

Pre-Enrollment Activities, Framework Activities, and Case Management

by Michael E. Wonacott, Judith O. Wagner, and Cheryl R. S. Grossman

CONTENTS

PART I

What Is Pre-Enrollment Activities, Framework Activities, and Case Management?	2
WIA Youth Services Provide Comprehensive Youth Development	3
What's Ahead in <i>Pre-Enrollment Activities, Framework Activities, and Case Management?</i>	3

PART II

Pre-Enrollment Activities	4
Who Can Receive Pre-Enrollment Activities?	4
Recruitment	4
Intake	5
Initial Assessment	6
Eligibility Determination	6
Referral	10
Creating a Case File	10

PART III

Framework Activities	13
Who Can Receive Framework Activities?	14
How Do Framework Activities Affect Participation?	14
Objective Assessment	14
Development of an ISS	16

PART IV

Case Management	18
What Is Case Management?	18
Who Should Receive Case Management?	18
How Does Case Management Affect Participation and Exit?	18
What Do Case Managers Do?	19
One Case Manager or Multiple Case Managers?	20

PART V

Tools	21
Sources	37

PART I

What Is *Pre-Enrollment Activities, Framework Activities, and Case Management*?

Successful Workforce Investment Act (WIA) youth programs

- Make pre-enrollment activities available to all youth in the community
- Identify at-risk youth for whom the WIA youth program is suitable
- Refer other youth to other programs and services
- Provide framework activities and case management to all WIA youth participants

This module of Focused Futures: Youth Development System Builder provides information and tools on pre-enrollment activities, framework activities, and case management to help local youth councils, administrators, and service providers

- Provide effective pre-enrollment activities to all youth as appropriate, including recruitment, intake, initial assessment, eligibility determination, and referral
- Provide objective assessment and develop individual service strategies to meet the needs of all WIA youth participants
- Provide case management to guide WIA youth participants through the services in their individual plans

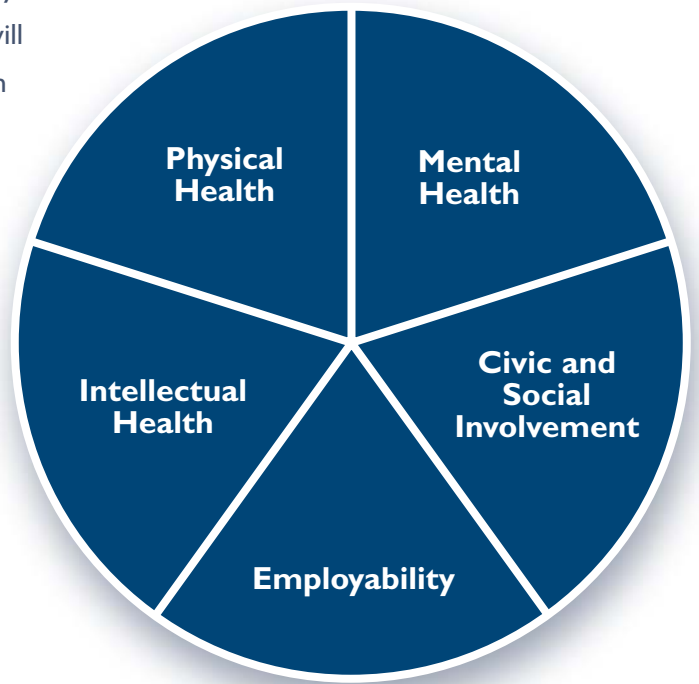
Pre-Enrollment Activities, Framework Activities, and Case Management includes

- A description of pre-enrollment activities, framework activities, and case management
- Full information on the requirements of federal and state legislation, regulations, and policy
- Practical tools to help youth councils, administrators, and service providers fulfill their roles within the WIA youth system

WIA YOUTH SERVICES PROVIDE COMPREHENSIVE YOUTH DEVELOPMENT

Youth development is the process by which youth make the transition from childhood to adulthood. Preparing a youth to enter employment is important, but it is not enough to assure that he or she will make a successful transition to adulthood; nor will a youth be successful at getting and keeping a job if the other needs in his or her life are not met. This is why the Workforce Investment Act of 1998 requires local workforce development systems to recognize the full spectrum of youth needs and to make available programs and services to meet these needs.

The essential needs of youth can be grouped into five categories: physical health, mental health, civic and social involvement, employability, and intellectual health. WIA youth program elements are specific activities that meet the essential needs of youth.



Four Principles of Youth Development

- Value the individual strengths of youth rather than focusing exclusively on their problems.
- Give youth authentic opportunities to make meaningful contributions to their communities.
- Provide all youth with caring adults who provide structure, accountability, and high expectations.
- Address the needs of the whole youth.

What's Ahead in Pre-Enrollment Activities, Framework Activities, and Case Management?

Part II features an explanation of pre-enrollment activities.

- Recruitment
- Intake
- Initial assessment
- Eligibility determination
- Referral

Part III provides an explanation of framework activities.

- Objective assessment
- Development of an individual service strategy (ISS)

Part III also covers the creation of case files.

Part IV provides information on case management.

Part V includes tools to help administrative entities and service providers fulfill their roles.

PART II

Pre-Enrollment Activities

Pre-enrollment activities lead up to the decision to enroll a youth for services in the local WIA youth program. Pre-enrollment activities include (ODJFS WIATL 33)

- **Recruitment.** Outreach and personal contact to inform youth about WIA youth services and their benefits and interest youth in enrolling
- **Intake.** Gathering basic information on the youth and details of the youth's situation
- **Initial assessment.** Informal identification of the youth's skill levels, aptitudes, interests, and needs to make an initial determination of barriers and suitability for the WIA youth program
- **Eligibility determination.** Formal process of determining whether a youth is eligible for WIA youth services and documenting eligibility factors
- **Referral.** Referring youth to other programs or services as appropriate

In addition, case files are often created during pre-enrollment activities.

WHO CAN RECEIVE PRE-ENROLLMENT ACTIVITIES?

Pre-enrollment activities can be provided to any youth, not just to WIA youth participants.

Pre-enrollment activities listed above do **not** initiate participation in the WIA youth program.

RECRUITMENT

Local areas must conduct outreach to inform local youth and others of the array of WIA youth services available and the benefits of those services. In addition, local programs must recruit interested youth to enroll them as participants.

For more information on outreach and recruitment for all youth, see *Outreach, Recruitment, and Engagement* in *Focused Futures: Youth Development System Builder*. For information on outreach and recruitment for out-of-school youth, see *Serving Out-of-School Youth* in *Focused Futures: Youth Development System Builder*.

INTAKE

In intake, WIA staff

- Collect basic information about the youth
 - Identification and contact information for the youth; employment information; family and household information, income information needed for eligibility
 - Employment history
 - Employment and education interests and goals (long-term and short-term)
 - Basic skills information
 - Educational information (high school, college, and adult education, including supportive services needs)
 - Occupational training information
 - Medical information
 - Legal issues
- Explain the WIA youth program to the youth
 - Purpose of the program
 - Services provided
 - Eligibility requirements
 - Program processes
 - Confidentiality
 - Expected outcomes, for example
 - Employment in an occupation that leads to self-sufficiency
 - Entry into postsecondary education or advanced training
 - Nationally or state-recognized certificate
 - Responsibilities of program staff and youth
 - Referrals to other services for youth as appropriate
- Identify what each youth expects from the program

Part V, Tools, includes a variety of information forms to assist in gathering and organizing information about each youth.

INITIAL ASSESSMENT

In initial assessment, WIA staff determine whether WIA youth program services are appropriate for the youth's goals, interests, needs, and barriers. WIA youth staff make an initial judgment on the youth's eligibility and suitability for WIA youth services.

- The youth is eligible and can benefit from WIA youth services.
 - Ensure that youth have met 2 requirements as a part of determining WIA youth eligibility.
 - Authorized to work in the U.S.
 - Registered with Selective Service (if male age 18 and over)
 - Ensure that WIA youth services are suitable for the youth's goals, interests, needs, and barriers.
- The youth is eligible but cannot immediately benefit from WIA youth services.
- The youth is eligible but only interested in a short-term, immediate goal.
- The youth is not eligible but could benefit from other programs' services.

WIA staff can use the Initial Assessment and Referral Form in Part V, Tools, to record their preliminary judgment on the youth and provide that information in a referral.

ELIGIBILITY DETERMINATION

Youth may receive WIA youth services beyond pre-enrollment activities only if they are determined to be eligible (20 CFR 664.200-250).

Eligibility Requirements

A youth is eligible for WIA youth services if he or she meets **all 5** of these criteria (WIA §101(13), 20 CFR 664.200).

1. Is 14-21 years of age
2. Is authorized to work in the U.S.
3. Is registered for Selective Service (if male and age 18 or older)
4. Is one or more of the following
 - Deficient in basic literacy skill
 - School dropout at the date of participation
 - Homeless, runaway, or foster child
 - Pregnant or parenting
 - An offender
 - An individual (including a youth with a disability) who requires additional assistance to complete an educational program or to secure and hold employment *as determined by local areas*
5. Is a low-income individual

Note. The 6 youth characteristics listed as eligibility factors under this criterion are commonly referred to as **barriers**.

What Is a Low-Income Individual?

A youth is a low-income individual if he or she meets **any 1** of these 7 criteria (WIA §101(25)).

1. Is a member of a family that receives Temporary Assistance for Needy Families (TANF), Supplemental Security Income (SSI), Disability Assistance (DA), Refugee Assistance, or local assistance cash payments
2. Is a member of a family that receives Food Stamps or has been determined to be eligible for Food Stamps within the last 6 months
3. Is a member of a family that received a total income for last 6 months that does not exceed the higher of these 2 standards for an equivalent period and for the family size
 - a. The poverty line, for an equivalent period
 - b. 70 percent of the lower living standard income level

Note. “Total income” does *not* include unemployment compensation, child support payments, income-based public assistance cash payments, or old-age and survivors insurance benefits received under section 202 of the Social Security Act.
4. Qualifies as a homeless individual
5. Is a foster child on behalf of whom State or local government payments are made
6. Is disabled and his or her own income meets the requirements for receiving TANF, SSI, DA, Refugee Assistance, or local assistance cash payments, even if his or her family income does not meet those requirements
7. Is disabled and his or her own income does not exceed the higher of these 2 standards for an equivalent period and for the family size even if his or her family income does not meet those requirements
 - a. The poverty line, for an equivalent period
 - b. 70 percent of the lower living standard income level

“Family” and “Family of One”

The U.S. Department of Labor (USDOL) definition of family is used to determine whether a youth is a member of a family (Workforce 411, Workforce Development Glossary, “Family”). If a youth meets the USDOL definition of a self-supporting individual, the youth is considered a family of one, and the youth’s low-income status is determined as an individual under criteria 1-5 above. Under criteria 6 and 7, a disabled youth may be deemed a family of one without meeting the USDOL definition of a self-supporting individual.

When Is an Income Calculation Necessary?

An actual income calculation is necessary only for 3 of the criteria above.

3. Is a member of a family that received a total income for last 6 months that does not exceed the higher of these 2 standards for an equivalent period and for the family size
 - a. The poverty line, for an equivalent period
 - b. 70 percent of the lower living standard income level

Note. “Total income” does *not* include unemployment compensation, child support payments, income-based public assistance cash payments, or old-age and survivors insurance benefits received under section 202 of the Social Security Act.
6. Is disabled and his or her own income meets the requirements for receiving TANF, SSI, DA, Refugee Assistance, or local assistance cash payments, even if his or her family income does not meet those requirements
7. Is disabled and his or her own income does not exceed the higher of these 2 standards for an equivalent period and for the family size even if his or her family income does not meet those requirements
 - a. The poverty line, for an equivalent period
 - b. 70 percent of the lower living standard income level

The 5 Percent Low-Income Exception

Up to 5 percent of youth participants served by youth programs in a local area may be individuals who do not meet the income criterion for eligible youth, provided that they are within one or more of the following categories (20 CFR 664.220).

- School dropout
- Basic skills deficient, as defined in WIA §101(4)
- Are 1 or more grade levels below the grade level appropriate to the individual’s age
- Pregnant or parenting
- Possess 1 or more disabilities, including learning disabilities
- Homeless or runaway
- Offender
- Face serious barriers to employment as identified by the Local Board (WIA §129(c)(5))

Note. The 8 youth characteristics listed as eligibility factors under the 5 percent low-income exception are also commonly referred to as **barriers**.

Local areas should note that the barriers for the 5 percent of youth participants who do not have to meet income eligibility requirements are different from the barriers for youth who do meet income requirements. Both lists of eligibility barriers include school dropout, homeless or runaway, pregnant or parenting, and offender, but each list contains barriers not included on the other list (20 CFR 664.230).

WIA Is Not an Entitlement Program

Since WIA is not an entitlement program, local areas are not obligated to provide services to every youth who is determined to be eligible. Even if a youth is determined eligible

- Local area goals may place priorities on providing services that would not benefit the youth.
- Local area funding may not allow all youth to be served.

It is important for local areas to avoid enrolling youth that will not be appropriately served.

- To save time and effort, postpone eligibility determination until after intake and initial assessment are completed.
- If a youth who will not be appropriately served is determined eligible, avoid any activity that will initiate participation.
 - Objective assessment
 - Development of an ISS
 - All activities under any of the 10 required WIA youth program elements

REFERRAL

Local areas must refer youth to other programs

- If the youth is not eligible for WIA youth services
- If the youth is eligible for WIA youth services but WIA youth services are not suitable for the youth's goals, interests, needs, and barriers
 - Refer youth to other programs if they have barriers and needs that would prevent successful participation in WIA youth services.
 - Alcohol or substance abuse
 - Serious cognitive or behavioral disorders
 - Very limited English proficiency
 - Serious health problems
 - Domestic abuse or violence
 - Refer youth to core One-Stop labor exchange services if they have only specific, short-term interests and goals.
 - Write a resume
 - Get a job

CREATING A CASE FILE

Information and documents in a youth's case file justify and support the decisions made and actions taken in the youth's case.

When to Create a Case File

A case file must be available for each youth at participation. Local areas typically create case files during pre-enrollment activities to

- Document household information gathered on the youth during intake
- Support an initial assessment or referral
- Maintain physical evidence of eligibility

A case file is required only for WIA youth participants. However, local areas may develop policy with other requirements for case files.

What to Include

- Case notes
- Acceptable documentation of eligibility as defined by ODJFS WIATL 27 unless local areas develop more restrictive policy
- Objective assessment test results
- The ISS
- Copies of other documentation as appropriate
 - Self-attestations
 - Attendance sheets and performance records
 - Test scores, class grades, certificates of completion
 - High school diploma or General Educational Development (GED) certificate
 - State- or nationally recognized occupational certificates or licenses
 - Other certificates recognized by TEGL 17-05
 - Minor Wage Agreement, Worksite Agreement, Summer Employment/Work Experience Agreement
 - Tax documents

Paper and Electronic Case Files

Case files can be either paper or electronic or a combination of both.

- Case notes can be
 - Written by hand for a paper file
 - Written in a word processor or data management software and printed for a paper file
 - Recorded in an electronic file for retrieval
- Other documentation can be
 - Photocopied for a paper file
 - Scanned into an electronic file for retrieval

Principles for Documentation

- Document each data element that affects youth eligibility, including the youth's barrier.

- If eligibility information is verified by phone or e-mail, record the name of the agency representative and the date of the conversation in case notes.

- Use a standardized local form for self-attestation only if it avoids undue hardship for the youth and no other forms of documentation are available.

- Include a name, Social Security number, date of determination, and amount of assistance as evidence of eligibility from a cross match with state public assistance database records.

- Check requirements for appropriate documentation for different data elements – they vary.

- Follow local area policy on collecting and entering data into SCOTI.

- Obtain local area training on data collection and entry.

- Before entering data from paper forms into SCOTI
 - Ask youth to check the paper form for accuracy.
 - Look for impossible or illogical data – e.g., Feb. 30 or a male youth who is pregnant.

- Perform quality checks on SCOTI data.
 - Proofread SCOTI printouts against original paper forms.
 - Ask youth to proofread SCOTI printouts.
 - Supervisors should do spot checks on data accuracy and completeness.

- Keep appropriate case notes.
 - Record facts and observations, not opinions.
 - Include key facts about conversations and meetings – context, purpose, content, outcomes, and next steps.

- Keep the case file secured.

Document One, Enter Many

- Document only the youth barrier that is used to establish eligibility.
- Don't waste time documenting any other barriers the youth may face.
- However, **enter all barriers** the youth faces in Sharing Career Opportunities and Training Information (SCOTI).
- In addition, **enter all other youth characteristics** SCOTI allows, including
 - Migrant youth
 - Indian and Native American youth
 - Children of incarcerated parent
- If you don't enter all barriers and other youth characteristics into SCOTI
 - SCOTI will not have complete information on the youth, and the youth's needs may not be met.
 - SCOTI records on numbers of youth populations served in your local area will be incomplete.

PART III

Framework Activities

Framework activities identify the specific services needed for each youth to

- Prepare for postsecondary educational opportunities
- Link academic and occupational learning
- Prepare for employment
- Connect to intermediary organizations linked to the job market and employers

Framework activities include (ODJFS WIATL 33)

- Objective assessment
- Development of an ISS

WHO CAN RECEIVE FRAMEWORK ACTIVITIES?

Only WIA youth participants may receive framework activities.

HOW DO FRAMEWORK ACTIVITIES AFFECT PARTICIPATION?

Framework activities initiate participation.

How Do Framework Activities Affect Participation?
Framework activities – both objective assessment and development of an ISS – initiate participation.

OBJECTIVE ASSESSMENT

What Is an Objective Assessment?

Objective assessment identifies the academic levels, skill levels, and service needs of each youth participant and includes a review of the basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of the youth (WIA §129(c)(1)(A)). This information is used to develop an ISS, including goals for each youth, and to measure progress while the youth is in the program.

Objective assessment should be a youth-centered, diagnostic evaluation of the youth’s situation and needs related to work, including employment barriers, family situation, education, occupational skills, attitudes towards work, motivation, behavior patterns affecting employment potential, and financial resources. If an objective assessment has been conducted as part of another education or training program within the last 6 months, local area staff may use the results of that assessment and are not required to conduct a new assessment (WIA §129(c)(1)(A)).

Who Should Receive an Objective Assessment?

Every WIA youth participant must receive an objective assessment (WIA §129(c)(1)(A)).

When Should an Objective Assessment Be Conducted?

Objective assessment, such as for basic skills, should be conducted promptly after eligibility determination.

Appropriate basic skill assessments given 6 or fewer months before the date of participation may be used for an objective assessment of literacy/numeracy skills for older youth.

Objective assessment initiates program participation.

How Is an Objective Assessment Done?

Some information may be gathered using informal methods such as observation, portfolios, and consultation with teachers, counselors, parents, and others. Other information is gathered through objective assessments, or tests.

Area Being Assessed	What Assessments Are Used
<p>Basic Skills (reading, writing, math, oral English)</p>	<p>Out-of-school youth. Unless local areas receive permission from the Ohio Department of Job and Family Services (ODJFS), they must use one of the following assessments crosswalked to the National Reporting System (NRS) educational functioning levels (EFLs) (TEGL 17-05, Attachment C).</p> <ul style="list-style-type: none"> • Comprehensive Adult Student Assessment System (CASAS) • Tests of Adult Basic Education (TABE) (7/8 or 9/10) • Adult Basic Learning Examination (ABLE) • WorkKeys • Student Performance Level (SPL) – English as a Second Language (ESL) only • Basic English Skills Test (BEST) – ESL only <p>In-school youth. Any assessment can be used that measures the basic skills required. However, local areas are strongly recommended to use the TABE 9/10 for the required basic skills assessment of in-school youth because it is most in line with the Ohio GED test and also incorporates workplace literacy components.</p>
<p>Employment-Related Issues</p>	<p>Local Workforce Investment Boards (WIBs) are free to select appropriate assessments for traits, characteristics, interests, or aptitudes related to work and careers.</p> <p>Interests and Aptitudes</p> <ul style="list-style-type: none"> • CareerScope • Choices • O*NET • System for Assessment and Group Evaluation (SAGE) <p>Employability Skills</p> <ul style="list-style-type: none"> • CASAS • Objective assessments aligned with the Secretary’s Commission on Achieving Necessary Skills (SCANS) standards <p>Documentation of Occupational Skills Through</p> <ul style="list-style-type: none"> • Certification (e.g., A+ computer certificate, successful completion of occupational skill training) • Results of an occupational skills assessment (e.g., CASAS Workforce Skills Certification System in Construction)
<p>Supportive Service Needs</p>	<p>Locally developed forms that describe</p> <ul style="list-style-type: none"> • Family, home, and nutritional status • Health • Legal status • Support needs (e.g., transportation) • Any other barriers to participation <p>Formal life-skills assessments such as the Ansell-Casey Life Skills Assessment (ACLSA) or the Life Skills Inventory: Independent Living Skills Assessment Tool</p>
<p>Developmental Needs</p>	<p>Assessments designed to diagnose disabilities such as learning disabilities or attention deficit/hyperactivity disorder (ADHD), maturity, self-confidence, depression, or other personality or psychosocial traits of a youth</p>

For additional assessments, see LearningWork Connection, *Youth assessment guide: The right test at the right time.*

TEGL 17-05

Training and Employment Guidance Letter 17-05, *Common Measures policy for the Employment and Training Administration's (ETA) performance accountability system and related performance issues*, Feb. 17, 2006, provides guidance on collecting and reporting information on Common Measures for performance accountability purposes. The TEGL and attachments discuss important aspects of the Literacy/Numeracy measure, including allowed assessments and assessing youth with disabilities.

Key Points on Objective Assessment

- Use one of the basic skills assessments listed in the table above for the objective assessment of out-of-school youth. Under Common Measures, literacy/numeracy gains **must** be reported in EFLs (TEGL 17-05, Attachment C), and the basic skills assessments listed above are all crosswalked with EFLs. That way, the assessment used for the objective assessment serves as the pretest to measure literacy/numeracy gains.
- Make accommodations for youth with disabilities using methods recommended by the test publisher, described in TEGL 17-05 and at 29 CFR 37.4, or required by state laws/regulations.
- WIA youth staff may administer a pre-screening assessment for learning disabilities (with appropriate training), but only qualified specialists should make a formal diagnosis of disabilities.

See LearningWork Connection Youthwork Information Brief No. 24, *Assessment in WIA youth programs*, for information on

- Selecting an appropriate assessment
- Administering assessments correctly
- Interpreting and using assessment results
- Conducting assessment ethically

DEVELOPMENT OF AN ISS

After an objective assessment is completed, the information gathered is used to develop an ISS for the participant.

What Is an ISS?

An ISS is a specific plan developed for each youth that is based on the objective assessment and identifies an employment goal (including, in appropriate circumstances, nontraditional employment), an educational goal, appropriate achievement objectives, and appropriate services for the youth. The ISS should provide strong linkages between academic and occupational learning; and it should include preparation for postsecondary educational opportunities and for unsubsidized employment opportunities, as appropriate (WIA §129(c)(1)(B)).

An ISS must be developed for each WIA youth participant. If such a service strategy or plan has been developed for the youth under another education or training program within the last 6 months, the local area may use that strategy or plan instead of developing a new ISS (WIA §129(c)(1)(B)).

In short, developing an ISS includes working with a youth to

- Establish educational, employment, and life-skills goals
- Determine what services and programming will help the youth meet his or her goals
- Produce a written ISS to document the planning

The ISS should include the following elements.

ISS Elements	
Identification	<ul style="list-style-type: none"> • Name • Contact information (multiple contact methods and individuals) • Social Security number • Race • Sex <p>Note. Reduce duplicative gathering of identification information after initial intake.</p>
Objective assessment results	<ul style="list-style-type: none"> • Basic skills objective assessment results • Career interests/aptitudes • Occupational skills and work experience • Developmental or other assessments that may affect services
Career goal(s)	<ul style="list-style-type: none"> • Long-term aspirations (5 years or more)
Short-term goals	<ul style="list-style-type: none"> • Educational (e.g., complete high school, complete occupational skill training) • Employment (e.g., obtain internship) • Support (e.g., fix car) • Life skills (e.g., develop a personal budget)
WIA program elements	<ul style="list-style-type: none"> • Documents use of the required WIA program elements • Useful for accountability and program evaluation
Post-exit follow-up services	<ul style="list-style-type: none"> • Regular, frequent contact with the youth, the youth's employer, and the youth's postsecondary academic advisor
Approvals (signed and dated)	<ul style="list-style-type: none"> • Youth signature shows commitment to ISS. • Case manager also signs ISS.

Once an ISS is developed and approved, it can be used in the ongoing process of monitoring and re-evaluating the youth's progress toward educational and occupational goals. The ISS should be updated as goals are met and circumstances change, including the youth's interests and ambitions.

All program activities and services provided to a youth must be linked to the needs and goals identified in the youth's ISS.

PART IV

Case Management

WHAT IS CASE MANAGEMENT?

In WIA, case management is defined very specifically and narrowly (WIA §101(5)).

The term “case management” means the provision of a client-centered approach in the delivery of services, designed

- (A) to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies
- (B) to provide job and career counseling during program participation and after job placement

Case managers help WIA youth participants navigate the WIA youth services system. Case managers play a key role in the process of moving each youth through the stages and the system of WIA youth services.

WHO SHOULD RECEIVE CASE MANAGEMENT?

All WIA youth participants must receive case management services.

HOW DOES CASE MANAGEMENT AFFECT PARTICIPATION AND EXIT?

Case management does **not** initiate participation. In addition, case management does not extend participation or exit (ODJFS WIATL 15).

WHAT DO CASE MANAGERS DO?

Case management is a participant-oriented, goal-oriented process by which a participant is assisted with the development and delivery of a program of planned services to achieve an occupational goal. More broadly, case management is the process of connecting with youth and tracking their activities through the workforce development network and reporting information required under WIA.

- Guidance through WIA youth services
 - Developing working relationships with individual participants
 - Advising participants
 - Arranging placement in relevant program elements per ISS
 - Monitoring participants' progress through all ISS activities, including those services provided by other staff or the staff of other agencies
 - Maintaining periodic contact with the participant (e.g., every 60 days)
 - Assisting in solving problems and meeting challenges as they occur
- Preparation of youth for transition across programs and services
 - Preparing youth for postsecondary educational opportunities
 - Providing linkages between academic and occupational learning
 - Providing preparation for employment
 - Providing effective connections to intermediary organizations that provide strong links to the job market and employers
- Coordination and communication across all service providers
 - Ensuring that services provided by all agencies are consistent with the participant's ISS
 - Coordinating transitions from one service or agency to another
 - Sharing appropriate participant information
 - Maintaining participant confidentiality
- Administration and record keeping
 - Completing paperwork for activities and follow-up
 - Maintaining files on participants for possible audit
 - Documenting expenditures
 - Documenting participants' progress

Case managers might perform different services in different local areas. In some areas, a case manager will perform all possible case management services from intake through post-exit follow-up. In others, specialists may perform functions such as assessment or counseling. In addition, case managers may provide services under the 10 required WIA youth program elements.

ONE CASE MANAGER OR MULTIPLE CASE MANAGERS?

One model of case management calls for a single case manager; another has a lead case manager who works with other service providers and enters all information into SCOTI; a third has multiple case managers, each of whom works with a participant and enters data into SCOTI.

Single Case Manager

- Youth access variety of services via 1 program or location.
- Designated staff are case managers.
- All assessment is done at the 1 location, usually by case manager.
- Case manager delivers bulk of services, facilitates referrals, maintains contact with other providers.
- Program establishes information management system.

Lead Case Manager

- Youth enter through one provider but access services from others.
- Primary agency coordinates case management.
- Designated staff are case managers.
- Lead case manager coordinates with other service providers. Staff members at other provider agencies coordinate with lead case manager.
- Lead agency establishes and maintains management information system.

Multiple Case Managers

- Management tools and collaborative procedures are shared.
- All providers are clear about the role their staff plays in case management and the data it collects.
- Staff at all agencies have access and contribute to a fairly sophisticated information management system.

Tools PART V

Basic Information

Employment History

Employment and Education Interests and Goals

How Are Your Basic Skills?

High School Information

College Information

**Adult Education,
Adult Basic Education (ABE), and
Adult Basic Literacy Education (ABLE) Information**

Occupational Training Information

Medical Information

Legal Issues

Initial Assessment and Referral Form

BASIC INFORMATION

BASIC INFORMATION				
Date				
Name				
Address				
City, State, Zip				
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female			
Birth Date	Social Security Number			
Cell phone	Home phone	E-mail		
Do you live with your family?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If no, why not?		
Are you a foster child?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
Is either of your parents incarcerated?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
Are your family migrant seasonal farmworkers?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
Are you an Indian or Native American?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
Are you authorized to work in U.S.?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If no, are you willing to seek authorization?		
If you are male and 18 or older, are you registered for Selective Service?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If no, are you willing to register?		
Have you been referred from another agency?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, which agency?		
EMPLOYMENT INFORMATION				
Are you currently employed?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time			
If you are employed part-time, are you looking for full-time work?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
If you are not employed, are you looking for work?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If no, why not?		
What prevents you from getting employment now? <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Child care <input type="checkbox"/> Transportation <input type="checkbox"/> Court involvement <input type="checkbox"/> Drivers license <input type="checkbox"/> Lack of necessary skills (please specify) <input type="radio"/> Occupational or technical <input type="radio"/> Reading <input type="radio"/> Math <input type="radio"/> Other _____ </td> <td style="vertical-align: top;"> <input type="checkbox"/> No work experience <input type="checkbox"/> Work-related clothes or equipment <input type="checkbox"/> Disability <input type="checkbox"/> Pregnancy <input type="checkbox"/> Homelessness <input type="checkbox"/> Other (please specify) _____ </td> </tr> </table>			<input type="checkbox"/> Child care <input type="checkbox"/> Transportation <input type="checkbox"/> Court involvement <input type="checkbox"/> Drivers license <input type="checkbox"/> Lack of necessary skills (please specify) <input type="radio"/> Occupational or technical <input type="radio"/> Reading <input type="radio"/> Math <input type="radio"/> Other _____	<input type="checkbox"/> No work experience <input type="checkbox"/> Work-related clothes or equipment <input type="checkbox"/> Disability <input type="checkbox"/> Pregnancy <input type="checkbox"/> Homelessness <input type="checkbox"/> Other (please specify) _____
<input type="checkbox"/> Child care <input type="checkbox"/> Transportation <input type="checkbox"/> Court involvement <input type="checkbox"/> Drivers license <input type="checkbox"/> Lack of necessary skills (please specify) <input type="radio"/> Occupational or technical <input type="radio"/> Reading <input type="radio"/> Math <input type="radio"/> Other _____	<input type="checkbox"/> No work experience <input type="checkbox"/> Work-related clothes or equipment <input type="checkbox"/> Disability <input type="checkbox"/> Pregnancy <input type="checkbox"/> Homelessness <input type="checkbox"/> Other (please specify) _____			

Information on this form is confidential.

BASIC INFORMATION (continued)

FAMILY AND HOUSEHOLD INFORMATION			
Include parents, siblings, children, relatives, and any others who live with you.			
Name	Relationship	Age	Occupation
INCOME INFORMATION			
How is your family supported financially?			
Do you or your family receive public assistance?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Temporary Assistance for Needy Families (TANF)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Supplemental Security Income (SSI)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Disability Assistance (DA)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Refugee Assistance	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Local assistance cash payments	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Food Stamps	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
What is your estimated household income for the last 30 days?			

Information on this form is confidential.

EMPLOYMENT HISTORY

EMPLOYMENT HISTORY						
Name		Date		Social Security Number		
	Employer name, address, phone; supervisor's name	Start and end dates	Number of hours worked per week	Wage rate (hourly or weekly)	Job title and description of duties	Reason for leaving
Current						
Previous						
Previous						
Previous						
Previous						

Information on this form is confidential.

EMPLOYMENT AND EDUCATION INTERESTS AND GOALS

EMPLOYMENT AND EDUCATION INTERESTS AND GOALS		
Name	Date	Social Security Number
What are you good at doing?		
What occupations interest you?		
What are you willing to do?		
What is your ideal job?		
Why can't you get your ideal job now?		
What education or training do you need to get your ideal job?		
What other jobs would be good steps on the way to your ideal job?		
What education or training do you need to get those jobs?		

Information on this form is confidential.

HOW ARE YOUR BASIC SKILLS?

HOW ARE YOUR BASIC SKILLS?		
Name	Date	Social Security Number
Indicate which tasks you can do well and which ones you have difficulty with.		
Task	Can Do	Have Difficulty
Pay attention in class		
Complete assignments		
Take notes		
Memorize things		
Manage time		
Read		
Understand what I read		
Do math calculations		
Do math word problems		
Follow directions		
Spell		
Finish tests on time		
Put thoughts into writing		
Proofread		
Motivate yourself to study and learn		

Information on this form is confidential.

HIGH SCHOOL INFORMATION

HIGH SCHOOL INFORMATION		
Name	Date	Social Security Number
Do you have a high school diploma or a GED? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> High School Diploma <input type="checkbox"/> GED If yes, when did you receive it? If yes, from what school or program? If no, what is the highest grade you have completed?	
Are you currently enrolled in high school or a GED program? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> High School Diploma <input type="checkbox"/> GED If yes, what school or program? If yes, when do you expect to finish?	
Would you describe yourself as a serious student?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
List all honors you have received.		
What are your easiest subjects?		
What are your hardest subjects?		
Have you used a word processor for homework?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
How would you rate your study habits?	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
Have you ever been taught how to study? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes: When? Did it help? Do you need additional help? How much time do you study per day?	
Have you ever received tutoring? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes: In what subjects? When? Did it help? Do you need additional tutoring? In what subjects?	
Have you ever taken an English as a Second Language (ESL) course? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes: When? Did it help? Do you need more ESL training?	

Information on this form is confidential.

HIGH SCHOOL INFORMATION (continued)

Math	What is the most recent math course you have taken?
	When did you take it?
	How did you do?
English	What is the most recent English course you have taken?
	When did you take it?
	How did you do?
Reading	Do you like to read? <input type="checkbox"/> Yes <input type="checkbox"/> No
	What is the best book you ever read?
	Do you read magazines? <input type="checkbox"/> Yes <input type="checkbox"/> No
	Do you read newspapers? <input type="checkbox"/> Yes <input type="checkbox"/> No
Are you enrolled in special education? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, do you have an Individualized Education Plan (IEP)?
Do you have discipline problems at school? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please describe.
How often are you absent from school?	<input type="checkbox"/> Rarely <input type="checkbox"/> Occasionally <input type="checkbox"/> Often
What additional assistance do you need?	<input type="checkbox"/> Child care <input type="checkbox"/> Transportation <input type="checkbox"/> Tuition assistance <input type="checkbox"/> Medical treatment <input type="checkbox"/> Textbooks <input type="checkbox"/> Other (be specific) _____

Information on this form is confidential.

COLLEGE INFORMATION

COLLEGE INFORMATION		
Name	Date	Social Security Number
Are you currently enrolled in a college? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes: What college? What program? What classes have you completed? When do you expect to graduate? Are you receiving financial aid?	
Have you ever enrolled in a college? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes: What college? What program? What classes did you complete? Why didn't you graduate?	
Do you have a degree or occupational certificate from a college? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes: From what college? What degree or certificate? When did you receive it?	
Do you want to enroll in college? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes: What college? What program? What is the cost? Have you applied for financial aid?	
What additional assistance do you need?	<input type="checkbox"/> Child care <input type="checkbox"/> Transportation <input type="checkbox"/> Tuition assistance <input type="checkbox"/> Medical treatment <input type="checkbox"/> Textbooks <input type="checkbox"/> Other (be specific) _____	

Information on this form is confidential.

**ADULT EDUCATION,
ADULT BASIC EDUCATION (ABE), AND
ADULT BASIC LITERACY EDUCATION (ABLE) INFORMATION**

ADULT EDUCATION, ADULT BASIC EDUCATION (ABE), AND ADULT BASIC LITERACY EDUCATION (ABLE) INFORMATION		
Name	Date	Social Security Number
<p>Are you currently taking any adult education, ABE, or ABLE classes?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>If yes:</p> <p>What classes are you taking?</p> <p>Where are you taking them?</p> <p>When will you finish?</p> <p>What certificate will you receive?</p>	
<p>Have you ever taken any adult education, ABE, or ABLE classes?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>If yes:</p> <p>What classes did you take?</p> <p>Where did you take them?</p> <p>Did you finish? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If no, why not?</p> <p>What certificate did you receive?</p>	
<p>What additional assistance do you need?</p>	<p><input type="checkbox"/> Child care</p> <p><input type="checkbox"/> Transportation</p> <p><input type="checkbox"/> Tuition assistance</p> <p><input type="checkbox"/> Medical treatment</p> <p><input type="checkbox"/> Textbooks</p> <p><input type="checkbox"/> Other (be specific) _____</p>	

Information on this form is confidential.

OCCUPATIONAL TRAINING INFORMATION

OCCUPATIONAL TRAINING INFORMATION		
Name	Date	Social Security Number
Are you currently enrolled in an occupational training program? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes: What school? What occupation? When will you complete the program? What certificate, license, or degree will you receive? Are you receiving financial aid?	
Have you completed an occupational training program? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes: What school? What occupation? When did you complete the program? What certificate, license, or degree did you receive?	
What occupational skills do you now have?		
What occupational training do you need to meet your employment goal?		
Do you want to begin an occupational training program? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes: What program? What school? When does it begin? What is the cost? Have you applied for financial aid?	
What additional assistance do you need?	<input type="checkbox"/> Child care <input type="checkbox"/> Transportation <input type="checkbox"/> Tuition assistance <input type="checkbox"/> Medical treatment <input type="checkbox"/> Textbooks <input type="checkbox"/> Other (be specific) _____	

Information on this form is confidential.

MEDICAL INFORMATION

MEDICAL INFORMATION		
Name	Date	Social Security Number
Describe any serious or long-term medical problems that you have.		
Are you currently under the care of a physician? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, for what condition?	
Do you have a disability? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please specify.	
List any accommodations or assistive devices you use for a disability.		
Are you pregnant?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
How would you rate your general health?	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
Are you a victim of violence or abuse?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are you now in counseling or therapy? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, enter name and phone number of therapist.	
Have you ever been in counseling or therapy? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, when and for what reason?	
Are you covered by health insurance?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you have a problem with substance abuse? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, would you like help to overcome it?	

Information on this form is confidential.

LEGAL ISSUES

LEGAL ISSUES		
Name	Date	Social Security Number
Have you ever been arrested? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, when and why?	
Are you or have you ever been in a diversion program? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, when and why?	
Have you ever been convicted of a crime? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, when and what crime?	
Have you been in jail or a Department of Youth Services facility? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, for how long?	
Are you or have you ever been on probation? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, when and for how long? Who was your probation officer?	

Information on this form is confidential.

INITIAL ASSESSMENT AND REFERRAL FORM

INITIAL ASSESSMENT AND REFERRAL FORM			
Date			
Name			
Address			
City, State, Zip			
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female		
Birth Date	Social Security Number		
Cell phone	Home phone	E-mail	
INITIAL ASSESSMENT RESULTS			
Summarize the youth's current employment information.			
Summarize the youth's family and household information.			
Summarize the youth's income information.			
Summarize the youth's employment history.			
Summarize the youth's employment and education interests and goals.			
Summarize the youth's basic skill levels.			
Summarize the youth's education (high school, college, adult education).			
Summarize the youth's occupational training.			
Summarize the youth's medical information.			
Summarize the youth's legal issues.			

Information on this form is confidential.

INITIAL ASSESSMENT AND REFERRAL FORM (continued)

WIA ELIGIBILITY SUMMARY													
Youth Barriers	What barriers does the youth face? (Check all that apply.) <table border="0"> <tr> <td><input type="checkbox"/> Deficient in basic literacy skills</td> <td><input type="checkbox"/> Youth with a disability</td> </tr> <tr> <td><input type="checkbox"/> School dropout</td> <td><input type="checkbox"/> Other barrier per local area policy</td> </tr> <tr> <td><input type="checkbox"/> Homeless or runaway</td> <td><input type="checkbox"/> Migrant youth</td> </tr> <tr> <td><input type="checkbox"/> Foster child</td> <td><input type="checkbox"/> Indian and Native American youth</td> </tr> <tr> <td><input type="checkbox"/> Pregnant or parenting</td> <td><input type="checkbox"/> Child of incarcerated parent</td> </tr> <tr> <td><input type="checkbox"/> An offender</td> <td></td> </tr> </table>	<input type="checkbox"/> Deficient in basic literacy skills	<input type="checkbox"/> Youth with a disability	<input type="checkbox"/> School dropout	<input type="checkbox"/> Other barrier per local area policy	<input type="checkbox"/> Homeless or runaway	<input type="checkbox"/> Migrant youth	<input type="checkbox"/> Foster child	<input type="checkbox"/> Indian and Native American youth	<input type="checkbox"/> Pregnant or parenting	<input type="checkbox"/> Child of incarcerated parent	<input type="checkbox"/> An offender	
<input type="checkbox"/> Deficient in basic literacy skills	<input type="checkbox"/> Youth with a disability												
<input type="checkbox"/> School dropout	<input type="checkbox"/> Other barrier per local area policy												
<input type="checkbox"/> Homeless or runaway	<input type="checkbox"/> Migrant youth												
<input type="checkbox"/> Foster child	<input type="checkbox"/> Indian and Native American youth												
<input type="checkbox"/> Pregnant or parenting	<input type="checkbox"/> Child of incarcerated parent												
<input type="checkbox"/> An offender													
WIA Eligibility Barrier	Which barrier will be used to establish eligibility? (Check one.) <table border="0"> <tr> <td><input type="checkbox"/> Deficient in basic literacy skills</td> <td><input type="checkbox"/> Pregnant or parenting</td> </tr> <tr> <td><input type="checkbox"/> School dropout</td> <td><input type="checkbox"/> An offender</td> </tr> <tr> <td><input type="checkbox"/> Homeless or runaway</td> <td><input type="checkbox"/> Youth with a disability</td> </tr> <tr> <td><input type="checkbox"/> Foster child</td> <td><input type="checkbox"/> Other barrier per local area policy</td> </tr> </table>	<input type="checkbox"/> Deficient in basic literacy skills	<input type="checkbox"/> Pregnant or parenting	<input type="checkbox"/> School dropout	<input type="checkbox"/> An offender	<input type="checkbox"/> Homeless or runaway	<input type="checkbox"/> Youth with a disability	<input type="checkbox"/> Foster child	<input type="checkbox"/> Other barrier per local area policy				
<input type="checkbox"/> Deficient in basic literacy skills	<input type="checkbox"/> Pregnant or parenting												
<input type="checkbox"/> School dropout	<input type="checkbox"/> An offender												
<input type="checkbox"/> Homeless or runaway	<input type="checkbox"/> Youth with a disability												
<input type="checkbox"/> Foster child	<input type="checkbox"/> Other barrier per local area policy												
WIA Low-Income Status	Which criterion will be used to establish the youth's low-income status? (Check one.) <ul style="list-style-type: none"> <input type="checkbox"/> Receives TANF, SSI, DA, Refugee Assistance, or local assistance cash payments <input type="checkbox"/> Receives or has been determined eligible for Food Stamps <input type="checkbox"/> Receives income that does not exceed higher of poverty line or 70 percent of lower living standard income level <input type="checkbox"/> Qualifies as homeless <input type="checkbox"/> Is foster youth, receives government payments <input type="checkbox"/> Is disabled youth and own income meets requirements for TANF, SSI, DA, Refugee Assistance, or local assistance cash payments <input type="checkbox"/> Is disabled youth and own income does not exceed higher of poverty line or 70 percent of lower living standard income level 												

Information on this form is confidential.

INITIAL ASSESSMENT AND REFERRAL FORM (continued)

REFERRALS	
WIA Eligibility	<p>Check one.</p> <p><input type="checkbox"/> Eligibility has not been determined, but it is anticipated that the youth will not be eligible.</p> <p><input type="checkbox"/> The youth is not eligible for WIA youth services.</p> <p><input type="checkbox"/> The youth is eligible for WIA youth services.</p>
Appropriateness of WIA Youth Services	<p>Are WIA youth services appropriate for the youth?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If no, explain.</p>
Referrals	<p>Identify the programs or agencies to which the youth will be referred.</p>

Information on this form is confidential.

SOURCES

- Adams, A., Franklin, S., & Taylor, R. (2002). *Case management: A resource manual*. Washington, DC: U.S. Department of Labor, Office of Youth Services. Retrieved June 7, 2006, from <http://www.workforceatm.org/sections/pdf/2003/yocasem02.pdf>
- Alameda County Workforce Investment Board. (2001, August 21). *Action bulletins (PY 2001): AB 17 revisions to the youth Technical Assistance Guide (TAG) and update to the eligibility determination verification procedure*. Alameda, CA: Author. Retrieved June 28, 2006, from <http://www.acwib.org/faq/4.2.htm>
- Alameda County Workforce Investment Board. (2002, January 28). *Action bulletins (PY 2001): AB 20 revisions to the WIA youth eligibility determination*. Alameda, CA: Author. Retrieved June 28, 2006, from <http://www.careersystem.org/wfi.htm>
- Callahan Consultants, Inc. (n.d.). *Paper and process: How youth programs manage program intake, individual service strategy development, and case files*. Baltimore, MD: Retrieved June 28, 2006, from <http://www.commcorp.org/wia/documents/ManagingIntakeSSCasefilesTEN401.pdf>
- Carillo, W. (2007, April 17). *The requirement to report accurate data: Data validation policy for employment and training programs*. Presented at the Building Better Opportunities for Ohio's Youth Conference, Columbus, OH.
- Employment and Training Administration, U.S. Department of Labor. (2006, February 17). *Common Measures for the Employment and Training Administration's (ETA) performance accountability system and related performance issues*. Training and Employment Guidance Letter 17-05. Washington, DC: Author. Retrieved October 17, 2006, from <http://wdr.doleta.gov/directives/attach/TEGL17-05.pdf>
- Government Printing Office. (2006, November 30). *Electronic Code of Federal Regulations. Title 20: Employee benefits. Part 664: Youth activities under Title 1 of the Workforce Investment Act*. Washington, DC: Author. Retrieved November 30, 2006, from <http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=e721d4363e9aee9b2b3fb5fbadd2015&rgn=div5&view=text&node=20:3.0.2.1.41&idno=20>
- Indiana Department of Workforce Development. (2000, February 7). *DWD communication 1998-60. Change 1: Assessment and case management processes policy*. Indianapolis, IN: Author. Retrieved July 10, 2006, from <http://www.in.gov/dwd/partners/wia/1998-60change1-wiawtw.pdf>
- KRA Corporation. (2007). *Improving demand-driven services and performance: Manual for effective front-line services for youth*. Washington, DC: Employment and Training Administration, U. S. Department of Labor. Retrieved June 11, 2007, from <http://www.doleta.gov/youth%5Fservices/pdf/TOOLKIT%202007.pdf>
- Lawler, S. (2004, April 29). *Case management for job seeker customers*. Boston, MA: Massachusetts Department of Workforce Development. Retrieved July 10, 2006, from <http://www.massworkforce.org/Downloads/Issuances/Policy/Policy2004/Adobe2004/04-34.pdf>
- Milazzo, D. (2006, April). *Individual service strategies: Planning for progress*. Presented at the Building Better Opportunities for Ohio's Youth Conference, Columbus, OH.
- Murphy, B. (n.d.). *WIA intake and assessment*. Little Rock, AR: Arkansas Workforce Center. Retrieved June 27, 2006, from <http://www.lrwib.org/intake.html>
- Office of Youth Services, U.S. Department of Labor. (n.d.). *WIA youth program assessment guide and instructions*. Washington, DC: Author. Retrieved July 11, 2006, from http://www.deed.state.mn.us/youth/docs/Full_WIA_Youth_Assess_Guide_final.pdf
- Ohio Administrative Code. 5101:9-30-03, *Workforce Investment Act (WIA) poverty income guidelines and lower living standard income level (LLSIL)*. Retrieved October 17, 2006, from <http://onlinedocs.andersonpublishing.com/oh/lpExt.dll?f=templates&fn=main-h.htm&cp=OAC>
- Ohio Department of Job and Family Services. (2007, January 8). *Source documentation for WIA eligibility. Workforce Investment Act (WIA) Transmittal Letter 27*. Columbus, OH: Author. Retrieved March 15, 2007, from http://emanuals.odjfs.state.oh.us/emanuals/GetDocument.do?docLoc=C%3A/odjfs/Ready4Build/99_WIA.htm%3ASRC%23node-id%281660%29&locSource=input&docId=Document%28storage%3DREPOSITORY%2CdocID%3D%23node-id%281744303%29%29&titleIdx=5&version=8.0.0
- Ohio Department of Job and Family Services. (2004, November 15). *Adult and dislocated workers post placement activity and post-exit followup services and youth followup services. Workforce Investment Act (WIA) Transmittal Letter 15*. Columbus, OH: Author. Retrieved October 17, 2006, from http://emanuals.odjfs.state.oh.us/emanuals/GetDocument.do?docLoc=C%3A/odjfs/Ready4Build/99_WIA.htm%3ASRC%23node-id%286266%29&locSource=input&docId=Document%28storage%3DREPOSITORY%2CdocID%3D%23node-id%281676358%29%29&titleIdx=13&version=8.0.0
- Ohio Department of Job and Family Services. (2007, July 3). *Youth services and program participation. Workforce Investment Act (WIA) Transmittal Letter 33*. Columbus, OH: Author. Retrieved July 16, 2007, from http://emanuals.odjfs.state.oh.us/emanuals/GetDocument.do?docLoc=C%3A/odjfs/Ready4Build/99_WIA.htm%3ASRC%23node-id%28113%29&locSource=input&docId=Document%28storage%3DREPOSITORY%2CdocID%3D%23node-id%281740212%29%29&titleIdx=2&version=8.0.0
- Philadelphia Youth Network. (2005). *2005-2006 Year-round WIA contracts: Assessment guidelines*. Philadelphia, PA: Author. Retrieved July 12, 2006, from <http://pyninc.org/downloads/PDF/youthworks/Assessment%20Guidelines.pdf>
- Reno County Workforce Development Center. (2006). *Case manager specialist for WIA-IB Reno County Workforce Development Center*. Hutchinson, KS: Author. Retrieved July 10, 2006, from <http://www.hutchcc.edu/personnel/Frames/personnel/casmgr06.htm>
- Smith, R. (2007, April 18). *Let SCOTI work for you*. Presented at the Building Better Opportunities for Ohio's Youth Conference, Columbus, OH.

Texas Workforce Commission. (2003). *You and youth in the middle: Effective case management*. Austin, TX: Author. Retrieved June 28, 2006, from <http://www.twc.state.tx.us/svcs/youthinit/materials/casemgmt1203.pdf>

Virginia Employment Commission. (n.d.). *Youth eligibility*. Richmond, VA: Author. Retrieved July 5, 2006, from <http://www.vec.virginia.gov/vecportal/wia/pdfs/vaeligilV youth.pdf>

Washington State Department of Health and Social Services, Division of Health and Family Services, Children's Administration. (2000, December). *Life skills inventory: Independent living skills assessment tool*. Olympia, WA: Author. Retrieved August 18, 2006, from http://www1.dshs.wa.gov/pdf/ms/forms/10_267.pdf#search=%22%22life%20skills%22%20assessments%22

Wisconsin Department of Public Instruction. (2005). *2005-06 WKCE-CRT assessment guidelines and accommodations*. Madison, WI: Author. Retrieved July 12, 2006, from <http://dpi.wi.gov/sped/doc/asmt-gd-acm.doc>

Workforce 411. (n.d.). *Workforce development glossary*. Columbus, OH: Author. Retrieved July 10, 2006, from <http://www.ohioworkforce.org/workforceprof/Glossary.stm>

Workforce Development Division, Texas Workforce Commission. (n.d.). *Workforce Investment Act: Guidelines for determining WIA eligibility*. Austin, TX: Author. Retrieved June 28, 2006, from http://www.twc.state.tx.us/boards/wia/wia_guidelines.pdf

Workforce Investment Act of 1998. P.L. 105-220. Retrieved July 12, 2006, from <http://www.doleta.gov/usworkforce/wia/wialaw.pdf>

Focused Futures is made possible through the sponsorship of Ohio Department of Job and Family Services, Office of Workforce Development.



CENTER FOR
LEARNING EXCELLENCE
COLLEGE OF EDUCATION
AND HUMAN ECOLOGY



For more information on additional *Focused Futures* modules, please contact LearningWork Connection at 614-292-8665 or visit www.learningworkconnection.org