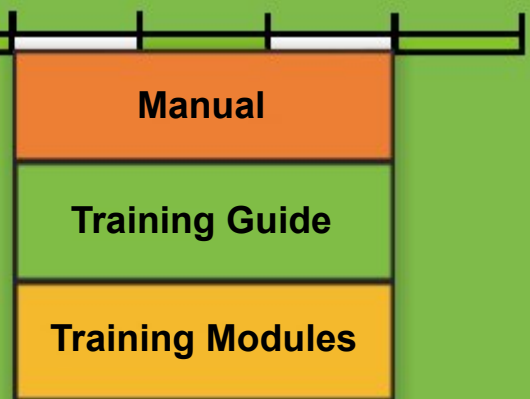


IMPROVING DEMAND-DRIVEN SERVICES
AND PERFORMANCE:

Toolkit For Effective Front-line Services To Youth



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SPRING 2007

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**MANUAL FOR EFFECTIVE
FRONT-LINE SERVICES
TO YOUTH**



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SPRING 2007



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Improving Demand-Driven Services and Performance: Toolkit for Effective Front-Line Services to Youth was designed to enhance the quality of youth services. This information is specific to professionals involved in workforce development but will also be useful to educators, social workers, and others who assist youth in developing the knowledge, skills, and attitudes to succeed in a demand-driven economy.

There are two main components of the Toolkit: 1) the manual, *Improving Demand-Driven Services and Performance: Manual for Effective Front-Line Services to Youth*, which provides information about preparing youth, particularly the neediest youth, to become increasingly more self-sufficient; and 2) the training tools, *Improving Demand-Driven Services and Performance: Tools for Effective Front-Line Services to Youth*, which deliver the content described in the manual through the presentation of 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 Toolkit was compiled by KRA Corporation, Silver Spring, Maryland. Marcie Dingle served as the project manager, Barbara Upston served as the Instructional Designer and Anne Adams served as the Content Specialist.

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; their contributions are recognized and appreciated.

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Electronic Access to Publication

The components of this Toolkit can be accessed through the Internet at:
http://www.doleta.gov/Youth_services/



INTRODUCTION

Preparing Youth in a Demand-Driven Economy

The U.S. Department of Labor (DOL) Employment and Training Administration (ETA) has set as an overarching priority for the entire workforce investment system the need to meet the demands of business by providing adults and youth with the necessary educational, occupational, and other skills training and services needed for high demand occupations. ETA's Strategic Vision for the Delivery of Youth Services under the Workforce Investment Act (TEGL 28-05

http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2224) is committed to promoting and implementing a performance-driven system targeted at the neediest population that will reach youth, particularly out-of school youth, who have been disconnected from mainstream institutions and systems. To meet this need, ETA has set as a priority that youth programs invest resources to focus on serving specific disadvantaged youth populations and to provide well-designed and coordinated programs that prepare the most at-risk and neediest youth for job opportunities.

Out-of-school youth, youth in foster care, court-involved youth, children of incarcerated parents, native American youth, youth with disabilities, and migrant youth are identified as those youth most in need of services in order to effectively compete in today's workforce. For more detailed information and resources for serving each of these specific populations, click on the relevant header:

[Serving Children of Prisoners](#)

[Serving Youth Offenders](#)

[Serving Youth in Foster Care](#)

[Serving Migrant/Seasonal Farmworker Youth](#)

In order to develop innovative approaches, enhance the quality of services delivered, improve efficiencies and improve the outcomes for the youth served, DOL has joined with the U.S. Department of Education, the U.S. Department of Health and Human Services, the U.S. Department of Justice, the U.S. Department of Housing and Urban Development, the Social Security Administration, and the Corporation for National and Community Service and has formed a collaboration committed to creating new opportunities in serving our neediest youth at the national, state, and local levels. To obtain more information about this "Shared Vision for Youth" and the specific goals and objectives, visit the following website: <http://www.doleta.gov/ryf/>

Serving the "Neediest Youth"

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. Youth service providers must understand the needs of youth, particularly the neediest youth, in order to increase the effectiveness and success in the delivery of program services. Case management can provide the infrastructure for effectively delivering the appropriate mix of services that has proven to be effective in identifying education, employment, and training needs, as well as personal barriers



inhibiting workplace success. It is particularly helpful for serving youth that are disconnected from mainstream institutions and systems. This approach ensures that appropriate services are received and attained outcomes are documented. A successfully implemented case management system also will efficiently facilitate the achievement of individual, organizational, employer, and workforce community goals. However, case management as an activity is not an end in itself; rather it is a means to an end – skills attainment, obtaining a credential, and/or employment.

Improving Demand-Driven Services and Performance: Toolkit for Effective Front-Line Services to Youth has been prepared by a national team of youth specialists, trainers, program experts, and front-line and administrative staff of youth-serving organizations to assist the workforce investment systems in designing and implementing an efficient approach to service delivery. 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 corresponding 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. Each module is designed to be delivered in two or three hours and is designed to be a separate training module to accommodate flexible training delivery methods. The Toolkit uses language and terms that are commonly used in this field, such as case manager, case management system, and case load. Many service providers and organizations, in an effort to denote professionalism have replaced the term "case manager" with other titles such as "Youth Advocate", "Youth Specialist", or "Career Advisor". Occasionally other interchangeable terms will appear since the content has been selected from a wide variety of sources. 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 Toolkit builds on the premise that high performing organizations place value on front-line workers and invest in their professional development. 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, intake and enrollment; 2) assessment of a youth's skills and abilities and mutual planning to develop goals, objectives and a service strategy; 3) labor market needs; 4) implementing the service plan and monitoring service delivery; 5) conducting follow-up; 6) Documentation, record-keeping and case notes; 7) evaluation and measuring outcomes; and 8) engaging employers.



RECRUITMENT, INTAKE, AND ENROLLMENT

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 successfully fulfill each of these roles, the following sections provide information on recruiting both in-school and out-of-school youth as well as effective practices for intake and enrollment.

RECRUITMENT

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

1.1 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 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.

1.2 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:

- 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, e.g., youth with disabilities, homeless and runaway youth, teen parents, youth on probation, and youth with limited English proficiency.
- 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, 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.

1.3 Recruiting In-School Youth

Recruitment of in-school youth should target those youth at-risk of dropping out. 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 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.

1.4 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?
- How does the organization’s management team use the recruitment information to plan programs and activities?
- What are some of the questions youth and parents ask most frequently during recruitment and outreach activities?
- How are youth participants involved in outreach and recruitment?



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

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

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.

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:

- Youth will be treated as active partners rather than passive recipients.
- 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.
- After achieving a major goal such as job placement, entering college, or obtaining a 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.

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 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 s/he has done and wants to do, identify what s/he 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, to 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, sometimes on the reverse side of an appointment card, note the list of 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>. For information on getting a Social Security card, visit: <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 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.



ASSESSMENT AND DEVELOPMENT OF AN INDIVIDUAL SERVICE STRATEGY

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 on-going 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.

2.1 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.



2.2 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 and 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

The U.S. Department of Education worked with state officials to establish a National Reporting System (NRS) for measuring gains in literacy and numeracy skills. DOL has adopted this reporting system for Adult Education to use in WIA programs, particularly as pertains to meeting the requirements under common measures (for additional information on Common Measures, see TEGL No. 17-05 http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2195)

The NRS includes standardized definitions, outcome measures and methods for assessing literacy and numeracy skills. The outcome measures are based on educational functioning levels which 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.

Visit: <http://www.nrsweb.org/> 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.

WIA programs 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 frontline 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 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.

ETA has developed a dynamic, industry-driven framework for foundational competencies that are necessary for entry level workers in the advanced manufacturing industry. This model framework will allow for consistency across industries, customization within sectors, and easy updating accommodating changing technology and business practices. For more information on this initiative, please see <http://www.doleta.gov/pdf/AdvncdManufactFWK.pdf>.

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 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 she/he 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 which 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.

2.3 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, 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 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:

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, etc.? 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's 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.

For assistance in selecting assessment instruments, two useful reference guides prepared by the USDOL Employment and Training Administration are: ***Tests and Other Assessments: Helping You Make Better Career Decisions, and Testing and Assessment: An Employer's Guide to Good Practices***. Each of these can be downloaded from: http://www.onetcenter.org/dl_files/testAsse.pdf and from: http://www.onetcenter.org/dl_files/empTestAsse.pdf, respectively.

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 around 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 on-going process and they should plan to continually evaluate their interests, abilities, work values, etc. and 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.

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 on-going process with assessments during the intake process, embedded in activities and instruction, and administered after delivery of services to determine progress, results, and direction.

2.4 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, & 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?*

A more effective way of asking the why question is to focus on the problem solving aspect of the situation by using **how questions**.

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

Additional examples of effective questions:

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>): self-assessment and career planning
- Youth Instructor's Guide to Self-Assessment Activities (<http://www.nextsteps.org>) self-assessment and career planning

Ansell-Casey Life Skills (<http://www.caseylifeskills.org/>) is 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 outlining 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, etc.
- 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 section.

- ▶ 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: 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 whose family's income is low. Some States allow teenagers living on their own to apply for Medicaid on their own behalf. 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>

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 pay 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

- 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

For at least two weeks:

- loss of interest in things the youth used to enjoy
- feeling sad, blue, down in the dumps

Also at least three of the following for at least two weeks:

- change in sleeping patterns — too much or too little
- rapid change in weight or eating habit
- 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

- 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
- Depression accompanied by a sense of hopelessness and/ or 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 ridicules beliefs, religion, race, class, etc.
- Extreme jealousy, 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, etc.
- Angry, unstable incidents such as: takes away money or car keys, drives away leaving partner stranded, stops and shoves partner out of the car, etc.
- 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 to oneself (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.

Detailed descriptions of numerous assessment tools in each of the categories previously listed are presented in Paper and Process; How Youth Programs Manage Program Intake, Individual Service Strategy Development, and Case Files (Callahan & McLaughlin, 2002), http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=1364 and A Counselor's Guide to Career Assessment Instruments



http://209.235.208.145/cgi-bin/WebSuite/tcsAssnWebSuite.pl?AssnID=NCDA&DBCode=130285&Action=DisplayTemplate&Page=AWS_NCDA2_interest_career_assess.html (Kapes, Mastie &, Whitfield, 1994).

Training and Employment Guidance Letter (TEGL) No. 17-05)

http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2195 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 four 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 several formal objective assessment tools to assess interests, aptitudes, or personality that have been recommended by various youth programs visiting: <http://www.nrsweb.org/>. These descriptions are provided solely as examples of what is available. The assessment tools are not necessarily recommended by the authors or USDOL. Cost varies; contact the individual companies for this information.

2.5 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.

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)

2.6 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

2.7 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 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. 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 Individual Service Strategy (ISS), indicates that they are often more perfunctory than dynamic. It's 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.

Case managers must be 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 (or sooner), 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, and 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).

2.8 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. However, every ISS form, regardless of the format, should include the following components:

- identification information
- brief summary of assessment information – includes 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)
- time frames: projected starting and ending dates of services and schedule for subsequent contacts between the case manager and the youth, achievement of goals, etc.
- assessment, the ISS, and services received should all relate to each other
- organizations and/or individuals who will provide the services and resources
- identified tasks and responsibilities of the young person



- identified tasks and responsibilities of the case manager, family members, and/or others
- time frames: projected starting and ending dates of services; schedule for subsequent contacts between the case manager and the youth; achievement of goals; etc.
- 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 time-frame, 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
- Child care 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

Activity/service—

- Tutoring two hours a day, four days a week

4. After identifying the long-term and short-term goals, the goals and objectives should be time-sequenced and prioritized. What does the person want to focus his/her attention on the most? The case manager must be aware that the person 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).

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.

2.9 Tips on Helping Youth Set Goals and Develop an ISS

In *Making Case Management Work*, Beverly Ford suggests 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 activities below:

- 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, etc.?
- What could help get this done?
- What could stand in the way?

Time Frames

- What seems to you to be a reasonable time frame 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 time frame 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?

2.10 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 doesn't 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. Workforce information that constitutes an economic analysis of a geographical area provides insight into the local labor market and ensures that trained individuals have readily available employment opportunities. Who employs who, where and for what wages – is an important piece of the puzzle for people involved in youth employment training programs. Economic 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, this information tracks local and national industry trends, what affects the availability and quality of workers, and 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 economic analysis 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.

3.1 Roles and Responsibilities of Case Managers

Case managers need access to current employment trends, projected training requirements and cost, wage information, and new emerging fields in the local area. Through the exploration of workforce information, 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 this current economic information, youth can explore “career pathways”, broadening an interest in 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 a regional analysis to provide youth information on industries located within a particular area, including projections for future growth.

Case managers should be aware that economic analysis is not perfect and is not the only way to gauge economic opportunities. Statistical 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. However, through the use of past data, information gleaned can be useful in predicting future trends. 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 statistical analysis.

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

- Using 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 utilizing economic analysis will assist case managers in enhancing career assessment, selecting the appropriate training, and promoting better job/career opportunities for youth.
- Explain the [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.

3.2 Sources of Workforce Information and Statistical Analysis

America's Career InfoNet (ACINET) (<http://www.acinet.org/acinet/>)

ACINET is a web-based information system developed by 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.ajb.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 (<http://www.servicelocator.org/>) **and Toll-Free Help Line (1-877-US-2JOBS)**

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 which 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/ INDIVIDUAL SERVICE STRATEGY (ISS) AND MONITORING OUTCOMES

Building connections between the young person and various organizations and, among the organizations themselves, is a way of linking services to the individual service strategy. There are several broad categories of activities that will bring results: 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 acts 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 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 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, DVR). 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 selection 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 could 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 lessening support (“middle support”), 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 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.

4.1 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:

1. Is the service called for by the ISS being delivered?
2. Is the service having the desired result?
3. 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 & Communities, Brandeis University, 1989).

4.2 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 GED, 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.

4.3 Special Challenges

Case managers will encounter many special challenges when implementing and monitoring the Individual Service Strategy. 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 the problems they are experiencing, and lowering defenses.

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

1. Confronting someone directly and/or
2. 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 empathic, 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 or 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:

1. Try to determine why the youth is angry; what is the root problem?
2. Have the young person keep an “Anger Diary” for one week. Write the time of the event; 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.

3. Have the young person practice counting 10 breaths before reacting. Or better yet, to sleep on it.
4. 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."
5. 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 ("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's 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.

Example:

Young person: "The instructor is always putting me down."

Case manager: "Give me some examples." When the young person offers two and can't think of any more, the case manager restates the problem: "So, the instructor has put you down twice since you began the program."

- Have the youth express exactly how he/she feels about the situation. Don't 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.
- 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 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)



4.4 Time Management Tips

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

A case manager’s time is limited, and s/he 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 support specific 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 child care
- 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 be a struggle to learn 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 child care
- Reliable transportation
- If there are illnesses in family, adequate help is already being provided - 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; staff feel achievement is doubtful
- 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 child care
- 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 them

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, four-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 services help each young person:

- 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. Social Policy Research, Associates (SPR) has developed a matrix that describes each performance measure and the timing requirements of each. To access tutorials created by SPR to enhance performance, visit: <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 others.

5.1 Definitions

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

- **Follow-up Services:** provide 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 (SCAN) 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; contacts can include phone calls, social, and recreational activities, meetings, etc.

5.2 Principles and 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 be very effective in providing 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 5 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 child care 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 caseload. 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, etc.
- 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 - hold 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 every one 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 anything 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:

1. 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.
2. Once a week for the next six months.
3. 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 job site visits during typical work and school hours and have time on the weekend or after a typical workday or school day for individual counseling and small group activities.



5.3 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
- child care
- 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 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 on-going 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 which may lead to dropping out of school, college, or post-secondary training.

5.4 Non-Intrusive Contact with Employers and School Staff

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

Employers

The case manager (or placement specialist) should visit the job site 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 job site, 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 job site 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 develop progressively in certain [SCANS skills](http://wdr.doleta.gov/SCANS/) <http://wdr.doleta.gov/SCANS/>, and 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.

5.5 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 those 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, etc. While such positions generate income for the youth, he/she should not be exited from the program until they have completed the activities in their ISS that build the skill levels needed to reach their 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 6 to 12 months. 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.skillslibrary.com/wbl.htm> 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 and responsible parenting
- Positive job attitudes and work skills



5.6 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 job site 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.

5.7 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 six 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, etc.
- *Volunteer mentors at the job sites*
The case manager can work with the young person and his or her supervisor to identify someone at the youth's job site, 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, etc. 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 during orientation*
Simply maintaining contact with young people 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 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 (if possible) five individuals to be contacted in case of



emergency (i.e., relatives, friends, neighbors). Also, if you are unable to locate a young person during the follow-up stage (moved, no longer working, etc.), try contacting other young people in the youth's orientation or skills training class and requesting 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 or 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 caseload 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 successes*
Identify benchmarks for success for youth after placement: i.e., 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.



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, 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 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.

6.1 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; e.g., dropped by after school, responded to the case manager's request for a meeting, etc.; 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, etc. 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; e.g. 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, should a case manager be reassigned, any new case manager or partnering agency, would find useful in facilitating the continuity of services.

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

DATE	COMMENTS
8/19/03	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.

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	COMMENTS
8/19/03	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, at times Randy appeared distracted 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
 5. Above steps will be reviewed at next appointment

Example: Weak Case Notes

DATE	COMMENTS
5/9/03	Randy met the job developer two weeks ago. He 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	COMMENTS
5/9/03	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
	<ol style="list-style-type: none"> 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 job site. 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*

6.2 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.

USDOL Division 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), SSN, etc. 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
 - 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 funder, 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 on the next page.

6.3 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 participants' 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) (<http://www.cms.hhs.gov/hipaa/>) limits 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. To access this document, *Disability Inquiries in the Workforce Development System*, 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 locator 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)



6.4 Strategies For Maintaining Case Files That Comply with USDOL and Office of Management and Budget (OMB) Standards

Typically, completing paperwork and organizing files is the last item on most individuals' priority list. However, most youth programs that receive federal funds are "outcome-based" and accurate reporting is essential for demonstrating to 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 insure 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, i.e. 3-5 PM on Friday or 9-11 AM Monday.



EVALUATION/MEASURING OUTCOMES

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 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 (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)

7.1 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 s/he 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 track progress toward achievement of contract goals on an on-going basis from the beginning of a contract period and identifying 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)

Reporting Period _____ Date Submitted _____

Reporting Element	Current Month	Year to Date
1. Number of enrolled youth currently on your case load	IS ___ OS ___ Total ___ YY ___ OY ___ Total ___	
2. Number of youth in planning (new admissions completing enrollment process)	IS ___ OS ___ Total ___ YY ___ OY ___ Total ___	
3. Number of inactive youth		
4. Number of youth with hours of participation in program activity	#	#
5. Number of youth with whom you had meaningful contact	# %	#
6a. Number of youth with basic skills deficiency	#	# %
6b. Youth with basic skills deficiency participating in remediation activities	#	# %
7a. Referrals for Employment Services	#	# %
7b. Enrollment in Employment Services	#	# %
8a. Referrals for Educational Services	#	
8b. Enrollment in Educational Services	#	

9a. Referrals for Skill Training	#	#	%
9b. Enrollment in Training Services	#	#	%
10a. Referrals for Supportive Services	#	#	%
10b .Enrollment in Supportive Services	#	#	%
11a. Referrals for Youth Dev. Activities	#	#	%
11b. Enrollment in Youth Dev. Activities	#	#	%
12. Attainment/Completion	#	#	
a. basic skill			
b. occupational skill			
c. work readiness skill			
d. leadership development			
e. credential			
f. entered employment	_____	_____	
13a. 90 Days ISS Revisions Due	#	#	
13b. 90 Days Revisions Completed	#	%	#
_____	_____		
14. Number of youth exiting	#		
_____	_____		
15. Total number of youth in follow-up cohort	#		
Total number receiving follow-up services	#		

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

Many organizations that generate good outcomes use an MIS system 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 WIA Services

Another tool that can be used to analyze the need for specific services and utilization of those services is the chart on the following page.



Analysis of Use of WIA Services

Case Manager _____ Date _____

Youth's Name*	Employment Prep			Educational Achievement <i>Tutoring, instruction, leading to completion of secondary school</i>	Support				Leadership <i>Leadership development opportunities</i>
	<i>Summer opportunities</i>	<i>Work experiences</i>	<i>Occupational skill training</i>		<i>Supportive services</i>	<i>Adult mentoring</i>	<i>Follow-up services</i>	<i>Comprehensive guidance and counseling</i>	

*By each youth's name, indicate Younger Youth (YY) or Older Youth (OY) as well as In School (IS) or Out of School (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**

Item	Youth Name	Youth Name	Youth Name
1. Case file is kept secured in file cabinet or electronically			
2. Social Security Number			
3. Emergency contact person(s) and phone number			
4. Parental participation consent form for minors			
5. Address and telephone number			
6. Documentation of address			
7. Documentation of legal residency			
8. Documentation of age			
9. Documentation of Selective Service registration for males 18–21			
Assessment Data			
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 (IS)			
17. Employment goals entered (SAIF p. 4)			
18. Education goals entered (SAIF p.2)			
19. Interests recorded			
20. Strengths/assets recorded			
21. Scores and/or copies of any re-assessments			
Individual Service Strategy (ISS)			
22. Appropriate long-term employment & education goals identified (reflect youth's interests, skills, education, work history)			
23. Appropriate short-term goals identified (realistic; related to long-term goal; reflect youth assets & interests)			
24. Employment, Education and/or Training referral(s), consistent with ISS			

25. Youth Development (YD) goals identified			
26. Appropriate YD activities related to YD goal (realistic; related to YD goal; reflect youth assets and interests)			
27. Youth Development referral(s)			
28. Challenges and Supportive Services needed identified as part of ISS			
29. Appropriate supportive services referrals/ services (realistic, related to challenges, respond to all needs identified)			
30. Documentation of follow-up on all referrals to facilitate/verify receipt of services			
31. Utilization of community and partner resources			
32. Tasks, responsibilities, and timeframes identified			
33. Progress updates entered monthly (attendance, grades, etc.)			
34. Completion information entered			
35. Achievement of long-term education and/or employment goal entered and documentation in files			
36. Schedule for contact entered			
37. ISS updated/revised every 90 days, as needed			
Case Notes			
38. Indicate type of contact made-phone, face-to-face, activity, letter			
39. Reflect contact/conversation with teacher/ guidance counselor			
40. Reflect follow-up on previous issues in ISS or case notes			
41. Entries at least monthly			
42. Objective: No opinions or labels			
43. Brief but detailed			
44. Demonstrate tracking & follow-up			
45. Reflect contact/communication with youth's family			
46. Reflect communication with others working with the youth			

Sample Code: P - YES X - NO NA - not applicable



ENGAGING EMPLOYERS: MAKING THE CONNECTIONS

Meeting the skill needs of the 21st century workplace as we become a demand-driven system presents numerous challenges to youth specialists when engaging employers in youth employment programs. Students and young adults must be transformed into employees and skilled workers, while effectively bridging the gap that frequently exists between disadvantaged youth on the one hand, and businesses on the other. Engaging and retaining employers as valued partners in the development of a skilled workforce should be an integral part of any youth employment program. In some workforce organizations, staff exist whose sole responsibilities are to engage and involve employers with the programs; in others this responsibility falls to the workforce program administrators. However the issue is addressed, case managers should be knowledgeable about their local industry base, recognize and encourage employer involvement, and be responsive to employer needs as they arise.

8.1 Why Youth Need Employers

Aside from the obvious link to future job openings, young people gain much information about the world in general when an employment program provides strong connections to the world of work. The involvement of employers provides youth with a wealth of opportunities to connect with the workplace and experience first hand:

- exposure to major industry and career clusters
- the culture and demands of the workplace
- places, projects, people and situations that help them develop and hone critical skills – academic, basic employability, and more advanced occupational skills
- professional role models
- work experience
- paid employment

(Employer Engagement, Texas Youth Program Initiative Training Packet, School & Main, Boston, MA, 2003) <http://www.twc.state.tx.us/svcs/youthinit/yipi.html>

Employers also provide much needed insight into current and future training needs and opportunities as well as local economic and workplace information which intimately connects youth with high-demand, high-growth industries.



8.2 What Do Employers Want?

Ideally, employers are already routinely involved in any workplace organization's efforts to train youth and transition them into the workplace. They may serve on the local workforce board, participate in career fairs, and visit program sites to speak to participants. Truly engaging employers requires a different level of commitment and, eventually, demonstrates a partnership in which both parties experience a shared ownership. To accomplish this, youth employment programs should have a clear understanding of what it is that employers want and how the program's needs correspond with the employers:

1. Employers want to be heard and understood; they have intimate knowledge of what they need and can communicate these needs. Within a youth employment program, a case manager may have limited knowledge of a particular industry or what types of skills training may be required now and in the future. The case manager should be able to "speak the language" of the workplace and have some understanding of the particular industry's workplace culture. Employers tend to prefer a single point of contact and appreciate timeliness of services, i.e. a phone call returned the same day.
2. Employers value flexibility and timeliness. Training programs or time schedules need to be highly adaptable as issues arise that require a change in technical or soft skills training. Services need to be individualized to reflect the differences of one employer from the next, one industry from another.
3. Employers do not want to be inundated with program paperwork or fiscal management issues. When writing a grant or placing youth into job shadowing or internship experiences, keep paperwork to a minimum, handle all finances – including stipends as appropriate – within the program.
4. Employers are always looking for ways in which their businesses can benefit from a partnership. There may be tax advantages or other financial considerations that can be a "selling" point; marketing the program results in favorable publicity; and, of course, the employer is tapping into a pipeline of qualified, prepared workers.
5. Employers want to see quality management of services and accountability. The same standards that employers strive to maintain are the same standards that will be expected of the employment program. If the youth trained and placed through the employment program do not meet appropriate standards, or case management staffs fail to address issues and complaints as they arise, the program has little value to an employer when profit is the bottom line.

8.3 Strategies for Engaging Employers

Partnerships take time to evolve and develop requiring patience and perseverance. Remember, although you are building a business partnership that addresses bottom line needs, relationships are still about individuals. Following are some helpful strategies that will assist youth employment programs in building the trust and relationships necessary to sustain program needs:



- *Collaboration is a key part of business engagement.* Work with your youth council, workforce board, chamber of commerce, economic council, etc. to assist you in initiating a dialogue. Other community and faith-based organizations who are stakeholders in the youth you serve can provide employer contacts as well as local schools, community colleges, and technical schools. Consider approaching employers who have not recognized the potential in collaborating with a youth provider and have previously only provided job openings or recruitment information to the One-Stop Career Center.
- *Know your partner and identify their self interests.* Knowing your partner means learning about the business or industry, its growth, and where the needs will be. What types of jobs do they offer, which positions represent high growth positions, and what training, certificates or degrees are needed? Will they soon experience an increase in their workforce due to a new contract and are seeking a pipeline of new workers? Do they recognize a need for workers trained in new technologies? Perhaps they are concerned about corporate community relations or civic responsibility. Community relations and positive media coverage are frequent trade-offs for business and industry. Analyzing economic data is not enough to learn about an industry; arrange to meet personally with an employer and to ask what needs they have. A youth employment program may also consider focusing on one or two “business sectors” within a community, i.e. the health care industry or one major employer such as a shipyard or manufacturing facility.
- *Develop a menu of services.* Have a good understanding of how your employment program can work with a particular employer; what it can and cannot do. Younger youth may benefit from job shadowing while older youth might really need paid internships. Will they need safety gear or uniforms? Who pays for what? Is the job description specific and reasonable? What about insurance and bonding? Can the employer accommodate a youth with a disability? Depending on the type of business, the employer engagement may be limited to an occasional company tour, guest speaker, or donation of materials.
- *Provide support.* It is imperative that the youth employment program follow through on any promises made, including the provision of safety equipment, transportation, clothing, etc. Youth participating in job shadowing, internships, or mentoring programs should be matched carefully to ensure the employer will have a positive experience. Assist the employer in developing or distributing whatever orientation or workforce training materials are required. Delineate the responsibilities of each party; what the employer is responsible for vs. the case manager – and don’t forget the youth. Check on the youth on a regular basis to determine if any problems are developing; provide a phone number for the employer to call should any issues need clarification. Be prepared to remove a youth should the placement not be satisfactory and accommodations cannot be made. It may prove necessary to provide interventions for the many “business cultural” differences that might appear as a youth begins a new placement: issues around dress, being on time, speech and manners, use of cell phones, etc.



- *Solicit and listen to employer feedback.* For administrators, case managers, and particularly for youth, it is important to obtain employer feedback from the placement experience. Be brief and concise when asking employers and their staff for feedback and consider conducting occasional focus groups to gather additional information. Be certain to “debrief” the youth participant to ascertain if it was a positive, worthwhile experience. All information gathered can be incorporated into changes within your program designs.

It is also good practice to occasionally publicly recognize the employers who support your program through media outlets, such as newspaper/newsletter articles or local television interviews. Having youth plan and host more personal events - including appreciation breakfasts or luncheons – is another way to develop and nurture strong partnerships.



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IMPROVING DEMAND-DRIVEN SERVICES AND PERFORMANCE:

APPENDICES



We encourage you to visit the websites that are referenced in The Appendix, but direct links to those websites are not available due to security limitations

www.doleta.gov/youth_services

SPRING 2007



APPENDIX A



ETHICAL STANDARDS



MAINTAINING ETHICAL STANDARDS WITHIN DOL YOUTH EMPLOYMENT PROGRAMS

DOL Youth Employment programs acknowledge the importance of maintaining ethical standards and see the concept 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. It is as an agent of the organization that a case manager can offer confidentiality, 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".



APPENDIX B



SERVING THE NEEDIEST YOUTH

EMPLOYMENT AND TRAINING ADMINISTRATION ADVISORY SYSTEM U.S. DEPARTMENT OF LABOR Washington, D.C. 20210	CLASSIFICATION WIA/Youth
	CORRESPONDENCE SYMBOL OWI
	DATE July 16, 2004

TRAINING EMPLOYMENT AND GUIDANCE NOTICE NO. 3-04

TO: ALL STATE WORKFORCE AGENCIES
 ALL STATE WORKFORCE LIAISONS

FROM: EMILY STOVER DeROCCO
 Assistant Secretary



SUBJECT: The Employment and Training Administration's (ETA's) New Strategic Vision for the Delivery of Youth Services Under the Workforce Investment Act (WIA)

1. **Purpose.** To inform states and local areas of ETA's new strategic vision to serve out-of-school and at-risk youth under the Workforce Investment Act (WIA).
2. **References.**
 - Title I of the Workforce Investment Act of 1998 (Pub. Law 105-220, 29 USC 2801 *et seq.*), available at <http://www.doleta.gov/usworkforce/>
 - Final WIA Regulations, 20 CFR parts 652, 660-671 (published at 65 Fed. Reg. 49294, August 11, 2000), available at <http://www.doleta.gov/usworkforce/>
 - Training and Employment Guidance Letter No.20-03, March 25, 2004, FY 2004 Rescissions for WIA Adults and Dislocated Workers; Workforce Investment Act (WIA) Allotments for Program Year (PY) 2004; Additional Funding from Dislocated Workers National Reserve for Adults and Dislocated Worker Activities for Eligible States; Wagner-Peyser Act Final Allotments for PY 2004; and Work Opportunity and Welfare-to-Work (W-t-W) Tax Credit Allotments for FY 2004, available at <http://wdr.doleta.gov/directives>
3. **Background.** The realities of today's global economy make it imperative that publicly-funded workforce systems for youth be demand-driven, and the programs and services made available through those systems be aimed at preparing our country's most at-risk and neediest youth for real job opportunities. Despite the billions of Federal, state, local and private dollars spent on needy youth and their families, many out-of-school youth are currently being left behind in our economy because of a lack of program focus and emphasis on outcomes. Well-designed workforce investment programs offer youth who have become disconnected from mainstream institutions and systems another opportunity to successfully transition to adult roles and responsibilities.

RESCISSIONS	EXPIRATION DATE Continuing
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The Administration is committed to trying bold, innovative and flexible initiatives to prepare the most at-risk and neediest youth for jobs in our changing economy. The White House Task Force Report on Disadvantaged Youth, released in December 2003, articulated a set of broad goals for disadvantaged youth in the country, including that they “grow up ready for work, college and military service.” The report also recommended that youth programs focus on serving the neediest youth, with priority given to out-of-school youth, high school dropouts, runaway and homeless youth, youth in foster care, court involved youth, children of incarcerated parents and migrant youth.

ETA has set an overarching priority for the entire workforce investment system: meet the demands of business by providing adults and youth with the necessary educational, occupational, and other skills training and services needed for high demand occupations in the 21st century. In that regard, ETA has developed a new strategic vision to serve out-of-school and at-risk youth through the workforce investment system. This vision represents new strategies for the investment of WIA resources. The vision’s focus on connecting youth with high quality education and employment services can be achieved under current law and reflects the principles articulated by the Administration for the reauthorization of WIA.

VISION: Out-of-school youth (and those most at risk of dropping out) are an important part of the new workforce “supply pipeline” needed by businesses to fill job vacancies in the knowledge economy. WIA-funded youth programs will provide leadership by serving as a catalyst to connect these youth with quality secondary and postsecondary educational opportunities and high-growth and other employment opportunities.

ETA’s new vision for serving youth will present challenges for how state and local WIA programs interact and link with state and local education and economic development systems. To achieve this vision, ETA will adopt a new strategic approach across four major areas:

- Focus on Alternative Education
- Meeting the Demands of Business, Especially in High-Growth Industries and Occupations
- Focus on the Neediest Youth
- Focus on Improved Performance

This TEGE is meant to provide information to state and local WIA systems on ETA’s new strategic vision for serving youth, the proposed focus areas, and the goals and critical strategies that Federal, state and local youth workforce programs should be implementing for Program Year (PY) 2004.

During PY 2004, ETA will be issuing specific program guidance to states and local areas on implementing components of the new strategic youth vision.

4. **Critical Strategies**. The new vision for serving youth and the following proposed critical strategies will require ETA and state and local workforce investment system leaders to serve as catalysts for bringing together employment, education and economic development. If the vision is realized, state and local workforce investment systems serving youth will be

positioned as strategic partners in the development and deployment of the emerging labor force.

- a. Focus on Alternative Education.** The No Child Left Behind (NCLB) act holds schools, school districts, and states accountable for student outcomes and requires that students meet standards in core subject areas. The implementation of NCLB has important implications for “second chance” alternative education programs since the public workforce investment system often contracts with these programs to provide educational services to economically disadvantaged high school dropouts and out-of-school youth with basic skills deficiencies, some of whom may have diagnosed or undiagnosed learning disabilities.

Goal: ETA is committed to providing leadership to ensure that youth served in alternative education programs will receive a high quality education that adheres to the state standards developed in response to the NCLB act.

In collaboration with the Department of Education, ETA will issue guidance to the workforce investment system on the following:

- A process for the workforce investment system to ensure that any particular alternative education institution receiving WIA youth funds is able to make progress towards the standards for success.
- A model of what constitutes “alternative education programs” that characterizes the various forms/components of these programs required to meet the varied needs of out-of-school youth.
- A description of how alternative education institutions can serve as an integral part of state and local educational systems’ success in meeting the goals of the NCLB act.
- Information to help understand how average daily attendance funding applies to the students in alternative education institutions.
- Information to help workforce investment areas understand state NCLB implementation systems and their impact on alternative schools.
- Proven literacy/numeracy strategies targeted to the at-risk adolescent population.

State and local workforce systems are encouraged to partner with public school systems implementing state NCLB requirements around mutually beneficial issues, such as:

- Assisting school districts in meeting their adequate yearly progress (AYP) measures by providing high quality, diploma granting alternative learning environments for youth at-risk of dropping out of school. In this model, average daily attendance funds will follow youth to the alternative program while the youth will remain in the sending school district’s count.
- Providing supplemental educational services for Title I schools that do not meet their AYP measures through after-school and Saturday programs.
- Working with alternative schools to establish high quality programs that meet state standards. This may include collaboration between state and local public education

systems and workforce investment systems to improve teacher quality, develop flexible funding mechanisms and promote collaborative services.

Local level workforce investment areas are also encouraged to increase their knowledge of alternative education opportunities. This can be done by engaging in a “mapping” of alternative education offerings in the community to be used by both the education and workforce systems to help students make smart choices.

Lastly, WIA youth programs, working through the One-Stop Career Center system, should ensure that alternative education institutions have and use information on local workforce training programs and local labor markets, including national electronic tools such as “Career Voyages” (www.CareerVoyages.gov), public and proprietary career information, and state workforce information. Local areas should ensure that alternative education students are exposed to job opportunities in growing occupations, including requirements for further education and training and possible career pathways.

b. Focus on Business Demands, Especially in High-Growth Industries and Occupations.

Goal: The investment of WIA youth resources will be demand-driven, assuring that youth obtain the skills needed by businesses so they can succeed in the 21st century economy.

Accomplishing this goal will entail three priorities:

- ETA will provide guidance to the WIA youth system on how to incorporate successful models of employer-driven youth development programs such as SKILLS USA, Jobs for America’s Graduates (JAG) and Automotive Youth Educational Systems (AYES) that combine skills training with instruction in employability skills, including professional development, community service and leadership.
- ETA will promote strategic partnerships within the workforce system to ensure that resources are invested effectively to help youth gain the skills necessary for jobs and career pathways in high-growth and high-demand industries. WIA funds should be invested based on the skills needs of employers and strategies developed to address those needs. Building connections between the workforce system and community colleges helps ensure the creation of industry-focused pathways or career ladder programs that are market responsive. Model programs will be developed that demonstrate partnerships between local businesses, local workforce and educational organizations, and community colleges that allow for the rapid development of training curriculum to meet changing workforce demands. Specifically, partnerships developed can identify high-growth high-demand industries and target the appropriate resources for training programs that provide workers, particularly out-of-school youth, the skills required to receive an industry certificate and/or a postsecondary credential.
- State and local professionals in WIA youth-funded programs must be versed on what the high-growth industries/occupations are in their respective areas, what the career pathways are for these jobs, and what options are potentially available for at-risk youth to access

these jobs. The following Web sites are ETA sources of workforce information:

- ✓ America's CareerOneStop Portal
<http://careeronestop.org>
- ✓ CareerOneStop Portal Links
 - America's Career Information Network: www.acinet.org
 - America's Job Bank: www.ajb.org
 - America's Service Locator: www.servicelocator.org
 - O*NET OnLine: <http://online.onetcenter.org>
 - Workforce Tools of the Trade: www.workforcetools.org
 - Career Voyages: www.CareerVoyages.gov

In addition, staff should be knowledgeable about youth assessment, development of individual service strategies, integration of needed services, provision of follow-up services, and explicit documentation of services and outcomes. WIA youth professionals should ensure that training funds will be prioritized for eligible youth pursuing high-growth opportunities and that training investments meet industry-specific requirements leading to an industry-recognized credential, when appropriate.

- c. **Focus on Neediest Youth.** The White House Task Force Report on Disadvantaged Youth notes that the Federal government is spending billions of dollars to address the problems of youth. According to the report, youth training funds appear to be focused on ineffective and duplicative practices, and public money needs to be targeted to where it is most needed. The Task Force identified youth in foster care (particularly those aging out of foster care), youth in the juvenile justice system, children of incarcerated parents, and migrant youth as those most in need of services.

ETA is making investments in a number of new initiatives to focus on and develop new strategies for serving these identified populations.

Goal: ETA will prioritize investments that serve youth in foster care, those aging out of foster care, youth offenders, children of incarcerated parents and migrant youth.

- Funds will be used to develop model programs for youth aging out of foster care. Model programs will take a comprehensive approach to serving this population, including basic skills remediation, help staying in school or returning to school, employment, internships, help with attaining a high school diploma or GED, post-secondary vocational training, apprenticeships, and enrollment in community colleges and four-year colleges.
- ETA will continue to make funds available to help returning youth offenders reintegrate into and become productive members of their communities by providing education, job training, and supportive services such as mentoring and life skills training after their release from correctional institutions. In addition to helping youth attain employment or an education credential, this effort seeks to ensure that returning youth offenders remain crime-free. This initiative will build on strategies that have been the focus of previous pilot and demonstration projects. They include: (1) the expansion of partnerships

between state and local workforce investment systems and the criminal justice system; (2) the use of faith-based and community-based organizations to train and mentor former prisoners; and (3) the use of intermediary organizations in connecting employers with offenders particularly in high growth industries.

- ETA, in partnership with the Departments of Education and Agriculture, will develop a model program to provide workforce training, placement services and basic education services for high school completion to out-of-school migrant and seasonal farm worker youth ages 16 to 21. Mentoring is expected to be a significant component of this effort to assist migrant students with navigating education and job training systems and to provide the encouragement, tutoring and assistance these students need to achieve their goals.
- d. **Focus on Improved Performance.** In order to ensure the success of an increasingly at-risk youth population in the knowledge economy, the workforce investment system must be committed to utilizing the strategies that lead to higher levels of performance and outcomes. ETA will provide the leadership necessary to make this happen.

Goal: Key initiatives will be implemented to assure that funding for youth programs is performance-based and that systems and programs are focused on outcomes.

All youth professionals will be expected to be knowledgeable about their local economy (e.g., current status, future projections, high-growth industries, career paths) and One-Stop Career Center professionals will be expected to make the connection to specialized youth programs for those drop-outs who are using core services and are in need of more intensive assistance.

- ETA will support Regional Forums designed to provide the workforce investment system with an overview of the new policy guidance related to services for youth. The Regional Forums will examine changes in legislation, policy guidance, and operational processes that will form a new strategic response to serving youth through the workforce investment system. The forums will target system leaders from the states and local areas and will work to align state and local practices with Federal policy.
- ETA will lead the way in establishing better “real-time” data and management systems by incorporating investments made in management information systems into the formula program.
- Following the recommendations of the White House Task Force for Disadvantaged Youth, ETA will work with other Federal agencies to improve the Federal role in helping to understand what works. This entails creating a more consistent set of guidelines for assessing the quality of program evaluations. Protocols will be consistent across agencies and will emphasize random assignment evaluations. A cross-agency research agenda will be created based on large, randomized field trials to test different interventions for serving disadvantaged youth.
- ETA will implement a new core set of common performance measures for youth programs that apply across One-Stop system programs. The implementation of common performance measures across Federal job training and employment programs will

enhance the ability to assess the effectiveness of the workforce investment system.

The new set of common measures for youth programs will include: placement in employment or education; attainment of a degree or certificate; literacy and numeracy gains; and an efficiency measure. The introduction of these new measures for the workforce investment system places a new emphasis on literacy and numeracy gains for youth. It is important that service strategies for youth participants be directly linked to one or more performance outcomes within these common measures. Also, it is important to note that the certificate measure is a demand-driven measure in which certificates are awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers.

Attainment of literacy and numeracy gains is viewed as most appropriate for youth with basic skill deficiencies as determined by a basic skills assessment. The increased focus on literacy and numeracy gains for youth provides an impetus to ensuring that state and local WIA programs incorporate high quality adolescent literacy programs.

5. **Action Required**. States should share the information in this TEGl with the local areas.
6. **Inquiries**. Questions should be directed to the appropriate regional office.

EMPLOYMENT AND TRAINING ADMINISTRATION ADVISORY SYSTEM U.S. DEPARTMENT OF LABOR Washington, D.C. 20210	CLASSIFICATION WIA/Youth
	CORRESPONDENCE SYMBOL OWI
	DATE May 9, 2006

ADVISORY: TRAINING EMPLOYMENT AND GUIDANCE LETTER NO. 28-05

TO: ALL STATE WORKFORCE AGENCIES
ALL STATE WORKFORCE LIAISONS
ALL ONE-STOP CENTER MANAGERS
ALL DINAP GRANTEEES

FROM: EMILY STOVER DeROCCO
Assistant Secretary



SUBJECT: The Employment and Training Administration's (ETA's) New Strategic Vision for the Delivery of Youth Services Under the Workforce Investment Act (WIA): "Expanding ETA's Vision for the Delivery of Youth Services under WIA to include Indian and Native American Youth and Youth with Disabilities"

1. **Purpose.** To inform states and local areas of the expansion of ETA's strategic vision, (as described in TEGL 3-04, dated July 16, 2004) to serve out-of-school and our most at-risk youth, including Indian and Native American youth and youth with disabilities under the Workforce Investment Act (WIA).
2. **References.** Training and Employment Guidance Notice No. 3-04, July 16, 2004, The Employment and Training Administration's (ETA's) New Strategic Vision for the Delivery of Youth Services Under the Workforce Investment Act (WIA); "Final Report of The White House Task Force on Disadvantaged Youth" (released October, 2003) available at: www.ncfy.com/whreport.htm; Title I of the Workforce Investment Act of 1998 (Pub. Law 105-220, 29 USC 2801 et seq); Final WIA Regulations; 20 CFR parts 652, 660-671 (published at 65 Fed. Reg. 49294, August 11, 2000); and Training and Employment Guidance Letter No. 20-03, March 25, 2004, FY 2004 Rescissions for WIA Adults and Dislocated Workers; Workforce Investment Act (WIA) Allotments for Program Year (PY) 2004; Additional Funding from Dislocated Workers National Reserve for Adults and Dislocated Worker Activities for Eligible States; Wagner-Peyser Act Final Allotments for PY 2004; and Work

RESCISSIONS NONE	EXPIRATION DATE CONTINUING
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Opportunity and Welfare-to-Work (W-t-W) Tax Credit Allotments for FY 2004.
These documents are available at: <http://www.doleta.gov/>.

3. **Background.** The White House Task Force Report on Disadvantaged Youth, released in December 2003, recommended that youth programs focus on serving the neediest youth, with priority given to out-of-school youth, high school dropouts, runaway and homeless youth, youth in foster care, court involved youth, children of incarcerated parents, and migrant youth. ETA recognizes and has incorporated Indian and Native American youth and youth with disabilities as two additional priority groups of neediest youth under the Youth Vision, given the serious and consistent issues faced by these youth populations. In TEGL 3-04, 4. c., Focus on Neediest Youth, this statement incorporates these youth populations: *"The Task Force identified youth in foster care (particularly those aging out of foster care), youth in the juvenile justice system, children of incarcerated parents, migrant youth, Native American and Indian youth and youth with disabilities as those most in need of services."*

This TEGL provides information to state and local WIA systems on the strategic vision for serving Indian and Native American youth and youth with disabilities under the four major focus areas.

4. **Critical Strategies.** The new vision for serving Indian and Native American youth and youth with disabilities and the following proposed critical strategies will position state and local workforce investment systems and tribal governments as strategic partners in the development and deployment of the emerging labor force.

A. Focus on Alternative Education.

1. Local areas should work with Disability Program Navigators (DPNs), where available, to connect with alternative education programs. The Department of Labor (DOL) and the Social Security Administration are jointly funding DPN positions within One- Stop Career Centers in 17 states. The DPNs are highly trained and experienced in working with workforce development agencies and with people with disabilities, and can serve as a resource in facilitating the transition of in-school or out-of-school youth with disabilities.
2. ETA recognizes the role of the Bureau of Indian Affairs' (BIA) Office of Indian Education Programs (OIEP) and will create a relationship that leverages ETA's alternative education knowledge building activities and OIEP's national efforts to support tribal education.

B. Focus on Business Demands, Especially in High-Growth Industries and Occupations.

1. ETA will provide guidance to the WIA youth system on how to incorporate successful models of employer-driven youth development programs focusing on youth with disabilities such as the High School/High Tech program.
2. WIA youth professionals should foster relationships with industry and community and tribal colleges to assess the training needs of employers and develop strategies that address those needs. Building connections between the workforce system and community and tribal colleges helps ensure the creation of industry-focused pathways or career ladder programs that are market responsive. Model programs will be developed that demonstrate partnerships with local Business Leadership Networks.

C. Focus on Neediest Youth.

1. ETA will work to develop and implement strategies addressing the serious and consistent issues faced by Indian and Native American youth such as:
1) low educational reading and math levels; 2) high percentage of Native American youth that have not attained high school diplomas or GEDs; 3) high dropout rates among this population -which are two to five times higher than the rates for white and non-Hispanic youth; 4) the large achievement gap that exists between non-Indian students and Indian and Native American students - only 11.5% of Native American youth have a bachelors degree or higher; and 5) the high incidence of youth suicides for 14-24 year old Native Americans. This effort may include a "consultation" process on all major initiatives with tribal governments.
2. ETA will continue to collaborate with the DOL's Office of Disability Employment Policy (ODEP) by assisting in projects that involve the employment and training of youth with disabilities in a demand-driven system. ETA and ODEP will collaborate on Solicitations for Grant Applications (SGAs) to explore demand-driven models that serve youth with disabilities and disseminate information on successful programs and practices that serve youth with disabilities.
5. **Action Required.** Using the attached TEGL 3-04 as a reference, states should share the information in this TEGL with the local areas.
6. **Inquiries.** Questions should be directed to the appropriate regional office.

Attachment



A NEW VISION: SERVING YOUTH IN A DEMAND-DRIVEN WORKFORCE SYSTEM

1. CONTEXT

This paper lays out a new strategic vision to serve out-of-school youth and our most at-risk youth in a demand-driven workforce system and presents challenging strategies for how publicly-funded youth programs can fit into a demand-driven workforce system and be securely linked with state and local education and economic development systems.

2. BACKGROUND

The realities of today's global economy make it imperative that publicly-funded workforce systems for youth be demand-driven, and the programs and services made available through those systems be aimed at preparing our country's most at-risk and neediest youth for real job opportunities. Despite the billions of Federal, state, local and private dollars spent on needy youth and their families, many out-of-school youth are currently being left behind in our economy because of a lack of program focus and emphasis on outcomes. Well-designed workforce investment programs offer youth who have become disconnected from mainstream institutions and systems another opportunity to successfully transition to adult roles and responsibilities.

The Administration is committed to trying bold, innovative and flexible initiatives to prepare the most at-risk and neediest youth for jobs in our changing economy. The White House Task Force Report on Disadvantaged Youth, released in December 2003, articulated a set of broad goals for disadvantaged youth in the country, including that they "grow up ready for work, college and military service." The report also recommended that youth programs focus on serving the neediest youth, with priority given to out-of-school youth, high school dropouts, runaway and homeless youth, youth in foster care, court involved youth, children of incarcerated parents and migrant youth.

ETA has set an overarching priority for the entire workforce investment system: meet the demands of business by providing adults and youth the necessary educational, occupational, and other skills training and services needed for high demand occupations in the 21st century. In that regard, ETA has developed a new strategic vision to serve out-of-school and at-risk youth through the workforce investment system. This vision's focus on connecting youth with high quality education and employment services can be achieved under current law and reflects the principles articulated by the Administration for the reauthorization of WIA.



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VISION: Out-of-school youth (and those most at risk of dropping out) are an important part of the new workforce "supply pipeline" needed by businesses to fill job vacancies in the knowledge economy. WIA-funded youth programs will provide leadership by serving as a catalyst to connect these youth with quality secondary and postsecondary educational opportunities and high-growth and other employment opportunities.

ETA's new vision for serving youth will present challenges for how state and local WIA programs interact and link with state and local education and economic development systems. To achieve this vision, ETA will adopt a new strategic approach across four major areas:

- Focus on Alternative Education
- Meeting the Demands of Business, Especially in High-Growth Industries and Occupations
- Focus on the Neediest Youth
- Focus on Improved Performance

3. CRITICAL STRATEGIES

a. Focus on Alternative Education. The "No Child Left Behind Act" (NCLB) holds schools, school districts, and states accountable for student outcomes and requires that students meet standards in core subject areas. The implementation of NCLB has important implications for "second chance" alternative education programs since the public workforce investment system often contracts with these programs to provide educational services to economically disadvantaged high school dropouts and out-of-school youth with basic skills deficiencies, some of whom may have diagnosed or undiagnosed learning disabilities.


Goal: ETA is committed to providing that youth served in alternative education programs will receive a high quality education that adheres to the state standards developed in response to NCLB legislation.

In collaboration with the Department of Education, ETA will issue guidance to the workforce investment system on the following:

- A process for the workforce investment system to ensure that any particular alternative education institution receiving WIA youth funds are able to make progress towards the standards for success.
- A model of what constitutes "alternative education programs" that characterizes the various forms/components of these programs required to meet the varied needs of out-of-school youth.



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- A description of how alternative education institutions can serve as an integral part of state and local educational systems' success in meeting the goals of the NCLB act.
 - Information to help understand how average daily attendance funding follows the students in alternative education institutions.
 - Information to help the workforce investment areas understand state NCLB implementation systems and their impact on alternative schools.
 - Proven literacy/numeracy strategies targeted to the at-risk adolescent population.

State and local workforce systems are encouraged to partner with public school systems implementing state NCLB requirements around mutually beneficial issues, such as:

- Assisting school districts in meeting their annual yearly progress [AYP] measures by providing high-quality, diploma granting alternative learning environments for youth at-risk of dropping out of school. In this model, average daily attendance funds follow youth to the alternative education program while the youth will remain in the sending school district.
- Providing supplemental educational services for Title I schools that do not meet their AYP measures through after-school and Saturday programs.
- Working with alternative schools to establish high quality programs that meet state standards. This may include collaboration between state and local public education systems and workforce investment systems to improve teacher quality, develop flexible funding mechanisms, and promote collaborative services.

Local workforce investment areas are also encouraged to increase their knowledge of alternative education opportunities programs. This can be done by engaging in a "mapping" of alternative education offerings in the community to be used by both the education and workforce systems to help students make smart choices.

Lastly, WIA youth programs, working through the One-Stop Career Center system, should ensure that alternative education institutions have and use information on local workforce training programs and local labor markets, including national electronic tools such as "Career Voyages" (www.CareerVoyages.gov), public and proprietary career information, and state workforce information. Local areas should ensure that alternative education students are exposed to job opportunities in growing occupations, including requirements for further education and training and possible career pathways.





b. Focus on Business Demands, Especially in High-Growth Industries and Occupations.

Goal: The investment of WIA youth resources will be demand-driven, assuring that youth obtain the skills needed by business so they can succeed in the 21st century economy.

Accomplishing this goal entails three priorities:

- ETA will provide guidance to the WIA youth system on how to incorporate successful models of employer-driven youth development programs such as SKILLS USA, Jobs for America Graduates (JAG), and Automotive Youth Educational Systems (AYES) that combine skills training with instruction in employability skills, including professional development, community services and leadership.
- ETA will promote strategic partnerships within the workforce system to ensure that resources are invested effectively to help youth gain the skills necessary for jobs and career pathways in high-growth and high-demand industries. WIA funds should be invested based on the skills needs of employers and strategies developed to address those needs. Building connections between the workforce system and community colleges helps ensure the creation of industry-focused pathways or career ladder programs that are market responsive. Model programs will be developed that demonstrate partnerships between local businesses, local workforce and educational organizations, and community colleges that allow for the rapid development of training curriculum to meet changing workforce demands. Specifically, partnerships developed can identify high-growth high-demand industries and target the appropriate resources for training programs that provide workers, particularly out-of-school youth, the skills required to receive an industry certificate and/or a postsecondary credential.
- State and local professionals in WIA youth-funded programs must be versed on what the high-growth industries/occupations are in their respective areas, what the career pathways are for these jobs, and what options are potentially available for at-risk youth to access these jobs.



- The following Web sites are ETA sources of workforce information:

America's CareerOneStop Portal

<http://careeronestop.org>

CareerOneStop Portal Links

America's Career Information Network: <http://www.acinet.org>

America's Job Bank: www.ajb.org

America's Service Locator: www.servicelocator.org

O*NET OnLine: <http://online.onetcenter.org>

Workforce Tools of the Trade: www.workforcetools.org

Career Voyages: www.CareerVoyages.gov

In addition, staff should be knowledgeable in youth assessment, development of individual service strategies, integration of needed services, provision of follow-up services, and explicit documentation of services and outcomes. WIA youth professionals should ensure that training funds be prioritized for eligible youth pursuing high-growth opportunities and that training investments meet industry-specific requirements leading to an industry-recognized credential, when appropriate.

c. Focus on Neediest Youth.

The White House Task Force Report on Disadvantaged Youth notes that the Federal government is spending billions of dollars to address the problems of youth. According to the report, youth training funds appeared to be focused on ineffective and duplicative practices and public money needs to be targeted to where it is most needed. The Task Force identified youth in foster care (particularly those aging out of foster care), youth in the juvenile justice system, children of incarcerated parents, and migrant youth as those most in need of services.

ETA is making investments in a number of new initiatives to focus on and develop new strategies for serving these identified populations.

Goal: ETA will prioritize investments that serve youth in foster care, those aging out of foster care, youth offenders, children of incarcerated parents, migrant youth, Native American and Indian youth and youth with disabilities.

- Funds will be used to develop model programs for youth aging out of foster care. Model programs will take a comprehensive approach to serving this population, including basic skills remediation, help in staying in school or returning to school, employment, internships, help with attaining a high school diploma or GED, post-secondary vocational training, apprenticeships, community and tribal colleges, and four-year colleges.



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- ETA will continue to make funds available to help returning youth offenders reintegrate into and become productive members of their communities by providing education, job training, and supportive services such as mentoring, and life skills training after their release from correctional institutions. In addition to helping youth attain employment or an educational credential, this effort seeks to ensure that returning youth offenders remain crime-free. This initiative will build on strategies that have been the focus of previous pilot and demonstration projects. They include: (1) the expansion of partnerships between state and local workforce investment systems and the criminal justice system; (2) the use of faith-based and community-based organizations to train and mentor former prisoners; and (3) the use of intermediary organizations in connecting employers with offenders particularly in high growth industries.
- ETA, in partnership with the Departments of Education and Agriculture, will develop a model program to provide workforce training, placement services and basic education services for high school completion to out-of-school migrant and seasonal farm worker youth ages 16 to 21. Mentoring is expected to be a significant component of this effort to assist migrant students with navigating education and job training systems and to provide the encouragement; tutoring and assistance these students need to achieve their goals.


d. Focus on Improved Performance. In order to ensure the success of an increasingly at-risk youth population in the knowledge economy, the workforce investment system must be committed to utilizing the strategies that lead to higher levels of performance and outcomes. ETA will provide the leadership necessary to make this happen.

Goal: Key initiatives will be implemented to assure that funding for youth programs is performance-based and that systems and programs are focused on outcomes.

All youth professionals will be expected to be knowledgeable about their local economy (e.g., current status, future projections, high-growth industries, career paths) and One-Stop Career Center professionals will be expected to make the connection to specialized youth programs for those drop-outs who are using core services and are in need of more intensive assistance.

- ETA will support Forums designed to provide the workforce investment system with an overview of the new policy guidance related to services for youth. The Regional Forums will examine changes in legislation, policy guidance, and operational processes that will form a new strategic response to serving youth through the workforce investment system. The forums will target system leaders from the states and local areas and will work to align state and local practices with Federal policy.



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- ETA will lead the way in establishing better “real-time” data and management systems by incorporating investments made in the management information systems into the formula program.
 - Following the recommendations of the White House Task Force for Disadvantaged Youth, ETA will work with other Federal agencies to improve the Federal role in helping to understand what works. This entails creating a more consistent set of guidelines for assessing the quality of program evaluations. Protocols will be consistent across agencies and will emphasize random assignment evaluations. A cross-agency research agenda will be created based on large, randomized field trials to test different interventions for serving disadvantaged youth.
 - ETA will implement a new core set of common performance measures for youth programs that apply across One-Stop Career Center System programs. The implementation of common performance measures across Federal job training and employment programs will enhance the ability to assess the effectiveness of the workforce investment system.

The new set of common measures for youth programs will include: placement in employment or education; attainment of a degree or certificate; literacy and numeracy gains; and an efficiency measure. The introduction of these new measures for the workforce investment system places new emphasis on literacy and numeracy gains for youth. It is important that service strategies for youth participants be directly linked to one or more performance outcomes within these common measures. Also, it is important to note that the certificate measure is a demand-driven measure in which certificates are awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers.

Attainment of literacy and numeracy gains is viewed as most appropriate for youth with basic skill deficiencies as determined by a basic skills assessment. The increased focus on literacy and numeracy gains for youth provides an impetus to ensuring that state and local WIA programs incorporate high quality adolescent literacy programs.





4. CLOSING

The new vision for serving youth and critical strategies will require ETA, in joint collaboration with other federal agencies and state and local workforce investment system leaders to serve as catalysts for bringing together employment, education and economic development. If the vision is realized, state and local workforce investment systems and tribal governments serving youth will be positioned as strategic partners in the development and deployment of the emerging labor force.



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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. The American’s 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 all the federal government legal and regulatory compliance responsibilities as it relates to both physical and programmatic access.


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/>.

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/>.

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/>.

The National Collaborative on Workforce and Disability (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>.

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 postschool 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>.

National Dissemination Center for Children with Disabilities (NICHCY) serves the nation as a central source of information on: disabilities in infants, toddlers, children, and youth; IDEA, which is the law authorizing special education; No Child Left Behind (as it relates to children with disabilities); and research-based information on effective educational practices. In addition, NICHCY compiles disability-related resources in each state, and creates State Resource Sheets to assist in locating local organizations and agencies within each state that address disability-related issues. For information, visit: <http://www.nichcy.org/states.htm>.

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>.

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>.

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>

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>.

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>.

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>.

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>

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>.

Publications:

Creating Mentoring Opportunities For Youth with Disabilities: Issues and Suggested Strategies. Author: C. Sword and H. Katharine. December 2002. In Issue Brief, Vol. 1, No. 4. Available online from National Center on Secondary Education and Transition, Institute on Community Integration at <http://www.ncset.org>.



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>.

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.jhtml>.

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>.

Section 188 Disability Checklist was developed by the U.S. Department of Labor, Civil Rights Center (CRC), to ensure nondiscrimination and equal opportunity to persons with disabilities participating in programs and activities operated by Local Workforce Investment Area (LWIA) grant recipients that are part of the One-Stop delivery system. This Checklist is intended to serve as a basic resource document on laws and provisions pertaining to persons with disabilities. To access the Checklist, visit: <http://www.dol.gov/oasam/programs/crc/section188.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>.



Chapter 1 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>.

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](#).
- NOTE:** This tool should not be altered. Doing so would affect its validity.



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.

As the workforce development system strives to meet the diverse needs of all 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 performing 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.



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*Youth Service Provider Toolkit***Service Brief**

Improving Services; Improving Performance

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; and
- juvenile delinquency.

Source: the Child Welfare League of America's Federal Resource Center for Children of Prisoners: <http://www.cwla.org/programs/incarcerated/>.

Things you should know:

- The Bureau of Justice Statistics estimates that 2.3 million children are affected by the 1.1 million parents incarcerated in prisons or jails, up from 500,000 children in 1991. Mumola, C.J. (2000). Visit: <http://www.e-ccip.org/index.html>, *Bureau of Justice Statistics Special Report*. Washington, DC: U.S. Department of Justice.
- In 2002, more than 7 million children had a parent under correctional supervision (probation, jail, prison, or parole). Based on Mumola, C.J. (2000). Visit: <http://www.e-ccip.org/index.html>, *Bureau of Justice Statistics Special Report*. Washington, DC: U.S. Department of Justice.



- Approximately 75% of incarcerated women are mothers, and two-thirds have children under age 18. Snell, T. (1992). *Women in Prison. Bureau of Justice Statistics Special Report*. Washington, DC: U.S. Department of Justice.
- From 1990 to 2000, the number of mothers in prison grew 87%, while fathers increased by 61%. Mumola, C.J. (2000). Visit: <http://www.e-ccip.org/index.html>, *Bureau of Justice Statistics Special Report*. Washington, DC: U.S. Department of Justice.
- Approximately 55% of incarcerated men are fathers of children younger than 18. Beck, A.; Gilliard, D.; Greenfeld, L.; Harlow, C.; Hester, T.; Jankowski, L.; Snell, T.; Stephan, J.; & Morton, D. (1992). *Survey of State Prison Inmates, 1991. Bureau of Justice Statistics*. Washington, DC: U.S. Department of Justice.

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, <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 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:**

Amachi: Mentoring Children of Prisoners in Philadelphia. Author: L. Jucovy. 2003. Available online from Public/Private Ventures, 2000 Market Street, Suite 600, Philadelphia, Pennsylvania 19103; 214/557-4400; fax; 215/557-4469; www.ppv.org.

Children of Incarcerated Parents: A Bill of Rights. Author: San Francisco Partnership for Incarcerated Parents. 2003. <http://www.norcalserviceleague.org/billrite.htm>. The complete booklet, *Children of Incarcerated Parents: A Bill of Rights*, is available in hard copy from Friends Outside, 2540 Pacific Avenue #8, Stockton CA 95204; 209/938-0727.

Incarcerated Parents and Their Children. Author: C. Mumola. August 2000. In *Bureau of Justice Statistics Special Report*. Available online from the Bureau of Justice Statistics (BJS), U.S. Department of Justice (DOJ), 950 Pennsylvania Avenue, N.W., Washington, D.C. 20530; 202/307-5933; www.ojp.usdoj.gov/bjs.

Mentoring - A Proven Delinquency Prevention Strategy. Authors: J. Grossman and E. Garry. April 1997. In *Juvenile Justice Bulletin*. Available online from National Criminal Justice Reference Service (NCJRS), P.O. Box 6000, Rockville, Maryland 20849; 800/851-3420; fax: 301/519-5212; www.ncjrs.org.

Prisoners Once Removed: The Impact of Incarceration and Reentry on Children, Families, and Communities. Editors: J. Travis and M. Waul. 2002. Available from The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037; 202/833-7200; pubs@ui.urban.org; www.urban.org.

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 visit: <http://www.cwla.org/articles/default.htm#0409>.

Promising Programs: Family-Based Crime Prevention, Lawrence W. Sherman, in *Preventing Crime: What Works, What Doesn't, What's Promising*, by University of Maryland, Department of Criminology and Criminal Justice, Office of Justice Programs Research Report, February 1997, NCJ 165366, Justice Information Center www.ncjrs.org.

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 2 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.

*OJJDP Statistical Briefing Book. Online.
<http://ojjdp.ncjrs.org/ojstatbb/court/qa06501.asp?qaDate=20030811>

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/.

Publications:

“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 or <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.

“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>.

“Working Ahead: A Guide for Connecting Youth Offenders with Employment Opportunities” Although this guidebook was 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 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/publications.html>.

**Other Tools/ Resources:**

The “**Resources, Information, and Assistance**” section of the HIRE Network’s website 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.

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 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, US Department of Health and Human Services (CB) is the oldest federal agency for children and is located within the United States 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, <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>.

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>.

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/>.

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>.

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>.



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.

Other Tools/ Sources:

Casey Life Skills is a free, online suite of easy-to-use tools 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/>.

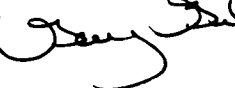
The National Adoption Information Clearinghouse is a service of the Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. It includes a directory of related organizations, legal issues and laws, as well as useful print and electronic documents. To access, visit:
<http://naic.acf.hhs.gov/admin/aboutus.cfm>.

**TRAINING AND EMPLOYMENT
NOTICE**

NO. 18-05

DATE January 26, 2006

TO: ALL STATE WORKFORCE LIAISONS
ALL STATE WORKFORCE AGENCIES
ALL ONE-STOP CENTER SYSTEM LEADS

FROM: GAY GILBERT 
Administrator
Office of Workforce Investment

SUBJECT: John H. Chafee Foster Care Independence Program

1. **Purpose.** To inform states and local areas about the John H. Chafee Foster Care Independence Program (CFCIP) and how WIA youth programs can access its Education and Training Vouchers to assist foster care youth and those aging out of foster care complete post-secondary education and training.
2. **References.** The Foster Care Independence Act of 1999 (Public Law 106-169).
3. **Background.** The John H. Chafee Foster Care Independence Program (CFCIP), Title I of the Foster Care Independence Act (Public Law 106-169), provides formula grants to states to assist current and former foster youth to achieve self-sufficiency through a successful transition to adulthood.

Funds, activities, and programs focus on youth in foster care, as well as older youth 18 - 21, who have aged out of the foster care system. Provisions include:

1. Services to assist youth in transitioning to self-sufficiency;
2. Education, training and services necessary to obtain employment;
3. Preparation for entry into post-secondary training and education institutions;
4. Personal and emotional support including mentors and counseling;
5. Financial, housing, counseling, employment, education and other support, and services for those youth who are over 18 and current or former foster care youth; and
6. Vouchers for post-secondary education and training, including tuition, books, and school equipment.

4. **CFCIP Education and Training Vouchers.** The CFCIP Education and Training Vouchers provide resources specifically to meet the post-secondary education and training needs of youth aging out of foster care. The Education and Training Vouchers Program allows states to provide money for these youth to attend an institution of higher education (as defined by the Higher Education Act, sections 101, 102) and provides them with up to \$5,000 per year or the total “cost of attendance” (as defined by the Higher Education Act, section 472), whichever is less. This includes payment for tuition and fees; room and board; rental or purchase of required equipment; materials or supplies (including a computer); tutoring; books; transportation; required residential training; special study projects; and child care.

At age 21, students in good standing may continue to receive vouchers until the age of 23, which more closely approaches the level of support that parents provide their own children who pursue post-secondary education.

5. **Leveraging Chafee Resources for Foster Care Youth in WIA Youth Programs.** The U.S. Departments of Labor, Health and Human Services, Education, and Justice formed a strategic federal partnership to better serve the neediest youth. Under the Federal Partnership’s “Shared Vision for Youth,” needy youth, particularly youth in foster care and those aging out of foster care, will be given priority for services and investments. WIA youth investments targeted at our neediest youth, including youth in foster care/or those aging out of foster care will be used to: 1) provide basic skills remediation; 2) improve school retention rates; 3) increase placements in employment and internship opportunities; 4) promote the attainment of a high school diploma or GED; and 5) increase enrollments and successful completion of post-secondary vocational training, apprenticeship activities, and community colleges and four-year colleges.

The collaborative efforts of the partnership create an opportunity for state and local workforce professionals to leverage resources including Chafee funds to assist foster care youth served under the WIA youth programs.

Chafee provides for education, financial, housing and other support services to foster care youth which can also benefit these youth enrolled in WIA youth programs. Additionally, current and former foster care youth under Chafee have access to an Independent Living Coordinator in the public child welfare agency to assist youth make a successful transition to adulthood. These services may be made available to foster care youth in WIA programs. Workforce system professionals working with youth currently in foster care, and those who are aging out, are encouraged to coordinate with the youth’s Independent Living Coordinators to leverage CFCIP Education and Training Vouchers to assist these youth complete post-secondary educational programs and training, obtain essential job skills, and become productive citizens.

6. **Models of Collaboration.** Local workforce areas nationwide have developed collaborative efforts linking foster care youth and Chafee sponsored services via the local Department of Social Services (DSS). WIA programs are able to provide foster care youth with wrap-around services needed to help them make a successful transition to adulthood. The following WIA programs are collaborating with local DSS and utilizing Chafee funds to assist foster care youth.

- **The Imperial County Workforce Investment Board (WIB)-- El Centro, California.**

In May 2005, the Imperial County WIB and the Department of Social Services (DSS) developed a joint work agreement to support foster care youth by connecting them with the appropriate case managers from DSS and WIA. This pilot project establishes cooperative work relationships with all parties and leverages resources to help meet the needs of foster care youth.

- **Project HOPE (Helping Our Young People with Employment & Education)-- Hayward, California.**

The Alameda County Workforce Investment Board (ACWIB) and the Children and Family Services Department coordinate their programs offering foster care youth employment information that are not part of the Children and Family Services Department or Independent Living Skills Program (ILSP). A key component of *Project HOPE* is a campaign to educate foster care social workers and foster care parents regarding services provided under WIA and the One-Stop Career Centers.

- **The Achieving Independence Center-- Philadelphia, Pennsylvania.**

Philadelphia's Department of Human Services, the Workforce Development Corporation, and the Youth Network partnered to create the *Achieving Independence Center*. This partnership has established goals and service strategies to assist foster care youth in the program attain gainful employment through job preparation skills and hands-on training; find safe and affordable housing; complete post-secondary education and training; and enhance life skills through Independent Living Skills Training.

7. **Additional Resources.** National Organizations have also implemented programs and provide resources to support youth in foster care and those aging out of the foster care system. For more information visit:

National Welfare Resource Center for Youth Development:
<http://www.acf.hhs.gov/programs/cb/links/nrcyd.htm>

National Foster Care Coalition: www.natl-fostercare.org

8. **Actions Required.** States are requested to share this Training and Employment Notice with local areas.
9. **Inquiries.** Questions should be directed to the appropriate regional office.

**TRAINING AND EMPLOYMENT
NOTICE**

NO. 15-05

DATE January 6, 2006

TO: ALL STATE WORKFORCE AGENCIES
ALL STATE WORKFORCE LIAISONS
ALL ONE-STOP CENTER SYSTEM LEADS

FROM: EMILY STOVER DeROCCO
Assistant Secretary



SUBJECT: Providing Employment and Training Services to Homeless and Runaway Youth

1. **Purpose.** To provide information and resources to states and local areas to encourage the outreach and recruitment of homeless and runaway youth, including youth displaced by recent hurricanes, into employment and training programs funded under the Workforce Investment Act (WIA) Youth program.
2. **References.** Training and Employment Guidance Letter No. 3-04: *The Employment and Training Administration's (ETA's) New Strategic Vision for the Delivery of Youth Services under the Workforce Investment Act (WIA) of 1998.*
<http://wdr.doleta.gov/directives/attach/TEGL3-04.pdf>

The McKinney-Vento Homeless Assistance Act of 2002.

<http://www.hud.gov/offices/cpd/homeless/rulesandregs/laws/index.cfm>

3. **Background.** The Employment and Training Administration's (ETA's) *New Strategic Vision for the Delivery of Youth Services* under the Workforce Investment Act (WIA) of 1998 focuses on serving those populations of youth who are most in need of employment and training programs, including displaced, homeless, and runaway youth. Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a) generally describes homeless children and youth as individuals who lack a "fixed, regular, and adequate nighttime residence." This includes: 1) youth who are sharing the housing of persons (doubled-up); 2) youth living in motels, camp grounds, cars, emergency or transitional shelters; 3) abandoned youth or youth awaiting foster care placement. Migratory youth are defined as homeless because they are living in circumstances that meet these definitions. Youth involved in the foster care or juvenile justice system may lack the skills necessary to live independently, placing them at heightened risk of becoming homeless as they transition to the workforce. The impact of recent hurricanes has created a new population of displaced and homeless families and youth in the United States.

Storm victims, including those youth whose lives have been disrupted by the hurricanes and who fit the definition of “homeless” under the McKinney-Vento Act, qualify for services under WIA. As these displaced families and young adults work to rebuild their lives, storm assistance efforts may require them to change residence as they obtain better arrangements. Receiving employment assistance, job training and supportive services in their new communities can be instrumental in ensuring their future success. Through the support offered under WIA-funded programs, youth can develop the skills and competencies necessary to initiate and maintain self-sufficiency and decrease their personal risk of homelessness.

4. **Strategies for Serving Homeless and Runaway Youth.** The U.S. Department of Labor, the Department of Health and Human Services, the Department of Education, and the Department of Justice’s Office of Juvenile Justice and Delinquency Prevention formed a strategic federal partnership to better serve the nation’s neediest youth. Under the federal partnership’s “Shared Vision for Youth,” the focus on serving the neediest youth, including homeless and runaway youth, encourages services and investments to assist them in a successful transition to adulthood.

Workforce programs face unique challenges in delivering the necessary educational, occupational, and other skills training and services that will prepare homeless and runaway youth for existing and future job opportunities. To meet these challenges, WIA programs are encouraged to consider:

- Collaborating with community-based and faith-based agencies and organizations serving runaway and homeless youth. This offers an opportunity for youth providers and workforce areas to share and enhance resources. The Family and Youth Service Bureau (FYSB), within the U.S. Department of Health and Human Services, provides funding nationally to community-based organizations and agencies to deliver services to homeless and runaway youth through: (a) *Street Outreach Programs* (street-based education, survival aid, access to emergency shelter); (b) *The Basic Center Program* (immediate needs such as shelter, food, clothing, counseling, and referrals for health care); and (c) *The Transitional Living Program* (assists older youth, including pregnant and parenting youth, in developing skills and resources to promote their independence). Youth can be placed in the *Transitional Living Program* for up to eighteen months and may be offered a variety of services that complement the program elements offered under WIA-funded youth programs; thus, dual enrollment can substantially increase resources.
- Developing relationships with organizations and reentry programs serving young people exiting the juvenile justice system. This helps ensure a smooth

transition into the workforce for youth through the provision of work readiness and/or occupational training. *Project RIO-Y* (Reintegration of Offenders – Youth) in Texas exemplifies a program that helps young offenders transition from youth correctional facilities and prepare them for employment or additional education and training. www.tyc.state.tx.us/programs/workforce/

- Collaborating with organizations specifically serving the needs of families and youth displaced by the recent hurricanes to ensure the delivery of quality, comprehensive services. Local homeless shelters, food banks, and housing and redevelopment offices, as well as the vast array of community and faith-based organizations, such as the American Red Cross or United Way are reaching out to young adults.
 - Obtaining the necessary training and awareness about legal issues pertaining to homeless and runaway youth, as well as seeking out and becoming knowledgeable about available community resources and how best to serve the individual needs of homeless and runaway youth. Work with local law enforcement and social service providers to grasp the extent of the problem, determine how the laws work, and how best to provide services to these youth. The National Alliance to End Homelessness is one nonprofit organization that offers numerous training tools and a variety of resources to assist communities in combating the issues surrounding homelessness. <http://www.naeh.org/>
 - Collaborating with the Education for Homeless Children and Youth Program liaison through their local educational agency (LEA). The Education for Homeless Children and Youth Program (title VII of the McKinney-Vento Act), under the administration of the U.S. Department of Education, protects the educational rights of students experiencing homelessness. Grant funding offers legal protection and assistance in order that youth in homeless situations can enroll in, attend, and succeed in school. The liaison’s responsibility is to help youth who are on their own and need an education. The National Center for Homeless Education offers a state list of general resources and includes contact information for the State Coordinator for Homeless Education. <http://www.serve.org/nche/>
5. **Models of Collaboration.** The following programs are examples of how WIA youth programs can collaborate with community organizations and leverage resources to assist homeless and runaway youth.

- California’s Larkin Street Youth Services’ *HIRE UP* Program provides employment and educational resources designed to meet the specific needs of homeless and runaway youth. The Education and Employment Center, located

in San Francisco, offers six separate, but integrated components designed to meet immediate needs while utilizing strategies where youth have opportunities to obtain industry specific skills training and opportunities for career advancement. *HIRE UP*'s collaborative partners bring together funding under WIA and the Chaffee Foster Care Independence Act. <http://www.larkinstreetyouth.org/>

- The *Working Zone* works with other WIA service providers to help homeless youth ages 15-21 address barriers to housing and employment. Offered through the YWCA, the program provides job and life skills training and paid internships at several training sites throughout Seattle, WA. www.ywcaworks.org
 - *Outside In*, Portland, Oregon, is an employment resource center providing homeless youth the opportunities to increase work readiness, obtain and retain employment, and build a positive work history. An education component helps youth obtain a GED and enter college or continue their occupational training. One innovative component is the "Virginia Woof Dog Daycare Center," an intensive job training program staffed by homeless youth that provides a bridge for youth between street life and employment. www.outsidein.org
6. **Additional Resources.** Family and Youth Services Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. The Bureau is dedicated to supporting young people, particularly runaway and homeless youth. Funding is awarded that enables communities to offer services to young people and their families and to test new approaches to helping youth. In addition, the Bureau has created a network of support that includes a national hotline and referral system for runaway and homeless youth; offers conferences, training, and on-site consultations; documents effective practices, and distributes information. <http://www.acf.hhs.gov/programs/fysb/>

The Interagency Council on Homelessness is comprised of twenty federal agencies seeking to develop and recommend strategies to combat homelessness by providing states with recommendations and highlighting innovative approaches. <http://www.ich.gov/>

FirstStep is an interactive tool developed for case managers and outreach workers to help their clients who are homeless access federal benefit programs. Designed by the Department of Health and Human Services and the Department of Housing and Urban Development, FirstStep is a result of a partnership between several federal agencies and offers advice, timesaving tips, tools and resources for professionals who work with people who are homeless. <http://www.cms.hhs.gov/medicaid/homeless/firststep/index.html>

National Association for the Education of Homeless Children and Youth is a national grassroots membership association that connects educators, parents, advocates, and service providers to ensure school enrollment and attendance for youth whose lives have been disrupted by the lack of safe and adequate housing. <http://www.naehcy.org/index.html>

7. **Actions Required.** States are requested to share this Training and Employment Notice with local areas.
8. **Inquiries.** Questions should be directed to the appropriate regional office.

**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 three and five 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.

Source: The National Center for Farmworker Health (NCFH), <http://www.ncfh.org/index.php>.

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 U.S. serving as the backbone for a multi-billion dollar agricultural industry. Source: Economic Research Service, "Farm Income and Costs". US 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: United States 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 & 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. This 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) - The Migrant Services Directory (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 C



ASSESSMENT AND INDIVIDUAL SERVICE STRATEGY TOOLS

ASSESSMENT & ISS TOOLS



ASSESSMENT TOOLS MATRIX LITERACY AND NUMERACY (BASIC) SKILLS ASSESSMENT

Since literacy and numeracy gains will be one of the four 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	
Company or Organization Developing, Selling, or Administering Tool	Comprehensive Adult Student Assessment System, National Consortium 8910 Claremont Mesa Blvd. San Diego, CA 92123 (619) 292-2900 (800) 255-1036 www.casas.org
What is the tool used for?	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.
Who should use the tool?	Older youth and adult clients of employment and training agencies, and other adult education programs.
How is the tool administered?	A paper and pencil format.
How long does the assessment take?	40 minutes – 20 minutes on math, 20 minutes on reading.
How is the assessment scored?	Self-scoring answer sheets can be purchased with the assessments.
Training time needed for these administering tools	Training is required to implement any CASAS system. Several training options are available to organizations. Call CASAS directly.

Test of Adult Basic Education (TABE)	
Company or Organization Developing, Selling, or Administering Tool	CTB / McGraw-Hill 20 Ryan Ranch Road, Monterey, CA 93940 (800) 538-9547 FAX (800) 282-0266
What is the tool used for?	Assess reading, mathematics, language, and spelling skills; also includes a version in Spanish and independent tests that assess basic skills in work-related contexts.
Who should use the tool?	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.
How is the tool administered?	Available in paper and pencil and computer-based formats.
How long does the assessment take?	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.
How is the assessment scored?	Five different ways: <ul style="list-style-type: none"> • By hand, using multi-part Scoreze sheets with built-in answer keys • By hand, using CompuScan answer sheets and a stencil. • By scanner, using Scantron or CompuScan answer sheets. • By scanner and computer using TestMate TABE, which provides fast, secure scoring, flexible report formats, and prescriptions to help students learn objectives they haven't mastered. • 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.
Training time needed for these administering tools	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.



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 1-800-workkey (967-5539)
What is the tool used for?	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.
How is the tool administered?	Some assessments are administered through traditional, paper-based testing; others incorporate the use of audio or video tapes
How long does the assessment take?	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
How is the assessment scored?	
Training time needed for these administering tools	Minimal. (Review instruction in manual.)
Who uses the product?	Business, high school educators, One-Stop Career Centers, community and technical colleges.



Basic English Skills Test (Best)	
Company or Organization Developing, Selling, or Administering Tool	Center for Applied Linguistics (CAI) Washington, DC 20016-1859 4646 Fortieth Street, N.W. (202) 362-0700 / www.cai.org
What is the tool used for?	Designed to assess communication, fluency, pronunciation, listening comprehension, reading, writing and pre-employment skills of adult English learners.
Who should use the tool?	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).
How is the tool administered?	
How long does the assessment take?	Oral interview–15 minutes Literacy skills–35 minutes
How is the assessment scored?	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.
Training time needed for these administering tools	Minimal for print version (review of manual). One day of training by CAI staff for computerized version.



Interests/Aptitudes/Personality Assessments

OASYS Job Match	
Company or Organization Developing, Selling, or Administering Tool	Vertek, Inc.; 12835 Bel-Red Road, Suite 212 Bellevue, WA 98005 (800) 220-4409 Website: www.Vertekinc.com Instructional Technology, Inc.; PO Box 2056 Easton, MD 21601 (410) 822-0370 FAX (410) 822-0842 Website: www.intecinc.net
What is the tool used for?	Sample test www.vertekinc.com/products to assist youth in matching people to jobs or training based on transferable skills and worker traits
Who should use the tool?	Professionals.
How is the tool administered?	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.
How long does the assessment take?	10 to 20 minutes with experience.
How is the assessment scored?	Software-based system.
Training time needed for these administering tools	Local Vertek representatives usually train OASYS users. Training varies between a half-day and a full day, depending on the background of the trainees.
Who uses the product?	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.



CareerScope	
Company or Organization Developing, Selling, or Administering Tool	<p>Vocational Research Institute 1528 Walnut Street, Suite 1502, Philadelphia, PA 19102 (215) 875-7387 FAX (215) 875-0198 E-Mail: info@vri.org Website: www.vri.org</p> <p>Instructional Technology, Inc. PO Box 2056, Easton, MD 21601 (410) 822-0370 FAX (410) 822-0842 Website: www.intecinc.net</p>
What is the tool used for?	<p>Measures key aptitudes as well as targeting the user's areas of interest.</p> <p>Interest Inventory Areas Measured: Artistic, Accommodating, Industrial, Plants/Animals, Lead/Influence, Selling, Mechanical, Scientific, Humanitarian, Business Detail, Protective, Physical Performing.</p> <p>Critical Aptitudes Measured: General Learning Ability, Verbal Aptitude, Numerical Aptitude, Spatial Aptitude, Form Perception, and Clerical Perception.</p>
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: <i>custserv@parinc.com</i>
Who should use the tool?	Youth, from junior high on, and adults interested in exploring career options.
How is the tool administered?	Easy-to-use paper and pencil, or can be completed online.
How long does the assessment take?	Approximately 35 minutes.
Training time needed for these administering tools	Minimal training.



O*NET® Interest Profiler and Computerized Version	
Company or Organization Developing, Selling, or Administering Tool	<p>U.S. Department of Labor, Employment and Training Administration For questions, contact o-net@dol.gov.</p> <p>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/ or 1-866-512-1800 (toll free).</p> <p>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).</p>
What is the tool used for?	<p>These instruments will help individuals identify their work-related interests in order to explore those occupations that relate most closely to those attributes.</p> <p>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/), as well as to occupational information in CareerOneStop (http://www.careeronestop.org/).</p>
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	<p>U.S. Department of Labor, Employment and Training Administration, For questions, contact o-net@dol.gov.</p> <p>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/ or 1-866-512-1800 (toll free).</p> <p>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).</p>
What is the tool used for?	<p>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.</p> <p>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/), as well as to occupational information in CareerOneStop (http://www.careeronestop.org/).</p>
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	
<p>Company or Organization Developing, Selling, or Administering Tool</p>	<p>U.S. Department of Labor, Employment and Training Administration, For questions, contact o-net@dol.gov.</p> <p>Printed versions of the Ability Profiler tools (e.g., instrument, administration, scoring, and training materials) 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/ or 1-866-512-1800 (toll free).</p> <p>Electronic files of the O*NET® Ability Profiler tools (e.g., instrument, administration, scoring, and training materials) may be downloaded, printed, and used. These are available from the O*NET Resource Center Web site (http://www.onetcenter.org/tools.html).</p> <p>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 <u>Ordering Information</u> on the O*NET Center Web site at: http://www.onetcenter.org/AP.html#orderAP.</p> <p>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.</p>
<p>What is the tool used for?</p>	<p>This instrument will help individuals identify their abilities in order to explore those occupations that relate most closely to those attributes.</p> <p>The Ability Profiler measures nine job-relevant abilities:</p> <ul style="list-style-type: none"> • Verbal Ability • Arithmetic Reasoning • Computation • Spatial Ability • Form Perception • Clerical Perception • Motor Coordination • Finger Dexterity • Manual Dexterity <p>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</p>

	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?	<p>Paper and pencil format with optional apparatus parts. A trained administrator is very important to successful administration of the O*NET Ability Profiler.</p> <p>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.</p>
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?	<p>Results are presented on computer-generated customized score reports.</p> <p>Computerized scoring via the Ability Profiler Scoring Program Software. An Ability Profiler Scoring Program User's Guide also is available.</p> <p>An optional Data Entry Program may be downloaded at 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.</p>
Training time needed for these administering tools	See information about Webinars and other training for O*NET products available from the O*NET Knowledge Site at http://www.onetknowledgesite.com/ .

Additional Career Interest Inventories

Self-Directed Search, Career Assessment Inventory (CAI)

Career Occupational Preference System (COPS) <http://www.edits.net/cops.html>

Harrington O'Shea Career Decision-Making System (CDM)

<http://ags.pearsonassessments.com/group.asp?nGroupInfID=a12633>

Strong Interest Inventory (SII) <http://www.cpp-db.com/products/strong/index.asp>

American College Testing Unisex (UniACT)



THE SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS

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 Department of Labor, 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; and
- 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; and
- Technology utilization skills--selecting technology, applying technology to a task, and maintaining and troubleshooting technology.



THE SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS (SCANS)

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 data bases, 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 an 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.

Academic (Basic) Skills
<p>Reading</p> <ul style="list-style-type: none">Analyze and interpret written materialsAware of company policies, safety and health regulations and guidelinesWorking knowledge of charts and graphs, company materials such as reports, annual reports, brochures, and newslettersKnowledge of job-related information such as memos, sales slips, inventory records, menus, phone messages, e-mail, etc.Use a map, dictionary, Internet, or thesaurus to access information
<p>Writing</p> <ul style="list-style-type: none">Write legiblyUse a process of drafting coherent written documentsUse proper grammar, punctuation, and spellingTake phone messages accurately; prepare fax cover sheets; compose simple memos and e-mailCompletion of job applications, time cards, and personnel documents
<p>Listening</p> <ul style="list-style-type: none">Follow spoken instructionsListen carefully to separate fact from opinionCommunicate effectively in one-on-one dialogue and small group discussionMake and maintain eye contact in one-on-one and group discussions



Speaking

- Speak clearly without using slang and colloquialisms
- Express ideas and information clearly
- Ability to report accurately what others have said
- Ability to engage others in the exchange of ideas
- Answer phones and relay messages appropriately in a work environment
- Answer phones in a professional manner with a pleasant attitude
- Enunciate words when speaking on the phone

Arithmetic and Mathematics

- Add, subtract, multiply, & divide using whole numbers, decimals, fractions
- Perform measurements of length, area, volume, weight, and temperature
- Calculate retail sales and food service transactions, inventory control, sales tax, etc.
- Understand how to calculate wages, hours, and deductions

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

Courteous and interested listener, not interrupting when others are speaking

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

Able to manage time effectively, read task lists, incorporate duties and tasks in appropriate time frames

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 work place
- 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 area youth program 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 some 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 is 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.

SAMPLE (Adapted from Brockton, MA youth area program)

**The Brockton Youth
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:

Part 1.

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? _____



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)

Needs Additional Assessment Yes ___ No ___
Needs Referral(s) Yes ___ No ___

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 1 completed on (date) _____

Part 2.

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
- relative's home
- other adult's home
- drug treatment facility
- transitional residential facility
- Military
- homeless shelter
- educational institute
- psychiatric facility/hospital
- living independently
- friend's home
- foster home
- Job Corps
- on the street
- drug treatment
- correctional facility

3. How many other members are in your immediate household?

Name	Relationship	Age
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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?

Needs Additional Assessment Yes ___ No ___
Needs Referral(s) Yes ___ No ___



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 ___

Needs Additional Assessment Yes ___ No ___
Needs Referral(s) 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 ___

Needs Additional Assessment
Needs Referral(s)

Yes ___ No ___
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 ___

Needs Additional Assessment Yes ___ No ___
Needs Referral(s) Yes ___ No ___

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: _____

Needs Additional Assessment Yes ___ No ___
Needs Referral(s) Yes ___ No ___



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 make 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.

- | | | | |
|--------------------------|--------------------|--------------------------|-------------------------------|
| <input type="checkbox"/> | adaptable | <input type="checkbox"/> | loyal |
| <input type="checkbox"/> | ambitious | <input type="checkbox"/> | mature |
| <input type="checkbox"/> | artistic | <input type="checkbox"/> | motivated |
| <input type="checkbox"/> | compassionate | <input type="checkbox"/> | organized |
| <input type="checkbox"/> | confident | <input type="checkbox"/> | outgoing |
| <input type="checkbox"/> | conscientious | <input type="checkbox"/> | patient |
| <input type="checkbox"/> | courteous | <input type="checkbox"/> | persevering |
| <input type="checkbox"/> | cooperative | <input type="checkbox"/> | poised |
| <input type="checkbox"/> | dependable | <input type="checkbox"/> | productive |
| <input type="checkbox"/> | efficient | <input type="checkbox"/> | resourceful |
| <input type="checkbox"/> | energetic | <input type="checkbox"/> | responsible |
| <input type="checkbox"/> | enterprising | <input type="checkbox"/> | sincere |
| <input type="checkbox"/> | enthusiastic | <input type="checkbox"/> | take initiative |
| <input type="checkbox"/> | fair | <input type="checkbox"/> | trustworthy |
| <input type="checkbox"/> | flexible | <input type="checkbox"/> | willing to earn |
| <input type="checkbox"/> | handle stress well | <input type="checkbox"/> | industrious |
| <input type="checkbox"/> | helpful | <input type="checkbox"/> | work well without supervision |
| <input type="checkbox"/> | honest | | |
| <input type="checkbox"/> | logical | | |



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
_____ from other people
_____ in a small study area
_____ in a library



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 learning
_____ 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

(Hencox, 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 aren't 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, MA youth program's Individual Success Plan and one used by Covenant House in 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 four 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, etc., 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, etc. 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 two years below grade level, lack of work experience, childcare, substance abuse, homelessness, disability, limited English, pregnant or parenting, poor health, gang involvement, etc.

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: 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 11/15/06.
- (Youth's name) will obtain bus pass by 11/15/06
- Mother will purchase alarm clock by 11/15/06



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 plans – or short-term goals - to address those challenges (referral for services, linkage with resources). Monitor and record all services delivered, the quality of services, and the results.

Schedule for Future Contacts

Through mutual planning, identify times and places for future meetings (e.g., every Tuesday at 4:00 PM or the first Monday of each month at 6:00 PM). Make the schedule easy to remember.

Youth Comment

Ask the young person to comment on the plan in one or more sentences.



SAMPLE

(Adapted from Brockton, MA youth program)

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 ___ (check one)

2. Activity:

Provider _____ Contact Name & Phone # _____

Expected Start Date _____

Expected End Date _____

Schedule _____

Actual Start Date _____ Completed successfully: Yes ___ No ___ (check one)

3. Activity:

Provider _____ Contact Name & Phone # _____

Expected Start Date _____

Expected End Date _____

Schedule _____



Actual Start Date _____ Completed successfully: Yes ___ No ___ (check one)

Other Information

C. Tasks and Responsibilities / Deadlines (Specify who will do what & 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



Provider _____ Contact Name & Phone # _____

Expected Start Date _____

Expected End Date _____

Schedule _____

Actual Start Date _____ Completed successfully: Yes ___ No ___ (check one)

2. Activity:

Provider _____ Contact Name & Phone # _____

Expected Start Date _____

Expected End Date _____

Schedule _____

Actual Start Date _____ Completed successfully: Yes ___ No ___ (check one)

Other Information:

B. Tasks and Responsibilities / Deadlines (Specify who will do what and when)

1. Youth:



2. Case manager, program staff, family and/or others:

C. **Progress Updates and Minor Revisions** (monthly entries – bullets/ phrases with 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:

Referral/ Linkage:

Results:

A. Challenge:

Referral/ 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 Youth Program, Brockton MA

Strengths (Ask youth what things he/she is good at or what things he/she enjoys doing)



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 | —Employment |
| —Cultural Enrichment | —Community Service |
| —Career Exploration | —Legal Assistance |
| —Other _____ | |



“To Do List” (Goals/Action Steps)

Goal #1

Action Steps	Person Responsible	Projected Due Date	Actual Completion Date
--------------	--------------------	--------------------	------------------------

1.

2.

3.

___ Incentive Date Received _____ Youth Signature _____

Goal #2

Action Steps	Person Responsible	Projected Due Date	Actual Completion Date
--------------	--------------------	--------------------	------------------------

1.

2.

3.

___ Incentive Date Received _____ Youth Signature _____



Goal #3

Action Steps	Person Responsible	Projected Due Date	Actual Completion Date
--------------	--------------------	--------------------	------------------------

1.

2.

3.

__ Incentive Date Received _____ Youth Signature _____

Goal #4

Action Steps	Person Responsible	Projected Due Date	Actual Completion Date
--------------	--------------------	--------------------	------------------------

1.

2.

3.

__ Incentive Date Received _____ Youth Signature _____



Goal #5

Action Steps	Person Responsible	Projected Due Date	Actual Completion Date
--------------	--------------------	--------------------	------------------------

1.			
----	--	--	--

2.			
----	--	--	--

3.			
----	--	--	--

Incentive Date Received _____ Youth Signature _____

Signature of Youth	Date	Signature of Service	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)



APPENDIX D



FOLLOW-UP & REPORTING



FOLLOW-UP AND REPORTING REQUIREMENTS FOR WORKFORCE INVESTMENT ACT (WIA) 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, etc. 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; and
- 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) 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 you 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

<u>Older Youth – 19-21 at entry</u>	<u>Younger Youth – 14-18 at entry</u>
Entered Employment Rate	Skill Attainment Rate
Employment Retention Rate	Diploma or Equivalent
Retention Rate	Attainment Rate
Earnings Change	Credential Rate

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

	Complete A Police Or Firefighter Training Program
	Complete A Pre-Apprenticeship Training Program
	Complete An Occupational Skills Training Course Or Program
	Complete Appropriate Soft Skills Training Program
	Complete Arts Internship Program
	Complete Computer Literacy Training Program
	Complete JRT Program
	Complete Subsidized Summer Or Year-Round Employment
	Complete Training In A Specific Construction Trade Program
	Obtain Unsubsidized Part-Time Employment For A Minimum Of (1) Month
	Advance One Grade Level In Reading/ Proficiency
	Advance One Grade Level Of Math Studies
	Complete ACT/SAT Exam
	Complete ACT/SAT Prep Program
	Complete Appropriate Tutorial Goals
	Complete GED Prep Program
	Completing college applications
	Complete study skills training
	Pass High School Proficiency Tests
	Raise GPA By 0.25
	Remain In/Return To School And Successfully Complete The Next Grade
	Complete a Rehabilitation Program for Substance Abuse
	Complete Appropriate Life Skills Program
	Complete Appropriate Mental Health Counseling/Program
	Comply With And Complete Probation Requirements
	Demonstrate Coaching Skills By Acting As A Mentor, Tutor Or Returning Alumni
	Demonstrate Community Commitment By Performing Community Services
	Demonstrate Leadership Skills By Leading a Group Activity
	Demonstrate Problem Solving Skills By Arranging for Childcare and Transportation
	Demonstrate Self-Development Skills By Entering an Art Contest
	Demonstrate Teamwork Skills by Joining and Finishing the Season on a Local Basketball Team
	Obtain Driver's License
	Resolve Child Care/Parenting Issues
	Resolve Existing Civil Fines/Penalties
	Resolve Health Care Issues
	Resolve Lack Of Suitable Housing/Transportation



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.

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 five- 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:

- Return to school, obtain a high school diploma or GED 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.

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.

Offencer: _____

Date of Current Rating: _____

Most Serious Present Adj. Offense: _____

Date of Disposition: _____

<u>1. Age at First Adjudication</u>	<u>Score</u>
Age 12 or younger (10)	_____
Age 13	(07)
Age 14	(05)
Age 15 or older	(02)
Not Adjudicated	(00)
<u>2. Severity of Present Adjudicated Offense</u>	
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)
<u>3. Most Serious Prior Adjudicated Offense</u>	
High Severity (see above)	_____ (05)
Moderate Severity (see above)	(03)
Low Severity (see above)	(01)
No Prior Adjudicated Offense Record	(00)



4.	<u>Number of Prior Adjudications</u>		
	Four of more Felony adjudications	_____	(10)
	Three Felony or Four of more Misdemeanor Offenses		(05)
	Two Felony grade offenses or Three misdemeanor Offenses		(03)
	One Felony or Two Misdemeanors/FINS adjudications		(01)
	One Prior Misdemeanor or one Prior FINS or No Prior Adj.		(00)
5.	<u>History of Probation or Parole Supervision or DPS&C Custody</u>		
	Current	_____	(02)
	Within 12 months		(01)
	No Prior History of Supervision or Custody		(00)
6.	<u>Number of Out-of-Home Placements</u>		
	Non Secure/Non-Secure	_____	(03)
	One or More/One or Two		(02)
	Three or more		(02)
	No Prior Out-of-Home Placements(s)		(00)
7.	<u>Prior Escapes or Runaways</u>		
	From a Secure facility (more than once)	_____	(03)
	From a Secure facility (1) or Non-Secure (2 or more)		(02)
	From a Non-secure facility (1)		(01)
	No Prior Escapes or Runaways		(00)
8.	<u>History of Mental Health Problems</u>		
	History of dysfunction	_____	(02)
	Functional, with meds/treatment		(01)
	No prior treatment		(00)
9.	<u>History of Drug/Alcohol Abuse</u>		
	Multiple drug use	_____	(02)
	Single drug use		(01)
	None		(00)

TOTAL SCORE: _____

Supervision Level based on above score:

<u>Level</u>	<u>Assessment</u>
Red	12 and above
Yellow	11 and lower
Green	Never Adjudicated



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 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



JUVENILE JUSTICE EDUCATION OUTCOMES TRACKING CHART	December 2005	January 2006	February 2006	March 2006	April 2006	May 2006	June 2006
Number of participants enrolled in JJ Program (total - month)							
Number of OSY participants in JJ Program							
Number of OSY participants with a high school diploma or GED							
Number of OSY participants without a high school diploma or GED							
Number of OSY with validated exceptionalities							
Number of OSY enrolled in GED program							
Number of OSY enrolled in GED program who met attendance requirements							
Number of OSY in GED program who made satisfactory academic progress							
Number of OSY without a diploma or GED and not enrolled in any educational program							
Number of OSY who attained GED during month							
Number of ISY participants attending public/ private schools							
Number of ISY with validated exceptionalities							
Number of ISY promoted to higher grade							
Number of ISY attained high school diploma during month							
Number of ISY suspended or expelled during the month							
High School Diploma/GED Attainment Rate (Program to Date)							



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?

Additional Resources

The following articles and web sites provide additional information on route counseling/case management services and effective program services for youthful offenders:

- *Reintegrating High Risk Juvenile Offenders into Communities: Experiences and Perspectives* by David M. Altschuler and Troy L. Armstrong. Corrections Management Quarterly, 2001,5,(3), 72-78
- *Reintegration, Supervised Release and Intensive Aftercare* by David Altschuler, Troy Armstrong, and MacEnzie. US Department of Justice, Office of Juvenile Justice and Delinquency Prevention. June/July Bulletin, July, 1999
- *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. www.nyec.org
- Connecting Juvenile Offenders to Education and Employment.

PERFORMANCE ENHANCEMENT PROJECT

ENHANCING PERFORMANCE MEASURES FOR OLDER AND YOUNGER YOUTH

WIA YOUTH PERFORMANCE MEASURES

Younger Youth (14-18 at registration)	Definition	Timing Requirements for Attainment	Exclusions
Skill Attainment	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.	1) Within 12 months of setting the goal AND; 2) Before customer exits.	1) Out of school youth not in need of basic skills, occupational skills and work readiness skills.
Diploma Attainment	Percentage of customers who attained a secondary school diploma or equivalent during the program or soon after exit.	During program participation through 1 st quarter (1-6 months) after exit.	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 1 st quarter after exit, the customer receives credit for attaining the measure).
Retention	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.	During 3 rd quarter (6-12 mos) after exit.	1) Youth in secondary school at 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.


Entered Employment Rate	The percentage of customers who are employed soon after exit.	During 1st quarter (1-6 mos) after exit.	<ol style="list-style-type: none"> 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 3 rd quarter (6-12 mos) after exit.	<ol style="list-style-type: none"> 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 2 nd and 3 rd quarters before program registration with 2 nd and 3 rd quarters after exit.	<ol style="list-style-type: none"> 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	<p>Customers who</p> <ol style="list-style-type: none"> 1) Were employed or in advanced training or postsecondary education AND 2) Received a credential. <p>** Not employed or in postsecondary education or advanced training in 1st quarter after exit means this measure is not attained.</p>	<ol style="list-style-type: none"> 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.

EMPLOYMENT AND TRAINING ADMINISTRATION ADVISORY SYSTEM U.S. DEPARTMENT OF LABOR Washington, D.C. 20210	CLASSIFICATION ETA-Performance Accountability System
	CORRESPONDENCE SYMBOL OWI - PROTECH
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TRAINING AND EMPLOYMENT GUIDANCE LETTER NO. 17-05

TO: ALL STATE WORKFORCE AGENCIES
 ALL STATE WORKFORCE LIAISONS
 ALL STATE TRADE COORDINATORS

FROM: EMILY STOVER DeROCCO
 Assistant Secretary 

SUBJECT: Common Measures Policy for the Employment and Training Administration's (ETA) Performance Accountability System and Related Performance Issues

- Purpose.** The intent of this guidance is to replace existing guidance with a single, unified Department of Labor guidance document on the common measures and WIA Section 136 performance accountability system. This guidance sets forth one set of measures to be used for both common measures reporting purposes and WIA Section 136 performance accountability purposes (with certain exceptions). The methodology for applying these measures is set forth in Section 5 of this guidance.

Under this guidance, all states and direct grantees of Department of Labor employment and training programs must collect and report information on all participants as described in Section 6. This information will be used to assess the performance of states and grantees under the common measures. In addition, these measures will be used to assess performance under WIA Section 136, with the following exceptions:

- WIA adult and dislocated worker participants who only receive self-service or informational activities are excluded from performance calculations for WIA Section 136 purposes. Guidance on identifying such participants is set forth in Section 8 of this document.

RESCISSIONS TEGL 7-99; TEGL 6-00; TEGL 6-00 change 1; TEGL 28-04;	EXPIRATION DATE Continuing
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- Programs serving WIA youth participants will be subject to common measures and will also be subject to the WIA Section 136 youth measures. The indicators of performance for the WIA Youth program continue to be the seven statutory youth measures until WIA is reauthorized. Guidance on these measures is set forth in Attachment D of this guidance.

More specifically, this Training and Employment Guidance Letter (TEGL):

- A. Rescinds and replaces Training and Employment Guidance Letter No. 28-04, Common Measures Policy; Training and Employment Guidance Letter No. 7-99, Core and Customer Satisfaction Measures for the Workforce Investment System; Training and Employment Guidance Letter No. 6-00, Guidance on Obtaining Customer Satisfaction Results for Participants and Employer Receiving Services Under Title I of the Workforce Investment Act; and Training and Employment Guidance Letter No. 6-00, Change 1, Changes to Guidance on Capturing Customer Satisfaction Results for Participants and Employers Receiving Services Under Title I of the Workforce Investment Act.
- B. Provides revised guidance on common measures policy for ETA and Veterans' Employment and Training Service (VETS) workforce programs and clarifies reporting requirements for the WIA, Wagner-Peyser Act, Veterans' Employment and Training Service, and Trade Adjustment Assistance programs in response to the Federal Register Notice published on July 13, 2005 (Vol. 70, No. 133). Such guidance:
 - Modifies and broadens the common measures definition of "participant" to include any individual who has been determined eligible and has received a program-funded service either at a physical location or remotely via electronic technologies;
 - Provides additional guidance to clarify the point when program participation commences and terminates; and
 - Modifies the methodology for calculating the Adult Earnings measure by removing the use of pre-program earnings in the calculation and, instead, focusing on the average earnings achieved over a 6-month period following program participation for those retained in employment.
- C. Provides revised guidance and clarification on the performance accountability system under state formula-funded programs, e.g., clarifies when participants are counted and when they are excluded from WIA Adult and Dislocated Worker performance calculations by distinguishing self-service and informational activities that are staff-assisted from other core services;

2. **References.** President's Management Agenda, http://www.whitehouse.gov/omb/budintegration/pma_index.html; Office of Management and Budget (OMB) Director's Memorandum M-02-06, <http://www.whitehouse.gov/omb/budintegration/common.html>
3. **Policy Objective.** Common measures are an integral part of ETA's performance accountability system. The value of implementing common measures is the ability to describe in a similar manner the core purposes of the workforce system: how many people found jobs; did they stay employed; and what did they earn. Multiple sets of performance measures have burdened states and grantees, as they are required to report performance outcomes based on varying definitions and methodologies. By minimizing the different reporting and performance requirements, common performance measures can facilitate the integration of service delivery, reduce barriers to cooperation among programs, and enhance the ability to assess the effectiveness and impact of the workforce investment system.

The workforce investment system is transforming into a demand-driven system with strategic investments in workforce solutions that result in more individuals being trained for highly skilled jobs in high-growth, high-demand industries. The performance accountability system, with common measures at its core, needs to be aligned with the specific demand-driven strategies identified at both the state and local levels. Demand-driven strategies may require unique approaches to training and service delivery. For example, depending on the specific skills and credentials identified as necessary by industry, training may be shorter and targeted in some instances and longer term in others. In all cases, the workforce investment system continues to focus on connecting employers with skilled workers, and connecting workers with good jobs, as reflected in the common performance measures. To minimize burden on states and local areas as ETA programs are reauthorized, ETA will work to ensure that the common measures are consistent with the statutory performance measures.

Please note that these measures provide only part of the information necessary to oversee the workforce investment system effectively. ETA will continue to collect from states and grantees data on spending, program activities, participants, and outcomes that are necessary for program management and to convey full and accurate information on the performance of workforce programs to policy-makers and stakeholders.

4. **Background.** ETA's statutory and regulatory authority to administer job training and employment programs includes provisions allowing for the requirement of performance reporting from states and grantees. In 2001, the President announced a Management Agenda to improve the management and performance of the Federal government. One of the five government-wide goals – budget and

performance integration – emphasizes program effectiveness. As part of the President’s budget and performance integration initiative, OMB and other federal agencies developed a set of common measures for programs with similar goals. OMB Director’s Memorandum M-02-06 and subsequent OMB documents outline broad indicators of performance for job training and employment programs.

Programs administered by the U.S. Departments of Labor, Education, Health and Human Services, Veterans Affairs, Interior, and Housing and Urban Development will implement common measures. Attachment E contains a list of federal programs outside of ETA impacted by the common measures. It is important to note that this policy guidance applies to Department of Labor programs only.

In March 2005, ETA announced its intent to implement a set of common measures on July 1, 2005 for several workforce programs (See TEGL No. 18-04). ETA implemented these measures by revising the reporting requirements for the WIA Title IB, Wagner-Peyser Act, Jobs for Veterans Act, and Trade Adjustment Assistance programs.

Based on review of the public comments received in response to the Federal Register Notice published on July 13, 2005 (Vol. 70, No. 133) regarding final revisions for these programs, ETA is modifying and clarifying its common measures and performance accountability policies. Common measures and performance accountability are closely intertwined, as one set of measures is used for both common measures reporting purposes and WIA Section 136 performance accountability purposes. However, while all participants (as defined in Section 5.A) are included in common measures reporting, only those participants receiving services beyond self-service and informational activities are included in WIA Adult and Dislocated Worker performance calculations (as discussed in Section 8). In general, these modifications are effective upon the publication of this TEGL, unless otherwise noted.

A. Common Measures

To more fully measure and report to Congress, stakeholders, the public, and other interested parties on how the public workforce investment system is meeting the needs of business and the workforce and contributing to economic growth, ETA has modified and broadened the common measures definition of “participant” to include any individual who has been determined eligible and has received a program-funded service either at a physical location or remotely via electronic technologies (see Section 5.A.).

To address public comments received and ensure consistent implementation of its reporting policies, ETA has made the following adjustments to the common measures policy:

1. Modified the methodology for calculating the Adult Earnings measure by removing the use of pre-program earnings in the calculation and, instead, focusing on the average earnings achieved over a 6-month period following program participation for those who were retained in employment (see Section 5.B.).
2. Clarified that the date of first youth program service will be the date on which the one-year timeframe for measuring achievement of literacy/ numeracy gains will commence (see Section 5.C.).
3. Defined the point of participation for common measures reporting and specified activities and/or services that do not cause participation to commence or cause an extension of the point of exit from the program (see Sections 6.A. and 6.B.).
4. Clarified that the phrase “a determination of eligibility” does not apply to individuals who receive core services in a self-help, facilitated-self help or staff-assisted modality funded by the Wagner-Peyser Act (see Sections 6.A.).
5. Clarified that individuals who are age 18 or older and receive only WIA-funded self-service or informational activities are to be counted as participants under the WIA Adult program (see Section 6.A.).
6. Provided additional clarification on circumstances that trigger a gap in service (see Section 6.B.).
7. Provided additional information on the exclusion of some participants from common measures (see Section 6.C.).

Three common measures apply to programs serving adults and three common measures apply to programs serving youth:

Adult Measures

- Entered Employment
- Employment Retention
- Average Earnings

Youth Measures

- Placement in Employment or Education
- Attainment of a Degree or Certificate
- Literacy and Numeracy Gains

Although program efficiency was identified as a common measure for Federal job training and employment programs in earlier policy guidance, states and direct grantees will not be required to report on this measure at this time. Instead, ETA will study and discuss with its partners how best to measure efficiency and return on investment in an integrated system where multiple programs contribute to results.

B. Performance Accountability

This TEGL provides additional guidance to clarify which participants are covered and which participants are excluded under WIA performance calculations to reduce inconsistencies in reporting among the states by distinguishing self-service and informational activities from the remaining core services (see Section 8 and Attachment D).

The remaining sections of this guidance can be found on the following pages:

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5. ETA's Common Measures Policy

Workforce programs administered by ETA and VETS are subject to the common measures policy. Designation that a program is subject to the adult and/or youth measures will be implemented through modifications to each program's reporting and recordkeeping system. This, however, does not impact the existing eligibility requirements of the program.

Please note: ETA has adopted the common measures methodology for the calculation of the entered employment, employment retention, and earnings measurement in the WIA performance accountability system for WIA Adult, Dislocated Worker, and Youth programs and for the Trade Act, Jobs for Veterans Act (38 USC 4102A(f)), and Wagner-Peyser Act program performance measures. Exclusion from the WIA performance accountability system of adult and dislocated worker program participants who receive only self-service and informational

activities is discussed in Section 8 of this TEGL. In addition, indicators of performance for the WIA Youth program continue to be the seven statutory youth measures. States will be held accountable for these seven measures until WIA is reauthorized. See attachment D for a discussion of the WIA Title IB core performance indicators.

A. Introduction to Common Measures Methodologies

The methodologies of the common measures are written as an equation, clearly identifying who is in the numerator and who is in the denominator. In cases where there are conditions that apply to both the numerator and denominator, the condition is represented in italics at the beginning of the measure. For example, the adult entered employment rate is defined as:

Of those who are not employed at the date of participation:

The number of adults who are employed in the first quarter after the exit quarter divided by the number of adults who exit during the quarter.

The condition “of those not employed at the date of participation” applies to both the numerator and denominator as follows: the number of adults who *are not employed at the date of participation* and are employed in the first quarter after the exit quarter divided by the number of adults who *are not employed at the date of participation* and exit during the quarter. In addition, the phrase “who exit during the quarter” is used frequently in the denominators of the measures. This phrase has the same meaning as the term “exit quarter” used in some of the numerators.

B. Adult Measures

1. Entered Employment

Methodology:

Of those who are not employed at the date of participation:

The number of adult participants who are employed in the first quarter after the exit quarter divided by the number of adult participants who exit during the quarter.

Operational Parameters:

- Individuals who are employed at the date of participation are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Individuals who, although employed at the date of participation, have either received a notice of termination of employment or whose

employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or who are transitioning service members are considered not employed at the date of participation and are included in the performance measure.

- Employment at the date of participation is based on information collected from the individual, not from wage records.

Discussion:

This measure provides an assessment of program impact in increasing employment for those who were not employed. ETA recognizes concerns related to the exclusion of individuals who are employed at the date of participation from this measure. However, including individuals with jobs at program entry is not fully consistent with the concept of an entered employment indicator. Positive impacts of services provided to incumbent workers and underemployed individuals can be demonstrated in both the retention and earnings measures.

2. Employment Retention

Methodology:

Of those who are employed in the first quarter after the exit quarter:

The number of adult participants who are employed in both the second and third quarters after the exit quarter divided by the number of adult participants who exit during the quarter.

Operational Parameters:

- This measure includes only those who are employed in the first quarter after the exit quarter (regardless of their employment status at participation).
- Individuals who are not employed in the first quarter after the exit quarter are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment in the first, second, and third quarters after the exit quarter does not have to be with the same employer.

Discussion:

By defining a positive outcome as employment in the first, second, and third quarters after the quarter of exit, the measure approximates retention for at least six months following participation in the program. However, a positive outcome on the retention measure does not necessarily indicate continuous employment with the same employer.

3. Average Earnings

This methodology for calculating the Average Earnings measure will become effective July 1, 2006.

Methodology:

Of those adult participants who are employed in the first, second, and third quarters after the exit quarter:

Total earnings in the second quarter plus total earnings in the third quarter after the exit quarter divided by the number of adult participants who exit during the quarter.

Operational Parameters:

- To ensure comparability of this measure on a national level, wage records will be the only data source for this measure. Acceptable wage record sources are a state's Unemployment Insurance wage records, federal employment wage records, military employment wage records, and other administrative wage records.
- Individuals whose employment in either the first, second, or third quarters after the exit quarter was determined solely from supplementary sources, and not from wage records, are excluded from the measure.

Discussion:

ETA is implementing a new methodology for calculating the average earnings measure for Program Year (PY) 2006. A number of states have expressed concern about the existing methodology for the earnings measure as previously defined, citing it as a disincentive to serving people with previous work experience, especially those with higher wages. The earlier definition focused on a comparison of pre-program and post-program earnings; the outcomes reflected more of the previous earnings history of the people served rather than the program's intervention. This limited its usefulness as a measure of a program's performance.

In response, the revised adult earnings measure looks at wages over six months of those exiters who are working in the 1st, 2nd, and 3rd quarters after exit. ETA believes this earnings measure is more straightforward than the previous approach, and the results will be easier to understand and explain to stakeholders than measures that compare the percentages or rates of pre-program and post-program earnings or changes in post-program earnings. By excluding the pre-program measurement point, agencies can develop more realistic and meaningful targets for the earnings measure, since programs do not have control over the pre-program earnings of the individuals they serve.

ETA will continue to collect the pre-program earnings, as well as other information on participants, and supplement this measure with data on earnings increase when describing program outcomes.

SPECIAL NOTE: Currently, mechanisms are not in place to provide access to wage records for all grantees operating ETA national or discretionary grant programs, including, but not limited to, programs such as the Migrant and Seasonal Farm Workers, Indian and Native American, and Senior Community Service Employment programs. For these grantees, supplemental sources of data will be permitted as an interim means of reporting on the earnings measure until all grantees in a program have access to wage records. Any adjustments necessary for the implementation of this measure using supplemental information as the data source will be addressed in separate program guidance.

C. Youth Measures

1. Placement in Employment or Education

Methodology:

Of those who are not in post-secondary education or employment (including the military) at the date of participation:

The number of youth participants who are in employment (including the military) or enrolled in post-secondary education and/or advanced training/occupational skills training in the first quarter after the exit quarter divided by the number of youth participants who exit during the quarter.

Operational Parameters:

- Individuals who are in post-secondary education or employment at the date of participation are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment and education status at the date of participation are based on information collected from the individual.
- Individuals in secondary school at exit will be included in this measure.

Discussion:

Participants who enter ETA-funded youth programs while already in post-secondary education, employment, or the military have achieved the desired outcome under this measure. Thus, these individuals are excluded from this

measure. Successfully returning young people to school or alternative education is desirable, but secondary school enrollment does not qualify as a placement under this measure. Individuals in secondary school at exit are included in this measure. This policy is consistent with ETA's vision to ensure youth successfully complete their secondary education, which will ultimately lead to better long-term success in the workforce.

2. Attainment of a Degree or Certificate

Methodology:

Of those enrolled in education (at the date of participation or at any point during the program):

The number of youth participants who attain a diploma, GED, or certificate by the end of the third quarter after the exit quarter divided by the number of youth participants who exit during the quarter.

Operational Parameters:

- Education refers to participation in secondary school, post-secondary school, adult education programs, or any other organized program of study leading to a degree or certificate.
- Individuals in secondary school at exit will be included in this measure.
- The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma. This TEGL clarifies that the term diploma also includes post-secondary degrees including Associate's Degrees (AA and AS) and Bachelor's Degrees (BA and BS).
- Diplomas, GEDs, or certificates can be obtained while a person is still receiving services or at any point by the end of the third quarter after the exit quarter.
- Work readiness certificates will not be accepted under this measure.

Discussion:

Individuals in secondary school at exit are included in this measure. This policy is consistent with ETA's vision to ensure youth successfully complete their secondary education, which will ultimately lead to better long-term success in the workforce.

ETA recognizes that work readiness skills are a valued skill set that will lead to successful employment and retention and encourages programs to continue to provide work readiness skills. However, the focus of the certificate measure is attainment of measurable technical or occupational skills, rather than work readiness skills. Although there are currently work

readiness certificates developed or in development, these certificates focus primarily on basic skills, which are covered under the literacy/numeracy measure. It would be duplicative to include the attainment of basic skills under this measure.

3. Literacy and Numeracy Gains

Methodology:

Of those out-of-school youth who are basic skills deficient:

The number of youth participants who increase one or more educational functioning levels divided by the number of participants who have completed a year in the youth program (i.e., one year from the date of first youth program service) **plus** the number of participants who exit before completing a year in the youth program.

Operational Parameters:

- In-school youth are excluded from this measure. (Note: determination of in-school or out-of-school status is only made at point of program participation.)
- It is allowable to use pre-tests that are administered up to six months prior to the date of first WIA youth service, if such pre-test scores are available. If prior pre-tests are not available, administration of the pre-test must occur within 60 days following the date of first youth program service.
- This measure is based on “date of first youth program service” rather than date of participation because date of participation is defined as the earliest date of service from any program if a participant receives services from multiple programs. It is possible for the participation date of a youth to be prior to the date of first WIA youth service if such a youth was served earlier by a different program. Therefore, date of first WIA youth service is used to ensure that this measure is based on a “youth participation date” rather than the initial participation date.
- Individuals who are determined not to be basic skills deficient based on pre-test results are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- When administering assessment tools, individuals with disabilities (as defined in 29 CFR Part 37.4) should be accommodated according to: (1) Section 188 of WIA: 29 CFR Part 37, Section 504 of the Rehabilitation Act of 1973, and Title H of the Americans with Disabilities Act, (2) guidelines associated with the assessment tool used to determine functioning levels, or (3) state law or policies. Further guidance can be found in this section under *Testing Youth with Disabilities*.

- The measure includes individuals who are given an initial assessment but, either: (1) do not post-test before exiting the program, or (2) exit before completing a year in the youth program (i.e., one year from the date of first youth program service).
- To be included in the numerator, a participant must demonstrate on a post-test that he/she has advanced one or more educational functioning levels beyond the level in which he/she was initially placed at pre-test within one year from the date of first youth program service. (Note: the one-year time period is from date of first youth program service, not date of pre-test.)
- All out-of-school youth must be assessed in basic reading/writing and math.

Discussion:

The literacy and numeracy gains indicator measures the increase in skills of participants through a common assessment tool administered at program entry and regular intervals thereafter. Youth participants for whom the goal of literacy and/or numeracy gains is most appropriate are those with basic skills deficiencies. Participants who are not basic skills deficient cannot achieve a positive outcome because they have attained basic literacy and numeracy. Exclusion of individuals who are not basic skills deficient focuses the measure on the participants with the greatest need for remediation, and minimizes the burden of testing individuals who, by virtue of their existing skill level, will not achieve a positive outcome under this measure.

In-school youth already undergo a number of assessments within the school system in order to comply with state standards of learning and, in many states, graduation exams. Requiring in-school youth to receive further academic assessments outside of the school system is redundant since it is the responsibility of local school districts to ensure proper academic assessment of in-school youth. Therefore, in-school youth are excluded from this measure.

Under a normal distribution of pre-test scores, most participants' scores will place the individuals in a range indicating they have completed some of the skills in that particular educational functioning level. Therefore, for a majority of participants, a positive outcome for this measure (i.e., completion of one educational functioning level and an increase to the next level) is not likely to require the equivalent of completing two grade levels, but will average to the equivalent of one grade level.

National Reporting System (NRS):

- To maintain consistency with the implementation of the common measures by the Department of Education (ED), ETA is adopting policies for the ED outcome measure of educational gain, as outlined in the NRS. The NRS was developed by the Department of Education's Division of Adult Education and Literacy for implementation of an accountability system for federally-funded adult education programs under WIA Title II.

Educational Functioning Levels:

- Unless a previous assessment was conducted within six months prior to participation, programs must assess participants at intake or within 60 days following the date of first youth program service to determine their initial educational functioning level. 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. ABE levels roughly equate to two grade levels. Further guidance on the educational functioning level descriptors can be found in Attachment C.
- Each ABE and ESL level describes a set of skills and competencies that students entering at that level demonstrate in the areas of reading, writing, numeracy, speaking, listening, functional, and workplace skills. These descriptors provide guidelines for placing participants in educational functioning levels, based on performance on standardized tests. After a participant has completed a uniform, standardized assessment procedure, programs use these descriptors to determine the appropriate initial ABE or ESL level in which to place students.
- If a participant is functioning at different levels in reading, writing, numeracy, speaking, listening, functional, and workplace areas, the individual is placed in different ABE and ESL levels across the functioning areas. In the post-test assessment, if the participant demonstrates an increase to the next functioning level in any of the areas – reading, writing, numeracy, speaking, listening, functional, and workplace areas – he/she has made an educational gain and should be included in the numerator. For example, an individual is placed in the Beginning Basic Education level (the second ABE level) in math and the Low Intermediate Basic Education level (the third ABE level) in reading at pre-testing. The individual achieves an educational gain if he/she places in either the third ABE level in math or the fourth ABE level in reading at post-testing.

Assessment Tool:

- To measure the increase in skills of individuals, programs must use an assessment procedure comprised of a standardized test or a performance assessment with standardized scoring protocols that crosswalk directly to the NRS educational functioning levels. Therefore, programs must use one of the assessment tools listed in Attachment C or submit a request to the Department of Labor to use an assessment tool not listed in Attachment C.
- States, grantees, or contractors are not required to use the same assessment tool throughout their jurisdictions. However, programs must adhere to the following in choosing an assessment tool:
 1. The same assessment tool is administered to the participant for pre-testing and post-testing;
 2. The assessment tool and its scores must crosswalk directly to the educational functioning levels so that educational gains can be reported in terms of increase in one or more ABE or ESL levels; and
 3. Tests must be administered in a standardized manner throughout the jurisdiction (i.e., used consistently and reliably across programs and produce observable results).
- Tests must be administered to individuals with disabilities (as defined in 29 CFR 37.4) with reasonable accommodations, as appropriate (see additional guidance under *Testing Youth with Disabilities*).
- The NRS provides test benchmarks for educational functioning levels (see Attachment C). The benchmarks are provided as examples of how students functioning at each level would perform on the tests.

Testing Interval:

- Participants identified as basic skills deficient must be post-tested at least once by the end of year one following the individual's date of first youth program service.
- For participants who have completed one year following the date of first youth program service, if more than one assessment is administered after the initial test, the latest assessment within one year of first youth program service should be used to determine if the participant has demonstrated an increase in at least one educational functioning level.
- Individuals who remain basic skills deficient and continue to participate after completing a full year in the program, including pre-test and post-test, must continue to receive basic skills remediation services. These participants must be included in the measure for the first year of participation. They are not included again in the measure until they have completed a second full year in the program. At the completion of the second year, these participants must be included in the measure using the latest post-test score during the second year. To determine an

increase of one or more levels, the participant's latest post-test score from the second year in the program must be compared to the score from the test that was administered at the latest point during the first year. If an individual remains basic skills deficient following the second year of the program, that individual must be included in the measure a third time if they complete a third full year in the program. This rule applies for the entire time they are in the program.

Testing Youth with Disabilities:

When administering assessment tools, individuals with disabilities are to be provided with reasonable accommodations, as appropriate, according to:

1. Section 188 of the WIA (implementing regulations at 29 CFR Part 37), Section 504 of the Rehabilitation Act of 1973 (DOL implementing regulations at 29 CFR Part 32), and Title II of the Americans with Disabilities Act, if applicable (implementing regulations at 28 CFR Part 35) taking into consideration;
2. Guidelines associated with the assessment test; and
3. State laws or policy.

Regulations implementing WIA Section 188, found at 29 CFR Part 37, provide a general definition of "reasonable accommodation" for individuals with disabilities. In essence, such accommodations are "[m]odifications or adjustments," made on a case-by-case basis, "that enable a qualified individual with a disability . . . to receive aid, benefits, services, or training equal to that provided to qualified individuals without disabilities." (See 29 CFR Part 37.4, definition of "reasonable accommodation.") In the assessment context, therefore, accommodations are changes that are made to the materials or procedures used for the assessment in order to "level the playing field" to ensure that the assessment tool measures the individual's skills and abilities, and not his or her disabilities. Because youth with disabilities are expected to achieve the same gains as other youth, it is critically important that appropriate accommodations be provided for the assessment process, to ensure that the gains achieved by these youth can be determined accurately.

Accommodations for the assessment process generally fall into the following categories*:

1. Changes to the methods of **Presentation** of the test used as an assessment tool: e.g., providing Braille versions of the test, or orally reading the directions or test questions to test-takers;
2. Changes to the methods of **Response** to the test questions: e.g., having the test-taker point to a response or use a computer for responding;

3. Changes to the **Setting** in which the test is provided: e.g., permitting the test to be taken at home, or in small groups, rather than in a large-group or institutional setting; and
4. Changes to the **Timing/Scheduling** of the test: e.g., extending the amount of time generally provided for completion of the test, permitting frequent breaks, etc.

*Thurlow, M., House, A., Boys, C., Scott, D., & Ysseldyke, J. (2000). *State Participation and Accommodation Policies for Students with Disabilities: 1999 update* (Synthesis Report No. 33). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved on 04/01/2005 at the following Web site:
<http://education.umn.edu/NCEO/OnlinePubs/Synthesis33.html>

ETA fully expects that most youth with disabilities can, and should, be assessed using tests that specifically crosswalk to educational functioning levels, using accommodations where needed. ETA also recognizes that in very limited instances, use of these testing instruments, even with appropriate accommodations, may not provide a valid or reliable evaluation of the literacy and numeracy skills of a youth with one or more disabilities. These instances may arise because of the nature or extent of a particular individual's disability, and/or because of limitations in the testing instruments themselves. In those rare instances, service providers and grant recipients may use alternate assessment tools to measure gains in numeracy and literacy for youth with disabilities, if those alternate tools have been deemed by an individual state to provide valid and reliable indicators of information that are comparable to the information provided through the educational functioning levels. Such alternate tools may include, but are not limited to: (1) portfolio assessments; (2) one-on-one performance assessments; and (3) alternative standardized tests. Each state should identify at least one alternative assessment tool that can be used in such situations. If such alternative assessment tools are used, the state should determine, based on the type of assessment, what constitutes a successful gain for the literacy/numeracy measure.

It is advisable that youth professionals receive specific guidance and training in the administration of alternate assessments to youth with disabilities to ensure they have the necessary skills and knowledge to appropriately administer the tests and accurately interpret results.

6. Program Participation and Exit under Common Measures

A. Point of Participation for Common Measures Reporting

1. *What is the definition of a participant?*

A participant is an individual who is determined eligible to participate in the program and receives a service funded by the program in either a physical location (One-Stop Career Center or affiliate site) or remotely through electronic technologies.

2. *When does program participation occur?*

Following a determination of eligibility (if required), participation in a program commences when the individual begins receiving a service funded by the program. This phrase has the same meaning as the “date of participation” used in some of the measures. If the participant receives services from multiple programs, then states and grantees may use the earliest date of service as the “date of participation” when reporting on the measures in each program.

Operational Parameters:

- Criteria that are used to determine whether an individual is eligible to participate will be based on the eligibility guidelines for the program.
- The phrase “determined eligible to participate in the program” under WIA does not apply to individuals who receive core services in a self-service, facilitated self-help, or staff-assisted modality funded by the Wagner-Peyser Act. These individuals are considered participants and are included in the Wagner-Peyser Act performance accountability system.
- Individuals who are age 18 or older who only receive WIA-funded self-service or informational activities are to be counted as participants under the WIA Adult program. Their treatment under the WIA performance accountability system is covered in Section 8 of this TEGL.
- Individuals eligible to participate in the WIA Dislocated Worker program who only receive WIA-funded core services, including self-service or informational activities, are to be counted as participants under the WIA Dislocated Worker program. Their treatment under the WIA performance accountability system is covered in Section 8 of this TEGL.
- An individual may be participating in several programs simultaneously and may be counted as a participant in each of those programs. For example, a customer who accesses information on a computer purchased/leased from one funding stream and who is assisted by an employee who is paid from yet another funding stream may be

considered as a participant in both funding streams, as appropriate, and with consideration to the programs' eligibility definitions.

- Self-directed job search is a service and individuals who use self-directed tools for job search are participants. Please note that self-directed job search alone does not initiate participation in the WIA Youth program.
- In accordance with Section 101(34) of the Workforce Investment Act, receipt of post-employment follow-up services designed to ensure job retention, wage gains, and career progress does not result in the commencement of a participation period.
- Examples of other services and activities that do not commence participation in a program include the following:
 - Determination of eligibility to participate in the program;
 - Caseload management activities of an administrative nature that involve regular contact with the individual or employer to obtain information regarding his/her employment status, educational progress, or need for additional services; and
 - Income maintenance or support payments (e.g., Unemployment Insurance (UI) benefit payments, Temporary Assistance for Needy Families (TANF), other cash assistance, Food Stamps, and subsidized childcare). ETA expects and encourages states to assure that UI claimants will be actively engaged in the search for new employment while they receive UI benefits and that the workforce investment system will provide reemployment services and job search assistance to speed their return to work.
 - Individuals who visit a physical location for reasons other than its intended purpose (e.g., use of restrooms or ask staff for directions) are not participants.

B. Point of Exit for Common Measures Reporting

1. What is the definition of program exit?

The term program exit means a participant has not received a service funded by the program or funded by a partner program for 90 consecutive calendar days, and is not scheduled for future services. The exit date is the last date of service.

Operational Parameters:

- In accordance with Section 101(34) of the Workforce Investment Act, post-employment follow-up services designed to ensure job retention, wage gains, and career progress do not count as a service that would extend the participation period. Such follow-up services that do not extend the period of participation could include, but are not limited to: additional career planning and counseling; contact with the participant's employer,

including assistance with work-related problems that may arise; peer support groups; information about additional educational opportunities; informational mailings; and referral to supportive services available in the community. Although these services should not extend the participation period or delay program exit, states are reminded that these services may have a direct and positive impact on the employment retention and wage gains of participants who enter employment.

- Examples of other activities that do not extend the period of participation or delay program exit include the following:
 - Determination of eligibility to participate in the program;
 - Case management services and any other required administrative case load management activities that involve regular contact with the participant or employer to obtain information regarding the participant's employment status, educational progress, or need for additional services; and
 - Income maintenance or support payments (e.g., Unemployment Insurance (UI) benefit payments, Temporary Assistance for Needy Families (TANF), other cash assistance, Food Stamps, and subsidized childcare). ETA expects and encourages states to assure that UI claimants will be actively engaged in the search for new employment while they receive UI benefits and that the workforce investment system will provide reemployment services and job search assistance to speed their return to work. However, trade readjustment allowances and other needs-related payments funded through the Trade Adjustment Assistance program, WIA, or National Emergency Grants are elements of a training program that delay program exit because these allowances and payments are tied to continuous participation in skills training.
- Many grantees have the capability to track participants across partner programs. At a minimum, these grantees must track participant services across the DOL-funded required One-Stop partner programs until the individual exits all services. Grantees are encouraged to fully integrate Workforce Investment Act programs and services with all of the required and other appropriate partner programs to provide comprehensive business and participant services. ETA also encourages states to develop integrated data and reporting systems to support program integration and shared performance accountability.
- The phrase "and is not scheduled for future services" does not apply to a participant who voluntarily withdraws or drops out of the program. In these circumstances, once a participant has not received any services funded by the program or a partner program for 90 consecutive calendar days, the date of exit is applied retroactively to the last day on which the

individual received a service funded by the program or a partner program.

2. *Are there any exceptions to the definition of exit?*

A participant should not be considered as exited if there is a gap in service of greater than 90 days in one of the following circumstances:

- Delay before the beginning of training;
- Health/medical condition or providing care for a family member with a health/medical condition; and
- Temporary move from the area that prevents the individual from participating in services, including National Guard or other related military service.

A gap in service must be related to one of the three circumstances identified above and last no more than 180 consecutive calendar days from the date of the most recent service to allow time to address the barriers to continued participation. However, grantees may initiate a consecutive gap in service of up to an additional 180 days for the participant that follows the initial 180-day period to resolve the issues that prevent the participant from completing program services that lead to employment. Grantees must document all gaps in service that occur and the reasons for the gaps in service, including the participant's intent to return to complete program services.

3. *When does exit from the program occur?*

Once a participant has not received any services funded by the program or a partner program for 90 consecutive calendar days, has no gap in service, and is not scheduled for future services, the date of exit is applied retroactively to the last day on which the individual received a service funded by the program or a partner program. If the participant receives services from multiple programs, then states and grantees may use the last or most recent date of service as the "date of exit" for use in reporting on the measures in each program.

Discussion:

To encourage service integration and recognize shared contributions toward performance outcomes, workforce programs and, at a minimum, the required DOL funded One-Stop partner programs, should share accountability under the common measures when the participant has exited all services funded by the program or funded by a partner program. Some methods for tracking a participant across programs include specifying services financially assisted by partner programs in the individual's service plans, coordinating service

tracking through integrated data systems or other technologies, and providing coordinated follow-up services to individuals.

C. Exclusions from Common Measures

Occasionally, circumstances arise that are beyond the control of both the participant and the program and are expected to last for an undetermined period beyond 90 days. The intent here is to identify a common list of specific circumstances as to when a participant can be excluded from common measures. A participant in any of the following categories, either at the time of exit or during the three-quarter measurement period following the exit quarter, may be excluded from common measures:

- *Institutionalized* – The participant is residing in an institution or facility providing 24-hour support, such as a prison or hospital, and is expected to remain in that institution for at least 90 days. This reason does not apply to individuals with disabilities (as defined in 29 CFR 37.4) residing in institutions, nursing homes, or other residential environments; individuals participating in the Responsible Reintegration of Youthful Offenders program; and individuals participating in the Prisoner Reentry Initiative.
- *Health/Medical or Family Care* – The participant is receiving medical treatment or providing care for a family member with a health/medical condition that precludes entry into unsubsidized employment or continued participation in the program. This does not include temporary conditions or situations expected to last for less than 90 days.
- *Deceased* -
- *Reserve Forces Called to Active Duty* – The participant is a member of the National Guard or a military Reserve unit and is called to active duty for at least 90 days.
- *Relocated to a Mandated Program* – For youth participants only, the participant is in the foster care system or another mandated (residential or non-residential) program and has moved from the area as part of such a program. This does not include relocation to a Job Corps center.
- *Invalid or Missing Social Security Number* – Because the measures require grantees to match personally identifiable client records with wage and other administrative data in order to obtain outcome information, grantees may exclude from all the measures those participants who do not voluntarily disclose a valid social security number.

7. Data Sources.

This section describes data sources and methods to collect data for the common measures. The data source(s) applicable to each measure are as follows:

PERFORMANCE MEASURE	DATA SOURCE
Adult Measures	
Entered Employment	Wage records and supplemental data sources
Retention	Wage records and supplemental data sources
Average Earnings	Wage records Supplemental data sources (<u>only</u> for grantees that do not have access to wage records)
Youth Measures	
Placement in Employment or Education	Wage records and supplemental data sources for placement in employment and military Administrative records for placement in education or training
Attainment of a Degree or Certificate	Administrative records
Literacy and Numeracy Gains	Assessment instrument

A. Wage Records

To ensure comparability of the common measures on a national level, wage records are the primary data source for the employment-related measures (except as noted in this section).

Unemployment Insurance Wage Records

To the extent it is consistent with state law, UI wage records will be the primary data source for tracking the adult entered employment, retention, and earnings measures and the employment portion of the youth placement in employment or education measure. UI wage records include private sector, non-profit sector, and government employer wage reports such as:

- State government employment records;
- Local government employment records;
- Judicial employment records; and
- Public school employment records.

Additional Wage Records

While most forms of employment in a state's workforce are "covered" and will be in the UI wage records as noted above, certain types of employers and employees are excluded by Federal UI law or are not covered under states' UI laws. States may use record sharing and/or automated record matching with other employment and administrative data sources to determine and document employment and earnings for "uncovered" workers.

Additional wage record data sources include the following:

- Wage Record Interchange System (WRIS)
- U.S. Office of Personnel Management (OPM)
- U.S. Postal Service
- U.S. Department of Defense
- Railroad Retirement System
- State New Hires Registry
- State Department of Revenue or Tax (for individuals who are self-employed, information must be obtained through record-sharing or automated matching of state tax records)

ETA, in collaboration with the Office of Personnel Management, U.S. Postal Service, and the Department of Defense, has created a pilot data exchange system to provide access for all states to federal and military employment wage record information. Updates are available at <http://www.doleta.gov/performance>.

B. Supplemental Sources of Data

Supplemental data will be used for program management purposes and to gain a full understanding of program performance and activities. Although a majority of employment situations will be covered by wage records, certain other types of employment, particularly self-employment, are either excluded from the sources of data identified under Subsection A above or very difficult for grantees to access due to data confidentiality issues (e.g., access to State Department of Revenue or Tax records).

Grantees should not be discouraged from providing entrepreneurial training or assisting the hard-to-serve simply because the subsequent employment is not covered by wage records. Therefore, in order to convey full and accurate information on the employment impact of ETA programs, grantees may use supplemental sources of data to document a participant's entry and retention in employment for those participants not covered by wage records. For grantees

that do not have access to wage records, supplemental sources of data will be permitted as an interim means of reporting on the earnings measure until all grantees in a program have access to wage records.

Allowable sources of supplemental information for tracking employment-related outcomes include case management notes, automated data base systems, One-Stop operating systems' administrative records, surveys of participants, and contacts with employers. All supplemental data and methods must be documented and are subject to audit.

C. Administrative Records

Administrative records will be the data source for the education and training portion of the placement in employment or education measure and the attainment of a degree or certificate measure. All data and methods used to determine placement in education and training or achievement of a degree or certificate must be documented and are subject to audit.

1. Placement in Post-Secondary Education or Advanced Training/ Occupational Skills Training

The following data sources can be used to determine whether participants in youth programs are placed in post-secondary education and/or advanced training/occupational skills training:

- A. Case management notes and surveys of participants to determine if the individual has been placed in post-secondary education and/or advanced training/occupational skills training; or
- B. Record-sharing agreements and/or automated record matching with administrative/other data sources to determine and document that the participant has been placed in post-secondary education and/or advanced training/occupational skills training. These data sources may include:
 - State boards governing community colleges
 - State boards governing universities
 - State education associations
 - Integrated post-secondary or higher education reporting units
 - Training institutions/providers

2. Degree or Certificate

The following data sources can be used to determine whether participants in youth programs attain degrees or certificates:

- A. Case management notes and surveys of participants to determine if the individual has received a degree or certificate; or
- B. Record sharing agreements and/or automated record matching with administrative/other data sources to determine and document that the participant has received a degree or certificate. These data sources may include:
 - State boards of education
 - State boards governing community colleges
 - State boards governing universities
 - State licensing boards for private schools
 - State education associations
 - Integrated post-secondary or higher education reporting units
 - State Department of Professional or Occupational Regulation (possibly other units such as health care administration or specific boards like the “Board of Nursing”)
 - Professional, industry, or employer organizations or product manufacturers or developers
 - Training institutions/providers
 - Adult Basic Education providers (GED/equivalent testing agencies)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Section 1232g; See the Act’s regulations at 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive U.S. Department of Education funds and may restrict access to a participant’s education outcome information. Grantees are encouraged to contact the Department of Education at (202) 260-3887 (voice), or visit the ED.gov Web site at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html> for further assistance.

8. Distinctions between Reporting under the WIA Performance Accountability System and Reporting under Common Measures

One of the purposes for the introduction of common measures was to more accurately reflect the true number of individuals who benefit from the One-Stop system. ETA recognizes that states are dedicating significant resources to ensuring that services (including core self-service and informational activities) are available to remote customers who access the workforce investment system via electronic technologies. ETA intends to provide Congress, the public and other interested stakeholders with more complete and accurate information on participation levels and types of services being provided through the nation’s workforce investment system, including data on customers who access services via electronic

technologies. However, confusion still exists as to when an individual receiving a program-funded service must be included in performance calculations. This confusion has resulted in a significant undercount of the number of individuals who benefit from funded services, as well as a distorted view of system outcomes, efficiency, and efficacy of WIA, Wagner-Peyser Act, Jobs for Veterans Act, and other programs. The following sections seek to distinguish participants who need to be included in the common measures participant counts from participants who need to be included in performance calculations for WIA and other programs.

A. *Who needs to be reported in the common measures participant counts?*

ETA's policy requires state workforce agencies (SWAs) to report, in the appropriate participant counts, all individuals who have been determined eligible and receive a service, including self-service and informational activities, in either a physical location (One-Stop Career Center or affiliate site) or remotely through electronic technologies. (See Section 6.A.1).

B. *Who needs to be included in the performance measures calculations?*

All participants who receive a core, intensive, or training service who exit the program are to be included in performance measures calculations, except that Section 136 of WIA expressly excludes WIA adult and dislocated worker program participants who only receive self-service or informational activities from performance calculations.

The exclusion of participants receiving only self-service or informational activities from the WIA performance calculations has been a major source of confusion and misrepresentation at the state and local level, and has resulted in large numbers of participants being improperly excluded from the outcome performance calculations. ETA is clarifying its interpretation of self-service and informational activities in order to promote greater accountability and consistency among states in their performance computations for the WIA Adult, Dislocated Worker, Wagner-Peyser Act, Jobs for Veterans Act, and Trade Act programs.

1. Self-Service and Informational Activities

According to 20 CFR 666.140(a)(2), **self-service** and **informational activities** are those core services that are made available and accessible to the general public; that are designed to inform and educate individuals about the labor market, their employment strengths and weaknesses, and the range of services appropriate to their situation; and that do not require **significant staff involvement** with the individual in terms of resources or time.

ETA interprets the critical terms above as follows:

Self-service occurs when participants serve themselves in accessing workforce investment system information and activities in either a physical location, such as a One-Stop Career Center resource room or partner agency, or remotely via the use of electronic technologies.

Informational activities in a workforce investment setting may include both self-services and staff-assisted core services that are designed to inform and educate a participant about the labor market and to enable a participant to identify his or her individual employment strengths, weaknesses, and the range of services appropriate for the individual. The exception is core services that require significant staff involvement (see below).

2. Clarification of Significant Staff Involvement

Significant staff involvement is fundamental to determining if a participant will be considered in performance calculations. The critical distinction is determining when a participant has received a level of service that requires significant staff involvement.

Significant staff involvement in a workforce investment setting is any assistance provided by staff beyond the informational activities described above regardless of the length of time involved in providing such assistance. Significant staff involvement includes a staff member's assessment of a participant's skills, education, or career objectives in order to achieve any of the following:

- Assist participants in deciding on appropriate next steps in the search for employment, training, and related services, including job referral;
- Assist participants in assessing their personal barriers to employment; or
- Assist participants in accessing other related services necessary to enhance their employability and individual employment related needs.

A participant who receives this level of service has received a service that involves a significant level of staff involvement; therefore, this participant would be included in the performance measures calculation.

On the other hand, when a staff member provides a participant with readily available information that does not require an assessment by the staff member of the participant's skills, education, or career objectives, the participant is a recipient of informational activities. This includes information such as labor market trends, the unemployment rate, information on businesses that are hiring or reducing their workforce, information on high-growth industries, and occupations that are in demand.

A participant is also a recipient of informational activities when a staff member provides the participant with information and instructions on how to access the variety of other services available in the One-Stop Career Center, including the tools in the resource room.

A participant who only receives this level of service has not received a service that involves a significant level of staff involvement; therefore, he/she is a participant who would be excluded from the performance measures calculation.

See Attachment D of this TEGL for additional guidance on the critical distinction discussed above.

3. Inclusion of Participants in Performance Calculations by Program

Although the WIA Adult and Dislocated Worker program participants who access or receive only self-service or informational services are excluded in the WIA performance calculations, these participants should be included in the Wagner-Peyser Act reporting and performance calculations to the degree that Wagner-Peyser Act funds contributed to the core employment and workforce information services received.

In accordance with policy principles articulated in this TEGL, if a participant is served by a specific funding stream, he/she will be counted as a participant in that funding stream's reporting system and/or performance calculations. For example, Wagner-Peyser Act funds are often used to support and maintain One-Stop Career Center operations, electronic tools, job banks, and workforce information services. In these situations, it would be appropriate to include participants who accessed or received Wagner-Peyser Act-funded services in the Wagner-Peyser Act performance accountability system. Where WIA program funds are used in similar ways, participants who receive self-service or informational activities would only be included in the WIA participant and services counts, but would not be counted in the WIA performance measures.

State workforce agencies are in the best position to assist local workforce investment boards and One-Stop Career Centers in making these determinations and are accountable for assuring uniform application of ETA policy.

9. **Action Required.** In general, these modifications to ETA's performance accountability system are effective upon the publication of this TEGL. Please make this information available to appropriate program and technical staff.

10. Attachments.

Attachment A: Common Measures At-A-Glance

Attachment B: Definitions of Key Terms

Attachment C: Educational Functioning Level Descriptors

Attachment D: WIA Title IB Core Performance Measures for PY 2005 and PY 2006

Attachment E: Federal Job Training and Employment Programs Impacted by
Common Measures

ATTACHMENT A: COMMON MEASURES AT-A-GLANCE

ADULT MEASURES

Entered Employment

*Of those who are not employed
at the date of participation:*

of adult participants who are employed
in the first quarter after the exit quarter

of adult participants who exit during the
quarter

Employment Retention

*Of those who are employed in the
first quarter after the exit quarter:*

of adult participants who are employed in
both the second and third quarters
after the exit quarter

of adult participants who exit during the
quarter

Average Earnings

*Of those adult participants who are employed in
the first, second, and third quarters after the exit
quarter:*

Total earnings in the second plus the total
earnings in the third quarters after the exit
quarter

of adult participants who exit during the
quarter

YOUTH MEASURES

Placement in Employment or Education

*Of those who are not in post-secondary education
or employment (including the military) at the date
of participation:*

of youth participants who are in
employment (including the military) or
enrolled in post-secondary education and/or
advanced training/occupational skills
training in the first quarter after the exit
quarter

of youth participants who exit during the
quarter

Attainment of a Degree or Certificate

*Of those enrolled in education (at the date of
participation or at any point during the program):*

of youth participants who attain a diploma,
GED, or certificate by the end of the third
quarter after the exit quarter

of youth participants who exit during the
quarter

Literacy and Numeracy Gains

*Of those out-of-school youth who are basic skills
deficient:*

of youth participants who increase one or
more educational functioning levels

of youth participants who have completed a
year in the program (i.e., one year from the
date of first youth program service) plus the #
of youth participants who exit before
completing a year in the youth program

ATTACHMENT B: DEFINITIONS OF KEY TERMS

Please note that for the most complete understanding of these terms, these definitions should be read in conjunction with the discussion provided under this TEGL.

Advanced Training - This is an occupational skills employment/training program, not funded under Title I of the WIA, which does not duplicate training received under Title I. It includes only training outside of the One-Stop, WIA, and partner system (i.e., training following exit). (Please note: this term applies to the current WIA younger youth measures only, it does not apply to the common measures).

Advanced Training/Occupational Skills Training - To count as a placement for the Youth Common Measures, advanced training constitutes an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training should: (1) be outcome-oriented and focused on a long-term goal as specified in the Individual Service Strategy, (2) be long-term in nature and commence upon program exit rather than being short-term training that is part of services received while enrolled in ETA-funded youth programs, and (3) result in attainment of a certificate (as defined below under this attachment).

Basic Skills Deficient - The individual computes or solves problems, reads, writes, or speaks English at or below the eighth grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. In addition, states and grantees have the option of establishing their own definition, which must include the above language. In cases where states or grantees establish such a definition, that definition will be used for basic skills determination.

Basic Skills Goal - A measurable increase in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills. (Please note: this term applies to the current WIA statutory youth measures only, it does not apply to the common measures).

Certificate - A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards are not included in this definition. Work readiness certificates are also not

included in this definition. A certificate is awarded in recognition of an individual's attainment of technical or occupational skills by:

- A state educational agency or a state agency responsible for administering vocational and technical education within a state.
- An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in federal student financial aid programs.
- A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.
- A registered apprenticeship program.
- A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification, state certified asbestos inspector).
- A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons.
- Job Corps centers that issue certificates.
- Institutions of higher education which is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes.

Credential - A nationally recognized degree or certificate or state/locally recognized credential. Credentials include, but are not limited to, a high school diploma, GED, or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates. States should include all state education agency recognized credentials. In addition, states should work with local workforce investment boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment. (Please note: this term applies to the current WIA statutory adult, dislocated worker, and older youth measures only, it does not apply to the common measures).

Date of Exit - Represents the last day on which the individual received a service funded by the program or a partner program (see definition of "exit").

Date of Participation – Represents the first day, following a determination of eligibility (if required), that the individual begins receiving a service funded by the program (see definition of participant).

Diploma – The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma. The term diploma also includes post-secondary degrees including Associate (AA and AS) and Bachelor Degrees (BA and BS).

Educational Gain – At post-test, participant completes or advances one or more educational functioning levels from the starting level measured on entry into the program (pre-test).

Employed at the Date of Participation – An individual employed at the date of participation is one who:

- Did any work at all as a paid employee on the date participation occurs (except the individual is not considered employed if: a) he/she has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or b) he/she is a transitioning service member;
- Did any work at all in his/her own business, profession, or farm;
- Worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family; or
- Was not working, but has a job or business from which he/she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, regardless of whether paid by the employer for time off, and regardless of whether seeking another job.

Employed in the Quarter After the Exit Quarter – The individual is considered employed in a quarter after the exit quarter if wage records for that quarter show earnings greater than zero. When supplemental data sources are used, individuals should be counted as employed if, in the calendar quarter of measurement after the exit quarter, they did any work at all as paid employees (i.e., received at least some earnings), worked in their own business, profession, or worked on their own farm.

Employed in the Second or Third Quarter After the Exit Quarter – The individual is considered employed if wage records for the second or third quarter after exit show earnings greater than zero. Wage records will be the primary data source for tracking employment in the quarter after exit.

When supplemental data sources are used, individuals should be counted as employed if, in the second or third calendar quarter after exit, they did any work at all as paid employees, worked in their own business, profession, or worked on their own farm.

Exit - The term “program exit” means a participant does not receive a service funded by the program or funded by a partner program for 90 consecutive calendar days and is not scheduled for future services. (See Section 6. B. 2. of the TEGl for exceptions to the program exit definition).

Exit Quarter – Represents the calendar quarter in which the date of exit is recorded for the individual.

Last Expected Service – Occurs when the participant completes the activities outlined in his or her service strategy or service plan and there are no additional services expected other than supportive or follow-up services. Last expected service may also occur in situations where the participant voluntarily or involuntarily discontinues his or her participation in services outlined in the service plan.

Last Expected Service Date - This date is used to determine when a customer becomes a part of the sampling frame for the customer satisfaction survey. In many instances, this date will be the same as the exit date. In situations where a case was ended, reopened within 90 days of the original closure date, and then ended again, the date used to determine inclusion in the sampling frame is the initial last expected service date. This date is also the date that triggers follow-up services as long as no additional services are provided (other than supportive or follow-up services) 90 days following this date.

Not Employed at the Date of Participation - An individual is also considered *not employed at the date of participation* when he/she (a) did no work at all as a paid employee on the date participation occurs, (b) has received a notice of termination of employment or the employer has issued a WARN or other notice that the facility or enterprise will close, or (c) is a transitioning service member.

Occupational Skills Goal - A measurable increase in primary occupational skills encompassing 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. (Please note: this term applies to the current WIA statutory youth measures only, it does not apply to the common measures).

Out-of-School Youth – An eligible youth who is a school dropout, or who has received a secondary school diploma or its equivalent but, is basic skills deficient, unemployed, or underemployed (WIA section 101(33)). For reporting purposes, this term includes all youth except: (i) those who are attending any school and have not received a secondary

school diploma or its recognized equivalent, or (ii) those who are attending post-secondary school and are not basic skills deficient.

Participant – A participant is an individual who is determined eligible to participate in the program and receives a service funded by the program in either a physical location (One-Stop Career Center or affiliate site) or remotely through electronic technologies.

Participation Quarter – Represents the calendar quarter in which the date of participation is recorded for the individual.

Physical Location – A physical location means a designated One-Stop Career Center, an affiliated One-Stop partner site, including a technologically linked access point, where services and activities funded by the program are available, or other specialized centers and sites designed to address special customer needs, such as company work sites for dislocated workers.

Post-Secondary Education – A program at an accredited degree-granting institution that leads to an academic degree (e.g., A.A., A.S., B.A., B.S.). Programs offered by degree-granting institutions that do not lead to an academic degree (e.g., certificate programs) do not count as a placement in post-secondary education, but may count as a placement in “advanced training/occupational skills training.”

Post-test – A test administered to a participant at regular intervals during the program.

Pre-test – A test used to assess a participant’s basic literacy skills, which is administered to a participant up to six months prior to the date of participation, if such pre-test scores are available, or within 60 days following the date of participation.

Qualified Apprenticeship – A program approved and recorded by the ETA Bureau of Apprenticeship and Training or by a recognized state apprenticeship agency or council. Approval is by certified registration or other appropriate written credential.

Training Services – These services include WIA-funded and non-WIA funded partner training services. These services include: occupational skills training, including training for nontraditional employment; on-the-job training; programs that combine workplace training with related instruction, which may include cooperative education programs; training programs operated by the private sector; skill upgrading and retraining; entrepreneurial training; job readiness training; adult education and literacy activities in combination with other training; and customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Transitioning Service Member - A service member in active duty status (including separation leave) who participates in employment services and is within 24 months of retirement or 12 months of separation.

Work Readiness Skills Goal - A measurable increase in work readiness skills including 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 behaviors 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. (Please note: this term applies to the current WIA statutory youth measures only, it does not apply to the common measures).

ATTACHMENT C – EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning ABE Literacy Test Benchmark: TABE (7-8 and 9-10) scale scores (grade level 0-1.9): Reading 367 and below Total Math 313 and below Language 392 and below</p> <p>CASAS: 200 and below</p> <p>ABLE scale scores (grade level 0-1.9): Reading 524 and below Math 529 and below</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education Test Benchmark: TABE (7-8 and 9-10): scale scores (grade level 2-3.9): Reading: 368-460 Total Math: 314-441 Language: 393-490</p> <p>CASAS: 201-210</p> <p>ABLE scale scores (grade level 2-3.9): Reading: 525-612 Math: 530-592</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery; can read want ads and complete simple job applications.</p>

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Intermediate Basic Education Test benchmark: TABE (7-8 and 9-10) scale scores (grade level 4-5.9): Reading: 461-517 Total Math: 442-505 Language: 491-523</p> <p>CASAS: 211-220</p> <p>ABLE scale scores (grade level 4-5.9): Reading: 613-645 Math: 593-642</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements.</p>
<p>High Intermediate Basic Education Test benchmark: TABE (7-8 and 9-10) scale scores (grade level 6-8.9): Reading: 518-566 Total Math: 506-565 Language: 524-559</p> <p>CASAS: 221-235</p> <p>ABLE scale score (grade level 6-8.9): Reading: 646-681 Math: 643-693</p> <p>WorkKeys scale scores: Reading for Information: 75 – 78 Writing: 75 – 77 Applied Mathematics: 75 – 77</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.</p>

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education Test benchmark: TABE (7-8 and 9-10): scale scores (grade level 9-10.9): Reading: 567-595 Total Math: 566-594 Language: 560-585</p> <p>CASAS: 236-245</p> <p>ABLE scale scores (grade level 9-10.9): Reading: 682-698 Math: 694-716</p> <p>WorkKeys scale scores: Reading for Information: 79 – 81 Writing: 78 – 85 Applied Mathematics: 78 – 81</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.</p>
<p>High Adult Secondary Education Test benchmark: TABE (7-8 and 9-10): scale scores (grade level 11-12): Reading: 596 and above Total Math: 595 and above Language: 586 and above</p> <p>CASAS: 246 and higher</p> <p>ABLE scale scores (grade level 11-12): Reading: 699 and above Math: 717 and above</p> <p>WorkKeys scale scores: Reading for Information: 82 – 90 Writing: 86 – 90 Applied Mathematics: 82 – 90</p>	<p>Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others, in written or oral form on software and technology use.</p>

Outcome Measure Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH -AS-A-SECOND LANGUAGE LEVELS

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ESL Literacy Test benchmark: CASAS (all): 180 and below SPL (Speaking) 0-1 SPL (Reading and Writing) 0-1 Oral BEST: 0-15 BEST Plus: 400 and below Literacy BEST: 0-7</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p>Beginning ESL Test benchmark: CASAS (all): 181-200 SPL (Speaking) 2-3 SPL (Reading and Writing) 2-4 Oral BEST 16-41 BEST Plus: 401-438 Literacy BEST: 8-46</p>	<p>Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; there is little communicative output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.</p>	<p>Individual can recognize, read and write numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading; can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. There is minimal knowledge or experience using computers or technology.</p>
<p>Low Intermediate ESL Test benchmark: CASAS (all): 201-210 SPL (Speaking) 4 SPL (Reading and Writing) 5 Oral BEST: 42-50 BEST Plus: 439-472 Literacy BEST: 47-53</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs and maps; can fill out simple forms, but needs support on some documents that are not simplified; can handle routine entry level jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>

Outcome Measure Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH -As-A-SECOND LANGUAGE LEVELS			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
High Intermediate ESL Test benchmark: CASAS (all): 211-220 SPL (Speaking) 5 SPL (Reading and Writing) 6 Oral BEST: 51-57 BEST Plus: 473-506 Literacy BEST: 54-65	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. The individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.
Low Advanced ESL Test benchmark: CASAS (All): 221-235 SPL (Speaking) 6 SPL (Reading and Writing) 7 Oral BEST 58-64 BEST Plus: 507-540 Literacy BEST: 66 and above	Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.	Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; can handle jobs that require simple oral and written instructions, multi-step diagrams and limited public interaction. The individual can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.
High Advanced ESL Test benchmark: CASAS (All): 236-245 SPL (Speaking) 7 SPL (Reading and Writing) 8 Oral BEST 65 and above BEST Plus: 541-598 Exit Criteria: SPL 8 (BEST Plus 599 and higher)	Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.	Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well formed sentences, appropriate mechanics and spelling, and few grammatical errors.	Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. The individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately; can instruct others in use of software and technology.

Source: U.S. Department of Education, Office of Vocational and Adult Education.

Attachment D

WIA Title IB Performance Measures and Related Clarifications Program Years 2005 and 2006

A. Background

Section 136 of the Workforce Investment Act (WIA) specifies core indicators of performance for workforce investment activities in adult, dislocated worker, and youth programs. Fifteen core measures apply to the adult, dislocated worker, and youth programs, and two measures of customer satisfaction apply across these three funding streams for a total of 17 required measures.

The technical guidance contained in Training and Employment Guidance Letter (TEGL) No. 7-99, which was published on March 3, 2000, regarding the implementation of the core and customer satisfaction performance measures and calculate performance levels required under the WIA, is rescinded with the issuance of this guidance letter. This guidance letter informs states and other grantees of ETA's policy on common performance measures for its workforce investment programs. This attachment provides technical guidance regarding the incorporation of the common measures and related operational parameters into the WIA performance measures.

ETA believes that the use of "participant" in lieu of "registrant" in data collection and associated reports will give Congress a more complete picture of how many people are actually receiving services through the workforce investment system. Further, by clarifying the definition of self-service and informational activities in Section B, ETA also intends to promote greater accountability and reduce inconsistencies among the states in their performance computations. Only WIA Adult and Dislocated Worker participants who receive services, other than self-service and informational activities, will be taken into account when computing WIA performance measures.

Section C details the core indicators of WIA performance for workforce investment activities for Program Years 2005 and 2006. Section D addresses the impact of the change in determining when participants are included in the collection of customer satisfaction data. (Initial guidance on collecting and reporting customer satisfaction data was published in TEGLs 7-99, 6-00, and 6-00, Change 1.) Attachment B to this TEGL outlines the definitions of terms used in the computations of performance outcomes on the core indicators of WIA performance specified in Section C.

B. Applying Measures to Funding Streams and Population Groups

The WIA performance measures, other than the customer satisfaction measures, are applied separately to the three funding streams: Adult, Dislocated workers, and Youth. The Youth funding stream is further divided into two categories: older youth (aged 19-21) and younger youth (aged 14-18). This means that 15 of the measures are divided among the four different population groups. The two customer satisfaction measures are applied across all population groups. Since the outcomes vary across the four population groups, ETA maintains that it is important to measure performance separately for each group. The following table gives examples of the services that are reflected in the WIA performance measures.

Table 1: Examples of WIA Services Reflected in Performance Measures

WIA Core Services	WIA Intensive Services	WIA Training Services
Staff assisted job search assistance, job referral, and career counseling	Comprehensive and specialized assessment, such as diagnostic testing and interviewing	Occupational skills training
Staff assisted assessment, job placement assistance and other services (such as testing and background checks)	Full development of individual employment plan	On-the-job training
Staff assisted job development (working with employer and job seekers)	Group counseling	Workplace training and cooperative education programs
Staff assisted workshops and job clubs	Individual counseling and career planning	Private sector training programs
	Case management	Skill upgrading and retraining
	Short-term pre-vocational services	Entrepreneurial training
		Job readiness training
		Adult education and literacy activities in combination with training
		Customized training

The following guidelines apply in determining how to count participants in the funding streams:

- If a participant is served by a specific funding stream, he/she will be counted in that funding stream's set of measures (e.g., a participant served by Adult funds

will be in the adult measures). In other words, the determination as to whether to include a participant in WIA or Wagner-Peyser Act program reporting and performance calculation is based on whether the services, staff, facility, or activity was funded in whole or in-part by WIA, Wagner-Peyser, or partner programs.

- If a participant is served by more than one funding stream, he/she will be counted in more than one set of measures. For example, a participant served by Youth funds and Adult funds will be counted in the youth measures and adult measures.
- Since there are two sets of measures within the Youth funding stream, the following applies for those served by the Youth funding stream: a youth must be included only in the set of youth measures that applies based on the person's age at participation (i.e., youth between the ages of 14 and 18 at the date of first youth program service will be included in the younger youth measures and youth between the ages of 19-21 at the date of first youth program service will be included in the older youth measures) regardless of how old the participant is at exit.
- Only those WIA Adult and Dislocated Worker program participants who receive services, other than self-service or informational activities, will be taken into account when calculating and reporting the performance for the WIA Adult and Dislocated Worker programs (see WIA section 136(b)(2)(A) and 20 CFR 666.140).

Determination of Participant for Performance Calculations

The determination of when a customer is designated as a participant in the workforce investment system for performance calculations is clarified in Section 6, “Program Participation and Exit” of the TEGP. The section which clarifies who should be included in performance calculations is repeated here for additional clarity and uniformity of the information presented.

Distinctions between Reporting under the WIA Performance Accountability System and Reporting under Common Measures

One of the purposes for the introduction of common measures was to more accurately reflect the true number of individuals who benefit from the One-Stop system. ETA recognizes that states are dedicating significant resources to ensuring that services (including core self-service and informational activities) are available to remote customers who access the workforce investment system via electronic technologies. ETA intends to provide Congress, the public and other interested stakeholders with more complete and accurate information on participation levels

and types of services being provided through the nation's workforce investment system, including data on customers who access services via electronic technologies. However, confusion still exists as to when an individual receiving a program-funded service must be included in performance calculations. This confusion has resulted in a significant undercount of the number of individuals who benefit from funded services, as well as a distorted view of system outcomes, efficiency, and efficacy of WIA, Wagner-Peyser Act, Jobs for Veterans Act, and other programs. The following sections seek to distinguish participants who need to be included in the common measures participant counts from participants who need to be included in performance calculations for WIA and other programs.

A. *Who needs to be reported in the common measures participant counts?*

ETA's policy requires state workforce agencies (SWAs) to report, in the appropriate participant counts, all individuals who have been determined eligible and receive a service, including self-service and informational activities, in either a physical location (One-Stop Career Center or affiliate site) or remotely through electronic technologies. (See Section 6.A.1)

B. *Who needs to be included in the performance measures calculations?*

All participants who receive a core, intensive, or training service who exit the program are to be included in performance measures calculations, except that Section 136 of WIA expressly excludes WIA Adult and Dislocated Worker program participants who only receive self-service or informational activities from performance calculations.

The exclusion of participants receiving only self-service or informational activities from the WIA performance calculations has been a major source of confusion and misrepresentation at the state and local level, and has resulted in large numbers of participants being improperly excluded from the outcome performance calculations. ETA is clarifying its interpretation of self-service and informational activities in order to promote greater accountability and consistency among states in their performance computations for the WIA Adult, Dislocated Worker, Wagner-Peyser Act, Jobs for Veterans Act, and Trade Act programs.

1. Self-Service and Informational Activities

According to 20 CFR 666.140(a)(2), **self-service** and **informational activities** are those core services that are made available and accessible to the general public; that are designed to inform and educate individuals about the labor market, their employment strengths and weaknesses, and the range of

services appropriate to their situation; and that do not require **significant staff involvement** with the individual in terms of resources or time.

ETA interprets the critical terms above as follows:

Self-service occurs when participants serve themselves in accessing workforce investment system information and activities in either a physical location, such as a One-Stop Career Center resource room or partner agency, or remotely via the use of electronic technologies.

Informational activities in a workforce investment setting may include both self-services and staff-assisted core services that are designed to inform and educate a participant about the labor market and to enable a participant to identify his or her individual employment strengths, weaknesses, and the range of services appropriate for the individual. The exception is core services that require significant staff involvement (see below).

2. Clarification of Significant Staff Involvement

Significant staff involvement is fundamental to determining if a participant will be considered in performance calculations. The critical distinction is determining when a participant has received a level of service that requires significant staff involvement.

Significant staff involvement in a workforce investment setting is any assistance provided by staff beyond the informational activities described above regardless of the length of time involved in providing such assistance. Significant staff involvement includes a staff member's assessment of a participant's skills, education, or career objectives in order to achieve any of the following:

- Assist participants in deciding on appropriate next steps in the search for employment, training, and related services, including job referral;
- Assist participants in assessing their personal barriers to employment; or
- Assist participants in accessing other related services necessary to enhance their employability and individual employment related needs.

A participant who receives this level of service has received a service that involves a significant level of staff involvement; therefore, this participant would be included in the performance measures calculation.

On the other hand, when a staff member provides a participant with readily available information that does not require an assessment by the staff member of the participant's skills, education, or career objectives, the

participant is a recipient of informational activities. This includes information such as labor market trends, the unemployment rate, information on businesses that are hiring or reducing their workforce, information on high-growth industries, and occupations that are in demand. A participant is also a recipient of informational activities when a staff member provides the participant with information and instructions on how to access the variety of other services available in the One-Stop Career Center, including the tools in the resource room.

A participant who only receives this level of service has not received a service that involves a significant level of staff involvement; therefore, he/she is a participant who would be excluded from the performance measures calculation.

3. Inclusion of Participants in Performance Calculations by Program

Although the WIA Adult and Dislocated Worker program participants who access or receive only self-service or informational services are excluded in the WIA performance calculations, these participants should be included in the Wagner-Peyser Act reporting and performance calculations to the degree that Wagner-Peyser Act funds contributed to the core employment and workforce information services received.

In accordance with policy principles articulated in the TEG, if a participant is served by a specific funding stream, he/she will be counted as a participant in that funding stream's reporting system and/or performance calculations. For example, Wagner-Peyser Act funds are often used to support and maintain One-Stop Career Center operations, electronic tools, job banks, and workforce information services. In these situations, it would be appropriate to include participants who accessed or received Wagner-Peyser Act-funded services in the Wagner-Peyser Act performance accountability system. Where WIA program funds are used in similar ways, participants who receive self-service or informational activities would only be included in the WIA participant and services counts, but would not be counted in the WIA performance measures.

State workforce agencies are in the best position to assist local workforce investment boards and One-Stop Career Centers in making these determinations and are accountable for assuring uniform application of ETA policy.

Scenarios

The following scenarios could occur in the delivery of services and are presented to illustrate the concept of the level of staff involvement discussed above. While these scenarios do not cover every situation states and local workforce investment areas may encounter, they can be used to determine the level of staff involvement that will trigger a period of participation and a participant's inclusion in WIA performance measures calculations.

Scenario 1

An individual comes into the One-Stop Career Center believing that he can access all government services. He asks for directions to the Motor Vehicle Administration. The receptionist gives the information and the individual leaves.

This person is not a participant and will not appear in any counts for performance measures. The information that he sought did not directly relate to the services provided by the One-Stop Career Center or the workforce investment system.

Scenario 2

An individual comes into the One-Stop Career Center and accesses the computers in the self-service area, using a system user account identification. The self-service area is jointly funded by WIA and Wagner-Peyser Act funds. She takes some notes, scribbles the notes on a sheet of paper near the computer, and leaves the facility.

This person may be a participant but it is difficult to determine the nature of the information that the individual has accessed or written down, as there had been no staff interaction with this individual. In this case, however, the individual is a participant because she used her system user account identification to access a saved job search on the state's Internet job bank system and copied employer contact information. This participant's self-referral activity was captured by the state's data system and a service transaction was recorded. Because the state job bank is funded by both WIA and the Wagner-Peyser Act, this individual is included in the WIA and Wagner-Peyser Act participant counts, but not included in the WIA performance measures calculation because the participant received only self-services. This person is included in the Wagner-Peyser Act performance calculations.

Scenario 3

An individual accesses job listings from his home computer and uses the resume writer software that is on the local One-Stop Web site. The Web site is jointly funded by the Wagner-Peyser Act and WIA. The individual sends his resume in response to a job listing.

This person is a participant as he has used workforce investment system information and services to assist his job search. This individual is included in Wagner-Peyser Act and WIA participant counts, but not included in the WIA performance measures calculation because the participant received only self-services. This person is counted in the Wagner-Peyser Act performance calculations.

Scenario 4

An individual accesses job listings from a computer at the local library and uses her account identification that she established with the workforce investment system to log on to the computer. The individual sends her resume in response to a job listing for which she believes she will be a suitable candidate.

This person is a participant as she has used workforce investment system services to assist her job search. This individual is included as a Wagner-Peyser Act and WIA participant, but not included in the WIA performance measures calculation because the participant received only self-services. This person is counted in the Wagner-Peyser Act performance calculations.

Scenario 5

An individual has figured out how to access workforce investment system information from his cell phone that includes a personal data assistant. He thinks that he has found the job of his dreams on the state job bank and posts his resume with the employer.

This person is a participant as he has used workforce investment system services to assist his job search. This individual is included as a Wagner-Peyser Act and WIA participant, but not included in the WIA performance calculations because the individual received only self-services. This person is counted in the Wagner-Peyser Act performance calculations.

Scenario 6

An individual arrives at the One-Stop Career Center and, familiar with computers, she decides to go to the self-service section and search the job listings. Later, she wants to review occupational trends information. She pulls up some information, but is not quite sure how the trends were calculated. She questions the staff about the statistics and asks where she might find additional information on the need for workers in this field. The staff member answers the question and directs the individual to the Career Voyages, another self-service Web site where more information and other helpful links are available.

This person is a participant as she has used workforce investment system information and self-service electronic tools jointly funded by WIA and Wagner-Peyser Act funds to assist her job search. This individual is included as a Wagner-Peyser Act and WIA participant, but not included in the WIA performance calculations because the participant received only self-service and informational activities. This individual did not receive services requiring significant staff involvement because the staff person provided readily available information and instructions about tools and services in the research room without having to assess the individual's skills, education, or career objectives. This person is counted in the Wagner-Peyser Act performance calculations.

Scenario 7

An individual arrives at a One-Stop Career Center looking for information on the availability of jobs in a specific field. The staff member asks the individual several questions to determine the individual's previous work experience, education, and training experience in the specific industry and occupation. The staff member assists the individual to search for employment on a resource room computer and provides him with the local occupational and economic trend information.

This person is a participant as he has used workforce investment system staff-assisted service to assist his job search. This individual is included as a Wagner-Peyser Act and WIA participant, and must be included in the WIA performance measures calculation because the participant received more than self-service and informational activities. The staff member performed an assessment of the participant's work readiness for employment in the local area and assisted in the participant's job search. This person is also counted in the Wagner-Peyser Act performance calculations.

Scenario 8

An individual arrives at the One-Stop Career Center and wants to know the various services that are available at the One-Stop Career Center. The One-Stop Career Center specialist gives the individual an orientation to the One-Stop Career Center and advises the individual of what services are available. The staff member sets the individual up at a computer and shows him how to use the equipment and to access the job search tools. Later, the individual participates in an assessment interview and begins to develop an employment plan.

This individual is a participant as she has used workforce investment system services to assist her job search. This individual is included as a Wagner-Peyser Act and WIA participant. She is included in the WIA performance measures calculations because her assessment interview and the development of an employment plan required significant staff involvement. This individual should also be included in the Wagner-Peyser Act performance calculations (See note below).

Note: The determination on when to include a participant in WIA or Wagner-Peyser Act reporting and performance measures calculation is based on whether the services, staff, facility, or activity was funded in whole, or in-part, by WIA, Wagner-Peyser, or partner programs.

C. Performance Measures that Apply to the WIA Adult, Dislocated Worker, and Youth Funding Streams

Adult Measures

1. Adult Entered Employment Rate

Of those who are not employed at the date of participation:

The number of adult participants who are employed in the first quarter after the exit quarter divided by the number of adult participants who exit during the quarter.

Operational Parameters:

- Individuals who are employed at the date of participation are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Individuals who, although employed, have either received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or are transitioning service members are considered not employed and are included in the measure.
- Employment at the date of participation is based on information collected from the individual, not from wage records.

2. Adult Employment Retention Rate

Of those who are employed in the first quarter after the exit quarter:

The number of adult participants who are employed in both the second and third quarters after the exit quarter divided by the number of adult participants who exit during the quarter.

Operational Parameters:

- This measure includes only those who are employed in the first quarter after the exit quarter (regardless of their employment status at participation).
- Individuals who are not employed in the first quarter after the exit quarter are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment in the first, second, and third quarters after the exit quarter does not have to be with the same employer.

3. Adult Earnings Change in Six Months (Applicable for Program Year (PY) 2005 Only)

Of those adults who are employed in the first quarter after the exit quarter:

[Total earnings in the second quarter plus total earnings in the third quarter after the exit quarter] **minus** [total earnings in the second quarter plus total earnings in the third quarter prior to the participation quarter] divided by the number of adult participants who exit during the quarter.

Operational Parameters:

- To ensure comparability of this measure on a national level, wage records will be the only data source for this measure. Acceptable wage record sources are a state's Unemployment Insurance wage records, federal employment wage records, military employment wage records, and other administrative wage records (See Section 7 of this TEGL).
- Individuals whose employment in either the first or third quarter after the exit quarter was determined from supplementary sources and not from wage records are excluded from the measure.
- Grantees must initiate processes to obtain the second and third quarter pre-program earnings for the individual at the time of participation in the program.
- Earnings may be excluded from each of the total quarterly amounts only where the grantee has determined that false or erroneous wage record data have been reported to the grantee, or the individual has received distributions related to severance pay or other earnings attributable to termination from an employment situation. Such a determination by the

grantee must be based on documented procedures and processes for editing and cleaning wage record data and are subject to audit.

Adult Average Earnings (Effective July 1, 2006)

Of those who are employed in the first, second, and third quarters after the exit quarter:

[Total earnings in the second quarter plus total earnings in the third quarter after the exit quarter] divided by the number of adult participants who exit during the quarter.

Operational Parameters:

- To ensure comparability of this measure on a national level, wage records will be the only data source for this measure. Acceptable wage record sources are a state's Unemployment Insurance wage records, Federal employment wage records, military employment wage records, and other administrative records.
- Individuals whose employment in either the first, second, or third quarters after the exit quarter was determined solely from supplementary sources and not from wage records are excluded from the measure.

4. Adult Employment and Credential/Certificate Rate

Of those adults who received training services:

Number of adult participants who were employed in the first quarter after exit and received a credential/certificate by the end of the third quarter after exit divided by the number of adult participants who exit during the quarter.

Operational Parameters:

- The use of the definition of "certificate" is applicable for participants who begin receiving services on or after July 1, 2006. Adult participants who received training services prior to July 1, 2006 are covered under the previous requirements.
- The numerator of this measure includes those who were employed in the first quarter after exit regardless of whether they were employed at participation.
- Credentials/certificates can be obtained while a person is still participating in services and up to three quarters following exit.

Dislocated Worker Measures

5. Dislocated Worker Entered Employment Rate

Of those who are not employed at the date of participation:

The number of dislocated worker participants who are employed in the first quarter after the exit quarter divided by the number of dislocated worker participants who exit during the quarter.

Operational Parameters:

- Individuals who are employed at the date of participation are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Individuals who, although employed, have either received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or are transitioning service members are considered not employed and are included in the measure.
- Employment at the date of participation is based on information collected from the individual, not from wage records.

6. Dislocated Worker Employment Retention Rate

Of those who are employed in the first quarter after the exit quarter:

The number of dislocated worker participants who are employed in both the second and third quarters after the exit quarter divided by the number of dislocated worker participants who exit during the quarter.

Operational Parameters:

- This measure includes only those who are employed in the first quarter after the exit quarter (regardless of their employment status at participation).
- Individuals who are not employed in the first quarter after the exit quarter are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment in the first, second, and third quarters after the exit quarter does not have to be with the same employer.

7. Dislocated Worker Earnings Change in Six Months (Applicable for PY 2005 Only)

Of those dislocated workers who are employed in the first quarter after the exit quarter:

[Total earnings in the second quarter plus total earnings in the third quarter after the exit quarter] **minus** [total earnings in the second quarter plus total earnings in the third quarter prior to the participation quarter] divided by the number of dislocated worker participants who exit during the quarter.

Operational Parameters:

- To ensure comparability of this measure on a national level, wage records will be the only data source for this measure. Acceptable wage record sources are a state's Unemployment Insurance wage records, Federal employment wage records, military employment wage records, and other administrative wage records (See section 7 of this TEGL).
- Individuals whose employment in either the first or third quarter after the exit quarter was determined from supplementary sources and not from wage records are excluded from the measure.
- Grantees must initiate processes to obtain the second and third quarter pre-program earnings for the individual at the time of participation in the program.
- Earnings may be excluded from each of the total quarterly amounts only where the grantee has determined that false or erroneous wage record data have been reported to the grantee, or the individual has received distributions related to severance pay or other earnings attributable to termination from an employment situation. Such a determination by the grantee must be based on documented procedures and processes for editing and cleaning wage record data and are subject to audit.

Dislocated Worker Average Earnings (Effective July 1, 2006)

Of those who are employed in the first, second, and third quarters after the exit quarter:

[Total earnings in the second quarter plus total earnings in the third quarter after the exit quarter] divided by the number of dislocated worker participants who exit during the quarter.

Operational Parameters:

- To ensure comparability of this measure on a national level, wage records will be the only data source for this measure. Acceptable wage record sources are a state's Unemployment Insurance wage records, Federal employment wage records, military employment wage records, and other administrative wage records (See section 7 of this TEGL).
- Individuals whose employment in either the first, second, or third quarters after the exit quarter was determined solely from supplementary sources and not from wage records are excluded from the measure.

8. Dislocated Worker Employment and Credential/Certificate Rate

Of those dislocated workers who received training services:

Number of dislocated worker participants who were employed in the first quarter after exit and received a credential/certificate by the end of the third quarter after exit divided by the number of dislocated worker participants who exit during the quarter.

Operational Parameters:

- The use of the definition of "certificate" is applicable for participants who begin receiving services on or after July 1, 2006. Dislocated worker participants who received training services prior to July 1, 2006 are covered under the previous requirements.
- The numerator of this measure includes those who were employed in the first quarter after exit regardless of whether they were employed at participation.
- Credentials/certificates can be obtained while a person is still participating in services and up to three quarters following exit.

Older Youth (Age 19-21) Measures

9. Older Youth Entered Employment Rate

Of those who are not employed at the date of participation and who are either not enrolled in post-secondary education or advanced training/advanced training-occupational skills training in the first quarter after the exit quarter or are employed in the first quarter after the exit quarter:

Number of older youth participants who are employed in the first quarter after the exit quarter divided by the number of older youth participants who exit during the quarter.

Operational Parameters:

- Individuals who are employed at participation are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- The use of the definition of “advanced training/occupational skills training” is effective on July 1, 2006. Younger youth participants who received services prior to July 1, 2006 are covered under the previous requirements.
- Employment at participation is based on information collected from the participant, not from wage records.
- Individuals in both employment and post-secondary education or advanced training in the first quarter after exit will be included in the denominator. Individuals who are not employed, but are in only post-secondary education or advanced training in the first quarter after exit are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).

10. Older Youth Employment Retention Rate at Six Months

Of those older youth who are employed in the first quarter after the exit quarter and who are either not enrolled in post-secondary education or advanced training/advanced training-occupational skills training in the third quarter after the exit quarter or are employed in the third quarter after the exit quarter:

Number of participants who are employed in the third quarter after the exit quarter divided by the number of older youth participants who exit during the quarter.

Operational Parameters:

- This measure includes individuals who are employed in the first quarter following exit, except those individuals who are employed in the first quarter and not employed in the third quarter following exit, but are in post-secondary education or advanced training in the third quarter following exit. These individuals are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).

- The use of the definition of “advanced training/occupational skills training” is effective on July 1, 2006. Younger youth participants who received services prior to July 1, 2006 are covered under the previous requirements.
- Employment in the first and third quarters following exit does not have to be with the same employer.

11. Older Youth Earnings Change in Six Months

Of those who are employed in the first quarter after the exit quarter and who are either not enrolled in post-secondary education or advanced training/advanced training-occupational skills training in the third quarter after the exit quarter or are employed in the third quarter after the exit quarter:

Total post-program earnings [earnings in quarter 2 + quarter 3 after exit] minus pre-program earnings [earnings in quarter 2 + quarter 3 prior to participation] divided by the number of older youth participants who exit during the quarter.

Operational Parameters:

- This measure includes the same population as the older youth employment retention measure (regardless of their employment status at participation).
- The use of the definition of “advanced training/occupational skills training” is effective on July 1, 2006. Younger youth participants who received services prior to July 1, 2006 are covered under the previous requirements.
- To ensure comparability of this measure on a national level, the wage records will be the only data source for this measure. Acceptable wage record sources are a state’s Unemployment Insurance wage records, Federal employment wage records, military employment wage records, and other administrative wage records (See section 7 of this TEG).
- Individuals whose employment in either the first or third quarter after the exit quarter was determined from supplementary sources and not from wage records are excluded from the measure.
- Grantees must initiate processes to obtain the second and third quarter pre-program earnings for the individual at the time of participation in the program.

- Earnings may be excluded from each of the total quarterly amounts only where the grantee has determined that false or erroneous wage record data have been reported to the grantee, or the individual has received distributions related to severance pay or other earnings attributable to termination from an employment situation. Such a determination by the grantee must be based on documented procedures and processes for editing and cleaning wage record data and are subject to audit.
- ETA will not be amending the older youth earnings measure to an average earnings measure since the older youth earnings measure may be eliminated upon WIA reauthorization.

12. Older Youth Credential/Certificate Rate

Number of older youth participants who are either employed, in post-secondary education, or in advanced training/advanced training-occupational skills training in the first quarter after the exit quarter and received a credential/certificate by the end of the third quarter after the exit quarter divided by the number of older youth participants who exit during the quarter.

Operational Parameters:

- The use of the definition of “certificate” is applicable for participants who begin receiving services on or after July 1, 2006. Older youth participants who received services prior to July 1, 2006 are covered under the previous requirements.
- The use of the definition of “advanced training/occupational skills training” is effective on July 1, 2006. Younger youth participants who received services prior to July 1, 2006 are covered under the previous requirements.
- As opposed to the adult and dislocated worker measures where a credential/certificate must be coupled with employment, for older youth, a credential/certificate can be coupled with employment, entry into post-secondary education, or entry into advanced training.
- As opposed to the adult and dislocated worker measures where only those who received training services are included in the measure, all older youth exiters will be included in this measure.
- Credentials/certificates can be obtained while a person is still participating in services.

Younger Youth (Age 14-18) Measures

13. Younger Youth Skill Attainment Rate

Of all in-school youth and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills:

Total number of basic skills goals attained by younger youth plus number of work readiness skills goals attained by younger youth plus number of occupational skills goals attained by younger youth divided by the total number of basic skills goals plus the number of work readiness skills goals plus the number of occupational skills goals set.

Operational Parameters:

- The measure creates an appropriate intermediate-type measure for youth who require more services, such as academic and soft skills development, prior to attaining a diploma or equivalency, employment, and post secondary education.
- If a participant is deficient in basic literacy skills, the individual must set, at a minimum, one basic skills goal (the participant may also set work readiness and/or occupational skills goals, if appropriate).
- WIA participants counted in this measure may be in-school; and out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills.
- All youth measured in this rate must have a minimum of one skill goal set per year and may have a maximum of three goals per year.
- The target date for accomplishing each skill goal must be set for no later than one year.
- If the goal is not attained by the time of exit, the youth participant cannot be counted as a positive in the measure.
- The skill goal or the target date set can only be extended if the participant has a gap in service in which the participant is not receiving services but plans to return to the program. The one year clock for the goal target date stops. The clock begins again once the participant begins to receive program services.

- Goals will fall into the category of basic skills, work readiness skills, or occupational skills. Participants may have any combination of the three types of skill goals (three skill goals in the same category, two skill goals in one category and one skill goal in another, or one skill goal in each category, etc.).
- Success of skill attainment goals will be recorded in the quarter of goal achievement, while failure will be recorded in the quarter one year from the time the goal was set if not attained by such time.

14. Younger Youth Diploma or Equivalent Attainment

Of those younger youth who are without a diploma or equivalent at the time of participation:

Number of younger youth who attained secondary school diploma or equivalent by the end of the first quarter after exit divided by the number of younger youth who exit during the quarter (except those still in secondary school at exit).

Operational Parameters:

- If a younger youth exits WIA while still enrolled in secondary education, the individual is excluded from the measure (i.e., programs will not be held accountable for these individuals under this measure).
- All younger youth (except those still in secondary school at exit and those who have already attained their diploma or equivalent prior to participation) will be assessed in this measure in the quarter after exit.

15. Younger Youth Retention Rate

Number of younger youth found in one of the following categories in the third quarter following exit:

- post secondary education
- advanced training (replaced with advanced training or occupational skills in PY 2006)
- employment (including military service)
- qualified apprenticeships

divided by the number of younger youth who exit during the quarter (except those still in secondary school at exit).

Operational Parameters:

- If the participant is in one of the placement activities listed above during the third quarter following exit, the individual is counted as successfully retained (the participant does not have to remain in the same activity for the entire retention period, as long as the participant is found in one of the activities during the third quarter).
- The use of the definition of “advanced training/occupational skills training” is effective on July 1, 2006. Younger youth participants who received services prior to July 1, 2006 are covered under the previous requirements.
- If the participant exits WIA and does not enter into any of placement activities by the time retention is measured, the participant is counted in the denominator of the measure and it is reflected as a negative outcome.
- If a younger youth exits WIA while still enrolled in secondary education, the individual is excluded from the measure (i.e., programs will not be held accountable for these individuals under this measure).

Customer Satisfaction Measures

To meet the customer satisfaction measurement requirements of WIA, ETA will use customer satisfaction surveys. The survey approach that will be utilized allows state and local flexibility and, at the same time, captures common customer satisfaction information that can be aggregated and compared at a state and national level. This will be done through the use of a small set of required questions that form a customer satisfaction index. ETA continues to use the American Customer Satisfaction Index (ACSI), which is created by combining scores from three specific questions that address different dimensions of customers' experiences. For WIA application, there will be one score for each of the two customer groups: participants and employers.

Some of the most advanced thinking in the business world recognizes that customer relationships are best treated as assets, and that methodical analysis of these relationships can provide a road map for improving them. The ACSI was developed to provide business with this analytical tool. The index, often referred to as "the voice of the nation's consumer," is published quarterly in the Wall Street Journal. In 1999, government employed the ACSI to analyze its relationships with its customers – American citizens.

Since 1999 and the development of the baseline data, yearly scores have helped to demonstrate the rate and extent of improvement in the areas where there was

success in addressing customers' needs and areas where improvement was needed. According to the 2004 ACSI special report on citizen and user evaluation of services from 23 federal government agencies and 54 federal government Web sites, customers appear to be more satisfied with government services. The ACSI allows the workforce investment system to not only look at performance within the system, but also to gain perspective on the workforce system's performance by benchmarking against organizations and industries outside of the system.

Since the ACSI trademark is proprietary property of the University of Michigan and its software is owned by Claes Fornell International (CFI) Group, the Department has established a license agreement with the University of Michigan that allows states the use of the ACSI for a statewide sample of participants and employers. States that want to use the ACSI for measuring customer satisfaction for each local area will have to establish an independent contract with the University of Michigan. States may also contract with CFI Group for additional assistance in measuring, analyzing, and understanding ACSI data.

Please refer to the WIA Management Information and Reporting System data collection package, initially approved by the Office of Management and Budget through emergency clearance on April 11, 2005, for information on creating and administering the ACSI at the state level. Please note that full approval of this package is anticipated in Spring 2006.

Please note the following clarification concerning surveying employers that was inadvertently omitted from the WIA Information Management System data collection package: In some instances, an employer may receive multiple services and have multiple contacts listed for the employer. In this situation, the employer contact receiving the greatest amount of service should be surveyed about the employer's satisfaction. An employer should only be surveyed once during the course of the program year.

16. Participant Satisfaction Score

The weighted average of participant ratings on each of the three questions regarding overall satisfaction are reported on a 0-100 point scale. The score is a weighted average, not a percentage.

17. Employer Satisfaction Score

The weighted average of employer ratings on each of the three questions regarding overall satisfaction are reported on a 0-100 point scale. The score is a weighted average, not a percentage.

D. Parameters for Collecting Customer Satisfaction Information to Measure Local Workforce Investment Board (WIB) Performance

States may purchase and use the ACSI methodology to measure local WIB performance or they may develop their own customer satisfaction measurement instruments and methodology to be used by all WIBs. To ensure customer satisfaction results for individuals are collected in a consistent and uniform manner throughout the state, procedures used to obtain participant and employer customer satisfaction information on local WIBs should satisfy the following criteria.

1. Procedures should:

- Measure customer satisfaction of employers and participants with services received from the local workforce investment program under Title IB (Section 136(b)(2)(B));
- Ensure the satisfaction of employers and participants with services can be reported in an objective, quantifiable and measurable way (Section 136(b)(3)(i)(I));
- Be consistently applied among all local WIBs;
- Be collected in a uniform and equitable manner for each WIB throughout the state; and
- Conform to widely accepted methodological and statistical criteria for measuring customer satisfaction.

2. The customer satisfaction data collected should be of public use quality. Sufficient safeguards should be used to ensure the integrity of the data.

3. The core question(s) and survey approach (e.g., in-person, telephone or mail) used by states to collect customer satisfaction information at the local level must be uniformly applied throughout the state. A core question is one that requires a valid response to calculate customer satisfaction.

If the state uses the ACSI approach for each local WIB and wants to use these results to derive state level outcomes, the customer satisfaction information for each WIB must be collected by telephone interviews to be consistent with the guidelines detailed in WIA Information Management System data collection package. In-person interviews and mail questionnaires may be used only in situations where the individual does not have a telephone. The ACSI core questions outlined in WIA Information Management System data collection package must also be used in the surveys.

4. Participants and employers should be contacted and respond as soon as possible after the receipt of the service(s). If the state is using the ACSI approach to gather results for each local WIB and wants to use these results to derive state level outcomes, the following timeframes should be observed:
 - Participants should be contacted as soon as possible on or after the last expected service date and no later than 60 days after the closure date. Please refer to Section E, Definitions of Terms, for operational guidance on the use of the “last expected service date” term. Closure date is another term for the “last expected service date.”
 - Employers should be contacted as soon as possible after the completion of the service and no later than 60 days after the completion of the service. For employers who listed a job order where no referrals were made, contact should occur 30 to 60 days after a job order was listed. In some instances, an employer may receive multiple services and have multiple contacts listed for the employer. In this situation, the employer contact receiving the greatest amount of service should be surveyed about the employer’s satisfaction. An employer should only be surveyed once during the course of the program year.
5. Both of the questionnaires for participants and employers must include one or more core questions used to determine overall satisfaction with services. Respondents should be told that responding to the survey is voluntary and that the information they provide will be kept confidential. States and WIBs may include other questions in the participant and employer surveys. However, the core question(s) on overall satisfaction should be asked first on the questionnaire to avoid biasing results that may arise from the ordering of questions.
6. Guidelines for constructing the core question(s) are:
 - Expect only moderate knowledge, understanding and recall of services;
 - Write questions and response options that are clear and unambiguous;

- Provide for varying degrees of satisfaction and dissatisfaction in the response options;
 - The questions should be worded in a neutral way to avoid leading the respondent;
 - With one or more questions, ask respondents to rate their overall satisfaction with services; and
 - Before asking the respondent to rate his or her satisfaction with services, confirm early in the interview that the respondent is a customer.
7. Attempts should be made to contact all participants and employers selected in the sample, if applicable. Sampling is not required to obtain results for local WIBs.
 8. If sampling is used, all samples must be randomly selected from the sampling frame. The sampling frame is a list of individuals eligible for the survey.

All samples should meet the minimum sample size requirements specified in Item 10 (minimum sample sizes for surveys of participants or employers). The sampling percentage should be constant over time to avoid under-representing or over-representing time intervals.

9. Programs may randomly sample both participants and employers to obtain the desired number of completed surveys. The sampling method must conform to widely accepted statistical approaches.

The response rate is calculated as the number of respondents with complete customer satisfaction information divided by the total number who were actually reached by phone who were eligible for the survey. A survey is considered complete when a valid answer is provided by a respondent for each core question.

10. The minimum numbers of completed interviews for various sampling frame sizes for the two surveys (participants and employers) are outlined below. For a survey to project results confidently to the total population being studied, the responding sample selected must be large enough for each local WIB to reach the desired number of completed interviews. States are responsible for determining the sample sizes or sampling rates needed to reach the minimum number of respondents. Please refer to the table on the following page for the required number of completed interviews.

Required Number Completed Interviews

<u>Size of Sampling Frame</u>	<u>Completed Interviews</u>
Over 10,000	500
5,001 - 10,000	370
3,001 - 5,000	356
2,001 - 3,000	340
1,501 - 2,000	321
1,251 - 1,500	305
1,001 - 1,250	293
901 - 1,000	277
801 - 900	268
701 - 800	259
601 - 700	247
501 - 600	233
451 - 500	216
401 - 450	206
351 - 400	195
326 - 350	182
301 - 325	175
276 - 300	168
251 - 275	160
226 - 250	151
201 - 225	141
176 - 200	131
151 - 175	119
126 - 150	107
101 - 125	93
91 - 100	79
81 - 90	72
71 - 80	65
61 - 70	58
56 - 60	52
51 - 55	47
45 - 50	42
Under 45	All in Sampling Frame

11. Every precaution should be taken to prevent a response bias.
12. As mentioned earlier in this issuance, states using the ACSI methodology to measure local WIB performance are not required to conduct separate customer satisfaction surveys to obtain state level results. In situations where a single sampling rate is used throughout the state, the local WIB ACSI results on a customer satisfaction measure may simply be aggregated to obtain state level results.

In situations where different sampling rates exist for the WIBs in a state, each WIB's ACSI score must be weighted before aggregating the outcomes to obtain results that are representative of the state overall. The information needed to compute these weighted scores are the sample frames for each WIB in the state and each WIB's ACSI score.

To illustrate how these weights are derived, consider the following example.

Name	Participant Sampling Frame	ACSI	Employer Sampling Frame	ACSI
WIB 1	1,824	67.2	597	65.2
WIB 2	1,025	78.1	533	80.0
WIB 3	1,151	68.6	487	67.0
State A	4,000	//////	1,617	//////

The weighted score would be calculated for each WIB by multiplying the ACSI score by the number in the WIB sample frame. These weighted WIB scores would then be totaled and divided by the sum of the sampling frame sizes for all WIBs in the state to obtain a state ACSI score. Using the figures provided in the example, the ACSI scores for the State are calculated in the following manner.

	Participant	Employer
WIB 1	$(67.2 \times 1,824) = 122,572.8$	$(65.2 \times 597) = 38,924.4$
WIB 2	$(78.1 \times 1,025) = 80,052.5$	$(80.0 \times 533) = 42,640.0$
WIB 3	$(68.6 \times 1,151) = 78,958.6$	$(67.0 \times 487) = 32,629.0$
	Total = 281,583.9	Total = 114,193.4

State A ACSI score for participants. $(281,583.9 / 4,000) = 70.4$

State A ACSI score for employers. $(114,193.4 / 1,617) = 70.6$

**ATTACHMENT E:
FEDERAL JOB TRAINING AND EMPLOYMENT PROGRAMS
IMPACTED BY COMMON MEASURES**

In addition to programs administered by ETA, the following Federal programs are subject to the common measures:

Department of Labor

Job Corps

Programs for Veterans:

- Veterans' Workforce Investment Program
- Disabled Veterans' Outreach Program
- Local Veterans' Employment Representatives
- Homeless Veterans' Reintegration Program

Department of Education

Adult Education

Rehabilitation Services:

- Vocational Rehabilitation Grants to States
- American Indian Vocational Rehabilitation Services
- Supported Employment State Grants
- Projects with Industry
- Migrant and Seasonal Farm Workers

State Grants for Incarcerated Youth Offenders

Vocational Education:

- Carl D. Perkins Vocational and Technical Education Act - State Grants
- Carl D. Perkins Vocational and Technical Education Act - Tech Prep State Grants
- Carl D. Perkins Vocational and Technical Education Act - Tribally Controlled Postsecondary
- Vocational Institutions

Department of Health and Human Services

Temporary Assistance to Needy Families

Department of Veterans Affairs

Vocational Rehabilitation and Employment Services and Benefits

Department of the Interior

Job Placement and Training

Department of Housing and Urban Development

YouthBuild



APPENDIX E



ADDITIONAL RESOURCES



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.ar.us/esd/labormarketinfo/>
California’s LaborMarketInfo – <http://www.labormarketinfo.edd.ca.gov/>
Colorado – <http://www.coworkforce.com/lmi/>
Connecticut – <http://www.ctdol.state.ct.us/lmi/index.htm>
Delaware – <http://www.oolmi.net/>
District of Columbia – <http://does.dc.gov/does/cwp/view.asp?a=1233&q=538345&doesNav=|32064|>
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/elmi/
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 Carolina – www.ncesc.com/lmi/default.asp
North Dakota – www.state.nd.us/jsnd/LMlnew.htm
Ohio – lmi.state.oh.us/
Oklahoma – www.oesc.state.ok.us/lmi/default.htm
Oregon Labor Market Information System (OLMIS) – <http://www.qualityinfo.org/olmisj/OlmisZine>
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 – <http://www.dwd.state.wi.us/lmi/>

National Sites:

Career OneStop – www.careeronestop.org
America’s Job Bank – 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
LMINet – www.lmi-net.org
Workforce Information Council – www.workforceinfocouncil.org
ProjectionsCentral.Com – <http://dev.projectionscentral.com>
Occupational Projections Page – www.projectionscentral.com/projections.asp
ALMIS Resource Center – www.almisdb.org
Bureau of Labor Statistics – www.bls.gov
Occupational Outlook Handbook – www.bls.gov/oco
Department of Commerce – www.commerce.gov/economic_analysis.html
Census Bureau – www.census.gov
LED Home – <http://lehd.dsd.census.gov>
NAICS North American Industry Classification System - www.census.gov/epcd/www/naics.html
O*NET – www.onetcenter.org
O*NET Online – <http://online.onetcenter.org>
National Crosswalk Service Center – www.xwalkcenter.org

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.

Why Mentoring is important:

Mentoring:

- 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
- Develops a sense of accepting the need to improve academic performance, skill development, or other positive objectives
- Participates 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 expects that all local programs will afford youth with 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 Jucovy
- **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.

What's Working? Tools for Evaluating Your Mentoring Program. Author: R. Saito. 2001. Available from Search Institute, The Banks Building, 615 First Avenue N.E., Suite 125, Minneapolis, Minnesota 55413; 800/888-7828; <si@search-institute.org>; www.search-institute.org.

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 websites.



YOUTH DEVELOPMENT INFORMATION AND RESOURCES

FEDERAL PARTNERS

U.S. Department of Education

<http://www.ed.gov/index.jhtml>

Office of Vocational & Adult Education

<http://www.ed.gov/about/offices/list/ovae/index.html>

U.S. Department of Justice

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

- List of OJJDP Programs
<http://ojjdp.ncjrs.org/programs/index.html>
- The National Training and Technical Assistance Center (NTTAC)
<http://www.nttac.org/>
Phone: (800) 830-4031
Supports the delivery of training and technical assistance to the juvenile justice field.

U.S. Department of Health and Human Services

- Family and Youth Services Bureau
<http://www.acf.hhs.gov/programs/fysb/>
Provides services and opportunities to young people, including foster youth, runaway and homeless youth in local communities.

U.S. Department of Labor

Employment and Training Administration

- Division of Youth Services
http://www.doleta.gov/youth_services/
- Shared Youth Vision
<http://www.doleta.gov/ryf/>

Youth Resource Connections, a technical assistance update published bi-weekly by the U.S. Department of Labor (USDOL), Office of Youth Services (OYS), Office of Youth Opportunities, provides announcements and information for state and local partners, coaches and others interested in youth development. Subscribe online at:

http://www.doleta.gov/youth_services/newsletter.cfm

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/Template.cfm?Section=Model_County_Programs&Template=/cffiles/awards/model_srch.cfm

National Governor's Association (NGA)

Center for Best Practices

<http://www.nga.org/portal/site/nga/menuitem.50aeae5ff70b817ae8ebb856a11010a0/>
(202) 624-5300

Offers information on model programs, what works, what doesn't, and what lessons can be learned from others grappling with the same problems.

National League of Cities (NLC)

The Institute for Youth, Education, and Families

http://www.nlc.org/nlc_org/site/programs/institute_for_youth_education_and_families/index.cfm

The Institute focuses on five core program areas: education; youth development; early childhood development; safety of children and youth; and family economic security. Subscribe to mailing list: reid@nlc.org or leave a detailed message at 202-626-3014.

U.S. Conference of Mayors (USCM)

http://www.usmayors.org/uscm/best_practices/search.asp

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>

202-775-9731

National nonprofit organization sponsors learning opportunities (i.e., field trips, seminars), research, and publications for policymakers at the federal, state and local levels.

Children, Youth, and Families Education and Research Network (CYFERnet)

<http://www.cyfernet.org/about.html>

(612) 626-1111

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 Forum for Youth Investment (formerly IYF-US)

<http://www.forumforyouthinvestment.org>

202-207-3333

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.

Institute for Educational Leadership (IEL)

<http://www.iel.org>

(202) 822-8405

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 Youth Development Information Center (NYDIC)

<http://www.nassembly.org/nydic/>

1-877-NYDIC-4-U (toll-free)

Provides practice-related information about youth development to national and local youth-serving organizations at low cost or no cost.

Youth Development and Research Fund (YDRF)

<http://www.ydrf.com/>

(301) 216-2050

(202) 659-1064

National network organization of over 200 youth employment/development organizations organization dedicated to promoting policies and initiatives that help youth succeed in becoming lifelong learners, productive workers and self-sufficient citizens.

Promising and Effective Practices Network (PEPNet)

<http://www.nyec.org/pepnet/index.html>

(202) 659-1064

A project of the National Youth Employment Coalition, PEPNet serves as an information base for identifying and promoting what works in youth employment and development.

YouthBuild USA

<http://www.youthbuild.org/site/c.htlRI3PIKoG/b.1223921/k.BD3C/Home.htm>

(617) 623-9900

Provides a wide range of materials and services, including training curricula, manuals, newsletters, and national trainings for staff and participants in youth employment programs, especially in the housing construction field.

RESOURCES FOR NATIVE AMERICAN YOUTH

U.S. Department of Housing and Urban Development

Planet Youth: The Native American Youth Connection connects American Indian, Alaskan Native and Native Hawaiian young people with important and useful resources and offers opportunities and support for Native and non-Native youth and their families.



<http://www.hud.gov/offices/pih/ih/codetalk/planet/index.html>

Resources for Native American/Alaskan Native/Native Hawaiian youth:

U.S. Department of Labor

Employment and Training Administration
Indian and Native American Programs

<http://www.doleta.gov/dinap/>

U.S. Department of Health & Human Services

Administration for Children & Families
Administration for Native Americans

<http://www.acf.dhhs.gov/programs/ana/>

Department of the Interior

Bureau of Indian Affairs

<http://www.doi.gov/bureau-indian-affairs.html>

National Indian Child Welfare Association (NICWA) is a comprehensive source of information on American Indian child welfare and works on behalf of Indian children and families in areas of public policy, research, advocacy, information and training, and community development.

<http://www.nicwa.org>

United National Indian Tribal Youth (UNITY) is a national organization with 211 youth councils operating in the United States and Canada. The organization promotes youth leadership and fosters the spiritual, social, and mental development of Native American youth.

<http://www.unityinc.org>



PUBLICATIONS

Barriers and Promising Approaches to Workforce and Youth Development for Young Offenders, published by the Annie E. Casey Foundation. in collaboration with the National Youth Employment Coalition, and the Youth Development and Research Fund, and the Justice Policy Institute. The report profiles nontraditional juvenile justice initiatives that are reducing crime and making communities safer by facilitating youths' economic self-sufficiency. To obtain a hard copy of the report, visit the Annie E. Casey Foundation web site: <http://www.aecf.org/> or call 410/223-2890.

Community Youth Development (CYD) Journal promotes youth and adults working together in partnership to create just, safe, and healthy communities by building leadership and influencing public policy. Published quarterly by the Institute for Just Communities (IJC) and the Institute for Sustainable Development, Heller School of Social Policy and Management, Brandeis University. <http://www.cydjournal.org>

Youth Today

<http://www.youthtoday.org/youthtoday/>
(202) 785-0764

National, independent paper that goes out to more than 70,000 readers in the child and youth services fields. It covers a range of issues that include youth development, juvenile justice, and workforce development. Offers information on model programs, what works, what doesn't, lessons, etc.

HEALTH

The CDC National Prevention Information Network is the nation's largest collection of information and resources on HIV, STD and TB prevention. Their website www.cdcnpin.org offers a wide range of information that can be useful in working with young people. "For young people, it is critical to prevent patterns of risky behaviors before they start. Scientists believe that cases of HIV infection diagnosed among 13- to 24-year-olds are indicative of overall trends in HIV incidence (the number of new infections in a given time period, usually a year) because this age group has more recently initiated high-risk behaviors. In 2000, 1,688 13- to 24-year-olds were reported with AIDS, bringing the cumulative total to 31,293 cases of AIDS in this age group. Clearly, HIV prevention efforts must be sustained and designed to reach each new generation of Americans."



ADDITIONAL WEB SITES FOR YOUTH DEVELOPMENT RESOURCES

AED Academy for Educational Development
www.aed.org

America's Promise
www.americaspromise.org

Child Trends
www.childtrends.org

International Youth Foundation
www.iyfnfnet.org

John J. Heldrich Center for Workforce Development
www.heldrich.rutgers.edu

National 4-H Council
www.fourhcouncil.edu

National Clearinghouse on Families and Youth
www.ncfy.com

National Network for Youth
www.nn4youth.org

National Youth Employment Coalition
www.nyec.org

National Youth Leadership Council
www.nylc.org

Public Private Ventures
www.ppv.org

Sar Levitan Center for Social Policy Studies
www.levitan.org

Search Institute
www.search-institute.org

The Innovation Center for Community and Youth Development
www.theinnovationcenter.org



WEB SITES FOR YOUTH WORKFORCE DEVELOPMENT PROFESSIONALS

Center for Adolescent and Family Studies
<http://www.indiana.edu/~cafs/>

Center for Children of Incarcerated Parents
<http://www.e-ccip.org/index.html>

Child Trends
www.childtrends.org

International Youth Foundation
www.iyfnet.org

Jobs for the Future
<http://www.jff.org>

John J. Heldrich Center for Workforce Development
www.heldrich.rutgers.edu

Corporation for National and Community Services
<http://www.nationalservice.gov/Default.asp>

LMI Training Institute: Other Workforce Information Sites
<http://www.lmi-net.org/>

National 4-H Council
www.fourhcouncil.edu

National Clearinghouse on Families and Youth
www.ncfy.com

National Collaborative on Workforce and Disabilities
<http://www.ncwd-youth.info>

National Credit Union Administration Financial Education
<http://www.ncua.gov/FinancialEducation/index.htm>

National Network for Youth
www.nn4youth.org

National Runaway Switchboard
<http://www.nrscrisisline.org>

National Youth Employment Coalition
www.nyec.org

National Youth Leadership Council
www.nylc.org

www.doleta.gov/youth_services



National Youth Violence Prevention Resource Center
<http://www.safeyouth.org>

Public Private Ventures
www.ppv.org

Sar Levitan Center for Social Policy Studies
www.levitan.org

Search Institute
www.search-institute.org

Texas Workforce Commission Youth Program Initiative
<http://www.twc.state.tx.us/svcs/youthinit/ypi.html>

The Innovation Center for Community and Youth Development
www.theinnovationcenter.org

Working for America Institute
<http://www.workingforamerica.org>

Youth 2 Work
<http://www.osha.gov/SLTC/teenworkers>

Center for Occupation Research and Development (CORD)
<http://www.cord.org/index.cfm>

The White House Task Force for Disadvantaged Youth Final Report
<http://www.ncfy.com/publications/disadvantaged/execsumm.htm>

Interagency Council on Homelessness
<http://www.ich.gov/>

Migrant & Seasonal Farmworker Youth Program
<http://www.doleta.gov/msfw/html/youth.cfm>