



**Innovation &
Opportunity
Network**
Implementing WIOA

Graphic
Novel

Youth Customer Flow Scenarios



A Novel Approach
to Staff Training



Youth Customer Flow Scenarios

A NOVEL APPROACH TO STAFF TRAINING

Introduction

An important goal of the American Job Center (AJC) network is to provide career services to individuals with barriers to employment. AJCs house the WIOA required partners that include dedicated staff who work with youth and young adults to best meet their specific needs. Frontline staff are better prepared to serve these customers efficiently and effectively when they are familiar with the programs, job opportunities, online training programs, and support services in their communities. Although Youth service delivery often occurs out in the field, AJCs serve as the central hub where all job seekers and businesses access workforce services.

What is this resource?

Many states and local areas have expressed a need for tools that help AJC partners work collaboratively across programs. This booklet features three illustrated stories that represent scenarios of youth experiences, and demonstrate the guidance an AJC staff member, who isn't a dedicated youth workforce staff member, might provide in order to make the youth feel comfortable and meet their unique needs.

These stories demonstrate the flow of welcoming and guiding a young person to the appropriate staff member in order to ensure high quality AJC service is provided to all youth. Characteristics of a high quality AJC are described below and in joint Federal guidance across partner programs. ETA guidance can be found in TEGL 04-15

(https://wdr.doleta.gov/directives/attach/TEGL/TEGL_04-15.pdf):

High-quality AJC's:

- ❖ Provide career services that motivate customers of all ability levels to make informed decisions based on local and regional economic demand.
- ❖ Support and empower customers to achieve their employment and educational goals.
- ❖ Are staffed by individuals that are courteous, polite, responsive, and helpful to visitors, businesses, and job seekers.
- ❖ Use an integrated and expert intake process for all customers. Frontline staff are highly familiar with the functions and basic eligibility requirements of each program. They can appropriately assist customers and make knowledgeable referrals to partner programs.

- ❖ Cross-train to increase staff capacity, expertise and efficiency. This ensures a universal understanding of all programs, and enables better service through shared demographic expertise.

This booklet includes three completed scenarios that illustrate a diverse set of youth seeking career services.

- ◆ **Josh** is a Caucasian youth in search of work. The AJC youth workforce specialist is able to offer him additional services to help him establish a career pathway.
- ◆ **Kisha** is an African American youth with a visual impairment. Her parents did not go to college but would like their daughter to go. They have limited resources and little information about colleges.
- ◆ **Julia** is a Hispanic youth who completed 10th grade before dropping out of school. She needs a job and wants training that will generate a career.

These stories introduce a variety of needs that young adults have and exemplify the importance of ensuring youth and young adults are welcomed and guided to the appropriate staff that can address their needs. The character scenarios are representations of individuals, just as each visitor to an AJC has their own path and personal needs.

How to Use These Scenarios

This booklet is a training tool for AJC staff and partners who are not trained youth workforce professionals, but who interact with youth customers within the AJC. Young people who arrive at the AJC may feel overwhelmed or nervous. They may not know how to navigate the “adult feeling” center and may be unsure how to find the answers and services they need. The wrong questions or a lack of attention can sometimes scare young adults away. It is critical for young adults to be greeted by a welcoming and friendly AJC staff member. A well-trained staff can provide the support they need and encouragement that they made a good decision to visit the AJC.

Young people have very specific developmental and social needs. They may have experienced trauma or challenges in their lives, but they took this important step to seek assistance. It is not the expectation that every AJC staff member is an expert in youth development principles or has all the resources to support that youth the minute they walk into the door. Greeting a young person kindly and providing them a warm hand-off to the youth workforce professional is really the key to getting them started on the right path to achieving their goals.

Use these scenarios as a training aid in an AJC staff meeting by reviewing a scenario and discussing questions such as:

- ❖ Would you have handled this interaction with a young person differently?

- ❖ Were there assumptions made on the needs of the youth before connecting them to a youth workforce professional who could thoughtfully assess the youth and develop an individualized plan?
- ❖ How would you help a customer with an obvious disability? Would you have made assumptions on what they needed, or would you have asked how you could assist them or if they required accommodations?
- ❖ Would you have considered the variety of partner programs available to support their needs.

The booklet is available for download on the One-Stops and AJCs and the Services to Adult Job Seekers and Workers Focus area page of ION. It is also available on the Youth Connections and YouthBuild Communities of Practice, and the Youth CareerConnect and Youth Summer Jobs Collections on ION. As a staff desk aid, it can be printed in its entirety or as individual stories, and can be posted in the resource room for customers to use. It can be uploaded to the AJC shared drive for easy access.

These storyboards were developed using Adobe Illustrator and licensed stock art purchased through Shutterstock. As noted above, the scripts and stories were shared with Federal agencies. Feedback was incorporated to form the final narrative.

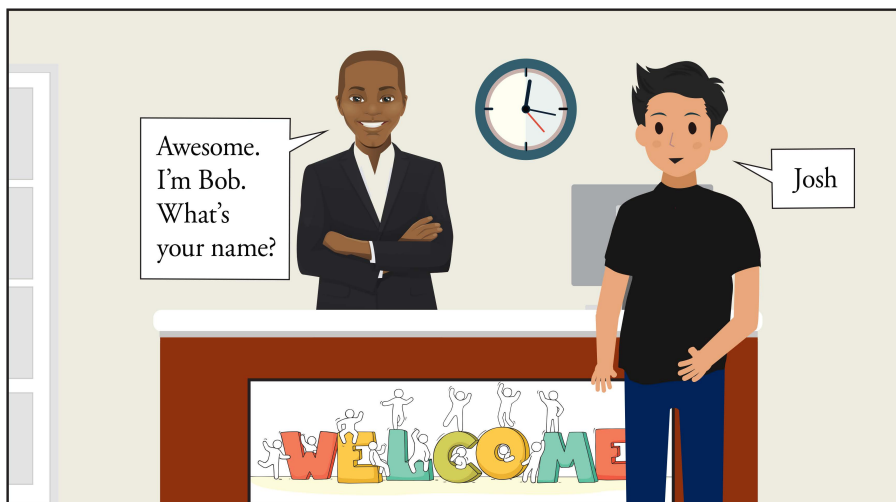
Capture Your Own Stories

If you would like to create your own scenarios, a graphic designer generated these storyboards, but a partner or local business might have graphic design services or training that could support storyboard development for your local area or AJC.

Establishing a process for capturing and documenting your own stories is not difficult. Scripts written without graphical support can be just as useful as a resource, training tool, or record of processes and practices.

We encourage you to share your scripts, stories, and storyboards by emailing them to:
Amerjobctrs@dol.gov

Josh is a Caucasian youth in search of work. The AJC youth workforce specialist is able to offer him additional services to help him establish a career pathway.



**Youth Connections
Community of Practice**
<https://youth.workforcecegps.org/>

Career Pathways Collection
<https://careerpathways.workforcecegps.org/>

LINCS
<https://courses.lincs.ed.gov/1/>

**YouthBuild
Community of Practice**
<https://youthbuild.workforcecegps.org>



Josh



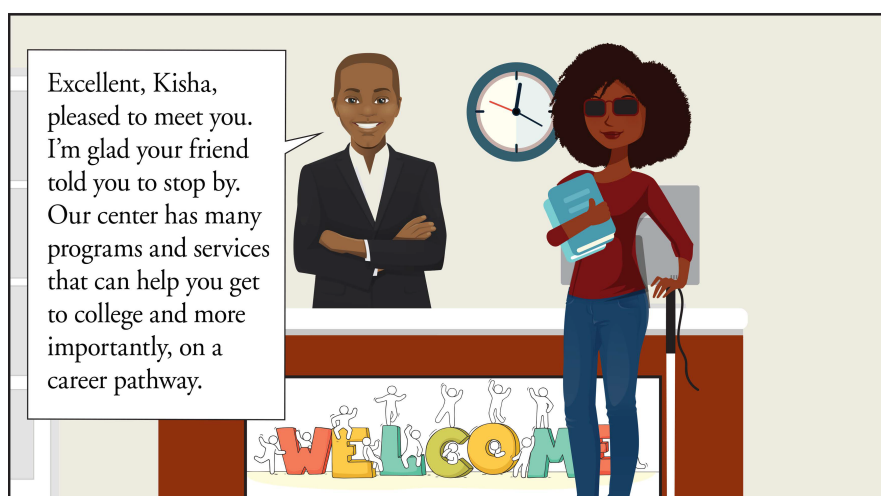
Josh



Pam then shares how the assessment and development of the individual service strategy can help them both come up with a plan to determine the best programming fit for Josh.

Josh

Kisha is a vision-impaired African American youth. Her parents did not go to college but would like their daughter to go. They have limited resources and little information about colleges.

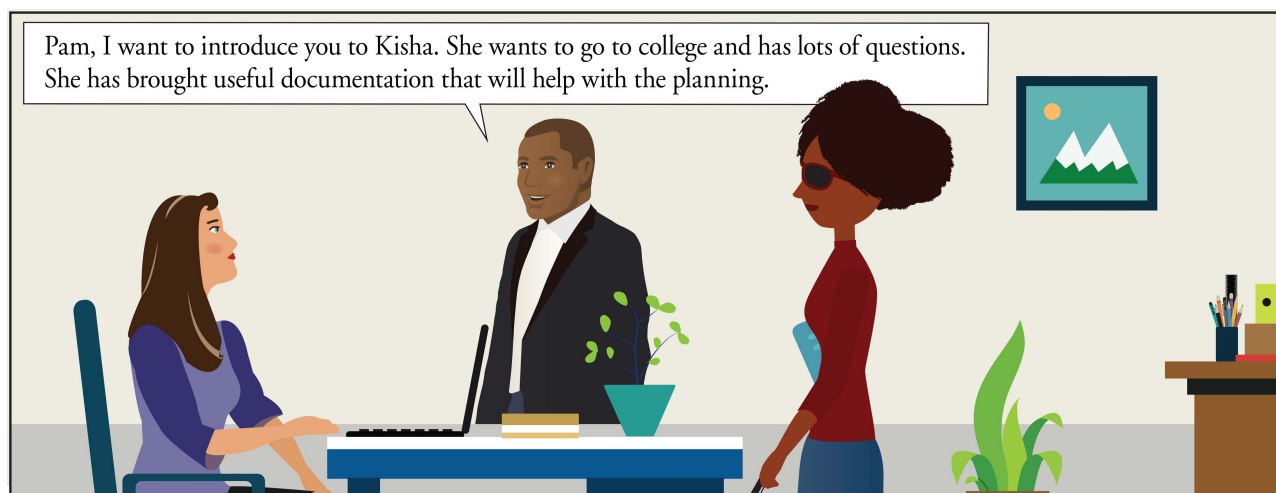
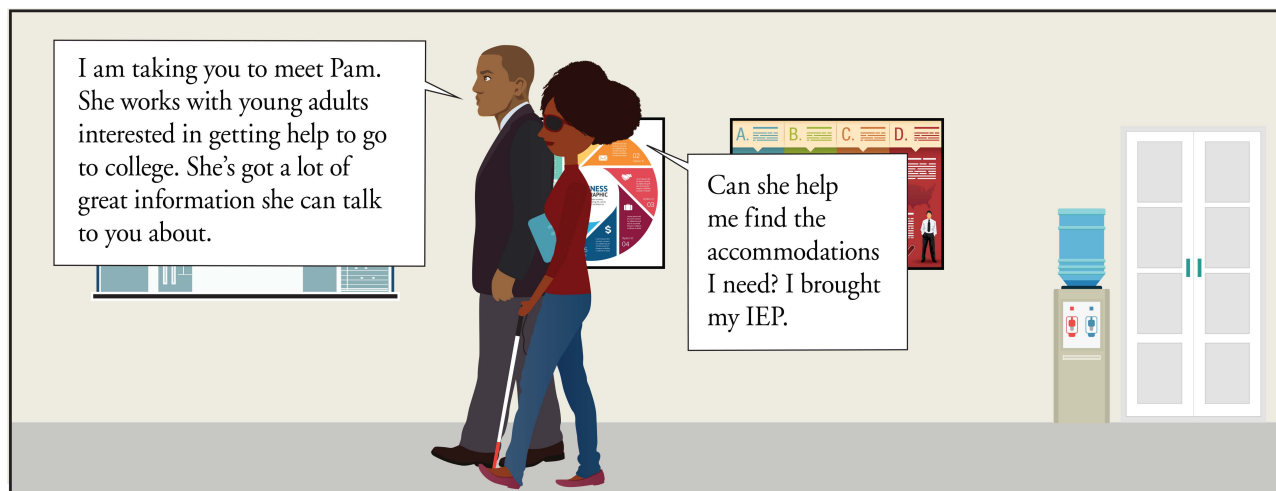


National Collaborative on Workforce and Disability for Youth (NCWD/Youth)
<http://www.ncwd-youth.info/>

Guideposts for Success
<http://www.ncwd-youth.info/guideposts/>



Kisha



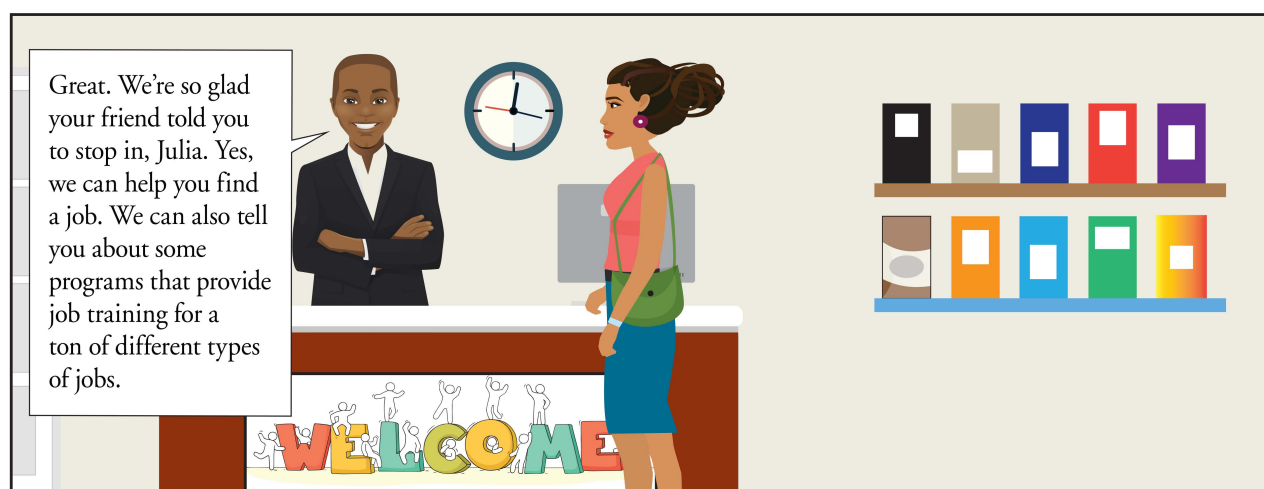
Kisha



Pam shares how the assessment and development of the individual service strategy can help them both come up with a plan to determine the best programming fit for Kisha, which may or may not include vocational rehabilitation services.

Kisha

Julia is a 19-year-old Hispanic youth who completed 10th grade before dropping out of school. She needs a job and wants training that will generate a career.

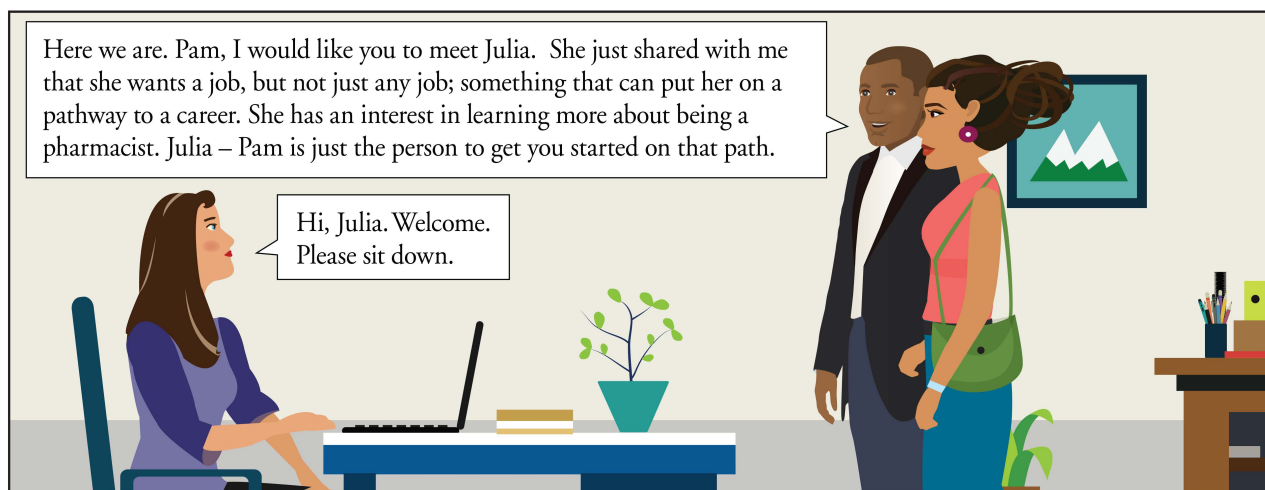


Julia

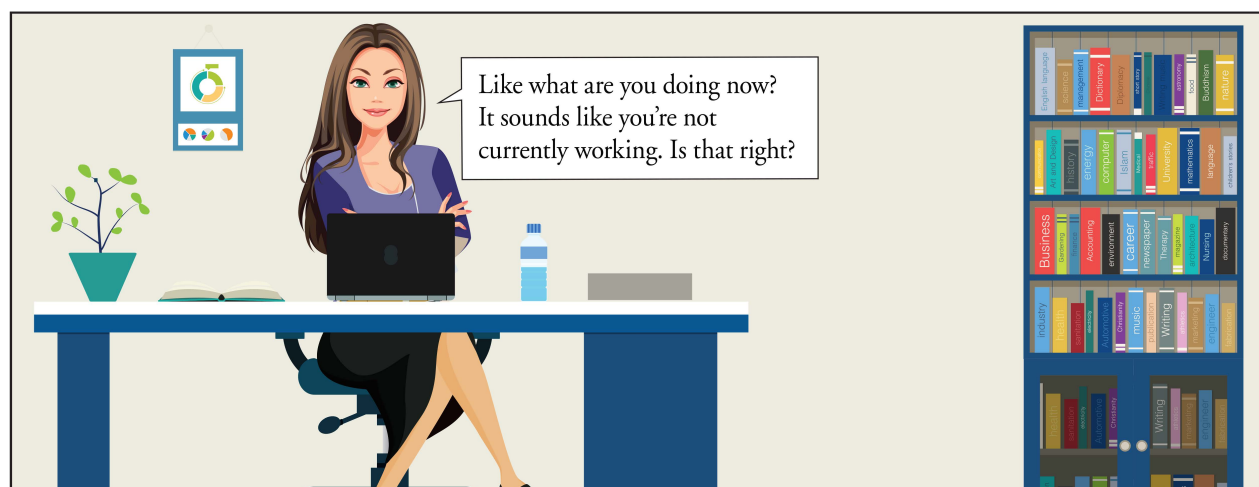


The Allied Health Access (AHA!) Guidebook: How to Develop Programs for Youth in Allied Health Careers and Podcast Series.

<https://youth.workforcegaps.org/resources/2017/01/26/14/49/AlliedHealth>



Julia



Pam then discusses how the assessment and development of the individual service strategy can help them both come up with a plan to determine the best programming fit.

Julia

STORY RESOURCE LINKS

Josh

- ❖ **Youth Connections Community of Practice**
<https://youth.workforcegps.org/>
- ❖ **Career Pathways Collection**
<https://careerpathways.workforcegps.org/>
- ❖ **LINCS**
<https://courses.lincs.ed.gov/1/>
- ❖ **YouthBuild Community of Practice**
<https://youthbuild.workforcegps.org>

Kisha

- ❖ **National Collaborative on Workforce and Disability for Youth (NCWD/Youth)**
<https://www.dol.gov/odep/resources/NCWD.htm>
- ❖ **Guideposts for Success**
<http://www.ncwd-youth.info/guideposts/>

Julia

- ❖ **Allied Health Access (AHA!)**
Guidebook: How to Develop Programs for Youth in Allied Health Careers and Podcast Series.
<https://youth.workforcegps.org/resources/2017/01/26/14/49/AlliedHealth>