

YouthBuild

ST. LOUIS AGENCY ON TRAINING AND EMPLOYMENT
SLATE
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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

- Placement into Employment or Education – 85%
- Attainment of Degree/Certificate – 85%
- Literacy/Numeracy Gain – 85%
- Placement Retention – 85%
- Recidivism - > 20%

YouthBuild Eligibility

To be eligible to participate in a YouthBuild program the youth must be: Youth will be co-enrolled in WIA

A. Not less than age 16 and not more than age 24, on the date of enrollment **and**

B. One or more of the following:

- a member of a low-income family or
- a youth in foster care (including youth aging out of foster care) or
- a youth offender or
- a youth with a disability or
- the child of an incarcerated parent or
- a migrant youth

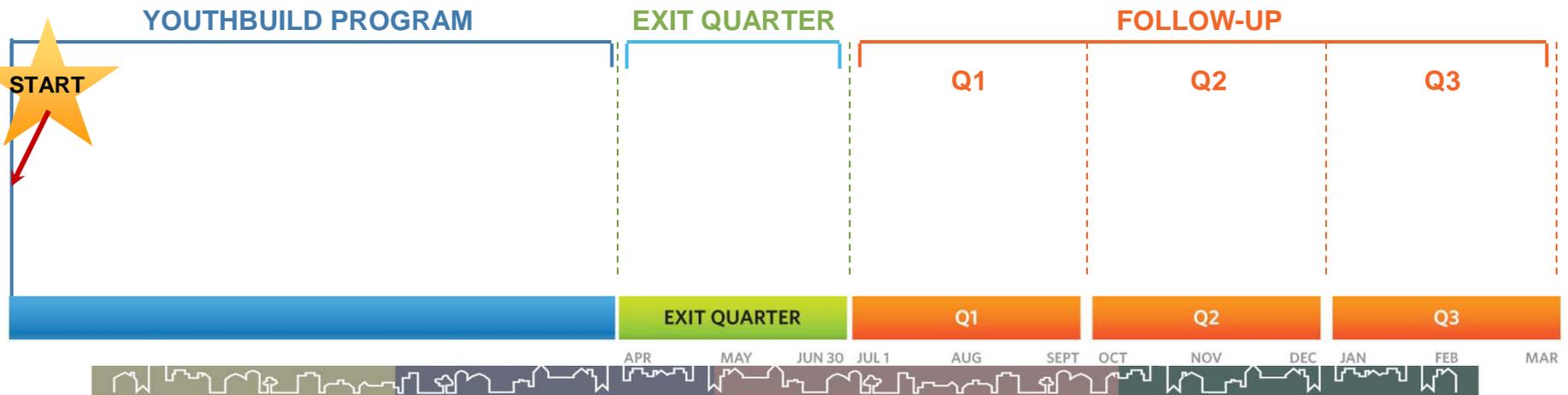
and a school dropout (25% exemption withstanding).



"Begin at the End" Tracking Your Outcomes

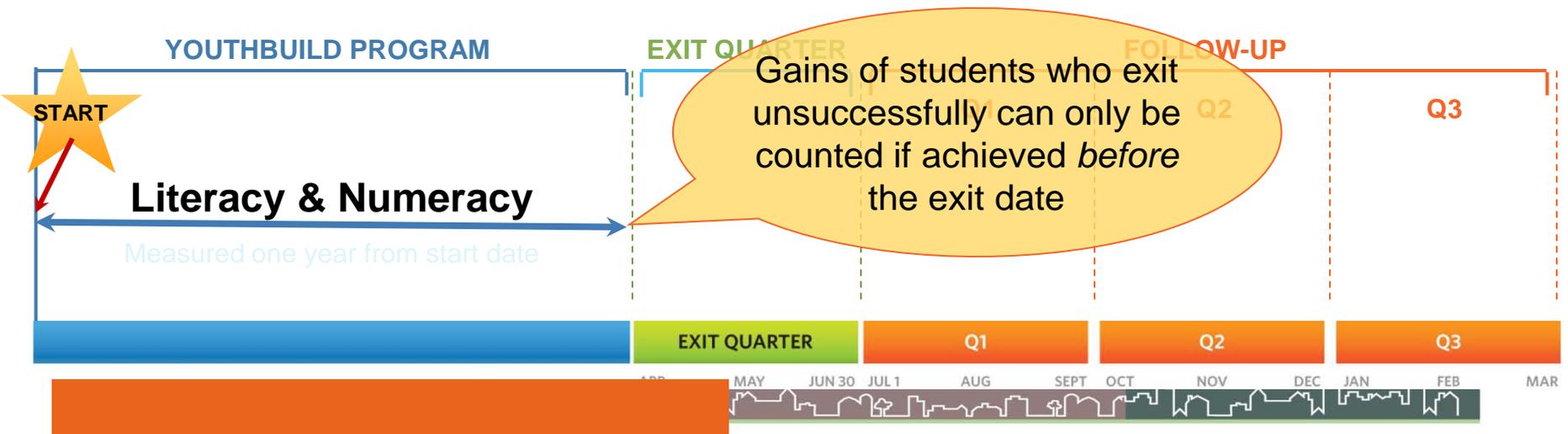
The timeline below shows:

- **YouthBuild Program** – the length of a program varies
- **Exit Quarter** – the quarter in which student exits program
- **Follow-up Period** – the next 3 quarters



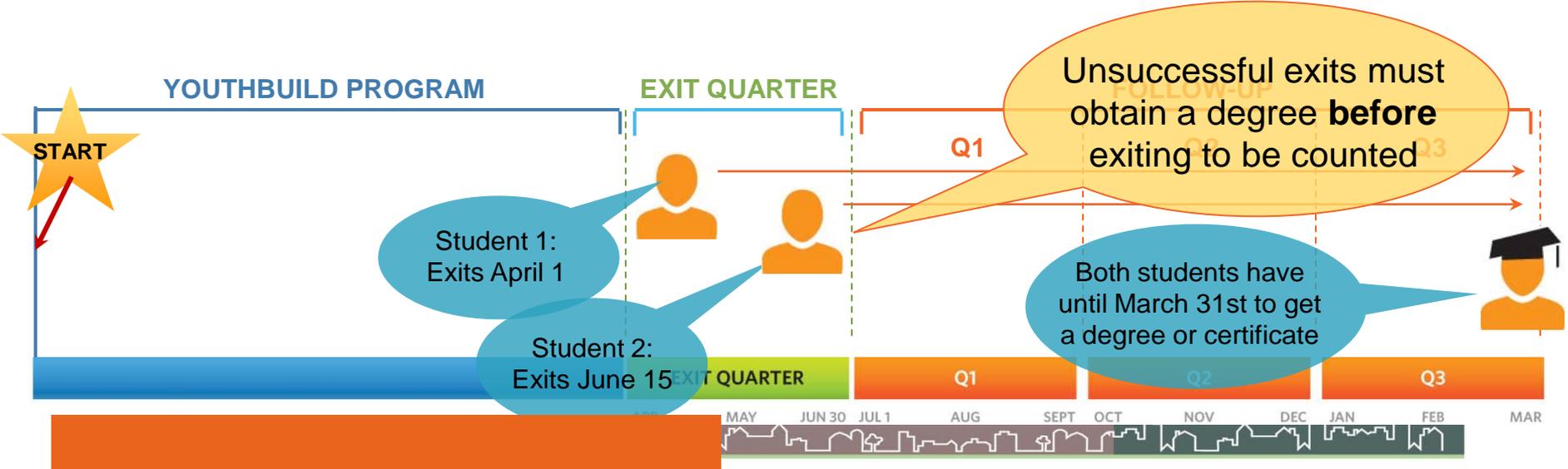
Literacy & Numeracy Gains

- 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



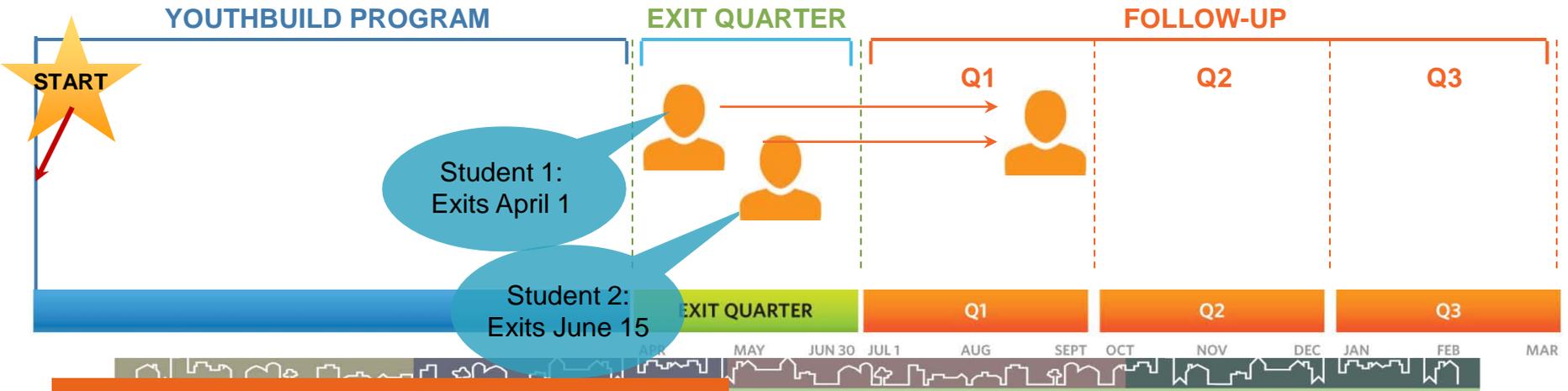
Degree & Certificate Attainment

- 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



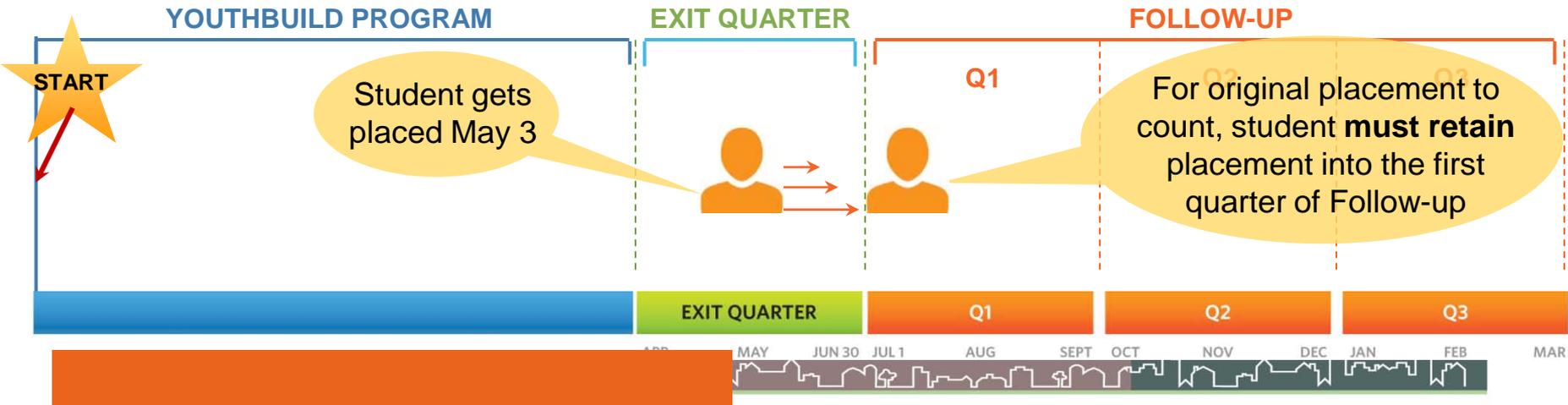
Placement in Education or Employment

- 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



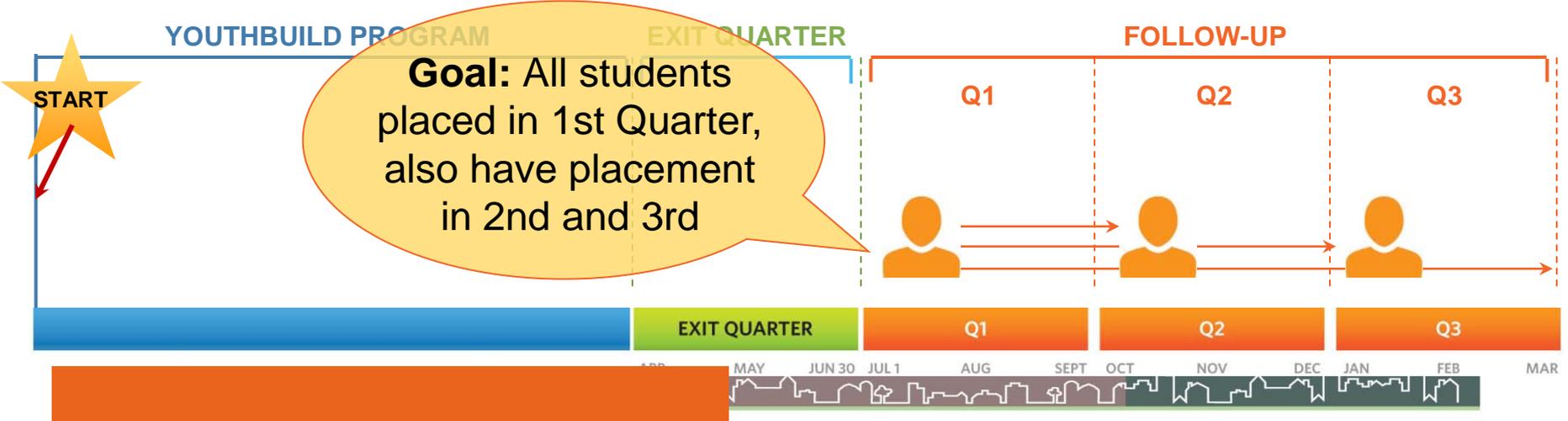
Placement in Education or Employment (continued)

- 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



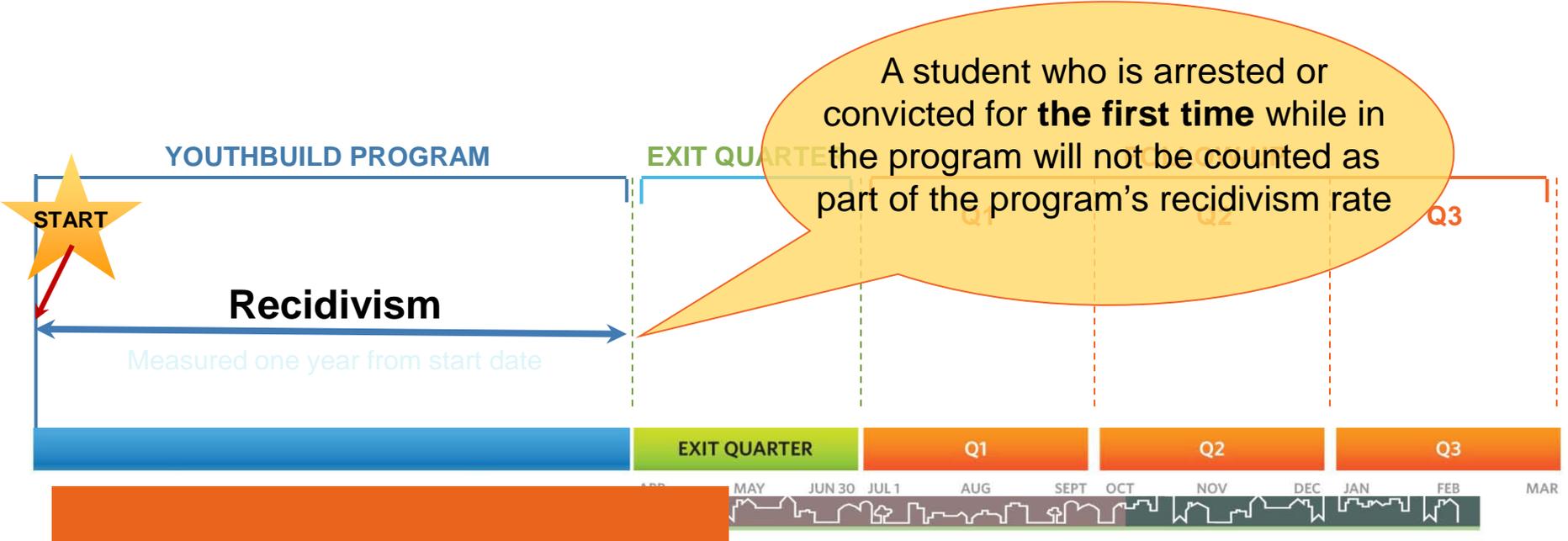
Retention of Placement

- 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



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)
2. Is a clear and accountable sub-contract and or MOU in place and executed?
3. Are performance measurement, benchmarks and timelines outlined and understood?
4. Is there an internal reporting system to document performance?
5. Is there an internal monitoring and audit plan in place?
6. 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.”

- 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?*)
- 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

What We May Model

Youth Participants

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

YouthBuild Staff

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



Full Programmatic Integration

Matching Shared Aims to Coordinated Efforts

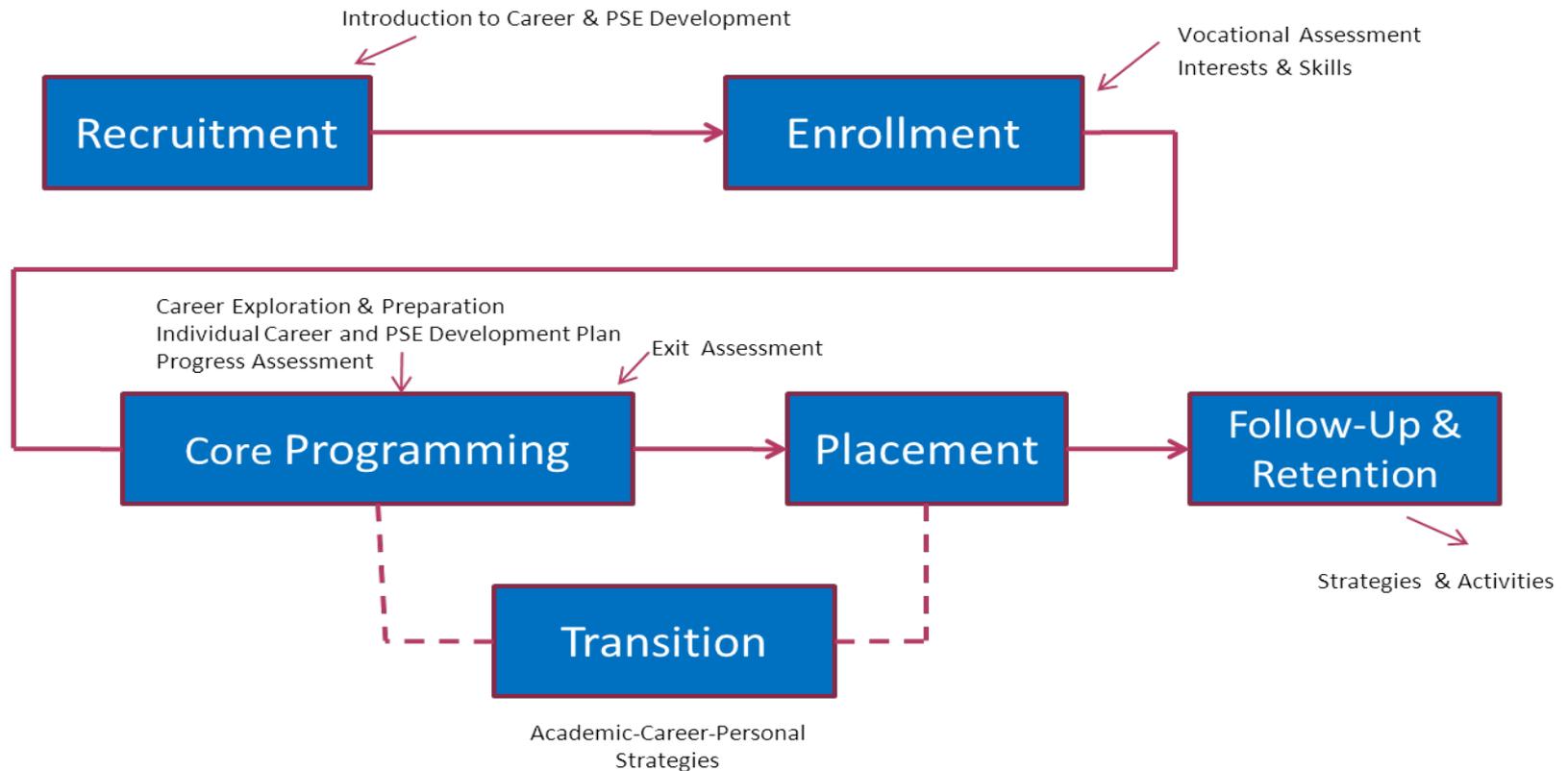
- Engaged participation in the *FULL* programmatic process by *ALL* staff.
 - What does that look like?
 - Is Everyone is a Career Developer?

- Staff Cross Training and Development
 - Construction Skills meet Case Management Methodologies, *“Hey Education Instructor...Here’s a Hammer!”*

- Inclusive and Intentional Staff Meetings
- Consistent Messaging
- Shared Forms, Templates, and Curricula when applicable



Re-envision your program model



Create a Simulated Work Environment

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

More on Strategies to
Integrate Soft Skills



Pathways to
Long-Term Success for
YouthBuild Students



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:

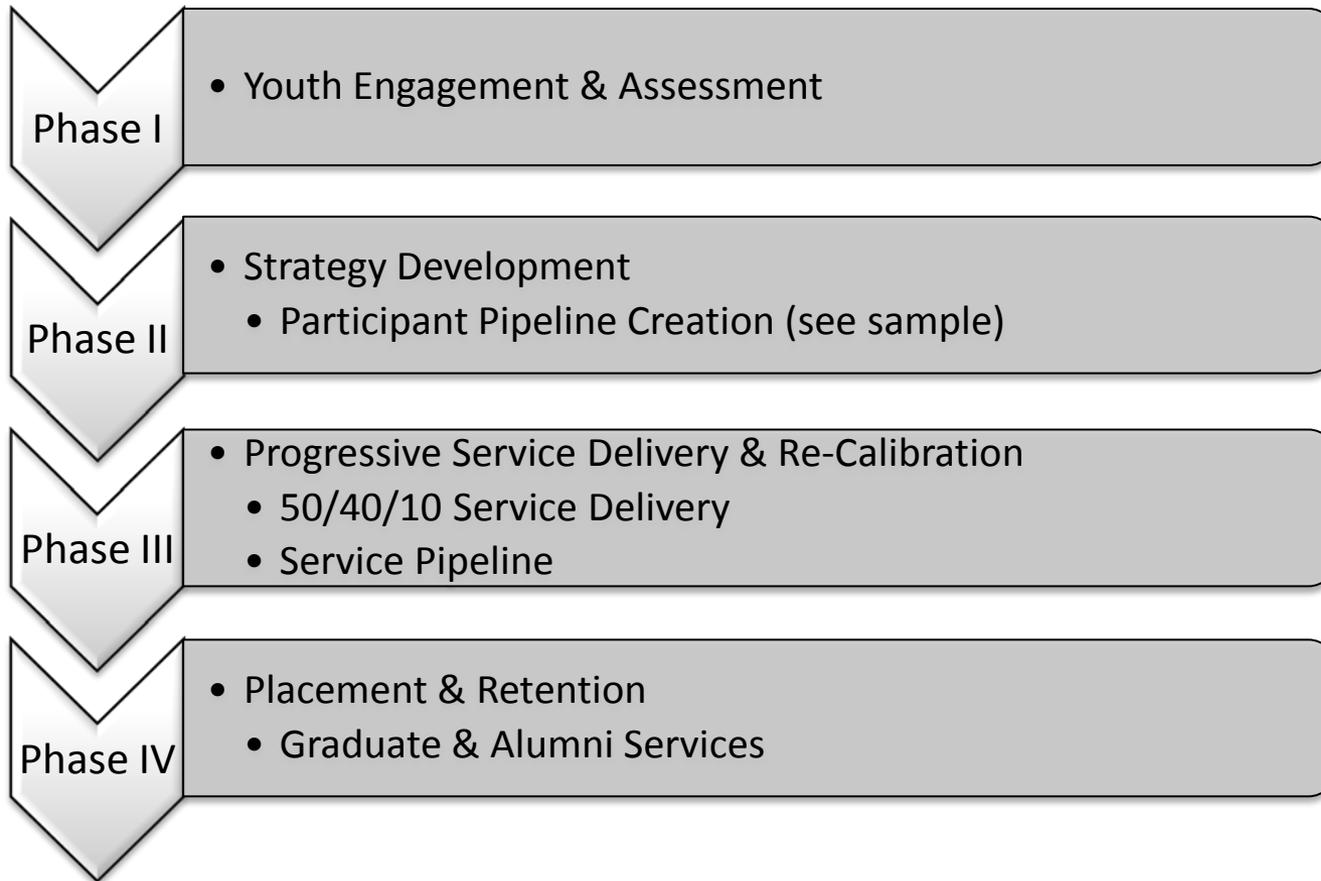
- Participants develop their own goals with assistance from staff.
- Interests and strengths are identified and nurtured.
- Service delivery is coordinated and integrated.
- Participants learn to act as their own agents.
- Obstacles and challenges are addressed as they relate to goals and outcomes.
- 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”



Performance Based Participant Pathways

Pre-Placement Activities = Post-Placement Retention



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

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Allow Time for Peer Sharing

Continue the conversation
from this training during
your breaks.



More solutions less excuses...

