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.

Hey there. Welcome. How are you today? Can I help you with something?

Hi. I’m fine. I’m just here ’cause I heard you guys got jobs.

Awesome. I’m Bob. What’s your name?

Josh

Hi Josh. Good to meet you. You came to the right place. Do you know about the various programs and services we provide here at the AJC?

No, not really. What can you guys do for me?

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

Josh
AJC Youth Customer Flow Scenarios  ♦  A NOVEL APPROACH TO STAFF TRAINING

Come with me. Depending on your age, we can connect you with services that can help you find employment but also training to get you on a career path, if you're interested.

Josh, meet Pam. She's great and works with young adults such as you who are looking for employment.

Hello, Josh. Nice to meet you. So, you're looking for work? If you have a few minutes today, we can chat about what kind of job you're looking for and I can tell you about what we can offer.

Yeah, I have time to talk.
First, I always like to ask … Do you have a dream job in mind? I want to understand your interests and help you get on a path to a career.

Huh, you can do that? I always thought it would be cool to do graphic design. I like drawing and art stuff and am somewhat good with computers.

Then let’s get started. What classes have you taken or experiences have you had that gave you that idea?

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.
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.

Hey there. Welcome. How are you today? Can I help you with something?

Hi, I'm fine. I'm Kisha. I'm here because my friend told me that you guys can help me find money to go to college.

Excellent, Kisha, pleased to meet you. I'm glad your friend told you to stop by. Our center has many programs and services that can help you get to college and more importantly, on a career pathway.

I need to offer her a choice to guide her or offer verbal cues as we go.

Do you have a little time today to start the conversation?

Sure, I can take you.

OK. Can you show me the way?

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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/
I am taking you to meet Pam. She works with young adults interested in getting help to go to college. She’s got a lot of great information she can talk to you about.

Can she help me find the accommodations I need? I brought my IEP.

Pam, I want to introduce you to Kisha. She wants to go to college and has lots of questions. She has brought useful documentation that will help with the planning.

Hello, Kisha. So nice to meet you. That’s terrific you want to go to college. I’d love to learn a bit more about you so we can figure out the best plan to support you.
I need to be sure to ask Kisha what accommodations she will need me to consider as we work on her plan; e.g., documents in braille, assistive technology.

So tell me about yourself and what you think you would like to study.

Well, I am not sure what jobs a person like me can do. I have been visually impaired all my life. But my parents really want me to get an education beyond high school, since they never got to go.

I finished high school with good grades with the accommodations they were able to give me. I use a screen reader and large font.

Well, Kisha, with accommodations there are tons of jobs you can do. And, colleges can provide accommodations like high school. Let’s talk about the types of support we can offer you here at the Center.

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.
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.

Hey there. Welcome to the American Job Center! How can I help you?

Um, I’m not sure. My name is Julia and my friend Marco told me that you guys can help me get a job and maybe some training.

Great. We’re so glad your friend told you to stop in, Julia. Yes, we can help you find a job. We can also tell you about some programs that provide job training for a ton of different types of jobs.

Do you have some time today to speak with Pam who likes to meet and help young folks like you?

Yeah, sure, if she can help me. I need a job, but not just any job. I want one that will get me on a path to a good future.
So Julia – what do you think you would like to be doing in this good job?

Well, my aunt in Mexico is a Pharmacist. I don’t know a lot about that work, but I think it sounds really interesting.

Here we are. Pam, I would like you to meet Julia. She just shared with me that she wants a job, but not just any job; something that can put her on a pathway to a career. She has an interest in learning more about being a pharmacist. Julia – Pam is just the person to get you started on that path.

Hi, Julia. Welcome. Please sit down.

I’m not sure I’d be able to be a pharmacist though. I wasn’t doing too good in school so I left.

I don’t think we need that to spoil your dreams of a good future. Can I ask you some more questions so I get to know you better?

Like what?
Like what are you doing now? It sounds like you’re not currently working. Is that right?

Right. I really need a job. But, I also want training so I can get a good job. But all the jobs I applied for want a high school diploma. So, maybe I need to get one, huh?

I think we can figure all that out and come up with a plan to get you started.

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.
**Josh**

- Youth Connections Community of Practice  
  [https://youth.workforcegps.org/](https://youth.workforcegps.org/)
- Career Pathways Collection  
  [https://careerpathways.workforcegps.org/](https://careerpathways.workforcegps.org/)
- LINCS  
  [https://courses.lincs.ed.gov/1/](https://courses.lincs.ed.gov/1/)
- YouthBuild Community of Practice  
  [https://youthbuild.workforcegps.org](https://youthbuild.workforcegps.org)

**Kisha**

- National Collaborative on Workforce and Disability for Youth (NCWD/Youth)  
  [https://www.dol.gov/odep/resources/NCWD.htm](https://www.dol.gov/odep/resources/NCWD.htm)
- Guideposts for Success  

**Julla**

- 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](https://youth.workforcegps.org/resources/2017/01/26/14/49/AlliedHealth)