful roles in the community.</td>
</tr>
<tr>
<td></td>
<td>9. <em>Service to others</em>–Young person serves in the community one hour or more</td>
</tr>
<tr>
<td></td>
<td>per week.</td>
</tr>
<tr>
<td></td>
<td>10. <em>Safety</em>–Young person feels safe at home, school, and in the neighborhood.</td>
</tr>
<tr>
<td>Boundaries and</td>
<td>11. <em>Family boundaries</em>–Family has clear rules and consequences and</td>
</tr>
<tr>
<td>Expectations</td>
<td>monitors the young person’s whereabouts.</td>
</tr>
</tbody>
</table>

www.kra.com/ImprovingServicesandPerformanceToolkit

Case Management and Youth Development

Appendix 1 • 35
12. **School boundaries**—School provides clear rules and consequences.

13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people’s behavior.

14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.

15. **Positive peer influence**—Young person’s best friends model responsible behavior.

16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

**Constructive Use of Time**

<table>
<thead>
<tr>
<th>Number</th>
<th>Asset Name and Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td><strong>Creative activities</strong>—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</td>
</tr>
<tr>
<td>18</td>
<td><strong>Youth programs</strong>—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.</td>
</tr>
<tr>
<td>19</td>
<td><strong>Religious community</strong>—Young person spends one or more hours per week in activities in a religious institution.</td>
</tr>
<tr>
<td>20</td>
<td><strong>Time at home</strong>—Young person is out with friends “with nothing special to do” two or fewer nights per week.</td>
</tr>
</tbody>
</table>

The twenty internal assets identify those characteristics and behaviors that reflect positive internal growth and development of young people. These assets are about positive values and identities, social competencies, and commitment to learning. The internal developmental assets will help these young people make thoughtful and positive choices and, in turn, be better prepared for situations in life that challenge their inner strength and confidence. The twenty internal assets are summarized in the following chart.

<table>
<thead>
<tr>
<th>Category</th>
<th>Internal Assets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commitment to Learning</strong></td>
<td></td>
</tr>
<tr>
<td>21. <strong>Achievement motivation</strong>—Young person is motivated to do well in school.</td>
<td></td>
</tr>
<tr>
<td>22. <strong>School engagement</strong>—Young person is actively engaged in learning.</td>
<td></td>
</tr>
<tr>
<td>23. <strong>Homework</strong>—Young person reports doing at least one hour of homework every school day.</td>
<td></td>
</tr>
<tr>
<td>Positive Values</td>
<td>Social Competencies</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>24. Bonding to school—Young person cares about her or his school.</td>
<td>26. Caring—Young person places high value on helping other people.</td>
</tr>
<tr>
<td>25. Reading for pleasure—Young person reads for pleasure three or more hours per week.</td>
<td>27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty.</td>
</tr>
<tr>
<td></td>
<td>28. Integrity—Young person acts on convictions and stands up for her or his beliefs.</td>
</tr>
<tr>
<td></td>
<td>29. Honesty—Young person “tells the truth even when it is not easy.”</td>
</tr>
<tr>
<td></td>
<td>30. Responsibility—Young person accepts and takes personal responsibility.</td>
</tr>
</tbody>
</table>
Five Areas of Development Chart: Outcomes and Activities for Youth Development and Youth Leadership

Excerpted from “Youth Development and Youth Leadership, A Background Paper”, published by The National Collaborative on Workforce and Disability for Youth. Full paper available at www.ncwd-youth.info

This chart is excerpted from: Youth Development & Youth Leadership, A Background Paper, published by the National Collaborative on Workforce and Disability for Youth (NCWD/Youth). In the table below, column one outlines the five areas of development identified by the Forum for Youth Investment (Ferber, Pittman, & Marshall, 2002). These five areas of development include: working, learning, thriving, connecting, and leading. Columns two and three list specific intended outcomes and suggested program activities for each area identified by NCWD/Youth through its extensive review of the literature and existing practices. The areas of leading and connecting should be emphasized in youth leadership programs. Therefore, specific outcomes and activities for youth leadership programs are included in these two areas.

<table>
<thead>
<tr>
<th>Intended Youth Outcomes</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Working</strong></td>
<td></td>
</tr>
<tr>
<td>- Meaningful engagement in own career development process</td>
<td>- Career exploration activities including career interest assessment, job shadowing, job and career fairs, and workplace visits and tours</td>
</tr>
<tr>
<td>- Demonstrated skill in work readiness</td>
<td>- Internships</td>
</tr>
<tr>
<td>- Awareness of options for future employment, careers, and professional development</td>
<td>- Work experience, including summer employment</td>
</tr>
<tr>
<td>- Completion of educational requirements or involvement in training that culminates in a specific vocation or opportunity for career advancement</td>
<td>- Information on entrepreneurship</td>
</tr>
<tr>
<td>- Established involvement in meaningful work that offers advancement, satisfaction, and self-sufficiency</td>
<td>- Networking activities</td>
</tr>
<tr>
<td>- Positive attitude about one’s ability and future in working in a particular industry or the opportunities to grow into another</td>
<td>- Mock interviews</td>
</tr>
<tr>
<td>- Visits to education or training</td>
<td>- Work readiness workshops</td>
</tr>
<tr>
<td>- Mock job searches, including locating positions online and in the newspaper, “cold-calling,” preparing resumes, and writing cover letters and thank-you letters</td>
<td>- Visits from representatives of specific industries to speak to youth about the employment opportunities and details of working within their industry</td>
</tr>
<tr>
<td>- Visits to education or training</td>
<td>- Mock job searches, including locating positions online and in the newspaper, “cold-calling,” preparing resumes, and writing cover letters and thank-you letters</td>
</tr>
</tbody>
</table>
Chart A. Five Areas of Development with Related Outcomes and Activities

<table>
<thead>
<tr>
<th>Intended Youth Outcomes</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td></td>
</tr>
<tr>
<td>• Basic aptitude in math and reading</td>
<td>• Initial and ongoing skills assessment, formal and informal</td>
</tr>
<tr>
<td>• Rational problem-solving</td>
<td>• Initial and ongoing career and vocational assessment, formal and informal</td>
</tr>
<tr>
<td>• Ability to think critically toward a positive outcome</td>
<td>• Identification of one’s learning styles, strengths, and challenges</td>
</tr>
<tr>
<td>• Logical reasoning based on personal experience</td>
<td>• Creation of a personal development plan</td>
</tr>
<tr>
<td>• Ability to determine one’s own skills and areas of academic weakness or need for further education and training</td>
<td>• Contextualized learning activities such as service-learning projects in which youth apply academic skills to community needs</td>
</tr>
<tr>
<td>• Sense of creativity</td>
<td>• Monitoring of and accountability for own grades and creation of a continuous improvement plan based on grades and goals</td>
</tr>
<tr>
<td>• Appreciation of and the foundation for lifelong learning, including a desire for further training and education, the knowledge of needed resources for said training, and willingness for further planning</td>
<td>• Showcase of work that highlights a youth’s learning experience (e.g., an essay, a painting, an algebra exam, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Development of a formal learning plan that includes long- and short-term goals and action steps</td>
</tr>
<tr>
<td></td>
<td>• Group problem-solving activities</td>
</tr>
<tr>
<td></td>
<td>• Preparation classes for GED, ACT, SAT, etc.</td>
</tr>
</tbody>
</table>
## Chart A. Five Areas of Development with Related Outcomes and Activities

<table>
<thead>
<tr>
<th>Intended Youth Outcomes</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understanding of growth and development as both an objective and a personal indicator of physical and emotional maturation</td>
<td>• Peer tutoring activities that enhance the skills of the tutor and the student</td>
</tr>
<tr>
<td>• Knowledge and practice of good nutrition and hygiene</td>
<td>• Workshops on benefits and consequences of various health, hygiene, and human development issues, including physical, sexual, and emotional development</td>
</tr>
<tr>
<td>• Developmentally appropriate exercise (will vary depending on age, maturity, and range of physical abilities)</td>
<td>• Role playing adverse situations and how to resolve them</td>
</tr>
<tr>
<td>• Ability to identify situations of safety and make safe choices on a daily basis</td>
<td>• Personal and peer counseling</td>
</tr>
<tr>
<td>• Ability to assess situations and environments independently</td>
<td>• Training in conflict management and resolution concerning family, peer, and workplace relationships</td>
</tr>
<tr>
<td>• Capacity to identify and avoid unduly risky conditions and activities</td>
<td>• Community mapping to create a directory of resources related to physical and mental health</td>
</tr>
<tr>
<td>• Ability to learn from adverse situations and avoid them in the future</td>
<td>• Meal planning and preparation activities</td>
</tr>
<tr>
<td>• Confidence and sense of self-worth in relation to their own physical and mental status</td>
<td>• Social activities that offer opportunities to practice skills in communication, negotiation, and personal presentation</td>
</tr>
<tr>
<td></td>
<td>• Sports and recreational activities</td>
</tr>
<tr>
<td></td>
<td>• Training in life skills</td>
</tr>
</tbody>
</table>
### Chart A. Five Areas of Development with Related Outcomes and Activities

<table>
<thead>
<tr>
<th>Intended Youth Outcomes</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connecting</strong></td>
<td></td>
</tr>
<tr>
<td>• Quality relationships with adults and peers</td>
<td>• Mentoring activities that connect youth to adult mentors</td>
</tr>
<tr>
<td>• Interpersonal skills such as ability to build trust, handle conflict, value differences, listen actively, and communicate effectively</td>
<td>• Tutoring activities that engage youth as tutors or in being tutored</td>
</tr>
<tr>
<td>• Sense of belonging and membership (i.e., valuing and being valued by others, being a part of a group or greater whole)</td>
<td>• Research activities identifying resources in the community to allow youth to practice conversation and investigation skills</td>
</tr>
<tr>
<td>• Ability to empathize with others</td>
<td>• Letter writing to friends, family members, and pen pals</td>
</tr>
<tr>
<td>• Sense of one’s own identity apart from and in relation to others</td>
<td>• Job and trade fairs to begin building a network of contacts in one’s career field of interest</td>
</tr>
<tr>
<td>• Knowledge of and ability to seek out resources in the community</td>
<td>• Role plays of interview and other workplace scenarios</td>
</tr>
<tr>
<td>• Ability to network to develop personal and professional relationships</td>
<td>• Positive peer and group activities that build camaraderie, teamwork, and belonging</td>
</tr>
<tr>
<td>• Cultural activities that promote understanding and tolerance</td>
<td>• Cultural activities that promote understanding and tolerance</td>
</tr>
<tr>
<td><strong>Youth Leadership program specific:</strong></td>
<td></td>
</tr>
<tr>
<td>• Ability to communicate to get a point across</td>
<td>• Workshops in public speaking</td>
</tr>
<tr>
<td>• Ability to influence others</td>
<td>• Research on historical or current leaders</td>
</tr>
<tr>
<td>• Ability to motivate others</td>
<td>• Contact with local leaders</td>
</tr>
<tr>
<td>• Ability to seek out role models who have been leaders</td>
<td>• Strategic planning to change something in the community or within the youth program</td>
</tr>
<tr>
<td>• Ability to be a role model for others</td>
<td></td>
</tr>
<tr>
<td>Intended Youth Outcomes</td>
<td>Suggested Activities</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Leading</strong></td>
<td>• Ability to articulate personal value</td>
</tr>
<tr>
<td>• Awareness of how personal actions impact the larger communities</td>
<td>• Ability to engage in the community in a positive manner</td>
</tr>
<tr>
<td>• Respect and caring for oneself and others</td>
<td>• Sense of responsibility to self and others</td>
</tr>
<tr>
<td>• Integrity</td>
<td>• Integrity</td>
</tr>
<tr>
<td>• Awareness of cultural differences among peers and the larger community</td>
<td>• Awareness of cultural differences among peers and the larger community</td>
</tr>
<tr>
<td>• High expectations for self and community</td>
<td>• High expectations for self and community</td>
</tr>
<tr>
<td>• Sense of purpose in goals and activities</td>
<td>• Sense of purpose in goals and activities</td>
</tr>
<tr>
<td>• Ability to follow the lead of others when appropriate</td>
<td>• Ability to follow the lead of others when appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Intended Youth Outcomes</td>
<td>Suggested Activities</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Youth Leadership program specific:</strong></td>
<td></td>
</tr>
<tr>
<td>- Ability to motivate others</td>
<td></td>
</tr>
<tr>
<td>- Ability to share power and distribute tasks</td>
<td></td>
</tr>
<tr>
<td>- Ability to work with a team</td>
<td></td>
</tr>
<tr>
<td>- Ability to resolve conflicts</td>
<td></td>
</tr>
<tr>
<td>- Ability to create and communicate a vision</td>
<td></td>
</tr>
<tr>
<td>- Ability to manage change and value continuous improvement</td>
<td></td>
</tr>
<tr>
<td>- Mediation and conflict resolution training</td>
<td></td>
</tr>
<tr>
<td>- Training in team dynamics</td>
<td></td>
</tr>
<tr>
<td>- Training in project management</td>
<td></td>
</tr>
</tbody>
</table>
SERVING CHILDREN OF PRISONERS

Defining this Population:

Nationwide, millions of children have an incarcerated parent in State and Federal prisons and local jails. Many more have experienced a parent’s incarceration at some point in their lives. When parents are incarcerated, children’s lives become disrupted and chaotic. Children may experience traumatic separations from their parents, stressful shifts to different caregivers, separation from siblings, and loss of contact with parents. In addition, these children’s lives are often marked by poverty, parental substance abuse and mental illness, exposure to criminal activities, and other associated risk factors. As a result, children with incarcerated parents may be at greater risk of:

- emotional and behavioral difficulties, including withdrawal
- aggression, anxiety, and depression
- poor academic performance
- alcohol and drug abuse
- juvenile delinquency


Things you should know:


Organizations that provide resources to support to Children of Prisoners:

The Administration for Children and Families (ACF), within the Department of Health and Human Services (HHS) is responsible for Federal programs that promote the economic and social well-being of families, children, individuals, and communities. For information, visit: http://www.acf.hhs.gov/index.html.

The Center for Children of Incarcerated Parents (CCIP) is an organization dedicated to the prevention of intergenerational crime and incarceration. CCIP’s four areas of focus are: Education, Family Reunification, Therapeutic Services, and Information. The CCIP disseminates information through a resources clearinghouse, training and technical assistance activities, and research and advocacy efforts. For information, visit: http://www.e-ccip.org/index.html.

The Child Welfare League of America (CWLA) is an association of 1,000 public and private nonprofit agencies that assist over 3.5 million abused and neglected children and their families each year with a wide range of services. The CWLA houses the Federal Resource Center for Children of Prisoners whose goal is to improve the quality of information available about children with incarcerated parents and to develop resources that will help create better outcomes for these children and their families. The Center also hosts a listserv on children of prisoners and broadcasts current research, funding opportunities, reports, and articles related to children and families impacted by incarceration. To join, go to: http://lists.cwla.org/mailman/listinfo/childrenofprisoners. Read previously posted information in the archives. For information about the CWLA, visit http://www.cwla.org. For information about the Resource Center, visit: http://www.cwla.org/programs/incarcerated/cop_default.htm.

The Family & Corrections Network (FCN) is a membership organization that provides information about programs serving families of offenders and offers consultation and technical assistance in program development the emphasizes family empowerment, integrity, and self-determination. For more information, visit: http://www.fcnetwork.org/.

Publications:


Other Tools/ Resources:

The September/ October edition of Children's Voice magazine, published by the Child Welfare League of America, includes articles relevant to people and organizations serving children of incarcerated parents. Topical articles include: A 12-Step Approach for Recovering Parents, A Bill of Rights for Children of Prisoners, Making Their Voices Heard, and Mentoring the Children of Prisoners. To view these articles, click on the above titles or visit: http://www.cwla.org/articles/default.htm#0409.


The Mentoring Children of Prisoners Curriculum was developed by the Child Welfare League of America to prepare mentors to have the kind of meaningful relationships that can contribute to the coping process for children of prisoners and their families. Through a two-day “Training of Trainers,” conducted by a CWLA-qualified Master Trainer, program staff are trained to train mentors in effectively working with children of prisoners and their families. For information about the curriculum, go to: http://www.cwla.org/programs/incarcerated/cop_curriculum.htm.
SERVING YOUTH OFFENDERS

Defining this Population:

Young people who have committed crimes, or “court-involved youth,” will ultimately become job seekers in the community. Experts who work with youth under court supervision are coming to realize that these individuals do not fit neatly into the United States’ current educational and workforce systems because they usually need a more comprehensive set of services to remain a part of mainstream society. They often have mental health or substance abuse issues and/or educational deficiencies that require comprehensive and coordinated services. At the same time, there is a much higher demand for these services than there is a supply. All of these factors are potential barriers to employment for youth who have justice histories.

Things you should know:

Nearly 400,000 youth entered the criminal justice system in 2000, according to the Office of Juvenile Justice and Delinquency Prevention (OJJDP). According to the same source*, between 1985 and 2000, the volume of adjudicated delinquency cases ordered to formal probation increased 108%. In comparison, the number of adjudicated delinquency cases ordered to residential placement increased 49% during the same period. The types of crimes that may have been committed can vary from minor offenses like trespassing to more serious crimes that are drug related or involving violence or weapons. It is important to note that some less serious crimes are acts that would not be criminal if they were adults, such as truancy from school. These latter acts are called statutory crimes.


Organizations that provide resources to support Youth Offenders:

The Coalition for Juvenile Justice (CJJ) serves as a premier national resource on delinquency prevention and juvenile justice issues. CJJ is based in Washington, DC, yet reaches every U.S. state and territory. Nationwide, more than 1,500 CJJ volunteers from the public and private sector -professionals, concerned citizens, and advocates for children and families - participate as members of state advisory groups on juvenile justice. For information, visit: http://www.juvjustice.org.

The website of the National GAINS Center for People with Co-Occurring Disorders in Contact with the Justice System collects and disseminates information about effective mental health and substance abuse services for people with co-occurring disorders in contact with the justice system. For information, visit: http://www.gainsctr.com/.
The National H.I.R.E. Network is a project of the Legal Action Center in New York. H.I.R.E. stands for “Helping Individuals with criminal records Reenter through Employment.” It serves as both a national clearinghouse for information and an advocate for policy change. The goal of the National H.I.R.E. Network is to increase the number and quality of job opportunities available to people with criminal records by improving public policies, employment practices and public opinion. The National H.I.R.E. Network also provides training and technical assistance to agencies working to improve the employment prospects for people with criminal records. For information, visit: http://www.hirenetwork.org.

The Justice Policy Institute is a nonprofit research and public policy organization dedicated to ending society’s reliance on incarceration and promoting effective and just solutions to social problems. Since 1996, JPI has evolved into one of the nation’s most thoughtful and progressive voices for crafting workable solutions to age-old problems plaguing our juvenile and criminal justice systems. For information, visit: http://www.justicepolicy.org.

The Legal Action Center conducts a wide range of programs to protect and advance the rights of people in recovery or still suffering from alcohol and drug problems, people at risk for or living with HIV/AIDS, and individuals with criminal justice histories, and to promote sound public policies in these areas. For information, visit: http://www.lac.org.

The National Center for Mental Health and Juvenile Justice has four key objectives: to create a national focus on youth with mental health and co-occurring substance use disorders in contact with the juvenile justice system, to serve as a national resource for the collection and dissemination of evidence-based and best practice information, to conduct new research and evaluation to fill gaps in the existing knowledge base, and to foster systems and policy changes at the national, state and local levels to improve services for these youth. For information, visit: http://www.ncmhjj.com.

The National Institute of Corrections, supported by the U.S. Department of Justice, provides training, on-site technical assistance, information, and policy/ program development support to corrections agencies and professionals. NIC’s Transition from Prison to the Community Initiative (TPCI) is intended to help states improve their transition processes, thereby increasing public safety, reducing recidivism and new victimization, and making better use of resources in correctional facilities and communities. For information, visit: http://www.nicic.org/resources/topics/TransitionFromPrison.aspx.

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) provides national leadership, coordination, and resources to prevent and respond to juvenile delinquency and victimization. OJJDP supports states and communities in their efforts to develop and implement effective and coordinated prevention and intervention programs and to improve the juvenile justice system so that it protects public safety, holds offenders accountable, and provides treatment and rehabilitative services tailored to the needs of juveniles and their families. For information, visit: http://www.ojjdp.ncjrs.org/index.html.
The **U.S. Department of Justice** offers funding opportunities to conduct research, to support law enforcement activities in state and local jurisdictions, to provide training and technical assistance, and to implement programs that improve the criminal justice system. The Office of Justice Programs offers federal financial assistance to scholars, practitioners, experts, and state and local governments and agencies. For information, visit: [www.usdoj.gov/](http://www.usdoj.gov/).

**Publications and Resources:**

**“Barriers and Promising Approaches to Workforce and Youth Development for Young Offenders”** by Annie E. Casey Foundation, National Youth Employment Coalition, Youth Development and Research Fund, and the Justice Policy Institute. 2002 Washington, DC: NYEC. Provides results of a national study to identify programs and policy initiatives that offer a blended approach of workforce and youth development that enables young people to become economically self-sufficient.

**“Connecting Juvenile Offenders to Education and Employment”** by K.O’Sullivan, N. Rose, & T. Murphy. Washington, DC: NYEC, PEPNET. Results described in this study suggest that employment and career-focused programs can prepare juvenile offenders for a successful transition to the workforce if the programs are comprehensive, sustained, and connected to further education or long-term career opportunities.

**“From Hard Time to Full Time: Strategies to Help Move Ex-Offenders from Welfare to Work”** is a monograph prepared under the direction of the Division of Welfare-to-Work of the U.S. Department of Labor’s Employment and Training Administration (DOL/ETA) by the Legal Action Center (June 2001). This guidebook identifies strategies to meet the demands of employers who need dependable labor and to prepare individuals to be qualified job candidates. To obtain a copy of this monograph, go to [www.hirenetwork.org](http://www.hirenetwork.org) or [http://wtw.doleta.gov/documents/hard.html](http://wtw.doleta.gov/documents/hard.html).

**“Getting to Work: How TANF Can Support Ex-Offender Parents In the Transition to Self-Sufficiency,”** by Gwen Rubinstein of the Legal Action Center (April 2001), discusses issues at the intersection of criminal justice and welfare policy; identifies barriers to employment of qualified individuals with criminal records; examines the effectiveness of individuals with criminal records employment programs within the context of Federal and State welfare programs; and offers policy recommendations for improving the employment success of parents with criminal records who have TANF children. This report recognizes policies that promote the employment of people with criminal records and identifies the three principal areas that require attention and resources: benefit eligibility; pre-employment services; and job placement and retention services. To obtain a copy of this report, visit the publications section of [www.hirenetwork.org](http://www.hirenetwork.org).

**“Getting Back to Work: Employment Programs for Ex-Offenders,”** by Maria L. Buck, offers an historical overview, descriptions of Federal and State initiatives and community-based organizations that serve people with criminal records, and recommendations to strengthen the field of employment programs for people with criminal records (Fall 2000). A copy of the report can be downloaded from the Public/Private Ventures’ website, [http://www.ppv.org/index.asp](http://www.ppv.org/index.asp).
The “Intensive Juvenile Aftercare Reference Guide,” (2004) prepared by the Juvenile Reintegration and Aftercare Center, is a comprehensive guide outlining effective policies and programming. Funding for this guide was provided by the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice. 

The “Resources, Information, and Assistance” section of the HIRE Network’s Web site includes State-specific governmental agencies and community-based organizations to assist people with criminal records, practitioners, researchers, and policy-makers. These agencies and organizations may be of assistance in providing job-related and legal services, answering questions arising from having a criminal record, or offering referrals to other useful organizations. To access this information, go to http://www.hirenetwork.org/resource.html and click on a state on the map.

“Working Ahead: A Guide for Connecting Youth Offenders with Employment Opportunities,” a guidebook written to provide specific guidance to case managers who work with individuals involved in the juvenile or adult criminal justice systems in the U.S. Department of Labor’s Region 6 (which includes AK, AZ, CA, HI, ID, NV, OR, and WA). It also provides invaluable information and guidance that is useful and relevant to any practitioner working with job seekers affected by the criminal justice system in the United States. A copy of the publication can be downloaded from the National HIRE Network website, http://www.hirenetwork.org/resource.html
SERVING FOSTER YOUTH

Foster youth are in the legal guardianship or custody of a State, county, or private adoption or foster care agency, yet are cared for by foster parents in their own homes under some kind of short-term or long-term foster care arrangement with the custodial agency. These children will generally remain in foster care until they are reunited with their parents, or until their parents voluntarily consent to their adoption by another family, or until the court involuntarily terminates or severs the parental right of their biological parents, so that they can become available to be adopted by another family. Therefore, the parental rights of the parents of these children may or may not have been terminated or severed, and the children may or may not be legally available for adoption. (Source: http://glossary.adoption.com/foster-children.html )

Things you should know:

- The foster care population in the United States (U.S.) has nearly doubled over the past two decades. In 1980, 302,000 children were in care; in 2001, the number of children in care rose to 542,000. (Source: Adoption and Foster Care Analysis and Reporting System (AFCARS) Report: Preliminary FY 2001. http://www.acf.hhs.gov/programs/cb/publications/afcars.htm )

- 35 percent of foster children are placed in the child welfare system for less than one year, 32 percent remain in the system for more than three years, and 44 percent (or about 241,000 children) have reunification with their birth families as their case goal. (Source: Adoption and Foster Care Analysis and Reporting System (AFCARS) Report: Preliminary FY 2001. http://www.acf.hhs.gov/programs/cb/publications/afcars.htm )

Organizations that provide additional support to foster youth and their caregivers:

The Casey Family Programs mission is to provide and improve—and ultimately prevent the need for—foster care by providing direct services, and promoting advances in child-welfare practice and policy. For information, visit: http://www.casey.org/ .

Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services (CB) is the oldest Federal agency for children and is located within the U.S. Department of Health and Human Services' Administration for Children and Families, Administration on Children, Youth and Families. It is responsible for assisting States in the delivery of child welfare services that protect children and strengthen families. For information, visit: http://www.acf.hhs.gov/programs/cb/.

The Child Welfare League of America is committed to engaging people everywhere in promoting the well-being of children, youth, and their families, and protecting every child from harm. For information, visit http://www cwla.org/. 
The **National Foster Parent Association** (NFPA) brings together foster parents, agency representatives, and people in the community to improve the foster care system. NFPA promotes mutual coordination, cooperation, and communication among foster parents, foster parent associations, child care agencies, and other child advocates in an effort to encourage the recruitment and retention of foster parents and to inform the Association’s membership and the general public of particular children needing foster care placement. For information, visit: [http://www.nfpainc.org](http://www.nfpainc.org).

The **National Resource Center for Foster Care and Permanency Planning** (NRCFCPP), is based at Hunter College of Social Work and is funded by the Children’s Bureau of the U.S. Department of Health and Human Services. Its mission is to provide information, training, and technical assistance on permanency planning for children in foster care. The Center addresses permanency planning issues through policy analysis, research, and information dissemination. For information, visit: [http://www.hunter.cuny.edu/socwork/nrcfcpp/index.html](http://www.hunter.cuny.edu/socwork/nrcfcpp/index.html).

The **National Resource Center for Youth Services** at the University of Oklahoma, College of Continuing Education exists to enhance the quality of life of our nation’s youth and their families by improving the effectiveness of human services. Through the NRCYS’s Web site, you can find out about events around the county and access a variety of resources, including an On-line library that includes publications related to Foster Care and Independent Living. For information, visit: [http://www.nrcys.ou.edu/](http://www.nrcys.ou.edu/).

**Publications:**

* **A Guide to SSI and Social Security Benefits for Children and Youth in Out-of-Home Care** provides basic information about the rights of children and youth in out-of-home care to receive SSI and Social Security benefits. According to Casey Family Programs, it has been estimated that more than 10 percent of children and youth in care are eligible for SSI benefits but do not receive it. To download a copy, go to: [http://www.casey.org/Resources/Publications/GuideTOSSI.htm](http://www.casey.org/Resources/Publications/GuideTOSSI.htm).

* **It’s My Life** is a strengths-based, integrated approach for those who play a role in how young adults envision and achieve success in adulthood, *It’s My Life* is designed for child welfare professionals and others responsible for guiding and supporting teens as they prepare for adulthood. *It’s My Life* focuses on seven key elements that determine a young person’s ability to succeed: (1) Cultural and personal identity formation, (2) Community connections and supportive relationships, (3) Physical and mental health, (4) Life skills, (5) Education, (6) Employment, and (7) Housing. To download a copy, go to: [http://www.casey.org/Resources/Publications/ItsMyLife.htm](http://www.casey.org/Resources/Publications/ItsMyLife.htm).

* **Reducing the Foster Care Bias in Juvenile Detention Decisions: The Impact of Project Confirm** describes how children in foster care who are arrested for delinquent acts are more likely than other children to be sent to juvenile detention to await their trials, even when they are charged with the same type of crime as their non-foster peers. The results can be damaging for the children and expensive for taxpayers. For the first time anywhere, this report quantifies the foster-care bias in detention decisions and shows that a relatively simple intervention can eliminate it for juveniles facing low-level offenses and with no prior records. The report also identifies obstacles to eliminating these disparities in more serious cases. To download, visit: [http://www.vera.org/publication_pdf/146_182.pdf](http://www.vera.org/publication_pdf/146_182.pdf).
Other Tools/ Sources:

Casey Life Skills is a free, online suite of easy-to-use tools that allows youth to assess their strengths in life skills such as money management, work and study habits, self-care, and readiness for seeking a job and housing. Casey Life Skills is for young people age 8 and above, their caregivers, and child welfare professionals and educators who serve youth. Easy-to-use assessments provide instant, confidential feedback. Customized learning plans give learners and mentors a clear outline of next steps. Teaching resources are available for free or at a minimal cost. To access, go to: http://www.casey.org/Resources/Publications/ItsMyLife.htm

The Children's Bureau Express is a free online digest available on the Web or in e-mail format. It was designed for professionals concerned with child abuse and neglect, child welfare, and adoption. It presents up-to-date news from the field in the form of short, targeted articles. To subscribe visit: http://cbexpress.acf.hhs.gov/subscribe.cfm or e-mail cb_express@caliber.com.

The Foster Care Month effort provides an opportunity for people all across the nation to show their appreciation for the dedication of our foster families and workers. It is also an opportunity to get more people involved, whether as foster parents, volunteers, mentors, employers or in other ways. To learn more, visit: http://www.hunter.cuny.edu/socwork/nrcfcpp/foster-care-month/

The National Adoption Information Clearinghouse is a service of the Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. It includes a directory of related organizations, legal issues and laws, as well as useful print and electronic documents. To access, visit: http://naic.acf.hhs.gov/admin/aboutus.cfm.
SERVING MIGRANT/SEASONAL FARMWORKER YOUTH

Defining this Population:

Estimates of the farmworker population vary, but each year a huge group of workers and their families between 3 and 5 million people leave their homes to follow the crops. Agricultural labor requirements in a given area may vary greatly between the different phases of planting, cultivating, harvesting, and processing. Farmworkers’ labor is crucial to the production of a wide variety of crops in almost every state in the nation.

The migrant population is a diverse one, and its composition varies from region to region. However, it is estimated that 85% of all migrant workers are minorities, of whom most are Hispanic (including Mexican-Americans, as well as Mexicans, Puerto Ricans, Cubans, and workers from Central and South America). The migrant population also includes Black/African Americans, Jamaicans, Haitians, Laotians, Thais, and other racial and ethnic minorities.


Things you should know:

- It is estimated that there are over 3 million migrant and seasonal farmworkers in the United States. (Source: Larson, Alice; Plascencia, Luis. “Migrant Enumeration Study”. Washington, D.C.: Office of Minority Health, 1993.)

- These farmworkers travel throughout the United States (U.S.) serving as the backbone for a multi-billion dollar agricultural industry. (Source: Economic Research Service, “Farm Income and Costs”. U.S. Department of Agriculture. 2002.)

- According to the 1997-1998 findings of the National Agricultural Workers Survey (NAWS), the average age for farmworkers is 31; 80% are men, 84% speak Spanish; 12% are able to speak English; and the median level of education is the 6th grade. (Source: U.S. Department of Labor. “National Agricultural Workers Survey “ March 2000.)

- Poverty, frequent mobility, low literacy, language, cultural and logistic barriers impede farmworkers' access to social services and cost effective primary health care. (Source: Villarejo, Don Ph.D. “The Occupational Health Status of Hired Farm Workers.” Davis, CA: California Institute for Rural Studies, 1999.)
Organizations that provide resources to support Migrant/Seasonal Farmworker Youth:

The Association of Farmworker Opportunity Programs (AFOP) works to improve the quality of life for migrant and seasonal farmworkers and their families by providing advocacy for the member organizations that serve them. The AFPO promotes awareness of child labor issues, and also coordinates programs on safety and general farmworker issues. There are links on their Web site to other child labor and general information sites. For more information, visit: http://www.afop.org/.

The Bert Corona Leadership Institute (BCLI) is a leadership institute for migrant and immigrant populations across the United States, and in the Americas. BCLI promotes civic participation, education, and economic advancement through education and direct participation in the political process. To learn more, visit: http://www.bcli.info.

The Child Labor Coalition (CLC) exists to serve as a national network for the exchange of information about child labor; provide a forum and a unified voice on protecting working minors and ending child labor exploitation; and develop public education to combat child labor abuses and promote progressive initiatives. For information, visit: http://stopchildlabor.org/.

The Congressional Hispanic Caucus Institute (CHCI) exists to develop the next generation of Latino leaders. The CHCI provides resources to high school and college students, including fellowships, internships, and scholarships. CHCI also provides information to educators and parents. For information, visit: http://www.chci.org.

The Geneseo Migrant Center is an organization which provides opportunities for migrant farmworkers and their families to achieve their full potential. The Center provides information and resources, including extensive links regarding migrant education, health and safety, housing, legal, and other migrant farmworker issues. To access, visit: www.migrant.net/sites.htm.

The Harvest of Hope Foundation supports migrant farmworkers and their families with emergency aid, issues small grants to programs that assist migrant families, provides financial aid to migrant students attending college via the Paths to Scholarships Fund, heightens awareness of the plight of migrant farmworkers in the country, and coordinates with agencies assisting migrant families and their children with education, immunizations and medical needs, and social services. For information, visit: http://www.harvestofhope.net/ or http://64.143.41.20/index.htm.

The Office of Migrant Education, an office within the U.S. Department of Education’s Office of Elementary and Secondary Education (OESE)

The Office of Migrant Education (OME) administers four grant programs, including CAMP (College Assistance Migrant Program) and HEP (High School Equivalency Program). The programs are designed to help migrant children, who are uniquely affected by the combined effects of poverty, language and cultural barriers, and the migratory lifestyle, to meet the same challenging academic content and student academic achievement standards that are expected of all children. The migrant education program is based on the premise that, with the right supportive services, migrant children can achieve at the same level as their peers. For information, visit: http://www.ed.gov/about/offices/list/oese/ome/index.html.
The National Center for Farmworker Health (NCFH) is dedicated to improving the health status of farmworker families by providing information services and products to a network of more than 500 migrant health center service sites in the United States as well as other organizations and individuals serving the farmworker population. This Web site includes links to educational resources for educators and others who serve children and youth of farmworker families. For information, visit: http://www.ncfh.org/index.php.

Publications:

Improving Graduation Outcomes for Migrant Students. ERIC Digest explores several key factors that contribute to the academic persistence and achievement of high school-aged migrant youth. The discussion draws from research in one California high school and from the broader literature on promoting educational success for working-class minority youth. To access the digest, visit: http://www.ael.org/page.htm?id=667&pd=99&scope=mi&pub=x.

Migrant Services Directory: Organizations and Resources (2003) provides a listing of more than 1,200 state, federal and non-governmental organizations that serve migrant farmworkers and their families. It can be used as a tool for increasing coordination among programs and organizations that serve the same client population. To access the directory, visit: http://www.ael.org/page.htm?pd=1&scope=mi&index=395&pub=x.

Other Tools/Resources:

General Education Publications and Products. The U.S. Department of Education publishes a wealth of information for teachers, administrators, policymakers, researchers, parents, students, and others with a stake in education. To learn more about publications available through the Department, visit: http://www.ed.gov/about/pubs/intro/index.html.

The National Migrant Education Hotline is a toll free number (800-234-8848) for migrant farm workers and their families to call anywhere in the country to help enroll their children in school and for migrant education program services. It is funded by the U.S. Department of Education's Office of Migrant Education and administered by ESCORT (http://www.escort.org/) a national resource center dedicated to improving the educational opportunities for migrant children.

The National Farmworker Jobs Program (NFJP) is a nationally directed program of the U.S. Department of Labor’s Employment and Training Administration. It provides job training and employment assistance for migrant and seasonal farmworkers through the One-Stop Career Centers of the workforce investment system. The NFJP was established by Congress in the Workforce Investment Act (WIA) to counter the impact of the chronic unemployment and underemployment experienced by migrant and seasonal farmworkers who primarily depend on jobs in agricultural labor. For information about the One-stops in each state, visit the map at: http://www.doleta.gov/usworkforce/onestop/onestopmap.cfm.
APPENDIX 2

RECRUITMENT, INTAKE, AND ENROLLMENT

[No appended information]
APPENDIX 3

ASSESSMENT AND DEVELOPMENT OF
AN INDIVIDUAL SERVICE STRATEGY
Literacy and Numeracy Assessment Tools Matrix

Since literacy and numeracy gains will be included in the required common performance measures for DOL-funded youth programs, this matrix describes four of the NRS cross-walked literacy and numeracy assessment tools. Descriptions of three formal objective assessment tools to assess interests, aptitudes, or personality that have been recommended by various youth programs are also included. These descriptions are provided solely as examples of what is available and are not necessarily recommended by the authors of this Guide. Cost varies; contact the individual companies for this information.

### CASAS Life Skills Assessment – ABE

<table>
<thead>
<tr>
<th>Company or Organization Developing, Selling, or Administering Tool</th>
<th>Comprehensive Adult Student Assessment System, National Consortium 8910 Claremont Mesa Blvd. San Diego, CA 92123 (619) 292-2900 (800) 255-1036 <a href="http://www.casa.org">www.casa.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the tool used for?</strong></td>
<td>Identify the basic skills in reading, math, and listening needed by individuals to function successfully in today’s workplace, community, and society; place learner into appropriate educational programs, assess learning gains, and certify attainment of learner and/or program goals.</td>
</tr>
<tr>
<td><strong>Who should use the tool?</strong></td>
<td>Older youth and adult clients of employment and training agencies, and other adult education programs.</td>
</tr>
<tr>
<td><strong>How is the tool administered?</strong></td>
<td>A paper and pencil format.</td>
</tr>
<tr>
<td><strong>How long does the assessment take?</strong></td>
<td>40 minutes – 20 minutes on math, 20 minutes on reading.</td>
</tr>
<tr>
<td><strong>How is the assessment scored?</strong></td>
<td>Self-scoring answer sheets can be purchased with the assessments.</td>
</tr>
<tr>
<td><strong>Training time needed for administering these tools?</strong></td>
<td>Training is required to implement any CASAS system. Several training options are available to organizations. Call CASAS directly.</td>
</tr>
<tr>
<td><strong>Test of Adult Basic Education (TABE)</strong></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Company or Organization</strong></td>
<td>CTB / McGraw-Hill</td>
</tr>
<tr>
<td><strong>Developing, Selling, or Administering Tool</strong></td>
<td>20 Ryan Ranch Road, Monterey, CA 93940</td>
</tr>
<tr>
<td><strong>20 Ryan Ranch Road, Monterey, CA 93940</strong></td>
<td>(800) 538-9547 / FAX (800) 282-0266</td>
</tr>
<tr>
<td><strong>What is the tool used for?</strong></td>
<td>Assess reading, mathematics, language, and spelling skills; also includes a version in Spanish and independent tests that assess basic skills in work-related contexts.</td>
</tr>
<tr>
<td><strong>Who should use the tool?</strong></td>
<td>Youth and adults of varying ability levels. Content difficulty ranges from a grade level equivalent of 0.0 through 12.9. Designed for use by high school equivalency or GED programs; vocational programs; welfare-to-work programs; occupational or military advancement programs; alternative educational programs; and English for Speakers of Other Languages (ESOL) programs, which may include education, vocational, and life skills assessment.</td>
</tr>
<tr>
<td><strong>How is the tool administered?</strong></td>
<td>Available in paper and pencil and computer-based formats.</td>
</tr>
<tr>
<td><strong>How long does the assessment take?</strong></td>
<td>Testing time varies depending upon which version of the TABE an individual is taking. The TABE 7/8 Locator Test, for example, takes approximately 35 minutes; the TABE 7/8 Survey takes about 1-1/2 hours; and the Complete Battery takes approximately 3 hours.</td>
</tr>
<tr>
<td><strong>How is the assessment scored?</strong></td>
<td>Five different ways:</td>
</tr>
<tr>
<td></td>
<td>• By hand, using multi-part Scoreze sheets with built-in answer keys</td>
</tr>
<tr>
<td></td>
<td>• By hand, using CompuScan answer sheets and a stencil.</td>
</tr>
<tr>
<td></td>
<td>• By scanner, using Scantron or CompuScan answer sheets.</td>
</tr>
<tr>
<td></td>
<td>• By scanner and computer using TestMate TABE, which provides fast, secure scoring, flexible report formats, and prescriptions to help students learn objectives they have not mastered.</td>
</tr>
<tr>
<td></td>
<td>• By PC, if you are using TABE-PC. TABE-PC scores may also be imported to TestMate TABE and to other scoring and reporting programs.</td>
</tr>
<tr>
<td><strong>Training time needed for administering these tools?</strong></td>
<td>Minimal. There are several guides designed for educators and administrators who work with TABE, including an Examiner’s Manual, a User’s Handbook, a Marker Items Booklet, and Norms Books. CTB can also arrange a training program tailored to a specific site’s needs.</td>
</tr>
</tbody>
</table>
## ACT Work Keys

| Company or Organization Developing, Selling, or Administering Tool | ACT Educational Services (II)  
2201 North Dodge Street  
Iowa City, IA 92243-0168  
[www.act.org](http://www.act.org)  
1-800-workkey (967-5539) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the tool used for?</td>
<td>Measuring eight workplace skills (SCANS skills): applied mathematics, applied technology, listening, locating information, observation, reading for information, teamwork and writing – skills in each area are described by a distinct skill scale.</td>
</tr>
<tr>
<td>How is the tool administered?</td>
<td>Some assessments are administered through traditional, paper-based testing; others incorporate the use of audio or video tapes</td>
</tr>
<tr>
<td>How long does the assessment take?</td>
<td>Applied Mathematics–45 min; Applied Technology–45 min; Listening–40 min; Locating information–45 min; Observation –60 min; Reading for information–45 min; Teamwork–65 min; Writing–40 minutes</td>
</tr>
<tr>
<td>How is the assessment scored?</td>
<td>Minimal. (Review instruction in manual.)</td>
</tr>
<tr>
<td>Training time needed for administering these tools?</td>
<td>Business, high school educators, One-Stop Career Centers, community and technical colleges.</td>
</tr>
<tr>
<td><strong>Basic English Skills Test (Best)</strong></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Company or Organization</strong></td>
<td>Center for Applied Linguistics (CAI)</td>
</tr>
<tr>
<td><strong>Developing, Selling, or Administering Tool</strong></td>
<td>Washington, D.C. 20016-1859</td>
</tr>
<tr>
<td><strong>What is the tool used for?</strong></td>
<td>4646 Fortieth Street, N.W.</td>
</tr>
<tr>
<td><strong>Who should use the tool?</strong></td>
<td>(202) 362-0700 / <a href="http://www.cai.org">www.cai.org</a></td>
</tr>
<tr>
<td><strong>How is the tool administered?</strong></td>
<td>Designed to assess communication, fluency, pronunciation, listening comprehension, reading, writing and pre-employment skills of adult English learners.</td>
</tr>
<tr>
<td><strong>How long does the assessment take?</strong></td>
<td>Designed for use by educational and vocational programs, welfare-to-welfare programs, and alternative educational programs – ESL/ESOL programs (2 programs); print and computerized (Best Plus).</td>
</tr>
<tr>
<td><strong>How is the assessment scored?</strong></td>
<td>Oral interview–15 minutes</td>
</tr>
<tr>
<td><strong>Training time needed for administering these tools?</strong></td>
<td>Literacy skills–35 minutes</td>
</tr>
<tr>
<td><strong>How is the assessment scored?</strong></td>
<td>Oral interview section and literacy skills sections scored separately. Oral interview section provides scores for communication, fluency, communication, and listening comprehension skills. The literacy skills section provides reading and writing scores.</td>
</tr>
<tr>
<td><strong>Training time needed for administering these tools?</strong></td>
<td>Minimal for print version (review of manual). One day of training by CAI staff for computerized version.</td>
</tr>
</tbody>
</table>
# Interests/Aptitudes/Personality Assessments

## OASYS Job Match

<table>
<thead>
<tr>
<th>Company or Organization Developing, Selling, or Administering Tool</th>
<th>Vertek, Inc.; 12835 Bel-Red Road, Suite 212 Bellevue, WA 98005 (800) 220-4409 Website: <a href="http://www.Vertekinc.com">www.Vertekinc.com</a> Instructional Technology, Inc.; PO Box 2056 Easton, MD 21601 (410) 822-0370 FAX (410) 822-0842 Website: <a href="http://www.intecinc.net">www.intecinc.net</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the tool used for?</td>
<td>Sample test <a href="http://www.vertekinc.com/products">www.vertekinc.com/products</a> to assist youth in matching people to jobs or training based on transferable skills and worker traits.</td>
</tr>
<tr>
<td>Who should use the tool?</td>
<td>Professionals.</td>
</tr>
<tr>
<td>How is the tool administered?</td>
<td>OASYS Job Match collects work history, academic and training records, and the results of vocational assessment to compile a skills and abilities profile on a client. This profile is used to perform a skills transfer to match to job titles or actual job bank openings, and/or compare the client’s profile to target job titles. Job Developers can build a local job bank and search job openings against client data to identify qualified prospects.</td>
</tr>
<tr>
<td>How long does the assessment take?</td>
<td>10 to 20 minutes with experience.</td>
</tr>
<tr>
<td>How is the assessment scored?</td>
<td>Software-based system.</td>
</tr>
<tr>
<td>Training time needed for administering these tools?</td>
<td>Local Vertek representatives usually train OASYS users. Training varies between a half-day and a full day, depending on the background of the trainees.</td>
</tr>
<tr>
<td>Who uses the product?</td>
<td>OASYS is used in School-to-Career programs, One-Stop Centers, career and counseling centers, welfare-to-work, corrections pre-release and transition, vocational rehabilitation, and workers compensation and insurance applications.</td>
</tr>
</tbody>
</table>
## CareerScope

<table>
<thead>
<tr>
<th>Company or Organization</th>
<th>Vocational Research Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing, Selling, or Administering Tool</td>
<td>1528 Walnut Street, Suite 1502, Philadelphia, PA 19102</td>
</tr>
<tr>
<td></td>
<td>(215) 875-7387 FAX (215) 875-0198 E-Mail: <a href="mailto:info@vri.org">info@vri.org</a></td>
</tr>
<tr>
<td></td>
<td>Website: <a href="http://www.vri.org">www.vri.org</a></td>
</tr>
<tr>
<td></td>
<td>Instructional Technology, Inc.</td>
</tr>
<tr>
<td></td>
<td>PO Box 2056, Easton, MD 21601</td>
</tr>
<tr>
<td></td>
<td>(410) 822-0370 FAX (410) 822-0842 Website: <a href="http://www.intecinc.net">www.intecinc.net</a></td>
</tr>
</tbody>
</table>

### What is the tool used for?

Measures key aptitudes as well as targeting the user’s areas of interest.

**Interest Inventory Areas Measured:** Artistic, Accommodating, Industrial, Plants/Animals, Lead/Influence, Selling, Mechanical, Scientific, Humanitarian, Business Detail, Protective, Physical Performing.

**Critical Aptitudes Measured:** General Learning Ability, Verbal Aptitude, Numerical Aptitude, Spatial Aptitude, Form Perception, and Clerical Perception.

### Who should use the tool?

Youth and young adults involved in career planning activities.

### How is the tool administered?

Self-administered over a personal computer in an interactive format. Allows for the assessment of one or many people at the same time, and is easy to use, even for those with minimal computer experience. All that is required is a fourth grade reading level. If desired, counselors can customize test administration templates to control the traits assessed and the administration order.

### How long does the assessment take?

60 minutes or less.

### How is the assessment scored?

CareerScope is scored automatically and results are available immediately.

### Training time needed for those administering tools

Very minimal.
**Holland’s Self-Directed Search (SDS)**

| Company or Organization Developing, Selling, or Administering Tool | Psychological Assessment Resources (PAR)  
16204 N. Florida Avenue, Lutz, FL 33549  
(813) 968-3003 FAX (813) 968-2598 E-Mail: custserv@parinc.com |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who should use the tool?</td>
<td>Youth, from junior high on, and adults interested in exploring career options.</td>
</tr>
<tr>
<td>How is the tool administered?</td>
<td>Easy-to-use paper and pencil, or can be completed online.</td>
</tr>
<tr>
<td>How long does the assessment take?</td>
<td>Approximately 35 minutes.</td>
</tr>
<tr>
<td>Training time needed for these administering tools</td>
<td>Minimal training.</td>
</tr>
</tbody>
</table>
## O*NET® Interest Profiler and Computerized Version

| Company or Organization Developing, Selling, or Administering Tool | U.S. Department of Labor, Employment and Training Administration  
For questions, contact [o-net@dol.gov](mailto:o-net@dol.gov). |
|---|---|
| **Printed versions** of the O*NET® Interest Profiler (IP) and supporting documents (e.g., score reports, master lists of occupations, combined lists, and user's guides) are available for purchase from the U.S. Government Printing Office (GPO). Contact the GPO U.S. Government Online Bookstore at [http://bookstore.gpo.gov/](http://bookstore.gpo.gov/) or 1-866-512-1800 (toll free).  
**Electronic files** of both the O*NET® Interest Profiler (IP) and the O*NET® Computerized Interest Profiler (CIP) tools (e.g., instruments, software, score reports, master lists of occupations, and user's guides, along with documentation and supplementary reports) may be downloaded, printed, and used (IP) or downloaded and used via computer administration (CIP). Both are available from the O*NET Resource Center Web site ([http://www.onetcenter.org/tools.html](http://www.onetcenter.org/tools.html)). |
| **What is the tool used for?** | These instruments will help individuals identify their work-related interests in order to explore those occupations that relate most closely to those attributes.  
Users of the tools may link to the more than 900 occupations described by the Occupational Information Network (O*NET®) database and Internet application, O*NET OnLine ([http://online.onetcenter.org/](http://online.onetcenter.org/)), as well as to occupational information in CareerOneStop ([http://www.careeronestop.org/](http://www.careeronestop.org/)). |
| **Who should use the tool?** | Adults and youth exploring, planning and preparing for career options and career or school-to-work transitions. |
| **How is the tool administered?** | Available in paper and pencil format (IP) and computer-based version (CIP). |
| **How long does the assessment take?** | Approximately 30 minutes. |
| **How is the assessment scored?** | Self-administered and self-interpreted. |
## O*NET® Work Importance Locator and Profiler

| Company or Organization Developing, Selling, or Administering Tool | U.S. Department of Labor, Employment and Training Administration  
For questions, contact o-net@dol.gov. |
|---|---|

Printed versions of the O*NET® Work Importance Locator (WIL) and supporting documents (e.g., score reports, master lists of occupations, combined lists, and user's guides) are available for purchase from the U.S. Government Printing Office (GPO). Contact the GPO U.S. Government Online Bookstore at [http://bookstore.gpo.gov](http://bookstore.gpo.gov) or 1-866-512-1800 (toll free).

Electronic files of both the O*NET® Work Importance Locator (WIL) and the O*NET® Work Importance Profiler (WIP) tools (e.g., instruments, software, score reports, master lists of occupations, and user's guides, along with documentation and supplementary reports) may be downloaded, printed, and used (WIL) or downloaded and used via computer administration (WIP). Both are available from the O*NET Resource Center Web site ([http://www.onetcenter.org/tools.html](http://www.onetcenter.org/tools.html)).

### What is the tool used for?

These instruments will help individuals identify what they consider important on the job in order to explore those occupations that relate most closely to the attributes of Achievement, Independence, Recognition, Relationships, Support, and Working Conditions.

Users of the tools may link to the more than 900 occupations described by the Occupational Information Network (O*NET®) database and Internet application, O*NET OnLine ([http://online.onetcenter.org/](http://online.onetcenter.org/)), as well as to occupational information in CareerOneStop ([http://www.careeronestop.org/](http://www.careeronestop.org/)).

### Who should use the tool?

Adults and youth exploring, planning and preparing for career options and career or school-to-work transitions.

### How is the tool administered?

Available in paper and pencil format (WIL) and computer-based version (WIP).

### How long does the assessment take?

Approximately 30 minutes.

### How is the assessment scored?

Self-administered and self-interpreted.

### Training time needed for these administering tools

A User Guide is provided for workforce development professionals.
## O*NET® Ability Profiler

<table>
<thead>
<tr>
<th><strong>Company or Organization Developing, Selling, or Administering Tool</strong></th>
<th><strong>U.S. Department of Labor, Employment and Training Administration, For questions, contact <a href="mailto:o-net@dol.gov">o-net@dol.gov</a>.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Electronic files of the O<em>NET® Ability Profiler tools (e.g., instrument, administration, scoring, and training materials) may be downloaded, printed, and used. These are available from the O</em>NET Resource Center Web site (<a href="http://www.onetcenter.org/tools.html">http://www.onetcenter.org/tools.html</a>).</strong></td>
<td></td>
</tr>
<tr>
<td><strong>To locate sources for the optional Manual Dexterity Pegboards and Finger Dexterity Boards needed to administer Parts 8 through 11, refer to the Ability Profiler Ordering Information on the O*NET Center Web site at: <a href="http://www.onetcenter.org/AP.html#orderAP">http://www.onetcenter.org/AP.html#orderAP</a>.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>These materials also may be available from local employment service offices or state workforce development agencies. Some of these agencies may have excess inventory of one or both of these apparatus.</strong></td>
<td></td>
</tr>
</tbody>
</table>

### What is the tool used for?

This instrument will help individuals identify their abilities in order to explore those occupations that relate most closely to those attributes.

The Ability Profiler measures nine job-relevant abilities:

- Verbal Ability
- Arithmetic Reasoning
- Computation
- Spatial Ability
- Form Perception
- Clerical Perception
- Motor Coordination
- Finger Dexterity
- Manual Dexterity

Users of the tool may link to the more than 900 occupations described by the Occupational Information Network (O*NET®) database and Internet application, O*NET OnLine (http://online.onetcenter.org/), as well as to occupational information in CareerOneStop (http://www.careeronestop.org/).
Who should use the tool? | Adults and youth exploring, planning and preparing for career options and career or school-to-work transitions.
---|---
How is the tool administered? | Paper and pencil format with optional apparatus parts. A trained administrator is very important to successful administration of the O*NET Ability Profiler. Of the 11 parts, 7 are paper-and-pencil exercises (6 non-psychomotor and 1 psychomotor) and 4 are apparatus (psychomotor) exercises that require the physical manipulation, movement, and placement of objects.
---|---
How long does the assessment take? | Approximately 2.5 hours to administer the 11 separately timed exercises (may require some additional apparatus set-up time).
---|---
How is the assessment scored? | Results are presented on computer-generated customized score reports. Computerized scoring via the Ability Profiler Scoring Program Software. An Ability Profiler Scoring Program User's Guide also is available. An optional Data Entry Program may be downloaded at [http://www.onetcenter.org/AP.html](http://www.onetcenter.org/AP.html) for manually entering responses from answer sheets in order to create an input file to be used with the Scoring Program Software.
---|---
Training time needed for administering these tools? | See information about Webinars and other training for O*NET products available from the O*NET Knowledge Site at [http://www.onetknowledgesite.com/](http://www.onetknowledgesite.com/).

**Other Assessment Tools:**

**Career Action Inventory (CAI)**  
[http://www.careersystemsintl.com/caractn.htm](http://www.careersystemsintl.com/caractn.htm)

**Career Assessment Inventory - Enhanced Version**  
[http://assessments.ncs.com/assessments/tests/cai_e.htm](http://assessments.ncs.com/assessments/tests/cai_e.htm)

**Career Assessment Inventory - Vocational Version**  

**Career Occupational Preference System (COPS)**  
[http://www.edits.net/career.html](http://www.edits.net/career.html)

**Interest Determination, Exploration and Assessment System (IDEAS)**  
[http://assessments.ncs.com/assessments/tests/ideas.htm](http://assessments.ncs.com/assessments/tests/ideas.htm)

**Strong Interest Inventory (SII)**  
[http://www.careers-by-design.com/strong_interest_inventory.htm](http://www.careers-by-design.com/strong_interest_inventory.htm)
What skills will prepare our youth to participate in the modern workplace? What skill levels do entry-level jobs require? In 1990, the Secretary of the U.S. Department of Labor (DOL), established the Secretary's Commission on Achieving Necessary Skills (SCANS) to answer these questions.

WHAT ARE WORKPLACE SKILLS?

To find meaningful work, youth need to master certain workplace skills. SCANS calls these essentials “foundation skills” and “competencies.” Workers use foundation skills—academic and behavioral characteristics—to build competencies on.

Foundation skills fall into three domains:

- **Basic Skills**—reading, writing, speaking, listening, and knowing arithmetic and mathematical concepts
- **Thinking Skills**—reasoning, making decisions, thinking creatively, solving problems, seeing things in the mind's eye, and knowing how to learn
- **Personal qualities**—responsibility, self-esteem, sociability, self-management, integrity, and honesty

Competencies, however, more closely relate to what people actually do at work.

The competencies that SCANS has identified fall into five domains:

- **Resources**—identifying, organizing, planning, and allocating time, money, materials, and workers
- **Interpersonal skills**—negotiating, exercising leadership, working with diversity, teaching others new skills, serving clients and customers, and participating as a team member
- **Information skills**—using computers to process information and acquiring and evaluating, organizing and maintaining, and interpreting and communicating information
- **Systems skills**—understanding systems, monitoring and correcting system performance, and improving and designing systems
- **Technology utilization skills**—selecting technology, applying technology to a task, and maintaining and troubleshooting technology
THE SECRETARY’S COMMISSION ON ACHIEVING NECESSARY SKILLS (SCANS)

This five-page summary of SCANS was provided by the Center for Human Resources, Heller Graduate School, Brandeis University.

Resources

**Allocates Time** - Selects relevant, goal-related activities; ranks them in order of importance, allocates time to activities, and understands, prepares and follows schedules. Competent performance includes properly identifying tasks to be completed, ranking tasks in order of importance, developing and following an effective, workable schedule based on accurate estimates of such things as importance of tasks, time to complete tasks, time available for completion, tasks deadlines and organizational needs. Wasting time is avoided and schedules are evaluated and adjusted as needed.

**Allocates Money** - Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments. Competent performance includes accurately preparing and using a budget according to a consistent and orderly accounting method, accurately calculating future budgetary needs based on projected costs and revenues, accurately tracking the extent to which actual costs and revenues differ from the estimated budget and taking appropriate and effective actions.

**Allocates Material and Facility Resources** - Acquires, stores and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them. Competent performance includes carefully planning the steps involved in the acquisition, storage and distribution of resources, safely and efficiently acquiring, transporting or storing materials, maintaining them in good condition and ultimately distributing them to the end user.

**Allocates Human Resources** - Assesses knowledge and skills, and distributes work accordingly, evaluates performance, and provides feedback. Competent performance includes accurately assessing people’s knowledge, skills, abilities and potential, identifying present and future workload, making effective matches between individual talents and workload and monitoring individual performance providing feedback.

Information

**Acquires and Evaluates Information** - Identifies need for data, obtains it from existing sources or creates it, and evaluates its relevance and accuracy. Competent performance includes posing analytic questions to determine specific information needs, selecting possible information and evaluating its appropriateness, and determining when new information must be created.
Organizes and Maintains Information - Organizes, processes and maintains written or computerized records and other forms of information in a systemic fashion. Competent performance includes understanding and organizing information from computer, visual, oral and physical sources in readily accessible formats, such as computerized databases, spreadsheets, video disks, paper files, etc., and when necessary, transforming data into different formats in order to organize them by the application of various methods such as sorting, classifying, etc.

Interprets and Communicates Information - Selects and analyzes information and communicates the results using oral, written, graphic, pictorial, or multi-media methods. Competent performance includes determining information to be communicated, identifying the best methods to communicate information, converting text to desired format, as appropriate, and conveying information to others through a variety of means, including oral presentations, written communication, etc.

Uses Computers To Process Information - Employs computers to acquire, organize, analyze, and communicate information. Competent performance includes entering, modifying, retrieving, storing and verifying data and other information, choosing appropriate format(s) for display (charts, graphs, narrative, etc.), and ensuring accurate conversion of information into the chosen format.

Interpersonal

Participates As a Team Member - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Competent performance includes doing own share of tasks necessary to complete a project, showing consideration and encouragement to co-workers and team members by listening and responding appropriately to their contributions, building on individual team members’ strengths, resolving differences politely and cooperatively, and taking personal responsibility for accomplishing goals and responsibly challenging existing procedures, policies, or authorities.

Teaches Others - Helps others to learn. Competent performance includes helping others to apply related concepts and theories to task through coaching or other means, identifying training needs and conveying job information to allow others to see its applicability and relevance to task, and assessing performance and providing constructive feedback/reinforcement.

Serves Clients and Customers - Works and communicates with clients and customers (both external and internal) to satisfy their expectations. Competent performance includes actively listening to customers to avoid misunderstandings and identify needs, communicating in a positive manner especially when handling complaints or conflict, and efficiently obtaining additional resources to satisfy client needs.

Exercises Leadership - Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates individuals or groups, including responsibly challenging existing procedures, policy or authority. Competent performance includes making positive use of the rules/values followed by others, justifying a position logically and appropriately, and establishing credibility through competence and integrity; and taking minority viewpoints into consideration.
Negotiates to Arrive at a Decision - Works toward an agreement that may involve exchanging specific resources or resolving divergent interests. Competent performance includes researching opposition and the history of the conflict, setting reasonable and attainable goals, presenting facts and arguments, listening to and reflecting on what has been said, clarifying problems and resolving conflicts, adjusting quickly to new facts and ideas, proposing and examining possible options, and making reasonable compromises.

Works with Cultural Diversity - Works well with men and women and with a variety of ethnic, social, or educational backgrounds. Competent performance includes understanding one's own culture and those of others and how they differ, respecting the rights of others while helping them make cultural adjustments where necessary, basing impressions on individual performance and not on stereotypes, and understanding concerns of members of other ethnic and gender groups.

Systems

Understands Systems - Knows how social, organizational, and technological systems work and operates effectively within them. Competent performance includes knowing how a system’s structures relate to goals, responding to the demands of the system/organization, knowing the right people to ask for information and where to get resources, and functioning within the formal and informal codes of the social/organizational system.

Monitors and Corrects Performance - Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance. Competent performance includes identifying trends and gathering needed information about how the system is intended to function, detecting deviations from system’s intended purpose, troubleshooting the system, and making changes to the system to rectify system functioning and to ensure quality of product.

Improves and Designs Systems - Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems. Competent performance includes making suggestions for improving the functioning of the system/organization, recommending alternative system designs based on relevant feedback, and responsibly challenging the status quo to benefit the larger system.

Technology

Selects Technology - Judges which set of procedures, tools, or machines, including computers and their programs, will produce the desired results. Competent performance includes determining desired outcomes and applicable constraints, visualizing the necessary methods and applicable technology, evaluating specifications, and judging which machine or tool will produce the desired results.

Applies Technology to the Task - Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems. Competent performance includes understanding how different parts of machines interact with broader production systems, occasionally installing machines (including computers), setting up machines/systems efficiently to get desired results, accurately predicting machine output, and detecting errors from machine output.
Maintains and Troubleshoots Technology - Prevents, identifies, or solves problems in machines, computers, and other technologies. Competent performance includes identifying, understanding and performing routine preventable maintenance and service on technology, detecting more serious problems, generating workable solutions to correct deviations, and recognizing when to get additional help.

Basic Skills

Reading - Locates, understands, and interprets written information in prose and written documents – including manuals, graphs and schedules - to perform tasks; Learns from text by determining the main idea or essential message; Identifies relevant details, facts, and specifications; Infers, or locates the meaning of unknown or technical vocabulary; Judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.

Arithmetic - Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

Mathematics - Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing and understands the role of chance in the occurrence and prediction of events.

Writing - Communicates thoughts, ideas, information and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow-charts; uses language, style, organization and format appropriate to the subject matter, purpose and audiences; includes supporting documentation and attends to level of detail; and checks, edits and revises for correct information, appropriate emphasis, form grammar, spelling and punctuation.

Listening - Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend, to learn, to critically evaluate, to appreciate, or to support the speaker.

Speaking - Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion, and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

Thinking Skills

Creative Thinking - Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

Decision Making - Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
**Problem Solving** - Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress and revises plan as indicated by findings.

**Seeing Things in the Mind’s Eye** - Organizes and processes symbols, pictures, graphs, objects or other information.

**Knowing How to Learn** - Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.

**Personal Qualities**

**Responsibility** - Exerts a high level of effort and perseverance towards goal attainment, works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well, & displaying a high level of concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality and optimism in approaching/completing tasks.

**Self-Esteem** - Believes in own self-worth and maintains a positive view of self, demonstrates knowledge of own skills and abilities, is aware of impact on others, and knows emotional capacity and needs and how to address them.

**Sociability** - Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Asserts self in familiar/unfamiliar social situations, relates well to others, responds appropriately as the situation requires, and takes an interest in what others say and do.

**Self-Management** - Assesses own knowledge, skills and abilities accurately, sets well-defined and realistic personal goals, monitors progress toward goal attainment and motivates self through goal achievement, exhibits self-control and responds to feedback unemotionally and non-defensively; is a "self-starter."

**Honesty/Integrity** - Can be trusted. Recognizes when faced with making a decision or exhibiting behavior that may break with commonly-held personal or societal values, understands the impact of violating those beliefs and codes on an organization, self and others, and chooses and ethical course of action.
# Blueprint for Workplace Success

## Skill Standards

### Skills Youth Workers Need to Succeed in the 21st Century Workplace

These standards were developed by the South Bay One-Stop Workforce Investment Board Youth Development Council and South Bay One-Stop Business and Career Centers Youth Programs in California.

<table>
<thead>
<tr>
<th>Academic (Basic) Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>Analyze and interpret written materials.</td>
</tr>
<tr>
<td>Be aware of company policies, safety and health regulations and guidelines.</td>
</tr>
<tr>
<td>Have working knowledge of charts and graphs, company materials such as reports, annual reports, brochures, and newsletters.</td>
</tr>
<tr>
<td>Have knowledge of job-related information such as memos, sales slips, inventory records, menus, phone messages, e-mail, etc.</td>
</tr>
<tr>
<td>Use a map, dictionary, Internet, or thesaurus to access information.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Write legibly.</td>
</tr>
<tr>
<td>Use a process of drafting coherent written documents.</td>
</tr>
<tr>
<td>Use proper grammar, punctuation, and spelling.</td>
</tr>
<tr>
<td>Take phone messages accurately; prepare fax cover sheets; compose simple memos and e-mail.</td>
</tr>
<tr>
<td>Complete job applications, time cards, and personnel documents.</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
</tr>
<tr>
<td>Follow spoken instructions</td>
</tr>
<tr>
<td>Listen carefully to separate fact from opinion</td>
</tr>
<tr>
<td>Communicate effectively in one-on-one dialogue and small group discussion</td>
</tr>
<tr>
<td>Make and maintain eye contact in one-on-one and group discussions</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
</tr>
<tr>
<td>Speak clearly without using slang and colloquialisms.</td>
</tr>
<tr>
<td>Express ideas and information clearly.</td>
</tr>
<tr>
<td>Ability to report accurately what others have said.</td>
</tr>
<tr>
<td>Ability to engage others in the exchange of ideas.</td>
</tr>
<tr>
<td>Answer phones and relay messages appropriately in a work environment.</td>
</tr>
<tr>
<td>Answer phones in a professional manner with a pleasant attitude.</td>
</tr>
<tr>
<td>Enunciate words when speaking on the phone.</td>
</tr>
<tr>
<td><strong>Arithmetic and Mathematics</strong></td>
</tr>
<tr>
<td>Add, subtract, multiply, divide using whole numbers, decimals, fractions.</td>
</tr>
<tr>
<td>Perform measurements of length, area, volume, weight, and temperature.</td>
</tr>
<tr>
<td>Calculate retail sales and food service transactions, inventory control, sales tax, etc.</td>
</tr>
<tr>
<td>Understand how to calculate wages, hours, and deductions.</td>
</tr>
</tbody>
</table>
### Thinking Skills

#### Decision Making
- Consider the impact of decisions upon self and others.
- Capable of evaluating and taking responsibility for decisions.
- Use the experience and knowledge developed on the job to make decisions.
- Know that it is appropriate to ask for help whenever needed.
- Make decisions based upon pre-established criteria (i.e., time, resources, regulations).

#### Reasoning and Problem Solving
- Understand that problems may arise and know what actions to take.
- Take initiative to solve problems.
- Able to learn and follow guidelines and procedures.
- Resourceful – can access resources to solve problems and research information.
- Seek help or support when negative situations occur.
- Use common sense.

#### Knowing How to Learn
- Use supervisor guidelines to self-assess to know abilities and limitations.
- Open to learn and receive balanced feedback.
- Research to find reliable sources of information, including knowledgeable people.
- Model best practices you have observed in other people.
- Keep a daily journal to stay on track, measure growth, and identify needs/opportunities.
- Know that every job has an entry level and, with hard work, you can advance.

#### Use of Technology
- Know that the computer is a business tool.
- Use a computer to operate standard utility software programs, such as word processing (MS Word) and spreadsheets (Excel).
- Basic computer skills such as keyboarding, how to use a mouse, how to edit and save documents, set fonts, print, download graphics, etc.
- Access information and resources on the Internet.
### Interpersonal/Social Skills

- Be courteous and interested listener, not interrupting when others are speaking.
- Have positive and cooperative “can-do” attitude.
- Accept balanced, constructive criticism with maturity.
- Understand the principles of conflict resolution and mediation.
- Work well with others from diverse ethnic and cultural backgrounds.
- Show teamwork by contributing to company and group goals.
- Operate as a leader or follower to best accomplish company and job goals.
- Make suggestions or give feedback to co-workers and supervisors in an appropriate manner.
- Know appropriate office etiquette (i.e., knock and request entry when doors are closed; don’t interrupt when someone is talking on the phone or in conversation with others).
- Know boundaries; appropriate way to relate to co-workers, supervisors, and customers.

### Basic Workplace Knowledge and Skills – Personal Qualities

#### Self Management

- Come to work on time (call in advance when late or absent; know who to call).
- Work required hours (without constant monitoring).
- Follow instructions and directions; know limitations; self-monitor; stay on task – within time frames; seek appropriate help.
- Be able to manage time effectively, read task lists, incorporate duties and tasks in appropriate timeframes.
- Know limitations; seek feedback and help when unsure.
- Adapt to corporate/business culture – etiquette, appearance, and decorum.
- Able to effectively learn more about the job, expectations, the company, their mission, and advancement opportunities.
- Understand the concept of self-starter; independent worker; flexibility.

#### Work Ethic

- Take pride in work; pay attention to details.
- Tutored in what quality at work means and its importance in the workplace.
- Understand the concept of teamwork.
- Leave personal problems out of the workplace.

#### Integrity/Honesty

- Handle valuable resources appropriately – equipment, time cards, money.
- Use care in handling proprietary information.
- Be considerate of company image.
- Exercise self-control.
- Earn trust.
- Incorporate the values of integrity and honesty in the resume process – statements should be honest.
Customer Service
Receive instructions regarding the need for basic customer assistance by listening to customer needs and responding adequately; such as taking orders for purchase of products or services, providing assistance to resolve problems, providing delivery and order status information. Analyze and evaluate customer needs, and follow up to ensure customer satisfaction. Provide information on products and services. Read work orders, instructions, and memos to carry out customer service activities correctly.

ASSESSMENT INTERVIEW TEMPLATE

Directions: The following template was adapted from The Brockton Youth Opportunity Center in Massachusetts to guide a case manager’s conversation with a young person and provide a systematic, uniform method of recording information obtained. The basic purposes of the template are to: 1) identify basic information to develop an individual service strategy and 2) identify areas requiring referral for further in-depth, specialized assessment and/or treatment (i.e., substance abuse, mental health, etc.).

The questions do not have to be asked exactly as written (i.e., “read from the form”). Instead, if a case manager prefers, the questions can be “translated” into more informal, youth-friendly language. A less intimidating, more youth-friendly environment may also be created if the case manager waits and records the answers to the questions on the form immediately after the young person leaves. If any of the questions on the form such as those related to education and work experience seek information that the young person has already provided at other times or in other ways such as intake or to partner agencies, the case manager does not need to ask for that information a second time. However, in those cases the case manager may wish to cross-reference the source on the Interview Form.

Some optional, supplemental questions in the areas of mental health, substance abuse, and legal issues are included so the case manager can explore those areas a little more fully if the answers to some of the related questions in Sections F and G indicate that additional information is advisable before making a decision regarding a referral. At the end of various sections of the Structured Interview Form, the case manager will need to indicate, based on the information obtained, whether a referral and additional assessment are needed.

Some organizations may decide to select and use a limited number of the questions from the sample in order to create a shorter document and reduce the amount of time required to use it. An alternative method of using the template consists of just asking the questions related to one or two topics such as Strengths and Friends during any one conversation with a young person. The questions from other sections can be asked during subsequent conversations. This approach may allow the case manager to obtain needed information without alienating the young person through a tedious, lengthy process.

22 • Appendix 3
SAMPLE:

ASSESSMENT INTERVIEW TEMPLATE
(Adapted from The Brockton Youth Opportunity Center)
The Brockton Youth Opportunity Center
RISE Assessment Interview Form

Name __________________________ Date of Birth _______________________
Address: ________________________ Zip Code ____________________________
Telephone ________________________ Cell/Beeper _________________________
Sex M ___ F ___
Race/Ethnicity ___________________ Primary Language ___________________
Emergency Contact (Name/Phone #)
____________________________________________________________________
Youth Advocate/Case Manager (Name/Phone #)
____________________________________________________________________

General Information

Part I.

A. Dreams, Interests, Strengths, and Assets

1. Dreams

What are your dreams for the future? ________________________________
________________________________________________________________
________________________________________________________________
If you could have an ideal life, what would that be? ____________________
________________________________________________________________
________________________________________________________________
Where do you see yourself a year from now? __________________________
________________________________________________________________
________________________________________________________________
Where do you see yourself five years from now? _________________________
________________________________________________________________

What would you like most to change about your life now? ________________
________________________________________________________________
________________________________________________________________

www.kra.com/ImprovingServicesandPerformanceToolkit
Assessment and Development in an ISS
Appendix 3 • 23
2. **Interests**
   What do you do for fun? __________________________________________________________
   __________________________________________________________
   How do you spend your free time? _________________________________________________
   __________________________________________________________
   What would you like to gain from the Youth Center? _________________________________
   __________________________________________________________
   Have you been involved in any school, church or community activities? ________
   __________________________________________________________

3. **Strengths/Assets**
   What do you feel are your greatest strengths? _________________________________
   __________________________________________________________
   __________________________________________________________

4. **Household Strengths and Assets/Other Assets**
   Who is the most supportive person in your life? _________________________________
   __________________________________________________________
   What are some of the strengths and skills of the members of your family? _____
   __________________________________________________________
   __________________________________________________________
   Does your family participate in any community or religious activities? ________
   __________________________________________________________
   __________________________________________________________
   Are there any other people in your life that you rely on for help, guidance, or support? (girlfriend, teacher, coach, social worker, pastor, etc.)________
   __________________________________________________________
   __________________________________________________________
B. EDUCATIONAL ASSESSMENT

1. Are you currently enrolled in school, training, or any other educational program?
   Yes ___ No ___

2. School/Program Name: _______________________________
   Address: __________________________________________
   Guidance Counselor/Instructor: ________________________
   Telephone #(s): _____________________________________

3. If not, what was your reason for leaving? ____________________________
   ____________________________

4. What was the last school you attended? ____________________________

5. What was the highest grade that you completed? ____________________

6. Have you ever received special education services? Yes ___ No ___

7. If yes, and in school, do you have a current and active Individual Educational
   Plan (IEP)? Yes ___ No ___

8. Have you had an IEP in the past? Yes ___ No ___

9. Were you ever attended an alternative school? Yes ___ No ___
   # years ___

10. Have you ever been suspended from school? Yes ___ No ___
    # times ___

   If so, for what reason(s)? ______________________________________

11. What do you like best about school? ________________________________
    ________________________________
    ________________________________

12. What do you like least about school? ________________________________

13. What are your future educational goals? _____________________________
    ________________________________
    ________________________________

14. Did you receive a high school diploma? Yes ___ No ___
    If not, have you obtained a GED certificate? Yes ___ No ___
15. Achievement Level

a. Secondary School Grades: last year ______ currently __________

b. School Test Name ____________________ Date ______________
   Basic Skills Deficiency in Literacy (below 8.9) Yes___ No ___
   Basic Skills Deficiency in Numeracy (below 8.9 ) Yes___ No ___
   Is there anything making it difficult for you to succeed at school?
   Yes___ No___ (if yes, describe)


<table>
<thead>
<tr>
<th>Needs Additional Assessment</th>
<th>Yes ___ No ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Referral(s)</td>
<td>Yes ___ No ___</td>
</tr>
</tbody>
</table>

C. Work Experience

1. Have you ever held a job before? Yes____ No ___
   If yes, please describe the last two jobs you had:
   A. Position _____________________ From _____ To _______
      Salary: Starting __________ Ending __________
      Hrs/Wk ________
      Duties Included: ____________________________
      Reason for Leaving: __________________________

   B. Position _____________________ From _____ To _______
      Salary: Starting __________ Ending __________
      Hrs/Wk ________
      Duties Included: ____________________________
      Reason for Leaving: __________________________

2. Have you ever done job shadowing, internship or volunteer work before? Yes____ No ___
   If yes, please describe the last two types of work experience:
   A. Type ________ Position__________________________
      From ___________ To ___________
      Hrs/Wk ________ Duties included __________________
                      __________________
      Reason for leaving ____________________________
                      __________________

B. Type ___________ Position __________________________
   From _______________ To ______________
   Hrs/Wk __________ Duties included __________________________
   Reason for leaving __________________________
   ________________________________________________

3. Which job did you like best, and why?
   ________________________________________________
   ________________________________________________
   ________________________________________________

4. Describe any work-related skills you possess.
   ________________________________________________
   ________________________________________________
   ________________________________________________

5. What are your future employment goals?
   ________________________________________________
   ________________________________________________

6. Please give the names and telephone numbers of at least two job
   references other than family and friends.

   Name: ________________________________
   Telephone: ____________
   Name: ________________________________
   Telephone: ____________

   Is there anything preventing you from actively participating
   in this program?
   ________________________________________________
   ________________________________________________

   Do you need any type of assistance or support now?
   ________________________________________________

Part I completed on (date) __________________________
PART II

D. Friends and Peers
Who are your best friends? ________________________________

What do you like about your friends? ________________________________

How do you spend time together? ________________________________

How much time do you spend with your friend? __________________
Can you say “no” to them and they accept it? __________________

E. Family/Living Situation
1. Where do you currently live and with whom?

____________________________________________________

2. Where have you lived for the past year?
   _____ parent or guardian’s home   _____ living independently
   _____ relative’s home     _____ friend’s home
   _____ other adult’s home   _____ foster home
   _____ drug treatment facility
   _____ transitional residential facility
   _____ Military     _____ Job Corps
   _____ homeless shelter   _____ on the street
   _____ educational institute   _____ drug treatment
   _____ psychiatric facility/hospital   _____ correctional facility

3. How many other members are in your immediate household?

<table>
<thead>
<tr>
<th>Name</th>
<th>(Age)</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Do you have any children? Yes___ No ___
   If so, what are their names and ages?
   Name: ______________________________________ Age: _____
   Name: ______________________________________ Age: _____
   Do you have childcare services? Yes ___ No ___
   What type?
   _______________________________________________________
   Do you need assistance obtaining childcare services?
   Yes ___ No ___

5. How is your family supported financially?
   _______________________________________________________
   _______________________________________________________

6. How does your family get along with each other?
   _______________________________________________________
   _______________________________________________________

7. What is it like when your family has a disagreement? (What is the outcome of your family’s disagreements?)
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

8. What does your family need most?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

9. If you could tell your family just one thing, what would it be?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
10. What support system does your family use? (religious, relatives, friends)

_____________________________________________________

_____________________________________________________

_____________________________________________________

11. Do you or your family receive any benefits or services from any social service agency (food stamps, counseling, etc.) Yes ____ No ____
If so, which ones?

_____________________________________________________

_____________________________________________________

_____________________________________________________

What services or benefits do you receive?

_____________________________________________________

_____________________________________________________

_____________________________________________________

<table>
<thead>
<tr>
<th>Needs Additional Assessment</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Referral(s)</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

F. Health (as appropriate for the type of program)

1. How would you rate your health?
   Poor ____ Fair ____ Good ____ Excellent ____

2. Have you ever been hospitalized? If so, for what and for how long?

_____________________________________________________

_____________________________________________________

_____________________________________________________

3. When did you have your last physical exam? _________________________

4. When was the last time you went to see a doctor? ________________________

5. When did you have your last eye exam? ________________________
   Did you need glasses at that time? _________________________
6. Do you have any disabilities? If so, explain: __________________________________________
________________________________________
7. Are you currently taking any prescribed medication?  
   Yes ___ No ___
   If so, what/why: __________________________________________
   __________________________________________
8. Are you expecting a baby?  Yes ___  No ___
9. Is your partner expecting a baby?  Yes ___  No ___
10. Do you have health insurance?  Yes ___  No ___
11. Does your family have health insurance?  Yes ___  No ___

**Mental Health**
12. Have you ever been treated or referred for emotional problems?  
    Yes ___  No ___
13. Do you feel that you have any emotional difficulties?  
    Yes ___  No ___
    If yes, would you like talk to somebody else?  
    Yes ___  No ___
14. Have you had periods of depression?  
    Yes ___  No ___
    Describe:  __________________________________________
    __________________________________________

**Substance Abuse**
15. Have you experimented with drugs and/or alcohol?  
    Yes ___  No ___
16. Have you done anything you wish you hadn’t when you were drunk/high?  
    Yes ___  No ___
17. Have you used alcohol or drugs to help you feel better?  
    Yes ___  No ___
18. Would you like help with your alcohol/drug use?  
    Yes ___  No ___
G. Legal Issues

1. Have you ever been or are you currently involved with court/probations?
   Yes ___ No ___

2. Do you have any legal issues?
   Yes ___ No ___

Observation

Notes: __________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________

Case Manager’s Signature__________________________ Date ______________
Supplemental Questions

Part II Section F/Mental Health

Have you ever been the victim of neglect (biological, psychological, social)?

Have you ever been the victim of physical abuse?

Have you ever been the victim of sexual abuse?

Do you currently receive counseling for emotional distress?  Yes ____ No____

Are you taking any prescribed medication? (explain)  Yes_____ No____

Do you have any sleeping problems such as falling asleep, waking in the night, difficulty waking up in the morning, other?  Yes_____ No____

Have you had any noticeable weight gain/loss during the past two months?  Yes____ No____

Have you ever cut, scratched or hurt yourself when under stress?  Yes_____ No____

Have you ever thought of ending your life?  Yes _____ No ___

Have you ever tried to commit suicide?  Yes _____ No ___

Number of times ___

How many times have you been hospitalized after suicide attempts

----------

Needs Additional Assessment  Yes ___ No ___
Needs Referral(s)  Yes ___ No ___

Part II Section F/Substance Abuse

Do you use alcohol or drugs socially?  Yes ___ No ___

Is there a history of drug or alcohol abuse by other family members?  Yes ___ No ___
Have you gotten into trouble when you’ve been high or been drinking?
   Yes ___ No ___

Have you been so drunk or high you couldn’t remember what happened?
   Yes ___No ___

Have other people said you need help for an alcohol or drug problem?
   Yes ___No ___

Have you ever received treatment/counseling for drinking or using drugs?
   Yes ___No ___

How often do you drink?

Every day _____ A few times a week _____ Once a week____ A few times a month _____

What and how much do you drink?

____________________________________________________________________________________

How often do you use?

Every day _____ A few times a week _____ Once a week____
A few times a month _____

What and how much do you use?

____________________________________________________________________________________

Do you see yourself having problems with alcohol? Yes ___ No ___

Do you see yourself having problems with drugs? Yes ___ No ___

<table>
<thead>
<tr>
<th>Needs Additional Assessment</th>
<th>Yes ___ No ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Referral(s)</td>
<td>Yes ___ No ___</td>
</tr>
</tbody>
</table>

**Part II Section G. Legal Issues**

Have you ever been arrested? Yes ___No ___

Date, age of arrest and description of the offense

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Have you ever been committed to the Department of Youth Services? Yes ___No ___

Name of Case Worker

____________________________________________________________________________________
Have you ever been convicted of a crime? Yes ___ No ___
If so, please state the nature of the offense.
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Have you ever been in jail? Yes ___ No ___
Are you currently on probation? Yes ___ No ___
If so, how long? __________
Name of Probation Officer _____________________________________________
____________________________________________________________________
____________________________________________________________________

Are you on parole? Yes ___ No ___
Have you ever filed a restraining order against someone? Yes ___ No ___
If so, for what reason? ______________________________________________
____________________________________________________________________
____________________________________________________________________

Has anyone ever filed a restraining order against you? Yes ___ No ___
Explain: ____________________________________________________________
____________________________________________________________________
____________________________________________________________________

Are you now or have you ever been in a gang? Yes ___ No ___
Explain: ____________________________________________________________
____________________________________________________________________
____________________________________________________________________

Do you have access to a handgun or other weapon? Yes ___ No ___
Explain: ____________________________________________________________
____________________________________________________________________
____________________________________________________________________

<table>
<thead>
<tr>
<th>Needs Additional Assessment</th>
<th>Yes ___ No ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Referral(s)</td>
<td>Yes ___ No ___</td>
</tr>
</tbody>
</table>
Structured informal Assessment Worksheets

These are examples of worksheets that can be completed by a young person and then discussed individually with a case manager or the case manager may decide to ask the youth some of the questions during a discussion rather than making the young person write out the answers. For example, if a young person enrolled in the program is receiving failing grades, the case manager may ask some of the questions regarding study habits or learning style. The worksheet on “Strengths” may be used during the assessment or ISS development process.

What Are Your Strengths?

Place an “X” next to all the strengths that apply to you. Be sure that you can give examples of when and how you demonstrated each strength. Then go back and circle what you believe are your top five strengths.

_____ adaptable  _____ logical
_____ ambitious  _____ loyal
_____ artistic  _____ mature
_____ compassionate  _____ motivated
_____ confident  _____ organized
_____ conscientious  _____ outgoing
_____ courteous  _____ patient
_____ cooperative  _____ persevering
_____ dependable  _____ poised
_____ efficient  _____ productive
_____ energetic  _____ resourceful
_____ enterprising  _____ responsible
_____ enthusiastic  _____ sincere
_____ fair  _____ take initiative
_____ flexible  _____ trustworthy
_____ handle stress well  _____ willing to earn
_____ helpful  _____ industrious
_____ honest  _____ work well without supervision
Study Habits

1. How much time at home do you spend each day studying or doing homework?

2. Where do you study at home? Is there a place that you use that is quiet?

3. When you have to study for a test, how do you memorize material?

4. Do you take notes in class? What are your notes like?

5. Can you tell what the instructor thinks is important enough to be on a test? How do you know?

6. When you take a test or hand in homework, do you check it over before you turn it in?

7. Are there certain days of the week when it's harder to find time to study?

8. How do you know what work needs to be done each evening/week?

(Cygnet, 1995)

Learning Style Survey

Check the words and phrases that describe how you like to learn:

1. When are you most ready to learn?
   - in the morning
   - in the afternoon

2. What is your favorite way to learn?
   - on my own
   - one-to-one with an adult (teacher, parent, mentor)
   - one-to-one with a friend or classmate
   - in a small group; in a medium-size group; in a large group (with the whole class)

3. Where is your favorite place to learn? In a classroom with other people; off by myself somewhere, away
4. When you are doing an activity, can you stick with it for
   ______ a long period of time?
   ______ a short period of time?

5. How do you learn best?
   ______ by reading books, articles, and other printed materials
   ______ by looking at maps, pictures, or charts, and by watching demonstrations
   ______ by listening
   ______ by doing things with my hands (i.e. experiments)

6. When you are learning . . .
   ______ can you tell on your own how well you are doing?
   ______ do you need someone else to tell you if you are on the right track?

7. When you are learning . . .
   ______ do you learn the parts first, then understand the whole idea?
   ______ do you need to see the whole completed idea first, then learn the
details?

8. Which would you rather do?
   ______ use facts and information to do practical projects
   ______ gather information, analyze ideas, and write essays about what you are
   ______ use facts and information to do a group project
   ______ discover new information and ideas; then create your own new answers
   ______ on products

9. Which way do you learn most easily?
   ______ with exact directions and examples
   ______ with lecture notes and written materials
   ______ by working and sharing with others

(Hencoix, 1991)
**Friends**

Check the sentences that describe your friends:

_____1. They encourage me to say what I **think** and feel.
_____2. I feel free and comfortable telling them what is on my mind.
_____3. I don’t feel that I have to play games with them to be accepted.
_____4. I can trust them to support me in good and bad times.
_____5. They listen to me without criticizing me.
_____6. They honestly tell me what they think.
_____7. When I ask for advice, I can trust that they are thinking about what’s best for me.
_____8. I believe that our friendship is important to both of us (all of us). Nobody is always the “giver.” Nobody is always the “taker.”
_____9. I can say “no” to them and they accept it.
_____10. We are alike in the things we believe are important.
_____11. We enjoy doing many of the same things.
_____12. They encourage me to grow in positive ways.
_____13. They do not pressure me into doing things I don’t feel comfortable doing. I spend time with them because I choose to, not just because they want me to or because there is no one else for me to be with.

**SCORING:** The more items you checked, the closer your friends come to being “special” friends. If you checked many items, your friends must be wonderful! If you checked few items, maybe your current friends are not really as supportive and caring as you deserve. It may be time to develop some new friendships” (Hencox, 1991).
INDIVIDUAL SERVICE STRATEGY (ISS)
SAMPLE FORMS AND INSTRUCTIONS

This appendix includes two sample Individual Service Strategy (ISS) forms, one adapted from the Brockton RISE Individual Success Plan and one used by Covenant House Washington. Instructions for the use of the Brockton-based form are also provided.

Instructions: Individual Service Strategy (ISS) Form*

Purpose

The Individual Service Strategy (ISS) form is used for three purposes:

1. to work with youth to mutually identify and set employment, education, and personal development goals

2. to identify service objectives and a service plan of action needed to achieve the identified goals

3. to document services provided and results

The process of mutually developing, implementing, and revising an ISS with a young person should be viewed as an important part of the youth development process. By using the planned vs. accomplished aspects of the ISS process in a continuous manner, the case manager and the young person have a framework to identify, monitor, and adjust the work that is being accomplished and a means of enabling the young person to take responsibility for and actively participate in the accomplishment of goals and objectives. This mutual planning process enables the young person to develop individual ownership of the plan and learn, through the process, that they can make choices and that their actions can lead directly to specific outcomes. Valuable skill in goal setting and planning can also be developed.

General Directions

Through mutual planning with the young person and use of the information obtained during the assessment process, complete the ISS within 4 weeks of completing the enrollment/intake process. Review the plan with the youth each month and revise as needed. Every 90 days, complete the mandatory 90-day review and enter the date of completion on the last page of the ISS form.

Directions for Specific Sections

At the top of the form, use the check-off boxes to indicate if the ISS form to be completed is the initial one after enrollment or a revision of an existing ISS. For example, when there are major changes such as replacement of a career goal, or the addition of an educational goal such as entering college, with corresponding changes in activities related to the goal, the case manager will need to complete a new ISS form, check the box by Revision, enter the date of the revision, and the case manager’s name. The revised ISS should then be stapled to the top of the previous ISS. Enter the required information regarding youth’s name, social security number, date of birth (DOB), and age. Check one box to indicate if the young
person is in-school (ISY) or out of school (OSY). Other identifying information such as address, work experience, etc. should be on the intake/enrollment forms or in the assessment data.

Career Goal Section

Based on the career assessment, the youth will be able to indicate a career goal such as teacher, computer technician, mechanic, nurse, lawyer, police officer, et cetera, and that information can be entered as stated. To use a different approach, enter a career path rather than a specific position. For example, a young person may state an interest in becoming a nurse. Instead of asking the youth to decide exactly what they mean immediately (i.e., RN, LPN, nurse’s aide, radiology technician, etc.), list a career path of medical profession or health care field and note that a more definitive identification will be determined at a later time. If a young person cannot identify an area of interest, review the assessment data in the area of interests, enter “unknown at this time.” Then list skills in the area of career planning and decision-making, labor market knowledge, and/or occupational knowledge as work readiness goals.

ASSESSMENT SUMMARY

Review all the assessment records and summarize the young person’s interests and assets as well as any barriers to goal achievement that need to be addressed for the youth to succeed. For example, assets might include skills such as mechanical, computer, or mathematical skills; character traits such as patience, enthusiasm, and willingness to work hard; and support such as an interested coach or instructor, older brother, and others. Interests could include photography, basketball, art, certain TV programs, etc. Issues that need to be addressed for the youth to succeed and achieve goals that have been set could include reading score 2 years below grade level, lack of work experience, childcare, substance abuse, homelessness, disability, limited English, pregnant or parenting, poor health, gang involvement, and so forth.

GOALS, ACTION PLAN, AND ACHIEVEMENTS

Long-term Goals

There are three types of long-term goals in this section: employment, education, and youth development/leadership development. Long-term in this case means one year (or longer). Although you are encouraged to use all three goals sections as needed, only one long-term goal in one area is required. In WIA programs, older youth (18–21) must complete the employment goals section—the other two sections are optional.

The employment goal may be in terms of a specific job or a particular field. For younger youth, the employment goal may be listed as a specific career exploration area. The education goal section may be used in two ways: 1) to establish educational goals that are needed for self-sufficiency and increased earnings over time; and 2) to identify any educational needs the young person may have relative to the career goal(s) and employment goal(s) selected. The youth development/leadership development goal(s) section focuses on specific goals related to the youth’s overall development and self-sufficiency. Some examples of possible goals for this section include: development of two positive peer relationships, acquisition of decision-making and problem-solving skills, and development of a sense of civic responsibility.
Short-term Goals

For each long-term goal, there should be a series of short-term goals sequenced to lead to achievement of the long-term goal and deal with any issues that may be barriers to goal achievement. These short-term goals (objectives) should be achievable in “manageable bites,” enabling the young person to experience regular “wins.” The short-term goals are the interim measurable milestones that can be used to determine if actual progress is being made. When determining the sequence of the goals, the case manager and the young person usually consider first goals which meet any primary needs such as food, clothing, health, and shelter. Then prerequisite goals—goals that need to be achieved before other goals can be reached—can be identified and set.

Activities

For each short-term goal, one or more activities or services that will be provided to help the youth achieve the goal should be entered along with the expected start and completion date, the name of the organization providing the service, and the name and phone number of the contact person for obtaining services and receiving progress updates during the course of the delivery of the services. Enrollment in or referral to an activity, however, should not be identified as a goal. Note that some programs use separate forms to record activities.

Recording information in the space designated for “Other Information” is optional. Any relevant information or an explanation not included elsewhere can be added here if it will be helpful to someone reading the ISS at a later date.

Action Steps and Responsibilities

List the action steps to be taken to achieve the short-term goals and identify who will do what and when. Case notes can record these individually tailored steps. Some examples are as follows:

- (Case manager’s name) will discuss job placement with the job developer by 11/15/05.
- (Youth’s name) will obtain bus pass by 11/15/05.
- Mother will purchase alarm clock by 11/15/05.

Progress Updates and/or Minor Revisions

Provide a monthly update on progress towards achieving the short-term goals (i.e., attendance, grades, instructor’s or employer’s comments). This can be entered as case notes. Use short bullets or phrases and indicate date of entry. Also enter in the appropriate space under each activity the actual start date of each activity and date of successful completion or unsuccessful exit (month and year). Minor revisions, such as change in schedule or activities, should also be entered in this section.
Challenges and Supportive Services Plan

Through the assessment process, identify any challenges needed to complete activities and achieve goals. The challenges may be in the areas of transportation, parenting, legal, disability, physical/mental health, housing, alcohol/substance abuse, childcare, family relationship, Children in Need of Supervision or Services (CHINS), behavior, self-image, peer relationships, self-confidence, or life skills. Develop plan—or short-term goals—to address those challenges (referral for services, linkage with resources). Monitor and record services delivered, quality of services, and results.

Schedule for Future Contacts

Through mutual planning, identify times and places for future meetings (e.g., every Tuesday at 4:00 p.m. or the first Monday of each month at 6:00 p.m.). Make the schedule easy to remember.

Youth Comment
Ask the young person to comment on the plan in one or more sentences.

* Adapted from YOG Rise Individual Success Plan: Youth Advocates Guide, Brockton RISE Center, Brockton, MA.
SAMPLE:  
(Adapted from Brockton YO Project)

CM ____________________________________________

Name ____________________________________________

Social Security # ___________________ Age _____________________________
Enrollment Date ___________________________ ISY S  OSY
Revision Date _______ CM Initials ________
Revision Date _______ CM Initials ________

INDIVIDUAL SERVICE STRATEGY*

I. Career Goal
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

S Initial  ___ Date: __________________

II. Assessment Summary
A. Interests & Assets (Strengths):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

B. Barriers:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

III. Education Goal(s) (achievable within approximately one year)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

A. Short-term goals/Objectives (to achieve goals)
________________________________________________________________________
________________________________________________________________________

B. Activities/Elements to Achieve Goals
Complete one or more of these activities in 12 months or less: work readiness training, internship, short-term occupational skills training, paid or short-term unpaid work experience, job shadowing, OJT, summer employment. (Add more activities on the back of the page if necessary.)
1. Activity: ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Provider _________________________ Contact Name & Phone #
   ____________________________________________________________
Expected Start Date __________
Expected End Date __________
Schedule ______________________________________________________
Actual Start Date __________ Completed successfully     Yes ____ No ____

2. Activity: __________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Provider _________________________ Contact Name & Phone #
   ____________________________________________________________
Expected Start Date __________
Expected End Date __________
Schedule ______________________________________________________
Actual Start Date __________ Completed successfully     Yes ____ No ____

3. Activity: __________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Provider _________________________ Contact Name & Phone #
   ____________________________________________________________
Expected Start Date __________
Expected End Date __________
Schedule ______________________________________________________
Actual Start Date __________ Completed successfully     Yes ____ No ____
Other information:
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
C. Tasks and Responsibilities / Deadlines (Specify who will do what and when)

1. Youth
   ______________________________________________________
   ______________________________________________________

2. Case manager, program staff, family and/or others
   ______________________________________________________
   ______________________________________________________

D. Progress Updates and/or minor revisions (monthly entries- bullets/phrases with date of entry).
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

E. Date employment achieved __________
   Job Title ________________________ Wage __________
   Hrs/wk ____________ Company
   ____________________________________________________

IV. Employment Goal(s) - Achievable within one year
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

A. Short-term Goals/Objectives (to achieve employment goal/outcome)
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

B. Activities/Elements to Achieve Goals (Add more on the back page if necessary.)
   Complete one or more of these activities in 12 months or less: Tutoring, study skills training, instruction leading to secondary school completion, alternative school offerings.
1. Activity:

________________________________________________________________
________________________________________________________________
________________________________________________________________

Provider ____________________________
Contact Name & Phone # ______________________________________
Expected Start Date ___________
Expected End Date ___________
Schedule _______________________
Actual Start Date __________ Completed successfully     Yes ____ No _____

2. Activity:

________________________________________________________________
________________________________________________________________

Provider ____________________________
Contact Name & Phone # ______________________________________
Expected Start Date ___________
Expected End Date ___________
Schedule _______________________
Actual Start Date __________ Completed successfully     Yes ____ No _____

Other information:

________________________________________________________________
________________________________________________________________

C. Tasks and Responsibilities / Deadlines (Specify who will do what and when)

1. Youth

________________________________________________________________
________________________________________________________________
________________________________________________________________

2. Case manager, program staff, family and/or others

________________________________________________________________
________________________________________________________________
________________________________________________________________
D. Progress Updates and/or minor revisions (monthly entries—bullets/phrases with date of entry)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

E. Educational Achievement (Indicate by entering month & year achieved)
Remained in school _________
Attained new grade level ____________
Obtained: HS diploma _____ GED_____
Credential(title, institution & date)_________________

V. Youth Development/Leadership Development Goal(s)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

A. Activities Select one or more: community service learning project, support groups, p.e.-centered activities, social behavior and soft skills, decision-making adult mentoring, teamwork, citizenship training. (Add other activities on the back of the page as needed.)

1. Activity:
________________________________________________________________________
Provider _______________________
Contact Name & Phone # __________
Expected Start Date __________
Expected End Date __________
Schedule ______________________________________________________
Actual Start Date __________ Completed successfully   Yes ____ No ____

2. Activity:

___________________________________________________________
___________________________________________________________

Provider ____________________________
Contact Name & Phone # ______________________________________
Expected Start Date __________
Expected End Date ___________ Schedule _______________________
Actual Start Date __________ Completed successfully     Yes ____ No ____
Other information:

___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________

B. **Tasks and Responsibilities / Deadlines** (Specify who will do what and when)
Youth:

___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________

Case manager, program staff, family and/or others:

___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________

C. **Progress Updates and Minor Revisions** (monthly entries – bullets/dates of entry)

___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
VI. Challenges and Supportive Services Plan

Summarize below any challenges such as transportation, parenting, legal, disability, physical/mental health, housing, alcohol/substance abuse, childcare, family relationship, CHINS, behavior, self-image, peer relationships, self-confidence, or life skills.

A. Challenge:

Referred/Linkage:

Results:

B. Challenge:

Referred/Linkage:

Results:
VII. Schedule for Future Contacts (youth & case manager)

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

VIII. Youth Comment

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

With the assistance of my case manager, I have set goals and developed this Individual Service Strategy (ISS) to achieve those goals.

Member's Signature/Date                              Case Manager's Signature/Date

90 days Update _________  90 days Update _________

90 days Update _________  90 days Update _________

*Adapted from the Brockton Rise Individual Success Plan, Brockton Rise Center, Brockton, MA
Covenant House Washington*
Service Management

INDIVIDUAL SERVICE STRATEGY (ISS)

Name of Youth ______________________________ ID#__________________________
Service Manager __________________________________________________________
Service Plan Date ____________________________ Intake Date ____________________

Checklist of Identification Documents
- Birth Certificate - Social Security Card - Non-Driver’s ID/Driver’s License

Strengths (Ask youth what things he/she is good at or what things he/she enjoys doing)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Comprehensive Needs Assessment (Youth lacks or has inadequate supply of the following)
- Housing - Clothing - Food - Medical - Income
- Childcare - Emotional/Mental Health - Education - Vocation
- Legal - Family - Self-Concept/Esteem - Life Skills
- Substance Abuse - Parenting Skills
- Recreation/Cultural/Leisure Activities
- Other

“Checklist for Success” (Needed Services)
- Short-term Housing (shelter) - Medical Exam (Physical/Prenatal)
- Identification Documents - Long-term Housing (TLP/Apt)
- Public Assistance - SAT Prep
- Child Care Placement - Individual Counseling
- Tutoring - Life Skills
- Educational Enhancement - Family Reunification
- Parenting Classes - Mental Health Intervention
- High School Diploma - Wellness and Well-being
- Substance Abuse Intervention
- Occupational Training
- Cultural Enrichment
- Career Exploration
- Other
“To Do List” (Goals/Action Steps)

Goal #1

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>Projected Due Date</th>
<th>Actual Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>Projected Due Date</th>
<th>Actual Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>Projected Due Date</th>
<th>Actual Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_ Incentive Date Received __________ Youths Signature __________________________

Goal #2

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>Projected Due Date</th>
<th>Actual Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>Projected Due Date</th>
<th>Actual Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>Projected Due Date</th>
<th>Actual Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_ Incentive Date Received __________ Youths Signature __________________________
### Goal #3

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>Projected Due Date</th>
<th>Actual Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Incentive: Date Received ____________ Youth Signature _______________

### Goal #4

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>Projected Due Date</th>
<th>Actual Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Incentive: Date Received ____________ Youth Signature _______________
Goal #5

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>Projected Due Date</th>
<th>Actual Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_ Incentive Date Received ____________ Youth Signature _______________

Signature of Youth Date Signature of Service Manager Date

**ISS Review Dates** January 2004 April 2004 July 2004 October 2004

Initials:

Youth / Staff Youth / Staff Youth / Staff Youth / Staff

*(Callahan & McLaughlin, 2002, pp. 46-47)*
STATE AND NATIONAL WORKFORCE INFORMATION WEB SITES

Go to http://www.acinet.org/acinet/library.asp?category=1.6#1.6.3 for links to each of the States.

State Sites:

Alabama – http://www.2.dir.state.al.us
Alaska’s Labor Market Information System – http://almis.labor.state.ak.us
Arizona’s Workforce Informer – http://www.workforce.az.gov/
Arkansas – http://www.state.az.us/esd/labormarketinfo/
California’s LaborMarketInfo – http://www.labormarketinfo.edd.ca.gov/
Delaware – http://www.oolmi.net/
Florida – www.labormarketinfo.com
Georgia – www.dol.state.ga.us/em/get_labor_market_information.htm
Hawaii Workforce Informer – http://www.hiwi.org/
Idaho’s Internet Labor Market Information – http://www.jobservice.ws/
Illinois – lmi.ides.state.il.us
Indiana – http://www.in.gov/dwd/inews/lmi.asp
Iowa – www.iowaworkforce.org/lmi/
Kansas – laborstats.hr.state.ks.us/
Kentucky – www.workforcekentucky.ky.gov
Louisiana – lavos.laworks.net/lois/analyzer/
Maine – www.state.me.us/labor/lmis/
Maryland – www.dllr.state.md.us/lmi/index.htm
Massachusetts – www.detma.org/lmi
Michigan – www.detma.org/lmi
Minnesota – www.deed.state.mn.us/lmi/
Mississippi – www.mesc.state.ms.us/lmi/index.html
Missouri – www.missourieconomy.org
Montana – rad.dli.state.mt.us
Nebraska – www.dol.state.ne.us/nelmi.htm
Nevada’s Workforce Informer– http://www.nevadaworkforce.org/
New Hampshire – www.nhes.state.nh.us/elm/lmi
New Jersey – www.state.nj.us/labor/lra
New Mexico – www.dol.state.nm.us/dol_lmif.html
New York – www.labor.state.ny.us/labor_market/labor_market_info.html
North Dakota – www.state.nd.us/jsnd/LMInew.htm
Ohio – lmi.state.oh.us/
Oklahoma – www.oesc.state.ok.us/lmi/default.htm
Pennsylvania – www.dli.state.pa.us/workforceinfo
Puerto Rico – www.net-empleopr.org  
Rhode Island – www.dlt.ri.gov/lmi/lmihome.htm  
South Carolina – www.sces.org/lmi/index.asp  
South Dakota – www.state.nd.us/jsnd/LMInew.htm  
Tennessee – www.state.tn.us/labor-wfd/lmi.htm  
Texas – www.tracer2.com/  
Utah – jobs.utah.gov/wi/  
Vermont – www.vtlmi.info/  
Virginia – www.vec.state.va.us/index_labor.cfm  
Washington’s Workforce Explorer – http://www.workforceexplorer.com/  
West Virginia – www.state.wv.us/bep/lmi/  
Wisconsin – www.dwd.state.wi.us/lmi/  
Wyoming – www.dwd.state.wi.us/lmi/

National Sites:

Career OneStop – www.careeronestop.org  
America’s Job – www.ajb.org  
America’s Career InfoNet – http://www.acinet.org  
America’s Service Locator – www.servicelocator.org  
Workforce Tools of the Trade – www.workforcetools.org  
The Workforce ATM – www.naswa.org  
LMI-Net – www.lmi-net.org  
Workforce Information Council – www.workforceinfocouncil.org  
ProjectionsCentral.Com – http://dev.projectionscentral.com  
ALMIS Resource Center – www.almisdb.org  
Department of Commerce – www.commerce.gov/economic_analysis.html  
Census Bureau – www.census.gov  
LED Home – http://lehd.dsd.census.gov  
O*NET – www.onetcenter.org  
O*NET Online – http://online.onetcenter.org  
National Crosswalk Service Center – www.xwalkcenter.org
APPENDIX 5

IMPLEMENTING THE CASE PLAN/ISS: LINKING, MONITORING, AND MOTIVATING

[No appended information]
APPENDIX 6

FOLLOW-UP
WORKFORCE INVESTMENT ACT (WIA)
FOLLOW-UP AND REPORTING REQUIREMENTS
Services For Youth

Through the Workforce Investment Act of 1998 eligible youth who are enrolled and participating in DOL-funded programs receive assistance in making a successful transition to employment. That assistance can take many forms, such as skill and credential attainment, as well as entry into employment, advanced training, or the military. In addition, some youth (18 and older) may access services in two ways: 1) WIA Youth Programs or 2) One-Stop Career Centers. Part I of this appendix will describe goals, activities, measures of success, et cetera for young people enrolled in WIA Youth programs. Part II will describe additional services available for youth through One-Stop Career Centers. Reauthorization of the Workforce Investment Act may include some modifications of eligibility requirements, goals and measures of success, and program services. Therefore all Training and Employment Guidance Letters (TEGLs) should be reviewed carefully for specific requirements and regulations. However, the case management principles and practices described in the first part of this Manual can be effective in all youth programs regardless of the specific focus or requirements.

Part I: WIA Youth Programs

Under WIA, case management is formally defined as: “the provision of a client-centered approach in the delivery of services, designed:

a) to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using where feasible, computer-based technologies
b) to provide job and career counseling during program participation and after job placement.”

WIA youth programs represent a comprehensive, long-term approach to preparing youth to succeed in the labor market, improving educational achievement levels, providing a sustained support system, and providing leadership and citizenship development. Youth performance measures encourage a continuum of services that lead to skill attainment, educational advancement, credentials and job placement.

Enhancing WIA Performance Outcomes is an on-line tutorial, created by Social Policy Research, Associates (SPR) and Pubic Private Ventures (P-PV), that uses a Power-Point-like presentation with narration to guide the workforce development professional through valuable on-line training. The course is interactive, contains quizzes, and can be downloaded for use at any time at any pace. The content includes two separate courses: One on Enhancing Performance Outcomes for Adults and Dislocated Workers, and the other on Enhancing Performance Outcomes for Older and Younger Youth. Each course has two modules: Module 1 - A Performance Measures Overview (walking the user through definitions, timing, and calculation of each measure); and Module 2 - The Life Cycle of a WIA Participant (which focuses on collecting and recording intake information, program participation, exit and follow-up and their relationship to performance standards). To access the tutorial, visit: http://www.spra.com/PEP/.
Overall Goals and Measures of Success

<table>
<thead>
<tr>
<th>Older Youth – 19-21 at entry</th>
<th>Younger Youth – 14-18 at entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entered Employment Rate</td>
<td>Skill Attainment Rate</td>
</tr>
<tr>
<td>Employment Retention Rate</td>
<td>Diploma or Equivalent</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>Attainment Rate</td>
</tr>
<tr>
<td>Earnings Change</td>
<td>Credential Rate</td>
</tr>
</tbody>
</table>

Definitions of Skill Goals

Basic skills goals
Basic education skills include reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.

Occupational skills goals
Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record-keeping, and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

Work readiness skills goals
Work readiness skills goals include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision-making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behavior such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self-image.
### Examples of Short-Term Goals

<table>
<thead>
<tr>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a Police or Firefighter Training Program</td>
</tr>
<tr>
<td>Complete a Pre-Apprenticeship Training Program</td>
</tr>
<tr>
<td>Complete an Occupational Skills Training Course Or Program</td>
</tr>
<tr>
<td>Complete Appropriate Soft Skills Training Program</td>
</tr>
<tr>
<td>Complete Arts Internship Program</td>
</tr>
<tr>
<td>Complete Computer Literacy Training Program</td>
</tr>
<tr>
<td>Complete JRT Program</td>
</tr>
<tr>
<td>Complete Subsidized Summer or Year-Round Employment</td>
</tr>
<tr>
<td>Complete Training in a Specific Construction Trade Program</td>
</tr>
<tr>
<td>Obtain Unsubsidized Part-Time Employment for a Minimum of 1 Month</td>
</tr>
<tr>
<td>Advance One Grade Level in Reading/ Proficiency</td>
</tr>
<tr>
<td>Advance One Grade Level of Math Studies</td>
</tr>
<tr>
<td>Complete ACT/SAT Exam</td>
</tr>
<tr>
<td>Complete ACT/SAT Prep Program</td>
</tr>
<tr>
<td>Complete Appropriate Tutorial Goals</td>
</tr>
<tr>
<td>Complete GED Prep Program</td>
</tr>
<tr>
<td>Complete college applications</td>
</tr>
<tr>
<td>Complete study skills training</td>
</tr>
<tr>
<td>Pass High School Proficiency Tests</td>
</tr>
<tr>
<td>Raise GPA By 0.25</td>
</tr>
<tr>
<td>Remain In/Return to School and Successfully Complete the Next Grade</td>
</tr>
<tr>
<td>Complete a Rehabilitation Program for Substance Abuse</td>
</tr>
<tr>
<td>Complete Appropriate Life Skills Program</td>
</tr>
<tr>
<td>Complete Appropriate Mental Health Counseling/Program</td>
</tr>
<tr>
<td>Comply With And Complete Probation Requirements</td>
</tr>
<tr>
<td>Demonstrate Coaching Skills by Acting as a Mentor, Tutor or Returning Alumni</td>
</tr>
<tr>
<td>Demonstrate Community Commitment By Performing Community Services</td>
</tr>
<tr>
<td>Demonstrate Leadership Skills by Leading a Group Activity</td>
</tr>
<tr>
<td>Demonstrate Problem Solving Skills by Arranging for Childcare and Transportation</td>
</tr>
<tr>
<td>Demonstrate Self-Development Skills By Entering an Art Contest</td>
</tr>
<tr>
<td>Demonstrate Teamwork Skills by Joining and Finishing the Season on a Local Basketball Team</td>
</tr>
<tr>
<td>Obtain Driver’s License</td>
</tr>
<tr>
<td>Resolve Child Care/Parenting Issues</td>
</tr>
<tr>
<td>Resolve Existing Civil Fines/Penalties</td>
</tr>
<tr>
<td>Resolve Health Care Issues</td>
</tr>
<tr>
<td>Resolve Lack Of Suitable Housing/Transportation</td>
</tr>
</tbody>
</table>
WIA Services to Facilitate Achievement of Goal(s)

Educational Achievement Services

• Tutoring
• Study Skills Training
• Instruction leading to secondary school completion including drop-out prevention strategies and alternative secondary school service

Employment Services

• Paid and unpaid work experiences including internships and job shadowing
• On-the-job training
• Occupational skill training

Summer Employment Opportunities (linked to academic and occupational learning)

Additional Support for Youth Services (including but not limited to)

• Adult mentoring for at least 12 months—occurring either during and/or after program participation
• Comprehensive guidance and counseling including drug and alcohol abuse counseling as well as referrals to other counseling as appropriate to the needs of the individual youth.

Leadership Development Opportunities

Activities to encourage responsibility, employability, & other positive social behaviors including:

• Exposure to post-secondary educational opportunities
• Community and Service Learning projects
• Peer-centered activities including peer mentoring and tutoring
• Organizational and team-work training, including team leadership training
• Training in decision-making, including determining priorities
• Citizenship training, including life skill training such as parenting, work behavior training, and budgeting of resources.
• Positive social behaviors (often called “soft skills”) such as positive attitudinal
development, self-esteem building, openness to working with individuals from
diverse racial and ethnic backgrounds, maintaining healthy life styles including
remaining alcohol and drug free, maintaining positive relationships with
responsible adults and peers and contributing to the well-being of one’s
community including voting, maintaining a commitment to learning and academic
success, avoiding delinquency, postponed and responsible parenting, and
positive job attitudes and work skills.

Follow-Up Services

These services are mandatory for all youth participants for a minimum of 12 months after
WIA exit. The types of services provided and the duration of the services must be
determined based on the needs of the individual and may include:

• Leadership development opportunities
• Supportive services
• Regular contact with a youth’s employer including assistance with work-
related problems
• Assistance in securing better paying jobs, career development, and further
education
• Work-related peer support group
• Adult mentoring
• Tracking the progress of youth in employment after training

Part II: WIA One-Stop Career Center Services

Youth 18 and older may also obtain assistance in transitioning into the workforce
through the WIA One-Stop Career Center in each community or area. Each One-Stop
provides a progressive continuum of three levels of service—core, intensive and training
services—with the more extensive levels of services being provided only after the
individual is unable to obtain employment with basic services.

Core Services

The core services required at each One-Stop Center include:

• Outreach, intake and orientation to the One-Stop Center
• Initial assessment
• Job search and placement assistance and career counseling

• Provision of labor market information

• Provision of information on eligible providers of training and other services, local performance outcomes, activities at the One-Stop Career Center, filing claims for unemployment insurance, and supportive services

• Assistance in establishing eligibility for Welfare-to-Work and financial aid assistance

• Follow-up services

**Intensive Services**

Intensive services may be provided for individuals who are unemployed, have received at least one core service and are unable to obtain employment through core services or who are employed and have received at least one core service. If the One-Stop Operator determines the individual is in need of more intensive services in order to obtain or retain employment that leads to self-sufficiency, the services will be provided.

Intensive Services include:

• Comprehensive and specialized assessments of skill levels

• Development of an individual employment plan (similar to the Individual Service Strategy [ISS]) in youth programs

• Group counseling

• Individual counseling and career planning

• Case Management

• Short-term pre-vocational services

**Training Services**

Individuals who have met the eligibility requirements for intensive services and are unable to attain or retain employment through intensive services may receive training services. Usually these training services are provided through the use of Individual Training Accounts.

The services may include occupational training, on-the-job training, combination of workplace training with related instruction, and/or training programs operated by the private sector. Skill upgrading and retraining, entrepreneurial training, job readiness training, adult education and literacy activities, and customized training.
Eligibility

- No eligibility criteria for “non-registered” core services
- Registered Services:
  1. 18 years of age or older
  2. U.S. or eligible non-citizen
  3. Registered with selective service (if applicable)
- Meets local priority criteria for training services
YOUTH OFFENDER DEMONSTRATION PROJECT
GOALS AND MEASURES OF SUCCESS

The Youth Offender Demonstration Project, a 5-year national demonstration effort, evolved from the Intensive Juvenile Aftercare Program (IAP). The IAP initiative was based on the premise that “high-risk” incarcerated juvenile offenders require not merely intensive services and support after institutional release, but also during incarceration in preparation for their release. Initial IAP sites accomplished this by: 1) identifying the appropriate “high-risk” incarcerated offenders; 2) formulating case plans in a family and community context; 3) integrating social control and service provisions; 4) responding to and encouraging achievement; 5) handling noncompliance; 6) promoting consistency and continuity through collaboration; and 7) engaging in brokerage. (Juvenile Reintegration and Aftercare Center, Institute for Policy Studies, Johns Hopkins University, 2004, http://www.csus.edu/ssis/cdcps/iap.htm).

The Youth Offender Demonstration Grant Project (YODP) is designed to help court-involved youth and those at risk of becoming court-involved and to:

• Return to school, obtain a high school diploma or General Education Development (GED) diploma, or enter postsecondary education or training

• Obtain skills training and work experience leading to unsubsidized employment

• Avoid re-arrest, conviction, and incarceration

The outcome goals for this project include:

• 80% monthly participation rate

• 60% overall placement rate for older youth (by December, 2004)

• Quarterly recidivism rate at least 20% less than the state or locally identified youth recidivism rate

• 5,500 participants nationwide served

Services

¬ Alternative sentencing, education, and community service as options to traditional residential placement or detention

¬ Intensive aftercare services for young offenders transitioning from secure confinement in a juvenile corrections facility to the community

¬ A young offender and gang prevention advisory board to provide input and community support for the project

¬ Quality case management (or route counseling, in the vernacular of juvenile justice) to assess participants’ needs, link them with appropriate training and support and placement services, coupled with long-term follow-up
Eligibility

At least 50% of the participants should be “Youth Offenders” at the time of enrollment into the project. “Youth Offender” is defined as youth who have been adjudicated or convicted of committing delinquent acts such as—but not limited to—crimes against persons, crimes against property, status offenses, and crime related to drug abuse. The remaining 50% of the participants should be “at-risk” at the time of enrollment in the project. At-risk is defined as youth who have not been adjudicated or convicted of committing delinquent acts, but have risk factors associated with delinquent behaviors upon enrollment into the project. Participants can range in age from 14 to 24 years old.

Additional Tools

The extensive array of case management services and tools presented in this guide are introduced to assist case managers (route counselors) working with youthful offenders. The Northeast Louisiana Delta Youth Opportunity initiative has developed the following three tools that may be of additional assistance: 1) Risk Screening Document, 2) Juvenile Justice Education Outcomes Tracking Chart, and 3) Evaluation questions.

NORTHEAST LOUISIANA DELTA YOUTH OPPORTUNITY

Risk Screening Document

Offender: ____________________________________________________________
Date of Screening: ____________________________________________________

Most Serious Present Adjudicated Offense: ________________________________
Date of Disposition: ____________________________________________________

1. **Age at First Adjudication**
   - Age 12 or younger _______ (10)
   - Age 13 _______ (07)
   - Age 14 _______ (05)
   - Age 15 or older _______ (02)
   - Not Adjudicated _______ (00)

2. **Severity of Present Adjudicated Offense**
   - High Severity: L.R.S. 14.2, and Ch. C. Art 897.1 _______ (10)
   - Moderate Severity: All other felonies _______ (06)
   - Low Severity: All Misdemeanors and FINS _______ (03)

3. **Most Serious Prior Adjudicated Offense**
   - High Severity (see above) _______ (05)
   - Moderate Severity (see above) _______ (03)
   - Low Severity (see above) _______ (01)
   - No Prior Adjudicated Offense Record _______ (00)
4. **Number of Prior Adjudications**
   - Four or More Felony Adjudications  
   - Three Felony or Four or More Misdemeanor Offenses  
   - Two Felony Grade Offenses or Three Misdemeanor Offenses  
   - One Felony or Two Misdemeanors/FINS Adjudications  
   - One Prior Misdemeanor or One Prior FINS or No Prior Adj.

5. **History of Probation or Parole Supervision or DPS&C Custody**
   - Current  
   - Within 12 months  
   - No Prior History of Supervision or Custody

6. **Number of Out-of-Home Placements**
   - Non Secure/Non-Secure  
   - One or More/One or Two  
   - Three or More  
   - No Prior Out-of-Home Placements(s)

7. **Prior Escapes or Runaways**
   - From a Secure facility (more than once)  
   - From a Secure facility (1) or Non-Secure (2 or more)  
   - From a Non-secure facility (1)  
   - No Prior Escapes or Runaways

8. **History of Mental Health Problems**
   - History of Dysfunction  
   - Functional, with meds/treatment  
   - No prior treatment

9. **History of Drug/Alcohol Abuse**
   - Multiple Drug Use  
   - Single Drug Use  
   - None

**TOTAL SCORE:**

**Supervision Level based on above score:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>12 and above</td>
</tr>
<tr>
<td>Yellow</td>
<td>11 and lower</td>
</tr>
<tr>
<td>Green</td>
<td>Never Adjudicated</td>
</tr>
</tbody>
</table>
Risk Screening Document Instructions

This Risk Screening Document is intended to provide an assessment of the risk a youth may pose to the community or to him/herself. A score of 12 or above would mandate placement in the Red Level of Supervision while a score of 11 or lower would require that placement would be in the Yellow Level of Supervision. All supervision cases will start in either the Red or Yellow Level of Supervision, with the exception of non-adjudicated cases that which would start in the Green Level of Supervision.

NOTE: Attempts and Accessory are counted the same as if the offender committed the act.

1. **Age at First Adjudication** – The youth’s age on the date he/she was adjudicated. Delinquent or FINS is to be the determining factor, not the date of the offense or the petition. If a youth is adjudicated at age 12 or younger, score a 10; if the youth is age 13, score a 7, if the youth is age 14, score a 5, if the youth is age 15 or older at adjudication, score a 2.

2. **Severity of Present Adjudicated Offense** – This will be the present adjudicated offense. If the offense is one listed in LA. R. S. 14:2 (Violent Offenses), or Ch. C. Art. 897.1 (Vitter Offenses) it would be scored as High Severity, or 10. If it is any other felony, it would be scored as Moderate Severity, or 6. If the most serious offense is a misdemeanor, or falls under the FINS offenses, score a 3.

3. **Most Serious Prior Adjudicated Offense** – As listed above, or refer to the chart shown in the pull-down menu under question #2. If there were no prior adjudications score a zero.

4. **Number of Prior Adjudications** – These are prior adjudications and can be counted as separate acts on different days. However, if several petitions and/or offenses are adjudicated on the same day, count the number of felony or misdemeanor offenses to get the score. All prior adjudications will be included whether supervised by OYD or not. For four or more felony adjudications, score the case a 10; for three felony, or four or more misdemeanor adjudications, score a 5; for two felony or three misdemeanor adjudications, score a 3; for one felony or two misdemeanor or two FINS adjudications (or a combination of one misdemeanor and one FINS adjudication), score a 1; If there was one prior misdemeanor or one prior FINS, or no prior adjudication(s), score a zero.

5. **History of Probation or Parole Supervision or DPS&C Custody** – This history should include supervision by OYD and/or any local agency. If the youth is on probation or parole, or in DPS & C custody at the time of the adjudication, score a 2; if the youth has been on supervision or in custody within the previous 12 months but the case closed, score a 1. If there has been no prior history of supervision or custody, score a zero.
6. **Number of Out-of-Home Placements** – Only court ordered placements in residential facilities, public or private psychiatric hospitals, and commitments to secure institutions are to be counted. Stays in detention, emergency shelter facilities, or commitments to JRDC for evaluation only are not to be counted. Also, voluntary commitments by the family and non-residential placements (Day Treatment, Trackers, etc.) are not to be counted.

7. **Prior Escapes or Runaways** - Attempted escapes or runaways are counted the same as escapes. If the youth escaped from a secure institution more than once, score a 3; if the youth escaped from a secure institution once or a non-secure facility two or more times, score a 2; if the youth escaped from a non-secure facility once, score a 1. If there were no prior escapes or runaways, score a zero.

8. **Supervision Level based on the score** - Based on the score, either enter Red, Yellow, or Green.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of participants enrolled in JJ Program (total - month)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of OSY participants in JJ Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of OSY participants with a high school diploma or GED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of OSY participants without a high school diploma or GED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of OSY with validated exceptionalities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of OSY enrolled in GED program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of OSY enrolled in GED program who met attendance requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of OSY in GED program who made satisfactory academic progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of OSY without a diploma or GED and not enrolled in any educational program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of OSY who attained GED during month</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of ISY participants attending public/ private schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of ISY with validated exceptionalities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of ISY promoted to higher grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of ISY attained high school diploma during month</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of ISY suspended or expelled during the month</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Diploma/GED Attainment Rate (Program to Date)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluation Questions

Process Questions

• How successful was the program in attaining its objective of implementing a juvenile justice component for at-risk youth? What were the policies, practices, and procedures used to attain this objective? What were the barriers and facilitators to attaining this objective?

• How successful was the program in recruiting the expected number of participants? What were the policies, practices, and procedures used to recruit and maintain participants in the program? What were the barriers and facilitators to attaining this objective?

• How successful was the program in attaining its objective with regard to establishing collaborative relationships with other agencies in the community? What were the policies, practices, and procedures used to attain this objective? What were the barriers and facilitators to attaining this objective?

• Have all planned activities been implemented? Were they accomplished on a timely basis? If not, what remains to be done?

• What lessons have been learned that might be useful to other juvenile justice programs?

• What process changes are needed to improve the program?

• In the view of the criminal justice professionals, what programmatic changes will make the YOG Juvenile Justice Component more effective?

• Do the criminal justice professionals view the YOG Juvenile Justice Component in a positive manner?

• Does the case management process include the desired components?

• What quantitative information is needed and available to provide outcome-based evaluative data and to produce a comparative report?

Outcome Questions

• How effective was the program in attaining expected outcomes of the participants’ involvement in youth development activities? How was this measured?
• How effective was the program in attaining the outcome of increasing the knowledge and skills of participants? How was this change measured? What design was used to establish that a change occurred and relate the change to the intervention? Why was this design selected?

• How effective was the program in attaining the outcome of implementing a comprehensive Juvenile Justice System?

• How effective has the program been in preventing recidivism, completing probation, and retaining participants in the program?

• How effective was the program in attaining the outcome of youth completing their responsibility of restorative justice?

Outcome Objectives

• What changes were participants expected to exhibit as a result of their participation in each service/training/intervention module by the program?

• What changes were participants expected to exhibit as a result of participation in the program?

• What changes were expected to occur in the community?
## WIA YOUTH PERFORMANCE MEASURES*

<table>
<thead>
<tr>
<th>Younger Youth (14-18 at registration)</th>
<th>Definition</th>
<th>Timing Requirements for Attainment</th>
<th>Exclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Attainment</td>
<td>Percentage of skill goals attained by all in-school youth and out-of-school youth assessed to be in need of basic skills, occupational skills and work readiness skills. *At least one (and a maximum of three) goals must be set each year. **If a customer is assessed basic skills deficient, a basic skill goal must be set.</td>
<td>1) Within 12 months of setting the goal AND; 2) Before customer exits.</td>
<td>1) Out of school youth not in need of basic skills, occupational skills and work readiness skills.</td>
</tr>
<tr>
<td>Diploma Attainment</td>
<td>Percentage of customers who attained a secondary school diploma or equivalent during the program or soon after exit.</td>
<td>During program participation through 1st quarter (1-6 months) after exit.</td>
<td>1) Youth who already have a diploma or equivalent upon entry into WIA; 2) Youth in secondary school at exit (if these youth receive a diploma during the 1st quarter after exit, the customer receives credit for attaining the measure).</td>
</tr>
<tr>
<td>Retention</td>
<td>Several months after exit, percentage of customers in any of the following: 1) Post-secondary education; 2) Advanced training; 3) Employment; 4) Military service; 5) Qualified apprenticeships.</td>
<td>During 3rd quarter (6-12 mos) after exit.</td>
<td>1) Youth in secondary school at exit.</td>
</tr>
</tbody>
</table>


**Note:** Any customers institutionalized/incarcerated at exit, customers exited for health/medical reasons or deceased, and customers called up for active duty who do not return to WIA are excluded from all performance measures.
<table>
<thead>
<tr>
<th>Older Youth (19-21 at registration)</th>
<th>Definition</th>
<th>Timing Requirements for Attainment</th>
<th>Exclusions</th>
</tr>
</thead>
</table>
| **Entered Employment Rate**        | The percentage of customers who are employed soon after exit. | During 1st quarter (1-6 mos) after exit. | 1) Customers employed at the time of registration.  
2) Customers who are not employed but are enrolled in advanced training or postsecondary education in 1st quarter after exit. |
| **Employment Retention Rate**      | The percentage of customers employed several months after exit. | During 3rd quarter (6-12 mos) after exit. | 1) Customers not employed in 1st quarter after exit.  
2) Customers who are not employed but are enrolled in advanced training or postsecondary education in 1st or 3rd quarter after exit. |
| **Earnings Change/Earnings Replacement Rate** | Increase in customer pre-program and post-exit earnings | Compares 2nd and 3rd quarters before program registration with 2nd and 3rd quarters after exit. | 1) Customers not employed in 1st quarter after exit.  
2) Customers whose employment in 1st or 3rd quarter was measured through supplemental data.  
3) Customers who are not employed but are enrolled in advanced training or postsecondary education in 1st quarter after exit. |
| **Credential Rate**                | Customers who  
1) Were employed or in advanced training or postsecondary education AND  
2) Received a credential.  
** Not employed or in postsecondary education or advanced training in 1st quarter after exit means this measure is not attained. | 1) Credential must be attained during program participation through 3rd quarter (possibly up to 12 months) after exit.  
2) Employment or enrollment in activity or postsecondary education during 1st quarter after exit. | **Note: Any customers institutionalized/incarcerated at exit, customers exited for health/medical reasons or deceased, and customers called up for active duty who do not return to WIA are excluded from all performance measures. |

**Note: Any customers institutionalized/incarcerated at exit, customers exited for health/medical reasons or deceased, and customers called up for active duty who do not return to WIA are excluded from all performance measures.**
APPENDIX 7

DOCUMENTATION:
RECORD-KEEPING & CASE NOTES
DISABILITY INQUIRIES IN THE WORKFORCE DEVELOPMENT SYSTEM

This publication is for those working in One-Stop centers as well as youth and adult service providers who interact with individuals with disabilities. It is designed to help clarify what you can and cannot ask about someone’s disability.

As the workforce development system strives to meet the diverse needs of all of its customers, a clear understanding of key nondiscrimination issues affecting youth and adults with disabilities is essential. One primary example is that professionals in the workforce development system need to know what they can and cannot ask about an individual’s disability and what they can do with that information.

Disability nondiscrimination laws—such as the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and Section 188 of the Workforce Investment Act (WIA)—are somewhat different than other civil rights laws. Where people with disabilities are concerned, simple access to your program is not enough. You have a legal responsibility to work with people with disabilities to make sure they have an equal opportunity to benefit from your programs, services, and activities. This means that you may need to take active steps to offer accommodations, auxiliary aids and services, or make necessary modifications to allow customers with disabilities to benefit fully from your programs, services, or activities.

The question of whether it is legal to ask disability-related questions turns on whether your agency is providing general services, providing employment-related training, or acting as an “employment agency.” Employment-related training is broadly defined as “training that allows or enables an individual to obtain employment” and includes things such as occupational skills training, on-the-job training and job readiness training. Your agency is acting as an “employment agency” when it is doing things such as making job referrals and obtaining employees for employers. The most important differences between these types of activities are what disability-related questions you can ask a customer and what you do with the information you obtain in response to these inquiries.
General Service Provision

When you are providing general services (such as assessing a customer’s skills, prior work experience, or employability; creating a service strategy for a customer; or providing supportive services such as child care or transportation), you will need to understand whether a customer has a disability that prevents him or her from achieving full employment success. Therefore, in the context of providing these types of services, disability-related inquiries are not only legal—they are recommended. When providing these types of services, it is appropriate to ask whether someone has a disability, and to help the person determine whether a particular disability-related accommodation, auxiliary aid or service, assistive technology, or program modification would be helpful to the person. It may also become necessary to look for symptoms of hidden, previously undiscovered disabilities that are barriers to employment success, and to refer a customer who has such symptoms for a disability-related assessment or evaluation.

Finally, the U.S. Department of Labor’s regulations implementing the non-discrimination and equal opportunity provisions of WIA require that programs or activities that are part of the One-Stop system collect a variety of demographic information about the individuals who apply to and are served by the programs or activities. (29 CFR 37.37(b)(2).) This demographic information includes disability status.

Provision of Employment Related Services and Training

Some One-Stops pre-screen job applicants as an employer service. Others fulfill a major portion of the hiring function typically performed by employer human resource departments. A One-Stop Center or youth serving organization is considered to be functioning as an “employment agency” when it regularly has as a principal function procuring employees for at least one employer. In the context of providing these types of employment service related activities, it is illegal to ask disability-related questions before a customer is selected to receive services or to be referred for a job. If your One-Stop is providing these types of services, clear firewalls should be instituted between the staff who work with employers, and the staff who provide services to job seekers, to ensure that the staff who work with employers do not inappropriately receive information about a particular jobseeker customer’s disability status. A One-Stop Center may disclose disability-related or other medical information about a particular job-seeker to an employer only where all of the following circumstances are satisfied: (1) the job-seeker has made an independent decision to disclose such information to the employer; (2) the job-seeker has specifically asked the One-Stop Center or its staff to make the disclosure on his or her behalf; and (3) the latter request has been initiated by the job-seeker, not by the One-Stop Center.

In the context of providing employment related services and training, the types of disability-related inquiries which are permissible depend upon whether the questions being asked are made in the pre-offer, post-offer or post-employment hiring stages.
**Pre-Offer Stage:** In the pre-offer stage, if you are an employer, or a One-Stop staff member screening applicants for employers or deciding whether to refer a particular job-seeker for a particular job, you may ask about an applicant's ability to perform specific job functions. For example, you may state the physical requirements of a job (such as the ability to lift a certain amount of weight, or the ability to climb ladders), and ask if an applicant can satisfy these requirements. You may also ask applicants to describe or demonstrate how they would perform job tasks, if the same questions are asked of all applicants. You may also describe what the application process will involve and ask whether the job-seeker will need accommodations for the application process. If the job-seeker says yes, and the need for accommodation is not obvious, you may ask for reasonable documentation of a disability before you provide accommodations.

You may **not**, however, ask a job-seeker whether he or she will need reasonable accommodations to perform the essential functions of the job, except under the following limited circumstances:

- The job-seeker has an obvious disability, and you reasonably believe that the applicant will need reasonable accommodation because of that obvious disability;
- The job-seeker has voluntarily disclosed to you that s/he has a hidden disability, and you reasonably believe that the applicant will need reasonable accommodation because of that hidden disability; or,
- The job-seeker has voluntarily disclosed to you that s/he needs reasonable accommodation to perform the job.

In these limited circumstances, although you may ask questions about the accommodations the job-seeker will need, you may **not** ask questions about the underlying medical condition.

**In the Post-Offer, Pre-Hire Stage:** Both the One-Stop and the employer may ask disability-related questions and require medical exams, even if they are unrelated to the job, as long as two conditions are met:

- All entering employees in the same job category must be subjected to the same questions/exams, regardless of disability; and,
- All information obtained through these questions/exams must be kept confidential.

**After the Job-Seeker Begins Work:** The employer may ask disability-related questions and/or require medical exams if the questions/exams are job-related and consistent with business necessity. Again, the information obtained must be kept confidential.

One-Stop staff, however, should not be involved in this process unless the individual with a disability, acting on his or her own initiative, specifically asks the One-Stop for help as described above.
Other Considerations

If part of your One-Stop’s service is job referral or to act as an intermediary for an employer, you must also be very careful what you do with the knowledge you have of someone’s disability. You cannot use that information to steer someone to a particular job, employer, or career path. You also cannot tell an employer or a job-training provider that a particular customer has a disability, except in the very limited circumstances detailed above. Although any medical information obtained during the hiring process (pre and post-offer) must generally be kept confidential, it is not illegal to share such information with first aid and safety personnel if the disability is such that it may require emergency treatment.

Regardless of the situation, people with disabilities must be treated as individuals not on the basis of assumptions, myths and stereotypes about their disabilities. Disability-related inquiries, when permissible, must be approached with respect, dignity and confidentiality.

The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) is composed of partners with expertise in disability, education, employment, and workforce development issues. NCWD/Youth is housed at the Institute for Educational Leadership in Washington, DC. The Collaborative is charged with assisting state and local workforce development systems to integrate youth with disabilities into their service strategies. Funded under a grant supported by the Office of Disability Employment Policy of the U. S. Department of Labor, grant # E-9-4-1-0070. The opinions contained in this publication are those of the grantee/contractor and do not necessarily reflect those of the U. S. Department of Labor.

NCWD/Youth
1-877-871-0744 (toll free)
www.ncwd-youth.info
Collaborative@iel.org
APPENDIX 8

EVALUATION: MEASURING RESULTS

[No appended information]
INTRODUCTION TO THE CASE MANAGEMENT TOOLKIT

This brief, 15 minute or less, presentation describes the development of the Toolkit, the content and how it can be used. Trainers are expected to present the Introduction prior to Module One and prior to any of the other nine modules whenever there are a significant number of participants who have not heard it before. If time is a factor, trainers can also refer participants to the Introduction in the case management manual and ask them to read it for themselves. PLEASE REVIEW THE INTRODUCTION IN THE MANUAL BEFORE PRESENTING IT.

Introduction Objectives

- To understand the purpose of the Toolkit and the focus on disconnected, at risk youth.
- To appreciate the Manual and Toolkit as a multipurpose resource for case management.
- To know the contents of the Manual and the accompanying tools.

Display Slide 1: Improving Services and Performance: Toolkit for Effective Front-Line Services to Youth to help participants orient themselves to the Introduction content.

Notes:

THE MANUAL AND THE TRAINING TOOLS

- Prepared by a national team of youth development specialists, trainers, and program experts
- Focused on youth who have become disconnected from mainstream institutions and systems

Notes:

1. Explain that although the Toolkit focuses on reaching disconnected youth, it is easily adapted to serve other cohorts where the need for individual change (growth) is indicated and assessment and planning are expected.
Display Slide 3. The Manual, Continued

**THE MANUAL**

- Intended as a resource for:
  - Youth assessment
  - Development of individual service strategies (ISS)
  - Integration of services
  - Follow-up services
  - Documentation of services and outcomes

**Notes:**

1. Explain that the Manual is organized for either selective use of the topics or for a more comprehensive approach.
Display Slide 4. The Manual, Continued

The Manual, Continued

- Terms used:
  - Case manager or youth advocate, youth development specialist, career advisor
  - Case management system
  - Case load
  - Youth, young person (vs. customer, client, participant)

Notes:

1. Review this slide and point out that this is a toolkit primarily for front-line workers and the administrators responsible for service delivery.
Display Slide 5. The Manual, Continued

The Manual, Continued

Information is organized around eight key topic areas:
1. Case Management and Youth Development
2. Recruitment, Intake, and Enrollment
3. Assessment and Development of an Individual Service Strategy
4. Meeting the Needs of the Labor Market
5. Implementing the Case Plan/ISS
6. Follow-Up
7. Documentation
8. Evaluation
Appendices

Notes:
1. Point out that there are eight specific topics and chapters with additional information and examples in the Appendices.
Display Slide 6 and 7: The Training Tools – The Modules

THE TRAINING TOOLS – THE MODULES

1. Case Management and Youth Development – an overview of the basic concepts and principles of case management
2. Recruitment, Intake, and Enrollment – innovative strategies to engage, obtain pertinent information from and enroll youth
3. Assessment and Development of an Individual Service Strategy – discovering the strengths and weaknesses of youth through assessment with examples of proven approaches

The Training Tools – The Modules, Continued

4. Meeting the Needs of the Labor Market – the relevance of including Labor Market information in choosing career pathways and service strategies
5. Implementing the Case Plan/ISS – how to turn the ISS into a living document
6. Follow-Up – emphasizes importance of providing follow up services
7. Documentation – highlights the function of record keeping and practical solutions for ensuring info is captured
8. Evaluation – underscores the need for self assessment for continuous improvement

Notes:

1. Explain that these two slides provide descriptions of each of the eight topics/chapters. Training sessions can be adapted to the needs of groups of training participants.
Display Slide 8: Training Tools – The Modules

The Training Tools – The Modules, Continued

• Approximately 27 hours of professional development training (three hours per module)
• Each topic of the Manual is designed to be a separate training module
• Each module has exercises for experiential learning
• Each module is accompanied by a Training Guide and PowerPoint slides

Notes:

1. Explain that each module can take up to three hours, depending on the number of participants and how lengthy discussions might be. Some modules make take less time.
TRAINING MODULE ONE

CASE MANAGEMENT AND YOUTH DEVELOPMENT:
CONCEPTS AND PRINCIPLES

Training Methodology: PowerPoint, large and small group work  Time:  3 hours

Materials
• Computer with PowerPoint
• PowerPoint handouts
• The manual
• Module One Exercise handouts:
  - Client-Level Profiles (Kimberly and Clarence) and instructions
  - System-Level Scenarios and instructions

PowerPoint Slides
• Slide 1: Module One Case Management and Youth Development: Concepts and Principles
• Slide 2: Module One Objectives
• Slide 3: Defining Case Management
• Slide 4: Case Management Components
• Slide 5: Case Management at the Program Level
• Slide 6: Administrators’ Responsibilities, Continued
• Slide 7: Case Management at the Service Delivery Level
• Slide 8: Case Managers’ Focus is Two-Fold
• Slide 9: Case Management is Not Case Work
• Slide 10: Case Management Key Concepts
• Slide 11: Case Management – Effective Professional Principles
• Slide 12: Defining Youth Development
• Slide 13: Youth Development
• Slide 14: The Case Manager’s Role
• Slide 15: Seven Developmental Needs of Youth
• Slide 16: Characteristics – Youth Development-Based Programs
• Slide 17: Outcomes of a Youth Development Approach
• Slide 18: Case Management and Youth Development in DOL Programs
## SUGGESTED TRAINING OUTLINE

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>MATERIALS READY</th>
</tr>
</thead>
</table>
| 15 minutes | • Introduction to the toolkit slide presentation                          | -Hard copies of slides  
- Hard copies of the Manual                           |
| 45 minutes | • Module One Slide Presentation * (10 minute BREAK suggested before exercise) | -Hard copies of slides  
- Hard copies of the Manual                           |
| 10 minutes | • Prepare for Exercise  
  – form 5 groups  
  – instruct exercise                                           | Exercise instructions –  
Kimberly, Clarence –  
System-Level                                                  |
| 40 minutes | • Conduct Exercise I                                                     | Flipcharts & markers                                  |
| 30 minutes | • Group reports                                                           |                                                     |
| 10 minutes | • Whole group discussion of exercise                                     |                                                     |
| 10 minutes | (Suggested activities & materials)  
Close Module One  
- Feedback on today  
- Next Module session                                      | -Feedback form  
-Training schedule                                           |
| **Total expected training time:** 3 hours +/-                  | **Total expected training time:** 3 hours +/-        |                                                     |
MODULE ONE
CASE MANAGEMENT AND YOUTH DEVELOPMENT:
CONCEPTS AND PRINCIPLES

This three-hour module presents the concepts and principles of a Case Management and Youth Development system mandated in the Workforce Investment Act (WIA) of 1998. The system addresses the multiple strengths and needs of the at-risk youth population, emphasizing the retention of out-of-school youth in a program which enhances their chances for success in education and employment. It is a strategy for change and goal achievement.

REVIEW CHAPTER ONE IN THE MANUAL BEFORE TRAINING THIS MODULE.

Display Slide 1: Module One Case Management and Youth Development: Concepts and Principles title page to help participants orient themselves to the Module content.

Notes:
Display Slide 2: Module One Objectives and review the objectives.

Module One Objectives

- To understand case management as a system of service delivery with orderly, structured and flexible steps
- To understand and differentiate the roles and responsibilities of case managers and administrators
- To identify the components, concepts and principles of effective case management
- To use youth development as the foundation to a case management approach

Notes:
Display Slide 3. Defining Case Management

DEFINING CASE MANAGEMENT

1. Emphasize that case management has specific outcomes or goals

2. It is about management of the process to achieve those goals, not the management of the people themselves

Notes:
Display Slide 4. Case Management Components

1. Briefly review the steps and point out that they are primarily delivered in order as identifiable phases for example, assessment, planning, implementation - but they are also on-going and therefore flexible.

2. The foundation of a good case management system is assessment – without a good assessment the other phases are weakened.

Notes:

CASE MANAGEMENT COMPONENTS

- Recruiting
- Pre-screening, intake and enrollment
- Assessing skills, abilities and labor market needs
- Planning
- Implementing and monitoring
- Following up
- Evaluating
Display Slide 5. Case Management at the Program Level

- Case Management at the Program Level
  - Administrators are responsible for:
    - Designing a service delivery system that moves individuals from enrollment to employment using strategies for individual change
    - Developing the necessary partnerships that ensure the broad selection of services needed by participants is available when they need them

Notes:

1. Point out that administrators’ responsibilities are essential within a case management system
2. If administrators’ fail to perform their roles, the performance expectations of the Department of Labor cannot be met
3. Partnerships are essential because the host agency (in this case workforce development) lacks the expertise to solve the range of problems
Display Slide 6: Administrators’ Responsibilities, Continued

Administrators’ Responsibilities, Continued

- Enabling case managers to know in advance what they can and cannot promise participants
- Empowering case managers to requisition services and resources across organizational lines
- Revising traditional modes of operation if they do not work in the participant’s best interest

Notes:

1. Explain that:
   • High Performance work organizations place a high value on front-line workers and
   • Invest in worker’s training and morale

2. Point out that in the traditional hierarchical approach to management:
   • Decision-making is too slow when working with skeptical and mistrustful populations
   • Chain of command of decision making invites bias by “selecting and sorting” recipients.

3. A truly client-centered service delivery approach aligns the interests of the organization with the interests of the recipient.
Display 7: Case Management at the Service Delivery Level

**Case Management at the Service Delivery Level**
- Case managers are responsible for:
  1. Identifying and prioritizing personal strengths and needs and translating them into a set of realistic goals
  2. Developing a plan of action for achieving those goals
  3. Accessing the resources and services needed to pursue those goals
  4. Helping the young person learn how to access services
  5. Reducing dependency

**Notes:**

1. Emphasize the importance of seeing people through their strengths.

2. Explain that the purpose of assessing strengths and needs is to develop individual plans for goal achievement.

3. Plans should be specific and maximize the available community.

4. The main purpose of case management is to grow people. At the end of any case management engagement, an individual should be identifiably stronger in specific behaviors than when they began.
Display Slide 8: Case Managers’ Focus is Two-Fold

- Case managers’ focus is twofold:
  1. create partnership with the individual that emphasizes **SELF – discovery, planning, and monitoring**
  2. merge program requirements:
     - personal and educational improvement,
     - work readiness,
     - meeting the needs of the labor market, with young person’s expectations and goals

Notes:

1. Explain that:
   - Partnerships can be friendly and trusting (most desirable);
   - Or only clear and contractual - particularly likely in situations where the youth has little or no control over working with you, for example when court appointed.

2. Case managers need to organize the work so that participants take a lead role in self-discovery, planning and monitoring.

3. Case managers must discover “what’s in it for the individual young person”; the self-interest that motivates them. Without that, they may go through the motions but not really grow.
Notes:

1. Explain that Case Management and Case Work are different skill sets. Case Management focuses on assuring that specific services, based on an assessment and pre-determined goals are delivered to an individual. The Case Manager may or may not provide the services but is always a coordinator.

2. An effective case manager gets professional satisfaction from positive outcomes without having to be directly involved. He/she makes greater use of community resources.

3. Point out that two factors are fairly consistent when case management is used: (1) large case loads and (2) individual change is required to achieve goals.
Display Slide 10: Case Management Key Concepts

**CASE MANAGEMENT KEY CONCEPTS**

- Comprehensive and “youth-centered”
- Strengths-based vs. problem-focused
- One service strategy
- Mutual respect
- Partnership at the youth level
- Involves family, friends, significant others
- Relates youth’s actions to outcomes
- Integrated and coordinated
- Case manager and system accountable
- Involves flexibility and creative problem solving
- Requires partnership at the systems level

**Notes:**

1. Review the key concepts and ask participants if they have any questions or comments.

2. Suggest their use as a tool for internal review and quality assurance – check to see if these are present in the case management.
Display Slide 11: Case Management – Effective Professional Principles

Notes:

1. Explain the value of groups:
   - A mutual aid process that encourages individual growth.
   - A natural helping system that develops social networks.
   - Unlike one-on-one, it reduces the tendency to isolation.

2. Point out that a sensitive to diversity means:
   - Meeting people where they are
   - Encouraging their sense of self-worth
   - Modeling acceptance of differences as a workplace skill because working well with others is necessary for long-term employability.

3. Administrators should provide workers with clear standards and expectations regarding ethical conduct and model them as well.

1. Explain why the focus on youth development:
   - Healthy development is a foundation for long-term employability
   - Maturity comes from specific conditions and life experiences.
   - Case Managers should provide activities that give youth a “second chance” at acquiring trust, autonomy, initiative, industry, and personal identity.
Display Slide 12: Defining Youth Development

*Note: Slides 12-18 are related to youth development*

DEFINING YOUTH DEVELOPMENT

“...a process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of youth in contrast to deficit-based models that focus solely on youth problems.”

— National Youth Development Information Center

Notes:

1. Read the definition to participants then ask which words or phrases stand out to them.

2. Listen for key words in the definition: e.g., coordinated, progressive – activities and experiences; positive vs. deficit-based

3. Ask how they understand the definition of youth development?
Display Slide 13: Youth Development

Notes:

1. Explain that WIA has identified ten activities that promote sound youth development. It is intended that case managers will incorporate these activities into the individual service strategy and monitor their effectiveness throughout their engagement with the young person.

2. Refer them to Appendix 6A for the WIA Act
Display Slide 14: The Case Manager’s Role in Youth Development

Case Manager’s Role in Youth Development

- assessing developmental needs
- linking to activities and services
- preparing for successful adulthood
- listening, providing counseling, encouraging, accepting – being a caring adult

• The focus is on positive outcomes

Notes:

1. As you review this slide – emphasize again the positive focus case managers need to have to support a young person’s efforts to develop.

2. Tell participants that the next slide describes developmental needs they are looking for when assessing youth needs.
Display Slide 15: Seven Developmental Needs of Youth

**Seven Developmental Needs of Youth**

1. Physical activity
2. Competence and achievement
3. Self-definition
4. Creative expression
5. Positive social interaction with peers and adults
6. Structure and clear limits
7. Meaningful participation

**Notes:**

1. As you review this slide, remind participants that they can increase social interaction with peers by working with groups of young people wherever possible.
Display Slide 16: Characteristics – Youth Development Based Programs

<table>
<thead>
<tr>
<th>Characteristics – Youth Development-Based Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>An environment with:</strong></td>
</tr>
<tr>
<td>• High expectations</td>
</tr>
<tr>
<td>• Clear rules and regulations</td>
</tr>
<tr>
<td>• Opportunities for input</td>
</tr>
<tr>
<td>• Caring relationships among youth and staff</td>
</tr>
<tr>
<td><strong>Activities and approaches, including:</strong></td>
</tr>
<tr>
<td>• Utilizing cultural activity heroes</td>
</tr>
<tr>
<td>• Channeling contributions to youth development</td>
</tr>
<tr>
<td>• Developing and exercising youth skills</td>
</tr>
<tr>
<td>• Providing activities that develop social and emotional well-being</td>
</tr>
<tr>
<td>• Following through on anything agreed upon</td>
</tr>
<tr>
<td>• Debating and participating in conflict-resolution activities</td>
</tr>
<tr>
<td>• Programming opportunities for leadership and decision-making</td>
</tr>
</tbody>
</table>

**Notes:**

1. Explain that by providing the activities and approaches they are creating the environment for positive youth development.

2. Add that a youth development approach clearly focuses on youth as resources (working with them, not on them).
Display Slide 17: Outcomes of a Youth Development Approach

<table>
<thead>
<tr>
<th>Aspects of Identity</th>
<th>Areas of Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of safety and structure</td>
<td>Physical health</td>
</tr>
<tr>
<td>High self-worth and self-esteem</td>
<td>Mental health (mental &amp; social)</td>
</tr>
<tr>
<td>Feeling of mastery and future</td>
<td>Intellectual health (knowledge, reasoning &amp; creativity)</td>
</tr>
<tr>
<td>Belonging and membership</td>
<td>Employability (vocational)</td>
</tr>
<tr>
<td>Perception of responsibility and autonomy</td>
<td>Civic and social involvement</td>
</tr>
<tr>
<td>Sense of self-awareness and spirituality</td>
<td></td>
</tr>
</tbody>
</table>

Notes:

1. By practicing and/or providing the aspects of identity, abilities are created. The abilities then, reinforce the aspects of identity.

   - For example if you want youth to have a sense of safety, provide a structure that emphasizes security (e.g., clean, safe places to play).
   - If you want youth to have a sense of self-worth and self-esteem you highly invest in all aspects of their lives (e.g., home, school, recreation).
Display Slide 18: Case Management and Youth Development in DOL Programs

**CASE MANAGEMENT & YOUTH DEVELOPMENT IN DOL PROGRAMS**

Case management + youth development activities =

skills attainment, obtaining a credential, and/or employment =

successful transition into the workplace and beyond.

**Notes:**

1. Review this slide as is and as a summary – put case management and youth development together and you get successful transition into the workplace.

STOP

MODULE ONE EXERCISE I FOLLOWS SLIDE 18 – EXERCISE INSTRUCTIONS ARE ON PAGES 21-26 OF THIS TRAINING GUIDE
TRAINING INSTRUCTIONS: MODULE ONE

EXERCISE I

Conduct this exercise following the presentation of slides 1-18:
Approximate Times:
10 minutes to prepare for exercise
40 minutes to conduct
30 minutes for group reports
10 minutes for whole group discussion

Exercise overview:

The objective of this exercise is for trainees to learn/practice the following major points:

- Case managers need to establish early positive working relationships with new applicants.
- Case managers need to think about the 10 WIA Youth Development Activities.
- Case managers need to be aware of the Seven Developmental needs of Youth.
- Administrators have a responsibility to address issues of the case management system and to keep open lines of communication with staff.

Participant Materials (Pages 25-27 of this Training Guide):

- Kimberly Scenario and Instructions Handout – one for each participant
- Clarence Scenario and Instructions Handout – one for each participant
- Copies of Slide 13 Youth Development and 15 Seven Developmental Needs of Youth – one for each participant
- System-Level Scenarios and Instructions Handout – one for each participant
- Flip chart paper and markers
### Training Instructions

1) Divide participants into at least four groups.

If some participants have administrative experience, ask them to form a 5th group to work on a System-level Issue.

2) Give two groups the Kimberly Handout and two groups the Clarence Handout – Give the 5th group the System-level issues handout.

3) Direct each group to the Note at the beginning of their exercise instructions to place the exercise in context.

4) Ask Kimberly - group 1 to respond to their 2 assigned questions;  
   Ask Kimberly - group 2 to respond to their assigned 2 questions –  
   Ask Clarence - group 1 to respond to their 2 assigned questions;  
   Ask Clarence - group 2 to respond to their assigned 2 questions –  
   Ask the 5th group to read both issues but only select ONE to discuss and answer the assigned questions.

5) Report outs: Kimberly - group 1 & 2 report out first; Clarence - group 1 & 2 report out next; System-level reports out last.

### Training Notes

Groups can be as small as two people.

Do not use the system-level scenario if no administrators are in the class.

Tell participants that Kimberly and Clarence will reappear in exercises in later Tool Kit Modules.

You may read these aloud to the groups.

Check with each group to be sure they understand their instructions.

When the groups get ready to report out – give them copies of each others' scenarios and give each group five minutes to review the others’ case study before reporting out.

Some examples to listen for:

**Issues and emotions affecting Kimberly:**
- fear; apprehension about daycare; concern about testing (academics)

**Information Kimberly needs to hear:**
- childcare is possible; school and work are expected

**10 WIA Youth Development activities anticipated – Kimberly**
6) After groups report out, take a few minutes to:

- Ask the participants to summarize what points stand out to them from their discussion.
- What they learned or refreshed themselves on from the exercise that they can apply in their work.

- Supportive services; study skills, tutoring

**Seven Development Needs of Youth to be integrated into Kimberly’s plan**
- competence & achievement; self definition; positive social interactions w/peers

**Issues and emotions affecting Clarence:**
- disappointment; resentful of Mother; poor work history & skills

**Information Clarence needs to hear:**
- acknowledge strengths; school and work are expected

**10 WIA Youth Development activities anticipated – Clarence**
- occupational skills training and paid work experience; leadership development opportunities; adult mentoring

**Seven Development Needs of Youth to be integrated into Clarence’s plan**
- self definition; positive social interactions w/adult males; competence & achievement

Listen for evidence of meeting the exercise objectives
EXERCISE INSTRUCTIONS: MODULE ONE
CASE MANAGEMENT AND YOUTH DEVELOPMENT:
CONCEPTS AND PRINCIPLES

CLIENT-LEVEL NOTE: Early impressions are important in the development of all relationships and the case management relationship is no different. Assume that your assigned scenario reflects your initial understanding of this new applicant. Your first step is to develop a working partnership with him or her. Please read the following assigned scenario:

**KIMBERLY** is 20 years old and has two children: a boy, Kip, 3 _ and a girl, Kelsey, who is 2. Their father, Kevin, is 26 years old, works as a chef’s assistant in a local restaurant and pays child support. Kimberly has hopes that they will marry, and although Kevin assures her that they will, there are no plans in the making.

Kimberly has been receiving TANF assistance along with her child support, however she is required to seek employment. She has never worked. She dropped out of high school in the 10th grade when she became pregnant with Kip. She wants to put the children in a day care program that has opened near her home, however she must be either in school or working to be eligible for child care benefits. She actually liked school when she was attending and at one time had dreams of pursuing a career in accounting. She was taking her second course in accounting in high school when she dropped out.

Kip and Kelsey are very well behaved and a little shy. Until now, they have primarily only interacted with family members. Emphasis has been placed on their social skills (manners) and not on their other developmental and educational needs. Kimberly feels that the day care program will respond to these other needs and also provide an outlet for their ever increasing levels of energy. She tries to be a good mother and often reads articles on child-rearing that she finds in various popular magazines.

Group 1.- **“Kimberly”** discuss the following two questions:

1. What are the various issues and emotions that are likely to be affecting Kimberly as a new applicant?
2. What essential information does Kimberly need to hear in order to become a real and active partner with you?

Group 2.- **“Kimberly”** discuss the following two questions:

1. Which of the 10 WIA Youth Development activities do you anticipate using in your work with Kimberly?
2. Based on the Seven Development Needs of Youth, which ones do you feel need to be integrated into Kimberly’s plan?

Note: Please select a recorder to capture the group’s thinking on flipcharts and a reporter for a brief report to the whole group.

Time: 40 minutes for discussion; 5 minutes to present
EXERCISE INSTRUCTIONS: MODULE ONE
CASE MANAGEMENT AND YOUTH DEVELOPMENT:
CONCEPTS AND PRINCIPLES

CLIENT LEVEL NOTE: Early impressions are important in the development of all relationships and the case management relationship is no different. Assume that your assigned scenario reflects your initial understanding of this new applicant. Your first step is to develop a working partnership with him or her. Please read the following assigned scenario:

CLARENCE is a 19 year old high school graduate who has been unable to find steady, gainful employment. He graduated a year ago and had hoped to join the Marines. Unfortunately, he did not perform well on their tests and, in addition a chronic heart problem, believed to be congenital, was discovered during the physical. Although he may need surgery in the future, he is currently receiving medications and routine monitoring. Disappointed, Clarence has not been very aggressive about finding work.

He has had a couple of fast food and part-time jobs, but has not developed much of a work history. His academic record is also not good, although he stuck it out and graduated. He reads on a 7th grade level. Clarence lives with his mother, who is widowed with two younger children. Now that Clarence is no longer eligible for social security, his mother has been warning him that he has to go to work or find another place to live. To date, Clarence has managed to stay away from trouble. He reports that his mother has been arguing with him recently about “hanging out with the wrong people.” He resents this because he feels that she does not give him credit for never getting into trouble. He admits, however, that if he had a good full-time job, he would have less time on his hands and it would probably change whom he hangs with.

Group 1. “Clarence” discuss the following two questions:

1. What are the various issues and emotions that are likely to be affecting Clarence as a new applicant?

2. What essential information does Clarence need to hear in order to become a real and active partner with you?

Group 2. “Clarence” discuss the following two questions:

1. Which of the 10 WIA Youth Development activities do you anticipate using in your work with Clarence?

2. Based on the Seven Development Needs of Youth, which ones do you feel need to be integrated into Clarence’s plan?

Note: Please select a recorder to capture the group’s thinking on flipcharts and a reporter for a brief report to the whole group.

Time: 40 minutes for discussion; 5 minutes to present
EXERCISE INSTRUCTIONS: MODULE ONE
CASE MANAGEMENT AND YOUTH DEVELOPMENT:
CONCEPTS AND PRINCIPLES

SYSTEM-LEVEL NOTE: Your small group represents the agency’s management team. Your group meets monthly and the fourth meeting of each quarter is always designated to address concerns of the case management system. Your group’s task is to read both issues and select one to discuss and answer the assigned questions.

ISSUE I was presented in writing by one of the high functioning case management teams concerned about maintaining their excellent performance record.

The case managers have been expressing their frustration regarding the difficulties they experience in trying to serve clients who have been incarcerated. After these clients have “paid their debt” to society, even for non-violent crimes, they face penalties such as the inability to obtain a drivers’ license and a narrow choice of job opportunities. The case managers are seeing an increase in this particular client cohort and are looking to the administration for some relief. The case managers feel that these clients will cause a reduced success rate that is not reflective of their effort.

1. What are some definitive action(s) that administration might take to resolve these issues?

2. How should the line staff be informed and/or involved in these actions?

ISSUE II was raised by one of the case management supervisors following the recent quarterly meeting and her sense is that this is becoming a big morale issue particularly because a high performing young person recently lost her job because she could not adjust to changing shifts.

Case managers report that they are seeing an increase in the number of clients who need day care services at unusual hours. Current childcare resources do not have ill-baby or evening hours. This issue was a primary concern of the case managers at the last two quarterly meetings. These meetings were established specifically to coordinate the service delivery and organizational planning agendas of the agency. They are envisioned as a positive response to concerns about worker morale.

1. What are some definitive action(s) that administration might take to resolve these issues?

2. How should the line staff be informed and/or involved in these actions?

Note: Please select a recorder to capture the group’s thinking on flipcharts and a reporter for a brief report to the whole group.

Time: 40 minutes for discussion; 5 minutes to present
TRAINING MODULE TWO

RECRUITMENT, INTAKE, AND ENROLLMENT

Training Methodology: PowerPoint, large and small group work Time: 3 hours

Materials
  • Computer with PowerPoint
  • PowerPoint handouts
  • The manual
  • Module Two Exercise handouts:
    - Recruiting Out-of-School-Youth instructions
    - Recruiting In-School Youth instructions
    - Connecting with Young People instructions

PowerPoint Slides
  • Slide 1: Module Two Recruitment, Intake, and Enrollment
  • Slide 2: Module Two Objectives
  • Slide 3: Recruitment
  • Slide 4: Recruiting Out-of-School-Youth
  • Slide 5: Recruiting In-School-Youth
  • Slide 6: Recruiting In-School-Youth, continued
  • Slide 7: Improving Recruitment
  • Slide 8: Pre-Screening, Intake, and Enrollment
  • Slide 9: Stress the following Points to Youth During Intake
  • Slide 10: Establish Rapport
**SUGGESTED TRAINING OUTLINE**

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>MATERIALS READY</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>• Introduction to the toolkit slide presentation (if required)</td>
<td>-Hard copies of slides - Hard copies of the Manual</td>
</tr>
<tr>
<td>15 minutes</td>
<td>• Module Two present slides 1-4</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>• Prepare for Exercise I Recruiting Out-of-School Youth</td>
<td>Exercise instructions -Chapter 2 of the Manual</td>
</tr>
<tr>
<td></td>
<td>- form 4 groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- instruct exercise</td>
<td></td>
</tr>
<tr>
<td>20 minutes</td>
<td>• Conduct Exercise I</td>
<td>Flipcharts &amp; markers</td>
</tr>
<tr>
<td>20 minutes</td>
<td>• Group reports Exercise I</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>• Whole group discussion of exercise</td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>• Module 2 – present slides 5 &amp; 6 Recruiting In-School Youth</td>
<td>-Hard copies of slides - Hard copies of the Manual</td>
</tr>
<tr>
<td></td>
<td>- Recruiting In-School Youth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- form 4 groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- instruct exercise</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>• Prepare for Exercise II Recruiting Locations</td>
<td>Exercise instructions</td>
</tr>
<tr>
<td></td>
<td>- 4 groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- instruct exercise</td>
<td></td>
</tr>
<tr>
<td>15 minutes</td>
<td>• Conduct Exercise II</td>
<td>Flipcharts &amp; markers</td>
</tr>
<tr>
<td>20 minutes</td>
<td>• Group reports Exercise II</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>• Whole group discussion of exercise</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>• Module Two – present slides 7 – 9</td>
<td>-Hard copies of slides - Hard copies of the Manual</td>
</tr>
<tr>
<td></td>
<td>- Recruiting In-School Youth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- form 4 groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- instruct exercise</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td><strong>(Suggested activities &amp; materials)</strong> Close Module Two</td>
<td>Feedback form -Training schedule</td>
</tr>
<tr>
<td></td>
<td>- Feedback on today</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Next Module session</td>
<td></td>
</tr>
<tr>
<td>Total expected training time: 3 hours +/-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MODULE TWO
RECRUITMENT, INTAKE, AND ENROLLMENT

From recruitment, and intake through enrollment, this module reminds case managers that multiple people may be involved with the young person and that it is important that the process is experienced as seamless by the participant. The focus is on youth friendly attitudes and activities vs. just filling in the required forms and there is an emphasis on establishing a partnership with youth so that they understand that they need to do the work. PLEASE REVIEW CHAPTER TWO OF THE MANUAL BEFORE TRAINING THIS MODULE.

- Display Slide 1. Module Two Recruitment, Intake And Enrollment title page to help participants orient themselves to the Module content.
Display Slide 2: Module Two Objectives and review the objectives.

Module Two Objectives

• To understand the importance of recruitment and the case manager’s role and to identify successful recruitment strategies.

• To review the purposes and steps of intake and enrollment and the case manager’s role.

• To demonstrate how to both connect with a young person and at the same time gain and document information for eligibility.

Notes:
Display Slide 3. Recruitment

1. Emphasize that recruiters must understand their partnership with case managers and job developers and be honest with youth regarding the work they’ll have to do to reach their ultimate goal of long-term employability.

2. It may all be new to a young person (i.e., a service agency, work, contracting, etc.). A recruiter gives information based upon need and truth. The youth need to learn enough to be interested in being part of the program and there should be no tricks to get them in.

3. New participants need to understand that the recruiter may not be the primary person with whom they will be working. However, the recruiter also needs to assess whether this participant will need them to be with them when they initially go to the center to ease the process.

4. Encourage workers to talk with youth to understand potential barriers, including subtle ones – e.g., the youth is gay or threatened by gangs, that might impede their following through on the intake process.
Display Slide 4. Recruiting Out-of-School-Youth

1. Briefly describe the seven approaches for recruiting out-of-school youth.

2. If time, ask trainees for examples of ways they’ve used the various approaches and how they have worked for them (e.g. utilizing youth recruiters; collaborating with partners, etc.) or go directly to Exercise I.

3. Tell the group they will doing an exercise using this numbered list from the Case Management Manual.

Notes:

STOP

CONDUCT MODULE 2 EXERCISE I - RECRUITING OUT-OF-SCHOOL-YOUTH INSTRUCTIONS ON PAGE S 13-16 OF THIS TRAINING GUIDE
Display Slide 5. Recruiting In-School-Youth

RECRUITING IN-SCHOOL-YOUTH
Help for at-risk youth to stay in school, improve academically, graduate
A mix of activities:

- Community service
- Tutoring
- Alternative secondary school options
- Mentoring
- Guidance and counseling
- Summer employment
- Occupational learning
- Career and college-bound events
- Internships
- Job shadowing
- Job placement

Notes: Review the mix of activities on the slide and then:

1. Ask for specific examples of activities they have used.

2. Check that the group understands how to do various activities
Display Slide 6: Recruiting In-School Youth, continued

1. Ask the group about any difficulties they have experienced regarding: (a) being located in a high school; (b) getting counselors to identify at-risk youth; (c) similarities and differences in working with alternative education programs.

2. Point out that youth clearly need to stay in school to get the 12 years +2 of formal education to be long-term employable. Hence, the importance of keeping youth in school cannot be overemphasized.

Notes:

STOP

CONDUCT MODULE 2 EXERCISE II - RECRUITING IN-SCHOOL-YOUTH INSTRUCTIONS ON PAGE S 17-20 OF THIS TRAINING GUIDE
Display Slide 7: Improving Recruitment

1. Explain that the list of questions on the Improving Recruitment slide works as an internal check on the quality of recruitment activities.

2. Point out that these questions should be asked of and answered by individual recruiters and the recruitment department as a whole, regularly and consistently.

Notes:
Display Slide 8: Pre-Screening, Intake, and Enrollment

**PRE-SCREENING, INTAKE, AND ENROLLMENT**

- Determine eligibility
- Collect core information — only what’s needed — not more
- Orient to program and expectations
- Not just filing in forms

**Notes:**

1. Review the purposes of Pre-screening, Intake and Enrollment

2. Explain that it is important that they engage young people in the process and not just engage them in doing the forms.

3. Tell training participants that this is an important part of orientation for the new youth participant and must be treated as such. Beginnings impact endings.
Display Slide 9: Stress the Following Points to Youth During Intake

Stress the following points to youth during intake:

- Youth as active versus passive partners
  - Case manager helps identify and deliver services
  - Young person does the work — attends classes, appointments, other program obligations, maintains regular contact with case manager on a schedule to achieve goals

Notes:

1. Discuss again the importance of the partnership between recruiters/intake workers, case managers and job developers.

2. Point out that this is an important time to set expectations with the youth for a high level of involvement in the program and to take responsibility for their own lives.

3. Point out that they should not talk about what the case manager is going to do for them, but rather with them.
Display Slide 10: Establishing Rapport

1. Review the points for establishing rapport.

2. Encourage the training participants to discuss what they believe to be the strong points of their recruitment/intake process. Ask if there are any ways they could improve their own recruitment process to make it more than just selling to youth or just processing them.

Notes:
TRAINING INSTRUCTIONS: MODULE TWO
EXERCISE I
RECRUITMENT, INTAKE AND ENROLLMENT

Conduct Exercise I following the presentation of slides 1-4:
Approximate Times:
 10 minutes to prepare for exercise
 20 minutes to conduct
 20 minutes for group reports
 10 minutes for whole group discussion

Exercise overview:

The objectives of this exercise are for trainees to learn/practice:

- The seven broad strategies in the Case Management Manual for reaching out-of-school youth.
- To expand the range of approaches by drawing on their own and others’ experiences.

Participant Materials:

- Module Two Exercise I instructions (on page 16 of this Training Guide)
- Chapter Two of the Case Management Manual
- Flips chart paper and markers
<table>
<thead>
<tr>
<th>Training Instructions</th>
<th>Training Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Divide participants into four groups.</td>
<td>Groups can be as small as two people.</td>
</tr>
<tr>
<td>2) Give all groups the Exercise Instructions handout</td>
<td>You may read this aloud to the groups.</td>
</tr>
<tr>
<td>3) Direct each group to the Note at the beginning of their exercise instructions to place the exercise in context.</td>
<td>Check with each group to be sure they understand their assignments and associated instructions</td>
</tr>
<tr>
<td>4) Make the assignments for the strategies in Chapter Two of the Case Management Manual:</td>
<td></td>
</tr>
<tr>
<td><strong>Group 1. Strategies 1–3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Group 2. Strategies 4–6</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Group 3. Review strategy 7 and the top half of the examples</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Group 4. Review strategy 7 and the bottom half of the examples</strong></td>
<td></td>
</tr>
<tr>
<td>5) As groups are reporting out at the end of the exercise, listen for the kinds of ideas listed under Training Notes in the next column:</td>
<td>Sample Strategies</td>
</tr>
<tr>
<td><strong>Sample Strategies</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1. Connecting with youth where they are</strong></td>
<td></td>
</tr>
<tr>
<td>- walk-ins to work source centers</td>
<td></td>
</tr>
<tr>
<td>- area high schools</td>
<td></td>
</tr>
<tr>
<td>- youth recruiting other youth</td>
<td></td>
</tr>
<tr>
<td>(word-of-mouth)</td>
<td></td>
</tr>
<tr>
<td>- partners are doing recruiting</td>
<td></td>
</tr>
<tr>
<td><strong>2. Canvassing</strong></td>
<td></td>
</tr>
<tr>
<td>- job fairs/brochures in community</td>
<td></td>
</tr>
<tr>
<td>- web sites</td>
<td></td>
</tr>
<tr>
<td><strong>3. Using a “sector approach”</strong></td>
<td></td>
</tr>
<tr>
<td>- targeting specific high schools</td>
<td></td>
</tr>
<tr>
<td>- mass mailing to food stamp families</td>
<td></td>
</tr>
<tr>
<td><strong>4. Scheduling</strong></td>
<td></td>
</tr>
<tr>
<td>- radio broadcast</td>
<td></td>
</tr>
<tr>
<td>- family-based/youth-based activities</td>
<td></td>
</tr>
<tr>
<td><strong>5. Youth serving as recruiters</strong></td>
<td></td>
</tr>
<tr>
<td>- go where youth are hanging out</td>
<td></td>
</tr>
<tr>
<td>- “scholarship” nights</td>
<td></td>
</tr>
<tr>
<td>- bus transfer station with transfer</td>
<td></td>
</tr>
</tbody>
</table>
6) After groups report out, take a few minutes to:

- Ask the participants to summarize what points stand out to them from their discussion.
- What they learned or refreshed themselves on from the exercise that they can apply in their work.

6. Carrying identification and information
   - IDs in general for schools

7. Collaborating with partners
   - One stop partners
   - High School counselors
   - stores where youth hang-out (music, sports, fast food)
   - faith-based organizations
   - teen health centers

Listen for evidence of meeting the exercise objectives
EXERCISE INSTRUCTIONS

MODULE TWO
RECRUITMENT, INTAKE AND ENROLLMENT

Module Two Exercise I Note: There are seven major strategies for reaching out-of-school youth in the Manual. The first six strategies can be implemented by individual workers, the seventh requires the collaboration of partner agencies. The purpose of this exercise is to review the strategies and expand the range of approaches.

Group 1. Review strategies 1–3 in Chapter two of the Manual and:
- Give specific examples of activities that you are currently using for each strategy.
- Describe any problems you encounter with any of these strategies.
- Are there any gaps, that is, any strategy no one in your group has tried?

Group 2. Review strategies 4–6 in Chapter Two of the Manual and:
- Give specific examples of activities that you are currently using for each strategy.
- Describe any problems you encounter with any of these strategies.
- Are there any gaps, that is, any strategy no one in your group has tried?

Groups 3. & 4. Review strategy 7 and the examples in Chapter Two of the Manual and:
- Identify strategies that are currently being done and how they work
- Are there any that no one is doing?

Note: Please select a recorder to capture the group’s thinking on flipcharts and a reporter for a brief report to the whole group.

Time: 20 minutes for discussion; 5 minutes to present
TRAINING INSTRUCTIONS EXERCISE II:

Following the presentation of slides 5-6:
Approximate Times:
10 minutes to prepare for exercise
15 minutes to conduct
20 minutes for group reports
10 minutes for whole group discussion

Exercise Overview:
The objectives of this exercise are for trainees to:

• Think through approaches to recruitment – how to connect with young people to obtain and document accurate information for eligibility

Participant Materials:

• Module Two Exercise II instructions
• Flips chart paper and markers
<table>
<thead>
<tr>
<th>Training Instructions</th>
<th>Training Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Participants can remain in the same four groups from Exercise I.</td>
<td>Groups can be as small as two people.</td>
</tr>
<tr>
<td>2) Give all groups the Exercise Instructions handout</td>
<td>You may read this aloud to the groups.</td>
</tr>
<tr>
<td>3) Direct each group to the Note at the beginning of their exercise instructions to place the exercise in context.</td>
<td>Check with each group to be sure they understand their assignments and associated instructions</td>
</tr>
<tr>
<td>4) Make the assignments for the Recruitment locations:</td>
<td></td>
</tr>
<tr>
<td><strong>Group 1. Recruiting in a Park</strong></td>
<td><strong>Recruiting in a Park:</strong></td>
</tr>
<tr>
<td><strong>Group 2. Recruiting in a Shopping Mall</strong></td>
<td>1) Flyers; next steps on flyers; what need to bring</td>
</tr>
<tr>
<td><strong>Group 3. Recruiting in a Health Clinic</strong></td>
<td>2) Athlete; artist; juggler; local DJ; musician</td>
</tr>
<tr>
<td><strong>Group 4. Recruiting in Movie Theater</strong></td>
<td>3) Choose park likely to have eligible kids; make sure park is in disadvantaged community</td>
</tr>
<tr>
<td>5) As groups are reporting listen for the kinds of ideas listed under notes:</td>
<td>4) Shows up at next meeting</td>
</tr>
<tr>
<td></td>
<td><strong>Recruiting in a Shopping Mall</strong></td>
</tr>
<tr>
<td></td>
<td>1) Food; drinks; free stuff; phone cards through “sponsor ship”</td>
</tr>
<tr>
<td></td>
<td>2) Kiosk; computer; video games; T-shirts; job fair for youth</td>
</tr>
<tr>
<td></td>
<td>3) All youth get jobs through 1-Stop do WIA eligibility off site</td>
</tr>
<tr>
<td></td>
<td>4) Get cell phones and email addresses if they have them</td>
</tr>
<tr>
<td></td>
<td><strong>Recruiting in a Health Clinic</strong></td>
</tr>
<tr>
<td></td>
<td>1) Posters; t-shirts; pens; stress balls; appointment cards; program brochures</td>
</tr>
<tr>
<td></td>
<td>2) Present success stories; offer incentives; giveaways</td>
</tr>
<tr>
<td></td>
<td>3) Pre-screening form</td>
</tr>
<tr>
<td></td>
<td>4) They engage in program services</td>
</tr>
</tbody>
</table>
6) After groups report out, take a few minutes to:

- Ask the participants to summarize what points stand out to them from their discussion.
- What they learned or refreshed themselves on from the exercise that they can apply in their work.
- Are there other locations they can suggest?

**Recruiting in Movie Theater**

1) Incentives for visiting Center; movie passes; business cards; grocery gift certificates; other youth
2) Pre-movie advertisements; eye-catching signage
3) Ask questions; find their passion
4) Actually call /come in; engage in conversation

Listen for evidence of meeting the exercise objectives.
MODULE TWO EXERCISE II

Module Two Exercise II Note: Even if case managers don’t do recruiting themselves, this exercise is intended to help them think about how it should be done. The focus is on connecting with young people and obtaining and documenting accurate information for eligibility.

Group 1. You are recruiting in a Park
Group 2. You are recruiting in a Shopping Mall
Group 3. You are recruiting in a Health Clinic
Group 4. You are recruiting in a Movie Theater

For all locations:

1) What materials would you have or carry with you for this location?

2) What approach would you use to get a young person’s attention?

3) How would you determine potential eligibility?

4) What are the indicators that you’ve successfully recruited this young person?

Note: Please select a recorder to capture the group’s thinking. You may write directly on these exercise instructions. Be prepared for a brief report to the whole group.

Time: 15 minutes for discussion; 5 minutes to report
TRAINING MODULE THREE - A

ASSESSMENT

Training Methodology: PowerPoint, large and small group work  Time: 3 hours

Materials
• Computer with PowerPoint
• PowerPoint handouts
• Case Management Manual
• Module Three Exercise handouts:
  - Profiles of Kimberly and Clarence from Module One
  - Conducting an Assessment Dialogue instructions

PowerPoint Slides
• Slide 1: Module Three-A Assessment
• Slide 2: Module Three-A Objectives
• Slide 3: About Assessment
• Slide 4: Principles of Effective Assessment
• Slide 5: Components of a Comprehensive, Objective Assessment
• Slide 6: Use a Variety of Methods and Tools:
• Slide 7: Use Assessment Instruments that Measure:
• Slide 8: Barriers to Employment and Need for Supportive Services
• Slide 9: Barriers, Continued
• Slide 10: Establishing Career Goals
• Slide 11: Informal/Formal Assessment Tools
• Slide 12: Informal/Formal Assessments Tools, Continued
• Slide 13: Engaging Youth in the Assessment Process
• Slide 14: The Case Manager’s Role
### SUGGESTED TRAINING OUTLINE

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>MATERIALS READY</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>Introduction to the toolkit slide presentation (if required)</td>
<td>- Hard copies of slides&lt;br&gt; - Hard copies of the Manual</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Module Three-A Slide Presentation</td>
<td>- Hard copies of slides&lt;br&gt; - Hard copies of the Manual</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Prepare for Exercise I&lt;br&gt; Conducting an Assessment Dialogue&lt;br&gt; - form triads&lt;br&gt; - instruct exercise</td>
<td>Exercise instructions&lt;br&gt; Kimberly and Clarence profiles from Module One</td>
</tr>
<tr>
<td>1 hour</td>
<td>Conductor Exercise I</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>Triad reports - Exercise I</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>Whole group discussion of exercise</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td><strong>(Suggested activities &amp; materials)</strong>&lt;br&gt; Close Module Three-A&lt;br&gt; - Feedback on today&lt;br&gt; - Next Module session</td>
<td>Feedback form&lt;br&gt; Training schedule</td>
</tr>
<tr>
<td><strong>Total expected</strong>&lt;br&gt; <strong>training time:</strong>&lt;br&gt; <strong>2.5 - 3 hours +/-</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MODULE THREE-A ASSESSMENT

This three-hour module presents the idea that better assessment equals better case management and is in fact the foundation for it. Without assessment, there is no comprehensive planning. Too often, plans don’t reflect the data collected; it’s intrusive to ask for information you know you won’t use. There are principles to effective assessment and instruments with which case managers need to be familiar. PLEASE REVIEW CHAPTER THREE IN THE CASE MANAGEMENT MANUAL BEFORE TRAINING THIS MODULE.

Display Slide 1: Module Three-A Assessment. Review title page to help participants orient themselves to the Module content.

Notes:
Display Slide 2: Module Three-A Objectives and review the objectives.

Module Three-A Objectives

- To understand assessment as the foundation of good case management and an extension of the intake process.
- To identify the components of a comprehensive, objective assessment, including methods and tools.
- To review types of support services youth need to overcome employment barriers.
- To appreciate the need to engage youth in establishing career goals and the assessment process overall.

Notes:
Display Slide 3. About Assessment

**About Assessment**

- The foundation of good case management — without it there’s no comprehensive plan
- It’s an on-going process that guides the initial service plan and later updates and revisions
- Better assessment means better case management

**Notes:**

1. Emphasize that case management is used when there are specific goals to achieve and usually the need for some type of individual change is indicated.

2. The assessment process is the way both the case manager and the youth know what specific goals are desired, what change(s) are necessary, what strengths exist to build upon, and what barriers might inhibit success.

3. The assessment phase also gives the case manager the information necessary to determine the range of services that will be needed and to begin the process of matching the individual with available services.
Display Slide 4. Principles of Effective Assessment

**Principles of Effective Assessment**

- Develop assessment strategy
- Use comprehensive, exploratory approach
- Make it an on-going process where progress can be measured
- Use valid and reliable procedures and instruments
- Administer instruments appropriately – instruments and setting should not adversely affect performance
- Embed authentic assessments with program activities

**Notes:**

1. Briefly review the principles for clarity and application.

2. Suggest that participants focus on the assessment process of their program and assess its adequacy in terms of these principles.

3. Within the limits of time, encourage a dialogue that explores whether: (1) approaches are comprehensive; (2) their instruments and procedures are valid and reliable; (3) the administration of various assessments (e.g. TABE testing) is conducive to high performance; and (4) how to embed authentic assessments into program activities.
Display Slide 5. Components of a Comprehensive, Objective Assessment

Components of a Comprehensive, Objective Assessment

- Identify:
  - strengths and assets
  - abilities, aptitudes and interests
  - occupational and employability levels
- Assess barriers that interfere with participation on a continual basis
- Provide supportive services

Notes:

1. Point out that the ultimate purpose of this assessment process is to attain the goal of long-term employability.

2. Emphasize that the assessment must address work readiness, including educational and personal life issues as they relate to getting and keeping a job.

3. Explain that case managers must buy into the workforce development focus. They cannot just be satisfied with improvement of the youth’s quality of life.
Display Slide 6: Use a Variety of Methods and Tools:

- structured questioning
- observations
- self-assessment checklists
- structured worksheets
- Internet resources
- formal, standardized tests

Notes:

1. Explain that too many assessments are not sufficiently comprehensive. Using a variety of methods and tools maximizes the process for both the participant and the system.

2. Point out that the participant should be provided opportunities during assessment to self-discover. Self-assessments, small group exercises, and Internet resources are particularly helpful to this process.

3. Many participants are not ready to identify employment goals. Career exploration is a legitimate initial goal if the planning phase provides for authentic exploration experiences.
Display Slide 7: Use Assessment Instruments that Measure:

1. Ask trainees how they help young people understand the importance of literacy and numeracy skills in getting and maintaining jobs. The discussion with youth should be held before administering the TABE Test and revisited when providing feedback to the participant regarding their TABE test results and any remedial education that they might need.

2. Explain that Workplace Competencies and Skills for the 21st Century (SCANS) have been very specifically identified and it is important that case managers be well acquainted with them because business and industry use them as entry-level criteria.

3. Explain that all of the SCANS Competencies and Skills need to be embedded into the work readiness training.

4. Tell participants that if they have any questions about the importance of the SCANS competencies and skills they should visit local businesses and industries to learn how they have been integrated into the world of work and hence the performance expectations of entry-level workers.

5. More information on SCANS is in the Manual Chapter 4 Meeting the Needs of the Labor Market.
Display Slide 8: Barriers to Employment and Need for Supportive Services

**Barriers to Employment and Need for Supportive Services**

- Assess the need for supportive services, including:
  - transportation
  - childcare
  - dependent care
  - housing
  - linkages to community services
  - assistance with work-related tools

**Notes:**

1. Explain that it is important for case managers to know the specifics and range of supportive services that they are able to provide.

2. Point out that in offering supportive services it is important throughout the program to explore how the participant will manage the particular need when these services are no longer available.
Display Slide 9: Barriers, Continued

- Assess for appropriate linkages to:
  - medical services
  - mental health assistance
  - alcohol and substance abuse counseling

- Valid driver’s license?; need a driver’s ed. course and/or test?; need to resolve related court issues?

- If there are issues that can result in arrest – refer to organizations that work with court services

Notes:

1. Explain that examining barriers is an opportunity to both assess need and teach good social functioning. Help the participant understand the connection between medical services, mental health assistance, alcohol and substance abuse counseling and maintaining employment.

2. Point out that a driver’s license or the need for a test, or unresolved court issues are only some examples of barriers.
Display Slide 10: Establishing Career Goals

**Establishing Career Goals**

- Interest inventories help identify preferences
- Arrange for youth to explore occupations that match interests and labor market needs through:
  - O’Net
  - Career Voyages
  - a state career information delivery system
- And through:
  - job shadowing
  - work experience
  - internships

**Notes:**

1. Explain that a number of resources are available on the Internet and should be used to support youth in their self-discovery during assessment.

2. It’s easy to get in a rut – and use the same, familiar assessments. WIA staff should become familiar with the entire spectrum of tools offered by the Department of Labor Employment and Training Administration, including the Job Corps Wheel of Opportunity.

3. Briefly explain that many case managers are under-using these instruments which are a rich resource for their work. Timely and accurate information is one of the most important services that they can provide participants. They need to familiarize themselves with these tools and use them.
Display Slide 11: Informal/Formal Assessment Tools

Informal/Formal Assessment Tools

- **Informal assessments** – less intimidating but more subjective, they include:
  - structured questioning – asked in a friendly, caring way
  - worksheets/inventories – used individually or with groups
  - Internet websites – free on-line, review first
  - observations – about work readiness, problems and barriers

Helpful for information on dreams, goals, strengths, interests, fears, feelings, ...

Notes:

1. Explain that the **informal** component of the assessment phase, well done, can be a tremendous learning experience for the participant. It may be the most effective time, if not the first time, that a young person is offered the opportunity to consider their access to the opportunities of this society. It is important that they not be short-changed in this process.

2. Add that it is important to recognize that this might be a very unfamiliar process to the youth and they may not appreciate it immediately or be responsive. It is important for the worker to be both enthusiastic and patient.

3. Briefly explain that some of these activities might be done with two or three participants at a time to stimulate interest and reduce tension.
Display Slide 12: Informal/Formal Assessment Tools, Continued

Informal/Formal Assessment Tools

- **Formal Assessments**: professionally developed tests – information on basic education:
  - reading
  - math
  - academic skills
- life and occupational skills:
  - work readiness
- interests and aptitudes

A comprehensive assessment process includes both formal and informal and is ongoing.

Notes:

1. Explain that benchmarks need to be determined in order to demonstrate growth and change. Case Managers need to understand the purpose of the *formal* tests given and appreciate their value and limitations.

2. Add that Case Managers need to be prepared to interpret the results of various assessments with participants. In special situations, the assistance of an assessment expert may be required. Sharing assessments with participants is an absolute necessity.
Display Slide 13: Engaging Youth in the Assessment Process

Engaging Youth in the Assessment Process

- It's a challenge!
- Channel need to discover who they are and identify strengths, skills, talents into self-discovery for career development purposes
- Emphasize purpose, value and use of information for them and you
- Avoid saying “test”
- Present results positively – develop an action plan for weaker areas
- Vary types of assessment used – limit to 30-45 minutes

Notes:
1. Explain that engaging the youth in the assessment process as a partner and as a resource is essential. It is important that youth not be passive during this process.

2. Add that since the partnership develops over time, the quality it during the next phase is impacted by the quality of previous phases.
Display Slide 14: The Case Manager’s Role

The Case Manager’s Role

- Determine what assessments should be used
- Select the instrument’s best suited to the youth’s needs
- Prepare the young person for assessment
- Administer the assessment and score the results or link with an individual or organization who can
- Interpret the results with the young person and how assessments may impact planning and informed decision making
- Maintain assessment records

Notes:

1. Review this slide as a summary of Module Three-A Assessment and check for any questions or comments.

STOP
EXERCISE – CONDUCTING AN ASSESSMENT DIALOGUE FOLLOWS – INSTRUCTIONS ON PAGES 17-21 OF THIS TRAINING GUIDE
TRAINING INSTRUCTIONS MODULE THREE-A EXERCISE

Following the presentation of slides 1-14:

Approximate Times:
10 minutes to prepare for exercise
60 minutes to conduct
10 minutes for triad reports
10 minutes for whole group discussion

Exercise Overview:

The objectives of this exercise are for trainees to practice/learn:

• Case managers need to conduct a dialogue with youth instead of just asking question to fill in the form.
• Effective case managers listen for facts and themes in a young person’s responses to help fill in the form and guide the service plan.

Participant Materials:

• Module Two Exercise II two pages of instructions
• Profiles of Kimberly and Clarence (page 21 of this Training Guide)
### Training Instructions

1. Divide participants into triads.
2. Give each participant the Exercise Instructions handouts.
3. Direct each group to the Note at the beginning of their exercise instructions to place the exercise in context.
4. Review the instructions carefully. Remind Participants that this is their third meeting with Clarence or Kimberly. Pay special attention to reviewing the *Observers Instructions* page as well.
5. Ask triads to report their experience with the exercise, for example:
   - What examples of effective Assessment Dialogue did they see and give feedback on when they were observers?
   - What, if anything, makes it difficult to conduct Assessment Dialogues as a case manager?
   - What they learned or refreshed themselves on from the exercise that they can apply in their work.

### Training Notes

If the group doesn’t divide evenly into triads – a few groups of four can be formed with one person remaining an observer throughout the exercise.

You may read this aloud to the groups.

Check with each group to be sure they understand the instructions:
- There are three 10 minute rounds
- Each person takes a different role in each round
- Alternate being “Kimberly” and “Clarence”
- Both the observer and “Clarence/Kimberly” give feedback to the case manager at the end of a round

Listen for evidence of meeting the exercise objectives.
EXERCISE INSTRUCTIONS
MODULE THREE-A - ASSESSMENT

Module Three-A Exercise Note: Case Managers usually ask questions based on a form designed for the MIS system that does not reflect the way people really think. Case managers need to develop a dialogue instead of merely asking questions from a form, e.g.– “Tell me about school” versus “What grade did you finish?” They need to listen for facts and themes in the young person’s responses that will answer the questions on the form and guide the development of an effective service plan.

You will continue to use the descriptions of Kimberly and Clarence from Module One. You have met with them at least twice before this dialogue. Because this exercise has three rounds, please be sure to alternate the Kimberly and Clarence roles so both are represented in this exercise at least once.

Round One

In your triads -- decide who will be the Case Manager, who will Kimberly or Clarence, and who will be the observer for Round One.

Step 1. Review the profile (Kimberly or Clarence) – what more does the case manager want to know about the facts or feelings of this young person? – you may take notes.

- Case Manager – begin a dialogue with the young person based on their profiles – take up to 10 minutes. Take notes.

- Young Person – respond to case manager as you think Kimberly or Clarence would, based on their profiles – do not overact!

- Observer – watches and takes notes using the following page.

Step 2. At the end of 10 minutes, young person and observer have two or so minutes each to let the Case Manager know what they felt or observed

Rounds Two & Three

Conduct in the same way, rotating the Case Manager, Kimberly or Clarence, and observer roles until all have had a turn to experience each of the roles.

Time: 10 minutes for dialogue
Up to 5 minutes for observations

Total time for exercise – 1 hour including preparation
Instructions for Observers

When observing, listen and watch for:

- A clear, welcoming opening – “I’m interested to know more about your school experience…”
- More reflecting statements than questions – “Let me see if I understand how you feel about going back to school…”
- Effective, open-end questions, when used – “What kinds of things do you think you’ll have difficulty with?”
- Encouraging expansion on answers – “It would help me understand if you would give me an example of…”
- Constructive/future oriented – “It sounds as if safe day care for your children will help you go back to school.”
- A clear, re-capping close – “Then we’re agreed, we’ll…..”
- Eye contact; non-verbals; tone of voice – a friendly, caring manner

Take brief notes on this page for feedback.
KIMBERLY is 20 years old and has two children: a boy, Kip, 3; and a girl, Kelsey, who is 2. Their father, Kevin, is 26 years old, works as a chef's assistant in a local restaurant and pays child support. Kimberly has hopes that they will marry, and although Kevin assures her that they will, there are no plans in the making.

Kimberly has been receiving TANF assistance along with her child support, however she is required to seek employment. She has never worked. She dropped out of high school in the 10th grade when she became pregnant with Kip. She wants to put the children in a day care program that has opened near her home, however she must be either in school or working to be eligible for child care benefits. She actually liked school when she was attending and at one time had dreams of pursuing a career in accounting. She was taking her second course in accounting in high school when she dropped out.

Kip and Kelsey are very well behaved and a little shy. Until now, they have primarily only interacted with family members. Emphasis has been placed on their social skills (manners) and not on their other developmental and educational needs. Kimberly feels that the day care program will respond to these other needs and also provide an outlet for their ever increasing levels of energy. She tries to be a good mother and often reads articles on child-rearing that she finds in various popular magazines.

CLARENCE is a 19 year old high school graduate who has been unable to find steady, gainful employment. He graduated a year ago and had hoped to join the Marines. Unfortunately, he did not perform well on their tests and, in addition a chronic heart problem, believed to be congenital, was discovered during the physical. Although he may need surgery in the future, he is currently receiving medications and routine monitoring. Disappointed, Clarence has not been very aggressive about finding work.

He has had a couple of fast food and part-time jobs, but has not developed much of a work history. His academic record is also not good, although he stuck it out and graduated. He reads on a 7th grade level. Clarence lives with his mother, who is widowed with two younger children. Now that Clarence is no longer eligible for social security, his mother has been warning him that he has to go to work or find another place to live. To date, Clarence has managed to stay away from trouble. He reports that his mother has been arguing with him recently about “hanging out with the wrong people.” He resents this because he feels that she does not give him credit for never getting into trouble. He admits, however, that if he had a good full-time job, he would have less time on his hands and it would probably change whom he hangs with.
DEVELOPMENT OF AN INDIVIDUAL SERVICE STRATEGY (ISS)

Training Methodology: PowerPoint, large and small group work  Time: 3 hours

Materials
- Computer with PowerPoint
- PowerPoint handouts
- Hard copies of the Manual
- Module Three-B Exercise handouts:
  - Developing an Individual Service Strategy-role play instructions
  - Profiles of Kimberly and Clarence from Module One
  - Developing an ISS – group discussion instructions

PowerPoint Slides
- Slide 1: Module Three-B Development Of An Individual Service Strategy (ISS)
- Slide 2: Module Three-B Objectives
- Slide 3: Purpose
- Slide 4: Goal of the ISS Process
- Slide 5: Characteristics of an ISS
- Slide 6: Characteristics of an ISS, Continued
- Slide 7: Goal Setting
- Slide 8: Goal Setting, Continued
- Slide 9: Tips for Long-Term Goals/Objectives
- Slide 10: Tips for Short-Term Goals/Objectives
- Slide 11: Using an ISS Form
### SUGGESTED TRAINING OUTLINE

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>MATERIALS READY</th>
</tr>
</thead>
</table>
| 15 minutes | • Introduction to the toolkit slide presentation (if required)           | - Hard copies of slides  
- Hard copies of the Manual |
| 10 minutes| • Module Three-B present slides 1-4                                       | - Hard copies of slides  
- Hard copies of the Manual |
| 15 minutes| • Training demonstration of blank paper group planning                      | Two flip charts and markers |
| 10 minutes| • Prepare for Exercise I Drafting an ISS  
  - form small groups  
  - instruct exercise | Exercise instructions  
-Kimberly and Clarence profiles from Module One  |
| 30 minutes| • Conduct Exercise I                                                       | Flipcharts & markers |
| 15 minutes| • Group reports Exercise I                                                |                                                                               |
| 10 minutes| • Whole group discussion of exercise                                      |                                                                               |
| 10 minutes| • Module Three-B – present slides 5-10 Goal Setting                      | - Hard copies of slides  
- Hard copies of the Manual |
| 10 minutes| • Prepare for Exercise II Developing Goals  
  - small groups from Exercise I  
  - instruct exercise | - Exercise instructions  
- Exercise I flipcharts  |
| 30 minutes| • Conduct Exercise II                                                      | Flipcharts & markers |
| 20 minutes| • Group reports Exercise II                                               |                                                                               |
| 10 minutes| • Whole group discussion of exercise                                      |                                                                               |
| 5 minutes| • Module Three-B – present slide 11                                      | - Hard copies of slides  
- Hard copies of the Manual |
| 10 minutes| (Suggested activities & materials)  
- Close Module Three-B  
- Feedback on today  
- Next Module session | - Feedback form  
- Training schedule |
| Total expected training time: 3 hours +/- | | |
MODULE THREE – B
DEVELOPMENT OF AN INDIVIDUAL SERVICE STRATEGY (ISS)

This three-hour module presents the Individual Service Strategy (ISS) as both a process as well as a product. Key to its success is the quality of the involvement of the participant in its development. PLEASE REVIEW CHAPTER THREE IN THE MANUAL BEFORE TRAINING THIS MODULE.

• Display Slide 1 Module Three–B. Development Of An Individual Service Strategy (ISS) title page to help participants orient themselves to the Module content.

Notes:
• Display Slide 2: Module Three-B Objectives and review the objectives.

Module Three-B Objectives

• To understand the importance of a dynamic and mutually developed, implemented and revised Individual Service Strategy (ISS)

• To appreciate the ISS as a means to self-motivate young people – by coaching them to do things that they can do for themselves

• To review an effective process for developing long-and short term goals and recording on the ISS form

Notes:
• Display Slide 3. Purpose

**Purpose**

• The Individual Service Strategy (ISS) has three purposes: to mutually develop, implement and revise as needed:
  1. A set of employment, education, and personal development goals
  2. Service objectives and a service plan of action needed to achieve the identified goals and to
  3. Document services provided and results

**Notes:**

1. Emphasize that the individual service strategy is a process, not a form, technological or administrative function.

2. It must be the youths’ plan for themselves, **not** our plan for them.
• Display Slide 4. Goal of the ISS Process

**Goal of the ISS Process**

- The goal of the ISS process is to enable youth to take responsibility for and actively participate in getting from where they are to where they want to be.
- The ISS is designed as a mutual planning process that enables the young person to develop ownership of the plan.

**Notes:**

1. Case managers must engage the young person in personal planning and document the information obtained in the formal ISS.

2. Planning begins, literally with a blank piece of paper. Tell participants you will demonstrate this and then they will practice it later in this module.

3. When case managers work with several participants at one time (3-6) to do this planning it can be a very dynamic process for all involved. You will also demonstrate this.

4. Since buy-in is an essential component of any successful plan implementation, it is critical that the ISS be developed by the participant and not just the case manager.

5. This is a good time to let them know that you will be asking for two volunteers to help you in the demonstration of Blank Paper Planning – assure them that you will not ask them to do anything to embarrass them or put them on the spot.
STOP

1) CONDUCT DRAFTING AN ISS DEMONSTRATION WITH TWO VOLUNTEER PARTICIPANTS – INSTRUCTIONS ON PAGES 15-17 OF THIS TRAINING GUIDE

2) FOLLOWING TRAINING DEMONSTRATION - CONDUCT EXERCISE I – DRAFTING AN ISS – INSTRUCTIONS ON PAGES 18-20 OF THIS TRAINING GUIDE.

THEN

PROCEED WITH PRESENTATION OF SLIDES 5-10
Display Slide 5. Characteristics of an ISS

**Characteristics of an ISS**

- Identification information
- Assessment information
- Long-term goals linked to assessment
- Measurable short-term goals (objectives)
- Services/activities to accomplish short-term goals – support services
- Time frames
- Who will provide services/resources

**Notes:**

1. Point out that there are a wide variety of ISS forms but all of them should contain the characteristics identified on the slides 5 & 6.

2. Encourage participants to review their ISS forms to be sure that all characteristics are covered.
Display Slide 6: Characteristics of an ISS, Continued

- Tasks and responsibilities of young person
- Tasks and responsibilities of case manager
- Signature of case manager and young person
- Assessment, the ISS and services received should all relate to each other
- A living document, regularly reviewed in planned intervals

Notes:

1. Explain that formal reviews of actual documents have shown that there is often a disconnect between the Assessment, the ISS and the services provided. This should not be.

2. Point out that whatever the assessment reveals as a barrier in the personal, the educational, or the work experience arenas should be addressed in the ISS. In short, what is the plan to remedy the situation?

3. Emphasize the ISS as a program tool or “living document.” It should be regularly reviewed, accomplishments documented, and the plan updated.
Display Slide 7: Goal Setting

**Goal Setting**

- A key component of ISS – involve young person actively from the start – key steps:
  1. "Where is this person now?" - assessment results and career exploration drive long and short-term goals
  2. "Where do you want to go?" - work as partners to negotiate mutual agreements
  3. For each long-term goal - a set of sequenced short-term goals – youth achieve regular "wins" (see examples in Manual)

**Notes:**

1. Explain that the longer the case manager waits to involve the young person, the harder it will be.

2. Explain that waiting to get all the "business" out of the way before actively engaging the young person is not as effective as getting them actively involved as quickly as possible – just talking with them isn’t enough to get them to invest themselves.
1. Explain that the simplistic plan created on the blank piece of paper (e.g., from the Exercise “My Journey”) must be backed into the formal ISS.

2. Point out that it is in this formal process that the case manager can take the lead for time-sequencing, prioritizing, determining who does what, etc. explaining thoroughly to the young person as you go so that they can see their plan in the formal document.

Notes:

4. Time-sequence and prioritize the goals and objectives - an action plan that focuses on “bite-size” pieces

5. Determine who does what – who needs to be involved – case manager’s organization and/or referrals to partners

6. For understanding and ownership - young person re-states goals in own words
Display Slide 9: Tips for Long-Term Goals/Objectives

1. If the technology is available in this module’s training – give participants a chance to go online and research one occupation. If not available – have participants quickly brainstorm ways youth can research employment opportunities for themselves.

2. Ask participants to take a few minutes in the Manual about long-term goal setting for their usefulness. Give them enough time to find the questions and to review them.

Notes:
Display Slide 10: Tips for Short-Term Goals/Objectives

**Tips for Short-Term Goals/Objectives**

- The series of action steps a youth must take to accomplish a long-term goal
  - small
  - specific
  - achievable

See suggested questions in Chapter Three of the Case Management Manual

**Notes:**

1. Ask participants to take a few minutes to review suggested questions in the Manual for short-term goal setting and to comment on their usefulness.

STOP

CONDUCT EXERCISE II DEVELOPING GOALS – INSTRUCTIONS ARE ON PAGES 21-24 IN THIS TRAINING GUIDE.

FOLLOWING THE EXERCISE, PROCEED WITH PRESENTATION OF SLIDE 11
Display Slide 11 Using an ISS Form

**USING AN ISS FORM**

- Information to include:
  - Employment (Occupational skills, work readiness)
  - Education (Basic skills)
  - Personal development goals (mentoring, leadership)
  - Short-term objectives
  - Plans of Action
  - Should be standardized across case managers

**Notes:**

1. ISS forms may vary, however it is important to address educational, career readiness or employment, and personal development issues and include all needed supports.
EXERCISE DEMONSTRATION – TRAINING INSTRUCTIONS

Following the presentation of slides 1-4:

NOTE: AN EFFECTIVE DEMONSTRATION OF THE “BLANK PAPER” ACTIVITY IS KEY TO THE SUCCESS OF EXERCISES I & II. BE SURE YOU HAVE THOROUGHLY REVIEWED AND UNDERSTAND IT BEFORE CONDUCTING THE DEMONSTRATION.

Time: About 15 minutes

Exercise Overview:

The objectives of this demonstration are for trainees to see how to conduct a small group planning session before practicing doing it themselves.

Participant Materials:

Two flip chart pads and easels; markers
Training Instructions

1) Ask for two volunteers to help you in a demonstration – assure the participants that you will not ask them to do anything to embarrass them or put them on the spot.

2) Ask the volunteers to each role play a “typical” young person’s responses based on their experience as they follow your instructions.

3) Your goal is to have each “youth” in the demonstration develop a flipchart page that looks like the sample Clarence and Kimberly charts in the next column. The step by step process is labeled in the samples:

1. Asks each “youth” to characterize who they are today in words or pictures in the **bottom left hand corner** of the flip chart paper.

2. **In the top right hand corner**, ask them to describe what they want to have five years from now. Encourage them to state long-term (five year) employment goals if they know them or to be willing to explore them if they don’t know.

3. Ask them to draw a straight arrow from where they are today, **bottom left hand corner**, to the **top right hand corner** and to write along the line: **MY JOURNEY** (spell it for them J-O-U-R-N-E-Y).

4. In the **top half** of the paper encourage them to list everything they have going for them, e.g., strengths.

Training Notes

Open the demonstration as you would normally when beginning a session with a young person …then introduce the activity, for example, “As you know we’re working on developing a service plan for you and this is an opportunity for you to think through some short and long-term goals for yourself.”

---

Clarence

- HS graduate (4)
- Hard worker
- People person

<table>
<thead>
<tr>
<th>(2) independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5</td>
</tr>
<tr>
<td>job</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(3) My journey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(1) Anxious</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My journey (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(5) education</th>
</tr>
</thead>
<tbody>
<tr>
<td>a job</td>
</tr>
<tr>
<td>training</td>
</tr>
</tbody>
</table>

---

Kimberly

- Caring (4)
- Good mother
- Have to manage

<table>
<thead>
<tr>
<th>$5 (2) working</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>My journey (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(1) Anxious</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tired (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(5) daycare</th>
</tr>
</thead>
<tbody>
<tr>
<td>education</td>
</tr>
<tr>
<td>training</td>
</tr>
</tbody>
</table>
5. In the **bottom half** of the paper, ask them to identify the kinds of things they need in order to reach their five-year goal.

6. To close the demonstration – point out to the “youth” volunteers that they have begun to think through what they need to do to get from (1) where they are today to (2) where they want to be – and (4) the strengths they have and (5) what they’ll need to help them get there.

7. Close by reminding them that (3) their journey may not be a straight line – there may be “bumps in the road” but working in partnership with you they can get there. Tell them you will keep their charts so they can review them again to see where they are on the journey.

8. After the demonstration, check that all trainees understand that you were developing “a plan” to use as a basis for creating an individual service strategy before instructing them for Exercise I which follows the demonstration.
TRAINING INSTRUCTIONS EXERCISE I:

Following the presentation of slides 1-4 and the TRAINING DEMONSTRATION:

Approximate Times:
10 minutes to prepare for exercise  
30 minutes to conduct  
15 minutes for group reports  
10 minutes for whole group discussion

Exercise Overview:

The objectives of this exercise are for trainees to practice/learn:

• The value of engaging young people in the planning process  
• How to help a young person draft the components of an ISS using blank paper  
• How to work with several young people at a time

Participant Materials:

• Module Three-B Exercise I instructions  
• Profiles of Kimberly and Clarence (page 24 of this Training Guide)  
• Flip chart paper and markers
## Training Instructions

1) Divide participants into small groups

2) Give each participant the Exercise Instructions handouts.

3) Direct each group to the Note at the beginning of their exercise instructions to place the exercise in context.

4) Review the instructions on the Exercise Handout carefully.

5) Ask groups to report their experience with the exercise, for example:

   - As the case manager, how effective did it seem to be to work with more than one person at a time?
   - What feedback did “Kimberly” and “Clarence” and the observers give?
   - What did they learn or refresh themselves on from the exercise that they can apply in their work?

## Training Notes

You will need at least three trainees to a group - the rest of the group will be observers who provide feedback at the end of the exercise.

You may read this aloud to the groups.

Check with each group to be sure they understand the instructions:

- There are three roles in this exercise – the case manager, “Kimberly,” and “Clarence”
- Both the observers and “Clarence/Kimberly” give feedback to the case manager at the end of the exercise.

Remind trainees that they will have met with Kimberly and Clarence at least three times before this session.

Their goal is to develop draft ISS’s for each of these young people using the Blank Paper/My Journey process modeled in your demonstration.

Listen for evidence of meeting the exercise objectives.
EXERCISE INSTRUCTIONS
MODULE THREE B – DEVELOPING AN INDIVIDUAL SERVICE STRATEGY

Module Three-B Exercise I Note: This exercise focuses the case manager on actively engaging young people in developing their plans for themselves as well as on the efficiency of group versus individual planning. In this process the case manager can see what the young person has internalized from assessment discussions about his or her strengths. Information from this exercise backs nicely into objectives for the formal ISS.

You will use the descriptions of Kimberly and Clarence from Module One and at least two pages of blank flip chart paper and markers, one for each “young person.”

Step 1. In your group -- decide who will be the Case Manager, who will be Kimberly and Clarence. The rest of the group will be observers who provide feedback at the end of the exercise.

Step 2. Briefly review Kimberly and Clarence’s profiles and then using the Training demonstration as a model:

- The Case Manager asks Kimberly and Clarence to characterize who they are today in words or pictures in the bottom left hand corner of the flip chart paper.

- In the top right hand corner, ask them to describe what they want to have five years from now. Encourage them to state long-term (five year) employment goals if they know them or to explore them if they don’t know.

- Ask them to draw a straight arrow from where they are today, bottom left hand corner, to the top right hand corner and to write along the line: MY JOURNEY

- In the top half of the paper encourage them to list everything they have going for them, e.g., strengths.

- In the bottom half of the paper, ask them to identify what they need in order to reach their five-year goal.

Step 3. Observers and “Kimberly” and “Clarence” give feedback on the process – what worked well and what might have worked better.

Time: 20 minutes for role-play
10 minutes for observers’ feedback
TRAINING INSTRUCTIONS EXERCISE II:

Following the presentation of slides 5-10:

Approximate Times:
10 minutes to prepare for exercise
30 minutes to conduct
20 minutes for group reports
10 minutes for whole group discussion

Exercise Overview:

The objectives of this exercise are for trainees to:

- Identify the three areas of a well-rounded ISS: education, work and personal.
- Practice developing an ISS around the three areas using the interests and needs identified in the Blank Page activity.

Participant Materials:

- Module Three-B Exercise II instructions
- The flipcharts they developed in Exercise I
- Markers
### Training Instructions

1. Participants work in the same groups as Exercise I.
2. Give each participant the Exercise Instructions handouts.
3. Direct each group to the Note at the beginning of their exercise instructions to place the exercise in context.
4. Review the instructions on the Exercise Handout carefully.
5. Ask groups to report from their flipcharts.
6. Ask participants what they learned or refreshed themselves on from the exercise that they can apply in their work?

### Training Notes

Groups use the “My Journey” flip charts they developed for Kimberly or Clarence. They are to write directly on the flip charts.

You may read this aloud to the groups.

Check with each group to be sure they understand the instructions:

They are to develop a total of six goals, three for Kimberly and three for Clarence.

Some sample goals to listen for:

**Kimberly:**

Education: Obtain GED; enter post-secondary
Employment: Work readiness; part-time employment
Personal: Get day care settled

**Clarence:**

Education: Enroll in literacy program to improve reading skills
Employment: Identify industry/occupations related to the military
Personal: Discuss goals with Mother to get her support

Listen for evidence of meeting the exercise objectives.
EXERCISE INSTRUCTIONS
MODULE THREE B – DEVELOPING AN INDIVIDUAL SERVICE STRATEGY

Module Three-B Exercise II Note: A well rounded ISS focuses on three areas: education, work and personal. Assessments will reveal barriers to successful achievement in one or more of these areas which are then addressed in the ISS and remedied through the services provided. The ISS is a living document which should be regularly reviewed, accomplishments documented and the plan updated.

Step 1. In your small group, review the flip charts you developed in the Blank Paper exercise in this module and develop short-term goal statements for Kimberly and Clarence regarding her or his:

- Educational goals
- Employment goals
- Personal goals
  - You will develop a total of six goals, three for Kimberly and three for Clarence
  - Ask “Kimberly” and “Clarence” to record their goals directly on the flipchart they developed in Exercise I.

Step 2. Select someone to report back to the whole group

Time: 30 minutes to develop goal statements
2 minutes to report
YOUTH PROFILES

KIMBERLY is 20 years old and has two children: a boy, Kip, 3, and a girl, Kelsey, who is 2. Their father, Kevin, is 26 years old, works as a chef's assistant in a local restaurant and pays child support. Kimberly has hopes that they will marry, and although Kevin assures her that they will, there are no plans in the making.

Kimberly has been receiving TANF assistance along with her child support, however she is required to seek employment. She has never worked. She dropped out of high school in the 10th grade when she became pregnant with Kip. She wants to put the children in a day care program that has opened near her home, however she must be either in school or working to be eligible for child care benefits. She actually liked school when she was attending and at one time had dreams of pursuing a career in accounting. She was taking her second course in accounting in high school when she dropped out.

Kip and Kelsey are very well behaved and a little shy. Until now, they have primarily only interacted with family members. Emphasis has been placed on their social skills (manners) and not on their other developmental and educational needs. Kimberly feels that the day care program will respond to these other needs and also provide an outlet for their ever increasing levels of energy. She tries to be a good mother and often reads articles on child-rearing that she finds in various popular magazines.

CLARENCE is a 19 year old high school graduate who has been unable to find steady, gainful employment. He graduated a year ago and had hoped to join the Marines. Unfortunately, he did not perform well on their tests and, in addition a chronic heart problem, believed to be congenital, was discovered during the physical. Although he may need surgery in the future, he is currently receiving medications and routine monitoring. Disappointed, Clarence has not been very aggressive about finding work.

He has had a couple of fast food and part-time jobs, but has not developed much of a work history. His academic record is also not good, although he stuck it out and graduated. He reads on a 7th grade level. Clarence lives with his mother, who is widowed with two younger children. Now that Clarence is no longer eligible for social security, his mother has been warning him that he has to go to work or find another place to live. To date, Clarence has managed to stay away from trouble. He reports that his mother has been arguing with him recently about “hanging out with the wrong people.” He resents this because he feels that she does not give him credit for never getting into trouble. He admits, however, that if he had a good full-time job, he would have less time on his hands and it would probably change whom he hangs with.
LABOR MARKET INFORMATION (LMI)

Training Methodology: PowerPoint, large and small group work  Time: 3 hours

Materials
• Computer with PowerPoint
• PowerPoint handouts
• The manual
• Module Four Exercise handouts:
  - An LMI Presentation Outline for Youth - scenario and instructions
  - Prepare Youths’ Interests and Expectations Presentation for Employers -scenario and instructions
  - Module One Kimberly/Clarence profiles and instructions

PowerPoint Slides
• Slide 1: Module Four. Labor Market Information (LMI)
• Slide 2: Module Four Objectives
• Slide 3: LMI Purpose
• Slide 4: LMI Roles and Responsibilities of Case Managers
• Slide 5: LMI TIPS
• Slide 6: ETA Sources of Labor Market and Workforce Information
• Slide 7: SCANS* (Workplace Skills Standards) Review and Clarification
• Slide 8: Foundation Skills
• Slide 9: Foundation Skills, Continued
• Slide 10: Foundation Skills, Continued
• Slide 11: The Five Work Place Competencies (Interpersonal)
• Slide 12: The Five Work Place Competencies, Continued (Information)
• Slide 13: The Five Work Place Competencies, Continued (Resources)
• Slide 14: The Five Work Place Competencies, Continued (Systems)
• Slide 15: The Five Work Place Competencies, Continued (Technology)
SUGGESTED TRAINING OUTLINE

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>MATERIALS READY</th>
</tr>
</thead>
</table>
| 15 minutes | • Introduction to the toolkit slide presentation (if required) | - Hard copies of slides  
|            |                                                         | - Hard copies of the Manual                          |
| 30 minutes | • Module Four Slide Presentation                        | - Hard copies of slides  
|            |                                                         | - Hard copies of the Manual                          |
| 10 minutes | • Prepare for Exercise I LMI Presentations              | Exercise instructions                                  |
|            | – form 4 small groups                                    |                                                      |
|            | – instruct exercise                                     |                                                      |
| 25 minutes | • Conduct Exercise I                                     | Flipcharts & markers                                  |
| 15 minutes | • Group reports Exercise I                              |                                                      |
| 10 minutes | • Whole group discussion of exercise                     |                                                      |
| 10 minutes | • Prepare for Exercise II Relevant LMI and Tools        | - Exercise instructions  
|            | – small groups                                           | - Kimberly and Clarence profiles                      |
|            | – instruct exercise                                     |                                                      |
| 20 minutes | • Conduct Exercise II                                    | Flipcharts & markers                                  |
| 15 minutes | • Group reports Exercise II                             |                                                      |
| 10 minutes | • Whole group discussion of exercise                     |                                                      |
| 10 minutes | (Suggested activities & materials)                       | - Feedback form  
|            | • Close Module Four                                      | - Training schedule                                   |
|            | – Feedback on today                                      |                                                      |
|            | – Next Module session                                    |                                                      |
| Total      | expected training time:                                  |                                                      |
|            | 3 hours +/-                                              |                                                      |

www.kra.com/ImprovingServicesandPerformanceToolkit

Module • 4
MODULE FOUR
LABOR MARKET INFORMATION (LMI)

This three-hour module presents information vital to the role of case managers as workforce development specialists. It emphasizes the importance the worker as a specialist in achieving the goal of youth employment. **PLEASE REVIEW CHAPTER 4 IN THE MANUAL BEFORE TRAINING THIS MODULE.**

Display Slide 1: Module Four Labor Market Information (LMI) title page to help participants orient themselves to the Module content.

Notes:
Display Slide 2: Module Four Objectives and review the objectives.

Module Four Objectives

- To understand and appreciate the importance of local Labor Market Information to youth and to employers
- To support the role of the case manager in helping youth have a realistic view of career and employment opportunities
- To review sources of Labor Market and Workforce Information
- To review and clarify workplace skills standards SCANS

Notes:
Display Slide 3. LMI Purpose

LMI PURPOSE

• LMI audiences: youth, employers and community
• Youth - who employs whom, where and for what wages
• Employers - tracks local and national industry trends; availability and quality of workers; investments in training resources
• Community – monitor workforce needs, attract new businesses, etc.

Notes:

1. Emphasize that Youth, Employers and the Community have differing but interconnected needs for labor market information.

2. Case Managers in the field of Workforce Development are obligated to be sources of accurate, timely information regarding local, regional, national and international labor market information.
Display Slide 4. LMI Roles and Responsibilities of Case Managers

LMI Roles and Responsibilities of Case Managers

- Provides youth with realistic view of opportunities in the community; identifies career paths; gains understanding of cost of living; compares local salaries
- Assists youth to explore “career pathways” and types of training involved; provides regional and future information
- Establishes and maintains good relations with employers and workforce board and/or economic development councils

Notes:

1. The case manager role is changing from only serving special populations to serving the community as a whole.

2. People will be increasingly dependent on the workers and the profession for the necessary information to make work transitions as smoothly as possible.
Display Slide 5. LMI TIPS

LMI TIPS

- State and local data is most useful: employer needs, training and skill sets needed; occupational outlook
- LMI is not perfect – sometimes old data – information can change quickly
- See practical strategies in the Guide for using LMI

Notes:

1. Point out that staying on top of LMI information will be challenging.

2. Remind them of Module One and the emphasis on high performing work organizations. This is one of the areas where lifelong learning is applicable to them as well.

3. Review the practical strategies in Chapter Four in the Manual and poll the group for what is and is not being currently used.

4. Encourage participants to discuss what works and what creates difficulties for them.
Display Slide 6: ETA Sources of Labor Market and Workforce Information

**ETA Sources of Labor Market and Workforce Information**

- America's Labor Market Information System (ALMIS)*
- America's CareerInfoNet (ACNET)*
- CareerInfoNet*
- CareerOneStop portal*
  - America's Job Bank (AJB)
  - America's Service Locator (ASL)
  - O*NET OnLine
  - Workforce Tools of the Trade
- Career Vortages

*See descriptions in Chapter Four of the Case Management Manual

**Notes:**

1. Explain that the Employment and Training Administration of the Department of Labor has rich resources for them for Labor Market and Workforce Information.

2. Poll the group for which resources they use the most. Conduct a brief discussion on how comfortable they are with LMI data and how familiar with how to access and use it.

3. Point out that professional competence requires them to be on top of these resources. The SCANS competency of a workforce development case manager is measured by their knowledge of the resources available and their skill at using the technology involved.
Display 7: SCANS* (Workplace Skills Standards) Review and Clarification

**SCANS* (Workplace Skills Standards) Review and Clarification**  
*Secretary’s Commission on Achieving Necessary Skills*

Skills and characteristics that employers have identified as essential for success in the workplace:

3 Foundation Skills:
- basic skills
- thinking skills
- personal qualities

5 Competencies:
- interpersonal skills
- information
- resources
- systems
- technology

Notes:

1. Explain that these skills and competencies were identified by a major commission of government, business, labor, and education in 1991 whose purpose was to determine what type of worker was needed for the 21st century labor market.

2. Explain that labor and industry have already integrated these competencies and skills into their expectations of entry-level workers.

3. Tell participants that anyone without these skills and competencies will have extreme difficulty maintaining employment and livable wages in our society throughout their lifetime; a major reason why the emphasis on youth and work is so critical.
Display Slide 8: Foundation Skills*

Foundation Skills
* Blueprint for Workplace Success: Skill Standards Youth Workers Need to Succeed in the 21st Century Workplace

Basic Skills (academic)
- Reading
- Writing
- Listening
- Speaking
- Arithmetic and Mathematics

Notes:
1. Ask participants to review the Foundation Skills with their caseload in mind. What, if any, are their concerns about the skill levels of youth they are currently serving?
Notes:

1. Ask participants to review the Thinking Skills with their caseload in mind. What, if any, are their concerns about the youth they are currently serving?
Notes:

1. Ask participants to review Personal Qualities with their caseload in mind. What, if any, are their concerns about the youth they are currently serving?
2. Remind the group that all of the Foundation Skills are considered entry-level skills.
Display Slide 11: The Five Work Place Competencies

**The Five Work Place Competencies**
*Interpersonal Skills, Information, Resources, Systems & Technology*

*Interpersonal:*
- Participates as a team member
- Teaches others
- Serves clients and customers
- Exercises leadership
- Negotiates to arrive at a decision
- Works with cultural diversity

**Notes:**

1. SCANS identified these five work place competencies as being closely related to what people actually do at work. Remind participants that each one is defined in Chapter Four in detail in the Manual.

2. This slide lists the five competencies and identifies behaviors expected under the Interpersonal Competency. Review it as is.
Notes: 1. This slide describes the behaviors expected under the Information Competency. Review the slide as is.
Display Slide 13: The Five Workplace Competencies - Resources, Continued

The Five Workplace Competencies, Continued

Resources:
- Allocates time
- Money
- Material and facility resources
- Human resources

Notes:
1. This slide identifies the Resources competency and the behaviors looked for under it. Review the slide as is.
Display Slide 14: The Five Work Place Competencies - Systems, Continued

The Five Work Place Competencies, Continued

Systems
- Understands systems
- Monitors and corrects performance
- Improves and designs systems

Notes:
1. This slide describes the Systems competency and the behaviors associated with it. Review the slide as is.
Display Slide 15: The Five Competencies - Technology, Continued

The Five Work Place Competencies, Continued

Technology
- Selects technology
- Applies technology to tasks
- Maintains and troubleshoots technology

Notes:

1. This slide identifies the Technology competency and associated behaviors. Review it as is.

2. Explain that the five work place competencies are also considered to be entry-level requirements.

3. Remind participants that previously menial jobs like Hotel Bellman and Office Maintenance are examples of jobs that now require more thinking and include all of the competencies.

STOP
1. CONDUCT MODULE FOUR EXERCISE I – INSTRUCTIONS ON PAGES 18-21 OF THIS TRAINING GUIDE.
THEN
2. CONDUCT MODULE FOUR EXERCISE II – INSTRUCTIONS ON PAGES 22-24 OF THIS TRAINING GUIDE
TRAINING INSTRUCTIONS MODULE FOUR
EXERCISE I

Following the presentation of slides 1-15:

Approximate Times:
10 minutes to prepare for exercise
25 minutes to conduct
15 minutes for group reports
10 minutes for whole group discussion

Exercise Overview:

The objectives of this exercise are for trainees to:

- Think through the role of case manager in providing LMI to youth
- Think through their role in communicating youth’s work-related interests and expectations to employers

Participant Materials:

- Module Four Exercise I instructions
  - Youth LMI Presentation
  - Employer LMI Presentation
- Flipchart paper and markers
### Training Instructions

1) Divide participants into 4 groups. Each group will need flipchart paper and markers.

2) Give each participant the Exercise Instructions handouts.

3) Direct each group to the Notes at the beginning of their exercise instructions to place the exercise in context.

4) Assign two groups the Youth LMI Presentation scenario
Assign the other two groups the Employer LMI Presentation scenario

Review the instructions on the Exercise Handouts carefully.

5) Ask groups to report from their flipcharts.

6) Ask participants what they learned or refreshed themselves on from the exercise that they can apply in their work?

### Training Notes

If there are participants with LMI experience, ask them to sit with different groups to spread the knowledge around.

You may read these aloud to the groups.

If you only have enough participants for two groups (vs. four) tell them to ignore Step 3. and go on to Step 4. (report to the whole group). In this case you can shorten the exercise time by about 10 minutes.

Check with each group to be sure they understand the instructions:

They are to develop an outline of a presentation; meet with another group doing the same thing and combine their ideas into one outline to present to the whole group.

Some sample ideas to listen for:

**Youth LMI Presentation:**

- Basic LMI information
- Youth knowledge of LMI
- How to access LMI
- Provide handouts

**Employer LMI Presentation**

- Introduction – who we are
- Describe youths’ interests
- Find out about employer expectations

Listen for evidence of meeting the exercise objectives
EXERCISE INSTRUCTIONS
MODULE FOUR – LABOR MARKET INFORMATION (LMI)

Module Four Exercise I – Youth LMI Presentation Note: The One-Stop system has expanded the case manager role to serve the public more generically, which has placed a new requirement on them to have LMI expertise. Most case managers haven’t focused as much on LMI as on the helping role and now must think through how they can get and use that expertise.

Groups 1 and 2

Step 1. Read the following scenario:

You are conducting a small group orientation to the world of work. The participants are new to the program and are in the assessment phase (TABE testing; individual interviews; etc.)
This is a chance for you to connect them with the opportunities that are available in their community and with your methods of determining how to approach future planning with them.

Step 2. Using a flipchart, develop an outline for a comprehensive Labor Market Information presentation. In the outline identify the information you want to cover and the various tools you would use. Feel free to use bullets and brief phrases.

Step 3. Be prepared to meet with the other group working on this scenario to merge your ideas.

Step 4. Report to the whole group.

Time: 25 minutes
3 minute report
EXERCISE INSTRUCTIONS
MODULE FOUR – LABOR MARKET INFORMATION (LMI)

Module Four Exercise I – Employer LMI Presentation Note: The workplace is improved when employers and employees are mutually aware of each others’ concerns and expectations. This as true for youth as it is for adults. Performance expectations for placement and retention are impacted by the case manager’s level of sophistication around LMI, including communicating to employers about youth and vice versa.

Groups 3 and 4 –

Step 1. Read the following scenario:

Your organization holds a quarterly breakfast meeting with local employers in order to exchange information about available work and potential employees. Because you have been holding group orientation sessions throughout the previous quarter, you have learned a great deal about the interests and expectations of the youth in your program in relation to obtaining and maintaining employment. The Executive Director believes that these breakfast meetings are the perfect venue for you to share these interests and expectations constructively and anonymously for the purpose of: 1) determining how we might better prepare these youth for the workforce; and 2) how case managers can effectively advocate youth interests and expectations to employers.

Step 2. Using a flip chart, develop an outline for a five minute presentation to the employers. Use your experience as a case manager to develop and describe typical youth participants’ work-related interests and expectations. Feel free to use bullets and brief phrases.

Step 3. Be prepared to meet with the other group working on this scenario to merge your ideas.

Step 4. Report to the whole group.

Time: 25 minutes
3 minute report
TRAINING INSTRUCTIONS MODULE FOUR EXERCISE II

Following Exercise I – Youth and Employer LMI Presentations:

Approximate Times:
10 minutes to prepare for exercise
20 minutes to conduct
15 minutes for group reports
10 minutes for whole group discussion

Exercise Overview:

The objectives of this exercise are for trainees to:

• Practice providing relevant LMI information and tools to youth.

Participant Materials:

• Module Four Exercise II instructions
• Kimberley and Clarence profiles
• Flipchart paper and markers

<table>
<thead>
<tr>
<th>Training Instructions</th>
<th>Training Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Participants can stay in the groups from Exercise I. Each group will need flipchart paper and markers and the Kimberly and Clarence profiles</td>
<td>Check with each group to be sure they understand the instructions.</td>
</tr>
<tr>
<td>2) Review the instructions on the Exercise Handouts carefully.</td>
<td>Remind them that they have been meeting regularly with Kimberly and Clarence (from other Modules) and are encouraged to draw on previous discussions about them.</td>
</tr>
<tr>
<td>3) Ask groups to report from their flipcharts.</td>
<td>Listen for evidence of meeting the exercise objectives</td>
</tr>
<tr>
<td>4) Ask participants what they learned or refreshed themselves on from the exercise that they can apply in their work?</td>
<td></td>
</tr>
</tbody>
</table>

www.kra.com/ImprovingServicesandPerformanceToolkit
Module • 4

22
EXERCISE INSTRUCTIONS
MODULE FOUR – LABOR MARKET INFORMATION (LMI)

Module Four Exercise II – Relevant LMI and Tools:

In small groups:

• Choose either Kimberly or Clarence.
  o What do you believe is relevant labor market information for them?
  o Which tools will you use with them?

• Put your answers on a flipchart and be prepared to report to the whole group.

Time: 20 minutes to conduct
  3 minutes to report
YOUTH PROFILES

KIMBERLY is 20 years old and has two children: a boy, Kip, 3; and a girl, Kelsey, who is 2. Their father, Kevin, is 26 years old, works as a chef’s assistant in a local restaurant and pays child support. Kimberly has hopes that they will marry, and although Kevin assures her that they will, there are no plans in the making.

Kimberly has been receiving TANF assistance along with her child support, however she is required to seek employment. She has never worked. She dropped out of high school in the 10th grade when she became pregnant with Kip. She wants to put the children in a day care program that has opened near her home, however she must be either in school or working to be eligible for child care benefits. She actually liked school when she was attending and at one time had dreams of pursuing a career in accounting. She was taking her second course in accounting in high school when she dropped out.

Kip and Kelsey are very well behaved and a little shy. Until now, they have primarily only interacted with family members. Emphasis has been placed on their social skills (manners) and not on their other developmental and educational needs. Kimberly feels that the day care program will respond to these other needs and also provide an outlet for their ever increasing levels of energy. She tries to be a good mother and often reads articles on child-rearing that she finds in various popular magazines.

CLARENCE is a 19 year old high school graduate who has been unable to find steady, gainful employment. He graduated a year ago and had hoped to join the Marines. Unfortunately, he did not perform well on their tests and, in addition a chronic heart problem, believed to be congenital, was discovered during the physical. Although he may need surgery in the future, he is currently receiving medications and routine monitoring. Disappointed, Clarence has not been very aggressive about finding work.

He has had a couple of fast food and part-time jobs, but has not developed much of a work history. His academic record is also not good, although he stuck it out and graduated. He reads on a 7th grade level. Clarence lives with his mother, who is widowed with two younger children. Now that Clarence is no longer eligible for social security, his mother has been warning him that he has to go to work or find another place to live. To date, Clarence has managed to stay away from trouble. He reports that his mother has been arguing with him recently about “hanging out with the wrong people.” He resents this because he feels that she does not give him credit for never getting into trouble. He admits, however, that if he had a good full-time job, he would have less time on his hands and it would probably change whom he hangs with.
IMPLEMENTING THE CASE PLAN/ISS: LINKING, MONITORING, AND MOTIVATING

Training Methodology: PowerPoint, large and small group work
Time: 3 hours

Materials
- Computer with PowerPoint
- PowerPoint handouts
- The manual
- Module Five Exercise handouts:
  - Linking/Brokering - scenario and instructions
  - Recognition/Motivation - instructions
  - Understanding Motivation - instructions
  - Module One Kimberly/Clarence profiles

PowerPoint Slides
- Slide 1: Module Five Implementing The Case Plan/ISS: Linking, Monitoring, And Motivating
- Slide 2: Module Five Objectives
- Slide 3: Purpose
- Slide 4: Identifying Appropriate Services
- Slide 5: Convening the Players
- Slide 6: Connecting the Youth with Services
- Slide 7: Preparing the Young Person
- Slide 8: Pre-Appointment Reminders
- Slide 9: Following-up After the Appointment
- Slides 10-11: Monitoring Services
- Slide 12 - 13: Motivating and Encouraging
- Slide 15: Recognition System
- Slide 16: Possible Milestones - Tangible Recognition
- Slide 17: Special Challenges
- Slide 18: Time Management Tips
- Slide 19: Situational Leadership Model
- Slide 20: Direct/Coach Youth Needing High Support
- Slide 21: Encourage Youth Needing Medium Support
- Slide 22: Encourage and Delegate to Youth Needing Low Support
# Suggested Training Outline

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Materials Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>• Introduction to the toolkit slide presentation (if required)</td>
<td>- Hard copies of slides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Hard copies of the Manual</td>
</tr>
<tr>
<td>15 minutes</td>
<td>• Present Module Five Slides 1 - 9</td>
<td>- Hard copies of slides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Hard copies of the Manual</td>
</tr>
<tr>
<td>10 minutes</td>
<td>• Prepare for Exercise I Linking/Brokering</td>
<td>- Exercise instructions</td>
</tr>
<tr>
<td></td>
<td>• form small groups</td>
<td>- Kimberly and Clarence profiles from Module One</td>
</tr>
<tr>
<td></td>
<td>• instruct exercise</td>
<td></td>
</tr>
<tr>
<td>30 minutes</td>
<td>• Conduct Exercise I</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>• Whole group discussion of exercise</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>• Present Module Five Slides 10 - 12</td>
<td>- Hard copies of slides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Hard copies of the Manual</td>
</tr>
<tr>
<td>10 minutes</td>
<td>• Prepare for Exercise II Understanding Motivation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• instruct exercise</td>
<td></td>
</tr>
<tr>
<td>20 minutes</td>
<td>• Conduct Exercise II</td>
<td>- Exercise instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Kimberly and Clarence profiles from Module One</td>
</tr>
<tr>
<td>20 minutes</td>
<td>• Group reports and whole group discussion of exercise</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>• Present Module Five Slides 13 - 17</td>
<td>- Hard copies of slides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Hard copies of the Manual</td>
</tr>
<tr>
<td>10 minutes</td>
<td>• Prepare for Exercise III Recognition and Motivation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• instruct exercise</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>• Conduct Exercise III</td>
<td></td>
</tr>
<tr>
<td>20 minutes</td>
<td>• Individual and whole group discussion of exercise</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>• Present Module Five Slides 18 - 22</td>
<td>- Hard copies of slides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Hard copies of the Manual</td>
</tr>
<tr>
<td>10 minutes</td>
<td>(Suggested activities &amp; materials)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Close Module Five</td>
<td>- Feedback form</td>
</tr>
<tr>
<td></td>
<td>• Feedback on today</td>
<td>- Training schedule</td>
</tr>
<tr>
<td></td>
<td>• Next Module session</td>
<td></td>
</tr>
<tr>
<td><strong>Total expected training time:</strong></td>
<td><strong>3 hours +/-</strong></td>
<td></td>
</tr>
</tbody>
</table>
TRAINING MODULE FIVE
IMPLEMENTING THE CASE PLAN/ISS: LINKING, MONITORING, AND MOTIVATING

This three-hour module is about the way that case managers should conduct themselves throughout the implementation phase. It emphasizes effective helping skills and approaches and stresses the connection between the case manager’s function and a young person’s goal attainment. PLEASE REVIEW CHAPTER FIVE IN THE MANUAL BEFORE TRAINING THIS MODULE.

Display Slide 1: Module Five Implementing The Case Plan/ISS: Linking, Monitoring, And Motivating title page to help participants orient themselves to the Module content.

Notes:
Display Slide 2: Module Five Objectives and review the objectives.

**Module Five Objectives**

- To understand the role of case manager as a central point of contact among the players.
- To appreciate the importance of matching the level of support to the skills and readiness of the young person.
- To identify the services available in the community and to match them with the young person.
- To know how to adapt their case management style to the developmental needs of the young person.
- To focus on a management approach to monitoring the case load.

Notes:
Display Slide 3. Purpose

Purpose

- Brokering and linking builds connections between:
  
  - a young person and organizations, and
  - among organizations

Facilitating Communication - case manager as central point of contact:

- players know their roles
- give background information
- stay on top of ISS changes
- encourage youth self-monitoring

Notes:

1. Emphasize that the complexity of preparing young people to be employable requires dynamic partnerships among a variety of sources and community systems.

2. Case Managers, as the connectors or central point of contact, are critical to the success of these partnerships working with and for a young person.
Display Slide 4. Identifying Appropriate Services

Identifying Appropriate Services

- Case manager as broker, advocate for youth, ensures s/he receives needed services
- Case manager’s organization should identify community services meeting criteria, e.g., accessibility and effectiveness
- Case manager knows services and quality of those services that are available
- Case manager’s role in identifying services is vital

Notes:

1. Point out that the quality of a case management system is largely determined by the number and quality of resources available to assist the youth in their growth and development towards gainful employment.

2. Effective case managers are personally acquainted with the resources available. This is one of a case manager’s SCANS competencies.

3. Effective case managers seek to match resources with youth needs and personalities.
Display Slide 5. Convening the Players

Convening the Players

• Case manager is a bridge between program — school system — courts — other community service agencies
• Consults with individuals involved in young person’s ISS, including young person and his/her family
• Uses a “case conference” approach, as appropriate
• Uses large and small groups to foster the benefits of a mutual aid approach

Notes:

1. Effective coordination is another major case management skill. Coordination cannot be taken for granted. It does not occur simply by getting everyone “to the table.”

2. Point out that there are many methods of coordination.

3. Hold a brief discussion regarding any challenges case managers have in exercising their coordination function.
Display Slide 6: Connecting the Youth with Services

**Connecting the Youth with Services**

- Case Managers match level of support to the skills and readiness of young person – how much can s/he do for her/himself, e.g.:
  - **High support**: make all the arrangements - go with them
  - **Middle support**: prepare young person to make calls from case manager’s office
  - **Low support**: give name and number – young person calls on own

**Notes:**

1. Re-emphasize that case management is not case work.
2. Effective case managers assess and organize their caseloads in terms of the level of support individuals require to complete expectations and reach goals.
3. It is critically important to allow young people to do what they can for themselves. This strengthens their individual capacities and reduces unnecessary or unhealthy dependency on the case manager.
Display 7: Preparing the Young Person

Preparing the Young Person

- Minimize referral-related anxiety for "high and middle support" youth
- Share your assessment - discuss the reason the service is being sought
- Describe what will probably happen and review
  - questions that might be asked during appointment
  - identification or other materials that might be required
  - outcomes that might be expected from appointment

Notes:

1. Point out that linking young people to various services is easiest when they clearly understand why the particular services are necessary for them and what will happen when they get there.

2. In most instances, the more knowledge they have about a new engagement, the less anxiety they will experience.
Display Slide 8: Pre-Appointment Reminders

Pre-Appointment Reminders

- **High support** - Contact young person the day before appointment to remind and address last minute misgivings
- **Middle support** - Case manager should use judgment regarding pre-appointment calls; objective is to help youth to succeed as opposed to fail
- **Ask youth to call immediately after the appointment to share how it went**

Notes:

1. Effective case managers want to minimize no-shows. Point out that other high performing systems use pre-appointment reminders (e.g., doctors, dentists).

2. Clarify that it is human nature to avoid anything that causes high anxiety. Therefore, case managers need to carefully monitor young peoples’ anxiety about various connections they have to make.

3. Point out that the primary purpose of the youth calling after the appointment is to determine if you have done an adequate job in linking them. Permitting them to express themselves freely about the experience is empowering for them and vitally informative for the case manager, particularly regarding attempting future connections.
Display Slide 9: Following-Up After the Appointment

Following-Up After the Appointment

- Contact young person if he/she fails to contact you to get his/her perspective on the meeting
- Contact organization to:
  - Confirm appointment was kept or not kept
  - Identify what happened from their perspective
- Determine next steps

Notes:

1. Emphasize that the linkage, not compliance, is the objective. There are lots of legitimate reasons why a young person might not view the new service system in the same positive way that the case manager does.

2. Point out that working through a difficult linkage can be an excellent process of partnership development between the case manager and the young person.

STOP
CONDUCT MODULE FIVE EXERCISE I – INSTRUCTIONS ON PAGES 24-26 OF THIS TRAINING GUIDE.
THEN CONTINUE PRESENTATION WITH SLIDES 10-12
Display Slides 10 and 11: Monitoring Services

### Monitoring Services

- Monitor service delivery to:
  - assure that needed services are being provided
  - verify that the service plan is being properly carried out, results are being achieved - revise ISS as needed
  - assist with problems
  - maintain the youth/case manager partnership
  - provide encouragement – nurture motivation

### Monitoring Services, Continued

- Monitoring also should focus on service providers and young person – three questions to ask:
  1. Are the services called for in the ISS being delivered?
  2. Are these services having the desired results?
  3. Do the plan and the services seem to be sufficient?

- Answers may require a modification of the ISS.

### Notes:

1. Clarify that just because a successful linkage has been made, it is not a given that the desired service goals will be achieved. The work of the case manager as the coordinator of services has only begun.

2. In many cases the service will be developmental as so careful attention must be given to both the process and the outcome.

3. Point out that when the case manager fails to be the connector or pivot of services, a loss of focus is highly probable and successful goal achievement might be compromised.
Display Slide 12: Motivating and Encouraging

Motivating and Encouraging

- Case manager’s role should focus on nurturing motivation to change and achieve goals:
  1. Identify the motivators youth bring with them
  2. Avoid focusing on what you wish motivated the young person
  3. Identify the costs of change – what is keeping the young person with the status quo?

Notes:

1. Point out that even though motivation comes from within an individual, it can be nurtured. It is possible to help a person develop interest (want to) and belief (can do), the two components of motivation:
   a. Wanting something more than you want anything else; and
   b. Believing that you can get, accomplish, or achieve it.
   (Research on Youth Motivation)

2. “Being where the person is,” a fundamental principle of helping, is extremely important in nurturing motivation. This is a time when case managers need to listen and seek to “walk in the young person’s shoes.”

3. Case managers who are open to understanding the “risks” of their program for the young person are more likely to reach them and nurture motivation within them.
Display Slide 13: Motivating and Encouraging, Continued

Motivating and Encouraging, Continued

4. Show youth how the things that motivate them can be achieved through a specific program
5. Prepare and help youth cope with the costs of change
6. Use external motivators (recognition system) to stimulate and strengthen internal motivators
7. Structure success experiences
8. Praise success, even small ones

Notes:

1. Review the slide points 4-8 and ask for examples of how others may be doing these things
2. Encourage trainees to review their specific programs and assess adequacy in regards to motivation.
Display Slide 14: Motivation and Encouraging, Continued

<table>
<thead>
<tr>
<th>Motivating and Encouraging, Continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Approach both successes and failures as positive learning experiences – study them for their lessons</td>
</tr>
<tr>
<td>10. Use tangible incentives to reward success</td>
</tr>
<tr>
<td>11. Constantly reinforce motivators that brought them there in the first place</td>
</tr>
<tr>
<td>12. Provide a support network – including small groups</td>
</tr>
</tbody>
</table>

Notes:

1. Continue to review the list for examples
2. Poll the group for ideas about activities that nurture motivation that they might use in the future.
Display Slide 15: Recognition System

Recognition System

• To spur achievement, a recognition system must be:
  - Measurable
  - Specific
  - Built around a desirable prize
  - Consistent
  - Frequent

Notes:

1. Ask participants to conduct a brief discussion at their tables about successful and difficult experiences they have had with recognition systems i.e., what works and what doesn’t work as well.

2. Ask them how their experiences relate to the five requirements presented on this slide.
Display Slide 16: Possible Milestones/Tangible Recognition

<table>
<thead>
<tr>
<th>Possible Milestones</th>
<th>Tangible Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Perfect attendance</td>
<td>- Certificate</td>
</tr>
<tr>
<td>- Demonstrating improvement</td>
<td>- Personal note/card</td>
</tr>
<tr>
<td>- Positive attitude</td>
<td>- Letter of reference to employer</td>
</tr>
<tr>
<td>- Obtaining GED</td>
<td>- Photo etc. on a “Wall of Fame” bulletin board</td>
</tr>
<tr>
<td>- Completing training</td>
<td>- Cash</td>
</tr>
<tr>
<td>- Acceptances into a college, training program, etc.</td>
<td>- Points to redeem for merchandise</td>
</tr>
<tr>
<td>- Gaining employment</td>
<td>- Travel</td>
</tr>
<tr>
<td></td>
<td>- Gift certificates</td>
</tr>
<tr>
<td></td>
<td>- Student of the month</td>
</tr>
<tr>
<td></td>
<td>- Leadership opportunities</td>
</tr>
<tr>
<td></td>
<td>- Participating in graduation ceremony</td>
</tr>
</tbody>
</table>

Notes:

1. Review the list as presented. Check to see which of these trainees use and how well they seem to work.

2. Ask the group for any additional tangible recognitions they might use.
Display Slide 17: Special Challenges

Special Challenges

- Making a Demand for Change and Growth
- Balancing Firmness with Empathy
- Managing Anger

Notes:

1. Throughout the case management experience it is important to keep high expectations for young peoples’ growth and development on the front burner with them.

2. Case managers are not less caring when they won’t tolerate less than adequate performance or less than acceptable behavior.

3. Appropriate standards for behavior are determined by the workplace. Encourage youth to explore and establish these standards themselves.

4. When they fall short of expectations, make sure there is a process for them to redeem themselves or redress grievances.

STOP
CONDUCT MODULE FIVE EXERCISE III – INSTRUCTIONS ON PAGES 30-32 OF THIS TRAINING GUIDE
THEN CONTINUE WITH PRESENTATION OF SLIDES 18-22
Display Slide 18: Time Management Tips

Time Management Tips

- Unmanageable case loads mean efficiencies are needed
- Use “triage” to identify high-risk youth who need high support, use:
  - assessment results
  - case notes
  - participant interviews

Low Support - Medium Support - High Support

Notes:

1. Emphasize that the word management in case management is intentional. Case Managers are expected to approach their case loads in a systematic way, applying thinking and problem solving skills to meet performance expectations.

2. Point out that they should be giving the most needy the most attention.

3. Emphasize that organizing their case load using the Low Support, Medium Support, High Support categories fosters independence, and emphasizes the partnership between case managers and youth. It also reverses the current trend of giving the most attention to those who already have more.
Notes:

1. Situational Leadership is a well-known management model that reinforces the supporting role of case manager. Its message is to assess where the young person is developmentally and to target your energies and efforts appropriately.

2. Review the three points on the slide and check for questions or examples of how participants are currently using this model – even if unconsciously.
Display Slide 20: Direct/Coach Youth Needing High Support

- **Direct/Coach Youth Needing High Support**

<table>
<thead>
<tr>
<th>They, for example:</th>
<th>You, for example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have no or low commitment to career goal</td>
<td>• Define roles</td>
</tr>
<tr>
<td>• Skills are extremely low</td>
<td>• Provide specific instructions—what, how, when, and where</td>
</tr>
<tr>
<td>• Major personal problems</td>
<td>• Closely supervise</td>
</tr>
<tr>
<td>• Friends/family discouraging</td>
<td>• Engage in two-way communication, provide opportunities for input</td>
</tr>
<tr>
<td>• Unstable/unreliable—housing, child care, transportation</td>
<td>• Lead with your own ideas</td>
</tr>
</tbody>
</table>

**Notes:**

1. Review the two lists and check for understanding.
Display Slide 21: Encourage Youth Needing Medium Support

<table>
<thead>
<tr>
<th>They, for example:</th>
<th>You, for example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show interest in career goal</td>
<td>Provide recognition</td>
</tr>
<tr>
<td>Will struggle to learn skills but achievable</td>
<td>Listen and facilitate</td>
</tr>
<tr>
<td>Has personal problems but getting help</td>
<td>Ask for suggestions or input</td>
</tr>
<tr>
<td>Friends/family not discouraging</td>
<td>Discuss problems but encourage them to</td>
</tr>
<tr>
<td>Stable/reliable housing, child care, transportation</td>
<td>identify solutions</td>
</tr>
<tr>
<td></td>
<td>Lower your emphasis on direction – increase your support and encouragement</td>
</tr>
</tbody>
</table>

Notes:

1. Review the two lists and check for understanding.
Display Slide 22: Encourage and Delegate to Youth Needing Low Support

<table>
<thead>
<tr>
<th>They, for example:</th>
<th>You, for example</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have strong, clear career goal</td>
<td>• Support his/her decision making and problem solving</td>
</tr>
<tr>
<td>• Can realistically learn the skills</td>
<td>• Provide recognition</td>
</tr>
<tr>
<td>• Personal life under control</td>
<td>• Listen and facilitate</td>
</tr>
<tr>
<td>• Support from family/friends</td>
<td>• Encourage independent actions</td>
</tr>
<tr>
<td>• Stable/reliable housing, child care, transportation</td>
<td>• Provide minimal direction</td>
</tr>
</tbody>
</table>

Notes:

1. Review the two lists and check for understanding
TRAINING INSTRUCTIONS MODULE FIVE
EXERCISE I:

Following the presentation of slides 1-9:

Approximate Times:
10 minutes to prepare for exercise
30 minutes to conduct
10 minutes for whole group discussion

Exercise Overview:

The objectives of this exercise are for trainees to practice/learn:

- Identifying the appropriate services for linking to young people’s needs.
- Learning how to minimize a young person’s anxiety about referrals
- Determining the adequacy of the linkage through followup.

Participant Materials:

- Module Five Exercise I instructions
- Kimberley and Clarence profiles

<table>
<thead>
<tr>
<th>Training Instructions</th>
<th>Training Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Divide participants into small groups.</td>
<td>Be sure they have the Kimberly and Clarence profiles but only select one to</td>
</tr>
<tr>
<td>2. Give each participant the Exercise Instructions</td>
<td>practice on.</td>
</tr>
<tr>
<td>handouts and walk them through the instructions</td>
<td>Check with each group to be sure they understand the instructions:</td>
</tr>
<tr>
<td>for steps 1., 2. and 3.</td>
<td>• Select either Kimberly or Clarence</td>
</tr>
<tr>
<td></td>
<td>• Identify two service organizations</td>
</tr>
<tr>
<td>2. Ask participants what they learned or refreshed</td>
<td>• Role play case manager and youth discussing referral</td>
</tr>
<tr>
<td>themselves on from the exercise that they can apply in</td>
<td>Listen for evidence of meeting the exercise objectives</td>
</tr>
<tr>
<td>their work?</td>
<td></td>
</tr>
</tbody>
</table>

www.kra.com/ImprovingServicesandPerformanceToolkit
Module • 5                                                  24
Module Five Exercise I

Exercise I - Linking/Brokering

• In your small group – select either Kimberly or Clarence for this exercise.

Step 1. As a whole group, identify two service organizations with which you would link this young person in order to provide services needed.

Step 2. Select two group members, one to be the case manager, the other the selected young person (either Kimberly or Clarence). The case manager conducts a meeting during which he or she:

• Shares the assessment that supports the linkage

• Prepares the youth for the experience – what would he or she need to know (use prompts from slide 7)

• Requests a feedback session following the first visit with an organization

Step 3. Group members will provide feedback and discuss alternative approaches.

Time: 20 minutes
10 minutes for feedback
YOUTH PROFILES

**KIMBERLY** is 20 years old and has two children: a boy, Kip, 3; and a girl, Kelsey, who is 2. Their father, Kevin, is 26 years old, works as a chef’s assistant in a local restaurant and pays child support. Kimberly has hopes that they will marry, and although Kevin assures her that they will, there are no plans in the making.

Kimberly has been receiving TANF assistance along with her child support, however she is required to seek employment. She has never worked. She dropped out of high school in the 10th grade when she became pregnant with Kip. She wants to put the children in a day care program that has opened near her home, however she must be either in school or working to be eligible for child care benefits. She actually liked school when she was attending and at one time had dreams of pursuing a career in accounting. She was taking her second course in accounting in high school when she dropped out.

Kip and Kelsey are very well behaved and a little shy. Until now, they have primarily only interacted with family members. Emphasis has been placed on their social skills (manners) and not on their other developmental and educational needs. Kimberly feels that the day care program will respond to these other needs and also provide an outlet for their ever increasing levels of energy. She tries to be a good mother and often reads articles on child-rearing that she finds in various popular magazines.

**CLARENCE** is a 19 year old high school graduate who has been unable to find steady, gainful employment. He graduated a year ago and had hoped to join the Marines. Unfortunately, he did not perform well on their tests and, in addition a chronic heart problem, believed to be congenital, was discovered during the physical. Although he may need surgery in the future, he is currently receiving medications and routine monitoring. Disappointed, Clarence has not been very aggressive about finding work. He has had a couple of fast food and part-time jobs, but has not developed much of a work history. His academic record is also not good, although he stuck it out and graduated. He reads on a 7th grade level. Clarence lives with his mother, who is widowed with two younger children. Now that Clarence is no longer eligible for social security, his mother has been warning him that he has to go to work or find another place to live. To date, Clarence has managed to stay away from trouble. He reports that his mother has been arguing with him recently about “hanging out with the wrong people.” He resents this because he feels that she does not give him credit for never getting into trouble. He admits, however, that if he had a good full-time job, he would have less time on his hands and it would probably change whom he hangs with.
TRAINING INSTRUCTIONS MODULE FIVE EXERCISE II:

Following the presentation of slides 10-12:

Approximate Times:
10 minutes to prepare for exercise
20 minutes to conduct
20 minutes for reports and whole group discussion

Exercise Overview:

The objectives of this exercise are for trainees to practice/learn:

• Identifying the potential risks (de-motivators) a young person might be taking by entering a workforce development program

Participant Materials:

• Module Five Exercise II instructions
• Flip charts and markers
<table>
<thead>
<tr>
<th>Training Instructions</th>
<th>Training Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Divide participants into small groups.</td>
<td>Groups can be as small as two people.</td>
</tr>
<tr>
<td>2. Give each participant the Exercise Instructions handouts.</td>
<td>You may read this aloud.</td>
</tr>
<tr>
<td>3. Direct participants group to the Note at the beginning of their exercise instructions to place the exercise in context.</td>
<td>Check with each group to be sure they understand the instructions:</td>
</tr>
<tr>
<td>4. Review the instructions.</td>
<td>- Work on their own first and then in their small group.</td>
</tr>
<tr>
<td>5. Groups report</td>
<td>- If time, ask them to generate solutions for some of the risks.</td>
</tr>
<tr>
<td>6. Ask participants what they learned or refreshed themselves on from the exercise that they can apply in their work?</td>
<td>During the report out, listen for such risks as:</td>
</tr>
<tr>
<td></td>
<td>- loss of friends</td>
</tr>
<tr>
<td></td>
<td>- loss of free time</td>
</tr>
<tr>
<td></td>
<td>- fear of change</td>
</tr>
<tr>
<td></td>
<td>- ridicule from peers</td>
</tr>
<tr>
<td></td>
<td>- fear of succeeding/failing</td>
</tr>
<tr>
<td></td>
<td>- loss of welfare benefits</td>
</tr>
<tr>
<td></td>
<td>- embarrassment</td>
</tr>
<tr>
<td></td>
<td>- sharing private/personal information</td>
</tr>
<tr>
<td></td>
<td>- opening self to others’ judgments</td>
</tr>
<tr>
<td></td>
<td>- being able to handle it all/time management</td>
</tr>
<tr>
<td></td>
<td>- uncool</td>
</tr>
<tr>
<td></td>
<td>Listen for evidence of meeting the exercise objectives</td>
</tr>
</tbody>
</table>
EXERCISE INSTRUCTIONS MODULE FIVE
IMPLEMENTING THE CASE PLAN/ISS: LINKING, MONITORING, AND MOTIVATING

Module Five Exercise III Understanding Motivation Note: Case managers are often trying to “sell” young people on the advantages of their program. Take a moment to think about your program from the participant’s perspective. What are the personal risks a young person could be taking by deciding to partner with you?

Step 1. Working on your own, write down what you think would go on a young person’s individual RISK LIST.

Step 2. Work in your small group to compile a single list, eliminating redundancies.

• You don’t have to agree!

• Record group list on a flipchart

• Be prepared to share the compiled list with the whole group

Time: 5 minutes to develop your individual list
15 minutes to develop the group list
3 minutes to report
TRAINING INSTRUCTIONS MODULE FIVE EXERCISE III:

Following the presentation of slides 13-17:

Approximate Times:
  10 minutes to prepare for exercise
  10 minutes to conduct
  20 minutes for brief individual reports and whole group discussion

Note: This is a whole group exercise in which each participant will describe his or her situation and types of recognition and rationales. The time for the exercise is determined by the number of participants.

Exercise Overview:

The objectives of this exercise are for trainees to practice/learn:

- Recognizing situations that warrant recognition
- Identify how to reward (motivate) appropriately.

Participant Materials:

- Module Five Exercise II instructions
### Training Instructions

1. This is an individual exercise. Give each participant the Exercise Instructions handouts.

2. Review the instructions to the whole group.

3. When all have completed the exercise (or after about 10 minutes) go around the room and ask each person to briefly describe his or her ideas and rationale.

4. Discuss the exercise with the whole group, for example:
   - Did they have any difficulty coming up with ideas for recognition
   - Have they tried the recognition before and if so how did it work?

### Training Notes

Check for individual questions; they are to:
- Work on their own to identify a situation that warrants recognition by a case manager
- Identify three types of recognition that might be appropriate to that situation.

If the group is very large, to save time you can ask them to report to each other in small groups instead of individually.

Listen for evidence of meeting the exercise objectives
EXERCISE INSTRUCTIONS
MODULE FIVE
IMPLEMENTING THE CASE PLAN/ISS:
LINKING, MONITORING, AND MOTIVATING

Exercise II - Recognition/Motivation – Individual Work

Individually, identify a situation that warrants recognition by a case manager and three types of recognition that might be appropriate.

Be prepared to discuss why you think that the recognition will be motivating to a young person. Consider what observation or feedback would confirm your thinking.

Note: This is a whole group exercise in which each participant will describe his or her situation and types of recognition and rationales. The time for the exercise is determined by the number of participants.

Approximately 10 minutes to prepare and 5 minutes to present and discuss each situation.
FOLLOW-UP

Training Methodology: PowerPoint, large and small group work  Time: 3 hours

Materials
• Computer with PowerPoint
• PowerPoint handouts
• Copies of the Manual (for each participant/trainee)
• Module Six Exercise handouts: Follow-up - instructions

PowerPoint Slides
• Slide 1: Module Six Follow-Up
• Slide 2: Module Six Objectives
• Slide 3: Purpose
• Slide 4: Types and Terms of Follow-Up
• Slide 5: Principles and Best Practices
• Slide 6: Meeting Total Needs
• Slide 7: Non-Intrusive Contact with Employers and School Staff
• Slide 8: Access to Better Jobs, Additional Education, and Continuing Youth Development
• Slide 9: Rapid Re-Employment Assistance
• Slide 10: Additional Follow-Up Best Practices
## Suggested Training Outline

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Materials Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>• Introduction to the toolkit slide presentation (if required)</td>
<td>- Hard copies of slides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Hard copies of the Manual</td>
</tr>
<tr>
<td>30 minutes</td>
<td>• Module Six. Slide Presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>• Prepare for Exercise I Follow-up Questions</td>
<td>- Exercise instructions</td>
</tr>
<tr>
<td></td>
<td>– form small groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– instruct exercise</td>
<td></td>
</tr>
<tr>
<td>30 minutes</td>
<td>• Conduct Exercise I</td>
<td>- Flipcharts &amp; markers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Chapter 6 in the Manual</td>
</tr>
<tr>
<td>15 minutes</td>
<td>• Group reports Exercise I</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>• Whole group discussion of exercise</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>(Suggested activities &amp; materials)</td>
<td>- Feedback form</td>
</tr>
<tr>
<td></td>
<td>• Close Module Six</td>
<td>- Training schedule</td>
</tr>
<tr>
<td></td>
<td>- Feedback on today</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Next Module session</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>expected training time:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 hours +/-</td>
<td></td>
</tr>
</tbody>
</table>
MODULE SIX - FOLLOW-UP

This two-hour module addresses the all important follow-up requirements of case managers regarding WIA youth. It stresses the integration of follow-up within the overall case management approach. **PLEASE REVIEW CHAPTER 6 IN THE MANUAL BEFORE TRAINING THIS MODULE.**

Display Slide 1: Module Six Follow-Up title page to help participants orient themselves to the Module content.

**FOLLOW-UP**

- Purpose
- Types and Terms
- Principles and Best Practices
- Meeting Total Needs
- Non-Intrusive Contact with Employers and School Staff
- Access to Better Jobs, Additional Education, and Continuing Youth Development
- Rapid Re-Employment Assistance
- Additional Follow-up Best Practices

Notes:
Display Slide 2: Module Six Objectives and review the objectives.

Module Six Objectives

- To help case managers understand the role of follow-up as part of the case management continuum
- To recognize follow-up as critical to meeting WIA performance goals
- To provide best practices through practical follow up activities

Notes:
Display Slide 3. Purpose

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To help each young person to:</td>
</tr>
<tr>
<td>- work steadily and be able to advance to better jobs</td>
</tr>
<tr>
<td>- attend educational or training classes regularly</td>
</tr>
<tr>
<td>- continue to grow, mature, and acquire adult competencies (SCANS)</td>
</tr>
<tr>
<td>• Follow-up supports employers/educators' needs</td>
</tr>
</tbody>
</table>

Notes:

1. Point out that follow-up tells the case manager and the organization about the impact of the services provided to the younger person.

2. Young people are most vulnerable when they first get unsubsidized employment, this is when the system tends to drop support. Follow-up is critical to this phase of case management.

3. The follow-up phase captures and documents the evidence that the organizational goals have been met and to what degree.

4. Emphasize the importance of gainful employment in a society that has removed all long-term “safety nets” in terms of social supports.
Display Slide 4. Types and Terms of Follow-Up

Types and Terms of Follow-Up

- Two types of follow-up:
  - for reporting and tracking purposes to measure WIA performance goals
  - Services and activities after placement

- Terms:
  - Follow-up Services
  - Retention
  - Advancement
  - Contact

Notes:

1. Review the slide as is for clarity and check for any questions
Display Slide 5. Principles and Best Practices

**Principles and Best Practices**

- Set high post-placement expectations
- Maintain a supportive relationship after placement
- Develop engaging follow-up activities (see Manual)
- Develop a schedule for frequent, systematic contact

**Notes:**

1. Point out that follow-up, like all other case management functions, begins with orientation. By the time a person reaches the follow-up phase he/she should know what is expected of them during this period.

2. If a case manager has used the Low Support/Medium Support/High Support model described in Module 5, low support participants should be ready for peer leadership roles during follow-up.

3. “What’s in it for the participant?” should be a primary question on the mind of the case manager during the follow-up period. Engaging activities will capture this client-centered focus in a manner that serves everybody.
Display Slide 6: Meeting Total Needs

Meeting Total Needs

- Case managers should pay attention to the whole person during follow-up services.
- The network of services needed might include:
  - medical
  - housing
  - transportation
  - childcare
  - workplace tools or clothing
  - other special needs

Notes:

1. Emphasize that there are specific and tangible benefits available for youth during this phase.

2. Case managers need to problem solve with the young person how they will maintain any necessary services currently being provided once they’ve completed the program.
Display Slide 7: Non-Intrusive Contact with Employers and School Staff

Non-Intrusive Contact with Employers and School Staff

- Follow-up retention services must be incorporated into the rhythm of the youth’s work or school day and avoid disruption and exposure as a service recipient.

Notes:

1. Clearly organizational needs and youth needs must not conflict with each other: the organization’s need for information and the youth’s need for confidentiality.

2. Peer leadership (using youth as a resource) in this phase is an added protection from exposure.
Display Slide 8: Access to Better Jobs, Additional Education, and Continuing Youth Development

**Access to Better Jobs, Additional Education, and Continuing Youth Development**

- Better Jobs – make sure a career ladder exists – assist youth in accessing them
- Additional Education – emphasize life-long learning
- Continuing Youth Development – continue to assess for maturity and address any necessary areas

**Notes:**

1. Review the points on the slide.

2. Emphasize that this is a period when teaching skills for surviving the current world of work can be re-emphasized or introduced if they have been neglected, e.g.:
   - SCANS should be revisited
   - understanding career ladders and learning how to access them
   - dealing with performance reviews
Display Slide 9: Rapid Re-Employment Assistance

Rapid Re-Employment Assistance

• If job loss occurs, help the young person understand and address the reasons and move on to another job.

• If a lay-off or dismissal seems likely, help the young person improve performance or find another job before losing the current one.

Notes:

1. Review the slide as is.
2. Point out that it is helpful to stress the One-stop Centers and all of their resources during these periods, as well as throughout their work life.
Display Slide 10: Additional Follow-Up Best Practices

Additional Follow-Up Best Practices

- When resources permit, consider:
  - Financial and non-financial incentives
  - Emergency financial assistance
  - Volunteer mentors at the job sites
  - Pope
  - Money management skill development
  - Obtaining additional contacts for each young person during orientation
  - Training of staff
  - Driver education and licensing fees
  - Benchmarks for successes
  - Celebrations

Notes:

1. Review the list for clarity and to sum up the module.

STOP

CONDUCT MOULE SIX EXERCISE – INSTRUCTIONS ARE ON PAGES 13-16 IN THIS TRAINING GUIDE
TRAINING INSTRUCTIONS MODULE SIX EXERCISE

Following the presentation of slides 1-9:

Approximate Times:
10 minutes to prepare for exercise
30 minutes to conduct
15 minutes for reports
10 minutes for group discussion

Exercise Overview:

The objectives of this exercise are for trainees to practice/learn:

• Maintaining the connection to youth through active follow-up
• Providing young people with appropriate help in the follow-up phase

Participant Materials:

• Module Six Exercise instructions
• Follow up Questions in Chapter Six of the Case Management Manual
### Training Instructions

1. Divide participants into small groups.

2. Give each participant the Exercise Instructions handouts.

3. Direct participants group to the Note at the beginning of their exercise instructions to place the exercise in context.

4. Review the instructions and refer them to the Follow up Questions in the Case Management Manual - Chapter 6.

5. Groups report

6. Following group reports, ask participants:
   - To summarize what points stand out to them from their discussion.
   - What they learned or refreshed themselves on from the exercise that they can apply in their work.

### Training Notes

Groups can be a small as two people.

You may read this aloud.

Check with each group to be sure they understand the instructions:

- Select four questions from the Manual - two from the list of Work-Related Questions and two from the list of Education-Related Questions.
- Assume a young person’s answers indicates a weakness in work or education readiness and develop appropriate case management solutions to offer.

Some sample responses:

**Employment Questions:**
- What time did you arrive at work?
- Talk about benefits of arriving on time
- Address personal schedule and challenges. Help work through options
- Tools – a watch?
- Are you busy all the time?
- Ask questions, e.g. How do you know what you are suppose to do each day, what do you do if you finish early?
- Know who assigns activities – what to do next.

**Education Questions:**
- What time does class start...(refer to solutions under Employment questions)
- Is college or training what you expected?
- Talk about need to finish what you start
- Refer to motivational workshop
- Look back – “why you chose this”
- Bring out “My Journey” page

Listen for evidence of meeting the exercise objectives
EXERCISE INSTRUCTIONS
MODULE SIX: FOLLOW-UP

Module Six: Follow-up Note: Organizations’ funding and staff jobs are dependent on the quality of follow-up, which must continue for 12 months following exit (according to WIA requirements). Case managers are responsible for creating the link between the youth and the accountability systems, which they do by maintaining the connection to the young person through active follow-up.

Module Six Exercise - Follow-up Questions

In your small group:

Select four questions from the Manual - two from the list of Work-Related Questions and two from the list of Education-Related Questions.

If a young person’s answers to these four questions indicates a weakness in work or education readiness, what would be some appropriate case management solutions for you to offer?

Note: Please select a recorder to capture the group’s thinking on flipcharts and a reporter for a brief report to the whole group.

Time: 30 minutes for discussion; 5 minutes to report
TRAINING MODULE SEVEN

DOCUMENTATION:
RECORD-KEEPING AND CASE NOTES

Training Methodology: PowerPoint, large and small group work Time: 2 hours

Materials
• Computer with PowerPoint
• PowerPoint handouts
• The manual
• Module Seven Exercise handouts:
  - Case Notes for Kimberly and Clarence and instructions

PowerPoint Slides
• Slide 1: Module Seven Documentation: Record-Keeping And Case Notes
• Slide 2: Module Seven Objectives
• Slide 3: Purposes and Types of Records
• Slide 4: Case Notes
• Slide 5: Case Notes, Continued
• Slide 6: Case Notes, Continued
• Slide 7: Confidentiality
• Slide 8: Confidentiality, Continued
• Slide 9: Complying with DOL and OMB Standards

www.kra.com/ImprovingServicesandPerformanceToolkit
Training Module • 7
# Suggested Training Outline

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Materials Ready</th>
</tr>
</thead>
</table>
| 15 minutes | • Introduction to the toolkit slide presentation (if required) | -Hard copies of slides  
- Hard copies of the Manual |
| 30 minutes | • Module Seven Slide Presentation       | -Hard copies of slides  
- Hard copies of the Manual |
| 10 minutes | • Prepare for Exercise I Better Case Notes  
- form small groups  
- instruct exercise | - Exercise instructions  
-Review Chapter 7 in the Manual |
| 20 minutes | • Conduct exercise                      |                                                     |
| 15 minutes | • Groups exchange case notes            |                                                     |
| 10 minutes | • Whole group discussion of exercise    |                                                     |
| 10 minutes | (Suggested activities & materials)      | -Feedback form  
-Training schedule |
| Total expected training time: 2 hours +/- | | |
MODULE SEVEN
DOCUMENTATION: RECORD-KEEPING AND CASE NOTES

This two hour module emphasizes the importance of documenting what the case manager and the youth are doing jointly and separately to develop a complete plan to achieve short and long-term objectives. PLEASE REVIEW CHAPTER 7 IN THE MANUAL BEFORE TRAINING THIS MODULE.

Display Slide 1: Module Seven Documentation: Record-Keeping And Case Notes title page to help participants orient themselves to the Module content.

Notes:
Display Slide 2: Module Seven Objectives and review the objectives.

**Module Seven Objectives**

- To demonstrate how the case record is used to provide program accountability, as well as documenting a young person's achievements
- To stress the importance of timely, concise, accurate, standardized records and case notes
- To describe issues of confidentiality

**Notes:**
Display Slide 3. Purposes and Types of Records

Purposes and Types of Records

- Accurate record-keeping supports the case manager in planning, implementing, and evaluating services for each young person
- Provides accountability to the young person, the organization and the funder
- Types of records in a case file (electronic/paper or both):
  - eligibility documents
  - assessment documents
  - intake (ISS)
  - records of activities
  - documentation of credentials
  - outcomes
  - case notes

See examples in Chapter Seven of the Manual

Notes:

1. Emphasize that documentation is not only an accountability tool, it is also a service tool

2. Documentation brings order to the service delivery process by tracking what, where and why of what’s been done

3. Competent case management seeks to assure that the current work can be implemented with or without the current case manager. Accurate and timely documentation makes it possible for others to “pick up the ball.”

4. Review the types of records listed on the slide for clarity. There are examples for each in Chapter Seven of the Manual.
Display Slide 4. Case Notes

Case Notes

- Record results from a face-to-face meeting or conversation or a significant event regarding the participant’s life or progress in the program.

- Include:
  - Description of the context
  - Purpose of the conversation
  - Observations
  - Content
  - Outcome
  - Impression and assessment of the person or situation
  - Plans

Notes:

1. Emphasize that case notes should be an accurate synopsis of the case management experience with this particular young person.

2. In writing case notes, keep in mind the potential audience, a new case manager, and what he/she would need to know to “pick up the ball.”
Display Slide 5: Case Notes, Continued

Case Notes, Continued

- Document the link of successes and failures to the service plan
- Documentation should be:
  - Timely
  - Factual
  - Relevant
  - Legible
  - Consise
  - Signed

Notes:

1. Emphasize that in this kind of work, it is expected that both successful and unsuccessful events will occur throughout the process.

2. To ensure that learning (growth and development) are taking place, the successes and the failures need to connect with the service plan. Case managers shouldn’t hesitate to record what’s working well and what could be working better.

3. Review the key factors of documentation on the slide

4. Point out that case managers need to memorize these and check to be sure they’re present when conducting their own periodic record reviews.
Notes:

1. Discuss ways in which standardization aids effective services delivery:
   - Provides clarity
   - Makes record reviews by multiple readers easier

2. Point out that forms and standards for record keeping need to be established because consistency across the agency is important, for example, so people can find things easily and for audits.

3. Point out that note-taking respects the autonomy of the service receivers – each one is treated differently - and protects them from the subjectivity of the case management process.
Display Slide 7: Confidentiality

Confidentiality

- Confidentiality restrictions protect people from disclosures that might embarrass them or might lead to discrimination against them.
- Protecting participants’ confidential information may also be necessary for their personal security, as well as their job security.

Notes:

1. Review the slide as is.

2. Examples of potential confidentiality concerns:
   - Sexual orientation
   - Family issues
   - Disability issues
   - Juvenile offenders
Display Slide 8: Confidentiality, Continued

Confidentiality, Continued

- Young people assured of confidentiality can seek help without fear of disapproval or stigma and can confide with trust, and as a result, benefit more fully from any program.
- When working with children under the age of 18 however, case managers must be cautious not to promise what they cannot guarantee.
- It is the responsibility of case managers to be clearly aware of state laws regarding juveniles and mandatory protective service reporting.
- Programs must, in every case, require that regulations are completely understood and followed by all staff that has access to information.

Notes:

1. Review points on the slide.

2. Discuss with the group the problems that can arise when there is not consistency within the organization regarding the rules and regulations on confidentiality, for example: inappropriate disclosure of information can lead to clients’ and partners’ distrust of individuals and the system.
Display Slide 9: Complying with DOL and OMB Standards

Complying with DOL and OMB Standards

- Case managers should develop the following habits:
  1. Enter case notes in a timely manner, as close to the actual event as possible
  2. Review all files at the end of each month to assure at least one contact was made with each youth during the month and recorded
  3. Set aside a specific time each week for record keeping

Notes: 1. Review the slide as is.

STOP

CONDUCT MODULE SEVEN EXERCISE I – INSTRUCTIONS ARE ON PAGES 12-15 IN THIS TRAINING GUIDE
TRAINING INSTRUCTIONS MODULE SEVEN EXERCISE

Following the presentation of slides 1-9:

Approximate Times:
10 minutes to prepare for exercise
20 minutes to conduct
15 minutes to exchange case notes
10 minutes for group discussion

Exercise Overview:

The objectives of this exercise are for trainees to practice/learn:

• Developing and maintaining effective case notes

Participant Materials:

• Module Seven Exercise instructions
• Chapter Seven in the Case Management Manual for examples
### Training Instructions

1. Divide participants into four small groups.

2. Give each participant the Exercise Instructions handouts.

3. Direct participants group to the Note at the beginning of their exercise instructions to place the exercise in context.

4. Review the instructions and refer them to the case notes examples in Chapter Seven of the Case Management Manual.

5. When all groups have exchanged notes, ask them to read them to the whole group.

6. Following group reports, ask participants:
   - To summarize what points stand out to them from their discussion.
   - What they learned or refreshed themselves on from the exercise that they can apply in their work.

### Training Notes

- Groups can be a small as two people.

- You may read this aloud.

- Check with each group to be sure they understand the instructions:
  - Groups 1 & 2 review the case notes for Kimberly; identify weak areas and improve them
  - then exchange/discuss their notes
  - Groups 3 & 4 review the case notes for Clarence identify weak areas and improve them
  - then exchange/discuss their notes

- Listen for evidence of meeting the exercise objectives
EXERCISE INSTRUCTIONS
MODULE SEVEN –
DOCUMENTATION: RECORD-KEEPING AND CASE NOTES

Module Seven Exercise Better Case Notes: Effective case notes are ones that anyone can read in your absence and follow up on your commitments to your clients. Case notes need to be complete enough (full sentences, names, dates, addresses, and especially outcomes) as if you weren’t there to offer further explanation. Poor record keeping makes that impossible.

Groups 1 & 2: Review the case notes for Kimberly:

• What are the weak areas in these notes?
• Develop better notes using the samples in the Manual as models.
• Write directly on the sample case notes – you will exchange notes with the other group.

Date: 1/28/05
Comments: Kimberly called to update the worker on her activities. She has been attending GED classes regularly. She says she likes the instructor and is doing well. She also reported that she has completed the job skills/job search course and is looking for employment. She needs documentation for TANF so that she can get child care. She has been looking at day care centers that she can get to easily. We made an appointment for next Friday to make further plans.

Time: 20 minutes for editing case notes
5 minutes to exchange
Module Seven Exercise I Better Case Notes: Effective case notes are ones that anyone can read in your absence and follow up on your commitments to your clients. Case notes need to be complete enough (full sentences, names, dates, addresses, and especially outcomes) as if you weren’t there to offer further explanation. Poor record keeping makes that impossible.

Groups 3 & 4: Review the case notes for Clarence:

- What are the weak areas in these notes?
- Develop better notes using the samples in the Manual as models.
- Write directly on the sample case notes – you will exchange notes with the other group.

**Date:** 1/28/05  
**Comments:** Clarence came to the agency today and we explored job opportunities. He is interested in almost anything as long as the pay is good. He says that he and his mother are arguing more frequently and he has to find work soon. Clarence is cooperative when talking with the worker but often does not follow through on suggestions. Hopefully, he will keep the promises he made today. We will be meeting again next week.

**Time:** 20 minutes for editing case notes  
5 minutes to exchange
EVALUATION:
MEASURING RESULTS

Training Methodology: PowerPoint, large and small group work  Time: 2 hours

Materials
• Computer with PowerPoint
• PowerPoint handouts of Module
• Hard copies of the Manual
• Module Eight Exercise instructions

PowerPoint Slides
• Slide 1: Module Eight Evaluation: Measuring Results
• Slide 2: Module Eight Objectives
• Slide 3: Purpose of Evaluation
• Slide 4: Purpose of Evaluation, Continued
• Slide 5: Tools

SUGGESTED TRAINING OUTLINE

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>MATERIALS READY</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>Introduction to the toolkit slide presentation (if required)</td>
<td>-Hard copies of slides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Hard copies of the Manual</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Module Eight Slide Presentation</td>
<td>-Hard copies of slides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Hard copies of the Manual</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Prepare for Exercise I Measuring Results, form small groups, instruct exercise</td>
<td>-Exercise instructions</td>
</tr>
<tr>
<td>40 minutes</td>
<td>Conduct Exercise I</td>
<td>-Flipcharts &amp; markers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Local performance measurement instruments, if available</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Group reports</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>Whole group discussion of exercise</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>(Suggested activities &amp; materials)</td>
<td>-Feedback form</td>
</tr>
<tr>
<td></td>
<td>Close Module Eight</td>
<td>-Training schedule</td>
</tr>
<tr>
<td></td>
<td>Feedback on today</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Next Module session</td>
<td></td>
</tr>
<tr>
<td>Total expected training time: 2 hours +/-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MODULE EIGHT
EVALUATION: MEASURING RESULTS

This two hour module presents information about the value of evaluation for individual and organizational planning, continuous improvement and assessment of cost effectiveness. PLEASE REVIEW CHAPTER EIGHT IN THE MANUAL BEFORE TRAINING THIS MODULE.

Display Slide 1: Module Eight Evaluation: Measuring Results title page to help participants orient themselves to the Module content.

Notes:
Display Slide 2: Module Eight Objectives and review the objectives.

Module Eight Objectives

- Understand the importance of evaluation
- Connect evaluation tools to the short and long-term goals and objectives of the youth served
- Be aware of tools that help case managers efficiently manage a case load

Notes:
Display Slide 3. Purpose of Evaluation

**Purpose of Evaluation**

- Vital for individual and organizational:
  - Planning
  - Continuous improvement of services
  - Assessment of cost effectiveness

- Measures how young people are benefiting from case management

**Notes:**

1. Emphasize that evaluation complements planning. The two functions should be perceived as a continuous cycle. There’s a lot of benefit in it for individual case managers as well as the organization.

2. Periodic evaluation is essential if you do not want to leave goal achievement to chance.

3. Periodic evaluation protects against reaching plateaus and getting stuck.
Display Slide 4. Purpose of Evaluation, Continued

Purpose of Evaluation, Continued

- Evaluation and MIS should relate directly back to the short and long-term goals and objectives set out in each young person's case plan and enable the case manager to measure success.

- It identifies areas for institutional change or the need for changes in the case management system.

Notes:

1. Review as is.
Display Slide 5. Tools

Tools

- Monthly/quarterly progress reports
  - Agency reports
  - Individual case manager reports
- Analysis of use of services
  - Quality assurance teams
- Case file review check list
- Customer satisfaction survey results
- Focus groups

* See examples in Chapter Eight of the Manual

Notes:

1. Review the list of tools. Ask which ones are being used and encourage them to include any not being used.

2. Discuss any problems that participants have regarding the tools, for example, lack of familiarity with MIS reports.

3. Encourage the group to suggest solutions for any problems described

STOP
CONDUCT MODULE 8 EXERCISE – INSTRUCTIONS ON PAGES 8-10 OF THIS TRAINING GUIDE
TRAINING INSTRUCTIONS MODULE EIGHT EXERCISE I

Following the presentation of slides 1-5:

Approximate Times:
10 minutes to prepare for exercise
40 minutes to conduct
20 minutes groups reports
10 minutes for group discussion

Attention Trainers: If possible, have local performance measurement instruments available for discussion and review

Exercise Overview:

The objectives of this exercise are for trainees to practice/learn:

- Evaluation as an essential function

Participant Materials:

- Module Eight Exercise instructions
- Local performance measures instruments, if available
- Flip charts and markers
<table>
<thead>
<tr>
<th>Training Instructions</th>
<th>Training Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Divide participants into small groups.</td>
<td>Groups can be a small as two people.</td>
</tr>
<tr>
<td>2. Give each participant the Exercise Instructions handouts.</td>
<td>You may read this aloud.</td>
</tr>
<tr>
<td>3. Direct participants group to the Note at the beginning</td>
<td>Check with each group to be sure they understand the instructions:</td>
</tr>
<tr>
<td>of their exercise instructions to place the exercise in</td>
<td>Step 1. Look at local instruments or brainstorm</td>
</tr>
<tr>
<td>context.</td>
<td>Step 2. Determine current performance goals or provide hypothetical ones</td>
</tr>
<tr>
<td>4. Review the instructions.</td>
<td>Step 3. Calculate formulas to reach goals</td>
</tr>
<tr>
<td></td>
<td>Step 4. Strategies</td>
</tr>
<tr>
<td>5. Group reports</td>
<td>Listen for evidence of meeting the exercise objectives</td>
</tr>
<tr>
<td>6. Following group reports, ask participants:</td>
<td></td>
</tr>
<tr>
<td>• To summarize what points stand out to them from their</td>
<td></td>
</tr>
<tr>
<td>discussion.</td>
<td></td>
</tr>
<tr>
<td>• What they learned or refreshed themselves on from the</td>
<td></td>
</tr>
<tr>
<td>exercise that they can apply in their work.</td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE INSTRUCTIONS MODULE EIGHT – EVALUATION: MEASURING RESULTS

Module Eight Exercise Measuring Results: Evaluation is an essential function at all levels of the service delivery system. All members of high performance work organizations understand that reaching successful outcomes is a concerted team effort in which all members understand their role in conjunction with the overall operation. Frontline workers must understand how outcomes are measured and how to integrate program and support functions with performance expectations in order to assure a win-win outcome.

In your small group:

Step 1. Identify your local performance measure instruments (brainstorm the list if they are not physically available — otherwise look them over to familiarize yourselves if needed.) How do these instruments measure:

- Skill attainment?
- Retention?
- Placement (including job, school, military, skills training)?

Each group should consider itself a staff unit that comprises all of the front-line staff of the organization.

Step 2. Determine the current performance goals of your organization for attainment, retention and placement. If this information is not available, provide some realistic hypothetical percentages.

Step 3. Based upon the number of staff (the number of trainees in your exercise group) and the performance goals, calculate formulas that would make it possible to successfully reach the goals. More specifically:

- How many youth would need positive outcomes?
- What monthly rates in each category should be established agency-wide to ensure success?
- What should be the specific expectations of each staff member?

Step 4. What strategies can your group come up with to achieve success?

Note: Please select a recorder to capture the group’s thinking on flipcharts and a reporter for a brief report to the whole group.

Time: 40 minutes for discussion; 5 minutes to report
IMPROVING SERVICES AND PERFORMANCE:
TOOLKIT FOR EFFECTIVE FRONT-LINE SERVICES TO YOUTH

“The foundation of every State is the education of its youth.

- Diogenes
THE MANUAL AND THE TRAINING TOOLS

• Prepared by a national team of youth development specialists, trainers, and program experts

• Focused on youth who have become disconnected from mainstream institutions and systems
THE MANUAL

• Intended as a resource for:
  - Youth assessment
  - Development of individual service strategies (ISS)
  - Integration of services
  - Follow-up services
  - Documentation of services and outcomes
The Manual, Continued

• Terms used:
  - Case manager or youth advocate, youth development specialist, career advisor
  - Case management system
  - Case load
  - Youth, young person (vs. customer, client, participant)
The Manual, Continued

Information is organized around eight key topic areas:
1. Case Management and Youth Development
2. Recruitment, Intake, and Enrollment
3. Assessment and Development of an Individual Service Strategy
4. Meeting the Needs of the Labor Market
5. Implementing the Case Plan/ISS
6. Follow-Up
7. Documentation
8. Evaluation

Appendices
1. Case Management and Youth Development – an overview of the basic concepts and principles of case management
2. Recruitment, Intake, and Enrollment – innovative strategies to engage, obtain pertinent information from and enroll youth
3. Assessment and Development of an Individual Service Strategy – discovering the strengths and weaknesses of youth through assessment with examples of proven approaches
The Training Tools – The Modules, Continued

4. Meeting the Needs of the Labor Market – the relevance of including Labor Market Information in choosing career pathways and service strategies

5. Implementing the Case Plan/ISS – how to turn the ISS into a living document

6. Follow-Up – emphasizes importance of providing follow up services

7. Documentation – highlights the function of record keeping and practical solutions for ensuring info is captured

8. Evaluation – underscores the need for self assessment for continuous improvement
The Training Tools – The Modules, Continued

- Approximately 27 hours of professional development training (three hours per module)
- Each topic of the Manual is designed to be a separate training module
- Each module has exercises for experiential learning
- Each module is accompanied by a Training Guide and PowerPoint slides
CASE MANAGEMENT AND YOUTH DEVELOPMENT:
Concepts and Principles

- Definition
- Components
- Administrative Functions
- Case Manager Functions
- Key Concepts
- Principles

www.kra.com/ImprovingServicesandPerformanceToolkit
Module One Objectives

• To understand case management as a system of service delivery with orderly, structured and flexible steps

• To understand and differentiate the roles and responsibilities of case managers and administrators

• To identify the components, concepts and principles of effective case management

• To use youth development as the foundation to a case management approach
DEFINING CASE MANAGEMENT

• A goal-oriented process:
  - Used to assess needs for particular services and assist youth to get those services to meet employment and/or educational goals

- Case Management is a service delivery system concept – It is managing a process for change and achieving goals, **not** for managing people!
CASE MANAGEMENT COMPONENTS

Orderly, structured AND flexible steps….

• Recruiting
• Pre-screening, intake and enrollment
• Assessing skills, abilities and labor market needs
• Planning
• Implementing and monitoring
• Following up
• Evaluating
Case Management at the Program Level

• Administrators are responsible for:

- Designing a service delivery system that moves individuals from enrollment to employment using strategies for individual change

- Developing the necessary partnerships that ensure the broad selection of services needed by participants is available when they need them
Administrators’ Responsibilities, Continued

- Enabling case managers to know in advance what they can and cannot promise participants

- Empowering case managers to requisition services and resources across organizational lines

- Revising traditional modes of operation if they do not work in the participant’s best interest
Case Management at the Service Delivery Level

• Case managers are responsible for:

  - Identifying and prioritizing personal strengths and needs and translating them into a set of realistic goals
  - Developing a plan of action for achieving those goals
  - Accessing the resources and services needed to pursue those goals
  - Helping the young person learn how to access services
  - reducing dependency
• Case managers’ focus is twofold:

1) create partnership with the individual that emphasizes SELF – discovery, planning, and monitoring

2) merge program requirements:
   – personal and educational improvement,
   – work readiness,
   – meeting the needs of the labor market, with young person’s expectations and goals
## Case Management is Not Case Work

<table>
<thead>
<tr>
<th>Case management</th>
<th>Case work</th>
</tr>
</thead>
<tbody>
<tr>
<td>In partnership with youth:</td>
<td>- Emphasizes narrow issues/problems</td>
</tr>
<tr>
<td>- Sets realistic goals</td>
<td>- One-to-one basis</td>
</tr>
<tr>
<td>- Encourages using groups vs. only one-on-one</td>
<td>- De-emphasizes system resources</td>
</tr>
<tr>
<td>- Develops action plan</td>
<td>- Supervises to ensure compliance</td>
</tr>
<tr>
<td>- Accesses resources across agencies and organizations</td>
<td></td>
</tr>
<tr>
<td>- Completes “customized” set of services</td>
<td></td>
</tr>
<tr>
<td>- Helps youth self-access services and reduces dependency on case manager</td>
<td></td>
</tr>
</tbody>
</table>
CASE MANAGEMENT KEY CONCEPTS

- Comprehensive and “youth-centered”
- Stresses strengths vs. problems
- One service strategy
- Mutual respect
- Partnership at the youth level
- Involves family, friends, significant others
- Relates youth’s actions to outcomes
- Integrated and coordinated
- Case manager and system are accountable
- Involves flexibility and creative problem solving
- Requires partnership at the systems level
CASE MANAGEMENT - EFFECTIVE PROFESSIONAL PRINCIPLES

- Using social group work to attain individual and program goals
- Sensitivity to diversity
- Focusing on relationship-building
- Maintaining ethical standards
- Integrating youth development practices into all aspects of case management
DEFINING YOUTH DEVELOPMENT

“…a process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of youth in contrast to deficit-based models that focus solely on youth problems.”

— National Youth Development Information Center
YOUTH DEVELOPMENT

WIA mandates 10 youth development activities:

- Tutoring, study skills training, instruction leading to completing high school
- Alternative high school services
- Summer employment opportunities
- Paid/unpaid work experiences
- Occupational skills training
- Leadership development opportunities
- Supportive services
- Adult mentoring (not less than 12 months)
- Follow-up services (not less than 12 months)
- Comprehensive guidance and counseling
Case Manager’s Role in Youth Development

- assessing developmental needs
- linking to activities and services
- preparing for successful adulthood
- listening, providing counseling, encouraging, accepting – being a caring adult

• The focus is on positive outcomes
Seven Developmental Needs of Youth

1. Physical activity
2. Competence and achievement
3. Self-definition
4. Creative expression
5. Positive social interaction with peers and adults
6. Structure and clear limits
7. Meaningful participation
Characteristics – Youth Development-Based Programs

An environment with:

- High expectations
- Clear rules and regulations
- Opportunities for input
- Caring relationships among youth and staff

Activities and approaches, including:

- Meeting physical activity needs
- Channeling self-discovery needs into self-assessment for career development
- Creating programs and services that use peer and mentoring to meet social interaction needs
- Following through on anything agreed upon
- Developing and participating in community service projects/activities
- Providing opportunities to be involved in decision-making/leadership activities
Outcomes of a Youth Development Approach
To successfully transition to adulthood:

• Aspects of Identity
  - Sense of safety and structure
  - High self-worth and self-esteem
  - Feeling of mastery and future
  - Belonging and membership
  - Perception of responsibility and autonomy
  - Sense of self-awareness and spirituality

• Areas of Ability
  - Physical health
  - Mental health (mental & social)
  - Intellectual health (knowledge, reasoning & creativity)
  - Employability (vocational)
  - Civic and social involvement
CASE MANAGEMENT & YOUTH DEVELOPMENT IN DOL PROGRAMS

Case management + youth development activities =

skills attainment, obtaining a credential, and/or employment =

successful transition into the workplace and beyond.
RECRUITMENT, INTAKE, AND ENROLLMENT

Information And “Lessons Learned”
- A “Youth-friendly” Focus

- Recruitment
- Out-of-School Youth
- In-School Youth
- Improving Recruitment
- Pre-Screening, Intake and Enrollment
- Establishing Rapport
Module Two Objectives

• To understand the importance of recruitment and the case manager’s role and to identify successful recruitment strategies.

• To review the purposes and steps of intake and enrollment and the case manager’s role.

• To demonstrate how to both connect with a young person and at the same time gain and document information for eligibility.
RECRUITMENT

• A partnership – recruiters, case managers, job developers - to hold on to a youth – integrate it into the whole process

• Case managers or others may be responsible for it.

Why Recruitment May Be Needed

• May be a youth’s first contact with a community-based employment program

• To overcome external, psychological and cultural barriers to youth participation in employment and training programs
RECRUITING OUT-OF-SCHOOL-YOUTH

1. Connecting with youth where they are
2. Canvassing
3. Using a “sector approach”
4. Scheduling
5. Youth serving as recruiters
6. Carrying identification and information
7. Collaborating with partners
RECRUITING IN-SCHOOL-YOUTH

Help for at-risk youth to stay in school, improve academically, graduate
A mix of activities:

- Community service
- Tutoring
- Alternative secondary school options
- Mentoring
- Guidance and counseling
- Summer employment
- Occupational learning
- Career and college-bound events
- Internships
- Job shadowing
- Job placement

www.kra.com/ImprovingServicesandPerformanceToolkit
Recruiting In-School-Youth, Continued

- Case Managers:
  - on-site at high schools
  - talking with school counselors to identify at-risk youth
  - recruiting in alternative education programs
IMPROVING RECRUITMENT

• Review and collect data
  - “How did you hear about the program?”
• What basic info collected from youth?
• Is info necessary for follow-up collected?

• How is info used to plan programs and activities?
• Questions youth and parents most frequently ask?
• How are youth participants involved in outreach and recruitment?
PRE-SCREENING, INTAKE, AND ENROLLMENT

Purposes:

• Determine eligibility
• Collect core information – only what’s needed – not more
• Orient to program and expectations
• Not just filling in forms
Stress the following points to youth during intake:

-- Youth as active versus passive partners
  – Case manager helps identify and deliver services
  – Young person does the work – attends classes, appointments, other program obligations, maintains regular contact with case manager on a schedule to achieve goals
ESTABLISHING RAPPORT

• May be more than one appointment – each starting with small talk

• Time for youth to relax – be comfortable

• Intake is an opportunity to get to know each other - to establish on-going relationship

• Determine goals, areas of success, barriers to achieving goals
ASSESSMENT

• Principles of Effective Assessment
• Components of a Comprehensive, Objective Assessment
• Informal/Formal Assessment Tools
• Engaging Youth in Assessment Process
• The Case Manager’s Role
Module Three-A Objectives

• To understand assessment as the foundation of good case management and an extension of the intake process

• To identify the components of a comprehensive, objective assessment, including methods and tools

• To review types of support services youth need to overcome employment barriers

• To appreciate the need to engage youth in establishing career goals and the assessment process overall
About Assessment

• The foundation of good case management – without it there’s no comprehensive plan

• It’s an on-going process that guides the initial service plan and later updates and revisions

• Better assessment means better case management
Principles of Effective Assessment

• Develop assessment strategy
• Use comprehensive, exploratory approach
• Make it an on-going process where progress can be measured
• Use valid and reliable procedures and instruments
• Administer instruments appropriately – instruments and setting should not adversely affect performance
• Embed authentic assessments with program activities
Components of a Comprehensive, Objective Assessment

• Identify:
  - strengths and assets
  - abilities, aptitudes and interests
  - occupational and employability levels
• Assess barriers that interfere with participation on a continual basis
• Provide supportive services
Use a Variety of Methods and Tools:

- structured questioning
- observations
- self-assessment checklists
- structured worksheets
- Internet resources
- formal, standardized tests
Use Assessment Instruments that Measure:

- Literacy and numeracy skills
- Work readiness and employability skills and characteristics identified for high-performance workplaces

*SCANS

- Competencies:
  - effectively using resources
  - interpersonal skills
  - information
  - systems
  - technology

- Foundation skills
  - basic skills
  - thinking skills
  - personal qualities

*Secretary’s Commission on Achieving Necessary Skills

www.kra.com/ImprovingServicesandPerformanceToolkit
Barriers to Employment and Need for Supportive Services

• Assess the need for supportive services, including:
  - transportation
  - childcare
  - dependent care
  - housing
  - linkages to community services
  - assistance with work-attire/work-related tools
• Assess for appropriate linkages to:
  - medical services
  - mental health assistance
  - alcohol and substance abuse counseling

• Valid driver’s license?; need a driver’s ed. course and/or test?; need to resolve related court issues?

• If there are issues that can result in arrest – refer to organizations that work with court services
Establishing Career Goals

• Interest inventories help identify preferences
• Arrange for youth to explore occupations that match interests and labor market needs through:
  - O*Net
  - Career Voyages
  - a state career information delivery system
• And through:
  - job shadowing
  - work experience
  - internships
Informal/Formal Assessment Tools

- **Informal assessments** – less intimidating but more subjective, they include:
  - structured questioning – asked in a friendly, caring way
  - worksheets/inventories – used individually or with groups
  - Internet websites – free on-line; review first
  - observations – about work readiness, problems and barriers

Helpful for information on dreams, goals, strengths, interests, fears, feelings…..
Informal/Formal Assessment Tools

• **Formal Assessments** - professionally developed tests – information on basic education:
  - reading
  - math
  - academic skills
• life and occupational skills:
  - work readiness
• interests and aptitudes

A comprehensive assessment process includes both formal and informal and is on-going
Engaging Youth in the Assessment Process

• It’s a challenge!
• Channel need to discover who they are and identify strengths, skills, talents into self-discovery for career development purposes
• Emphasize purpose, value and use of information for them and you
• Avoid saying “test”
• Present results positively – develop an action plan for weaker areas
• Vary types of assessment used – limit to 30-45 minutes
The Case Manager’s Role

• Determine what assessments should be used
• Select the instrument/s best suited to the youth’s needs
• Prepare the young person for assessment
• Administer the assessment and score the results or link with an individual or organization who can
• Interpret the results with the young person and how assessments may impact planning and informed decision making
• Maintain assessment records
DEVELOPMENT OF AN INDIVIDUAL SERVICE STRATEGY (ISS)

- Purpose and Goal
- Characteristics of an ISS
- Goal Setting
- Tips – Long and Short-Term Goals
- Using an ISS Form
Module Three-B Objectives

• To understand the importance of a dynamic and mutually developed, implemented and revised Individual Service Strategy (ISS)

• To appreciate the ISS as a means to self-motivate young people – by coaching them to do things that they can do for themselves

• To review an effective process for developing long- and short term goals and recording on the ISS form
Purpose

• The Individual Service Strategy (ISS) has three purposes; to mutually develop, implement and revise as needed:
  1. A set of employment, education, and personal development goals
  2. Service objectives and a service plan of action needed to achieve the identified goals and to
  3. Document services provided and results
Goal of the ISS Process

• The goal of the ISS process is to enable youth to take responsibility for and actively participate in getting from where they are to where they want to be.

• The ISS is designed as a mutual planning process that enables the young person to develop ownership of the plan.
Characteristics of an ISS

- Identification information
- Assessment information
- Long-term goals linked to assessment
- Measurable short-term goals (objectives)
- Services/activities to accomplish short-term goals – support services
- Time frames
- Who will provide services/resources
Characteristics of an ISS, Continued

• Tasks and responsibilities of young person
• Tasks and responsibilities of case manager
• Signature of case manager and young person
• Assessment, the ISS and services received should all relate to each other
• A living document, regularly reviewed in planned intervals
Goal Setting

• A key component of ISS – involve young person actively from the start – key steps:

1. “Where is this person now?” - assessment results and career exploration drive long and short-term goals

2. “Where do you want to go?” - work as partners to negotiate mutual agreements

3. For each long-term goal - a set of sequenced short-term goals – youth achieve regular “wins” (see examples in Manual)
Goal Setting, Continued

4. Time-sequence and prioritize the goals and objectives - an action plan that focuses on “bite-size” pieces

5. Determine who does what – who needs to be involved – case manager’s organization and/or referrals to partners

6. For understanding and ownership - young person re-states goals in own words
Tips for Long-Term Goals/Objectives

• Long-term Employment Goals
  - Youth do research on job skills, education required, employment outlook, working conditions
  - Explore how a goal can be developed
    See suggested questions in Chapter Three of the Case Management Manual
Tips for Short-Term Goals/Objectives

- The series of action steps a youth must take to accomplish a long-term goal
  - small
  - specific
  - achievable

See suggested questions in Chapter Three of the Case Management Manual
USING AN ISS FORM

• Information to include:
  - Employment (Occupational skills, work readiness)
  - Education (Basic skills)
  - Personal development goals (mentoring, leadership)
  - Short-term objectives
  - Plans of Action
• Should be standardized across case managers
LABOR MARKET INFORMATION (LMI)

• Purpose
• Roles and Responsibilities of Case Managers and LMI Tips
• ETA Sources of Labor Market and Workforce Information
• SCANS Skill Review and Clarification
Module Four Objectives

• To understand and appreciate the importance of local Labor Market Information to youth and to employers

• To support the role of the case manager in helping youth have a realistic view of career and employment opportunities

• To review sources of Labor Market and Workforce Information

• To review and clarify workplace skills standards SCANS
LMI PURPOSE

• LMI audiences: youth, employers and community
• Youth - who employs whom, where and for what wages
• Employers - tracks local and national industry trends; availability and quality of workers; investments in training resources
• Community – monitor workforce needs; attract new businesses, etc.
LMI Roles and Responsibilities of Case Managers

• Provides youth with realistic view of opportunities in the community; identifies career paths; gains understanding of cost of living; compares local salaries

• Assists youth to explore “career pathways” and types of training involved; provides regional and future information

• Establishes and maintains good relations with employers and workforce board and/or economic development councils
LMI TIPS

• State and local data is most useful: employer needs, training and skill sets needed; occupational outlook

• LMI is not perfect – sometimes old data – information can change quickly

• See practical strategies in the Guide for using LMI
ETA Sources of Labor Market and Workforce Information

- America’s Labor Market Information System (ALMIS)*
- America’s CareerInfoNet (ACINET)*
- CareerInfoNet*
- CareerOneStop portal*
  - America’s Job Bank (AJB)
  - America’s Service Locator (ASL)
  - O*NET OnLine
  - Workforce Tools of the Trade
- Career Voyages

*See descriptions in Chapter Four of the Case Management Manual
SCANS* (Workplace Skills Standards) Review and Clarification

*Secretary’s Commission on Achieving Necessary Skills

Skills and characteristics that employers have identified as essential for success in the workplace

3 Foundation Skills:
- basic skills
- thinking skills
- personal qualities

5 Competencies:
- interpersonal skills
- information
- resources
- systems
- technology
Foundation Skills*

* Blueprint for Workplace Success Skill Standards: Skills Youth Workers Need to Succeed in the 21st Century Workplace

Basic Skills (academic)

- Reading
- Writing
- Listening
- Speaking
- Arithmetic and Mathematics
Foundation Skills, Continued

Thinking Skills
- Decision Making
- Reasoning and Problem Solving
- Knowing How To Learn
- Creative Thinking
- Seeing Things in the Mind’s Eye
Foundation Skills, Continued

Personal Qualities

- Self Management
- Responsibility
- Integrity/Honesty
- Self-Esteem
- Sociability
The Five Work Place Competencies

*Interpersonal Skills, Information, Resources, Systems & Technology*

**Interpersonal:**
- Participates as a team member
- Teaches others
- Serves clients and customers
- Exercises leadership
- Negotiates to arrive at a decision
- Works with cultural diversity
The Five Work Place Competencies, Continued

*Information:*
- Acquires and evaluates information
- Organizes and maintains information
- Interprets and communicates information
- Uses computers to process information
The Five Work Place Competencies, Continued

Resources:
- Allocates time
- Money
- Material and facility resources
- Human resources
The Five Work Place Competencies, Continued

Systems
- Understands systems
- Monitors and corrects performance
- Improves and designs systems
The Five Work Place Competencies, Continued

**Technology**

- Selects technology
- Applies technology to tasks
- Maintains and troubleshoots technology
IMPLEMENTING THE CASE PLAN/ISS: LINKING, MONITORING, AND MOTIVATING

• Facilitating Communication
• Identifying Appropriate Services
• Convening the Players
• Connecting Youth with Services
• Preparing the Young Person
• Pre-Appointment Reminders
• Following-up After the Appointment
• Monitoring Services
• Motivating and Encouraging
• Recognition System
• Special Challenges
• Time Management Tips

www.kra.cm/ImprovingServicesandPerformanceToolkit
Module Five Objectives

• To understand the role of case manager as a central point of contact among the players

• To appreciate the importance of matching the level of support to the skills and readiness of the young person

• To identify the services available in the community and to match them with the young person

• To know how to adapt their case management style to the developmental needs of the young person

• To focus on a management approach to monitoring the case load
Purpose

- Brokering and linking builds connections between:
  
  *a young person and organizations, and among organizations*

Facilitating Communication - case manager as central point of contact:

- players know their roles
- give background information
- stay on top of ISS changes
- encourage youth self-monitoring
Identifying Appropriate Services

- Case manager as broker, advocate for youth, ensures s/he receives needed services
- Case manager’s organization should identify community services meeting criteria, e.g. accessibility and effectiveness
- Case manager knows services and quality of those services that are available
- Case manager’s role in identifying services is vital
Convening the Players

- Case manager is a bridge between program – school system – courts – other community service agencies
- Consults with individuals involved in young person’s ISS, including young person and his/her family
- Uses a “case conference” approach, as appropriate
- Uses large and small groups to foster the benefits of a mutual aid approach
Connecting the Youth with Services

• Case Managers match level of support to the skills and readiness of young person – how much can s/he do for her/himself, e.g.:

  - **High support** - make all the arrangements - go with them
  - **Middle support** – prepare young person to make calls from case manager’s office
  - **Low support** – give name and number – young person calls on own
Preparing the Young Person

- Minimize referral-related anxiety for “high and middle support” youth

- Share your assessment - discuss the reason the service is being sought

- Describe what will probably happen and review:
  - questions that might be asked during appointment
  - identification or other materials that might be required
  - outcomes that might be expected from appointment
Pre-Appointment Reminders

• **High support** - Contact young person the day before appointment to remind and address last minute misgivings

♣ **Middle support** – Case manager should use judgment regarding pre-appointment calls; objective is to help youth to succeed as opposed to fail

♣ Ask youth to call immediately after the appointment to share how it went
Following-Up After the Appointment

- Contact young person if he/she fails to contact you to get his/her perspective on the meeting

- Contact organization to:
  - Confirm appointment was kept or not kept
  - Identify what happened from their perspective

- Determine next steps
Monitoring Services

• Monitor service delivery to:
  - assure that needed services are being provided
  - verify that the service plan is being properly carried out, results are being achieved - revise ISS as needed
  - assist with problems
  - maintain the youth/case manager partnership
  - provide encouragement – nurture motivation
Monitoring Services, Continued

- Monitoring also should focus on service providers and young person – three questions to ask:
  1. Are the services called for in the ISS being delivered?
  2. Are these services having the desired results?
  3. Do the plan and the services seem to be sufficient?

- Answers may require a modification of the ISS.
Motivating and Encouraging

• Case manager’s role should focus on nurturing motivation to change and achieve goals:

1. Identify the motivators youth bring with them

2. Avoid focusing on what *you* wish motivated the young person

3. Identify the costs of change – what is keeping the young person with the status quo?
Motivating and Encouraging, Continued

4. Show youth how the things that motivate them can be achieved through a specific program

5. Prepare and help youth cope with the costs of change

6. Use external motivators (recognition system) to stimulate and strengthen internal motivators

7. Structure success experiences

8. Praise success, even small ones
Motivating and Encouraging, Continued

9. Approach both successes and failures as positive learning experiences – study them for their lessons

10. Use tangible incentives to reward success

11. Constantly reinforce motivators that brought them there in the first place

12. Provide a support network – including small groups
Recognition System

• To spur achievement, a recognition system must be:
  - Measurable
  - Specific
  - Built around a desirable prize
  - Consistent
  - Frequent
<table>
<thead>
<tr>
<th>Possible Milestones</th>
<th>Tangible Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perfect attendance</td>
<td>Certificate</td>
</tr>
<tr>
<td>Demonstrating improvement</td>
<td>Personal note/card</td>
</tr>
<tr>
<td>Positive attitude</td>
<td>Letter of reference to employer</td>
</tr>
<tr>
<td>Obtaining GED</td>
<td>Photo etc. on a “Wall of Fame” bulletin board</td>
</tr>
<tr>
<td>Completing training</td>
<td>Cash</td>
</tr>
<tr>
<td>Acceptance into a college, training</td>
<td>Points to redeem for merchandise</td>
</tr>
<tr>
<td>program, etc.</td>
<td>Travel</td>
</tr>
<tr>
<td>Gaining employment</td>
<td>Gift certificates</td>
</tr>
<tr>
<td></td>
<td>Student of the week/month</td>
</tr>
<tr>
<td></td>
<td>Leadership opportunities</td>
</tr>
<tr>
<td></td>
<td>Participating in graduation ceremony</td>
</tr>
</tbody>
</table>
Special Challenges

• Making a Demand for Change and Growth
• Balancing Firmness with Empathy
• Managing Anger
Time Management Tips

- Unmanageable case loads mean efficiencies are needed
- Use “triage” to identify high-risk youth who need high support, use:
  - assessment results
  - case notes
  - participant interviews

Low Support – Medium Support – High Support

LS  MS  HS

www.kra.cm/ImprovingServicesandPerformanceToolkit
Situational Leadership Model

• A useful model for case managers when they are trying to determine what level of support and what behaviors will best work with youth – LS, MS or HS

• A balance between the amount of guidance/direction and support/encouragement you provide based on the readiness he/she demonstrates in meeting objectives

• Oriented toward increasing readiness so that when he/she succeeds, the case manager reduces the amount of guidance direction
Direct/Coach Youth
Needing High Support

They, for example:
• Have no or low commitment to career goal
• Skills are extremely low
• Major personal problems
• Friends/family discouraging
• Unstable/unreliable – housing; child care; transportation

You, for example:
• Define roles
• Provide specific instructions – what, how, when, and where
• Closely supervise
• Engage in two-way communication; provide opportunities for input
• Lead with your own ideas
Encourage Youth Needing Medium Support

They, for example:
- Show interest in career goal
- Will struggle to learn skills but achievable
- Has personal problems but getting help
- Friends/family not discouraging
- Stable/reliable housing; child care; transportation

You, for example:
- Provide recognition
- Listen and facilitate
- Ask for suggestions or input
- Discuss problems but encourage them to identify solutions
- Lower your emphasis on direction – increase your support and encouragement
## Encourage and Delegate to Youth Needing Low Support

### They, for example:
- Have strong, clear career goal
- Can realistically learn the skills
- Personal life under control
- Support from family/friends
- Stable/reliable housing; child care; transportation

### You, for example
- Support his/her decision making and problem solving
- Provide recognition
- Listen and facilitate
- Encourage independent actions
- Provide minimal direction
FOLLOW-UP

• Purpose
• Types and Terms
• Principles and Best Practices
• Meeting Total Needs
• Non-Intrusive Contact with Employers and School Staff
• Access to Better Jobs, Additional Education, and Continuing Youth Development
• Rapid Re-Employment Assistance
• Additional Follow-up Best Practices
Module Six Objectives

• To help case managers understand the role of follow-up as part of the case management continuum

• To recognize follow-up as critical to meeting WIA performance goals

• To provide best practices through practical follow up activities
Purpose

• To help each young person to:
  - work steadily and be able to advance to better jobs
  - attend educational or training classes regularly
  - continue to grow, mature, and acquire adult competencies (SCANS)
• Follow-up supports employers’/educators’ needs
Types and Terms of Follow-Up

• Two types of follow-up:
  – for reporting and tracking purposes to measure WIA performance goals
  – services and activities after placement

• Terms:
  - Follow-up Services
  - Retention
  - Advancement
  - Contact
Principles and Best Practices

• Set high post-placement expectations
• Maintain a supportive relationship after placement
• Develop engaging follow-up activities (see Manual)
• Develop a schedule for frequent, systematic contact
Meeting Total Needs

- Case managers should pay attention to the whole person during follow-up services
- The network of services needed might include:
  - medical
  - housing
  - transportation
  - childcare
  - workplace tools or clothing
  - other special needs
Non-Intrusive Contact with Employers and School Staff

• Follow-up retention services must be incorporated into the rhythm of the youth’s work or school day and avoid disruption and exposure as a service recipient.
Access to Better Jobs, Additional Education, and Continuing Youth Development

• Better Jobs – make sure a career ladder exists – assist youth in accessing them

• Additional Education – emphasize life-long learning

• Continuing Youth Development – continue to assess for maturity and address any necessary areas
Rapid Re-Employment Assistance

• If job loss occurs, help the young person understand and address the reasons and move on to another job.

• If a lay-off or dismissal seems likely, help the young person improve performance or find another job before losing the current one.
Additional Follow-Up Best Practices

• When resources permit, consider:
  – Financial and non-financial incentives
  – Emergency financial assistance
  – Volunteer mentors at the job sites
  – Food
  – Money management skill development
  – Obtaining additional contacts for each young person during orientation
  – Teaming of staff
  – Driver education and licensing fees
  – Benchmarks for successes
  – Celebrations
DOCUMENTATION:
RECORD-KEEPING AND CASE NOTES

• Purposes of Record Keeping
• Types of Records - Emphasizing Case Notes
• Confidentiality
• Complying with DOL and OMB Standards
Module Seven Objectives

• To demonstrate how the case record is used to provide program accountability, as well as documenting a young person’s achievements
• To stress the importance of timely, concise, accurate, standardized records and case notes
• To describe issues of confidentiality
Purposes and Types of Records

• Accurate record keeping supports the case manager in planning, implementing, and evaluating services for each young person

• Provides accountability to the young person, the organization and the funder

• Types of records in a case file (electronic/paper or both):
  - eligibility documents
  - assessment documents
  - plans (ISS)
  - records of activities
  - documentation of credentials
  - outcomes
  - case notes

See examples in Chapter Seven of the Manual
Case Notes

• Record results from a face-to-face meeting or conversation or a significant event regarding the participant’s life or progress in the program.

• Include:
  – Description of the context
  – Purpose of the conversation
  – Observations
  – Content
  – Outcome
  – Impression and assessment of the person or situation
  – Plans
Case Notes, Continued

• Document the link of successes and failures to the service plan

• Documentation should be:
  – Timely
  – Factual
  – Relevant
  – Legible
  – Concise
  – Signed
Case Notes, Continued

- Standardization aids in ensuring effective, consistent service delivery

- Management should provide a written description of case file standards

- See Manual for DOL Youth Services suggested requirements for content and sample Case File Checklist

- Remember – note-taking is essential to managing the process which is a fundamental function of case management
Confidentiality

• Confidentiality restrictions protect people from disclosures that might embarrass them or might lead to discrimination against them.

• Protecting participants' confidential information may also be necessary for their personal security, as well as their job security.
Confidentiality, Continued

• Young people assured of confidentiality can seek help without fear of disapproval or stigma and can confide with trust, and as a result, benefit more fully from any program.

• When working with children under the age of 18 however, case managers must be cautious not to promise what they cannot guarantee.

• It is the responsibility of case managers to be clearly aware of state laws regarding juveniles and mandatory protective service reporting.

• Programs must, in every case, require that regulations are completely understood and followed by all staff that has access to information.
Complying with DOL and OMB Standards

• Case managers should develop the following habits:
  1. Enter case notes in a timely manner, as close to the actual event as possible
  2. Review all files at the end of each month to assure at least one contact was made with each youth during the month and recorded
  3. Set aside a specific time each week for record keeping

www.kra.cm/ImprovingServicesandPerformanceToolkit
EVALUATION: MEASURING RESULTS

• Purpose
• Tools
Module Eight Objectives

• Understand the importance of evaluation
• Connect evaluation tools to the short and long-term goals and objectives of the youth served
• Be aware of tools that help case managers efficiently manage a case load
Purpose of Evaluation

• Vital for individual and organizational:
  - Planning
  - Continuous improvement of services
  - Assessment of cost effectiveness

• Measures how young people are benefiting from case management
Purpose of Evaluation, Continued

• Evaluation and MIS should relate directly back to the short and long-term goals and objectives set out in each young person’s case plan and enable the case manager to measure success.

• It identifies areas for institutional change or the need for changes in the case management system.
Tools

- Monthly/quarterly progress reports*
  - Agency reports
  - Individual case manager reports
- Analysis of use of services*
  - Quality assurance teams
- Case file review check list*
- Customer satisfaction survey results
- Focus groups

* See examples in Chapter Eight of the Manual