Texas Workforce Commission Youth Program Initiative

You and Youth in the Middle: Effective Case Management

Training Packet Produced By School & Main Institute

One of twelve training packets created for Texas Workforce Board regions as part of the Texas Workforce Commission Youth Program Initiative.

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You may download additional copies of this packet or any in the series from the Board & Network Partners area of the Texas Workforce Commission website: www.twc.state.tx.us/customers/bnp/bnp.html.

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You and Youth in the Middle: Effective Case Management

Training Goals

- Understand how to manage people, passions, pursuits, and... paper (data)!
- Learn how to create an effective Individual Service Strategy (ISS).
- Create a case management system that covers critical functions.
- Identify the tools people working with your client will need to assess and communicate assets, needs, and progress.

In This Packet

Your Case Management Mission, Should You Choose to Accept It

Effective case management is the ultimate "left brain, right brain" activity. On one hand, it's all about people skills: you, a youth worker, artfully connecting with a young person so that he or she can express goals, dreams, needs, experiences and successes.

On the other hand, case management is information management: potentially boring data entry, paperwork, and "administrivia," covering everything from contact information to assessment findings, program information, and progress reports. In fact, job shadow a skilled case manager or youth worker for a week. You'll see them play a dozen or more roles.

A case manager is an[1]:

- Advocate
- Coordinator
- Broker
- Colleague and Collaborator
- Community Organizer
- Consultant
- Counselor
- Evaluator
- Expeditor
- Planner
- Problem Solver
- Record Keeper
- Service Monitor
- System Modifier

Service models like those framed in the Workforce Investment Act rely heavily on strong case management. Youth need skilled case managers to help them effectively navigate the maze of youth development opportunities available across their community!

This training packet will help you explore case management models and practices in multi-service and multi-institutional partnership environments.

[1] Adapted from Generalist Case Management: A Method of Human Service Delivery, Marianne Woodside and Tricia McClan.

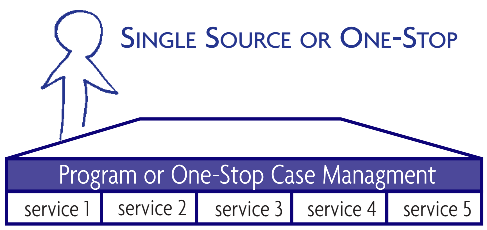
Bird's-Eye View - Case System Models

There is no single model for how best to organize case management for your youth development system. Sometimes there is a person everyone can point to and say, "That's Maria's case manager or counselor," the person with whom Maria meets on a regular basis, paid by a particular program to handle case management responsibilities. Sometimes there is no single person – and case management activities are distributed across various programs and staff.

Your approach will depend on how youth, education, and workforce readiness services are delivered in your area; the level of collaboration among key organizations; staff capacity; and to some extent, technological and organizational infrastructure. Regardless of the model, you should make sure to address critical case management functions (see next section!).

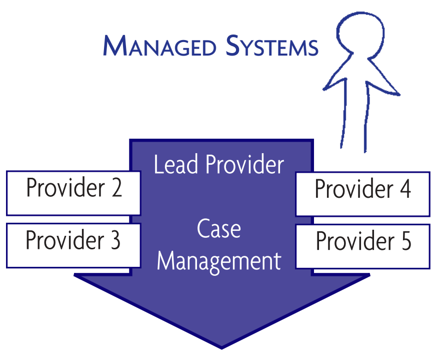
Three Organizational Models for Case Management

Single Source or One-Stop



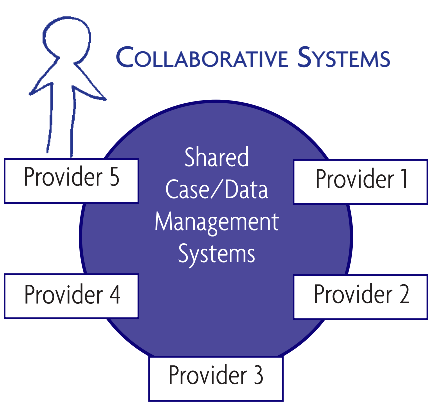
Characteristics:
- Youth can access a variety of support via one program or location.
- Designated staff have case management role.
- All assessment and planning done on location, often by case manager.
- Case manager/program delivers bulk of services, facilitates referrals, and maintains contact with other providers, if needed.
- Program establishes and maintains information management system.

Managed Systems



Characteristics:
- Youth enter via one primary provider but access services as needed from others.
- Primary agency coordinates case management.
- Designated staff at primary agency have case management role.
- Lead case manager coordinates with other organizations and services. Staff members at other provider organizations coordinate with the lead case manager.
- Lead agency establishes and maintains management information system.

Collaborative Systems



Characteristics:
- Shared case management tools and collaborative procedures (case team).
- Each provider is clear about the role its staff plays in case management and data it collects and shares.
- Fairly sophisticated information management system. Staff at different agencies have access to and can contribute to client information.

Principles to Guide You

Case management is partnership management.

WHICHEVER CASE SYSTEM APPROACH YOU TAKE, REMEMBER THAT CASE MANAGEMENT IS:

PARTNERSHIP DEVELOPMENT

In fact, what better test of partnership is there? If you can get yourself, your client, family members and loved ones, service provider staff, employers, teachers and instructors all moving in sync, all collaborating to support a young person's venture, you are a master builder of partnerships! Effective case management is as much about how adults and programs interact as how a case manager and client interact.

ACTION

You want to build a relationship. You want rapport. You also need to help a young person translate self-knowledge, dreams, fears, and options into concrete action steps that lead to employability and training. Are you a good planner? Goals and needs can be big or vague – even undefined or undiagnosed. And choices? There are thousands of choices when it comes to a young person's future. You need to work with your client to identify a very individualized set of goals and the concrete "to do's" that make them achievable.

EMPOWERMENT AND SELF-IDEALIZATION

People don't achieve, grow, resolve issues and change unless they want to. As a case manager, your charge is not to "cure" young people. Your role is to affirm and enable. Keep a "learning to ride a bike" image in your head. Some of your clients only need a little push. Others will need training wheels for a while. Some aren't ready for the bike (at least not yet!). In the end, all of them need to be able to ride by themselves. And don't be surprised if some already know how to ride – they're just looking for new places to pedal.

ACCESS AND ADVOCACY

You're a broker. Your community has a portfolio of youth service opportunities, services your client wants or needs. Can you work with your client to cobble together services from various organizations into a coherent program of support? Do you have the access, information, and relationships you need to help maximize opportunities for your client? Once your client enrolls in services, can you advocate within institutions to troubleshoot on their behalf?

AGREEMENT

Want to make sure something gets done? Get people involved to agree that it should, and get it in writing. Get signatures. Make it look and feel official. The same is true at different levels of case management. You and your client should formally agree to learning goals, next steps, "assigned" tasks, etc. Adults with your client should agree to deliver particular types of support, focus on specified skill development needs, and so on. Much of your work with a client is conversational in tone, as it should be, but in many ways you're actually a negotiator, working out the terms of a contract!

Case Management Functions at a Glance

Case management support should follow a young person from first encounter until, with WIA services, 12 months after program completion. There are six basic areas you need to address:

Area One:	Outreach & Recruitment
Area Two:	Enrollment
Area Three:	Assessment
Area Four:	Individual Service Strategy (ISS) & Placement
Area Five:	Service Delivery
Area Six:	Follow-Up

This section provides an overview of each area. There are entire guides on case management and counseling, filled with more tools than you might ever need! Look for recommendations and additional sample case management materials in the Tools and Resources sections of this packet.

Area One: Outreach & Recruitment

How do eligible youth find you? How do you find them? Good case management starts long before a young person shows up at your office or center.

Many organizations in your community have connections to youth or families with youth who would benefit from WIA services. These organizations are your "lead" generators. Your goal: plug in and equip people to direct eligible youth your way – along with any important "case" information they may be able to share.

- Exactly how do youth workers, counselors, and others identify and refer eligible youth?
- What materials should they give a potentially eligible youth and his or her family?
- What information should they collect?
- Where, to whom, do referrals go?
- Should youth complete an interest form or application?

Make a list of all key organizations that could refer youth for WIA services. Outline your referral procedures and prepare a reproducible packet referral partners can give to potential participants. Distribute your referral materials to key contacts (counselors, etc.) at youth-serving organizations. Post to your website.

And don't forget about the power of human connection. Young people are extraordinarily social creatures. An application and brochure may catch their attention but more often a person does. Use former participants, people youth know, or community leaders to help you recruit. Use short, fun information sessions, community events, job fairs – even provocative panels or forums or short-term projects – to attract young people.

Finally, be sure to orient at least one staff member in each referring organization or program (by phone, visit, or as meeting with others). Then request that your lead contact orient other staff on methods they can use to present the opportunity your services represent to families, youth, and other potential referrers.

take action!
recruitment

Identify a list of referral partners – organizations and people with strong connections to youth. Create an engaging presentation script or "infomercial" that describes your effort! Identify 4 or 5 people who could regularly "take the show on the road" to youth hangouts and hot spots.

Have ready a form staff can use to refer a youth or that a youth can use to express interest.

Give as much information as you get.

Area Two: Enrollment

A young person wants support, and you are their initial point of entry. You need to:

- Document eligibility
- Collect a significant amount of contact, background, and demographic information
- Welcome and engage your client
- Explain how WIA services can work

It's a heavy load to place on a relatively short, initial encounter. Keep your enrollment process simple! You'll have plenty of other opportunities to collect more information. Collect what information you can by way of an application, and then use an interview to provide welcoming human interaction. Focus on information you absolutely need in order to enroll the student: primarily eligibility, contact, and light background information.

Be sure to balance the amount of information you **collect** with the amount you **give**.

At a minimum, your client should leave an enrollment meeting with a good sense of services available, your role in their adventure, the process the two of you will use to develop a support plan, and some reassuring examples of what participation was like for other youth.

Verifying WIA eligibility can be frustrating, time-consuming work. WIA youth must be income eligible and/or face "barriers" to success. Income criteria and acceptable barriers are defined by WIA rules. Look for the Eligibility Flow Chart in this packet for an overview. Local Workforce Boards have some discretion and can identify additional barriers. Make certain you fully understand WIA eligibility for your region. Many programs even give potential participants a checklist of documents and information they and their families can use to confirm eligibility.

In the end, not everyone is eligible to receive support. Be prepared to refer ineligible youth elsewhere. Have a list of other services available, with eligibility guidelines so you're not shuttling youth off to yet another program for which they won't qualify.

Some programs introduce assessment during the initial enrollment meeting. On the other hand, you may want to hold off and treat assessment as the next "phase" of the process. Of course, you'll still talk with your client about interests and needs as you collect demographic, contact, eligibility, and other basic enrollment information. You just won't try to cram a survey or career interest questionnaire into introductory encounters that have neither the time nor focus, or even relationship base, for them.

take action!
enrollment

Develop youth and family-friendly enrollment packet (not just the application form) that explains the opportunity available, eligibility guidelines and proof required, and if appropriate, youth record sharing and other parental permission required.

Train staff members who enroll young people in three main skill areas: interviewing, customer service, asset-based youth development methods.

Create a list of other providers, services, and eligibility guidelines for referral purposes – in case a young person doesn't qualify for your services.

Area Three: Assessment

Purpose of assessment

Good assessment practices should weave throughout all WIA services – and it's often case managers who make sure this happens. You are always assessing. At the beginning, you assess in order to discover the person (the youth!) venturing into this web of WIA support. You assess as services unfold in order to gauge progress, shifting interests and needs, and to revise service tactics, if needed. As services wind down, you assess in order to sum up achievements and final outcomes.

The purpose of assessment is to:

- Help the participant confirm interests, skills, and valuable experiences.
- Identify internal and external factors that support or impede success.
- Prioritize skill development, career awareness and support needs.
- Identify information that will enable service providers to effectively target and tailor support.
- Evaluate and monitor progress, and ultimately, results.

As a case manager, you sit at the center of a swirl of information about your client's interests, needs, and progress. You will personally collect some of the information, and other people working with your client will collect it (or already have it). Your main role is to help your client translate assessment findings into action and ensure that important information gets shared among providers who need it.

Assessment methods & tools

There are many, many things you could assess: interests, skills, needs, progress, and more. Try to assess everything, and you will drive yourself and your client crazy. Filter out what is essential and work with providers to identify a set of tools and methods that match your assessment priorities. The best youth practices reflect these assessment methods:

"Asset-based" assessment

Time was, assessment practices were overly obsessed with a youth's problems and issues. The basic question underlying traditional assessment practices was: "What's wrong with you?" More recently, youth workers have shifted to an asset-based approach, which emphasizes a young person's strengths, interests, and personal and social supports. You will still identify issues and barriers. You just do so with a far more comprehensive, positive approach. New to Asset-Based Assessment? Review the Search Institute's "Forty Developmental Assets for Adolescents." Look for the copy in the Tools section of this packet.

Collaborative assessment

Only part of the responsibility for assessment actually falls directly on the case manager's shoulders. Job supervisors, mentors, tutors and teachers all play an important role in assessing needs and progress.

Assessment aligned with WIA youth performance indicators

Any support is good support in most cases. In WIA, however, that's too low a bar to set. Results matter. Your area Workforce Board must track and report on "Youth Performance Indicators," the education, training, and employment outcomes for youth who participate.

WIA Performance Indicators

- ✓ Entry into employment, education or advanced training, or military service.
- ✓ Attainment of secondary school diplomas or their recognized equivalents.
- ✓ Attainment of basic literacy and numeracy skills.

Where do we need to go? Are we there yet?

Part of your job as case manager is to ensure that people assess progress toward these ends, even as they work with the "whole youth" (and care about many other results). Service providers are often more comfortable with – and geared to track – some indicators more than others. Make sure that people who work with your clients have what they need to provide clear snapshots of gains and gaps in skill development, employability, and academic completion. Sometimes you may simply need to tweak a form so that information is collected and reported. Other times, program staff may need a dose of training.

Formal assessment instruments

Formal assessment tools can be powerful, even fun, and there are many that work well in WIA settings. However, be clear with yourself and youth what you want to assess, why, and how you will use the findings. Everyone remembers a survey, questionnaire, or test they took to "assess" strengths, interests, or aptitude. Many of us still laugh about them or even secretly fear them (What? This says I should be a...?!)

Identify assessment instruments that best suit your purpose. There are numerous options. Look for the short guide to common "paper & pencil" and computer-based assessment tools at the end of this packet.

Make it a point to ask your clients if they have ever used any of the assessments before. Many are quite popular these days and youth may have encountered them in school or in another program. It doesn't mean you can't use them again – a second check can be beneficial. Just don't assume you're the first person to ever work with your client in this area. If you do use formal tools, try them on yourself first! There's nothing like seeing your own results to help you understand how a young person might react.

Finally, always set aside a comfortable chunk of time with your client to discuss the results. All too often the results get only cursory review before they head straight into a file.

Performance-based or authentic assessment

The easiest piece to lose in the assessment mix? Skill assessment. WIA services are fundamentally about skill development and skills are about DOING – about performing in real situations. Here, surveys and tests can only take you so far.

WIA services are designed to put youth skill development to the test in real-world situations, in front of people who know what performance measures up. Who better to help evaluate a young person's math skills or resume than an employer or mentor? You should have plenty of opportunities and people to assess youth in action, on a job site, with a mentor, leading younger students, with an instructor or teacher, or working on a community service project.

Here are a few of the methods programs use to support performance-based assessment:

- A simple checklist of core skills or competencies, updated as needed and shared with adults working with the young person
- A work-based learning plan
- A job observation or evaluation form
- A short monthly update report for mentors
- A portfolio where youth can keep examples of successful projects, evaluations, etc.
- Youth self-assessment tools (i.e., activity, project or program-based, job-related)

Interviews with others

Interviews are an underutilized, powerful assessment method. In addition to speaking directly with your client, you may want to interview other people for additional perspective – a teacher or counselor, job supervisor, family member. Work with your client to identify appropriate people. No behind-the-back interviews!

Your initial assessment

WIA requires an initial assessment whenever a new participant enters your program. These early assessment conversations set the stage for the development of an Individual Service Strategy (ISS), so needless to say, they are crucial.

At a minimum, the initial WIA YOUTH assessment must cover:

- Academic levels and basic skills
- Occupational skills
- Prior work experience
- Employability
- Interests and aptitudes (including interests in non-traditional jobs)
- Supportive service needs
- Developmental needs

Many programs use an interview tool that covers these areas:

- Interests & Goals
- Strengths & Skills
- School/Educational Experience
- Extracurricular Activities
- Work Experience
- Family & Peer Influences (Social/Cultural History)
- Health Information & History
- Legal Issues & History (as appropriate)
- Needs
- Barriers to Participation or Success

I Can See From Your Assessment...
Good questions for discussing assessment findings with youth

- What do you think about these results or observations? Did any strike you as particularly on target? Did any surprise you? Strike you as odd?
- Which questions did you find yourself thinking about most? Why?
- Your results suggest you really like [working with people, working with your hands, math, etc.]. Does that sound right? What do you like about this? What do you feel particularly good at or interested in?
- Is there anything you really like to do or are good at that this survey didn't get at?

take action!
assessment

Create a picture or chart that shows when and how you and other service partners will assess youth at each stage of their participation, from initial enrollment through follow-up. What tools do partners already have to capture and share data? What new tools do you need?

For each young person, create a checklist of "Joe's Skill Development Goals" or a "Learning Plan" that will help service partners keep track of core skills your client needs to work on – and assess.

With partners, identify client information that can and cannot be shared. If appropriate or necessary, get permission from parents/guardians or youth, if over age 18, to share records (i.e., assessment findings, learning records, etc.).

Area Four: Individual Service Strategy and Placement

WIA youth elements and the individual service strategy (ISS)

WIA youth participants must have access to services in ten youth elements[3]:

- Tutoring, study skills training, and instruction (leading to diploma or equivalent)
- Alternative secondary school services
- Summer employment, directly linked to academic and occupation learning
- Paid and unpaid work experiences, including job internships and job shadowing
- Occupational skills training
- Leadership development activities, including community service
- Supportive services
- Adult mentoring for no less than 12 months
- Follow-up services for no less than 12 months after program completion
- Comprehensive guidance and counseling, including substance abuse counseling and referral

A single program can deliver the services. More often, it will take a combination of providers to do the job. The Individual Service Strategy (ISS) required under WIA is the action plan that articulates a clear path through what can be a maze of activities, services, and organizations. It keeps everyone, especially the young person, focused on specific objectives that will achieve longer-term goals.

At a minimum, WIA requires that the individual service strategy identify

- An employment goal (including nontraditional employment, if applicable)
- Achievement objectives
- Appropriate services – based on individualized assessment

Your ISS tool

Before you leap to your computer to create or overhaul your ISS tool, consider the overall role of the ISS in your effort, who will need to "put their hands" on ISS information, and how. Function before "forms"!

Important ISS functions

- Distill what you and your client learn during enrollment and assessment.
- Identify specific information about assets and development needs that can be used by the student, you and provider staff to focus on and assess priority skill and career development areas.
- Engage the young person fully in reviewing opportunities, developing strategies, and marking progress.
- Serve as a learning contract or agreement between a young person and those providing support.
- Articulate goals and objectives in a format that can be shared and updated.
- Provide important administrative and reporting information, i.e., types of services being accessed, progress (especially tied to WIA performance indicators), providers used.
- Specifically identify the young person's responsibilities and next/action steps.

In the end, the ISS is a document – a form, folder or for a growing number of programs, a database. You often see two distinct formats. Some (the all-in-one model) include everything in one form: contact information, educational/work/life background, eligibility, assessment results, all needs, goals, strategies, service contact information, accomplishments, etc. Others distill information gathered and reported elsewhere into specific goals and benchmarks, service strategies, and progress updates. Look for links to sample ISS tools in the Resources section of this packet.

[3] Workforce Investment Act of 1998

I like animals, cars and baseball. Now what?

One other strong recommendation as you create or refine your ISS tool: ask service providers to give you blank copies of any case management- like tools they already use with youth clientele (IEP's, juvenile justice case plans, etc.) You may learn something, find a good model, or see clear ways you can better align and coordinate information collected across programs. A few communities have even started to develop one set of tools that will serve a variety of programs (and funding sources).

ISS meetings

Forms aside, the heart of the ISS process is goal-setting and service selection. That is where you need your strongest case management and youth advocacy skills.

It's enormously fun to talk with young people. Conversations can go in a hundred directions. However, bottom line, you and your client are in a room for a reason: goal setting and action planning. ISS meetings are structured conversations, part of a systematic process. If you are organized in your approach, ISS goals and plans will be.

Strike a tone of partnership from the start. Young people are frequently told what to do. They get countless commands, suggestions and advice. After years of it, many youth don't respond well to "You should do this" or "You should do that" – and sometimes anything that smacks of counseling. Use questions. Filter out and present choices and options. Visualization, guided imagery, writing, and other activities can also help youth communicate goals and discover options or solutions. For example, you might have participants:

- Imagine, even draw, various scenarios: life at 25 years, the house they'll live in, resolving a specific conflict or issue, achieving a goal.
- Write a personal mission statement.
- Write down an inventory or "top 10" lists – things I want to try, places I'd like to go, interesting people or careers I encountered this week, etc.
- Keep a goals and progress diary.
- Ask 3-5 family members and friends to describe strengths as they see them and record or videotape their responses.
- Keep a photo journal with images that reflect interests, strengths, and goals (i.e., a picture of an imagined future award, a magazine picture of someone in a career that interests them).
- Keep a bad habits/good habits trade-off list: i.e., ask them to record two bad habits (or career blockers) they can substitute for good ones and keep track of how it's going.
- Create a calendar they can use to visually remind themselves of goals.

If your clients struggle with goal setting, help them warm up to it. Have them pick a "goal of the week." Start with something small, related to one of their strengths. Then move on to action steps related to larger goals and issues. You might even remind clients that planning isn't about perfection. It's about showing up and trying.

In successful ISS plans:

- Youth own the goals.
- Goals are prioritized.
- There are small, achievable steps AND a clear "stepping off" point.
- It is clear how program activities will address specific goals or needs.
- There is a timeline.
- There is accountability: you identify consequences for not fulfilling responsibilities, goals are explicitly shared with others involved (i.e., to widen the circle of accountability).

In weak ISS plans:

- Goals are too generic, vague, high, or low.
- There are too many goals. They are overwhelming, unrealistic, and/or there is no priority.
- There are no short-term wins.
- Your client didn't care about the goals in the first place – they were dictated rather than negotiated.
- Staff and youth don't know programs and services well enough to know how they will address specific goals and needs.

Provider and referral resources

In order to be fully effective in ISS sessions, have information about youth services and referral resources for all of WIA's ten youth element areas at the ready:

- What menu of opportunities is available?
- What are the eligibility requirements for each program (income, age, etc.)?
- Are there specific enrollment periods?
- Are there other requirements, i.e., time commitment, costs, etc.?
- Are there only a certain number of slots available each year?
- Who is the contact person or person in charge of enrolling new participants?

Create or establish links to a database or list of providers and referral resources. Check with your area Workforce Board or One-Stop Center. They may already be working on "resource mapping" and may have a list.

Above all, make sure the ISS isn't simply a pretext for placing young people wherever there are open slots or in a convenient program. This does happen, mainly because:

- Young people often don't know what they want, and therefore have relatively vague or even conflicting goals.
- Case managers may not know about the full slate of programs, opportunities and services available – or may not know about WIA's ten element requirements.
- It's easier to place a young person in one program rather than coordinate services across multiple providers.
- Your community doesn't have the particular service or opportunity that best matches an articulated goal or need. Your young person is interested in marine biology but lives hundreds and hundreds of miles from the ocean.
- Other needs – transportation, scheduling – preclude participation in an ideal program or service.

take action!
iss development

What service strategy information do you want to reflect, share, record, etc., with whom, and why? Refine your ISS tool that clearly matches those identified needs.

Review your ISS format and planning meeting methods to make sure they elicit goals based on youth assets, not just needs. If not, right the imbalance!

Create a "Youth Resources Referral Sources" database or directory – flagged or categorized by WIA youth element areas – that youth staff can easily access during ISS meetings.

Sample ISS Planning Session Agenda

What's an ISS?
Purpose & how ISS will be used

Your Dreams, Strengths and Needs
Discussion of participant's interests, assessment results, skill needs, progress

Opportunities & Resources
Review of service options, support resources, participant requirements and expectations

The Plan – ISS Outline
Identification of specific goals, services and service objectives, timelines, and progress measures

Covering All Bases
Discussion of potential barriers and what might make or break the success of the plan

Action Steps
Tasks or decisions needed by both the youth and case manager

It's a Deal
Youth and case manager (and perhaps another key player, like a job supervisor or mentor) officially endorse and commit to the plan (with signatures!)

Area Five: Service Delivery

Services are under way! Your case management role now focuses primarily on assessment (covered earlier), communication, and troubleshooting.

Establish a routine for communicating with your client

Many case managers meet face-to-face with each of their clients at least once a month. However, youth are far less apt to fade out of a program or flounder silently in services that aren't working well if you establish a connection outside of case meetings. Use simple relationship management tactics – like an email "hello" each week – to maintain a personal connection. Anytime your client can't make a meeting, speak by phone as close to the day and time you were originally scheduled to meet.

Many youth are surprised when the adults working with them actually know and talk with each other. With WIA services, adults in the picture might include all or some of the following:

- Teacher, tutor, or training program staff member
- Guidance counselor
- Mentor
- Job supervisor
- Internship, co-op, apprenticeship, or other work-based learning coordinator
- Family member
- Program coordinator (community service, youth leadership, etc.)
- One-Stop staff member

You are probably one of these people. Do you know the others? The telephone, email, and weekly reminders to yourself are your best tools in managing this "partnership" effort. You probably won't call or email everyone every week. However, each adult holds critical information about your client and his or her participation and progress. Make sure the communication is two-way. If a student doesn't show up for work or for a mentoring session, you want that job supervisor or mentor to let you know.

Identify formal update methods

You will need summative progress information from key staff and partners working with your client. Use existing tools and systems wherever you can. Don't kill people with reports and paperwork. Case managers, perhaps more than anyone, know all too well the burden of paperwork. Many internship, counseling, and mentoring programs already have tools for tracking and reporting participant progress. Will a copy (perhaps with the addition of a question or two) sent to you on a scheduled basis serve your needs?

At least once every 3-6 months, hold a "team" meeting – you, your client and key people supporting him or her. Make it part celebratory progress review and part planning for the next stage of support.

Always follow good confidentiality and privacy practices: some information can be shared, some not. Work with your partners to define exactly what can be exchanged, how, and when, and to create interagency sharing agreements if needed.

Let youth create a portfolio or contribute to their "case files"

Often, a young person's case file reflects very little of his or her own voice and material. The file reads like a one-sided observation notebook: what adults see and think about a youth. You get very little insight into what the young person actually thinks about experiences and progress.

• Ask clients to bring in examples of their best work (school, job, etc.). Create a portfolio for this material. Make them fully responsible for updating their portfolio and

take action!
service delivery

Identify formal progress updates you need – or can get – from adults (mentor, job supervisor, etc.) working with your youth. Use existing tools and methods wherever possible!

Create a contact list of the key adults working with your client and provide a copy to each person on this "support team" (keeping good confidentiality practices in mind). Set aside a regular weekly or bi-weekly 30-minute block on your calendar so that you can check in with each person by email or phone.

Ask youth to save examples of their work and other career development materials for a portfolio.

Catch you later...

bringing it to scheduled meetings with you.
• Let young people evaluate services and experiences. Some programs include formal youth feedback surveys or focus groups; others don't. Either way, you should have a short list of 2-3 questions you can use to get your client's point of view.

Area Six: Follow-Up

Youth shouldn't "graduate" services and move on, never to be seen or heard from again. Follow-up support is an important piece of your youth development system. WIA goes as far as to require follow-up services for at least 12 months after program completion.

Follow-up services can include:

- Leadership development
- Regular contact with an employer
- Work-related assistance, assistance securing better-paying jobs
- Career development and further education
- Work-related peer support groups
- Adult mentoring
- Tracking the progress of youth in employment after training

So, what is the role of case management in follow-up?

Identify an exit and transition strategy. As part of exit interviews, work with your client to update goals and identify good resources for follow-up support. You hold important information about services that can still be of great benefit to your client. Be prepared to relay this information on an ongoing basis. You may even want to create a list of youth and adult services that are particularly helpful during the follow-up period.

In some cases, life during the follow-up period may continue much as it did when the young person was actively enrolled in the program. You may meet clients, refer them to services, and so on. More often, there will be less direct, face-to-face time. Instead, you'll use "remote" (email, phone) strategies to stay connected.

Get program feedback. As part of the exit process, ask youth for feedback and recommendations. You want to know what worked. Surveys are great – they'll give you good information for reports – conversations with each young person or a focus group, even better.

Maintain participant records and contact information. Include friends, family members, employer, etc., and at least one permanent contact so that you maintain connection to the youth. Determine how long you want to keep updating and maintaining participant records. Some programs update records for seven or more years, then archive the files. Others track through the follow-up period but not much beyond. Many haven't really decided yet!

Continue to track performance outcomes. Some of WIA's Youth Performance Indicators can only be attained, measured, and recorded months (even years) after services end. Often, the case manager is the person who maintains contact with former participants and checks in about employment, length of employment, completion of a training or certification program, college, etc.

Build an alumni network.
Keep an eye out for former participants who would make great youth workers, mentors, job supervisors, employers, etc. themselves. Channel them to the programs, people and places that make sense.

take action!
follow-up

Create a list or directory of referral resources for follow-up services – both youth and adult services.

Use an exit survey to capture feedback, follow-up contact information, and interest in alumni participation.

Create follow-up messages (email and/or letter) you can send at 6-month, 1-year, and 2-year points to track progress after participation.

Tap alumni! Develop an alumni outreach strategy – and include alumni participation opportunities in follow-up messages to exiting and former participants.

Parting Thought

A final thought, as obvious as it sounds: youth aren't "cases"...they're people. What does participation in a WIA system feel like to a young person? Potentially a little chaotic, maybe even invasive. They access services from different providers and have relationships with different adults, some they may know (teachers) and others who may be completely new (you, an employer or mentor).

Along you come, asking questions and filling out forms! On alternate days, participants may be cocky and certain, clueless, driven, floundering, or so on top of everything, it puts you to shame. So, get ready, and above all, remember what it felt like at this stage of your own life!

Activity One: Hangouts and Hot Spots

Goal
- Evaluate your youth outreach strategy.
- Identify key organizations or locations that need to know about you and how to refer youth to you.

Materials
- Youth Referral Network Handout

Time
- 30 minutes

Instructions

1. Work individually for 3-5 minutes to list locations, organizations, and places potentially WIA-eligible youth and their families may go, particularly out-of-school youth.

2. Next, in groups of 3-5 people, compare notes. List your Top 5 Types of youth "hot spots."

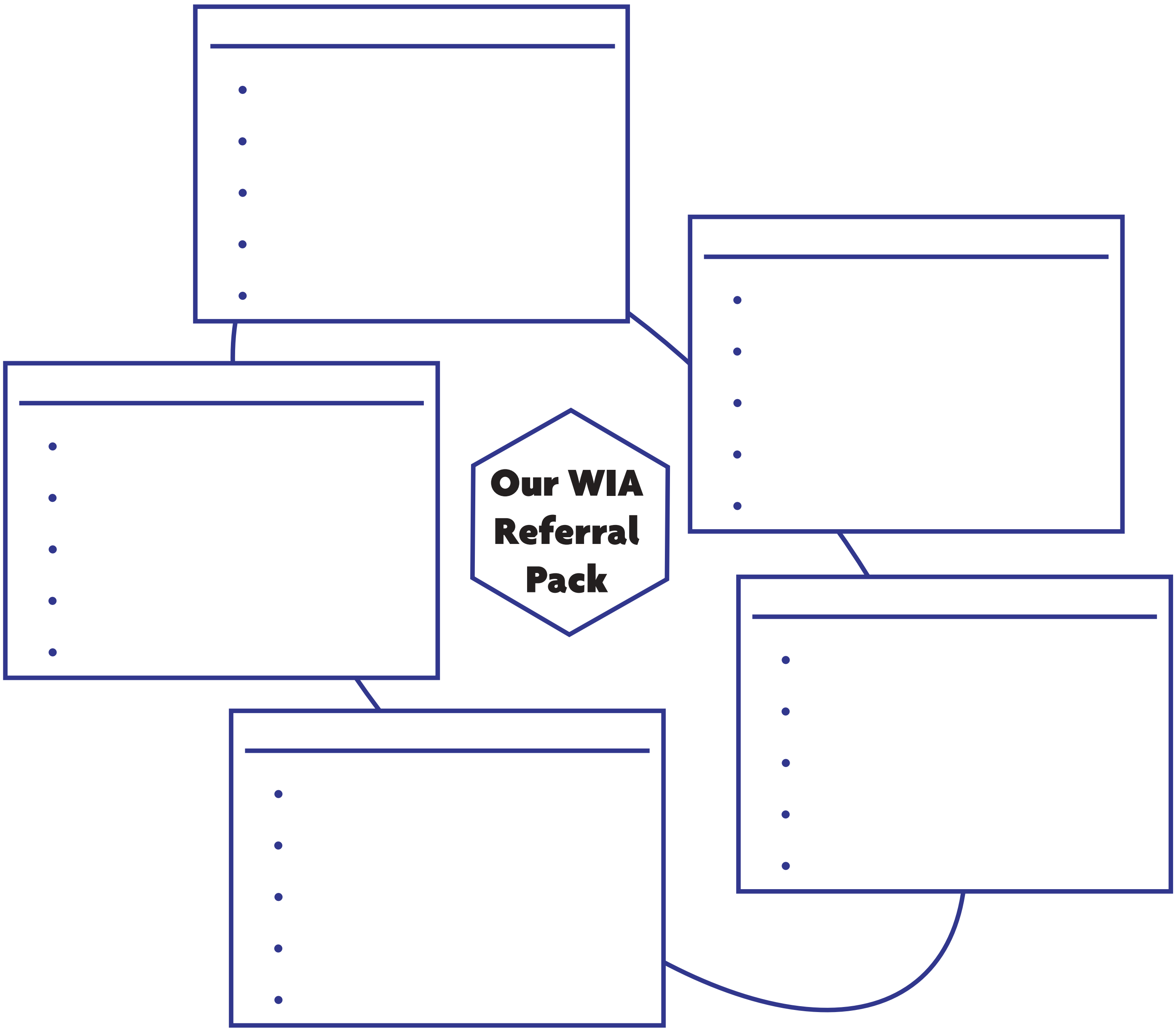
3. For each type, list specific examples from your community.

4. Mark a star next to locations your group should work with. Who should receive WIA enrollment and referral materials to post or distribute?

5. Report back on examples, discoveries, and suggestions.

Youth Referral Network - Worksheet

Where might youth and their families hear about WIA services? From people they know and places they go. What are the **top 5** types of organizations or places youth or their families encounter in a given week? Next, give specific examples from your community. Use the chart to make sure key organizations and locations have WIA referral information.



WIA Youth Services Eligibility Flow Chart

Ages 14- 21

No → Adult Services

Yes ↓

Low Income

No →

Barrier(s) for 5% Non-Income Eligible Youth

1) School dropout
2) Basic skills deficient
3) One or more grade levels below the grade level
4) Pregnant or parenting
5) One or more disabilities (including learning)
6) Homeless or runaway
7) Offender
8) Other serious barriers to employment (per local Workforce Board)

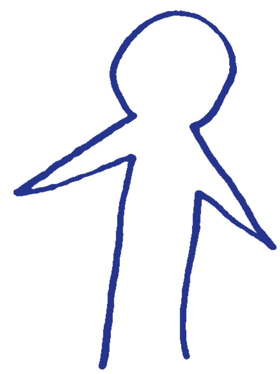
No → Refer To

- Providers with non-WIA services
- Other youth providers
- One-Stop services with no eligibility requirements

Yes ↓

Youth Barrier(s)

1) Deficient in basic literacy skills
2) School dropout
3) Homeless, runaway, or foster child
4) Pregnant or parenting
5) Offender
6) Requires additional assistance to complete an educational program or to secure and hold employment (including youth with a disability)



Yes ↓ Yes ↓

WIA-Eligible Youth Services

Out-of-School Youth → 30% of funds minimum

Non Low-Income → 5% “window” of funds maximum

Ages 14-18 → Performance Indicators (14-18): Basic Skills Attainment, H.S. Diploma or Equivalent; Post-Secondary/Training/Employment/ Military Placement

Ages 18-21 → Performance Indicators (18-21): Unsubsidized Employment, Employment Retention, Earnings, Skill Credentials
May also qualify for adult/dislocated work services, including Individual Training Accounts

Low Income Criteria

1) Receives or is in family that receive federal, state, or local income-based assistance; or
2) Income or family’s income is at or below poverty line or 70 % of lower living standard income level; or
3) Receives or has been determined eligible for food stamps, or is in household that does; or
4) Qualifies as homeless; or
5) Is a foster child covered by state or local payments; or
6) Has a disability and whose own income meets above criteria (who may be a member of a family whose income does not meet the criteria).

Source: Workforce Investment Act of 1998. To be updated after reauthorization.

Activity Two: The Skilled Questioner

Goal

- Explore your profile as an interviewer, listener, and responder.
- Understand different types of questions and how, when, and why you would (or would not) use them with youth participants.

Time

- 30 minutes

Instructions

Conversations between young people and case managers or youth workers are loaded with questions, from the first enrollment interview through follow-up services. Some people love a good question; others give the dreaded one-word answer! Often though, the quality of the answer depends on the quality and tactic of the question. Use this activity to sharpen your interviewing and questioning skills.

1. Stand up and move around the room until you find someone you don't know, don't know well, or would like to know more. Introduce yourselves quickly if you haven't met formally yet.

2. One partner should start. Take two minutes to ask your partner questions. Your goal is to learn about him or her – to get as full or rounded a view as you can. Call time after two minutes, switch, and let the second person do the asking.

3. Take a seat next to your partner and reflect for a moment:

   - How would you describe your partner as an interviewer? Does he or she have a style or profile that stands out?
   - How would you describe yourself as a responder? Do you have a style or profile that stands out?

   Try to name or characterize your styles in a few words! Share your thoughts with each other and, for those who feel comfortable, with the full group.

4. With your partner, pick FIVE question types listed below. Pick at least two that look challenging to you. For each type, brainstorm an example of a real question. Anything goes! Imagine any situation, setting, conversation, people (famous or not) topic – the funnier or whackier, the better! Keep a list of your questions.

Background questions	Feeling questions
Closed-ended questions	Leading questions
Open-ended questions	Opinion/value questions
Conversational questions	Probing questions
Experience questions	Querying questions
Fact questions	Comprehension questions
Requesting questions	Evaluative questions (quizzing/testing/assessing/judgement questions)

Activity Two: The Skilled Questioner, Continued

Instructions, Continued

5. Share your questions with the large group. Give 2-3 of your best examples and let everyone else guess which type of question you were going for.

6. As a large group, discuss interactions between youth workers and youth.

   - Which types of questions are used most often? Least? Why is this, do you think?
   - Which are most difficult for case managers and youth workers to ask? Which take the most skill? Can you give examples of good questions for these types?
   - Which are most difficult for young people to answer? Why?
   - Which are particularly powerful or necessary given the goals of your youth effort?

Activity Three: Assessing Assets

Goal
- Practice case management interview skills using an asset-based youth development approach.
- Learn how to work collaboratively with youth to develop an Individual Service Strategy.
- Practice identifying and prioritizing goals and services.

Materials
- Youth Scenarios
- Search Institute's 40 Developmental Assets

Time
- 45-60 minutes

- 2-3 minutes scenario review
- 15 minutes role play
- 10 minutes reflection
- 15 minutes report back

Instructions

1. Take 2-3 minutes to review the Search Institute's 40 Developmental Assets for teens. Think about how you might identify whether or not youth have these particular assets.

2. Find a partner. With your partner, pick at least 5 different assets from the list. For each, identify one question that would help you assess that particular asset.

3. Share examples as a large group. Are any assets easier to assess than others? Which questions do you think youth would respond to best? Which might make them uncomfortable?

4. Now, with your partner, pick one Youth Scenario and review it. Role play the situation. One of you should play the young person, the other a youth worker or case manager. Give yourselves 5-7 minutes to play the scene and 4-5 minutes to reflect on it and make notes on your role and task (below).

   Case Manager's Task
   - Identify 4-5 pieces of **asset or challenge evidence:** things the young person says that reflect an asset, goal, need, or potential barrier. (Try to use questioning tactics from Activity Two.)

   Young Person's Task
   - Play the scene! Identify **questions** that helped you reveal important information (or keep it concealed).

   Together
   - Identify a good **stretch** for the young person in this situation: a reasonable, challenging but achievable short term goal

5. Discuss your scenes!
   - What assets did these young people have?
   - What questions were most effective?
   - What goals – or what stretch – seemed to support the assets each youth has and goals expressed?
   - Do you feel like you kept a good balance between assets and needs in your conversations?

Assessing Assets - Youth Scenarios

Annette, a very bright 17-year old, suffers from acute asthma and was recently diagnosed with juvenile diabetes. She misses a lot of school. Despite her willingness to do work at home, she fails her classes due to excessive absences. The school wanted her to repeat her grade but she refused and dropped out. Annette is now enrolled in the local alternative high school program, and although one of the school's most outstanding students, she still has attendance problems.

Gina's father murdered her mother while they were living in Cape Verde. He was incarcerated for two years and then released. Gina, now 18, has been in several foster care placements. She moved in with her boyfriend and his mother and became pregnant soon after. Now that she's pregnant, her boyfriend treats her like he doesn't want anything to do with her. She has no insurance and no support system. She moved out of her boyfriend's house and back in with her grandmother, but they fight constantly. She has been arrested several times for assault and battery. She is a student at the local high school and is in jeopardy of being kicked out because of absences and poor classroom behavior.

Charlie counted the days until he turned 16 so that he could drop out of high school. He just didn't feel like school was really his thing. Charlie doesn't have a very strong sense of self, tends to be victimized, picked on and bullied by his "friends" and peers – mostly they're joking but it gets to him. He shrugs most it off. Even still, friends can easily influence him. He lives with his mother, who has two other children and is on public assistance. Charlie sits home in front of the TV all day. He has come to the attention of the manager of the public housing development where he lives.

Jorge is 21 and living with four other friends in a dumpy house they rent outside of town. He dropped out of high school at age 16. Encouraged by an older brother, he went back to get a GED at age 19. Things looked good: he landed a part-time job at an uncle's auto body shop, made enough money to get a car, hooked up with a girl he'd liked since ninth grade. Aside from a rambunctious party at the house every now and again, he managed to keep out of trouble. Life was looking good.

40 Developmental Assets for Adolescents – Search Institute

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

	Category	Asset Name and Definition
External Assets	Support	1. **Family Support** - Family life provides high levels of love and support. 2. **Positive Family Communication** - Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. **Other Adult Relationships** - Young person receives support from three or more non parent adults. 4. **Caring Neighborhood** - Young person experiences caring neighbors. 5. **Caring School Climate** - School provides a caring, encouraging environment. 6. **Parent Involvement in Schooling** - Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	7. **Community Values Youth** -Young person perceives that adults in the community value youth. 8. **Youth as Resources** - Young people are given useful roles in the community. 9. **Service to Others** - Young person serves in the community one hour or more per week. 10. **Safety** - Young person feels safe at home, school, and in the neighborhood.
	Boundaries & Expectations	11. **Family Boundaries** - Family has clear rules and consequences and monitors the young person's whereabouts. 12. **School Boundaries** - School provides clear rules and consequences. 13. **Neighborhood Boundaries** - Neighbors take responsibility for monitoring young people's behavior. 14. **Adult Role Models** - Parent(s) and other adults model positive, responsible behavior. 15. **Positive Peer Influence** - Young person's best friends model responsible behavior. 16. **High Expectations** - Both parent(s) and teachers encourage the young person to do well.
	Constructive	17. **Creative Activities** - Young person spends three or more hours per week in lessons or practice in music, theater, or Use of Time other arts. 18. **Youth Programs** - Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. **Religious Community** - Young person spends one or more hours per week in activities in a religious institution. 20. **Time at Home** - Young person is out with friends "with nothing special to do" two or fewer nights per week.
Internal Assets	Commitment to Learning	21. **Achievement Motivation** - Young person is motivated to do well in school. 22. **School Engagement** - Young person is actively engaged in learning. 23. **Homework** - Young person reports doing at least one hour of homework every school day. 24. **Bonding to School** - Young person cares about her or his school. 25. **Reading for Pleasure** - Young person reads for pleasure three or more hours per week.
	Positive Values	26. **Caring** - Young person places high value on helping other people. 27. **Equality and Social Justice** - Young person places high value on promoting equality and reducing hunger and poverty. 28. **Integrity** - Young person acts on convictions and stands up for her or his beliefs. 29. **Honesty** - Young person "tells the truth even when it is not easy." 30. **Responsibility** - Young person accepts and takes personal responsibility. 31. **Restraint** - Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	32. **Planning and Decision Making** - Young person knows how to plan ahead and make choices. 33. **Interpersonal Competence** - Young person has empathy, sensitivity, and friendship skills. 34. **Cultural Competence** - Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. **Resistance Skills** - Young person can resist negative peer pressure and dangerous situations. 36. **Peaceful Conflict Resolution** - Young person seeks to resolve conflict nonviolently.
	Positive Identity	37. **Personal Power** - Young person feels he or she has control over "things that happen to me." 38. **Self-Esteem** - Young person reports having a high self-esteem. 39. **Sense of Purpose** - Young person reports that "my life has a purpose." 40. **Positive View of Personal Future** - Young person is optimistic about her or his personal future.

Activity Four: Paths and Decisions

Goal
- Explore different decision-making styles.
- Understand what affects a young person's ability to make a decision, articulate goals, or commit to a plan of action.

Materials
- Blank paper, crayons or colored pencils OR flip chart paper and markers (enough for each participant)
- How Do You Decide? – Handout

Time
- 45-60 minutes

Instructions

1. Each participant should have a piece of blank paper or flip chart paper and an assortment of crayons or markers.

2. With your paper and drawing tools, create a "Life Map" – a map that illustrates your life, past, present, and future, and major decision points you faced or will face along the way. Have fun! Draw in any style that works for you. Use symbols, doodles, stick figures, road signs...anything that helps show paths you followed or might have. (15-20 minutes)

3. Show your Life Map to people at your table. Give a quick overview of what your drawing depicts! Point out a few major, interesting or surprising decisions behind or ahead of you.

4. Next, review the decision-making styles on the "How Do You Decide?" Handout. Find 4-5 decisions on your Life Map. What style(s) did or would you use in each case? Label the decision with the style(s). (5-10 minutes)

5. Share 1-2 of your examples with your table!

   - How did (or how would) you make the decision?
   - What decision-making style did you or would you use? Why?
   - Did you recognize your style or approach at the time?
   - Ultimately, was the decision good, bad, or neutral? Would a different decision-making approach affect the outcome?

6. Large Group Discussion Questions:

   - Has your decision-making style changed over time? Why?
   - How much "decision-making experience" did you have by age 24? What style(s) did you use during this period of your life?
   - How might people, especially younger people, short-circuit the decision-making process?
   - Do teens and young adults see decisions the way adults see them? Do they see options that adults see? What's different or similar?
   - How might a young person approached this Life Map?

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How Do You Decide? - Handout

Decision-Making Styles

Rational/Planning	"I'll look at this objectively, think it out, sort out my feelings and make the best plan I can."
Intuitive	"My gut says I should just..."
Impulsive	"Hey, let's do this." "I'll do this...Seems cool."
Compliant/Directive	"I don't really have a choice."
Procrastinating	"I don't know. I'll just think about it for awhile."
Proactive	"I'll have some decisions to make then so I want to get a feel for my options now."
Fatalistic	"It's up to fate." "If it's supposed to happen, it will."
Agonized	"Too many choices! What am I going to do? If I do this, then...but, if I do this, then..."
Analytical	"I'll outline and weigh the pros and cons. I'll get more information if I need it."
Decisive	"I'm 100% sure. This is what I want to do."
Flexible	"I have a number of options here. I could make any of them work." "I'll roll with this option for now and adjust later if I need to."
Paralyzed	"I'm overwhelmed. I can't decide [so I won't]."
Dependent	"Well, it kind of depends on...[something else working, a person, a situation or circumstance].
Investigative/Exploring	"I need to test the waters a bit, then decide."
Value-Based	"I believe it's always best to ...." "It's important to me that I...."
Conservative	"I'm going to play it safe."

Two Decision-Making Strategies

Force field analysis	Make two lists, side by side, one of forces pushing **for** the decision and one of forces pushing **against** the decision. Using a scale from 1 (not as important to you) to 5 (very important to you), assign points to each item on both lists. Total the points at the bottom of each column to gauge which forces, for or against, count more in your mind.
Swot	Create a table with four columns. In the first column, list the **strengths (S)** of the decision. In the second, list the **weaknesses (W)**; the third, the **opportunities (O)**; and the fourth, the **threats (T)**. Strengths and weaknesses are generally internal – things inherent in the decision itself. Opportunities and threats are external – they may result from the decision or arise if circumstances shift or change.

Activity Five: Covering All the Angles

Goal

- Understand the different elements you assess when working with youth involved in WIA services.
- Evaluate your current assessment practices to see if you have specific, collaborative strategies in place to assess critical elements.

Materials

- Assessment Angles Worksheet

Time

- 45-60 minutes

Instructions

1. Review the seven elements in the first column of the Whole Youth Assessment Map. Take a minute or two to make a few notes in the margins:

   - Put a small ✓ checkmark alongside each element you feel you cover adequately. In other words, you have a clearly identified method for assessing youth in this area.
   - Put a small ★ star next to elements you don't assess.
   - Put a small ? question mark if you're not sure.

2. For sessions with people from DIFFERENT organizations:
   In groups of 3-5 people, pick ONE assessment element a group member feels their program or organization currently covers adequately. What methods are used? What's working? What are the major lessons learned?

   Next, pick ONE element a group member feels needs attention. What have group members tried in this area? Any recommendations?

   Repeat so that the group is able to discuss at least two strong and two "needy" elements. You may want to ask one group member to watch the time. You should allow 10 minutes for each element.

   For sessions with people from the SAME organization:
   Divide into groups of 2-4 people. Each group should work on two elements: one that group members thought was strong and one that was weak. You may not all agree, but pick two anyway!

   Next, discuss each element and complete the map for each: where is the information collected, by whom, who else would benefit from having it, etc. What recommendations does your group have for improvements or gaps? You should allow 20 minutes for each element.

3. Report back on examples, discoveries, and suggestions.

Assessment Angles Worksheet

Use this tool to analyze where and how you currently assess youth participants, and which may need work. Look for intersections across providers, i.e, opportunities to share information, tools, etc.

Assessment Elements	Where Information Already Collected (What? How?)	Additional Methods or Tools Recommended	Information Shared With	How Information Shared (Format or Method)	How Often Assessed
Youth's Assets & Strengths					
Basic Skills Proficiency – Literacy/Math					
Interests/Career Interests					
Workplace Readiness/ Employability					
Occupational and Academic Skill Development					
Post-Secondary Education or Training Readiness					
Issues & Barriers to Education and Employment					
Health & Physical Well-Being					
Relationships & Family					
Life Skills – Money, Housing, Transportation, etc.					
Other Areas?					

Examples from the Field

Magnetic swipe cards are being used more and more in workforce and social services circles. More than 75 New York One-Stops use them to collect and track data on clients using employment and training services. Albany, New York, uses swipe cards with youth who access Dept. of Youth & Family Services programs. The city placed card swipe terminals in the Dept. of Youth & Family Services building – youth swipe them as they enter program offices – and plan to eventually locate them in other youth-serving organizations. San Mateo County, California's SMART case management system is another good example.

The 2-1-1 initiative is a national movement to organize strong community service referral systems. Think 9-1-1 but for community and social services!

In Santa Clarita, California, high school students receive a "fry card" courtesy of five area McDonald's restaurants and the SCV Youth Project. The outreach card includes a list of important youth resources, services, crisis and other phone numbers – and entitles the bearer to an order of free fries each week (to ensure that youth hold on to them.) The SCV Youth project credits the card with helping a "small agency" like itself greatly increase awareness and use of area services.

Pima County Workforce Development, Arizona, uses a two tiered procurement process to organize case management and youth services. They issue an RFP to identify providers who want to provide case management services. They issue another separate call for qualified vendors in specific service categories. Case management providers receive funding to hire youth services specialists who are dedicated to the One-Stop case management team but can be based in provider agencies. The team meets weekly for training, joint or team case management, and peer case review. The benefits? Youth have multiple points of entry and location choices. Intake, assessment, and service planning are centralized and standardized. Case managers know the full breadth of qualified services so they can be more responsive to youth needs and coordinate more effectively across organizations – and no one program needs to offer all WIA service elements.

With rapidly mounting child protection and foster care caseloads,Michigan's Family Independence Agency decided to review case management practices. The model that developed as a result – the "Structured Decision Making Model" (SDM) – identifies the discrete decision points in a child welfare case, the factors that affect the decision, and structured assessments case managers can use to guide the decision (instead of one assessment for all decision or relying on clinical judgment alone).

Mid-Willamette County Education Consortium and Mid-Willamette Workforce Network, Oregon, put together a comprehensive WIA Youth Program Guide so that providers and case managers would have everything than they needed (and more).

The Bexar County Case Management Coalition, Texas, is working to do what many want to see happen – provide better linkages and coordination of case management across health and human service organizations.

With a 62-county rural region to support, the Local Area I Workforce Investment Board, Northwest Kansas, has some case management ground to cover. So, the Board recruits staff from partners and providers who can "go to the client." Memoranda of Understanding tied to performance structure the relationship, and the Board offers Youth Case Management certification training as part of the package.

Resources

Case Management Skills & Knowledge

- Paper and Process: How Youth Programs Manage Intake, Individual Service Strategies and Case Files (pdf). U.S. DOL ETA, Office of Youth Opportunities. Callahan Consultants, Inc.
  http://www.doleta.gov/youth_services/pdf/TEN4-01.pdf
- Case Management: A Resource Manual. Anne Thomas Adams, Sundra Franklin, and Rebecca Taylor.
  http://www.doleta.gov/youth_services/pdf/YO_Case_MRM_2002.pdf
- Woodside, Marianne and McClam, Tricia. Generalist Case Management – A Method of Human Service Delivery. University of Knoxville, TN, 2003.
- The Youth Practitioner's Toolbox – Sar Levitan Center for Social Policy Studies r
  http://www.levitan.org/toolboxCM.html
- Who Should Know What? Confidentiality and Information Sharing in Service Integration. Des Moines: National Center for Service Integration http://www.ehsnrc.org/InformationResources/ResourceArticles/ftconf.htm
- Understanding Your Communication Style – Online Women's Business Center
  http://www.onlinewbc.gov/Docs/manage/comm_style.html
- Conflict Resolution Information Source – CRInfo for Practitioners - Conflict Research Consortium, University of Colorado
  http://www.crinfo.org/v3-practitioners.cfm
- Effective Questioning http://www.managementhelp.org/commskls/qustning/old_qust.htm
- Conducting Interviews http://www.managementhelp.org/evaluatn/intrview.htm
- TeensHealth http://www.teenshealth.org/
- Research Fact Sheets – National Institute of Mental Health http://www.nimh.nih.gov/publicat/resfacts.cfm
- Publications on Adolescent Reproductive and Sexual Health – Advocates for Youth
  http://www.advocatesforyouth.org/publications/freepubs_type.htm
- Youth Storytelling Guide – Workplace Learning – Cornell Youth and Work Program
  http://www.human.cornell.edu/youthwork/mentoring/g_youth_storytelling.html
- AED Youth Worker Training Initiative – Agency for Educational Development
  http://www.aed.org/youth/youth_worker.html

Youth Development

- Introduction to Asset Building. Search Institute. http://www.search-institute.org/assets/introassetbuilding.html
- Forty Development Assets for Adolescents. Search Institute http://www.search-institute.org/assets/forty.htm
- Grading Grown-Ups 2002: How Do American Kids and Adults Relate? Search Institute
  http://www.search-institute.org/norms/
- Adolescent Decision-Making: Implications for Prevention Programs http://www.nap.edu/books/0309064791/html/
- National Youth Development Information Center http://www.nydic.org/nydic/
- What Teens Need From Adults http://www.search-institute.org/archives/wtnfa.htm
- Helping At-Risk Youth: Lessons From Community-Based Initiatives (pdf). Urban Institute
  http://www.urban.org/UploadedPDF/helpyouth.pdf
- Texas Dropout Prevention Clearinghouse http://www.tea.state.tx.us.dpchse/
- Manuals and Guides: Youth The Busy Citizen's Discussion Guide: Youth Issues, Youth Voices
  http://www.cpn.org/tools/manuals/Youth/voices.html
- Raising Academic Achievement: Study of 20 Programs http://www.aypf.org/RAA/index.htm
- The Road to Self-Sufficiency: An Income Growth Strategy for Out of School Youth (pdf)
  http://www.doleta.gov/youth_services/pdf/IncomeGrowthStrat.pdf

Career Counseling and Planning (See also the Assessment Tools Resource Guide in this packet)

- America's CareerOneStop – Testing and Assessment Center http://www.careeronestop.org/TESTING/TestingAssessmentHome.asp
- America's CareerOneStop http://www.careeronestop.org/
- America's CareerInfoNet http://www.acinet.org/acinet/default.asp
- Occupational Outlook Handbook http://www.bls.gov/oco/
- Career Guide To Industries http://www.bls.gov/oco/cg/home.htm
- Top Ten Jobs For People Who...The Princeton Review http://www.princetonreview.com/cte/articles/plan/tenjobs.asp
- Do Bad Grades Mean Doom? – The Princeton Review http://www.princetonreview.com/cte/articles/grads/bad-grades.asp
- BackdoorJobs.com: Short-term Job Adventures http://www.backdoorjobs.com/
- Greene, Rebecca and Verdick, Elizabith. Teenagers' Guide to School outside the Box. Free Spirit Publishing, October 2000.
- Inside Edition: Job Hunting for Ex-Offenders (pdf) Colorado Career Web of the Community Colleges of Colorado http://www.coloradocareer.net/products/pdf/Inside.pdf
- BLS Career Information http://stats.bls.gov/k12/html/edu_over.htm
- Career Profiles – Family Education Network http://feteens.com/ExploreCareers/CareerProfiles/index_en-US.html
- Job Profiles – The Personal Side Of Work http://www.jobprofiles.org/index.htm
- Mapping Your Future http://www.mapping-your-future.org/
- Do You Have What It Takes to Be an Entrepreneur? http://content.monster.com/tools/quizzes/entrepreneur/
- The Teenagers' Guide to the Real World – Online! http://www.bygpub.com/books/tg2rw/tg2rwtoc.htm
- Monster.com- Virtual Interviews http://interview.monster.com/
- MyGoals.com: Goal Setting for Everyone http://www.mygoals.com/gotoHome.jsp
- MindTools http://www.mindtools.com/
- Teen Mission Builder – Personal Mission Statement http://www.franklincovey.com/cgi-bin/teens/teens-msb/part01/
- REAL Game Online http://www.realgame.org/

Learning from Others

- Examples of Effective Recruitment Strategies in Youth Programming - National Youth Employment Coalition http://www.nyec.org/pepnet/reports/RecruitingStrategies02.doc
- Pre-Screening Application (pdf) - Western Wisconsin Workforce Development Board, WI http://www.wwjobcenter.org/images/prescrap.pdf
- Youth Eligibility Packet (pdf) Santa Barbara YouthForce, CA http://www.sbceo.k12.ca.us/careers/pdf/youthforce.pdf
- WIA Downloadable Youth Program Forms = Minneapolis, MN http://www.ci.minneapolis.mn.us/metp/youth-forms.asp
- Youth Individual Services Strategy , Youth Services Worksheet and Youth Services Chart (pdfs) – Centralina Workforce Development Board, Charlotte, NC http://www.nyatep.org/youth/carolinaiss.pdf , http://www.nyatep.org/youth/carolinaysw.pdf , and http://www.nyatep.org/youth/youthservchart.pdf
- Individual Services Strategy (pdf) - South East Minnesota Workforce Center, MN http://www.nyatep.org/youth/minnesotaiss.pdf
- Program Referral Form and Individual Services Strategy (pdfs) - Northern Virginia Workforce Investment Board http://www.myskillsource.org/Home/nvwib/Plan_Policies_Import_Files/03-SP-youth-referral.pdf http://www.myskillsource.org/Home/nvwib/Plan_Policies_Import_Files/03-SP-youth-service.pdf Follow-Up Services Handbook – A Technical Assistance Guide for Minnesota Youth Practitioners (pdf) - Minnesota Dept. of Economic Security http://www.mnwfc.org/youth/components/documents/Resources/followup_services_handbk.pdf
- Release of School Records form – Worksystems, Portland, OR
- Online Index to Effective Practices – Youth Development http://www.nyec.org/pepnet/youthdev.htm
- Massachusetts Work-Based Learning Plan http://www.doe.mass.edu/stc/wbl_resource/
- South Coastal Case Management Book
- Human Services Information Technology: A Shared System (pdf) – Purdue University Calumet http://inform.nu/Articles/Vol6/v6p135-141.pdf
- Tri-County Workforce Center – Referral Form and WIA Application – Golden, CO http://www.tricoyouthworks.org/resources/wia.htm

Assessment Instruments Resource Guide

Here are various assessment instruments. This guide is meant to provide references, not necessarily recommendations. Choose tools that best meet the needs of youth and communities you serve.

Personality and Learning Styles

Myers-Briggs Indicator
http://www.knowyourtype.com/default.htm

Keirsey Temperament Sorter II
http://www.advisorteam.com/temperament_sorter/register.asp
Also available in Spanish and other non-English versions

Paragon Learning Style Inventory
http://www.oswego.edu/~shindler/plsi/

Personal Learning Style Inventory
http://www.howtolearn.com/personal.html

Jung Typology Test (Jung-Myers-Briggs Approach) - Humanmetrics
http://www.humanmetrics.com/cgi-win/JTypes1.htm

MIDAS - Multiple Intelligences Developmental Assessment Scales
http://www.angelfire.com/oh/themidas/index.html

Learning and Study Strategies Inventory (LASSI)
http://www.hhpubco.com/LASSI

Career & Interest Inventories

O*Net Career Exploration Tools
Interest Profiler, Ability Profiler, Work Importance Profiler
http://www.onetcenter.org/tools.html

Campbell Interest and Skill Survey (CISS)
https://www.profiler.com/cgi-bin/ciss/moreform.pl?client=ncs&page=index&referrer=usnews

The Career Key
http://www.careerkey.org/english/

Harrington O'Shea Career Decision-Making (CDM)
http://www.agsnet.com/Category.asp?nMarketInfoID=31&nCategoryInfoID=2630

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

Career Assessment Inventory
http://www.pearsonassessments.com/assessments/tests/cai_e.htm

MAPP Motivational Appraisal of Personal Potential – For Students
http://student.assessment.com/

CareerStorm Navigator
http://www.careerstorm.com/navigator/en/

IDEAS Assessment
http://www.pearsonassessments.com/assessments/tests/ideas.htm

CHOICES Career Exploration Software or e-Choices Online
http://www.bridges.com/usa/product/choices/index.htm

Available Online or as Download
Available for younger participants
Costs Money
Spanish/non-English versions available

Assessment Instruments Resource Guide, Continued

Princeton Review Career Quiz
http://www.princetonreview.com/cte/quiz/career_quiz1.asp

Holland Self-Directed Search (Career Interests Game)
http://www.self-directed-search.com/index.html

PsychTests
http://www.psychtests.com/tests/alltests.html

Workplace Skills

ACT - WorkKeys
http://www.act.org/workkeys/assess/index.html

Life Skills and Development Assets

Ansell-Casey Life Skills Assessment
https://www.caseylifeskills.org/aclsa/default.htm

Forty Development Assets for Adolescents
Elementos fundamentales del desarrollo
http://www.search-institute.org/assets/forty.htm

Mapping of Rules – Family Dynamics
http://home.pacbell.net/frccford/index.html

Basic Skills

Tests of Adult Basic Education (TABE)
http://www.ctb.com/products/category_home.jsp

B.E.S.T. (Basic English Skills Test)

General Assessment Resources

The Net Guide: Tests & Advice - JobHuntersBible.com
http://www.jobhuntersbible.com/counseling/counseling.shtml

Tests and Other Assessment: Helping You Make Better Career Decisions
http://www.careertools.org/rlib/doc_display.asp?docn=6034

Career Resource Library – Career Assessment
http://www.acinet.org/acinet/library.asp?category=1.7

America's CareerOneStop – Testing and Assessment Center
http://www.careeronestop.org/TESTING/TestingAssessmentHome.asp

Frequently Asked Questions about Psychological Tests – American Psychological Association
http://www.apa.org/science/faq-findtests.html

Self-Assessment: The Riley Guide
http://www.rileyguide.com/assess.html

Various Self-Assessments for Personal and Professional Development – Free Management Library, Management Assistance Program for Nonprofits
http://www.mapnp.org/library/prsn_dev/assess.htm

Available Online or as Download
Available for younger participants
Costs Money
Spanish/non-English versions available

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