

## ATTACHMENT A

### **I. Goal Setting Starts at Assessment**

Assessment is the foundation of good planning for youth services. Workforce Investment Act (WIA) Public Law 105-220, section 129(c)(1)(A) requires Workforce Development Boards (WDBs) to provide an objective assessment of the academic levels, skill levels and service needs of each registered youth. Assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs and developmental needs of each participant.

Assessment strategies should include both formal and informal assessment tools. Formal assessments should include some type of standardized procedure, such as a written test or a performance-based assessment with a standardized scoring method. The formal assessments used shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs and developmental needs. Informal assessment tools are subjective and address different characteristics than the formal assessment tools. Informal assessments are less threatening and are generally more enjoyable activities for young people; however, they require more time to administer, and demand thoughtful interpretations.

The objective assessment of basic, occupational and work readiness skills may include the following:

- Ability to communicate effectively, both orally and in written materials;
- Ability to solve complex problems where hypotheses must be formed and tested, make decisions and think creatively;
- Reliability, a positive attitude, a willingness to work hard and self confidence;
- Effective management of time, money, materials, space and other resources;
- Ability to work in teams, teach others, serve customers, lead, negotiate and work well with people from culturally diverse backgrounds;
- Ability to perform basic computer tasks, such as word processing, manipulating data, using a spreadsheet or database program and accessing information from the Internet;
- Ability to understand social, organizational and technical systems and design or improve systems; ability to monitor and correct performance; and
- Ability to select equipment and tools, apply technology to specific tasks and maintain and troubleshoot equipment.

### **II. Effective Goal-Setting Components**

- Thorough review of the information obtained from the objective assessment;
- Participant must be actively involved in the goal-setting process from the very start;
- Participant feels ownership for their goals;
- Mutual agreement is vital; and
- Goals are achievable, clear and well-defined, measurable, realistic, quantifiable, and success-oriented.

Goals identified through the objective assessment process may be categorized in a number of ways. Each type of goal identified is equally important to the development, effectiveness and the overall performance of the program for the participant. Goals should lay the groundwork for completing secondary school, preparing the participant for post-secondary educational opportunities and unsubsidized employment, and becoming a responsible caring adult.

### III. Goal Types

There are two types of goals identified in WIA for younger youth. These are goals set that are personal in nature for the participant and goals set for skill attainment.

**A. Personal Goals:** Goals set that are personal in nature for the participant include:

1. Categories of Personal Goals

- a. Personal goals;
- b. Employment goals;
- c. Career goals; and
- d. Educational goals.

Personal Goal: These are goals a youth may set for themselves. They may be specific to the youth or to the youth's family.

An example of a personal goal is: **John will volunteer at a homeless shelter.**

Employment Goal: These are goals a youth may set in terms of a specific job or a particular field.

An example of an employment goal is: **Betsy would like to find a job in the Tourism Industry.**

Career Goal: These are goals a youth may set in terms of what they want to do when they finish their formal education.

An example of a career goal is: **Ashley wants a Career in the Health Care Industry.**

Education Goal: These goals relate to academic achievement, as well as developing life-long learning skills important for success.

An example of an education goal is: **Jane wants to get her Masters Degree in Biology.**

**B. Skill Attainment Goals:**

One of the core indicators of success for younger youth is setting and attaining skill attainment goals. These goals must relate to basic skills, occupational skills or work readiness skills. Skill attainment goals must be based on results obtained during the objective assessment. If a younger youth age 14 – 18, including in-school and out-of-school, is basic skills deficient the youth must have, at a minimum, one basic skills goal set in their ISS annually.

If a younger youth age 14 – 18, including in-school and out-of-school, is not basic skills deficient they must have, at a minimum, one work readiness and/or occupational skills goal set in their ISS annually. Additional skill attainment goals may be set at the discretion of the WDB.

A target date for accomplishing each skill attainment goal must be set. The target date must be no later than one year from the date the goal is set. Progress toward these goals should be continuously assessed. Once a goal has been attained, a subsequent goal should be set.

Skill attainment goals may be classified as short or long-term goals for reporting purposes. Short-term goals are a series of incremental, interim, measurable milestones and action steps that enable the young person to succeed annually. The goals are used to determine if actual progress is being made toward the participant's established goals in the Individual Service Strategy (ISS).

Short-term goals are linked to skill attainment in the areas of basic skills, occupational skills and work readiness and must be attained within one year from the date set to be counted as a positive result. Short-term goals can be attained in a shorter period of time, such as two or three months. The goals should be reassessed and updated as the participant moves through the program.

Long-term skill attainment goals must relate to the short-term goals set for the youth. The goals are set around educational attainment, placement in employment, education and/or training. Long-term goals are more exit-oriented and address desirable outcomes that set the criteria for deciding when the participant needs no additional services, other than follow-up. A series of short-term goals should lead to attainment of long-term goals.

## **1. Categories of Skill Attainment Goals**

- a. Basic skills goal;
- b. Occupational skills goal; and
- c. Work readiness skills goal.

### **Basic Skills Goals:**

Basic skills goals are set to reflect a measurable increase in basic education skills, including reading, comprehension, math computation, writing, speaking, listening, problem solving, reasoning and the capacity to use these skills.

### **Occupational Skills Goals:**

Occupational skills goals measure growth in either of two types of occupational skills.

1. Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels.

2. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork, formats, tools, equipment and breakdown and clean-up routines.

Work Readiness Skills Goals: Work readiness skills goals include the world-of-work awareness and the following:

1. Positive work habits, attitudes and behaviors, i.e., punctuality, regular attendance, getting along with others, presenting a neat appearance, exhibiting good conduct, following directions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability and assuming the responsibilities involved in maintaining a job;
2. Developing motivation and adaptability;
3. Obtaining effective coping and problem-solving skills;
4. Acquiring an improved self-image;
5. Labor market knowledge;
6. Occupational information;
7. Job search techniques (resume writing, interviewing skills, filling out job applications and follow-up letters); and
8. Career planning and decision making.

#### **IV. Reporting Goals in ASSET**

Sound case management and service provision should include planning through short and long term goal setting. Case managers share responsibility for good participant reporting practices and the benefits of an ISS that integrates both short and long-term goals. All skill attainment goals must be recorded in ASSET under Manage Employability Plan/Youth Skill Attainment.

### Examples of Short and Long-Term Goals Linked to Skill Attainment

| Short-Term Basic Skills Goals  | Long-Term Basic Skills Goals  |
|--|---|
| Increase one grade level in Math   | Receive high school equivalency diploma (HSED)                        |
| Increase English proficiency by successfully completing two English courses                          | Receive General Education Degree (GED)                                |
| Successfully complete all course requirements to obtain a high school diploma                        | Receive four-year college degree                                      |
| Return to high school and successfully complete Senior year  | Receive high school diploma   |
| Successfully complete one-week workshop in Financial Literacy  | Receive associate degree in Banking                                   |
| Successfully complete 6 week writing course  | Receive four-year college degree in English                           |
| Improve speaking skills  | Receive four-year degree in Teaching                                  |
| Master multiplication tables through 9 x 9   | Compete in state Math Contest   |
|  |   |
| Short-Term Occupational Skills Goals   | Long-Term Occupational Skills Goals                                   |
| Successfully complete pre-apprenticeship training  | Successfully complete apprenticeship program in plumbing              |
| Successfully complete three health classes   | Successfully complete state certified Co-op in health care education  |
| Successfully complete certified nursing assistant classes  | Receive associate degree in Nursing                                   |
| Successfully complete certified baby sitting class   | Successfully obtain license to operate a child care facility          |
| Successfully complete carpentry classes  | Obtain a job in housing industry                                      |
| Successfully complete workshops on repairing small engines   | Open business repairing small engines                                 |
| Learn work-related terminology for the Heat and Air Conditioning Industry                            | Obtain a job at a heat and air conditioning business                  |
|  |   |
| Short-Term Work Readiness Skills Goals   | Long-Term Work Readiness Skills Goals                                 |
| Learn to create and use spread sheets  | Successfully pass the Certified Public Accountant exam                |
| Attend a workshop on safety procedures in the workplace  | Write a safety procedures manual                                      |
| Obtain skills in operating a chop saw  | Receive associate degree in wood working                              |
| Obtains drivers license  | Successfully complete training to obtain a commercial driving license |
| Increase teamwork skills through participating on a softball team every Tuesday and Wednesday nights | Pass test to be certified as an umpire                                |
| Arrive for work on time.   | Arrive for work on time for 20 consecutive days                       |
| Attend classes on coping skills  | Manage stress in a positive, healthy way                              |
| Successfully resolve a problem with lack of dependable transportation                                | Purchase a car  |