YouthBuild Global

Contractor for U.S. Department of Labor YouthBuild

DOL YOUTHBUILD GLOBAL

# POLICIES & PROCEDURES GUIDE

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# Introduction

The Policy and Procedure Manual is a requirement for all U.S. Department of Labor YouthBuild grantees.

Clear program policies must be developed to ensure grant compliance, legal compliance, and consistent practices. These written policies will not only provide consistency and structure for your program but also strengthen its sustainability, ensure continuity during staff transitions, and provide a useful tool for onboarding new staff.

The policies and procedures...

- are designed to explain what **STAFF** are required to do
- use language that is reflective of grant, legal, and personnel policies
- cover grant implementation, compliance, and outcomes
- detail program operations and personnel policies

This Policy and Procedure Manual guide is intended to assist you in developing the policies related to programming and participants.

## How to Use the Guide

- The policies, procedures, and templates included in this guide are available for you to modify and adapt to your program's specific needs.
- Fill out the form fields with program-specific information.
- You may amend additional details within a policy to align with your program.

The policies included in this guide are not an exhaustive list but are required.

## Best Practices for Policies and Procedures

- Review your program's policies and procedures regularly and at least once a year at a minimum.
- As your program makes adjustments based on the changing needs/reality of your organization, participants, and partners, you should revisit and update your policies and procedures to align with the current program protocol.
- Ensure that all key stakeholders are included in the process of creating policies and procedures when possible.
    - Organizational staff, program participants, alumni, and community partners should be included.
    - Their personal and direct insight can be invaluable when determining what policies and procedures are necessary to strengthen your YouthBuild program.
- All staff and participants should be trained in the organization's policies and procedures.
- Revisit specific policies that have been difficult to enforce or maintain.

If your organization does not already have a personnel manual, it's advised that you develop one that covers such issues as benefits and compensation, equal opportunities, harassment policies, hiring and promotion processes, performance review systems, attendance and timekeeping, code of ethics, conflicts of interest, safety, discipline and termination procedures, drug and alcohol policies, and more.

A documented system for collecting, entering, checking, and using your data will assist your program with clearly identifying who on your staff is responsible for each task for each data element that must be collected.

Although not included in this guide, remember that DOL requires Financial and Administrative Policies and Procedures for YouthBuild programs, including but not limited to:

- Accounting systems
- Allowable costs
- Audits – completion, tracking and resolution
- Budget control and modifications
- Cash management
- Chart of accounts
- Closeout – grants and contracts
- Compensation and fringe benefits
- Match requirements
- Debt collection
- Fringe benefits packages – vacation, leave, pension, severance, if any
- Incident reporting, grievances, and complaints
- Indirect Cost – Cost allocations or approved indirect cost rates
- Meals – Staff, participants, and board members
- Monitoring – resolution, appeals, and hearings
- Participant program services
- Payroll and time distribution
- Procurement/purchasing
- Program income, match, and leveraged resources
- Property management
- Receivables and payables
- Record retention
- Reporting – federal and subrecipient
- Salary and bonus limitations, when applicable
- Training and travel

**Additional Information**

- YouthBuild Policies and Procedures Overview Webcast
- Tip Sheet for Drafting YouthBuild Program Policy
- Developing Procedures: Tips and Tools

## YouthBuild Purpose

The provides pre-apprenticeship services that support education, occupational skills training, and employment services while performing meaningful work and service to their communities.

The model prepares participants for quality jobs in a variety of careers in diverse industry sectors, particularly in infrastructure sectors, and includes wrap-around services such as mentoring, trauma-informed care, personal counseling, transportation support, and employment preparation.

The supports youth in developing the education, motivation, self-confidence, and work skills necessary to succeed in life. Adult leaders serve as mentors, role models, technical trainers, supervisors, and case managers. YouthBuild embodies teamwork, self-discipline, determination, commitment, dedication, ambition, and responsibility.

## YouthBuild Mission

The mission of is:

## YouthBuild Philosophy

believes that:

## Acknowledgments

The program is funded through a grant from the Employment and Training Administration of the U.S. Department of Labor.

## Disclaimer

The content in this manual does not necessarily reflect the views or policies of YouthBuild Global or the U.S. Department of Labor Employment and Training Administration.

## DOL YouthBuild Pre-Apprenticeship Program Model

YouthBuild utilizes several different methods to equip its participants with the tools they need to become self-sufficient, productive participants of the community: Education & Academic Pathways, Career & Technical Training, Follow-Up, Leadership Development, and Support Services.




## Program Components -- 50/40/10

The 50/40/10 rule, which is part of the Workforce Innovation and Opportunity Act (WIOA), states that YouthBuild programs must be structured so that:

- Participants are offered education and related services and activities at least 50% of the time they participate in the program.
- Participants are offered work and skill development activities at least 40% of the time during which they participate in the program.
- The remaining 10% of program time may be used for education, construction, or other allowable activities such as community service or leadership development.

is committed to ensuring accurate tracking and categorization of program activities to maintain adherence to the 50/40/10 model, which allocates program focus as follows: 50% Education, 40% Hands-On Training, and up to 10% Community Service/Leadership Development.

## Education

At , education is participant-centered based on participants' strengths, needs, and interests. The education program places participants at the center of learning in an active and self-directing way. Participants will spend 50% of their time in the classroom earning credits towards a high school diploma or preparing for the high school equivalency diploma (GED/HiSET).

YouthBuild participants will be in charge of their learning. Participants are challenged to use the real problems and issues they face as family, participants, and citizens. YouthBuild education provides additional instructional supports beyond the classroom teacher. YouthBuild will have individual academic support available to work with each participant in a classroom, small group, or individual setting to help participants achieve their goals as learners.

The YouthBuild academic curriculum includes the following core components:

- **Math** - to build basic math skills, develop problem-solving abilities and critical thinking skills, and explore connections between math and the real world, including work in construction.
- **Language arts (reading, writing, communication skills)** - to enhance literacy, written and verbal expression, foster an appreciation of literature, and encourage critical thinking and creativity.
- **Science** - to appreciate and learn the fundamental theories and concepts of natural science and apply problem-solving and teamwork skills to studying life, physical, and earth science.
- **History** - to examine American society, past and present, focusing on the issues of personal and community empowerment; promote critical thinking, research, and writing.

### Assessments

**Adult Basic Education (ABE) assessment:** When they begin the program, participants will be assessed using an approved ABE assessment test (TABE/CASAS/ACT WorkKeys/ MAPT–CCR) to determine their educational functioning level. After of instruction, participants may test again to determine if an academic level gain has been achieved.

## Vocational Training: Construction and Construction Plus (C+), if Applicable

At , participants will spend 40% of their time in work experience and skills training, which could include construction and/or .

### Construction

must build or renovate at least one unit of low-income housing during the grant period of performance. This training consists of time spent in the classroom, construction workshop, and at approved work sites to renovate or build new, affordable housing for rent or purchase for low-income families. Training in construction helps develop trade and job skills while giving participants the opportunity to help improve the community.

supports cohorts through construction skills training that provides a DOL-approved curriculum model integrating contextualized learning, hands-on experiences, and project-based learning to offer participants opportunities to apply technical skills and better understand construction concepts relevant to a work site.

has a multi-purpose construction lab and classroom space where participants hone skills on small projects, master basic carpentry skills, and learn about safety practices. .

provides home sites in need of extensive renovations scheduled for completion over Years 1 and 2 of the grant period. Qualifying job sites are work sites that meet the federal threshold for low-income, provide substantial hands-on learning opportunities for youth, and provide learning opportunities that align with .

Contingency plans are in place for alternate learning activities to ensure participants gain sufficient construction skills experience on at least one housing unit over the grant period. The job skills that participants develop at are applicable to any work setting, and the off-site work is run similarly to an actual job site.

While in Construction, participants will work on obtaining the skills and knowledge necessary to obtain Curriculum Certification. Participants will engage in learning in the following areas:

**Construction Plus, if Applicable**

Participants will be selected based on progress and engagement in the education, vocational, and leadership components.

## Leadership

Participants will engage in Leadership Development up to 10% of their program time. Fostering leadership skills is essential for all participants to learn to take responsibility for their own lives and contribute positively to their families and communities.

has a strong commitment to developing participants into future leaders. Participants and graduates will be given multiple opportunities to take leadership roles in the program and their community.

They will be encouraged to bring about positive changes in neighborhoods, communities, and within the program. An important part of leadership involves giving back to one's own community. Participants will be involved in various community service projects designed to improve their community.

Leadership development and life skills workshops will be conducted weekly. Leadership skills will also be integrated throughout the program components.

Participants can become involved through participation in a youth policy council, a group of participants that has a defined place in the decision-making process at the program level. An election will be conducted in each cohort to allow participants to vote for their representatives who will serve on the council.

## Case Management

The case management component of supports the goal for YouthBuild participants to obtain employment, career advancement, and other personal, professional, and educational goals by helping them meet their immediate needs and overcome barriers. Case management allows participants to connect to community resources as appropriate to assist with barriers related to health, substance use, housing, childcare, family, and/or legal issues. Participants will learn to develop successful habits and values related to life goals.

Case management will include the following elements:

- Conducting regularly scheduled case conferencing sessions with the participant, case manager, and partner(s)
- Developing a proactive referral and resource plan, documenting services that are readily accessible when needed
- Creating an individualized plan unique to each participant, outlining concrete goals and a pathway to meet those goals
- Providing support services during the Active Programming and Follow-Up phases
- Documenting conversations or meetings with participants through the use of Case Notes
- Helping young people understand emotional regulation and increase problem-solving skills
- Strengthening participant connections to ensure follow-up continuity and access during the Follow-Up phase
- Using trauma-informed techniques during case manager interviews

## Career – Postsecondary Pathways Preparation

Career – Postsecondary pathways preparation, which is integrated into all program components, is designed to prepare participants to successfully enter the workforce and/or postsecondary education opportunities by developing essential work readiness skills. By providing workshops and activities to build and practice career-postsecondary preparation skills and other supporting elements, participants will be equipped to demonstrate their readiness to successfully embark on their careers and progress in their roles. Each participant will be assessed to determine their career and postsecondary interests to guide the development of the pathway. Participants will identify their strengths and interests to help them make decisions regarding their career/postsecondary plans.

YouthBuild career-postsecondary development goals include:

- Exposing participants to a variety of careers and postsecondary education opportunities that are available to them
- Creating an awareness of the types of jobs available in their chosen career field and the education and/or training that is required

- Teaching and assisting participants to develop and practice essential soft skills
- Setting expectations for participants to learn to take responsibility for their education and become empowered to reach their fullest potential.

The Career – Postsecondary Pathways Preparation Plan includes:

- ☐ Interest and aptitude assessments
- ☐ Exploration opportunities
- ☐ Workshops to teach and practice work readiness skills
- ☐ Job searches, applications, and interview practice
- ☐ Portfolio development (e.g., cover letter, resume, references, credentials, photos, and work documents)
- ☐ Motivational interviewing
- ☐ Employer and other partner presentations
- ☐ Visits and tours
- ☐ Job shadows
- ☐ Work experience and internship opportunities
- ☐ Other

At the beginning of the active programming phase, each participant will create an Individualized Career Development Plan outlining goals and benchmarks based on strengths and needs. The ICDP will be modified as necessary throughout the active programming phase.

The Transition Plan will be developed with each participant beginning two months before exit to prepare them to successfully move into the follow-up phase. The Transition Plan will include completion requirements, a plan to address barriers to placement, contact information and schedule, expectations, and the required verification documents.

## Post-Exit Outcomes and Follow-Up

Preparing participants for careers and postsecondary education opportunities of their choice is a high priority at . The focus of the comprehensive model, in which all parts work together to engage participants, is to further their education and move on to careers, further training or postsecondary education, and be responsible for the well-being of their families and communities and economic self-sufficiency.

The purpose of Follow-Up services is to provide continued assistance to participants as needed after completion of the active programming phase. The continued assistance helps ensure that each participant's transition to employment or further education is successful and that the participants receive appropriate help in facing challenges on the job, in college, or occupational skill training.

The goals of are to

- prepare all graduates for real-world work situations
- place all graduates in meaningful full-time employment, apprenticeship, or continuing education
- provide graduates with a strong job network and support system as they face new challenges

All graduates are expected to

- Commit themselves to education, training, and/or employment
- support themselves economically over a sustained period and manage their money
- actively engage in their communities through service, action, and leadership

## Performance Goals, Outcomes, and Deliverables

DOL has established program outcomes for which all DOL-YouthBuild programs are held accountable.

The performance measure goals vary by DOL YouthBuild Funding Opportunity Announcements, so grantees should refer to the relevant FOA to see their specific targets.

Below are the six WIOA performance indicators – for more details on these measures, see TEGL 10-16 and successive guidance.

| ***Performance Measures*** |
|---|
| Education and Employment Rate - Second Quarter After Exit |
| Education and Employment Rate - Fourth Quarter After Exit |
| Median Earnings - Second Quarter After Exit |
| Credential Attainment |
| Measurable Skills Gains |
| Effectiveness in Serving Employers |

## Data Validation

Data validation is a series of internal controls or quality assurance techniques established to verify data accuracy, validity, and reliability. Establishing a shared data validation framework that requires a consistent approach across programs ensures that all program data consistently and accurately reflects the performance of each grant recipient.

The will

- Verify that the performance data is valid, accurate, and reliable
- Identify anomalies in the data and resolve issues that may cause inaccurate reporting
- Outline source documentation required for common data elements, and
- Improve program performance accountability through the results of data validation efforts.

Upon enrollment, will check and verify source documentation that proves that participants meet the eligibility requirements for the DOL program. Data elements collected and verified upon enrollment include:

Date of Birth Verification, Social Security Verification, Disability status, Veteran Status, Employment Status, School Grade Completion Status, Income Verification, Selective Service Verification, Housing Status, Parental Status, Foster Care Status, Offender Status, Basic Skills Deficient Status, and Dropout Status.

During the program, will collect data elements that reflect performance outcomes for the program. This includes entrance and exit dates, work experience information, training and services received, secondary education status, credential attainment, and measurable skills gains.

After participants have completed the program, will collect data elements to confirm performance outcomes for the follow-up period. This includes employment after program exit, type of employment, retention status, quarterly earnings, and postsecondary education status.

Every quarter, the will compare actual performance outcomes against expected performance outcomes and will ensure that supporting documentation accurately reflects the actual performance outcome data that is reported.

The will conduct routine checks every quarter to ensure that the source and supporting documentation are in participant files and accurately reflect the reported data.

## YouthBuild Eligibility

To be eligible young people must be:

1. Between the ages of 16 and 24 on the date of enrollment; and
2. A member of a low-income family (including youth experiencing housing instability), and/or a youth in foster care (including youth aging out of foster care), and/or a youth involved in the justice system, and/or a youth who is an individual with a disability, and/or a child of an incarcerated parent, and/or a migrant youth; and
3. Left high school prior to graduation, or an individual who left high school prior to graduation and has subsequently re-enrolled.

Note: Regarding determining which youth are considered out-of-school youth, DOL does not consider Adult Education providers under YouthBuild programs as "schools." Therefore, WIOA Youth programs may consider youth out-of-school for purposes of WIOA Youth program eligibility if they are attending Adult Education provided under YouthBuild.

Up to, but not more than, 25 percent of the participants in the program may be youth who do not meet criteria 2 or 3 above, but they must meet the following:

- Be basic skills deficient, despite attainment of a high school diploma or its state-recognized equivalent; or
- Have been referred by a local secondary school for participation in a YouthBuild program leading to the attainment of a high school diploma.

### Selective Service

- Male participants aged 18 or older must register for the U.S. Selective Service System before being provided any program services.
- If a participant turns 18 while participating in the active program or follow-up phase, they must register at that time.

## Eligibility Guidelines and Supporting Documents

Recognizing that documenting participant eligibility can sometimes be burdensome, is aware of flexibilities within WIOA statute, regulations, and guidance that may help reduce barriers for WIOA Youth programs to document eligibility.

Refer to Training and Employment Guidance Letter (TEGL) 23-19 or successive guidance for allowable supporting documentation.

Considering the impacts for participants to be able to secure documents for determining eligibility, the staff will assist youth in gathering eligibility documents when necessary. Once enrolled, will help the participants obtain the required documents through the supportive services funds, as these documents are likely needed for employment.

Copies of each verification document will be made and placed in the participant file.

**Eligibility Checklist**

| Criteria | Documentation | Date | Initials |
|---|---|---|---|
| **Proof of Identity/Age** | ○ Driver's license or government identification card<br>○ Federal, state, local, or tribal iCard<br>○ Birth certificate<br>○ Hospital birth record<br>○ Passport<br>○ DD-214<br>○ Report of transfer or discharge paper<br>○ Passport<br>○ Hospital record<br>○ Baptismal record<br>○ Public assistance/social service records<br>○ School records or ID cards<br>○ Work permit<br>○ Family bible<br>○ Cross-match with state agency records<br>○ Justice system records<br>○ Selective service registration<br>○ Signed letter from a parent or guardian<br>○ Medical records | | |
| **High School Dropout** | ○ Letter/documentation from the school stating the youth has dropped out<br>○ School attendance record<br>○ Applicant statement | | |
| | | | |
| **Low Income**<br>*Income levels can be established through information contained within the following documents and based on the federal poverty guidelines.* | ○ Pay stub<br>○ Bank statement<br>○ Compensation award letter<br>○ Court award letter<br>○ Pension statement<br>○ Employer statement/contact<br>○ Family or business financial records<br>○ Housing authority verification<br>○ Quarterly estimated tax for self-employed<br>○ Social security benefits | | |

| | | | |
|---|---|---|---|
| | ○ UI claim documents<br>○ Copy of authorization to receive cash public assistance<br>○ Copy of public assistance check<br>○ Public assistance eligibility verification<br>○ Cross-match with refugee assistance records<br>○ Cross-match with public assistance records<br>○ Cross-match with UI wage records | | |
| **Youth in Foster Care/Aging Out** | ○ Written Confirmation from Social Services Agency<br>○ Case Notes<br>○ Foster Care Agency Referral Transmittal<br>○ Intake Application or Enrollment Form<br>○ Needs Assessment<br>○ Individual Service Strategy<br>○ Self-Attestation | | |
| **Individual with Disability** | ○ School Individualized Education Program (IEP) Record<br>○ School 504 Records Provided by Student<br>○ Assessment Test Results<br>○ Self-attestation | | |
| **Youth/Adult Offender** | ○ Court documentation<br>○ Resident of a detention facility, group home, or restricted state-run facility<br>○ Letter from parole/probation officer<br>○ Police or justice department records<br>○ Self-attestation | | |
| **Ex-Offeder Status at Program Entry** | ○ Documentation from the juvenile or adult criminal justice system<br>○ Written statement or referral Document from a court or probation officer<br>○ Referral transmittal from a reintegration agency<br>○ Intake application or enrollment form<br>○ Case notes | | |
| **Child of an Incarcerated Parent** | ○ Court records<br>○ Self-attestation | | |
| **Migrant Youth** | ○ Employer statement<br>○ Wage records/Family wage record<br>○ Work permits<br>○ Cross-match with public assistance records<br>○ NFJP eligibility documents<br>○ Cross-match with state MIS database<br>○ Cross-match with H-1B record<br>○ Signed employer statement or letter on business letterhead<br>○ Wage records/family wage records<br>○ Work permits<br>○ Case notes<br>○ Self-attestation | | |
| **Selective Service** | ○ Verification from Selective Service Administration | | |
| ***25% of participants may be*** | | | |
| **Basic Skills Deficient** | ○ Assessment Test Results<br>○ Applicable Records from Education Institution (Transcripts, Academic Assessments, or Other School Documentation)<br>○ Case Notes | | |
| **Referred by Guidance Counselor at local secondary school** | ○ A referral from a high school guidance counselor/other academic professional | | |

### Priority of Service for Veterans

Veterans' Priority for Participants 38 U.S.C. 4215 requires grantees to provide priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job training program directly funded, in whole or in part, by DOL.

In circumstances where must choose between two qualified candidates for a service, one of whom is a veteran or eligible spouse, the veterans' priority of service provisions require that the grant recipient give the veteran or eligible spouse priority of service by first providing them that service.

To obtain priority of service, a veteran or spouse must meet the program's eligibility requirements. Veteran and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services.

Grantees must comply with DOL guidance on veterans' priority. ETA's Training and Employment Guidance Letter (TEGL) No. 10-09 provides guidance on implementing priority of service for veterans and eligible spouses in all qualified job training programs funded in whole or in part by DOL.

## Outreach and Recruitment

Outreach, recruitment, and selection are designed to attract eligible candidates for YouthBuild. Outreach and recruitment efforts are ongoing year-round, and best practice is for all staff to be responsible for recruiting young people for the program.

Outreach activities include the following but are not limited to:

- Word of mouth
- Distribution of marketing materials such as flyers, yard signs, and tear-off posters (see this resource on Federal Funding Disclosure Statements for more information)
- Social media
- Email blasts
- Meeting with referral partners
- Probation Department and/or Department of Juvenile Justice referrals
- WorkSource/AJC referrals
- Canvassing neighborhoods and local businesses
- Newspaper and radio advertisement
- Continuation school referrals
- School district referrals
- Recruitment events

This is an optional sample recruitment chart that can be adapted and used for each cohort.

| Example Activities | Dates | Number Expected | Actual Number | Achieved |
|---|---|---|---|---|
| Staff Meeting on Recruitment | | | | |
| Recruitment Dates | | | | |
| Orientation Sessions | | | | |
| Interviews | | | | |
| Mental Toughness Orientation | | | | |
| First Day of Program | | | | |

# Application and Eligibility Processes

**Please note:** Participant interviews and Mental Toughness orientation are optional practices and are *not required* by the DOL to determine eligibility for YouthBuild participation. When used, these activities serve as best practices to support mutual decision-making by helping applicants determine whether YouthBuild is a good fit for their goals and by helping programs assess readiness and alignment with program expectations.

### Application and Eligibility Documents

Applicants must submit a completed application and eligibility documents. The
will assist applicants in compiling and completing their documents.

is responsible for verifying and accepting the eligibility documents following the guidelines in the Eligibility Guidelines and Supporting Documents Policy.

### The Interview

The interview is usually scheduled after the application has been submitted and after the applicant has attended a group orientation session. The interview is intended to assist in determining readiness and suitability for the program and helps to build rapport with future participants.

The purposes of the interviews are:

- To assess the motivation and readiness of the applicant
- To begin to build a respectful and purposeful relationship with each potential participant

### Procedure

The will conduct the interview. The interviewer(s) will use the Applicant Interview Sheet or a similar resource and record answers and notes.

# Mental Toughness

Mental Toughness orientation (Orientation) is a comprehensive, interactive engagement process that lays the foundation for a successful program, a strong transformative culture, and solid program outcomes. Orientation is week(s) and provides eligible candidates the opportunity to experience each component of the —education, construction, and C+ training, community service/leadership development, as well as performing assessments and beginning the one-on-one case management sessions. Orientation is designed to build strong personal relationships between eligible candidates and staff.

Orientation will be designed to:

- Prepare participants for YouthBuild by exposing them to each program component through experiential activities.
- Build trust between potential participants and staff
- Help make the final selection of participants who will enroll in YouthBuild through clear evaluation methods and tools.

### Orientation Sessions

During active recruitment, several orientation sessions will be held during which the program components, services, and resources are available, and the program's expectations and requirements will be described. Each staff member will explain the component for which they are responsible.

The goals of these sessions are to inspire young people, make them aware of the advantages of YouthBuild, and prepare them for the high expectations before completing the application process. Candidates will learn that participation and engagement in all program components are required and that construction is not an optional part of the program. The varied components of the program will be explained as both an opportunity and a challenge.

### Notification

After completing all steps of the application process, the will determine who to invite to Orientation.

Applicants accepted to Orientation will be given at least one week's notice to make final preparations for childcare, transportation, and other needs to be able to attend each day

The will submit a letter, call, or have an in-person conversation with the applicant to notify them of the acceptance status, review the Orientation dates, and discuss expectations.

Applicants who have not been accepted to Orientation will be notified at the same speed and with the same respect as those who have. Applicants who have not been selected will be provided with other resources.

## Assessments

As part of the program, will administer objective assessments of academic levels, skill levels, and service needs of each participant, which includes a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs.

The following are sample assessments that may be administered. Adapt for your program.

- **Adult Basic Skills** include reading and math. All participants will be assessed using the Select One test. The pre-test will be administered during Mental Toughness. After 90 days, the will administer a post-test to all participants who initially scored below an 8th-grade level to determine if an educational functioning level has been achieved. Participants can retest every 90 Days .
- **Strengths and Needs Assessment** gives a sense of the strengths and supports young people are entering the program with, as well as the barriers and challenges they might face. Obstacles and challenges will be identified early and regularly so that we can develop a plan to address them.
- **Work Readiness and Occupational Skills** include interpersonal skills, career planning, and job search techniques (resumes, interviews, applications, and follow-up letters). They also include life skills such as budgeting, renting an apartment, using the phone, etc. This will be demonstrated through participant Portfolios and Transition plans.

- **ACE Assessments (Adverse Childhood Experiences)** are screening tools that measures a person's exposure to abuse, neglect, and other adverse childhood experiences. The assessment can help identify participants who are at high risk for toxic stress, anxiety, and social anxiety when they enter the program. Identifying those barriers and challenges early allows for a plan to be developed to address them to minimize the possible negative impact on the participant's engagement and success.
- **Personality Assessments** are used to determine personality types and how they correlate to career determinations.
- **Basic Tool Proficiency Assessments** will determine the participant's aptitude for the basic tools they will use during construction.

## Selection Criteria

While not a DOL eligibility requirement, may use the Orientation as an optional, best-practice activity to support participant selection. When offered, Orientation is intended to help applicants assess program fit and alignment with their personal goals and aspirations. It also allows staff to identify supports that may be needed to contribute to participants' successful participation, by permitting all program staff to observe and engage with applicants. Assessment factors for enrolling in the YouthBuild program will be established and shared with the applicants prior to starting Orientation and staff members will provide ongoing feedback.

Assessment factor examples:

- Attendance – attends no less than % of the days of Orientation days
- Punctuality – arrives on time each day, after breaks, after lunch
- Mindset – demonstrates an optimistic mindset with staff and peers
- Participation – readily participates in all activities
- Leadership – demonstrates leadership qualities during activities
- Interest in all program components – readily engages in all activities in each program component

Determine any behaviors, patterns, or policy violations that could impede the applicant in program enrollment and directly communicate to the applicant to allow them time to adjust or address the issue.

Determine the attendance policy, it's level of enforcement, and record maintenance. Applicants who attend less than % will not be accepted into the program.

In cases where an applicant does not enroll or is not selected for the program, staff will document feedback, when available, and provide information on alternative resources or opportunities.

# Case Management

Each participant at will be assigned a Case Manager who will assist participants in taking personal responsibility for their success in their own lives and being job-ready. The Case Manager will meet with each participant regularly throughout the program to help identify and overcome barriers to program and placement success, to set and achieve short- and long-term goals, and to track the progress made throughout the program. Through a collaborative, goal-oriented process, participants will learn strategies to solve problems, methods to access support services, and ways to address barriers and overcome challenges. Case management provides advocacy, communication, and resource management, promoting relevant, meaningful, and lasting outcomes. The Case Manager will seek to understand problem situations from the participants' points of view, respect their choices, and, when necessary, help them make better choices for themselves. These services are tailored to the needs and values of the participant.

## Participant Files

The Case Manager will establish a structured, organized Participant File process and folder system to effectively maintain all required documents, monitor and evaluate participant progress, and identify trends. This system will ensure consistency, adherence to federal guidelines, clear communication, and accountability for YouthBuild staff and participants. Well-documented records provide a historical reference that can be used for tracking participants' progress over time, identifying trends, documenting program staff work and success stories, and providing YouthBuild graduates with important documents needed for employment or postsecondary education after exiting the program.

The Participant Files will be stored in a locked file cabinet. will be the only staff members with access to the files.

The Case Manager will be responsible for placing and maintaining documents in the Participant Files. The Case Manager will complete the Cover Sheet, which lists all documents. The documents in a case file span a wide range, including personal identification copies, educational transcripts, and employment verification records.

The YouthBuild Participant File will include the following:

- Section 1 – Eligibility and Intake
- Section 2 – Participant Service Plan
- Section 3 – Credentials and Certifications
- Section 4 – Education
- Section 5 – Career Readiness and Portfolio
- Section 6 – Case Notes and Support Services
- Section 7 – Placement and Follow-Up

## Case Notes

Case Notes will be completed during **all** individual meetings with participants and maintained in the Participant File. Case Notes will document all contact between the Case Manager and the participant, track the participant's progress, and update the service plan when there is a change in circumstances, goals, or planned activities and services. Outcomes will be documented with corroborating paperwork, test results, certificates, diplomas, and pay stubs, and documentation for credentials/certifications will be included.

The approved Case Notes form will be used and includes the following:

- The date on which the information was obtained
- The area addressed and steps taken
- Follow-up information
- Signature of the staff member and participant

## Participant Service Plan

A is a living document that will be developed, monitored, and updated for each participant. This individualized plan is unique to each participant and outlines the concrete goals and pathways to meet those goals. The Case Manager will meet individually with each participant at the beginning of the active program phase to develop the .

Participants must attend all scheduled one-on-one sessions with the Case Manager to review, update, and modify the plan as needed. Participants will be asked to self-reflect, provide an update on their progress in the program, and identify any areas needing improvement and/or additional support.

## Supportive Services

The purpose of supportive services is to help participants complete the program and overcome obstacles that hinder them from achieving a successful future. Participants will meet with the Case Manager to determine which support services may be needed, which services are available, and how services will be accessed and delivered. The Case Manager must request approval from the YouthBuild Director if funds are required.

will offer the following support services:

1. Uniforms
    a. Upon acceptance into the YouthBuild program, all participants will be issued PPE equipment, steel-toe boots, and necessary construction tools. YouthBuild T-shirts and uniforms may be purchased by the participant.
    b. The will issue participants uniforms, gear, and tools during vocational training. The must fill out the approved form.
2. Transportation
    a. All participants who reside within the city limits are eligible for and will receive a monthly bus pass.
    b. Participants must speak with the Case Manager about transportation issues.
        i. Suppose a participant does not have transportation to attend the program. In that case, the Case Manager will help the participant complete the monthly bus pass or mileage reimbursement request application.
        ii. The voucher request will be submitted to the YouthBuild Director for approval.
        iii. Once a check request is approved, the YouthBuild Director will give the voucher to the Case Manager to present to the driver for the participant.
        iv. Bus passes and mileage reimbursement will only be given if needed.
    c. The Case Manager must document on the bus pass log when a participant is issued a bus pass.
3. Substance Use
    a. Any staff member who suspects a participant is struggling with substance use must consult with the Case Manager or YouthBuild Director for support and assistance.
    b. Any participant seeking substance use services may consult with the Case Manager.

c. offers group sessions on prevention, one-on-one sessions, and group sessions on prevention and intervention.

4. Mental Health
   a. A participant seeking mental health services may be referred to the for treatment services.
   b. Participants may request these services through the Case Manager.
5. Anger Management
   a. Anger management courses are available to all participants at the .
   b. Participants may request these services through the Case Manager.
   c. If court-mandated, participants must verify with the court that the anger management course is acceptable.
6. Daycare
   a. does not provide daycare; however, participants may apply for childcare assistance vouchers during academic hours.
   b. Participants may request these services through the Case Manager.
7. Housing
   a. has resources available through .
   b. Participants may request these services through the Case Manager.
8. Identification – Work documents
   a. Any participant who needs an ID or a Driver's License may request an absence from the program to obtain these documents.
   b. Requests must be made in advance to the case manager.
9. Food Bank
   a. has food resources available through .
   b. Participants may request these services through the case manager.

## Stipends/Incentives

### Stipends

Under current law and regulations, YouthBuild grantees may provide financial benefits to participants. Please refer to this tipsheet to understand the financial distinctions and when and how these benefits may be used. An example benefit is a stipend which is a living allowance that helps participants offset living expenses. A participant can earn a stipend while participating in the active program phase. When a participant is enrolled in , he/she is eligible to earn a stipend each day.

The amount of stipend received is directly related to the daily attendance, punctuality, effort, behavior, and performance. The stipend is earned for both the job site and classroom days. A participant will have multiple opportunities during the day to assess his/her performance and behavior and to determine the ratings with the staff members.

The ratings shall be recorded on the individual Weekly Ratings Sheet, which will be submitted to the YouthBuild Director each Friday.

The total daily rating will determine the stipend that is earned. The current rates are as follows:

0 - 4 or No Rating = $0.00
5 - 6 = $20.00
7 - 8 = $25.00
9 - 10 = $30.00

Stipend checks will be distributed by the YouthBuild Director every two weeks on alternating Fridays in accordance with pay periods. Refer to the monthly calendar for days of stipend payments. The Weekly Ratings Sheets will be maintained as verification and backup documentation.

Stipend checks are not wages and do NOT count toward credit for unemployment purposes.

## Incentives

Incentives funded through YouthBuild must be connected to milestones achieved related to the goals of the program, must be outlined in writing, and must align with the organization's policies. Incentives encouraging recruitment, participation, and successful completion benefit the participants. Based on this premise, the following Incentive Policies and Procedures are established, which tie incentive awards to performance outcomes.

Participants may receive more than one incentive for the achievement of multiple outcomes, and such incentives can also be awarded during the 12-month follow-up period. The maximum incentive amount per year is . Follow-up incentives are not included in the maximum.

The will be responsible for documenting the attainment of incentives for each participant and attaining proper documentation to support the incentive before the issuance of the incentive. All documentation of achievement tied to the incentive will be retained in the Participant File. Participants are responsible for providing proof of placement during the quarter of placement to receive the placement incentive.

### Incentive Policy

For example:

Attendance Incentive – To encourage strong and consistent attendance, in line with what an employer requires, all YouthBuild participants are eligible for one of two attendance incentives.

• Perfect Attendance Incentive [$50/pay period]
-- The participant is present for the entirety of the week, with no instances of tardiness or absences at any point during the week. Any absence, even if previously excused, disqualifies the participant from receiving the Perfect Attendance Incentive during this week.

• Responsible Attendance Incentive [$25/pay period]
-- The participant is present all days required for the week (in most cases, 5 days), may have tardies (less than 3) at some point during the week, or may have a partial day absence if the Absent Request form has been completed and approved. If the participant has an approved Absent Request form but is out for a full day, he/she will not be eligible for this incentive.

### Payment Method

Incentives shall be paid to participants in the form of gift cards/certificates matching the assigned incentive amount for each achievement **or** in the form of a check. When incentives in the form of gift cards/certificates are given, a receipt signed by the participant will be part of the Participant File. All incentive payments shall be described and noted in the participant's Case Notes and/or Participant File. Incentives will not be dispersed as payroll; therefore, income tax will not be withheld. The Incentive Form must be completed for each incentive payment and signed by the YouthBuild Director.

| Incentive Payments | Amount |
|---|---|
| Perfect program attendance for 2 weeks | |
| Attainment of high school equivalency diploma | |
| Attainment of construction industry-based credential | |
| Attainment of C+ industry-based credential | |
| Increase in Educational Functioning Level (maximum 3) | |
| Complete Career Portfolio | |
| Complete Leadership Training or be a member of the Youth Policy Council | |
| Complete FAFSA | |
| Take PSE Entrance Exam – ACT, PSAT, Accuplacer | |

## Completion Requirements

An exit occurs when a participant is ready to make a successful transition, no longer needs program services, and has satisfied all program requirements outlined below.

To successfully complete from , a participant must meet the requirements for **all** program components, including **education, vocational, career preparation, leadership, community service, and career and/or postsecondary education** placement.

### Academics

- Earn the HSD/HiSET/GED, or
- Demonstrate improvement of basic skills in reading or math as measured by the test approved by the National Reporting System for Adult Education (e.g., TABE, CASAS, ACT, WorkKeys, MAPT-CCR) .

### Vocational

- Construction
  - Earn an industry-recognized credential in and/or Construction Plus (C+)
  - Earn an industry-recognized credential in

### Leadership – Community Service

- Participate in and complete at least hours of Community Service
- Demonstrate proficiency in % of Leadership competencies

### Career Preparation

- Complete the Portfolio, including:
  - Cover letter
  - Resume
  - References
  - Credentials
  - Certifications
  - Awards
  - Copies of necessary personal documents
- Complete at least three Career Preparation Competencies, such as:
  - Job shadow
  - Work experience
  - Job application
  - Mock interview
  - Job interview
- Demonstrate proficiency in % of Work Readiness Behavioral skills

### Post-Exit Outcomes

- Enroll in postsecondary education, or
- Secure a job/internship/registered apprenticeship, or
- Complete at least two job applications or a college application

By adhering to these criteria, we ensure that every participant achieves personal and program goals and positions themselves for success beyond . These standards are a foundation for participants' future achievements and open doors to greater post-graduation opportunities.

Those who fulfill only some of these requirements will still receive their HSD/GED, industry-recognized credentials, and other documents. However, they will not be recognized as YouthBuild graduates and cannot participate in the YouthBuild graduation ceremony.

## Follow-Up Services

Once a participant completes the **Active Program Phase (6-24 months)**, they enter the **Follow-Up phase (12 months)**. During this time, the participant is transitioning to life after YouthBuild and starting their career path. They will either be employed, pursuing higher education, entering the military, or engaging in full-time service work.

During the required 12-month Follow-Up phase, the is required to:

1. Contact each participant at least once a quarter during the Follow-Up phase. This contact can be in the form of a phone call, text, or email but requires a response from the participant. Contact must be reflected in the follow-up record.

2. Conduct an in-person check-in with each participant at least once each quarter. The in-person check-in can take place at or the participant's place of employment and/or educational institution. In-person check-in must be documented in the follow-up record. .

3. Virtual/phone check-ins can be used when participants' schedules do not permit attendance at an in-person check-in. Virtual/phone check-ins must be documented in the follow-up record.

4. Career preparation and support services include but are not limited to: job leads, support postsecondary education such as financial aid assistance and registering for classes, career exploration, and work readiness.

5. Once contact occurs, the should enter the contact in GPMS.

If youth are in a job placement, a pay stub or letter from the employer verifying their employment must be provided.

If youth are in postsecondary education, a transcript, class schedule, or grade report must be provided to verify enrollment.

Additional services offered during follow-up may include:

- Ongoing career readiness preparation
- Interview preparation
- Assistance with job searches and completing and submitting applications
- Updating the resume or portfolio
- Offering supportive services such as a bus pass for job searching or access to other necessary resources to ensure barriers to placement are mitigated or removed
- Access to ongoing educational assistance, such as preparing for the GED or diploma if not attained while in the program, individualized tutoring and testing, or assistance through tutoring, and access to resources for success in the postsecondary educational arena.

## Verification of Outcomes

Staff will collect a copy of the verification documentation during each quarter after exit. This documentation is listed in TEGL 23-19 and subsequent guidance.

Because outcomes are essential and demonstrate effective programming and compliance with DOL procedures, participants will be offered the incentives in accordance with the chart Stipends/Incentives Policy.

## Administrative Policies and Procedures

### Non-Discrimination/Equal Opportunity Is the Law

It is against the law for this recipient of Federal financial assistance to discriminate on the following bases: Against any individual in the United States on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity),

national origin (including limited English proficiency), age, disability, or political affiliation or belief, or, against any beneficiary of, applicant to, or participant in programs financially assisted under Title I of the Workforce Innovation and Opportunity Act, on the basis of the individual's citizenship status or participation in any WIOA Title I-financially assisted program or activity.

is an Equal Opportunity employer. No person will be discriminated against because of race, color, sex or gender, age, religion, pregnancy, national origin or ancestry, ethnicity, mental or physical disability, veteran status, military service, familial status, marital status, sexual orientation, gender identity or any other characteristic protected by law, including Title VI of the Civil Rights Act of 1964, as amended. Unless otherwise stated, all employment decisions, including recruitment, hiring, training, and promotion will be made based on the principle of equal employment opportunity and by using only job-related criteria. Employees' initial and continued employment will be based solely on qualifications and performance, and the agency's needs. Employees have a right to a discrimination-free workplace. Anyone who has questions or concerns about any type of discrimination should promptly discuss their concerns with their supervisor or another participant of management.

Any person who believes that he or she has been excluded from participation in or denied the benefits of programs, activities, or services due to discrimination may file a complaint with within 30 days from the date of the alleged discrimination. Although strives to resolve complaints promptly, this process will differ depending on the complexity of the complaint, the individuals involved, and other factors. The complainant will receive a final written response to the complaint, which shall be approved by .

## Incident Reporting

ETA requires that report any allegation of fraud, malfeasance, misfeasance, misappropriation, and any suspected wrongdoing or misconduct. Participants, staff, and program partners have the right to file an incident report with ETA in the event that such violations occur. Please see for instructions on reporting such incidents.

In addition to your job description, staff participants are responsible for daily paperwork and special circumstances paperwork.

## OSHA Injury Logs

In case of an on-site job injury, staff must report severe injuries and fatalities. Failure to comply can result in severe penalties and fines.

Record those work-related injuries and illnesses that result in:

- Death
- Loss of consciousness
- Days away from work
- Restricted work activity or job transfer
- Medical treatment beyond first aid

You must also record work-related injuries and illnesses that are significant, such as work-related cases involving cancer, a chronic irreversible disease, a fractured or cracked bone, or a punctured eardrum.

If any of these injuries occur, a staff participant must immediately report to Human Resources. They must fill out the following paperwork:

1. Supervisor's Report of Employee Injury (See Appendix)
2. OSHA Form 301 – Injury and Illness Incident Report (See Appendix)

3. OSHA Form 300 – Log of Work-Related Injuries and Illness (See Appendix)
4. OSHA's Form 300A – Summary of Work-Related Injuries and Illness (See Appendix)
5. York Insurance Services Group, INC.'s "Employer's Report of Occupational Injury or Illness (See Appendix)
6. State of – Worker's Compensation Claim Form (See Appendix)

All forms will be located in the YouthBuild Office in the Master Copies Binder. All forms must be signed by the injured participant and submitted to Human Resources on the same day. Human Resources should report this to the nearest OSHA Office below:

Participants who have work-related injuries and illnesses should be taken to:

Staff will tell the receptionist that this participant is from YouthBuild.

NOTE: Policies and Procedures for OSHA Injuries were obtained via OSHA Guidelines for Serious Injuries.

For more information on incident reporting and safety policy, please see page of the YouthBuild Safety Manual.

## Complaints/Grievances

takes the well-being and fair treatment of all its program participants very seriously. shall listen to and address all participant complaints in a respectful and timely manner.

will provide a copy of their Grievance Procedure and associated forms to all participants at intake, with additional copies available upon request. The Grievance Procedure and related forms shall always be posted in a prominent location(s) within the facility for all participants to have easy access.

### Anonymous Complaints

If you wish to make an anonymous complaint about a staff member or action, has established the following toll-free complaint hotline: (844) 964-1664.

Participants can call at any time to raise an issue. The complaint will be reviewed by relevant staff at corporate office within 72 business hours and addressed as appropriate.

Though keeps a record of all complaints received on this hotline and tracks how each complaint is addressed, because this hotline is anonymous, cannot respond directly to the complaining party.

### Standard Grievance Procedure

**Level 1:**

encourages any participant with a complaint to first raise this issue with regular program staff. Make them aware of your complaint so that they may address the situation.

**Level 2:**

If the program staff do not provide you with an explanation or resolution with which you are satisfied, ask to speak with a supervisor. The supervisor shall provide you with a confidential space to discuss your complaint and may be able to offer a solution to your issue.

**Level 3:**

If, after attempting Level 1 and Level 2 or leaving an anonymous complaint on the hotline, you are still not satisfied with 's resolution, you may file a formal grievance.

- Fill out a formal **Grievance Form.** The Grievance Form may also be picked up from the posted Grievance Policy location on the program site or made available by request from any program staff. Please fill out the form completely, describing the issue you want addressed.
- Submit the completed Grievance Form to any program staff or place the completed Grievance Form in the locked Grievance Box next to the posted Grievance Procedure at the program site.
- The completed "Grievance Form" will be transmitted to the
- Grievance Coordinator] within 12 business hours of receipt. In the event that your grievance relates to or involves the Grievance Coordinator, shall ensure the review and investigation of your grievance by a non-involved senior staff member.
- Once the Grievance Coordinator receives the formal grievance, the Grievance Coordinator will work to gather all facts and testimony from relevant parties and **issue a written decision on the resolution of the grievance within 72 business hours (excluding weekends and holidays)**.
- If the resolution of a grievance by the Grievance
- Coordinator is unsatisfactory, a participant may request an appeal with someone other than the Grievance Coordinator or YouthBuild Director who staffed the grievance.
- After review, the participant will receive an additional and final resolution notice in writing stating the results of the appeal.

A participant who wants to continue to pursue an appeal has the right to contact DOL or a free Dispute Resolution Program after completing the grievance appeal process.

A participant can contact the appropriate funder to access the grievance appeals process. This process only evaluates and ensures that a participant has received due process in filing a grievance with and that the above procedures have been followed.

A participant can access this process by contacting:

## Other Suggested Sections to Include in the Policy and Procedure Manual

- MOUs
- Staff Roles and Responsibilities/Job Descriptions
- Program Calendar
- Cohort Structure
- Program Schedule
- Reporting (GPMS, PMS)
- Reporting Periods/Performance Measure Outcomes
- Participant Behavior Conduct
- Criminal Background Policy
- Workplace Behavior Policy
- Work Site Safety Plan (NCCER)
- Construction Lab

# Resources

## Law and Regulations

Recipients and subrecipients of DOL awards must adhere to:

- The Workforce Innovation and Opportunity Act (WIOA)
- CFR Part 200 and 2 CFR Part 2900: Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
- 20 CFR Part 688: Provisions governing the YouthBuild program

## ETA Guidance

- YB Advisories

## WIOA Performance Guidance

- TEGL 10-16 – Performance Accountability Guidance for WIOA Core Programs
- TEGL 23-19 – Guidance for Validating Required Performance Data

## Other Resources

- DOLETA Core Monitoring Guide (CMG) and YouthBuild Supplement
- YouthBuild Blueprint
- YouthBuild Index: Rules, Requirements, and Resources
- DOL YouthBuild Case File Toolkit
- Case Manager Interviewing Toolkit
- Case Management and Support Services Tipsheet