

RFP Pre Bid Conference October 8, 2014

Introductions

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Alice Prince, MA Youth Services Manager

Kelley Bernardi read over the RFP Packet.

The due date is October 17, 2014 (Next Friday). All RFPs must be in by 5:00 p.m.

There is a review team of five (5) individuals who will read and score the RFPs.

The RFPs are scored based on reviews. There is a checklist on the very back included in the RFP Packet. Everything on the checklist and in the RFP packet must be included in the RFP. There must be five (5) copies + one (1) Original copy provided to SLATE. This is a total of six (6) complete documents. Complete the budget for youth proposals. Make sure to complete the budget proposal Fact Sheet. Make sure to complete the Resolution on Assurances. Read through that to make sure you can comply. Read the Certification and Documentation Checklist. Circle those things and include that.

There is an Activity Summary we want you to fill out.

On the Executive Summary form, DO NOT CHANGE THE PARAMETERS. Those are put in there for a reason. Some people have done their own electronic version of these and increased that, and that is not what we are looking for here. This is for the reviewers to get the basics of the proposal, and then they will read through the rest of it.

Page 22 talks about the mandatory inclusions. The RFP must include a copy of last audit no more than two (2) years old. If there is not an audit available, then include a copy of your independent financial review. For larger organizations, that is not an issue, but for smaller organizations, it can be.

Housekeeping questions? (NONE)

Alice will go over the program.



Alice presented the new logo. We are now SLATE American Job Center.

Today's objective are going over the Youth Build Goals.

Keeping your promises and making sure you do what you say you are going to do. She is not about excuses, she is about solutions. With this DOL Grant, this is important to our entire State and entire City. Make sure you are able to meet the performance measures. Make sure you have your program preparation planning secured and be ready to serve young people. Are you ready to serve young people who are the hardest to serve? Not saying, you know what, they are hard to serve, but coming in with

the understanding that they are hard to serve and having measures in place to handle the difficulty. Build in flexibility to serve barriers.

We will talk about Exits versus graduations and the database tracking system. With this program, you will be dually enrolling your youth into the WIA program. You will be enrolling youth into the Toolbox system. DOL has their own database management system that you will also be enrolling youth in. Case managers will have to enroll youth in both systems.

In your statement of work, if you get the grant, you will talk about the shared vision and mutually accountable practices. Have the ability to make program adjustments as needed and resolve conflicts. Have systems in place to make sure you are achieving program benchmarks and getting the enrollment numbers we need. If youth are not responding you have the ability to make changes so that you get the response. Have clear program protocols, and decision-making processes. You are going to do reporting timelines and deadlines. We want you to be accountable for knowing the information. Have a very CLEAR Program Protocol. Understanding and keeping deadlines is very important with this YouthBuild Grant. We don't want to send an email and call for follow up, and you not know what the content of the email is because you have not seen it.

We are going to serve 75 youth. You will be contracted to serve 75. If you serve 80, that is great. That will be cushion. There will be 5 cohorts of 16 youth.

Performance Measures were discussed. (See Power Point Outline for Measure Information.)

Eligibility (Co enrolled in WIA) age: 16-24

Eligibility is almost the same as WIA with two exceptions: Child of incarcerated parent and Migrant status. All youth have to be school dropout (have to have been drop out at some point in their school career). It is possible that the youth could have been a drop out and then returned to school. All youth will be tested for Basic Skills Deficiency. (25% can be high school graduates with Basic Skills Deficiency)

When designing your program, begin with the end in mind. Where do you want your youth to be by the end of the program? Have the ability to teach Mental Toughness. They have to get their high school diploma or HSE degree. Not everybody will go through construction route. Have a backup plan for those youth.

Literacy and Numeracy tests must be administered within 2 weeks of enrollment. Wherever they show the strongest or where they can make the most gains is where to begin with tutoring. For this grant, Construction will be math focused. Youth have to know and understand math. If youth are basic skills deficient in math, get them stronger in math because the construction component in math is necessary. Basic Skills Deficient means operating at below a 9<sup>th</sup> grade level of math.

## Exits

Youth can earn a degree or certificate at any point in your program. A successful exit is earning a degree or certificate during the exit quarter or within 3 quarters after the exit quarter. Ranken will be helping youth earn the OSHA 10 certificate, but it is not an industry recognized certificate.

The exit quarter determines when placement must be attained. The youth must be in a qualifying placement activity within the first quarter after the exit quarter to be considered as a positive outcome.

EX: If a youth has a job 1 day within the 1<sup>st</sup> quarter after exit, it will count as a positive outcome. While the youth may have a job in the exit quarter, it only counts as a positive outcome if they are still employed in the first quarter following the exit quarter. It is the exact same as WIA. Youth must be retained in quarters two and three. Additional details regarding exits will be discussed during training.

Recidivism only applies to youth who enter the program as a juvenile or adult offender. If they do not enter as offender they will not be tracked.

We report all the barriers that exist for the youth.

## Exit. V. Graduation

Youth may graduate, but may not be ready to exit the program. The two items are different. Someone can graduate Job Readiness Training and the Construction component, but may still not be ready to exit because they have not gotten a job. If you want your program graduation and exit to be the same it can be, but it does not have to be.

When you are thinking about partner performance, is there a service delivery system in place to make sure the youth meets performance. Is there a service delivery system already in place or is this something you are going to design now? Is there a clear and accountable subcontract or clear MOU in place to be executed. When you give us your proposal, and you say you are going to work with 100 Black Men for mentoring, is that MOU already in place? Do you already have that partnership in place? Does that MOU already exist? If you say SLU is going to come in and provide Behavior Modification, is that MOU already in place? Partnerships should not be who you hope to work with. They should be already determined at point of submission. Are the performance measures understood by everybody? Are the timelines and benchmarks in place and understood? How are your Internal reporting systems, auditing, and monitoring system in place, and how are you going to document them? At SLATE we have our own internal process and we will work with your organization, but your own organization has to be accountable for having their own internal reporting systems. Do you have someone who will audit what you do? Is there a procedure system that addresses anything that is underperforming? If you are under enrolling, do you have an internal process to make sure that enrollments get back on track?

## YouthBuild Grant Timeline

Many times in the past for any contract for DOL, OJJDP, DOJ it is thought that we can automatically get an extension. There will no extensions for YouthBuild. Extensions are not being granted. Only two

extensions were granted last year. One was to an organization that burned down and the other was to an organization where all 20 employees quit at the same time. We are already starting this program with the mindset that there will be no extensions, so you have to make the performance measures. You have to meet recruitment goals and adhere to the rules and regulations.

All youth will achieve economic security and sustainability through long-term self-sufficiency. This is the goal. If they decide not to go into construction, what else are you offering this youth? What else are you going to give them? What about financial literacy? Are you opening a bank account for the youth? What about your mental toughness? Is there a family reunification plan if the youth is a parent? What about their housing? What about other jobs and other skills that they need to get. What happens when they back slide? What happens if they decide they do not want to go into the construction? If they do choose to go into construction that is great, but at the end of the day we want the youth to be self-sufficient. How is your program going to help with that? How do you know your program will help that youth be successful.

Think about your program culture and how does that drive performance? How do you know if your program culture is good for your youth? How do you know if it is cohesive? How do you know if your culture will help your youth achieve self-sustainability? What kind of key indicators do you have? How do you know that your job readiness training is on point and in alignment with what the workforce wants? When have you done a check on your own job readiness training? How do you know you are giving your youth exactly what they need to be successful? How do we address that. Make sure your staff is getting the professional development that is needed to help the youth. When there is a paradigm shift, when there is a change, when there are people not getting it, that you are responding to all of that.

Mandates vs. Models.

What we ask our your youth to do/ be, we have to have our YouthBuild staff do and be as a model for them. We have to have a program that operates with consistency. We have to operate with honesty and integrity.

Be able to fully integrate the shared vision and shared efforts. Make sure whoever you choose to be the educational partner for HSE (formally GED) portion of the program, make sure they are modeling the same behaviors we want the youth to model in YouthBuild. That means being professional, coming in on time, turning cell phones off during instruction time, speaking appropriately, and making sure everything is in alignment. Make sure all expectations are aligned with the culture of the program.

On the construction end, what do you expect them to be able to do on a construction site? How do you expect them to respond to authority? What does it mean to have the appropriate uniform? Dressing in the dress code means more than coming in an appropriate shirt and pants. It means coming with the appropriate tools and goggles, and learning materials. Come mentally and physically prepared to work. Make sure the messages are all in agreement of expectations. RE-envision your program model. We will post program model-sample on website.

Creating and simulating a work environment, program component. Making sure program timelines and task completion outlines are very thorough. Make sure there are ongoing opportunities to engage youth will successful people. We need to ensure that before we ever place them on a job site that their work behavior is a positive work behavior and that it is rigorous.

Develop an individual plan for everybody.

ISS / IDP What are short and long term goals? It is a living document that case managers are continually updating.

#### Bi-Level Case Management & Service Delivery

There are many levels of case management. The youth may have a DYS Case Manager, a DFS Case Manager, a School Counselor, a WIA Case Manager, and a YouthBuild Case Manager. There may be a counselor at Job Corps, there may be a counselor at Ranken, but making sure all are on the same page and correlating services for the youth and not overlapping or duplicating services. Make sure all are moving forward toward the intended outcomes, overcoming obstacles and measuring what the outcomes are.

Pre-placement activities and post placement retention phases flow chart example. (See Power Point Slide)

Everyone will have to have a program policy and procedure manual. The manual will include a leadership development model, a fiscal policy and procedure manual so we know what an allowable expense is and is not. There will need to be a comprehensive student handbook. There will be a program activities calendar and schedule. We are teaching them how to have a 40 hour work week.

When the youth starts you will have a schedule laid out and expect that they adhere to it. They will know what days they are expected to be at which locations doing precisely what activities and the consequences if they are not meeting expectations.

Have a MOU with any key partners. We will have regular meetings with staff evaluations. It will not be a surprise if your program is performing to expectations, exceeding expectations, or underperforming.

Extra enrichment piece because we get to work with Ranken Tech and offer a construction component.

Ranken's expectations: Treating the program as an 8-5 Real Job – Work ethics should always be emphasized. Take the work component and work ethic very seriously. If the Northside project comes to fruition, there will be plenty of jobs .

Questions?

NONE

PPT will be posted on website.

## YouthBuild Power Point Outline

### Today's Training Objectives

- Your YouthBuild Goals...Can you keep your promises?
- DOL YouthBuild Performance Measures
- Program Preparation & Planning....Are you prepared to prepare young people?
- Exit vs. Graduation
- Performance & Data Management Systems & Tracking

### "Keeping Your Promises"

#### Statement of Work (SOW)

#### **Share the vision**

ALL staff should review and understand the SOW and how they help drive outcomes

#### **Establish roles/responsibilities**

#### **Define operational procedures**

- *Program Protocol*
- *Decision Making*
- *Reporting Process*
- *Timelines/Deadlines*

#### **Identify mutual accountability practices**

- *Resolving conflict*
- *Program adjustments/change*

#### **Progress reports**

- *Achievement benchmarks*
- *Completion rate*

### YouthBuild Grantee Performance Measurements

- Ø Placement into Employment or Education – 85%
- Ø Attainment of Degree/Certificate – 85%

Ø Literacy/Numeracy Gain – 85%

Ø Placement Retention – 85%

Ø Recidivism - > 20%

“Begin at the End”

Tracking Your Outcomes

The timeline below shows:

**YouthBuild Program** – the length of a program varies

**Exit Quarter** – the quarter in which student exits program

**Follow-up Period** – the next 3 quarters

DOL PERFORMANCE MEASURE

### **Literacy & Numeracy Gains**

Applies to students who are **Basic Skills Deficient** (below 9th grade level) in math, writing or literacy

Students must take at least one Basic Skills test within 2 weeks of enrollment (or use a score that is up to 6 months old)

Students must raise one level in math, writing **or** literacy within the first year

Grantees must use only Department of Education approved basic skills tests

DOL PERFORMANCE MEASURE

### **Degree & Certificate Attainment**

Students can earn a degree or certificate at any point while active in the program.

Successful exits are allowed 3 quarters after Exit Quarter to obtain degree or certificate

DOL PERFORMANCE MEASURE

### **Placement in Education or Employment**

The exit quarter determines when a placement must be attained.

Student must be placed or still in a previous placement within the 1st quarter of the Follow-up period

Measure counts **any one day** of placement within the 1st quarter of the Follow-up period

Only successful exits can be placed

## DOL PERFORMANCE MEASURE

### Placement in Education or Employment (continued)

While a student may get placed **IN** the Exit Quarter, it **doesn't count** unless they are *still* placed on the first day of the first quarter following

The student may be placed in one job/education program in the Exit Quarter and another in the 1st Quarter of Follow-up

## DOL PERFORMANCE MEASURE

### Retention of Placement

Student must be placed (education or employment) in Quarter 1 after exit and retained in Quarters 2 and 3

The original placement does not have to be the same as Quarters 2 and 3.

It does NOT count as soon as they have a quarter with no placement

## DOL PERFORMANCE MEASURE

### Recidivism

Applies only to students who enter as youth or adult offenders.

A student who has parole/probation revoked or is convicted of a new offense **within one year** from the Enrollment Date **increases** your recidivism rate.

### Exit vs. Graduation

While every YouthBuild program is required to have a policy for both, the program's exit policy and their graduation requirements are not necessarily the same.

Graduation is the term deemed for completion of a programs customized YouthBuild criteria.

The graduation date and exit date are not always the same. Exit should be individualized based on the needs of the participant. *For example:* an internship, or subsidized employment would be deemed a service and could happen after graduation, but BEFORE exit.

Each YouthBuild program is required to have a written policy for both Exit and Graduation of participants that is clear and concise.

### Sub-Recipient and Partner Performance

Grant sub-recipients and partners are the grantee's responsibility.

1. Is a service delivery system in place to ensure they meet performance measures?

(if they don't, you won't)

1. Is a clear and accountable sub-contract and or MOU in place and executed?
2. Are performance measurement, benchmarks and timelines outlined and understood?
3. Is there an internal reporting system to document performance?
4. Is there an internal monitoring and audit plan in place?
5. Is there a procedural system to address under-performing sub-contractors?

### YouthBuild Grant Timeline

Critical to strictly adhere to grant timeline which includes 2 years of core operations and 1 year of follow-up for each participant.

Plan backwards from grant close-out date to meet enrollment targets and all DOL deliverables within grant period.

Critical to check in periodically on enrollment, performance to date, and overall spending rate.

What is the Goal...Where is the Goalpost?

**"All youth will achieve economic security and sustainability through long-term self sufficiency."**

- n Every participant has an outcome and placement strategy—not just a goal (*i.e. to be a mechanic*), but a strategy to reach the goal (*how do I become a mechanic?*)
- n Every YouthBuild staff person is aware of the young person's goals AND strategy and is focusing on deliverables to progress it forward.

### Program Culture Drives Program Performance

*What is Program Culture?*

A system of values and beliefs supported by program practices, procedures and policies that are modeled by all.

*A Successful Career Development Culture Must be Inclusive of:*

Measurable Progression & Performance Outcomes

High Expectations

Clear Program Rules & Guidelines

Incentives & Consequences

Active Youth Input

Caring Adult Relationships

Mandate vs. Model

What We Mandate

Youth Participants

- Ø Show up on time
- Ø Consistent Attendance & Engagement
- Ø Honesty & Integrity
- Ø Appropriate Conflict Resolution
- Ø Respect for Peers & Staff
- Ø Professional Conduct and Communication
- Ø Appropriate Attire

What We May Model

YouthBuild Staff

- Ø Chronically Late or Absent
- Ø Lack of Program Consistency
- Ø Broken Trust/Promises
- Ø Internal Conflict with Staff
- Ø Unprofessional Behavior & Communication
- Ø Lack of, or Unprofessional Dress Code

Full Programmatic Integration

Matching Shared Aims to Coordinated Efforts

- q Engaged participation in the *FULL* programmatic process by *ALL* staff.
  - q What does that look like?
  - q Is Everyone is a Career Developer?
- q Staff Cross Training and Development
  - q Construction Skills meet Case Management Methodologies, *"Hey Education Instructor...Here's a Hammer!"*
- q Inclusive and Intentional Staff Meetings
- q Consistent Messaging
- q Shared Forms, Templates, and Curricula when applicable

Re-envision your program model

Create a Simulated Work Environment

- q Create a Simulated Work/PSE Environment throughout the facility.
- q Establish the rigors, routines and disciplines of real world work and PSE structures.
- q Provide youth ongoing opportunities to engage with successful people....alumni, industry professionals, teachers and advisors.
- q Create work tasks, procedures, and completion timelines throughout EVERY program component.

Individual Development Plan

**Based on objective assessments**

**Contains both long and short-term goals.**

**Measurable, time specific, realistic, action based.**

**Includes employment and career goals,**

**AND actionable steps to overcome any barriers to stated goals.**

**Outlines service delivery and training pathways for successful outcomes.**

**Is a "Living Document" that is continually evolving.**

Bi-Level Case Management & Service Delivery

Bi-level case management is the combination of two distinguishing modes of service delivery to participants.

**A Service based model that is participant driven, and a Performance based model that is provider driven.**

The bi-level model facilitates both administrative AND direct service roles:

Participants develop their own goals with assistance from staff.

Interests and strengths are identified and nurtured.

Service delivery is coordinated and integrated.

Participants learn to act as their own agents.

Obstacles and challenges are addressed as they relate to goals and outcomes.

Barriers to expected outcomes are continually addressed.

Progression is always the expected outcome.

Outcomes are monitored and measured.

Bi-level Case Management is Always "Outcome Focused"

Quality Program Design Indicators

Program policies & procedures manual

Youth Leadership Development opportunities integrated throughout

Fiscal policies & procedures manual

Comprehensive Participant or student handbook

Up to Date Organizational chart

Youth Driven Program activity calendar/schedule

Memoranda of understanding/ service agreements with key partners

Regular meetings with key partners

Regular staff meetings & program evaluations

Question and Answer

Allow Time for Peer Sharing

More solutions less excuses...