



Youth Profile/Initial Assessment

This Round 7 youth assessment tool is designed to help workforce staff in Minnesota's DEI implementation sites plan interventions and activities for youth participants based on the *Guideposts for Success*. The WIOA youth program design *requires* an objective assessment of academic levels, skill levels, and service needs of each participant, which includes a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs. Assessments must also consider a youth's strengths rather than just focusing on areas that need improvement.

Participant Name: _____	Date: _____
Preferred Method of Contact (phone, school, text, email): _____	

Youth Characteristics			
Date of Birth:	Current Age:	Gender:	
Racial/Ethnic Background			
American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic or Latino	
Black or African American	White, not of Hispanic origin	Other:	
Primary Language Spoken at Home:			
Strengths			
Does youth have a driver's license?	Yes	No	No, but has taken driver's training
Has youth even taken financial literacy training?	Yes	No	
Does youth participate in any school or community-based extracurricular activities?	Yes	No	If so, what?
Does youth have any hobbies or strong interests in a particular area?	Yes	No	If so, what?

Additional strengths, challenges, or other factors of note:

Disability Information			
Primary Disability		Secondary Disability	
Autism Spectrum Disorder	Physically Impaired	Autism Spectrum Disorder	Physically Impaired
Deaf & Hard of Hearing	Developmental Delay	Deaf & Hard of Hearing	Developmental Delay
Deaf-Blind	Specific Learning Disability	Deaf-Blind	Specific Learning Disability
Developmental Cognitive Disability	Speech or Language Impairment	Developmental Cognitive Disability	Speech or Language Impairment
Emotional or Behavioral Disorder	Traumatic Brain Injury	Emotional or Behavioral Disorder	Traumatic Brain Injury

Other Health Impaired	Visual Impairment	Other Health Impaired	Visual Impairment
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Additional Information
Can youth identify his/her disability and describe its impact?
Other relevant medical diagnosis:
Current therapies or medications:
Suspected disabilities or behavior concerns:

Additional Risk Factors				
Cultural Differences	Tobacco Use	New Immigrant	Teen/Single Parent	Alcohol Use
Receives Public Assistance	Juvenile Offender	Drug Use	Adult Offender	Gang Involved
Homelessness	Foster Care Youth	Risky Sexual Behavior	Significant Poverty	Migrant/Undocumented Family
Misdemeanor or Felony Record	Community Service Hours	Stolen Property	Damaged Property	

Family and Personal Network		
Does youth live with his/her parent(s)?	Yes	No
If no, where is the youth living?		
Does youth have a caring adult that is a consistent positive influence?	Yes	No
If yes, who are they?		
If no, please explain:		
Does the family or caregiver situation present any risk factors? (For example, incarcerated parents or suspected drug use.)		
What are the anticipated living arrangements upon graduation for this youth?		
Does the youth appear to have friends with whom he/she engages in healthy social activities?	Yes	No
If no, why not?		
Does youth have enough food?	Yes	No
Does the youth have access to and lauder their clothing?	Yes	No
Does the youth have hygiene items and do they use them?	Yes	No
Does the youth appear to have friends with whom he/she engages in healthy social activities?	Yes	No
Education		
Current grade level completion:	Year graduated or scheduled to exit high school:	
If still in school, youth will receive:	Diploma	Diploma (meeting IEP goals) GED
Does the youth have an Individualized Education Plan (IEP)?	Yes	No
If yes, who is the IEP case manager?		
Does the youth have a Section 504 Plan in school?	Yes	No
If so, who is the school contact person?		
Current reading level:	Current Math level:	Current writing level:
Does youth currently use any assistive technology to complete school work or to communicate?		

Do you attend school regularly? Yes No		
Do you complete your school assignments on time? Yes No		
Has the youth taken any postsecondary education courses?	Yes	No
Does the youth express an interest in postsecondary education? If so, please describe.		
What are your plans for after high school? Military Post-Secondary Working Full-Time Unsure		

Employment History and Preparation

Is the youth currently employed?	Yes	No	If so, where? If no, answer next question.
Does the youth want to work?	Yes	No	What hours is the youth available to work? Mornings Afternoons Evenings Weekends Other: _____
Has the youth ever been employed?	Yes	No	If so, where?
Was employment subsidized?	Yes	No	
Does youth have relevant unpaid or volunteer work experience?	Yes	No	
Did youth have a job coach?	Yes	No	
In what career field does the youth express interest?			
Has the youth ever (if so, please explain results):			
Participated in a careers or work readiness class?	Yes	No	
Taken a career or job interest test?	Yes	No	
Taken a career aptitude assessment?	Yes	No	
Received a vocational evaluation?	Yes	No	
Participated in a mock job interview?	Yes	No	
Been given "soft skills" training?	Yes	No	
Expressed interest in starting their own business?	Yes	No	
Learned what education or skills relate to their job goals? (<i>Labor Market Information</i>)	Yes	No	

Social Security and Other Supports

Is the youth currently receiving SSI or SSDI?	Yes	No
Does the youth have a Ticket to Work?	Yes	No
Does the youth have a county social worker?	Yes	No
Does the youth currently have a county waiver (DD, CADI, TBI)?	Yes	No
Does the youth currently have an open case with Vocational Rehabilitation Services?	Yes	No
If so, who is the VRS counselor?		
Are there any other services or supports the youth is currently receiving?	Yes	No
Are services and supports needed?	Yes	No
Does the youth and/or family qualify as low income?	Yes	No
Does the youth and/or family received food support (SNAP)?	Yes	No

Does the youth and/or family receive Women, Infant, and Child benefits?	Yes	No
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Additional Notes:

WHAT ARE YOUR STRENGTHS? (CHECK ALL THAT APPLY.) – Youth complete

<input type="checkbox"/> Punctual	<input type="checkbox"/> Good listener	<input type="checkbox"/> Good personal boundaries	<input type="checkbox"/> Good at working with others
<input type="checkbox"/> Kind	<input type="checkbox"/> Good at construction	<input type="checkbox"/> Creative	<input type="checkbox"/> Good at communication
<input type="checkbox"/> Dependable	<input type="checkbox"/> Good at cleaning	<input type="checkbox"/> Good at computer applications	<input type="checkbox"/> Good with people. friendly
<input type="checkbox"/> Mechanical ability	<input type="checkbox"/> Good at clerical work, filing	<input type="checkbox"/> Good sense of humor	<input type="checkbox"/> Honest
<input type="checkbox"/> Good with kids	<input type="checkbox"/> Good with animals	<input type="checkbox"/> Good at working alone	<input type="checkbox"/> Other: (please explain)
<input type="checkbox"/> Respectful	<input type="checkbox"/> Good at cooking	<input type="checkbox"/> Good at saying positive things	

Interests – youth complete

What are your hobbies and interests?

What are a few good things about you?

What are your career goals? What do you see in your future?

These are work settings I am most interested in:

<input type="checkbox"/> Working by myself	<input type="checkbox"/> Indoor jobs	<input type="checkbox"/> Creative/artistic jobs	<input type="checkbox"/> Mechanical, moving parts
<input type="checkbox"/> Working with people	<input type="checkbox"/> Outdoor jobs	<input type="checkbox"/> Physical labor, use muscles	<input type="checkbox"/> Construction
<input type="checkbox"/> Clean jobs	<input type="checkbox"/> Detail, detail, detail jobs	<input type="checkbox"/> I like to sit still	<input type="checkbox"/> Computers, typing, file, phones
<input type="checkbox"/> Jobs where I get dirty	<input type="checkbox"/> Make/package things	<input type="checkbox"/> I like to move around	<input type="checkbox"/> Organizing

People Care – youth complete

There are people who care, who want me to succeed yes no

Names/relationships:

1.

3.

4.

I would go to this person/s in times of difficulty or if I needed help and they would respond with/by:

Do you have concerns about your ability to:

Read Speak

Write Do Math

Literacy/Numeracy Incentive

Eligible Youth: Out of School Youth

Literacy/Numeracy Incentive Policy

Effective Date: (DRAFT - 12/5/2012)

Time Frame	Requirement to be Eligible for Incentive	Potential Incentive \$ Amount	Maximum Incentive Amount
Prior to 1st date of service	Take Initial L/N Assessment		
3 months	Have participated in a goal-increasing activity as identified in ISS.	\$ 10.00	
6 months	Have participated in a goal-increasing activity as identified in ISS.	\$ 10.00	
	Increased their scores by 50 or more points OR 1 EFL in one or both Reading and Math on the CASAS or GAIN.	\$ 10.00	
	OR became not basic skills deficient (above 9.0 GLE) in:		
	Reading AND Math	\$ 80.00	
	Reading OR Math	\$ 40.00	
9 Months	Have participated in a goal-increasing activity as identified in ISS.	\$ 10.00	
12 Months	Have participated in a goal-increasing activity as identified in ISS.	\$ 10.00	
	Increased their scores by 50 or more points OR 1 EFL in one or both Reading and Math on the CASAS or GAIN.	\$ 10.00	
	OR became not basic skills deficient (above 9.0 GLE) in:		
	Reading AND Math	\$ 40.00	
	Reading OR Math	\$ 20.00	

INCENTIVE TOTAL (MAXIMUM/Youth)

\$ 100.00

Credential & Employment Incentive

Eligible Youth: Older Youth (19 – 21)

<i>Circle the amount in corresponding row and column to indicate amount earned.</i>				
Potential:				
	3 months	6 months	9 months	12 months
Earned Credential	\$60	\$40	\$20	\$10
Secured Unsubsidized Employment	\$60	\$40	\$20	\$10
Maximum Incentive Amount/Youth = \$120				
Actual:				
Earned Credential	\$60	\$40	\$20	\$10
Secured Unsubsidized Employment	\$60	\$40	\$20	\$10
Participant Received Incentive:				

Transition

Are you registered for Selective Service (18+ male)? Yes No

Can you complete an application? Yes No

Do you have a resume? Yes No

Have you completed a practice interview? Yes No

Do you have a driver's license or State ID card? Yes No

Do you have your birth certificate? Yes No

Do you have your Social Security Card? Yes No

Do you have Child Care? Yes No

Do you have back-up Child Care? Yes No

Do you have a mode of transportation? Yes No

Do you have back-up transportation? Yes No

What will you do upon exiting our programs?

Agencies, Providers, Referrals

Adult Basic Education:	<input type="checkbox"/> No	<input type="checkbox"/> Yes, Contact Name: _____	<input type="checkbox"/> Referred
Adult WIA Worker:	<input type="checkbox"/> No	<input type="checkbox"/> Yes, Contact Name: _____	<input type="checkbox"/> Referred
Child Support Worker:	<input type="checkbox"/> No	<input type="checkbox"/> Yes, Contact Name: _____	<input type="checkbox"/> Referred
Financial Worker:	<input type="checkbox"/> No	<input type="checkbox"/> Yes, Contact Name: _____	<input type="checkbox"/> Referred
Housing Agency:	<input type="checkbox"/> No	<input type="checkbox"/> Yes, Contact Name: _____	<input type="checkbox"/> Referred
Probation Officer:	<input type="checkbox"/> No	<input type="checkbox"/> Yes, Contact Name: _____	<input type="checkbox"/> Referred
Public Assistance ES:	<input type="checkbox"/> No	<input type="checkbox"/> Yes, Contact Name: _____	<input type="checkbox"/> Referred
School Case Manager:	<input type="checkbox"/> No	<input type="checkbox"/> Yes, Contact Name: _____	<input type="checkbox"/> Referred
School Counselor:	<input type="checkbox"/> No	<input type="checkbox"/> Yes, Contact Name: _____	<input type="checkbox"/> Referred
Social Worker:	<input type="checkbox"/> No	<input type="checkbox"/> Yes, Contact Name: _____	<input type="checkbox"/> Referred
Vocational Rehabilitation Services:	<input type="checkbox"/> No	<input type="checkbox"/> Yes, Contact Name: _____	<input type="checkbox"/> Referred
Work Coordinator:	<input type="checkbox"/> No	<input type="checkbox"/> Yes, Contact Name: _____	<input type="checkbox"/> Referred

WIOA 14 Program Elements

WIOA has identified the following 14 program elements that must be made available to youth, if appropriate, based on their assessment results and their individual services strategy. By selecting activities on previous pages throughout the ISS, the program elements are identified by their corresponding number on this list.

1. Tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies.
2. Financial Literacy.
3. Entrepreneurial Skills Training.
4. Services that provide labor market and employment information in the local area.
5. Activities that help youth transition to postsecondary education and training
6. Alternative secondary school offering.
7. Summer employment opportunities directly linked to academic and occupational learning.
8. Paid and Unpaid work experiences, including internships and job shadowing, as provided under WIA.
9. Occupation skills training. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
10. Leadership development opportunities, which may include such activities as positive social behavior and soft skills, decision-making, team work and other activities.
11. Supportive Services.
12. Adult mentoring for duration of at least 12 months that may occur during and after program participation.
13. Follow up services.
14. Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as referrals to counseling as appropriate to the needs of the individual youth.

Participant & Youth Program Coordinator Responsibilities

Participant:

- Maintain at least monthly contact with Youth Program Coordinator.
- Work toward successfully completing my goals.
- Notify employment specialist of changes in address, phone or situation.
- Agree to stay actively enrolled in the Youth Program.
- Notify your Youth Program Coordinator if you decide to no longer participate in the Youth Programs.

Youth Program Coordinator:

- Maintain regular meetings and/or site visits.
- Assist with job placement and/or support services as funds allow.
- Provide career guidance.
- Provide follow-up and support as needed.

This form has been explained to me. I understand that I can receive a copy if I request it.
Upon request, this form can be made available in alternate formats.

An Equal Opportunity Employer/Provider

Youth Action Plan & Individual Service Strategy (ISS)

Participant's Name: _____

Date: _____

PIC youth employment specialists will work with each youth to develop an Individual Service Strategy (ISS) for purposes of Workforce Innovation and Opportunity Act for Youth & the Minnesota Youth Program.

The ISS outlines:

- Individual's education and/or employment goals;
- Current education level and math/reading grade level equivalence;
- Objectives and timelines to meet stated goals;
- Barriers to achieving goals;
- Support services needed to overcome barriers to goal success;
- Progress updates, follow-up information, referrals and plan updates
- Job search and placement plan after education/training is completed and youth is ready to become employed.
- Incorporates career pathways as part of both the objective assessment and development of the individual service strategy.
- Directly links to one or more of the performance indicators.
- Includes effective connections to employers, including small employers, in-demand industry sectors and occupations.

Using the above information, the PIC youth employment specialist work with participants to determine an Individual Service Strategy (ISS) that best addresses their short and long term goals. Incentive plans may be developed by the PIC youth employment specialist and the participant in conjunction with the ISS to acknowledge achievement of goals and objectives.

The Individual Service Strategy section prompts youth employment specialists to identify the steps necessary to achieve those goals and which of the 14 WIOA program elements are necessary for the young person to achieve their goals. This includes the creation of career pathways for youth and young adults involved in SW MN PIC programs as well as effective connections with employers, including small businesses, and in-demand industry sectors and occupations.

The Guideposts for Success

The National Collaborative on Workforce and Disability for Youth (NCWD-Youth) has identified Guideposts for Success based on what research tells us that all youth need to transition to adulthood successfully. They can be used by Youth Service Professionals as a way to identify and organize specific activities in youth programming. The Guideposts are as follows:

- 1. School-Based Preparatory Experiences**
- 2. Career Preparation and Work-Based Learning Experiences**
- 3. Youth Development Leadership**
- 4. Connecting Activities**
- 5. Family Involvement and Supports**

For more information about the Guideposts for Success, visit www.ncwd-youth.info

School-Based Preparatory Experiences: What school-based activities is a youth participating in to help prepare them to transition to employment, postsecondary education, and independent living?

Potential Activities and Resources	Person/Agency Responsible	Timeline
1.		
2.		
3.		

WIOA Program Elements: 1, 2, 4, 5, 12, 13 & 14

Pre-ETS Activities: Postsecondary Education Counseling

Career Preparation and Work-Based Learning Experiences: What activities are being offered to youth that help them explore careers, identify career goals, and provide meaningful work experiences?

Potential Activities and Resources	Person/Agency Responsible	Timeline
1.		
2.		
3.		

WIOA Program Elements: 4, 5, 11, 12, 13 & 14

Pre-ETS Activities: Job Exploration Counseling, Work-Based Learning Experience, Workplace Readiness Training

Youth Development and Leadership: How are youth being helped to direct their own lives, to make informed decisions, and to be connected to caring adults?

Potential Activities and Resources	Person/Agency Responsible	Timeline
1.		
2.		
3.		

WIOA Program Elements: 4, 5, 6, & 12

Pre-ETS Activities: Work-Based Learning Experience, Instruction in Self Advocacy, Pre-ETS Coordination Services

Additional Notes:

Connecting Activities: How are youth and their families being connected to needed programs, services and activities?

Potential Activities and Resources	Person/Agency Responsible	Timeline
1.		
2.		
3.		

WIOA Program Elements: 4, 5, 8, 9, 10, 11, 12, 13 & 14

Pre-ETS Activities: Instruction in Self Advocacy, Pre-ETS Coordination Services

Family Involvement and Supports: Are families and caregivers of youth given the information and support so they can be partners in the transition and career planning process?

Potential Activities and Resources	Person/Agency Responsible	Timeline
1.		
2.		
3.		

WIOA Program Elements: 4, 5, 7, 8, 9 & 10

Pre-ETS Activities: Postsecondary Education Counseling, Instruction in Self Advocacy, Pre-ETS Coordination Services

<i>Participant</i>	<i>Date</i>
<i>PIC Youth Employment Specialist</i>	<i>Date</i>
<i>Disability Resource Coordinator (if applicable)</i>	<i>Date</i>

Pre-ETS Desk Aid for VRS Partners

Job Exploration- Counseling

Work with students to discuss, research, or gain information on:

- Vocational interests;
 - Skills verification;
 - The labor market;
 - In-demand industries and occupations;
 - Non-traditional employment options; and
 - Identification of career pathways of interest to the students.
- Job Shadowing
 - Career Mentorship
 - Informational Interviews
 - Workplace Tours/Field Trips

Postsecondary Education Counseling

- Advising students and parents or representatives on academic curricula;
- Providing information about college application and admissions processes;
- Completing the Free Application for Federal Student Aid (FAFSA); and
- Providing resources that may be used to support individual student success in education and training (i.e., disability support services).

Work-Based Learning Experience

Setting up and/or supporting experiences such as:

- Youth Apprenticeship (not including Pre-Apprenticeships or Registered Apprenticeships)
- Job Shadowing
- Career Mentorship
- Informational Interviews
- Paid WBL Internships
- Non-paid WBL Internships
- Practicum
- Service Learning
- Student-led Enterprises
- Paid Work Experience
- Non-Paid Work Experience
- Volunteering
- Workplace Tours/Field Trips

Workforce Skills Training

Teaching or setting up/ supporting opportunities for students to learn:

- Communication and interpersonal skills;
- Financial literacy, benefits planning;
- Job-seeking skills;
- Understanding employer expectations for punctuality and performance, as well as other "soft" skills necessary for employment;
- Navigating transportation options; and
- Utilizing rehabilitation technology effectively

Instruction in Self-Advocacy

Teaching or setting up/ supporting opportunities for students as follows:

- Learning how to request accommodations, or services and supports;
- Mentoring opportunities (peer mentoring, disability mentoring, group mentoring or e-mentoring);
- Learning about personal rights and responsibilities;
- Participating in youth leadership activities offered in educational or community settings.

Pre-Employment Transition Services

- Attending individualized education program (IEP) meetings for students with disabilities when invited;
- Work with local workforce development boards, MN WorkForce Centers, and employers to develop work opportunities for students with disabilities, including internships, summer employment and other employment opportunities available throughout the school year, and apprenticeships;
- Work with local education agencies to coordinate and ensure the provision of Pre-Employment Transition Services
- When invited, attending person centered planning meetings for individuals receiving Medicaid waived services.