

Performance Outcomes Guidance – Youth at Work Opportunity Grants

Attained Work Readiness Goal

There are several ways that organizations can count activities toward the performance outcome. Determine which of the following ways to record work readiness skill attainment and implement that to ensure the performance outcome is captured. The attained work readiness goal performance outcome is an exit-based measure in WorkforceOne.

1. Pre- and post-assessment of work skills by worksite supervisor

- Worksite supervisors are a critical connection between programs and employers. By having worksite supervisors assess the work readiness skills of youth participants at the beginning of the work experience and at the end of the experience, youth are able to understand how their skills have developed from the perspective of an industry professional.

Examples:

U.S. Department of Labor - <https://wdr.doleta.gov/directives/attach/TEGL/TEGL07-10a4.pdf>. This example provides organizations with guidance on how to design a work readiness assessment that could be completed by a worksite supervisor. This was developed for a Federal Youth Employment program but can be modified to meet the program models of Youth at Work grantees.

Southeast Minnesota Workforce Development Inc. - https://mn.gov/deed/assets/eval-work-maturity-skills_tcm1045-134438.pdf. This example comes from a service provider in Minnesota. This example can also be modified to meet the needs of Youth at Work programming.

2. Work Readiness Curriculum

- Some Youth at Work programs incorporate work readiness curriculum into programming. Typically, the work readiness curriculum is completed by most or all youth enrolled in programming. **Ideally, a goal is established in the youth services strategy or service plan.**

Example:

City of St. Paul Right Track - <https://www.stpaul.gov/departments/parks-recreation/right-track/school-community-resources/professional-development>. The Right Track Program has a number of activities that youth complete as part of the work readiness component of their programming. Use the examples provided on the Right Track website to develop a work readiness curriculum that fits your organization's programming.

3. Program Specific Option

- For programs that can provide intensive case management services to youth may develop individual plans with youth. The work readiness skills assessment may be done by the counselor working directly with the youth. The activities that youth complete in order to attain work readiness goal may be developed locally. Your organization should ensure that proof of work readiness skill attainment is captured in participant files as well as Workforce One.

Attained Education Goal

Much like attained work readiness goal, attained education goal is subjective and can vary depending on the program model. The key component to this outcome is that there has to demonstrate a positive change to the

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youth's educational experience. For example, applying for colleges or universities would not count, but entering post-secondary education could.

1. Service Strategy or Service Plan

- Youth at Work programs that utilize a service strategy when serving youth may find it advantageous to identify education goals in the strategy. These goals should be youth-driven based on the needs of the youth. These goals can take many forms. Examples can include:
 - i. A youth with a goal to graduate high school earns their high school diploma or GED. **This could count for THREE performance outcomes – attained education goal, obtained high school diploma or GED, and completed program objective.**
 - ii. A youth who is on the verge of dropping out of school remains in school and completes the year of schooling. **This could count for THREE performance outcomes – attained education goal, remained in school, and completed program objective.**
 - iii. A youth who dropped out of school **returns** to school. **This could count for TWO performance outcomes – attained education goal and dropout returned to school.**
 - iv. A youth who is behind on credits makes up a class over a summer school session. **This could count for TWO performance outcomes – attained education goal and earned academic/service-learning credit.**

2. Program Specific

- Many organizations have unique youth programming. There may be specific ways your organization identifies educational goal attainment based on the program model or the clientele your organization serves. For example, youth involved with the juvenile justice system or homeless youth may have specific education goals. It is up to the counselors working with the youth to identify these goals and report them appropriately in participants files and Workforce One.
- To ensure staff are identifying educational goal attainment, be sure that your organization's approved Work Plan is made available.

Completed Program Objective

This performance outcome is subjective based on the unique program offerings from your organization. This is also an exit-based outcome and will not be captured in Workforce One until the participant is exited from programming. It is up to counselors working directly with youth to identify when the youth has completed the program objective. This should be documented in participant files as well as Workforce One once the youth has exited programming.