The Objective Assessment / Younger Youth (YY) and Older Youth (OY)
METP Year Round WIA Youth Providers are required to objectively assess all applicants to determine needs in the area of Work Readiness Skills, Basic Skills and Occupational Skills. Providers are required to assess all new participants in reading and math at enrollment, and post-test participants prior to exit if they are both basic skills deficient and an out-of-school youth. All providers will administer the Test of Adult Basic Education (TABE) to all new participants whose native language is English. Providers will administer the Comprehensive Adult Student Assessment Systems (CASAS) to all new participants whose native language is NOT English. Results are required to be documented and kept in each participant file.

The Pre/Post-Enrollment Checklist / YY and OY
A pre-enrollment check list will be administered to accurately define actual need and a post-enrollment checklist to document and verify achievement. Copies of these dated Pre/Post Checklists must be held in each participant file.

Measurement of Achievement / YY and OY
During participation and upon exit, both quantitative and qualitative measurement/progress towards attainment of competencies must be evident in the participant case file. Evidence may include: school attendance records; GED test scores; completed resumes; completed work or school transcripts; diploma; basic standard test scores; record of employment; math and reading test scores; teacher/counselor letters or other items as appropriate.

YY GOAL SETTING

1) *Work Readiness Skills* - A measurable increase in work readiness skills, including world-of-work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviewing, applications, and follow-up letters). They also encompass survival/daily living skills such as using the telephone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions, and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image. (Please note: this term applies to the current WIA statutory youth measures only, it does not apply to the common measures). **(Providers must submit a copy of their Work Readiness Curriculum to METP).**

2) *Basic Skills Goals* – 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. (Please note: this term applies to the current WIA statutory youth measures only, it does not apply to the common measures). **(Modest, incremental goals may be set).**

3) *Occupational Skills* – A measureable increase in primary occupational skills encompassing the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. 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 materials, and breakdown and clean-up routines. (Please note: this term applies to the current WIA statutory youth measures only, it does not apply to the common measures). **(Most often documented by earning an occupational skills certificate and successful job placement into Unsubsidized Employment UE).**

Additional information as it relates to YY:

- All Basic Skill goals must be described on the YY Goal form. Once achievement has been attained, verifiable evidence must be contained in the participant file.
- Other Work Readiness Skill goals, besides those listed on the Pre/Post Enrollment Checklist, may be set. The specifically tailored goal must be described on the YY Goal form.
- Work Readiness Skills training may be delivered individually or taught in a group setting in order to reach a Work Readiness goal.
- Occupational Skill goal attainments as they relate to employment must meet minimum standards of: job placement with an hourly wage of $7.25 and 20 hours per week for high school graduates; and $7.25 per hour and 15 hours per week for non-high school graduates.
- METP Providers will be required to meet the following YY outcomes:
    - 85% of enrolled and exited YY must receive their Diploma or Equivalent (minus WIA exceptions) annually
    - 84% of YY goals set must be attained during quarters 1-3 & 92% annually
    - 80% of YY UE terms must remain employed at 90 days quarterly
    - 80% of YY UE terms must remain employed at 183 days quarterly

Additional information as it relates to WIA OY:

- The OY Work Readiness Pre-Assessment must be completed and retained in the participant file.
- Work Readiness Skills training may be delivered individually or taught in a group setting.
- Credentials must meet the definitions outlined in Chapter 20 of the Youth Administrative Manual.
- Placement into unsubsidized employment must meet minimum stands of: job placement with an hourly wage of $7.25 and 20 hours per week for high school graduates; and $7.25 per hour and 15 hours per week for non-high school graduates.
- METP Providers will be required to achieve the following OY outcomes:
    - 52% of enrolled and exited OY must earn a credential annually
    - 80% of OY UE terms must remain employed at 90 days quarterly
    - 80% of OY UE terms must remain employed at 183 days quarterly
    - 70% of enrolled and exited OY must enter employment annually