



# OWRA Work Readiness Resource For Case Managers

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## For Case Managers Homepage

The **Work Readiness Resource For Case Managers** provides an interactive hub of information, resources, and tools so you can help your participants become self-sufficient. Using this Resource in conjunction with OWRA and the Quick Reference Guide for OWRA Users will help you set your participants up for success.

There are eight subsections:

### 1. For Participants Overview

- Explains the For Participants sections.
- Orients you to the three levels of information, resources, and activities that your participants will explore as they learn about career exploration.

### 2. Key Words and Concepts and Exploring Jobs, Occupations, and Careers Overview

- Provides a brief overview of some important concepts.

### 3. Identifying and Addressing Barriers to Employment and Budget Management

- Provides you with resources related to barrier reduction such as crisis management and domestic violence.
- Provides you with information to help your participants manage their finances and achieve stability.

### 4. Work Assessments

- Help you gain a better of understanding of your participants' abilities and skills, as well as educational, literacy, language, or other training needs that may need to be addressed before initial career exploration can begin.
- Note: some assessments are proprietary; others may require additional fees.

### 5. Exploring Useful Web Sites for Entering the World of Work

### 6. Overview of Career Pathways and Clusters

### 7. Understanding Labor Market Information

### 8. Labor Market Information Resources

- Helps you understand the world of workforce development and labor market information lingo, language, and available resources.
- Allows you to explore education and training opportunities, options, and available resources.

**Let's get started!**

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## ✔ Level One

### In *Level One*, participants will:

- Learn how to write a résumé.
- Learn about writing cover letters.
- Explore all the things needed to do to prepare for an interview.
- Create a career portfolio.
- Address barriers to employment with resources on crisis management, domestic violence support, and help for returning to work after incarceration.
- Learn how to budget and manage money.
- Learn about what employers are looking for in their employees.

## ✔ Level Two

### In *Level Two*, participants will:

- Identify their previous education and training experiences.
- Learn about their skills.
- Explore and identify their interests.
- Identify their abilities as they relate to the world of work.
- Look at why they should explore their interests, abilities, and skills.
- Set career goals and objectives.
- Explore work-related resources.

## ✔ Level Three

### In *Level Three*, participants will:

- Further explore their abilities, and what they value in a work environment (work values).
- Understand and explore labor market information.
- Explore information about jobs and occupations.
- Learn about career pathways and the knowledge and skills that are similar across multiple occupations.
- Get information about jobs, training, and opportunities in your local area or state.
- Build a personal plan of education, training, and work experience opportunities.

## Key Words and Concepts

Throughout the Work Readiness Resource, you will find the words “job,” “occupation,” and “career” used.

A **“JOB”** refers to a paid position with specific duties, tasks, and responsibilities.

Examples of jobs include:

- An administrative assistant for a company
- A waitress at Main Street Diner
- A children’s nurse at Local Memorial Hospital

An **“OCCUPATION”** refers to a category of employment that involves similar skills and knowledge.

Examples of occupations include:

- Accountant
- Social worker
- Hotel Manager
- Nurse

A **“CAREER”** is a combination of all your jobs, education, training, and work experiences that you have over your lifetime of work.

Claire knew she wanted a **career** where she could give back to the community. She eventually settled into the **occupation** of social worker, with a **job** as a child advocate for the county.

Edward spent his entire **career** in the health care industry. When he first started out he chose nursing as his **occupation**, with a **job** as an emergency room attendant at the local hospital.

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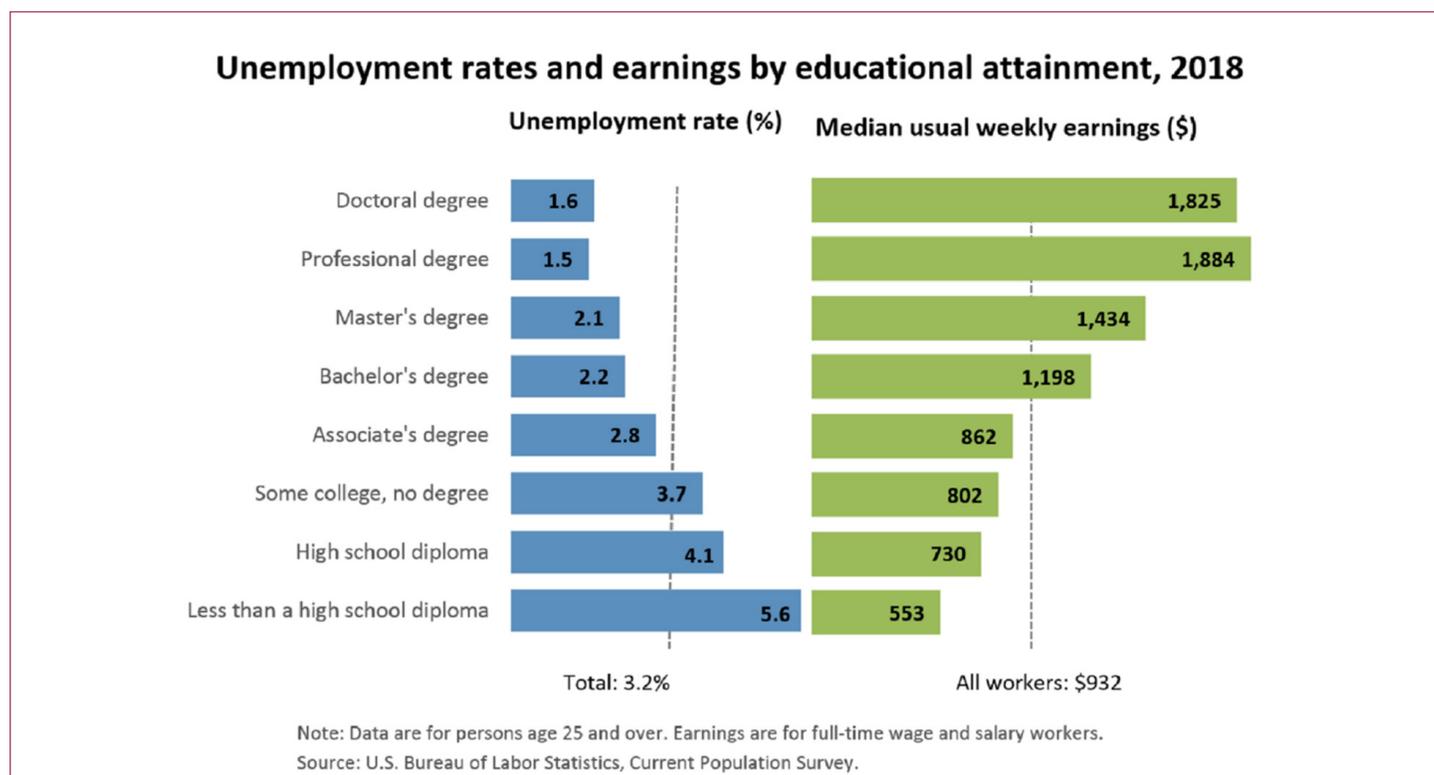
## ✔ Why is it Important to Use the Work Readiness Resource with Participants?

Why should you work with your participants to explore jobs, occupations, and careers?

**More education means higher earnings.** Typically people who have more education, training, or work experience can earn more money during their lifetime of work. Some quick facts on education and high-demand jobs and occupations are listed below. **Think about it!**

- **Fact:** Full-time workers age 25 and over with a high school diploma earn, on average, **\$177 more a week** than those without a high school diploma.
- **Fact:** As of 2019, the unemployment rate for workers aged 25 and over with a high school diploma was 3.7 percent, whereas the rate for those without a high school diploma was 5.4 percent.

Source: Bureau of Labor Statistics, 2019. Retrieved from <https://www.bls.gov/cps/cpsaat07.pdf>



Source: Bureau of Labor Statistics, 2019. Retrieved from: <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>

**Fact:** Health Care is one of the largest industries in the United States. Nearly one third of the fastest growing occupations nationwide are in the health care industry. The table below outlines the projected highest growing occupational groups from 2018 to 2028.

Major Occupational Group	Employment		% Change
	2018	2028	
Home Health Aides	831,800	1,136,600	36.6%
Personal Care Aides	2,421,200	3,302,100	36.4%
Software Developers, Applications	944,200	1,185,700	25.6%
Medical Assistants	686,600	841,500	22.6%
Restaurant Cooks	1,362,300	1,661,300	21.9%
Market Research Analysts and Marketing Specialists	681,900	821,100	20.4%
Taxi Drivers and Chauffeurs	370,400	442,800	19.5%
Medical and Health Services Managers	406,100	477,600	17.6%

Source: Bureau of Labor Statistics. Table 1.4: Occupations with the Most Job Growth, 2018 and Projected 2028

Check out the Bureau of Labor Statistics' Fastest Growing Occupations page at [www.bls.gov/ooh/fastest-growing.htm](http://www.bls.gov/ooh/fastest-growing.htm) to learn more about the top 20 fastest growing jobs or occupations projected from 2018 to 2028. The list shows that education is key; for example, 17 of the 20 fastest growing jobs require training beyond a high school degree.

## Bottom line: Education and training make a difference!

Check out the statistics below.

### In 2018, women age 25 or over with...

- Some high school but no diploma or GED earned an average of \$17,933;
- Only a high school diploma or GED earned an average of \$27,263 a year;
- An Associate's degree earned an average of \$37,660 a year; and
- A Bachelor's degree or more earned an average of \$64,011 a year  
(U.S. Census Bureau. Historical Income Tables: P-18. Retrieved from: (<https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-income-people.html>))

### In 2018, men age 25 or over with...

- Some high school but no diploma or GED earned an average of \$30,893;
- Only a high school diploma earned an average of \$45,107 a year;
- An Associate's degree earned an average of \$58,719 a year; and
- A Bachelor's degree or more earned an average of \$100,508 a year  
(U.S. Census Bureau. Historical Income Tables: P-18. Retrieved from: (<https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-income-people.html>)).

## Identifying and Addressing Barriers to Employment

Some of your participants may have barriers that could prohibit them from gaining or maintaining stable employment. You might use these resources listed below to help them address these challenges before they begin their pathway of additional education, training, and/or employment.

### Family Support and Health

#### 2-1-1 Information and Referral Search

**Summary:** 2-1-1 provides free and confidential information and referrals. You or your participants can dial 211 for help with food, housing, employment, health care, counseling, and other crisis situations.

**Web Address:** [www.211.org/](http://www.211.org/)

#### Harvard University: Center on the Developing Child

**Summary:** This website offers an activities guide to enhance and practice executive function skills with children from infancy to adolescence. The activities suggested for adolescence can also be recommended to participants who may be struggling with specific executive function skills (i.e., goal setting, time management).

**Web Address:** <https://developingchild.harvard.edu/resources/activities-guide-enhancing-and-practicing-executive-function-skills-with-children-from-infancy-to-adolescence/>

#### Head Start Early Childhood Learning and Knowledge Center (ECLKC)

The Office of Head Start (OHS) helps young children from low-income families prepare to succeed in school through local programs. Head Start and Early Head Start programs promote children's development through services that support early learning, health, and family well-being. This website offers resources for family health, child development, and early childhood education.

**Web Address:** <https://eclkc.ohs.acf.hhs.gov/>

#### Office of Child Care: Resources for Parents

**Summary:** This website offers links to child care resources for parents and guardians. Links provide support on finding the right child care (including Head Start), paying for child care, and reporting child abuse and neglect.

**Web Address:** <https://www.acf.hhs.gov/occ/parents>

### **National Responsible Fatherhood Clearinghouse: Mental Health Support**

**Summary:** As a service of the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance, the National Responsible Fatherhood Clearinghouse (NRFC) serves as a national repository and distribution center for timely and relevant information and research related to promoting Responsible Fatherhood programs. This page of the Clearinghouse provides resources for fathers or individuals that may need immediate assistance for mental health issues, as well as other relevant resources to help manage mental health crisis situations. **If your participant is suffering from an emergency mental health crisis, please dial 911 or the National Suicide Prevention Lifeline at 1-800-273-8255 or 1-800-799-4889 (TTY).**

**Web Address:** <https://www.fatherhood.gov/content/mental-health>

### **National Resource Center for Healthy Marriage and Families**

**Summary:** As a service of the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance, the Resource Center supports the integration of healthy marriage and relationship education into targeted safety-net service delivery systems as part of a comprehensive strategy to strengthen families and promote family self-sufficiency. Resources focus on children and families, health, mental health, family safety, economic self-sufficiency, and more.

**Web Address:** <https://healthymarriageandfamilies.org/>



## Domestic Violence Support

### The National Domestic Violence Hotline

**Summary:** Operating around the clock, seven days a week, confidential and free of cost, the National Domestic Violence Hotline provides lifesaving tools and immediate support to enable victims to find safety and live lives free of abuse. Callers to the Hotline can expect highly trained experienced advocates to offer compassionate support, crisis intervention information, and referral services in over 170 languages. **If your participant is in immediate danger, call 911. To find a shelter, counseling, or other domestic violence services, please call the National Domestic Violence Hotline at 1-800-799-SAFE.**

**Website:** [www.thehotline.org/](http://www.thehotline.org/)

### National Coalition Against Domestic Violence (NCADV)

**Summary:** The NCADV's work includes coalition building at the local, state, regional and national levels and support for the provision of community-based, non-violent alternatives – such as safe home and shelter programs – for women and their children. **For anonymous and confidential help, call: 1-800-799-SAFE (7233) or 1-800-787-3224 (TTY).**

**Website:** [www.ncadv.org/](http://www.ncadv.org/)

### National Responsible Fatherhood Clearinghouse: Domestic Violence Assistance for Fathers

**Summary:** This page of the NRFC provides resources for fathers or individuals that may require immediate assistance for domestic violence issues, as well as other relevant resources to help manage crisis situations.

**Web Address:** <https://www.fatherhood.gov/content/domestic-violence>

### National Responsible Fatherhood Clearinghouse: Responsible Fatherhood Toolkit: Addressing Domestic Violence

**Summary:** This toolkit from the NRFC provides resources for programs working with fathers and families to help address domestic violence. It outlines tips, strategies, and valuable resources that can help these programs play a role in addressing domestic violence and promoting safe environments for children and families.

**Web Address:** [www.fatherhood.gov/toolkit/work/addressing-domestic-violence](http://www.fatherhood.gov/toolkit/work/addressing-domestic-violence)

### Menstuff: Domestic Violence – Another Perspective

**Summary:** Menstuff® has compiled information, books and resources on the issue of domestic violence. Unlike many resources on Domestic Violence, Menstuff® does exclude information pertaining to women as perpetrators and men as victims. This website specifically provides information written for men who are in an abusive relationship.

**Web Address:** [www.menstuff.org/issues/byissue/domesticviolence.html](http://www.menstuff.org/issues/byissue/domesticviolence.html)

### National Resource Center for Healthy Marriage and Families: Family Safety

**Summary:** As a service of the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance, the National Resource Center for Healthy Marriage and Families (Resource Center) helps agencies develop the capacity to promote healthy relationship skills in a way that meets both their needs and those of the families they serve. This page on the Resource Center provides links to a range of prevention and intervention protocols into safety-net services to equip individuals with the tools and skills to build and strengthen healthy relationships.

**Web Address:** [www.healthymarriageandfamilies.org/family-safety](http://www.healthymarriageandfamilies.org/family-safety)

## Support for Returning to Work after Incarceration

### The Federal Bonding Program

**Summary:** The U.S. Department of Labor established the Federal Bonding Program to provide Fidelity Bonds that guarantee honesty for “at-risk,” hard-to-place job seekers. The bonds cover the first six months of employment. There is no cost to the job applicant or the employer. In most states the bonds are made available through the state agency responsible for workforce matters. This website helps individuals interested in the program navigate through the process, while providing resource information for each of the 50 states.

**Web Address:** [www.bonds4jobs.com](http://www.bonds4jobs.com)

### Resources for Ex-Offenders

**Summary:** This website from the Federal Bureau of Prisons provides links to resources for returning citizens, including employment assistance, the Federal Bonding Program Toolkit, and other resources related to education, disability services, and employment information.

**Web Address:** [www.bop.gov/resources/ex\\_offender\\_resources.jsp](http://www.bop.gov/resources/ex_offender_resources.jsp)

### National Reentry Resource Center

**Summary:** A service of the U.S. Department of Justice, Bureau of Justice Assistance, the National Reentry Resource Center provides education, training, and technical assistance to states, tribes, territories, local governments, service providers, nonprofit organizations, and corrections institutions working on prisoner reentry. The NRRC’s mission is to advance the reentry field through knowledge transfer and dissemination and to promote evidence-based practices.

**Web Address:** <https://csgjusticecenter.org/nrrc>

### The Council of State Governments (CSG) Justice Center

**Summary:** Through the Justice Center, CSG provides research-driven strategies and tools to increase public safety and strengthen communities. The website provides a range of resources including research briefs, webinars, blog posts, and more.

**Web Address:** <https://csgjusticecenter.org/>

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## Financial and Budget Management

In addition to addressing personal barriers to employment, it is also important for your participants to learn the basics of financial management. Budgeting skills can help your participants save money and achieve long-term self-sufficiency.

### Budget Making

#### You Can Deal with It

**Summary:** Budgets are a practical way to get a hold of spending and to make sure that funds are being used in the way that they are intended to be used. Creating a budget requires: 1) identifying how money is spent; 2) evaluating current spending and setting goals that take into account long-term financial objectives; and 3) tracking spending to make sure it stays within those guidelines. Below are some tools you can give your participants to create budgets, track spending, and repay loans and other debt.

#### Web Addresses:

- Budget Calculator: [www.youcandealwithit.com/borrowers/calculators-and-resources/calculators/budget-calculator.shtml](http://www.youcandealwithit.com/borrowers/calculators-and-resources/calculators/budget-calculator.shtml)
- Debt Repayment Calculator: [www.youcandealwithit.com/borrowers/calculators-and-resources/calculators/debt-repayment-calculator.shtml](http://www.youcandealwithit.com/borrowers/calculators-and-resources/calculators/debt-repayment-calculator.shtml)
- Loan Repayment Calculator: [www.youcandealwithit.com/borrowers/calculators-and-resources/calculators/loan-repayment-calculator.shtml](http://www.youcandealwithit.com/borrowers/calculators-and-resources/calculators/loan-repayment-calculator.shtml)

### Financial Education

#### Your Money, Your Goals

**Summary:** Your Money, Your Goals is a set of financial empowerment materials for organizations that help people meet their financial goals by increasing their knowledge, skills, and resources. Whether you are helping participants get a job, find a place to live, or deal with a legal problem, money always comes up. You can use these tools to start the conversation.

**Web Address:** <https://www.consumerfinance.gov/practitioner-resources/your-money-your-goals/>

#### Money Smart

**Summary:** Money Smart is a free curriculum from the FDIC designed to help individuals enhance their financial skills and create positive banking relationships. Financial education fosters financial stability for individuals, families, and entire communities. The more participants know about credit and banking services, the more likely they are to increase savings, buy homes, and improve their financial health and well-being. The curriculum is available in several formats including instructor-led and self-paced, computer-based instruction for participants to complete on their own.

**Web Address:** <https://www.fdic.gov/consumers/consumer/moneysmart/index.html>

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## Assessing Work and Career Readiness

In addition to using **OWRA** to assess the strengths and barriers of each participant, there are a number of additional factors that need to be considered before determining that a participant is work ready.

As described in the **Work Readiness Resource For Participants (Level One)**, employers typically look for the following characteristics:

- **Reading, writing, and math skills.**
- **Professional skills.**
- **Oral and written communication skills.**  
Good grammar, listening, etc.
- **Teamwork and collaboration skills.**
- **Critical thinking or problem-solving skills.**  
Using knowledge, facts, and data to effectively solve workplace problems.
- **Soft skills.** Networking with colleagues, and enthusiasm.
- **Executive functioning and self-regulation skills.** These are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.

Check out the following resources to find out more about what “work ready” really means for your participants:

- ACT (focuses on hard skills): [http://profiles.keytrain.com/profile\\_search/CareerOneStop](http://profiles.keytrain.com/profile_search/CareerOneStop)
- Work Ready Checklist: <https://www.careeronestop.org/ExOffender/FindAJob/WorkChecklist/work-ready-checklist.aspx>

### Professional Skills include:

- Timeliness
- Honesty
- Politeness
- Appropriate dress for work
- Staying on task
- Not talking or texting on cell phone
- Using computers only for work-related tasks
- Speaking in a respectful manner with supervisors, coworkers, and clients

Check out the Bridge to Self-Sufficiency, a tool from EMPATH, to find out more about how participants can be supported through their journey to self-sufficiency: <https://www.empathways.org/approach/bridge-to-self-sufficiency>

To help your participants get started on the right track, it is critical to conduct assessments to find out where they are, what strengths and barriers to employment they have, and where they need to go. Assessments can be used to help you determine if your participants need additional training or

education to be work ready. There are a number of career assessments to navigate; it can be tricky to understand when each can and should be used.

The next few pages discuss some of the assessments you might use to determine if your participants have specific education or training needs. These pages are divided into six sections:

- **Determining Literacy and Adult Basic Education (ABE) Needs.**
- **Determining English Language Learning (ELL) Needs.**
- **Determining Learning Disabilities and Work Styles.**
- **Determining Soft Skills Training Needs.**
- **Determining Abilities and Career Exploration Needs.**
- **Additional Assessments.**



### Example:

A participant may have a very low literacy level, may need some adult basic education, or may speak English as a second language. Assessments can help you determine what types of skills need to be developed.

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## Assessments: Determining Literacy and Adult Basic Education Needs

### Comprehensive Adult Student Assessment System (CASAS)

[www.casas.org/home/](http://www.casas.org/home/)

**CASAS** is a widely used system for assessing adult basic reading, math, listening, writing, and speaking skills within a functional context. The system has been approved for use with both native and non-native English speakers by the U.S. Department of Education and the U.S. Department of Labor. CASAS allows users to establish measurable goals, document learner outcomes, and report program impact. CASAS offers more than 180 assessments and groups them by series. The series includes: Life Skills, Employability, Workplace, and Life and Work.

**Prices** for individual assessments vary but the catalogue can be downloaded on the website. Many assessments are pencil and paper but some are available as electronic assessments.

Each year, CASAS holds a **summer institute** that addresses key issues in developing and implementing accountability, assessment, and evaluation systems linked to content and performance standards of national and state programs.



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## Assessments: Evaluating English Language Learning Needs

### Test of Adult Basic English (TABE)

<http://tabetest.com>

The Test of Adult Basic English (TABE) is the **most widely used basic skills test for adults**. TABE 9 &10 assesses basic reading, mathematics, and language skills, as well as optional spelling, vocabulary and language mechanics tests. The assessment yields objective mastery information for basic skills, and provides percentile, scale scores, and grade equivalent scores.

TABE CLAS-E accommodates all English proficiency levels to accurately measure students' reading, listening, writing, and speaking skills. The assessment is aligned to key national and international education standards and enables a seamless integration with the overall TABE assessments.

### Basic English Skills Test (BEST) Plus

<http://www.cal.org/aea/bp/>

The BEST Plus test is provided by the Center for Applied Linguistics (CAL). BEST Plus is an individually administered, face-to-face oral interview designed to assess the English language proficiency of adult English language learners in the United States. The assessment is a combined test of listening and speaking skills. As an oral assessment, BEST Plus provides a short, practical test that meets the accountability needs of programs that report to the National Reporting System (NRS).

BEST Plus is intended to assess interpersonal communication using everyday language used in practical situations. Test items reflect language used in everyday life in the U.S. – at home, at work, and in the community.

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## Assessments: Learning Disabilities and Work Styles

### The Learning Needs Screening Tool

[https://osse.dc.gov/sites/default/files/dc/sites/osse/service\\_content/attachments/Learning%20Needs%20Screening%20Tool.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/service_content/attachments/Learning%20Needs%20Screening%20Tool.pdf)

The Learning Needs Screening Tool is a brief, oral interview originally developed for the State of Washington Division of Employment and Social Learning Disabilities Initiative.

### Empire State Screen: Learning Needs Screen of Spanish-Speaking Adults

[www.idanys.org/images/uploads/misc/1317565284\\_Empire%20State%20Screen.pdf](http://www.idanys.org/images/uploads/misc/1317565284_Empire%20State%20Screen.pdf)

This is a screening tool developed for Spanish-speakers that determines if an individual should be referred for a diagnostic evaluation.

### Learning Style Survey

[www.learning-styles-online.com/overview/](http://www.learning-styles-online.com/overview/)

The Learning Style Survey is a tool used to identify an individual's learning style. By recognizing and understanding learning styles, participants can learn which techniques best fit their learning style. This improves the speed and quality of learning.

The learning styles are:

- **Visual (spatial)** – prefer using pictures, images, and spatial understanding.
- **Aural (auditory-musical)** – prefer using sound and music.
- **Verbal (linguistic)** – prefer using words, both in speech and writing.
- **Physical (kinesthetic)** – prefer using body, hands, and sense of touch.
- **Logical (mathematical)** – prefer using logic, reasoning, and systems.
- **Social (interpersonal)** – prefer to learn in groups or with other people.
- **Solitary (intrapersonal)** – prefer to work alone and use self-study.

Learning styles have great influences over one's ability to learn. An individual's preferred styles guide the way they learn. They also change the way they internally represent experiences, the way they recall information, and even the words they choose. Research shows that each learning style uses different parts of the brain. By involving more of the brain during learning, we remember more of what we learn.

## Assessments: Soft Skills Training

### KeyTrain

[www.keytrain.com/index.asp](http://www.keytrain.com/index.asp)

KeyTrain is the interactive system for career readiness skills, based on the WorkKeys assessment system and the National Career Readiness Certificate. It assists people in mastering the applied workplace skills as defined by the WorkKeys system.

### WorkKeys

[www.act.org/workkeys/](http://www.act.org/workkeys/)

The WorkKeys System is an assessment tool used to measure workplace skills. Using WorkKeys, a participant's skill level can be assessed in several foundational areas and compared to occupation-specific required foundational skill levels that have been developed through ACT job analysis. WorkKeys can identify skill areas where the test taker meets job skill requirements and where there is a skills gap.

The WorkKeys Career Readiness Certificate™ (CRC) is a portable certification that demonstrates proficiency in three basic workplace skills: Applied Math, Reading, and Locating Information. The WorkKeys Career Readiness Certificate is used by many states as the basis for their workforce, career readiness, and economic development initiatives.



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## Assessments & Tools: Determining Abilities and Career Exploration Needs

### **Career Occupational Preference System (COPSystem)**

[www.edits.net/products/career-guidance/copsystem-career-measurement.html](http://www.edits.net/products/career-guidance/copsystem-career-measurement.html)

The COPS Interest Inventory consists of 168 items, providing job activity interest scores related to the 14 COPSystem Career Clusters. Each Cluster is keyed to high school and college curriculum, as well as current sources of occupational information. The COPS interpretive material emphasizes a “hands-on” approach to career exploration, featuring career and educational planning worksheets, along with a listing of suggested activities to gain experience.

The system is available in English and Spanish and takes about 20 to 30 minutes to administer and 15 to 20 minutes to self-score. You can purchase surveys that can be self-scored or scored by a machine. Pricing is dependent on the type of package selected; see the website for more information.

### **Career Ability Placement Survey (CAPS)**

<https://www.edits.net/via/>

The Career Ability Placement Survey (CAPS) is a comprehensive, multi-dimensional battery designed to measure vocationally relevant abilities. Each of the eight ability dimensions is keyed to entry requirements for the majority of occupations in each of the 14 COPSystem Career Clusters.

CAPS scores are interpreted in terms of the examinee’s abilities relative to others at the same educational level. Scores are also interpreted in terms of each of the 14 COPSystem Career Clusters. Examinees learn which occupational areas are most suited to their present abilities and which areas might require a bit more training if examinees are interested in pursuing related occupations.

The system is available in English and Spanish and takes about 50 minutes to complete the entire battery (about five minutes per test). The test can be self-scored in about 15-20 minutes.

### Career Orientation Placement and Evaluation Survey (COPES)

[www.edits.net/products/career-guidance/cop.es.html](http://www.edits.net/products/career-guidance/cop.es.html)

The Career Orientation Placement and Evaluation Survey (COPES) is a survey of work values. It is an indicator for tracking the work environment preferences of an individual to assist in job placement and ensure job satisfaction. The COPES provides a measure of values to supplement programs in educational and industrial career counseling. COPES scores are keyed to the 14 COPSystem Career Clusters and examinees learn which occupational areas match their personal values.

The survey is in English and can be administered to anyone from middle school to adults post-college. It takes approximately 20-30 minutes to administer and 15-20 minutes to self-score.

### Barriers to Employment Success Inventory (BESI)

<http://www.disabilitytraining.com/pdf/besi-ag.pdf>

The Barriers to Employment Success Inventory (BESI) is a **quick and easy way for individuals to identify hurdles and obstacles that stand in the way of their job success**. This inventory helps people conduct more effective job searches and be more successful on the job. Test takers rate 50 simple statements covering five categories: Personal and Financial, Emotional and Physical, Career Decision-Making and Planning, Job-Seeking Knowledge, and Training and Education.

**The inventory is self-scoring and self-interpreting.** Once users have identified their barriers, the BESI suggests ways to overcome them and helps individuals develop an action plan, which can be used in either group or individual career counseling. The BESI is ideal for any career counselor needing to quickly identify those individuals requiring immediate intervention and to help tailor their assistance to meet the specific needs of each client. Valid and reliable, the BESI makes an ideal screening tool for administrators and counselors as well as an empowering motivator for clients. The test is available in English and can be administered to anyone in high school or above.

## Self-Directed Search (SDS)

[www.hollandcodes.com/self\\_directed\\_search.html](http://www.hollandcodes.com/self_directed_search.html)

The Self-Directed Search (SDS) Survey is a tool that helps determine the relationship between job personalities, key characteristics, college majors, hobbies, abilities, and careers. There are four types of SDS Assessments (each takes approximately 30 minutes to complete):

The **Form R Assessment Booklet** consists of several sections: Ranking Activities, Competencies, Occupations, Self-Estimates, How To Organize Your Answers, What Your Summary Code Means, Some Next Steps, and Some Useful Books. The 198-item Assessment Booklet is written at a ninth grade reading level.

The **Form E** and **Job Finder** is for clients who have limited reading skills. The reading level is 4th to 6th grade levels. The Form E Assessment Booklet includes uncomplicated questions about individuals' likes and dislikes, their competencies, the jobs they find interesting, and their personal abilities. The Self Directed Search Assessment Form E has four sections: Activities, Skills, Jobs, and Rating Your Abilities.

The **Career Explorer (CE) Assessments** and **Career Booklets** are for participants, students, and children who are at a third grade reading level. The Form Career Explorer Assessment Booklet consists of several sections: Careers I Have Thought About, Activities, Skills, Careers, Rating Your Abilities, Counting Your Answers, What Your Holland Code Means, and Duplicate Summary Page.

The **Form CP Assessment** focuses specifically on the needs of adults and employees by helping them plan for future changes in employment, make successful career transitions, or reenter the workforce to obtain a new career. The Form CP Assessment is self-administered and self-scored. The SDS Form CP Career Options Finder (COF) lists 1,321 different careers, encompassing a wide range of industries and occupational groups.

## O\*NET Ability Profiler

<http://www.onetcenter.org/AP.html>

The O\*NET Ability Profiler is a career exploration tool that can help caseworkers understand their participants strengths and areas that they might want to explore additional education and training, and helps identify occupations that fit individuals' strengths. Taking the O\*NET Ability Profiler can help caseworkers and participants determine what kind of jobs they can do well and help them recognize your strengths. Participants take the Ability Profiler but it should be scored by a trained caseworker or staff person.

### The nine abilities measured by the Ability Profiler are:

- Verbal Ability
- Arithmetic Reasoning
- Computation
- Spatial Ability
- Form Perception
- Clerical Perception
- Motor Coordination
- Finger Dexterity
- Manual Dexterity

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## Additional Assessments

### **Armed Services Vocational Aptitude Battery (ASVAB)**

[www.asvabprogram.com](http://www.asvabprogram.com)

### **Massachusetts Adult Proficiency Test (MAPT) for Math**

[www.doe.mass.edu/acls/assessment/](http://www.doe.mass.edu/acls/assessment/)

### **Massachusetts Adult Proficiency Test (MAPT) for Reading**

[www.doe.mass.edu/acls/assessment/](http://www.doe.mass.edu/acls/assessment/)

### **General Assessment of Instructional Needs (GAIN): Test of English Skills**

<https://wonderlic.com/student-admission-assessment/placement-insight/gain/>

### **General Assessment of Instructional Needs (GAIN): Test of Math Skills**

<https://wonderlic.com/student-admission-assessment/placement-insight/gain/>

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## Resources for Exploring the World of Work

Many websites are available that provide your participants with strategies and information on obtaining employment, job search, and career building. Some useful websites are listed below.

### **Career OneStop – Pathways to Career Success**

**Summary:** This website is a one-stop resource for your participants to utilize for job hunting and career building. The American Job Center locator allows you to find the nearest career center near your agency. Resources on career exploration, salaries, trainings, job searching, resumes, and interviews are also available on the site. State job banks, a Helpline, and additional resources are also provided.

**Web Address:** [www.servicelocator.org/](http://www.servicelocator.org/)

### **Digital Literacy.gov**

**Summary:** [The American Library Association](http://www.dla.org/) defines digital literacy as the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. This website highlights resources geared toward job seekers and the development of digital skills. The Job Skills page includes resources for exploring careers, finding a job, and creating a resume as well as career training information.

**Web Address:** <https://digitalliteracy.gov/resources-by-term/55>

### **Veterans' Employment and Training Service (VETS)**

**Summary:** This website provides resources and expertise to assist and prepare veterans to obtain meaningful careers, maximize their employment opportunities, and protect their employment rights. Resources on available grants, the Veterans Hiring Initiative, and assistance in finding employment and employment training can be found here.

**Web Address:** [www.dol.gov/vets/](http://www.dol.gov/vets/)

### **Child Support and Work-Oriented Child Support Programs**

**Summary:** Many child support programs provide services to parents to help them find and keep jobs so they can remain in compliance with child support orders. Currently, unemployed noncustodial parents currently owe more child support than any other group. Many unemployed noncustodial parents face multiple barriers, including intermittent employment, limited education, and criminal records. Some states have addressed this issue by creating programs that may include case management, fatherhood/parenting education, and work-oriented services such as job readiness training, job search assistance, access to job developers, and job training.

**Web Address:** [www.acf.hhs.gov/programs/css/](http://www.acf.hhs.gov/programs/css/)

### **Apprenticeship Programs**

**Summary:** This U.S. Department of Labor website provides a comprehensive online resource on registered apprenticeships nationwide.

**Websites:** [www.doleta.gov/oa/apprentices.cfm](http://www.doleta.gov/oa/apprentices.cfm)  
[www.doleta.gov/oa/sainformation.cfm](http://www.doleta.gov/oa/sainformation.cfm)

### America's Service Locator

**Summary:** This website provides a way for individuals to search for their local American Job Center or other public service office with information on employment and training. American Job Centers are local offices in communities and cities where workforce development services and resources are typically housed. Caseworkers and job developers should use this website to locate centers closest to their programs and participants.

**Website:** [www.servicelocator.org/](http://www.servicelocator.org/)

### O\*NET Resource Center

**Summary:** The O\*NET Resource Center serves as a comprehensive portal that contains information on hundreds of standardized and occupation-specific descriptors. The database, which is available to the public at no cost, is continually updated by surveying a broad range of workers from each occupation. Information from this database forms the heart of O\*NET OnLine, an interactive application for exploring and searching occupations. The database provides a suite of career exploration tools that explore: skills, interests, work styles, and education and training.

**Website:** [www.onetcenter.org/](http://www.onetcenter.org/)

### WorkforceGPS

**Summary:** This website, provided by the U.S. Department of Labor, is an interactive platform for job developers, caseworkers, and other individuals who are interested in learning more about the workforce system. It provides innovative approaches, products, and tools, and provides webinars on various workforce programs and resources. It has over 3,500 learning modules for teachers and job developers, and provides information on career exploration. You can sign up for email alerts and webinar notifications. This is predominantly a tool for case workers and job developers, not participants.

**Website:** <https://www.workforcegps.org/>

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## Overview of Career Pathways and Clusters

In **Level 3**, participants learn more about career clusters and pathways.

### What are Career Clusters?

- **Career clusters** organize education and training programs around sets of skills, abilities, and knowledge that are required by jobs and occupations.
- There are 16 career clusters that have diverse pathways with various jobs, education, and training, and knowledge and skills necessary to succeed. Depending on the career cluster, there are various **career pathways** that are subcategories of the career cluster.
- For detailed information on all 16 career clusters and pathways including brochures, lists of knowledge and skills needed for specific clusters, and examples of occupations related to individual career clusters, please explore: [www.careertech.org/career-clusters/](http://www.careertech.org/career-clusters/).

#### Career clusters...

...organize education and training programs around sets of skills, abilities, and knowledge that are required by jobs and occupations.

### What are Career Pathways?

- **Career pathways** are individual programs organized under the career clusters and the occupations identified within each, are grouped by the kind of education and training needed.

The next few pages provide overviews of each of the 16 career pathways. For a complete list of career pathways under each of the 16 career clusters, please visit: [www.careertech.org/sites/default/files/CareerClustersPathways.pdf](http://www.careertech.org/sites/default/files/CareerClustersPathways.pdf).

#### Career pathways...

...are individual programs under career clusters. They organize the types of knowledge and education you need by specific occupations.

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## Understanding Career Clusters



### **Agriculture, Food and Natural Resources**

This career cluster includes careers that involve producing, processing, marketing, distribution, financing, and developing agricultural commodities and resources. This includes wood, fiber, natural resources, horticulture, and other plant and animal products. There are seven pathways in this career cluster.

For more information on the Agriculture, Food, and Natural Resources career cluster and its individual pathways, visit: [www.careertech.org/agriculture](http://www.careertech.org/agriculture)



### **Architecture and Construction**

This career cluster includes careers focused on designing, planning, managing, building, and maintaining the built environment. There are three career pathways in this cluster.

For more information on the Architecture and Construction career cluster and its individual pathways, visit: [www.careertech.org/architecture-construction](http://www.careertech.org/architecture-construction)



### **Arts, A/V Technology and Communications**

If your participant is interested in the Arts, A/V Technology, and Communications cluster, they may like designing, producing, exhibiting, performing, writing, and publishing multimedia content. This could include visual and performing arts and design, journalism, and entertainment services. There are five career pathways in this cluster.

For more information on the Arts, A/V Technology and Communications career cluster and its individual pathways, visit: [www.careertech.org/arts](http://www.careertech.org/arts)



### **Business Management and Administration**

This cluster includes careers that involve planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy. There are five career pathways in this cluster.

For more information on the Business Management and Administration career cluster and its individual pathways, visit: [www.careertech.org/business](http://www.careertech.org/business)



### Education and Training

The Education and Training career cluster includes careers related to education and training, and support learning through planning, managing, and providing services. There are three career pathways in the Education and Training cluster.

For more information on the Education and Training career cluster and its individual pathways, visit: [www.careertech.org/education-training](http://www.careertech.org/education-training)



### Finance

In this career cluster, you can find careers that involve planning, providing services for financial and investment planning, banking, insurance, and business financial management. There are five career pathways in this career cluster.

For more information on the Finance career cluster and its individual pathways, visit: [www.careertech.org/finance](http://www.careertech.org/finance)



### Government and Public Administration

In the Government and Public Administration career cluster, careers focus on governance, national security, Foreign Service, planning, revenue and taxation, regulation, and management and administration at the local, state, and federal levels. There are several career pathways in the Government and Public Administration cluster.

For more information on the Government and Public Administration career cluster and its individual pathways, visit: [www.careertech.org/government](http://www.careertech.org/government)



### Health Science

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development are examples of career pathways in the Health Science career cluster. There are a total of five career pathways in this career cluster.

For more information on the Health Science career cluster and its individual pathways, visit: [www.careertech.org/health-science](http://www.careertech.org/health-science)



### Hospitality and Tourism

Careers in the Hospitality and Tourism cluster involve knowledge and skills such as managing marketing, and operating restaurants, lodging, attractions, recreational events, and travel related services. Four career pathways can be found in the Hospitality and Tourism career cluster.

For more information on the Hospitality and Tourism career cluster and its individual pathways, visit: [www.careertech.org/hospitality-tourism](http://www.careertech.org/hospitality-tourism)



### Human Services

The Human Services career cluster predominantly focuses on providing for families and other human needs. There are a total of five career pathways in the career cluster.

For more information on the Human Services career cluster and its individual pathways, visit: [www.careertech.org/human-services](http://www.careertech.org/human-services)



### Information Technology

Information technology careers in this career cluster include entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services. There are four career pathways in the Information Technology career cluster.

For more information on the Information Technology career cluster and its individual pathways, visit: [www.careertech.org/information-technology](http://www.careertech.org/information-technology)



### Law, Public Safety, Corrections, and Security

This career cluster contains careers that involving planning, managing, and providing professional and technical support services, in the legal, public safety, protective services and homeland security arenas. There are five career pathways in this career cluster.

For more information on the Law, Public Safety, Corrections, and Security career cluster and its individual pathways, visit: [www.careertech.org/law](http://www.careertech.org/law)



### Manufacturing

Careers in the Manufacturing career cluster include processing materials, planning and managing products and projects, and process engineering. There are six career pathways in the Manufacturing career cluster.

For more information on the Manufacturing career cluster and its individual pathways, visit: [www.careertech.org/manufacturing](http://www.careertech.org/manufacturing)



### Marketing

If your participant is interested in the Marketing career cluster, then they may like careers that involve planning, managing, and performing marketing activities to reach organizational objectives. Six career pathways are part of the Marketing career cluster.

For more information on the Marketing career cluster and its individual pathways, visit: [www.careertech.org/marketing](http://www.careertech.org/marketing)



### Science, Technology, Engineering and Mathematics (STEM)

Careers in this career cluster involve physical science, social science, and engineering. Specific skills that can be used in the STEM career cluster include planning, managing, and providing scientific research, as well as professional and technical services such as laboratory work, research, and development. Two pathways make up the STEM pathway.

For more information on the Science, Technology, Engineering and Mathematics career cluster and its individual pathways, visit: [www.careertech.org/STEM](http://www.careertech.org/STEM)



### Transportation, Distribution and Logistics

In this career cluster, careers involve planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water, and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance. There are seven career pathways in this career cluster.

For more information on the Transportation, Distribution and Logistics career cluster and its individual pathways, visit: [www.careertech.org/transportation](http://www.careertech.org/transportation)

**As you review each career cluster, note the key knowledge and skills identified for success in each. In order to progress through the career clusters of their choice, your participants may need to engage in additional education, training, and work experience to gain new skills and abilities.**

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## Understanding Labor Market Information

Knowing how the labor market operates is essential to career planning. Labor market information provides clear insights into a local area's workforce needs, economic projections, and employer labor requirements.

You may use labor market information (LMI) in many ways to support your participants, such as:

- Identifying major and in-demand industries in your area.
- Finding in-demand occupations that require degrees, certificates, or credentials.
- Learning about local employers and their labor needs.
- Honing in on relevant skills and credentials.
- Identifying emerging industries and related occupations.

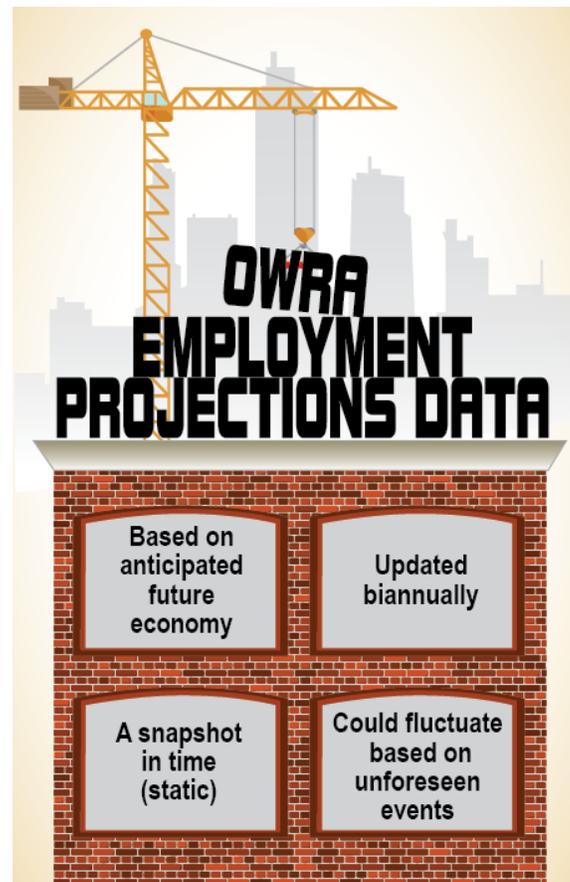
There are a number of national sources that you can use to find information and gain a better understanding of the jobs, occupations, career pathways, and opportunities available in your area for your participants.

While labor markets are inherently local, there are also many national sources that describe and explain the complex set of numbers that make up labor market information.

As a case management professional, you can use these resources to help navigate your participants through the maze of data, supplementing your knowledge about jobs in your local area.

OWRA provides employment projections to help you consider the labor market when developing a participant's self-sufficiency plan.

Check out the ***OWRA How To Guide: Using the Employment Projections Report to Inform the Client Plan*** for more details on how to use this tool!



### What are Labor Market Conditions?

**Labor market conditions** are usually data provided by Federal, State, or local agencies that provide information on current employment and unemployment numbers, and trends in who is hiring, what occupations are in demand, etc.

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## What is Occupational Data?

**Occupational data** is information that is organized by different occupations, and shares information about what skills are needed for the occupation, characteristics of workers, average wages and salaries, and the type of work performed.

## What are Labor Market Projections?

**Labor market projections** provide a snapshot of what types of occupations and jobs will have high or low growth in the upcoming years. This includes the number of openings nationally, at the state level, and sometimes locally depending on what source of information you are looking at for information. You can see these, tailored to each of your participants, in the OWRA tool!

## What are Current Job Vacancies?

**Current job vacancies** provide information on job openings and occupations where employers are actively seeking employees.

## What are Education and Training Resources?

**Education and training resources** provide information on education and training institutions, programs and courses, information on access to and the quality of these training sources, and information on financial assistance.

Additionally, there are a number of agencies and websites that you will hear about throughout this section. On the following pages, we have provided some information on what they do and how you can find labor market information.



## Labor Market Information Resources

### **Bureau of Labor Statistics (BLS), U.S. Department of Labor**

**Summary:** BLS is the principal federal agency that provides information on employment, unemployment, industry and occupational trends, wages, compensation and benefits, and other information related to employment.

**Web Address:** [www.bls.gov](http://www.bls.gov)

### **Employment and Training Administration (ETA), U.S. Department of Labor**

**Summary:** ETA oversees programs that provide training for adults and youth. It also has special resources around employment including O\*NET which provides occupational information and is discussed further in this case manager guide.

**Web Address:** [www.doleta.gov](http://www.doleta.gov)

### **State Employment Statistics Agencies**

**Summary:** These are state agencies that collect and analyze data on state and local labor market issues. Visit the website for a listing of state agencies where you can turn to for more localized labor market information. Additionally, in the labor market information resources section, you will find links to the following resources:

- Occupational Outlook Handbook
- Occupational Outlook Quarterly
- Occupational Projections and Training Data
- America's Career InfoNet
- Americas Job Bank
- Apprenticeship Programs
- America's Service Locator
- Career Info Net
- O\*NET Resource Center

**Web Address:** [www.careerinfonet.org/select\\_state.asp?from=&next=lmi1&id=13&soccodes=](http://www.careerinfonet.org/select_state.asp?from=&next=lmi1&id=13&soccodes=)

### **U.S. Census Bureau**

**Summary:** This agency collects information on State and local population demographics, and conducts a survey that provides key information on the labor force to the BLS called the Current Population Survey.

**Web Address:** [www.census.gov/](http://www.census.gov/)

### **A Teacher's Guide: U.S. Bureau of Labor Statistics**

**Summary:** This guide provides a great starting place for caseworkers and job developers to understand how to navigate and use the BLS website and all of its resources. It provides a user friendly web page with career information that is concise and to the point, including how to read occupational descriptions and understanding how employment projections are created.

**Website:** [www.bls.gov/ooh/about/teachers-guide.htm](http://www.bls.gov/ooh/about/teachers-guide.htm)

### **Occupational Outlook Handbook**

**Summary:** This handbook is a nationally recognized resource on occupations housed on the BLS website. It includes information on the training and education needed for specific jobs, earnings, expected job prospects, and what workers do on the job. Caseworkers can use this handbook with participants to better understand what occupations are in demand, and the knowledge and skills needed for those specific jobs.

**Website:** <https://www.bls.gov/ooh/>

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### Occupational Outlook Quarterly

**Summary:** The Occupational Outlook Quarterly is an online publication housed on the BLS website. On this web page, caseworkers and job developers can find articles on the current state of the labor market, occupations, careers, and related educational issues.

**Website:** <https://www.bls.gov/careeroutlook/>

### Occupational Projections and Training Data

**Summary:** This BLS web page provides detailed statistics related to job outlook information. It also provides the education levels required for specific occupations and can be useful for caseworkers and job developers to work with participants in fully understanding what education and training program they may need in order to pursue a particular occupation or career pathway.

**Website:** [www.bls.gov/emp/](http://www.bls.gov/emp/)

### CareerOneStop's Toolkit

**Summary:** The CareerOneStop Toolkit is a resource that can assist your participants in making more informed career decisions. The toolkit provides links to specific information on topics including careers, training, skills, jobs, wages, and industries.

**Website:** [www.careeronestop.org/toolkit/toolkit.aspx](http://www.careeronestop.org/toolkit/toolkit.aspx)

### America's Job Bank, CareerOneStop

**Summary:** This website houses one of the largest and busiest job banks on the Internet. Caseworkers and job developers can work with participants to post their resumes, search for job openings, and find jobs. It is a great place to look for employers, since employers can search resumes automatically on this widely used labor exchange site.

**Website:** [www.jobbankinfo.org/](http://www.jobbankinfo.org/)

## Labor Market Information Wrap Up

### What Can I Find in the Occupational Information Handbook?

When looking at occupations in the handbook (linked above), note that each occupation includes a basic description with the following components:

- **Quick Snapshot** of the occupation;
- **Nature and type of work** (work environment, typical job duties, job titles, challenges such as health risks, etc., that the occupation may have);
- The **Training, Education and Skills or Qualifications Necessary for the Occupation** (education and training generally required to enter the occupation and opportunities for advancement, also certificates and licenses);
- **Job Outlook** (provides number of jobs in that occupation which are available and where they are available);
- **Pay** (provides statistics on the average earnings of workers in the top and bottom 10 percent) in each occupation;
- **Similar Occupations** (other occupations that have similar job characteristics or duties); and
- Resources for **Additional Information**.

### What Can I Find in the OWRA Employment Projections Report?

- **Employment Change 2018-2028 and Total Projected Openings:** The larger the value, the greater the projected job openings, and the more likely a job in that occupation may lead to sustainable long-term employment.
- **Replacement Openings:** A higher value indicates a higher turnover rate for that occupation and is common among lower wage jobs that require less skills. Although these types of jobs may result in immediate employment placement, they may not be indicative of long-term employment stability, so ensure your participant's career goals align with these occupations.
- **Median Hourly Wage:** Use this data to help participants make informed decisions about which occupations will help them achieve both immediate and long-term financial stability.
- **Entry Level Education, On-the-Job Training, and Skill Level:** This information outlines immediate and long-term education and training your participant may need to reach their career goals.

## How Are Employment Projections Made?

Employment projections are **based on what economists and others think will happen with economic and labor force growth**. If you would like to know more about the methodology behind employment projections, please visit: <https://www.bls.gov/emp/documentation/projections-methods.htm>.

When used in combination with other data (such as your participant's education, experience, skills, and interests), labor market information can be used to enhance program services. For example, when you know that nursing jobs are anticipated to grow by 2022, you can develop key resources that:

- Expand educational and training opportunities (e.g. partner with a hospital, nursing school, and/or community college to provide participants with short-term training, credential, and degree options);
- Expand educational and training opportunities (e.g., partner with a nursing school);
- Strengthen relationships with potential employers (e.g., clinics,hospitals).



## What's Next? Asset Mapping

For many participants, targeted, community-focused resources can help improve stability, obtain employment, and reach self-sufficiency. Using labor market information and knowledge of your region or community, you may want to consider creating an asset map. Asset mapping will allow you to quickly identify local (e.g., community-based organizations) or national resources (websites or resource centers) that can help address employment barriers. Through asset mapping, you can determine opportunities to leverage resources and support both your goals and the goals of your partners.

By identifying resources and creating partnerships, you can better serve your participants through enhanced services (such as referrals, training, or the sharing of resources). You can use employment projections to target specific resources that are aligned with the labor market and your participants' needs.

**Step 1:** To start your asset map, first think about opportunities for collaboration. What types of services could enhance the support you offer to participants?

Opportunities	Available Resources	Needed Resources

**Step 2:** Then, think about how partners or resources that you currently use support these opportunities, or how they could in the future. Also, consider additional resources and what they might bring to the table (note: you may want to include some of the resources listed in this Work Readiness Resource).

Current Partners or Resources	What They Currently Provide to Support Your Participants?	What They Could Provide to Support Your Participants?
New Partners or Resources	What They Could They Provide to Support Your Participants?	

**Step 3:** Finally, create a list of community partners and resources that you can refer to or reach out to for specific participant needs. This list will help be able to quickly identify local resources that can help support participants and address barriers to employment when needed.

Partners and Resources	Contact Information or Website	Services or Supports Available

## Congratulations!

You have completed the Work Readiness Resource For Case Managers.

**You can now return to the Work Readiness Resource Section Home Page.** 



# OWRA

Online Work Readiness Assessment