



❖ WHAT IS THE INDIVIDUAL YOUTH GOAL PLAN?:

The Individual Youth Goal Plan is a tool used to provide a structured course of action after the following youth service needs have been clearly identified:

- Academic and vocational skill levels,
- Academic and vocational aptitudes,
- Career interests,
- Educational goals,
- Supportive service and wrap-around needs, and
- Structural barriers and strengths

The Individual Youth Goal Plan has been informed by best practices as it relates to positive youth workforce development and the new Workforce Investment Act (WIA) Common Measures. This alignment was done to ensure that not only will the youth participant's short and long term goals, and the pathways toward the attainment of those goals be streamlined, but also that the required performance outcomes as set forth by the WIA guidelines are satisfactorily met.

*** Please note that the performance measures are statutory and mapped to allow PYN to objectively determine the level of organizational capacity, and to analyze the participation trends within a program year.

*** In promoting positive youth development and youth engagement, youth must be an active participant in every aspect of the Individual Youth Goal Plan.

*** The Goal Plan can be downloaded from the PYN website (www.pyninc.org). Click onto to the "Publications and Resources" link, then click onto the "Assessment & Goal Setting Materials" link

❖ HOW TO USE THE INDIVIDUAL YOUTH GOAL PLAN?

The Goal Plan is electronically formatted and divided into two (2) sections: Demographic and Goal Setting.

- The demographic section provides the most relevant youth information per contractor.
- The Goal Setting section provides the framework for the interpretation and implementation of the assessment results.

The Goal Setting section is subdivided into five (5) distinct categories:

Assessment Category	Assessment Tool	Competencies	Goals	Action Steps
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(1). ASSESSMENT CATEGORY:

The Individual Youth Goal plan is guided by the three (3) domain areas as set forth by Assessment Work Group of Philadelphia Youth Council:

- Literacy/Numeracy
- Work-Readiness, and
- Psychosocial & Life Skills

Each youth participant is expected to establish a goal in each of the three assessment categories.

All ISY must assign at least three (3) goals:

- (1) Academic;
- (1) Work-Readiness, and
- (1) Psychosocial **or** Life Skills goal.

All OSY must assign at least four (4) goals:

- (1) Literacy goal of 1 grade increase in reading if youth tests at or below 8th grade level;
- (1) Numeracy Goal of 1 grade increase in math if youth tests at or below 8th grade level;
- (1) Work-Readiness, and
- (1) Psychosocial **or** Life Skills goal

Please note: If a youth tests above an 8th grade level in reading and math, then another academic goal should be set.

(2.) ASSESSMENT TOOL:

◆ Literacy/Numeracy/Academic

□ Out-of School Youth:

The following list of assessment tools have been cross-listed by the USDOL and are deemed permissible to test for literacy and numeracy gains. They include:

- Comprehensive Adult Student Assessment System (CASAS)
- Test of Adult Basic Education (TABE Forms 7-8 and 9-10)
- Adult Basic Learning Examination (ABLE, Forms E-F)
- Adult Measure of Educational Skills (AMES, Forms 1 & 2)
- WorkKeys (for the following ABE levels: High Intermediate Basic Education, Low Adult Secondary Education, and High Adult Secondary Education)
- Student Performance Levels (SPL) for ESL
- Basic English Skills Test (BEST) for ESL

OSY Programs must demonstrate that youth are making literacy/numeracy grade level gains. Therefore, all OSY programs must choose "literacy and numeracy grade level gain" as a goal for each youth. Other academic goals may be set in addition to literacy/numeracy. For, example a youth may be working on "passing a section of the GED test" as well as "increase literacy one grade level gain."

□ In-School Youth Programs:

ISY Programs are not required to set literacy/numeracy goals. Programs should assist youth in choosing another academic goal toward the attainment of a high school diploma and/or post secondary planning.

◆ Work Readiness:

Enter name of Assessment tool being used to assess work-readiness skills and aptitudes. PYN will forward a list of cost-free and low cost work-readiness inventory tools for your reference.

◆ Psychosocial:

As a matter of best practice, contractors should administer a baseline psychosocial screening. The Assessment Work Group of the Philadelphia Youth Council recommends the following tools:

- Strengths/Needs Assessment (Short Version for ISY) ~ SNA (ISY)
- Strengths/Needs Assessment (Long Version for OSY) ~ SNA (OSY)
- Tool similar to the Strengths/Needs Assessment of your agency's design
- CANS- Child and Adolescent Needs and Strengths
- Forty Developmental Assets

Next Steps for Assessment Tool Section (Literacy & Numeracy):

1. Click "Assessment Tool" drop box to select the appropriate tool used. Remember: All OSY must be assessed by one of the seven (7) permissible assessment tools to test for literacy and numeracy gains.
2. Enter the assessment test date.
Please note: All new enrollees must be assessed and the initial baseline goal(s) should be set within sixty (60) days of program start date.
3. Record the Test Results:
 - ◆ Reading Level
 - ◆ Math Level

As a matter of reliability, youth participants are required to use the same pre and post-test. No exceptions. USDOL requires one post-test to capture the attainment of educational functioning level by each youth at completion/exit. While testing should occur at regular intervals throughout the program to track literacy and numeracy gains, we recommend the post-test administered within six (6) months in the event the youth participant exits the program prematurely.

(3). COMPETENCIES:

For the purposes of this reporting tool, competencies is being defined as the effective application of those psychomotor/technical, decision making/critical thinking and interpersonal skills and knowledge that the individual must possess in order to perform their duties.

In essence, competency communicates an acceptable level of practice and may be evaluated using a variety of methods. It is "what we want the young person to know".

Next Steps for Competencies Section:

PYN have selected a subset of competencies for each assessment category that were informed by best practice and WIA Common Measures. This selection does not represent the full range of desired competencies, however, they were chosen to ensure that performance outcomes as set forth by the WIA guidelines are satisfactorily met.

1. Select minimally one (1) competency from the appropriate "Competencies" drop box.
2. If you would like to select another goal not listed, please feel do so in the "other" section.

(4). GOALS:

While competencies identify "what we want the young person to know", the goal is the mechanism to determine "how we know that they know it." In setting goals that are truly effective, they should be SMART.

Specific (Know exactly what you want to achieve)

Measurable (Criteria to determine that the goal has been attained)

Action-Oriented (Provide course of action that will produce results)

Realistic (Goal set is practical and can be achieved)

Time Limited (Goal set has a definitive deadline for completion and realizes limited availability of resources)

Next Steps for Goal Section:

1. Select minimally one (1) goal from the appropriate "Indicator" drop box. Please note: Under the Literacy and Numeracy Assessment category, out of school youth **must** assign a goal of at least one (1) grade increase in reading **and** math. The assignment of this literacy and numeracy goal is non-negotiable.
2. If you would like to select another goal not listed, please feel do so in the "other" section.

Was the goal set a "S.M.A.R.T" Goal?

(5). ACTION STEPS:

Now that S.M.A.R.T goals have been established, there needs to be a pathway to follow to achieve the set goals. The action steps are the course of action that is needed to ensure that the goal is attained.

Next Steps for Action Steps Section:

1. In the space provided, indicate the steps proposed to attain the set goal(s).

GOAL SETTING PROCESS:

◆ Individual Goal Plan Checklist:

- Youth Demographic Information
- Assessment Tool identified per Assessment category (Literacy & Numeracy/Work-Readiness and Psychosocial)
- Test Date Recorded (Administered within 60 days of program start date)
- Test Scores Recorded (Post-test administered within 6 months)
- Competency(ies) Identified
- Goal(s) Identified (Out of school youth **must** assign a literacy and numeracy goal of one (1) grade increase in reading **and** math.)
- Action Steps Identified
- Youth Signature and Dated (Will not be accepted without youth signature)
- Certifier Signature and Dated (Will not be accepted without certifier signature)

What happens when a goal has been attained?:

Whenever a goal in one of three (3) assessment categories has been successfully attained, a new goal in the same assessment category should be set. For example, as a work-readiness goal a youth established and successfully completed a formatted resume and cover letter within the set timeframe. With the help of the contractor, the young person would then establish another goal in the Work-readiness assessment goal category.

In order to accurately track youth outcomes, please indicate that the goal has been reached where indicated on the goal plan, and forward it electronically to PYN.

Next Steps:

- Set a new goal in the same assessment category, including the youth signature to ensure that the young person is actively engaged in the goal setting process, and forward to PYN.

Please note: All OSY programs must choose "1 grade increase in reading **and** math" as a literacy and numeracy goal for each out of school youth.

Quick Note:

- ◆ The individual goal plan is protected to maintain its format.
- ◆ You can only access the drop down menus if the form is locked.
- ◆ If it isn't locked, go to "**View**", "**Toolbar**" and then click onto the "**Forms**" option.
- ◆ Once locked, you can access the drop down menu by using the "**Tab**" key or by **right** clicking onto the far right corner of the drop box.
- ◆ Once the goal plan has been completed, please save the document before "unlocking" the goal plan.
 - **Go to File**
 - "**Save as**", and
 - Under the "**File Name**" save the goal plan as "**Goal Plan with the youth's first name initial, last name and contractor code**."

For example, "**GoalPlan(A.Smith,Y30)**". This will ensure that the goal plan is tied to the appropriate youth record.

- ◆ To start a new goal plan you will need to "unprotect" the form by clicking onto the "lock" icon under the "Forms" Tool bar.
- ◆ Relock the form by clicking onto the "lock" icon and the goal plan should appear refreshed.
- ◆ **Please remember to SAVE THE DOCUMENT before you click the "lock" or risk losing all of your information.**