

Considerations for OMEGA Assessments and ACR meetings

Outcomes Mapping Emerging Adults (OMEGA)

Complete Omega assessments are administered once after a young adult's 16th birthday. Abbreviated Omegas (i.e., those without the supplemental questionnaires) occur at federally mandated benchmarks through age 23. The purpose of the Omega is to develop a youth guided functional assessment that informs transitional planning. This is informed by a positive youth development framework.

The Omega conversations should take approximately one hour to complete when preparation is completed in advance. Additional questionnaires are available on the V.I.T.A.L. Resources for Youth and Caregivers website.

Suggested preparation for the full Omega Conversation (for the Regional Team):

- ✓ Assemble youth's Catalyst Team. The Catalyst Team includes significant others, friends, family members. The Youth Ambassadors from the Office of Community Relations can be invited to attend and/or help participate.
- ✓ Ask the young adult to complete the Youth Profile ("Get to Know Me") in advance. The young adult can bring information to the meeting. This can be found on the V.I.T.A.L Resources for Youth and Caregivers website (*Additional Documents*).
- ✓ Have young adult prepare questions in advance.
- ✓ Collect the completed LIST and review in advance.
- ✓ Consider having the young adult complete supplemental questionnaires in advance of the conversation. These are **the Youth Connection Scale, and the Positive Youth Development Sustainability Scale**. These can be found on the V.I.T.A.L Resources for Youth and Caregivers website (under *Additional Documents*). These scales are brief and are only used to prompt discussion and to help guide planning. The Youth Connection Scale is an assessment of relationships/connections and strength of relationships. The positive youth development scale surveys important domains related to well-being.
- ✓ Regional Team: Talk to the young adult in advance about basic work readiness. Those skills include time management, communication skills, identifying problems and potential solutions to problems, assisting others in group projects/teamwork, work ethic (e.g., dependability, conscientiousness, ability to meet deadlines).
- ✓ **After the first complete Omega at age 16, the supplemental scales are ad-hoc only. Abbreviated Omegas are meetings without the supplemental scales.**

Suggested Ground Rules for conversation (for the ACR meeting):

- ✓ The Catalyst Team leader co-leads the discussion with the young person.
- ✓ The purpose of the Omega is to have an individualized goal setting conversation. Both parties will leave with a set of expectations for each other.
- ✓ Start with a discussion of the youth's strengths.
- ✓ Establish that the process occurs in a safe space.
- ✓ Allow one person to speak at a time.
- ✓ Allow room for questions.
- ✓ Demonstrate respect for everyone at the table.
- ✓ Recap the conversation at the end.

Topics for discussion

- What does the young adult see as strengths and what do others consider strengths?
- Ask the youth: What are your positive coping skills when under pressure or stress? (Can the youth identify positive coping skills?) If yes, what are they? Yes No
- Ask the young adult to discuss where he/she/they feels the most confident in abilities? Where are they most confident and comfortable in skills? Would the young adult's overall confidence level be considered high/medium/low?
- What sort of milestone events (special events) will be in the foreseeable future? How would the youth like to celebrate? (Please note that the TSS Division can help sponsor these events).
- Does youth participate in local YAB? If not, consider connecting the youth to the local YAB. Yes No
- If the youth does not have a bank account what steps need to be taken to secure an account?
- When will the youth completed financial literacy (this is in the LIST)? If not, is a LIST referral needed? Also, please note the V.I.T.A.L. Resources for Youth and Caregivers contains a list of financial literacy courses at local banks and credit unions.
- Is youth on track to graduate high school in four years? Yes No
- What are the barriers (if any) to the youth completing education?
- Are there missing credits? What are the youth's grades like? What are the academic interests? Please note if there is a need for tutoring, the regional team may want to consider a referral to Wesleyan tutors through the USD-2 Superintendent. And if there is a need for educational advocacy, the region may consider a referral to Connecticut Justice Foundation through the USD-2 Superintendent.
- If there is a need for college support and advocacy, would the team consider referring to the Sun Scholars? (if so, the regional team can contact the PSE educational team for a referral)
- Is there a need for a mentor? If so, would the team consider referring to local mentoring agencies in the state? (The V.I.T.A.L. Resources for Youth and Caregivers website has mentoring resources)

- As the launch (discharge) from DCF approaches the regional team may want to review the Youth Launch Inventory with the young adult. (This can be found on the V.I.T.A.L. Resources for Youth and Caregivers website)
- If there is a need for a vocational assessment, career exploration, can the team consider a referral to a credentialed provider or to the Sun Scholars? (Contact the Transitional Supports and Success Division for information)
- What are the sources of the young adult's income? What is the monthly amount?
- Does the youth have health insurance? Yes No
- What are the youth's plans to work? What type of work would the young adult be interested in?
- Has youth held a job before? If so, for approximately how long has a youth held a certain job?
- If youth would like a job and may be ready to start working, can the team consider a referral to the Year-Round Employment program? (Contact the Transitional Supports and Success Division for information)
- Is youth in a D.O.C. facility? If yes, what are the plans to support the youth post-discharge? Yes No
- Is youth on probation? (If yes, is there a need to secure any information from CSSD for planning?)
 Yes No
- How does the youth identify their race/ethnicity?

Individualized goals:

- What are your goals for the future? Talk about possible short term and long-term goals.
- Discuss some possible plans to achieve those goals.
- How confident is the young adult in their ability to pursue a goal even when different paths must be taken? What does the group think of the youth's overall ability to persist and be flexible in solutions to achieve a goal?
- Is there any information from the Positive Youth Development Sustainability Scale that may be very helpful to discuss at this point? (The prompts assess the elements of PYD: connections [relationships], competence [skills], self-confidence, contribution ['making a difference' on teams, clubs, in a community], character.)

Relationships:

- Who are you close to?
- Who do you admire in life and why?
- Are you in a relationship with someone who means a lot to you? If so, ask: What is that person like? Tell me what you like to do together?
- Are there people in your life you would like to contact more and interact with more?
- Does youth have at least one non-paid relationship that they can rely on?
- If the youth identifies as LGBTQIA+ ask if there is a need for support/resources?
 - If so, consider offering the V.I.T.A.L. Resources for Youth and Caregivers website--the site includes various resources. There is also a Safe Harbors advisory group through the TSS division that may assist.
- Does anyone in the youth's network need to be guided through how to serve as a lifelong support? If so, can the region consider arranging for the Permanency Pact work to be completed in the future.
- Ask the youth: How confident are you that you have what you need to be successful in the future? (eg., Very confident, somewhat confident, not confident)? If not, what do you need to be successful?

Living arrangements:

- How would the young adult describe their current living arrangement?
- Is the young adult receiving any public food assistance?
- Can the young adult stay where he/she/they are living now as long as wanted? Yes No
- Has the young adult ever been homeless? Yes No
- Has the young adult ever couch-surfed or moved from house to house because they didn't have a permanent place to stay? Yes No

Natural Supports:

- Currently is there at least one adult in your life, other than your caseworker, to whom you can go for advice or emotional support? Yes No
- Does the young adult currently have a close relationship with any members of their biological family?
 Yes No
- Ask the youth: How much has been done since your time in care to help maintain or strengthen relationships with the family members?
 - A lot was done to help me maintain or strengthen my relationships with these family members.
 - Some, but not enough was done to help me maintain or strengthen my relationships with these family members.
 - Nothing was done to help me maintain or strengthen my relationships with these family members
- Does the young adult currently have a relationship that is trusting, supportive, and unconditional with at least one adult who will always be there? Yes No Unable to tell
- Is young adult living with family members? Yes No

- If the youth is in a group/congregate arrangement [Including SWETs) what does the Team think about how the placement is preparing the youth for success?

- Satisfaction with team: On a scale of 1-10 (10 is best), how satisfied is the youth with the treatment team?

Community activities:

- What community activities does the young adult enjoy?

- What community activities does the young adult participate in? (e.g., teams, music, clubs, faith-based groups?)

- Is there anything the young adult would like to do but hasn't started doing yet?

- Would the young adult enjoy outdoor experiential education for skill building and possibly confidence building? (If yes, would the team consider a referral to the Wilderness School)

- Is a referral needed for specialized supports if the youth is undocumented?

Does the youth have any questions?

What expectations does the youth have for the team?

What follow up is needed before the next time we meet?

Signatures:

Participant

Date