

# Skill Up! Young New Yorkers

## BYOQ Special – Recording | Resources | Slides

<b>Topic</b>	<b>Objective Assessments and Individual Service Strategy – Separate and Connected</b>
<b>Facilitators</b>	Denise Landy, Juie Deo, and Alyssa Gorevich, NYSDOL and Youth Professionals
<b>Recording</b>	At <a href="https://dews.webex.com">dews.webex.com</a> choose "Webex Training" from the triple bar icon. In the upper right corner, go to "View session recordings." Search the workshop topic. Select "View" for the recording. Accept redirection to the external site and when prompted, enter "YouthLead123!" for the password.
<b>Resources</b>	<ul style="list-style-type: none"><li>• Slides</li><li>• Breakout Room Notes, Sample forms, and Jamboard with components and purpose of ISS and Objective Assessments are in <a href="#">the Google Folder</a>.</li><li>• <a href="#">Services Brief on WIOA Youth Program</a> (pages 9 and 10)</li><li>• <a href="#">Brief on Youth Assessments</a></li><li>• <a href="#">Dan Siegel's "The Adolescent Brain" Video</a></li></ul> Use the monthly BYOQ Hour form to <a href="https://tinyurl.com/BYOQsubmission">submit questions</a> (tinyurl.com/BYOQsubmission)
<b>Description</b>	Rapport is built with youth starting with the intake, Objective Assessments (OAs), and Individual Service Strategy (ISS). Youth professionals conduct a multitude of assessments to get an objective gauge of youth's past and present and then develop an ISS, not for the youth but with the youth. This ensures youth buy-in to work towards their career and life goals. The progressing trust building between the youth and the professional is documented with regular updates to the ISS. This workshop will help youth professionals build skills for successful implementation of ISS, OAs, and pathway coaching/case management to ensure youth develop a holistic career path.
<b>Registration</b>	Third Tuesday of the month BYOQ <a href="https://tinyurl.com/BYOQregistration">Zoom</a> (tinyurl.com/BYOQregistration) and add the recurring calendar meeting
<b>Contact</b>	<a href="https://tinyurl.com/YouthTeamMailingList/">Join Youth &amp; Young Adults Team Mailing List</a> (tinyurl.com/YouthTeamMailingList/) YouthTeam@labor.ny.gov

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**Objective Assessment and Individual Service Strategy –  
Separate and Connected**

March 2021

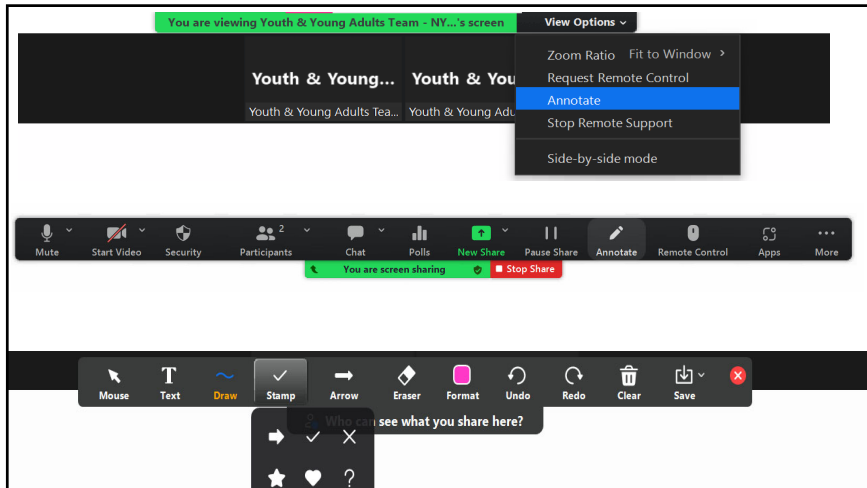
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**Teamwork begins by building trust.  
And the only way to do that is to  
overcome our need for invulnerability.**

**– Patrick Lencioni**

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**Youth & Young... Youth & You**

Youth & Young Adults Tea... Youth & Young Adu...

You are screen sharing Stop Share

Mouse Text Draw Stamp Arrow Eraser Format Undo Redo Clear Save

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**What  
about  
OAs and  
ISS is  
helpful  
to you  
while  
working  
with  
youth?**

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## Purpose of Objective Assessments

### Youth and Staff Level –

- Get to know youth, objectively, deeper than initial assessment
- All information in one place to build better insights
- Youth gets to know themselves better
- Build rapport and trust to form a team for success
- Identifies case management needs
- Informs Individual Service Strategy (ISS)

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## Purpose of Objective Assessments

### Program Level—

Information gathered from assessments can be analyzed to determine patterns of needs or interests among youth served, creating new program services, group activities, credentials.

Assessment findings can create new or enhance existing partnership opportunities.

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## Are We Making Blind Judgments?



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## At a Minimum Conduct Objective Assessments

1. Academic and basic skills
2. Strengths
3. Occupational skills
4. Work/volunteer/life experiences – transferrable skills
5. Employability
6. Work interests, values, preferences, aptitudes
7. Supportive service needs
8. Developmental needs

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## Develop an Objective Assessments TOOLBOX

Have access to a variety of objective assessment tools. There may be some tools all youth receive, but where possible, customize additional tools to youth needs and interests.

- Academic levels (reading, math)
- Ability, aptitude, and achievement levels
- Personality inventories
- Skills and competencies
- Basic skills
- Technical (hard) skills
- Soft skills (essential skills, defined by employers)
- Career exploration
- Interests, values, strengths
- Work readiness/employability
- Social/emotional intelligence
- Digital literacy
- Prior work experience
- Reality check/testing
- Life skills
- Supportive service needs
- Developmental needs
- Family environment/needs
- Financial situation/needs

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## Design Framework

Intake/  
Initial Assessment

Objective  
Assessments/OAs

**Vs.**

Individual Service Strategy (ISS) and Updates

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Where is the youth **at** or **was**?

Where does the youth **want to be**?

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## It's All About the PROCESS

Where is the youth **at** or **was**?

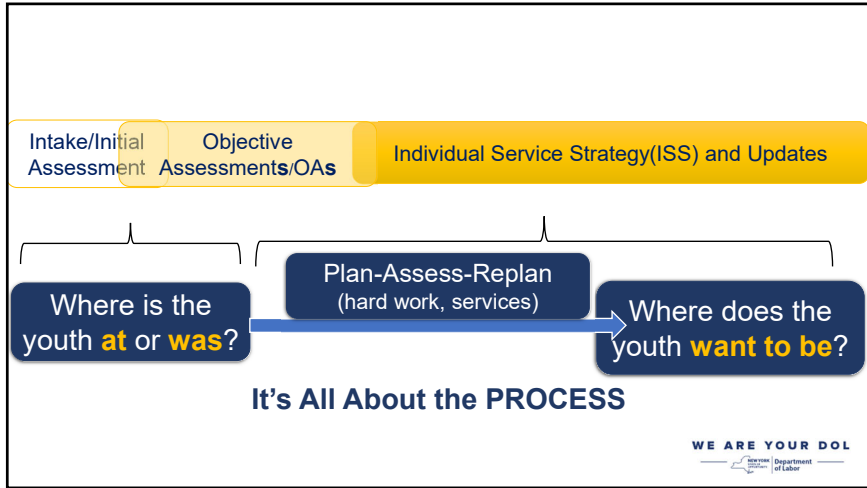
Plan-Assess-Set Goals  
Relationship Building Cycle  
(hard work, services)

Process

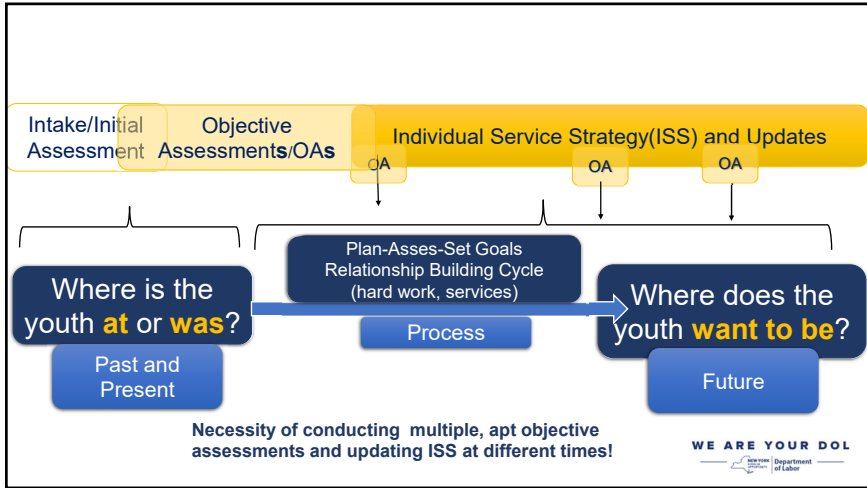
Where does the youth **want to be**?

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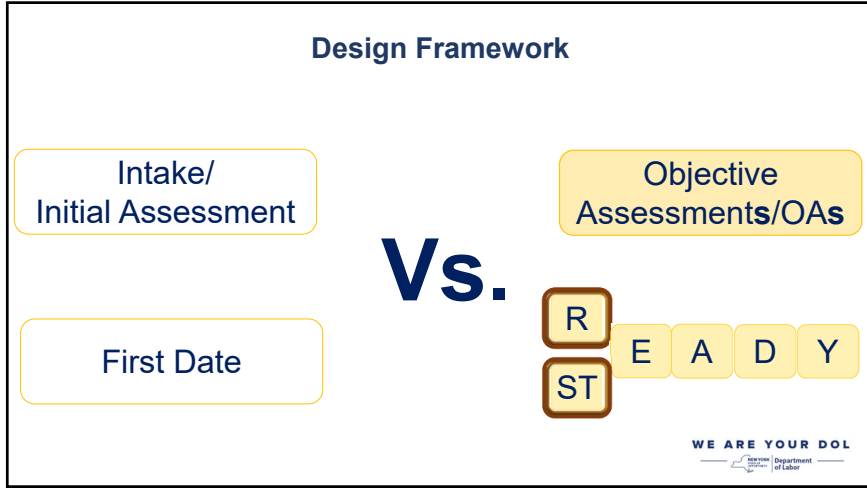

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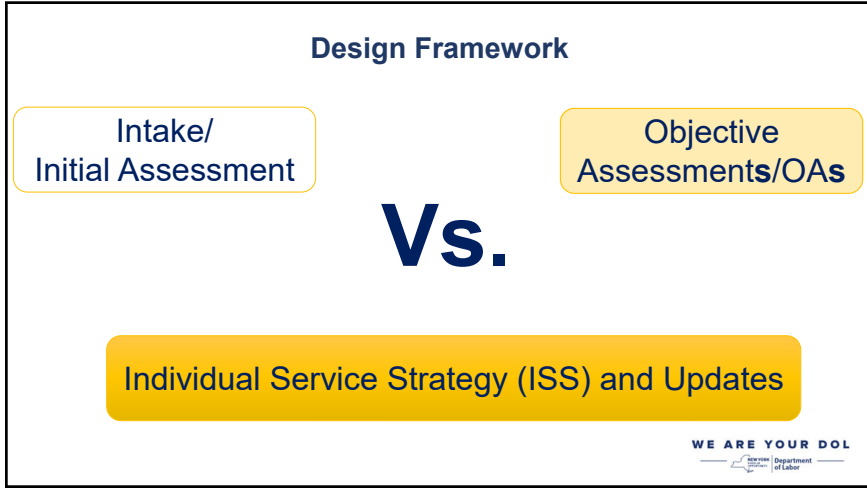
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### Individual Service Strategy (ISS) Includes

1. Summary results of objective assessment
2. Summary of youth's career interests career pathways & planning
3. SMART, short and long-term, educational, employment and social goals of youth
4. Elements, service needs, referrals and next steps,
5. Information linking to the indicators of performance
6. Strategies needed to help youth achieve their goals
7. Youth-staff agreement with roles & responsibilities of both
8. Signatures of program staff and participant, documenting an agreed-upon strategy

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### At a Minimum Conduct Objective Assessments for:

1. Academic and basic skills
2. Strengths
3. Occupational skills
4. Work/volunteer/life experiences – transferrable skills
5. Employability
6. Work interests, values, preferences, aptitudes
7. Supportive service needs
8. Developmental needs

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## Individual Service Strategy and Updates

Living/working document, that is updated on an ongoing basis

**Staff and Youth Engagement =  
Empathy + Empowerment**

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## Individual Service Strategy and Updates

Living/working document, that is updated on an ongoing basis

**Staff and Youth's:  
Partnership  
Commitment  
Buy-in  
Ownership**

**Documents ongoing –**  
services/strategies/life changes  
affecting goal attainment

any referrals, with contact  
information, for services obtained  
from partner organizations

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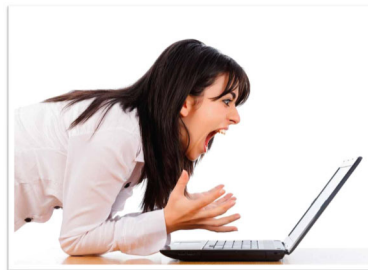
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## Our Attitude Sets the Tone

Choice is Ours to Model the Behavior!



**Vs.**



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**How do  
you set a  
positive  
attitude  
during  
OAs and  
ISS**

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**NECESSITY  
IS THE MOTHER  
OF INVENTION**

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Adolescent Brain  
YouTube Video

-By Dan Seigel

Current  
neuroplasticity  
research shows  
that this brain  
development  
continues till up  
to age 29-30  
years!



The illustration shows two girls. The girl on the left is holding a sign that says "USE IT OR LOSE IT!". The girl on the right is holding a film strip. Above them is the word "PASSION" in a stylized font, and a heart with a flame. There are also some icons like a car, a butterfly, and a flower.

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**Successful Practices Breakout Rooms**



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The image shows a pair of hands holding a glowing crystal ball. The crystal ball is on a small stand and is emitting a bright light. The background is a blurred office setting.

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**Figure out a:  
Notetaker  
Reporter**



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The image shows a pair of hands holding a glowing crystal ball. The crystal ball is on a small stand and is emitting a bright light. The background is a blurred office setting.

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While it is important to learn about challenges, barriers, and past failed experiences, solely focusing on this can be demoralizing and discouraging for the youth.

Be sure to begin with and regularly explore strengths, successes, and opportunities.

Acknowledge the achievements and do not allow the focus to be solely on deficiencies.

## Adopt a strengths-based approach

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## Create a safe tone and setting for potentially sensitive information.

Create an assessment/ISS environment that ensures privacy and has minimal distractions or noise.

Discuss and share written information reviewing confidentiality and include who can or cannot see the information revealed without consent.

Review consent protocols.

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Use the time during this process to connect with the youth, get to know them, build trust, and strengthen their engagement and connection to the program.

## Use the objective assessment/ISS process to connect with the youth.

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## Allow ownership of the process for the youth.

Like most of us, youth feel disengaged when they do not have control or a stake in a process. Show the youth how they have choices in the process and how this is an opportunity for them to learn more about themselves.

Provide examples of how this could lead to new resources and services that will assist them in achieving their goals moving forward.

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## Manage expectations for the youth.

Ensure the youth know in advance what to expect during the assessment/ISS. This may include how long it will take, what is the purpose of it, how the information is collected, and how the information will be used.

### OAs or ISS are a Survey not a Test!

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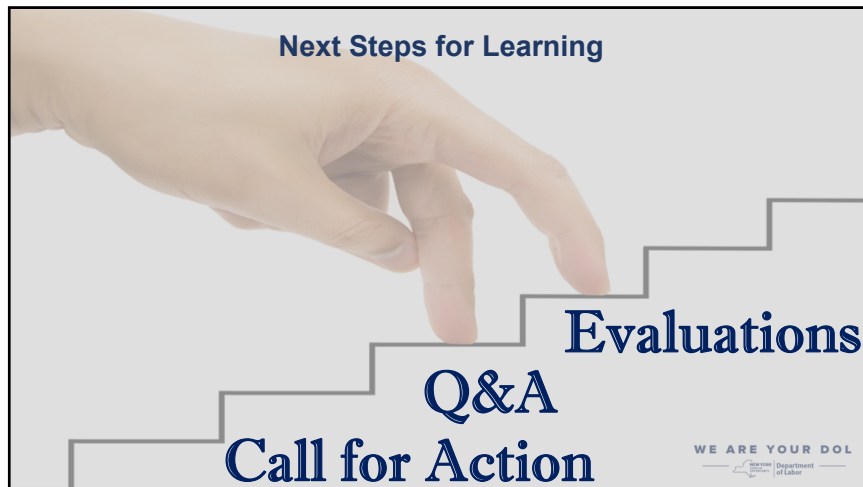
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## Takeaways!



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### Next Steps for Learning



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