

# Strategies for Meeting Your Match Requirement

*Support through Documentation*

DOL/ETA Youth Build Grants  
Management

&

Region 3 Peer to Peer Forum

Oscar Grant, PhD

Facilitator

Senior Coach, Youth Build USA



**YouthBuild**



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# Purpose

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To discuss the importance of engaging all staff in collecting supporting documents for the program's DOL match.



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# INVESTING IN YOUR PROGRAM'S DOL MATCH

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Review which partners you stated in your statement of work would be assisting with the match



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## INVESTING IN YOUR PROGRAM'S DOL MATCH

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If these partnerships no longer exist; work with your fiscal manager, program manager and Executive Director to discuss how this will impact the stated match in your statement of work and immediately brainstorm what other agency can provide the service and math to the YB program



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## INVESTING IN YOUR PROGRAM'S DOL MATCH

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If the current partnership is still working on behalf of your YB – (usually) the program manager should have a monthly spreadsheet of the service; outlining the amount of the match that each agency, contractor, or partner presented to the agency and the dollar amount. Usually, this form is given to fiscal



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## ALIGNING STAFF WITH THE DOL MATCH

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It is important for all staff to understand the nature of “what” the DOL match means to the grant and should be included in documenting to fiscal goods and services that are donated to the Youth Build Program



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# ALIGNING STAFF WITH THE DOL MATCH

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If you had this change in your pocket  
would you throw it away?



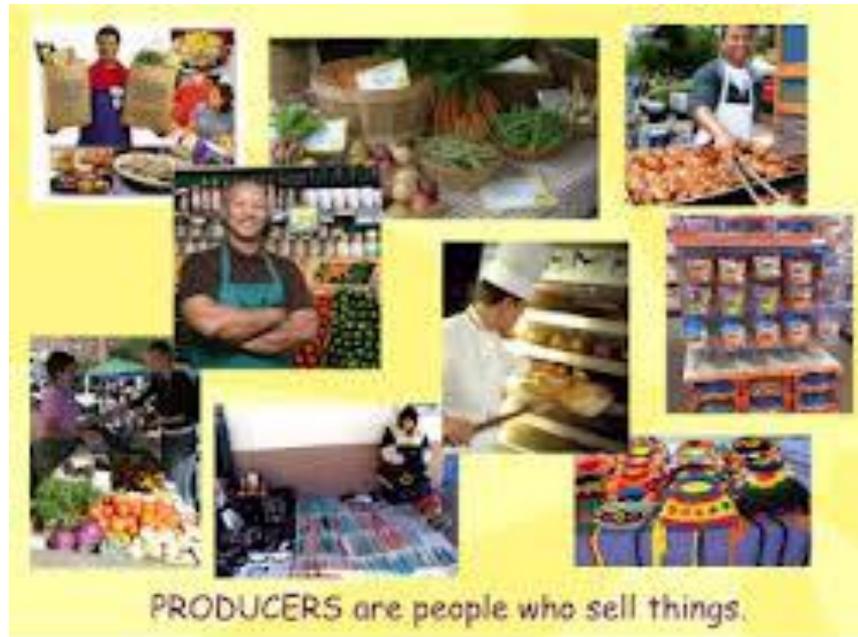
Of course not!



# ALIGING STAFF WITH THE DOL MATCH

Every dollar adds up

Every speaker and service



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# ALIGNING STAFF WITH THE DOL MATCH

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Has the potential to assist with your match. All staff can assist with identifying these goods and services if given the opportunity



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# ALIGNING STAFF WITH THE DOL MATCH

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LET'S BRAIN STORM A POSSIBLE LOST  
MATCH FOR EACH PROGRAM  
COMPONENT



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# REPORTING THE MATCH TO YOUR FPO

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JUST AS YOU DISCUSS THE PERFORMANCE  
MEASURES IN YOUR STAFF MEETING  
**THE MATCH REQUIREMENT CAN BE A  
STANDING AGENDA ITEM**



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# REPORTING THE MATCH TO YOUR FPO

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**DON'T WAIT**  
**YOU CAN REPORT YOUR MATCH WITH**  
**EACH QPR**



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## REPORTING THE MATCH TO YOUR FPO

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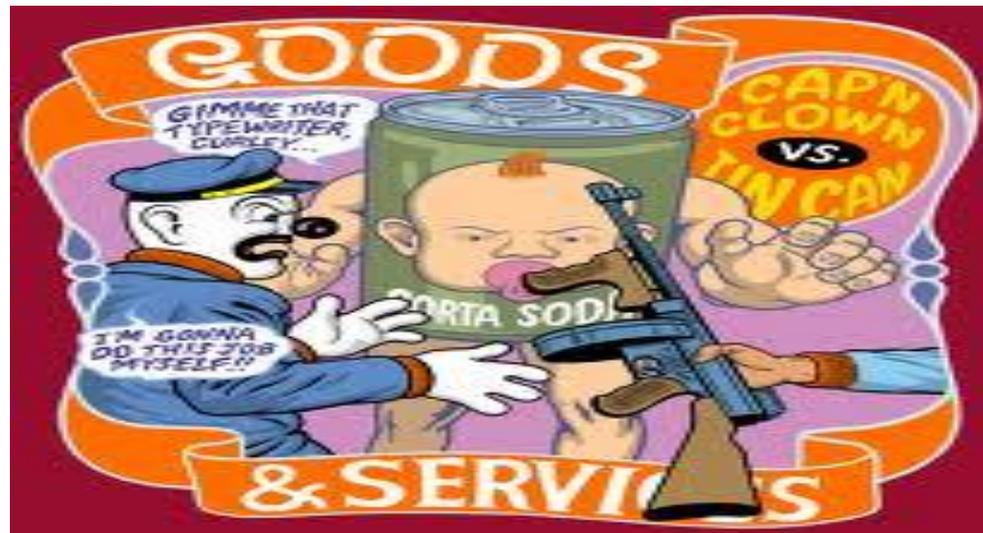
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TALK TO YOUR FEDERAL PROJECT OFFICER  
ABOUT THE PROJECTION OF YOUR  
MATCH AS YOUR FIRST LINE OF  
CONTACT ABOUT CHALLENGES  
  
AND  
  
WORK WITH YOUR YOUTH BUILD U.S.A.  
COACH ON STRATEGIES EACH QUARTER



# ALIGNING STAFF WITH THE DOL MATCH

Fiscal can create a simple form to document the service for all staff to submit after the activity / service was facilitated



# **PARTNERSHIPS: Introduction to Strategic Partnerships**

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# Strategic Partnerships

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Why emphasize  
Strategic  
vs.  
(just) Partnerships?



# How to Create a Strategic Partnership

**THE KEY ELEMENTS OF A SUCCESSFUL DESIGN TO SUPPORT YOUR YOUTH BUILD PROGRAM ARE:**

- **PEOPLE:**
- **STRUCTURE:**
- **STRATEGY:**
- **PROCESS:**
- **RESOURCES:**



# How to Create a Strategic Partnership

- PEOPLE: Knowledge, skills, and abilities; relationships for change



# How to Create a Strategic Partnership

- **STRUCTURE:** Authority, power, and accountability; roles and functions



# How to Create a Strategic Partnership

- STRATEGY: Goals, objectives, and activities; products and services to realize vision or produce change



# How to Create a Strategic Partnership

- **PROCESS:** Communications and interactions; accomplishing tasks



# How to Create a Strategic Partnership

- Resources: Funds, materials, equipment, and places; incentives



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# Strategic Partnerships

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Youth Build programs must choose partnerships wisely - just because an agency or organization may want to partner with the program this partnership may be based on different agendas



# CHOOSING PARTNERS

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## WHEN?

On – going

First time? - When the grant was written

Revised ? – when partners dropped out

Revised? – after Mental toughness

Revised? – When case managers / program staff observe a need for a service currently not available within the Youth Build program



# WHY STRATEGIC?

## DOMAINS OF STRATEGIC PARTNERSHIP

- Should align specifically with the Youth Build model
- Mental Health agency for substance abuse
- School District for teaching/tutoring resources
- Boys and Girls club for Leadership Development/Mentoring activities
- Housing Authority for youth with homeless issues
- WIA/Workforce agencies that support placements



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# WHY STRATEGIC?

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## BRAINSTORMING PARTNERSHIPS

- WHICH PARTNERSHIPS COULD ASSIST YOUR ORGANIZATION WITH YOUR DOL PARTNERSHIPS NOT LISTED?



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# FINAL THOUGHTS

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Include all staff with current and proposed partnerships

- Discuss why this partnership will support the Youth Build program
- Discuss how many elements of design discussed earlier this partnership meets
- Always be on the look out for new opportunities for the community at large to help our young people.



# Increasing Placement and Retention through Effective Case Management

Internal Case Management



YouthBuild



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# CASE MANAGEMENT POP QUIZ

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- A process where staff share information and perspectives about **each student** to develop a strategy that helps the student move forward in his/her own development.
- Typically, a counselor, teacher, and construction staff meet regularly to discuss each student.
- During this process, staff develop a shared strategy for helping young people achieve his/her goals.



# Planning for Success:

## *Enrollment and Exit Policies*

YouthBuild



- Enrollment and exit policy can substantially affect performance measures
- Unsuccessful exits will bring down your performance
- Important to develop policies which accurately reflect the positive impacts that you are having on participants

# Planning for Success:

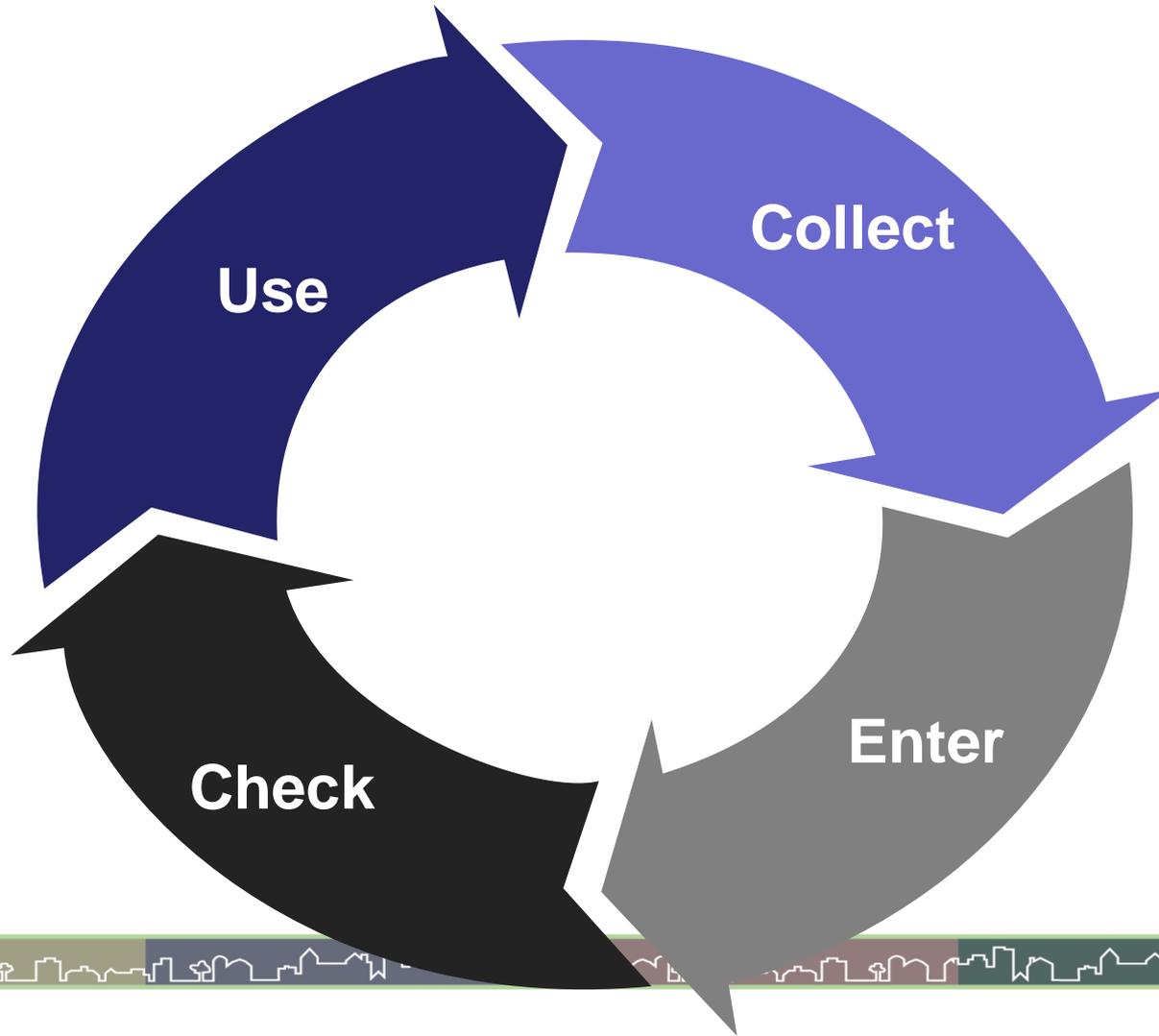
## *Exit*



- Graduation and program exit do not have to be the same.
- Programs should develop an exit policy which fits with their reality on the ground and DOL performance measures
- Programs should develop a policy and share with their FPO to ensure that it is in compliance

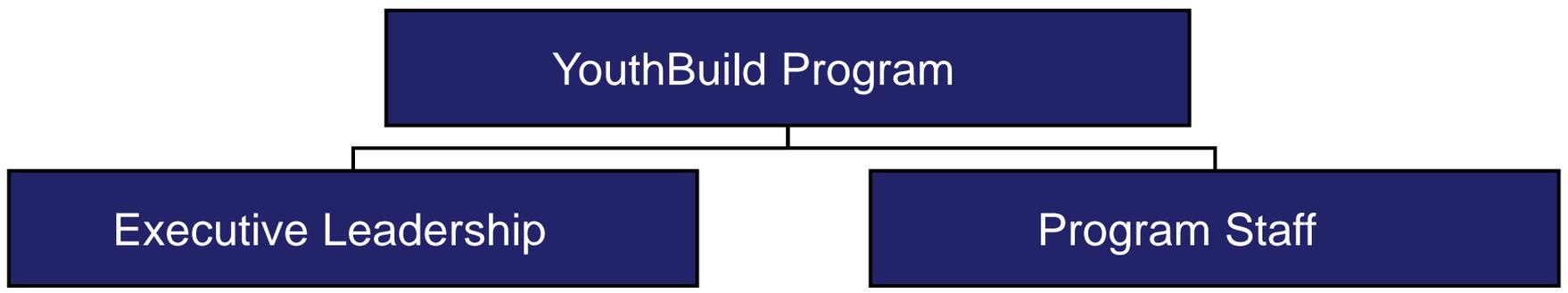
# Lasting Placement Rules!:

*MIS*



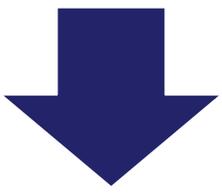
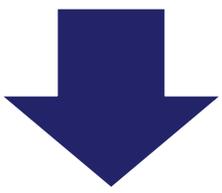
# Lasting Placement Rules!!:

*Program Roles and Responsibilities*



Understand QPR

Understand Performance Metrics

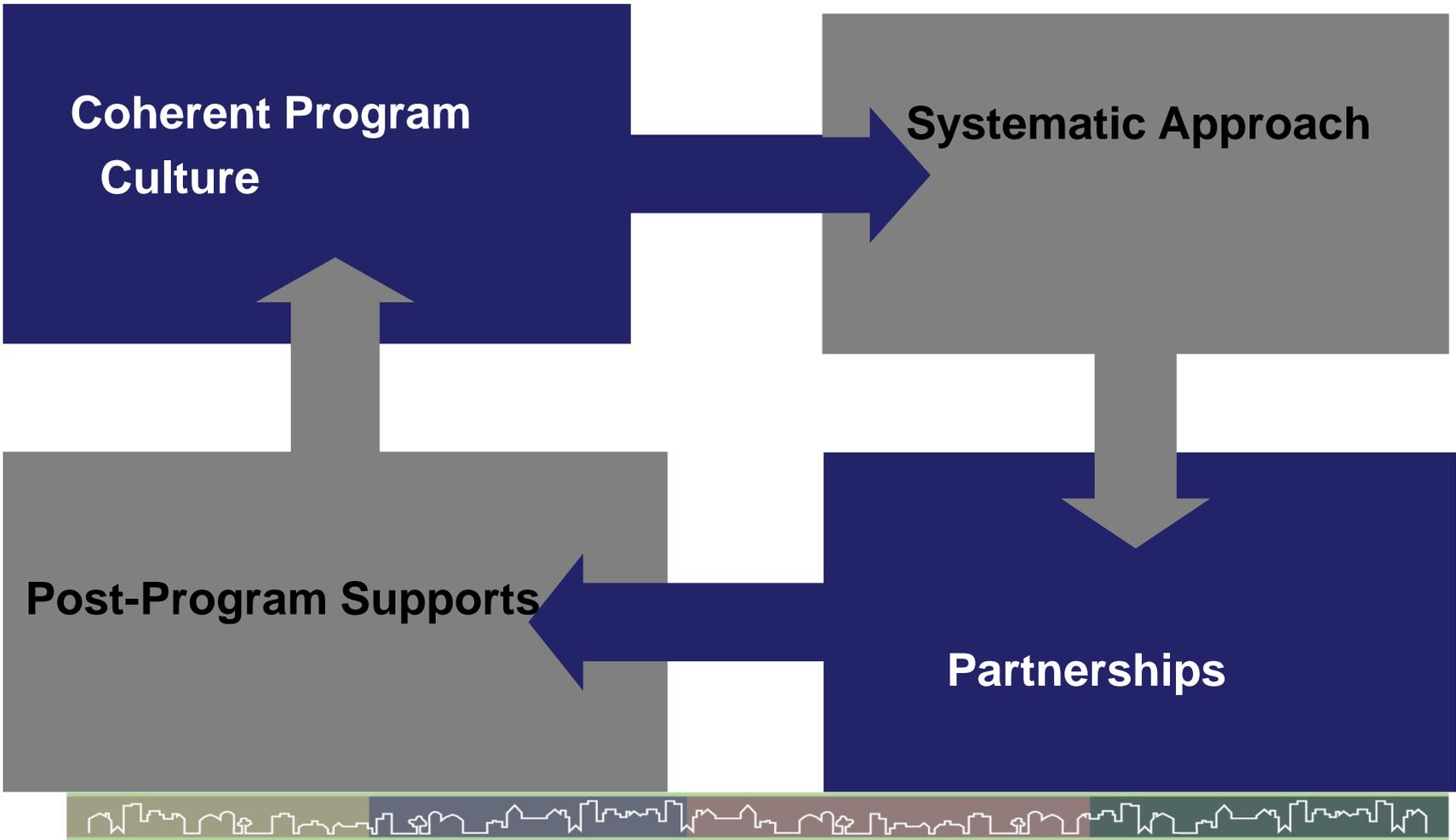


Performance Measures Integration  
Formalized Enrollment and Exit Policy

Connection to Daily Tasks  
Integration into Staff Meetings, Planning,  
and Strategy Activities



# Integration for Strong Placement *Components*



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# Integration for Strong Placement

## *Coherent Program Culture*

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- Career and placement activities
- Partnerships
- Integration of activities



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# Integration for Strong Placement

## *A Systematic Approach*

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- Intake
- Staff Roles
- Partner Development and Roles
- Youth Roles



# Integration for Strong Placement

## *Post Program Supports*

- Continued partner roles
- A clear plan for transition and follow up
- Staff assigned and MIS process continues post-graduation



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# Roles and Responsibilities

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- Setting up your case files
- Data management
- Timelines for Exits
- Policy and Procedures



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# Target Population

## Who are we serving?

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- Youth in our programs sometimes are exhibiting disruptive and delinquent behavior.
- Each Youth Build community has its own unique risk and protective factors that drive the offender population towards certain pathways to delinquency that have been established

Let's review the risk and protective factors.



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# Risk and Protective Factors:

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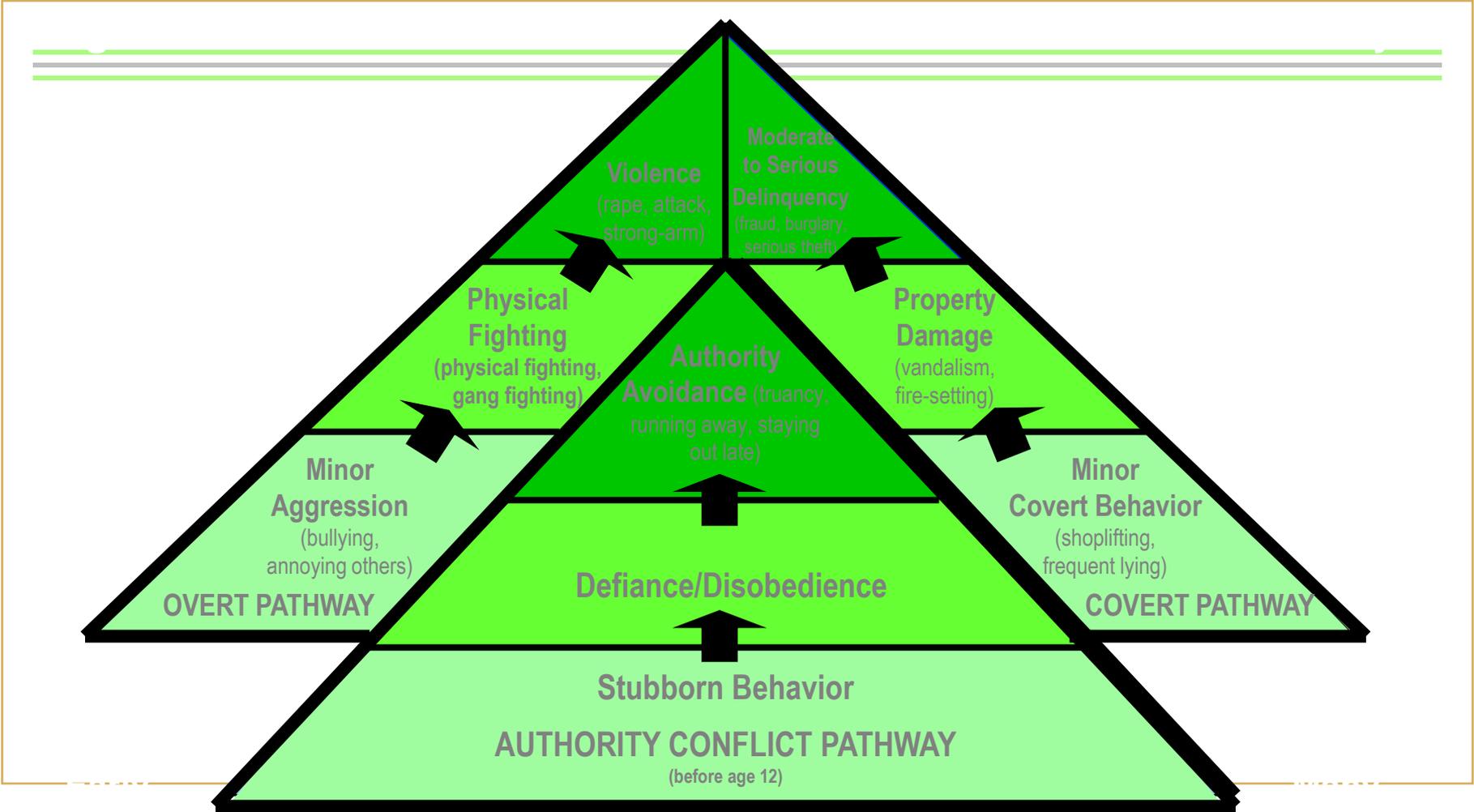
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## 4 Domains:

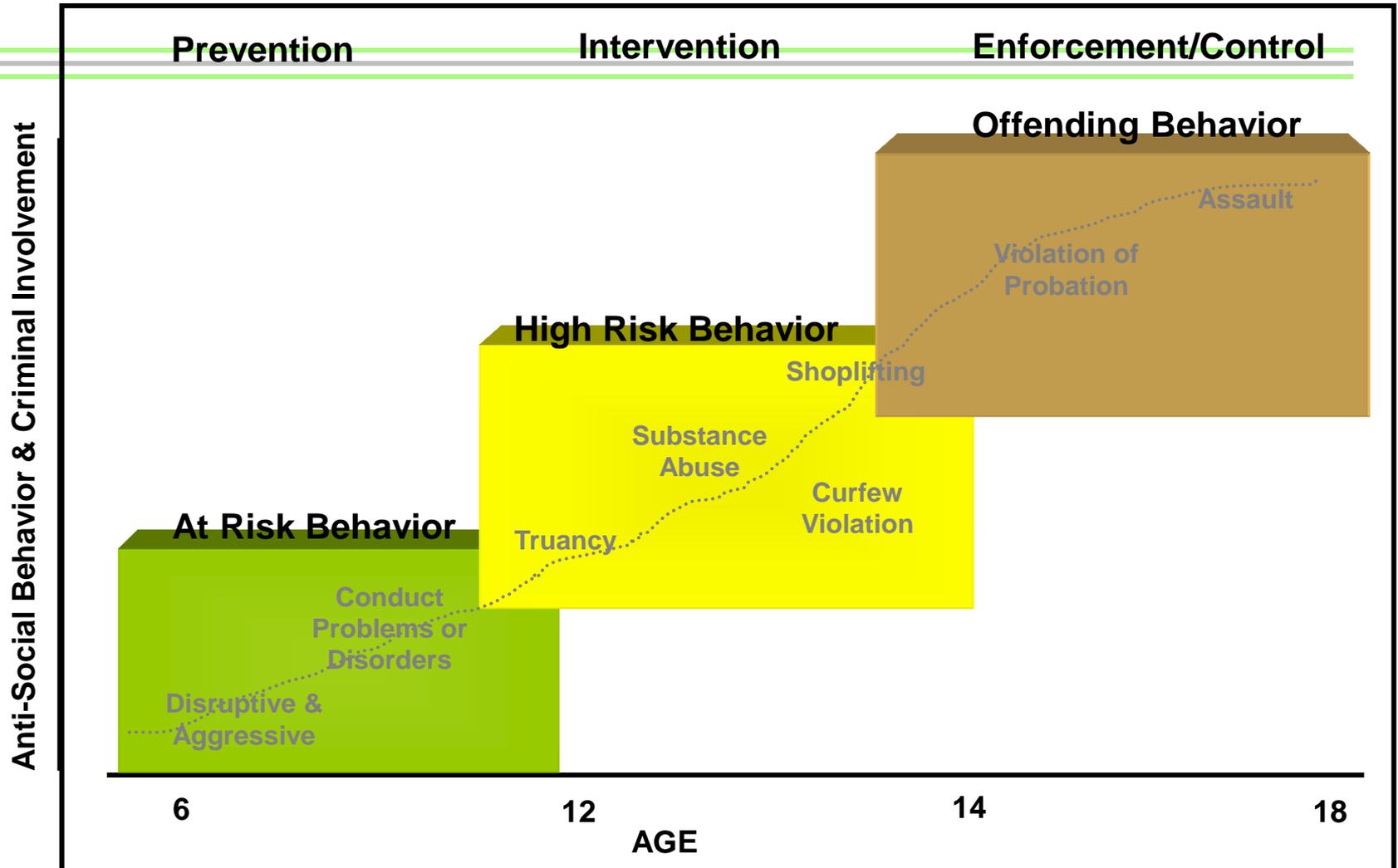
- Individual/Peer
  - Family
  - School
  - Community



# Three Pathways to Boys' Disruptive Behavior and Delinquency



## Serious Offenders are Typically a Subset of Earlier At-Risk Children



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# Roles and Responsibilities

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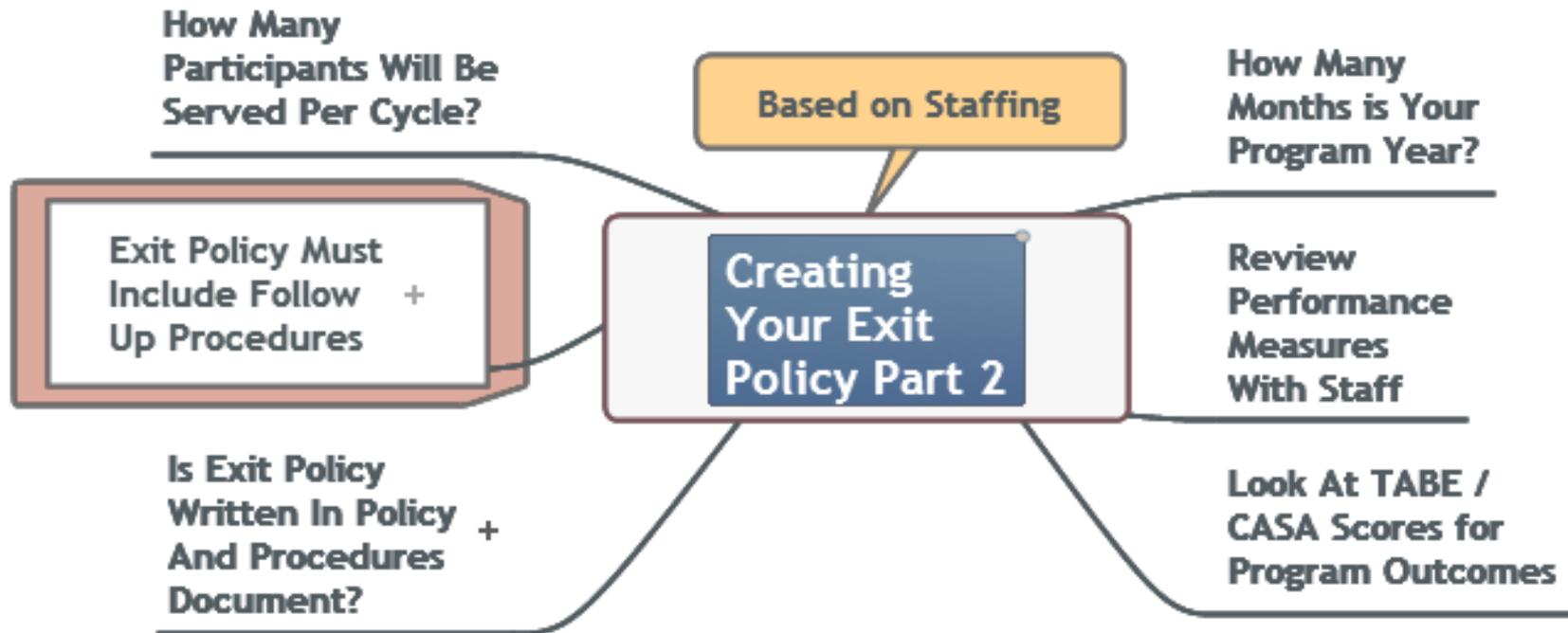
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Setting up your case files

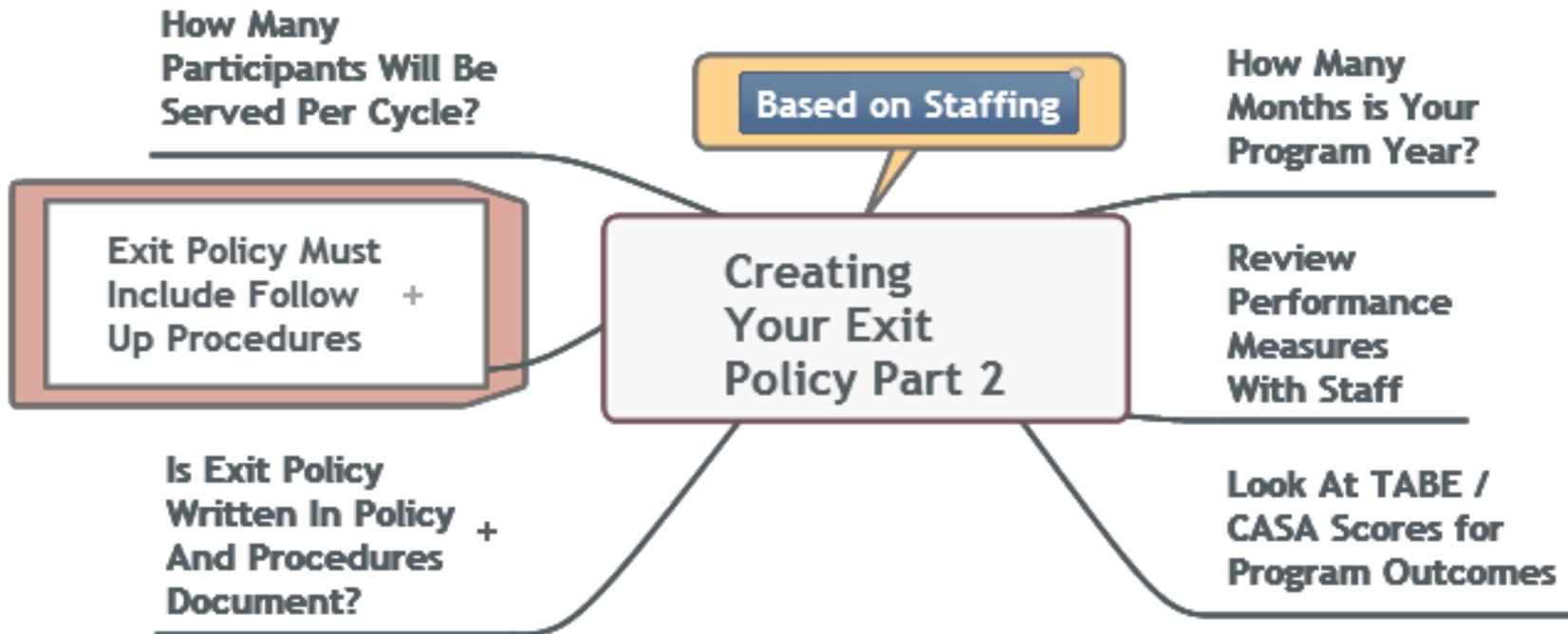
**Let's review the handouts for a sample file**



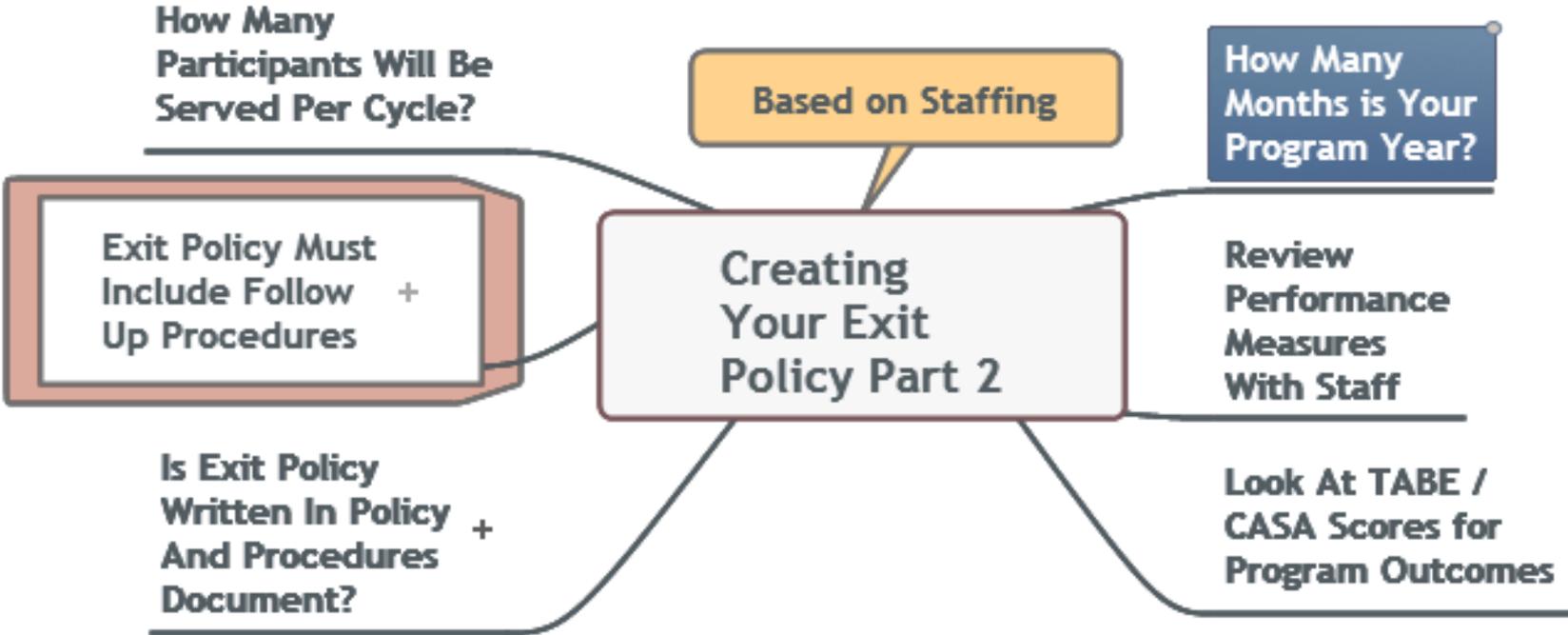
# Creating Your Exit Policy



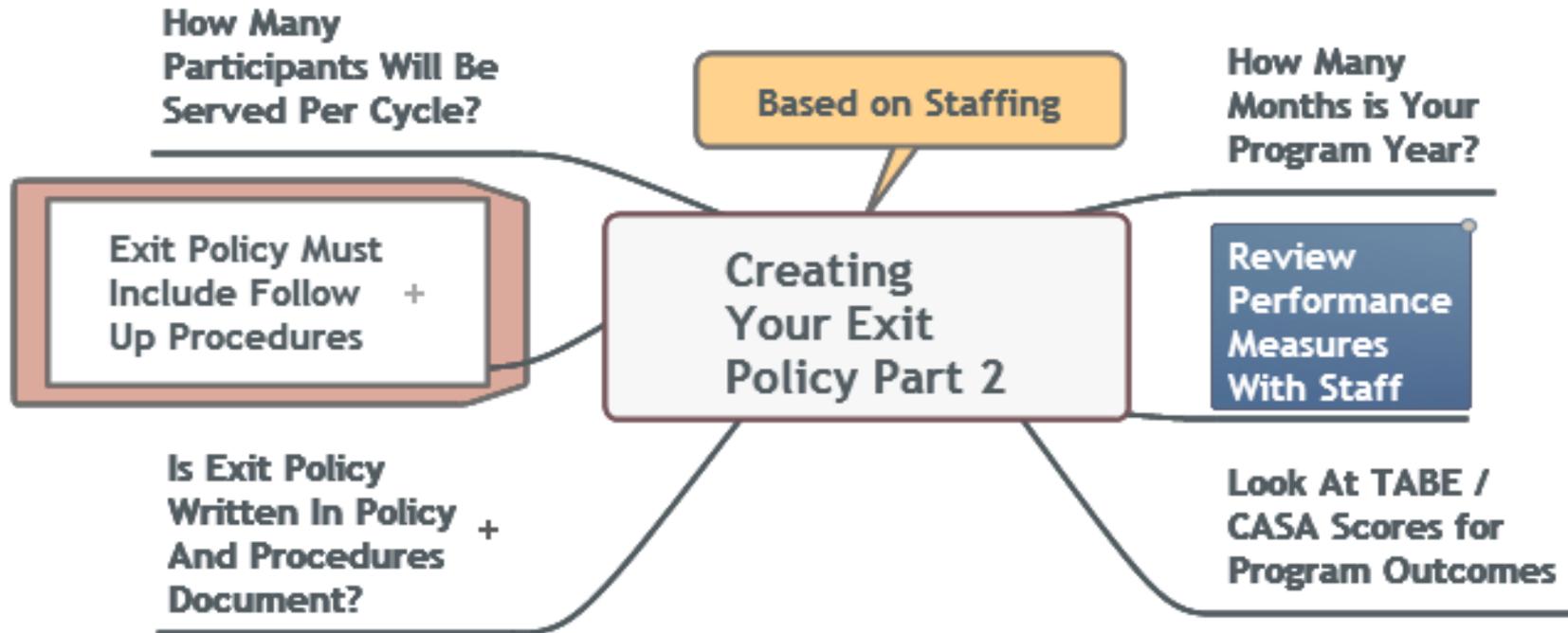
# Based on Staffing



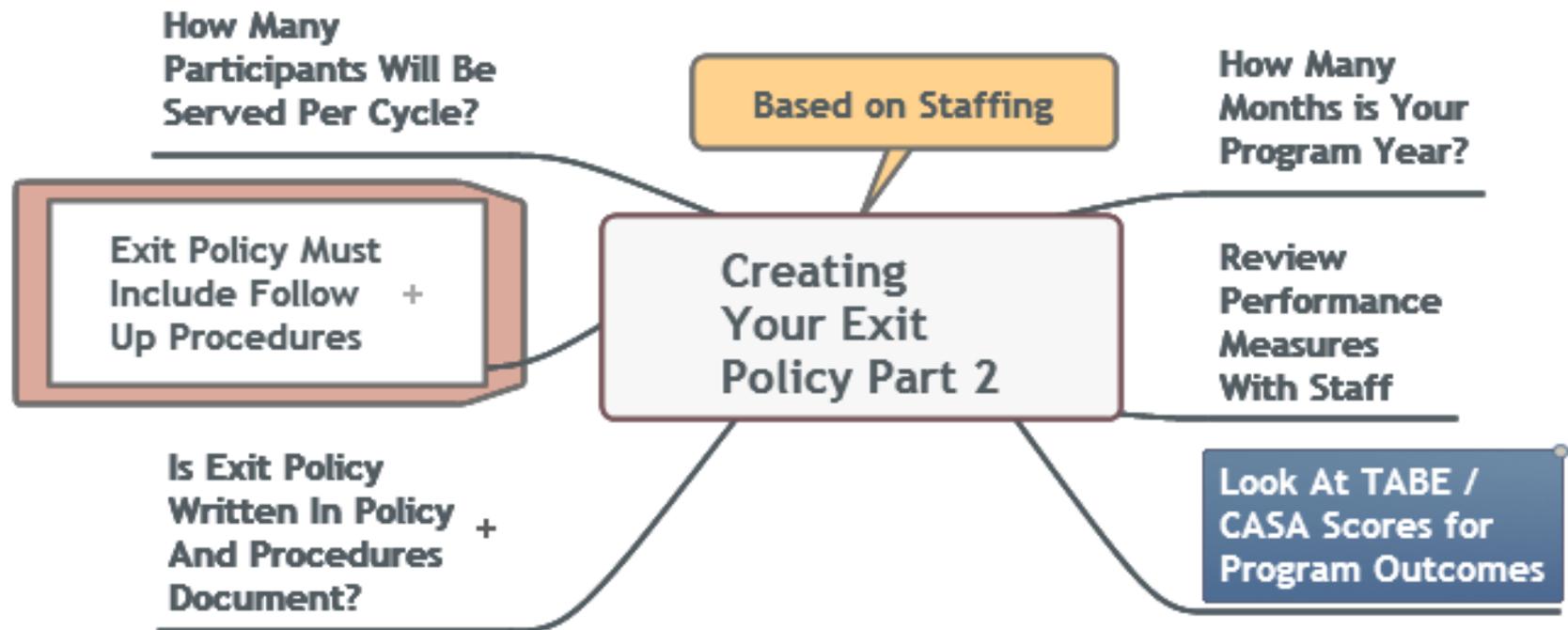
# How Many Months is Your Program Year?



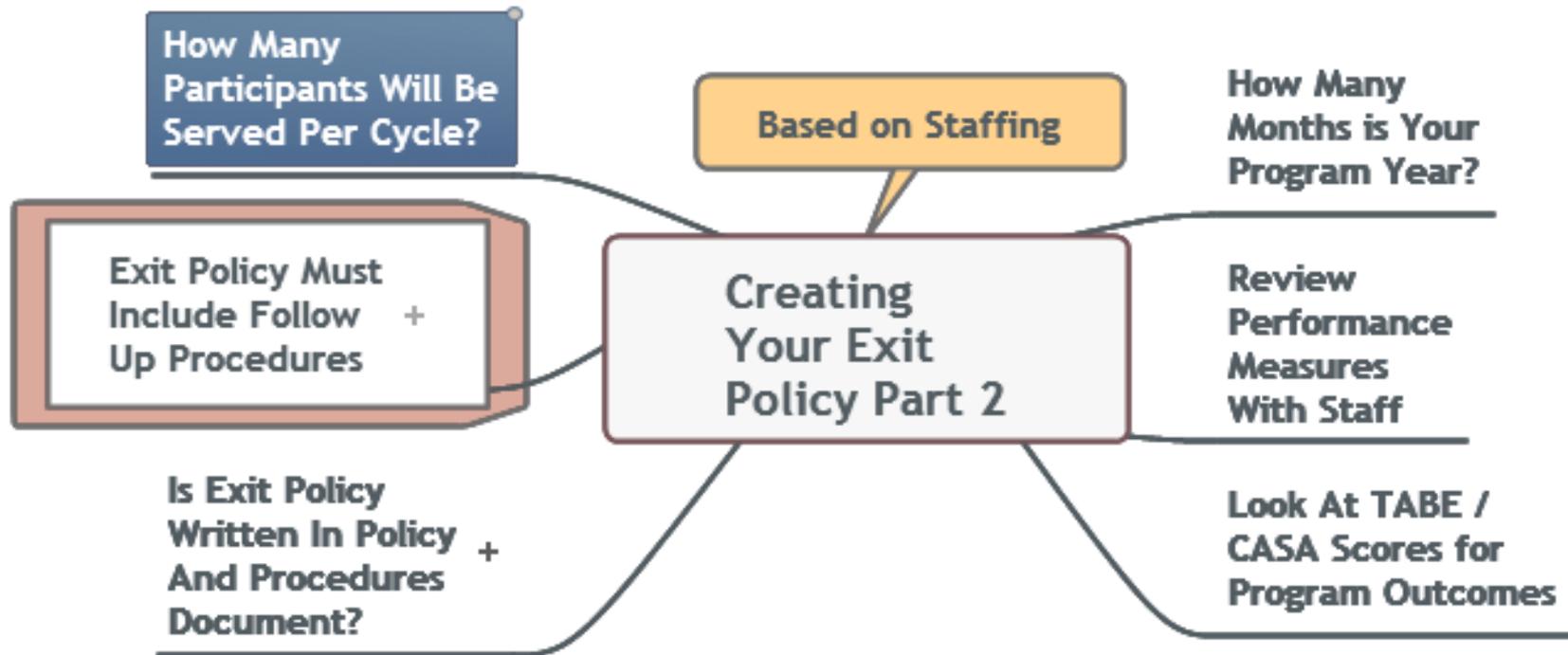
# Review Performance Measures With Staff



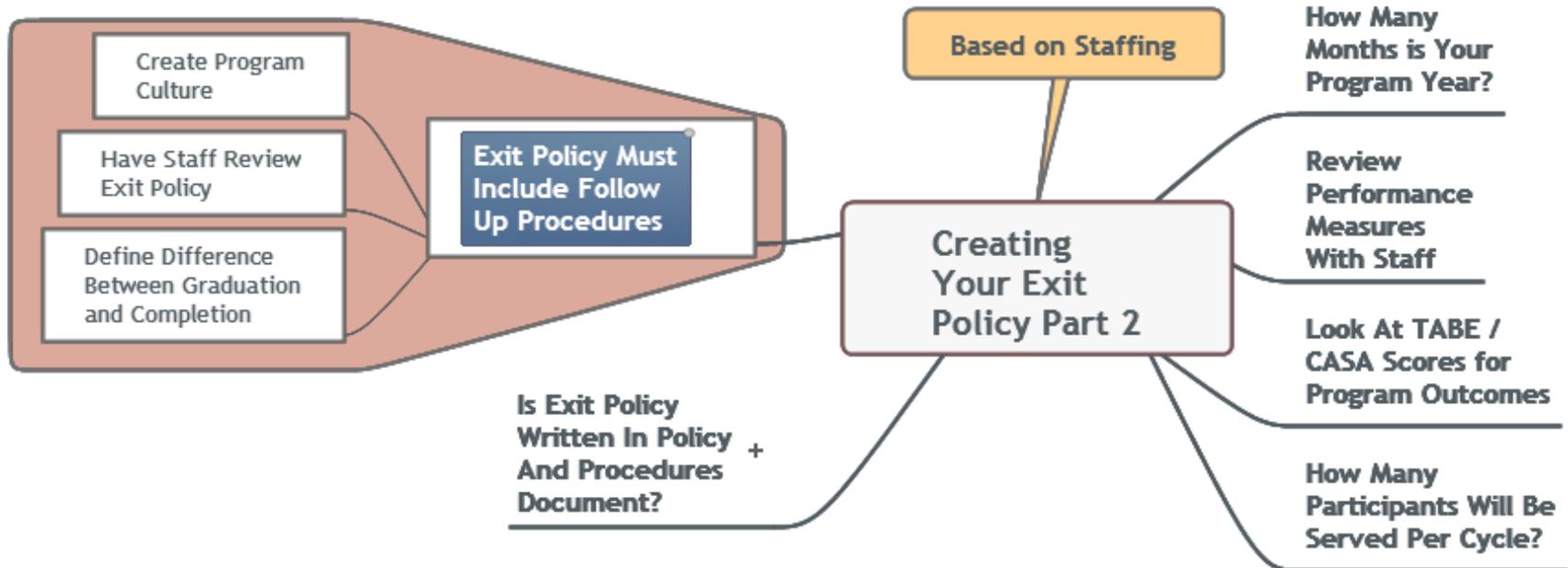
# Look At TABE / CASA Scores for Program Outcomes



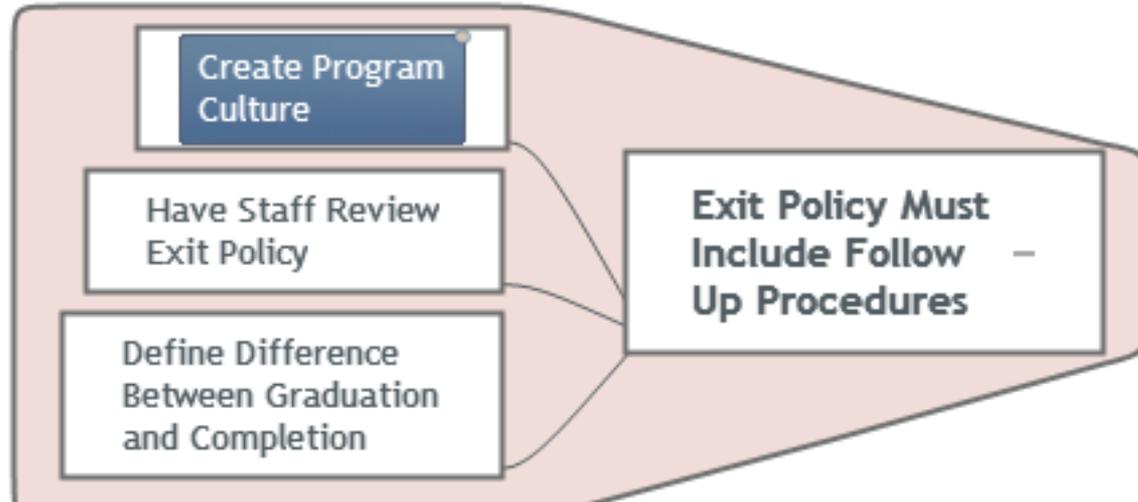
# How Many Participants Will Be Served Per Cycle?



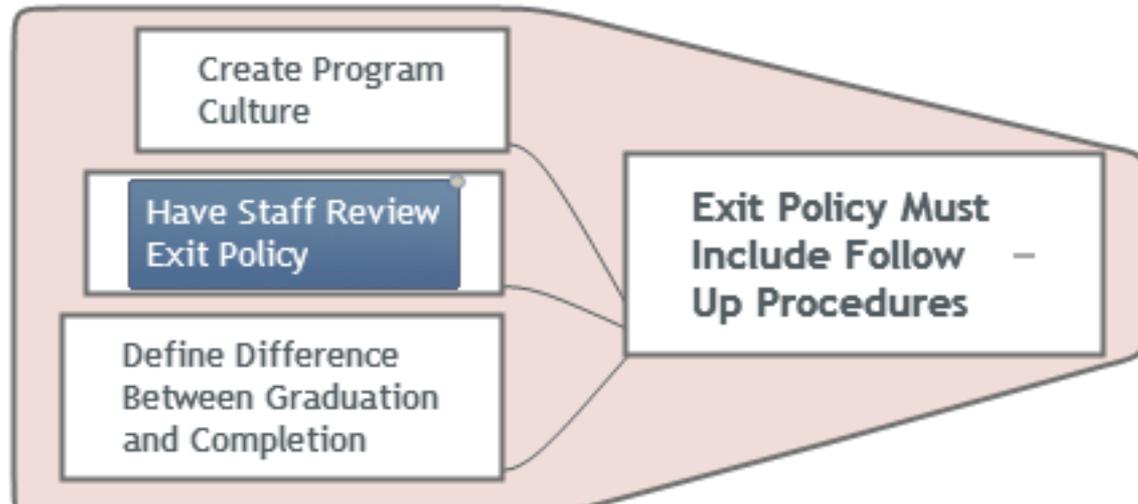
# Exit Policy Must Include Follow Up Procedures



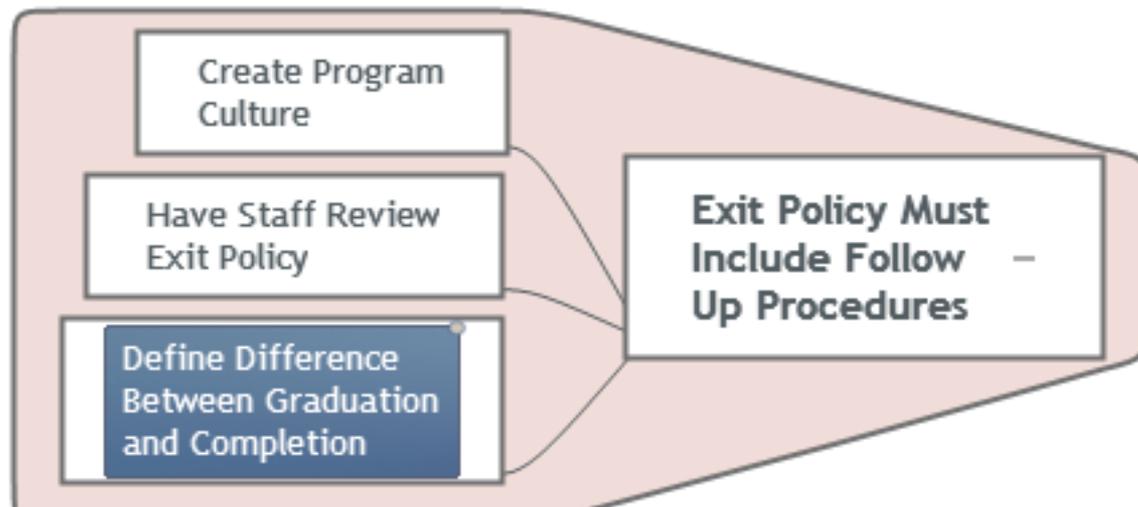
# Create Program Culture



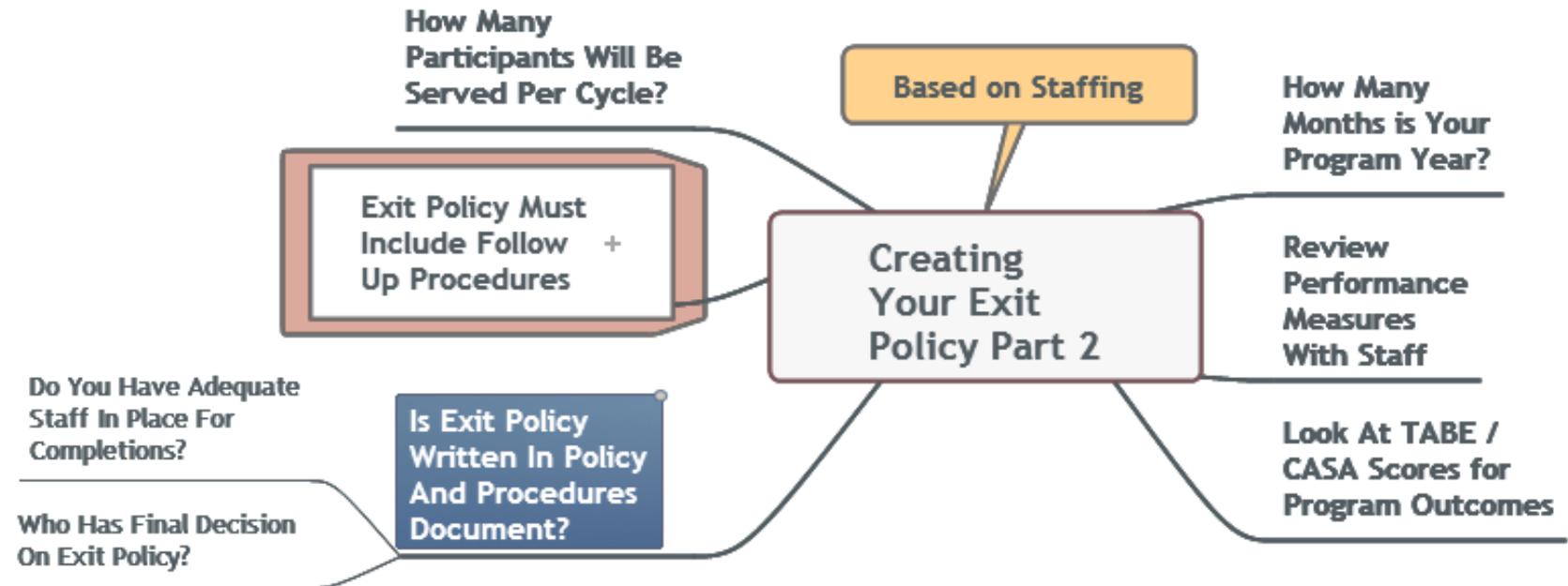
# Have Staff Review Exit Policy



# Define Difference Between Graduation and Completion



# Is Exit Policy Written In Policy And Procedures Document?



# Do You Have Adequate Staff In Place For Completions?

Do You Have Adequate Staff In Place For Completions?

Who Has Final Decision On Exit Policy?

Is Exit Policy Written In Policy And Procedures Document?



# Who Has Final Decision On Exit Policy?

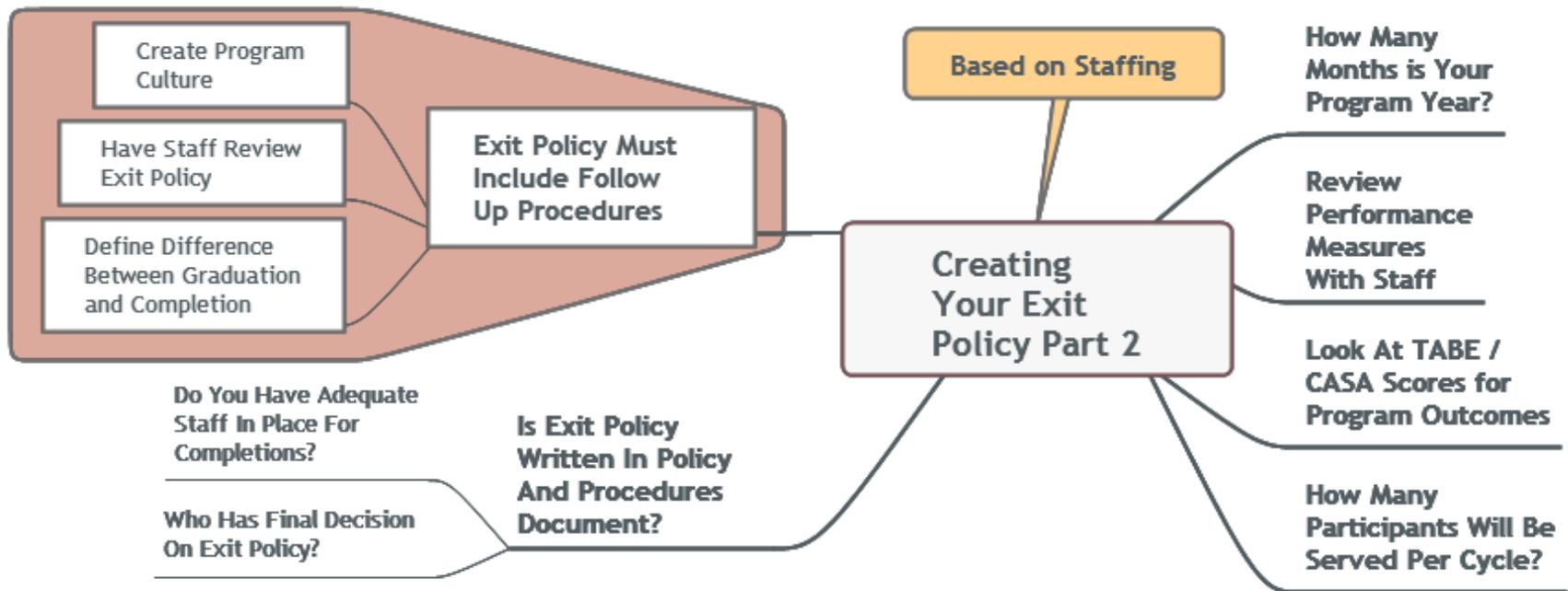
Do You Have Adequate Staff In Place For Completions?

Is Exit Policy Written In Policy And Procedures Document?

Who Has Final Decision On Exit Policy?



# Summary



# What is internal case management?

- A process where staff share information and perspectives about **each student** to develop a strategy that helps the student move forward in his/her own development.
- Typically, a counselor, teacher, and construction staff meet regularly to discuss each student.
- During this process, staff develop a shared strategy for helping young people achieve his/her goals.



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# Benefits of Case Conferencing

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- Best practice of YouthBuild programs that have consistently good outcomes (e.g., attendance and retention)
- Can facilitate alignment among staff
- Can ensure that your program is maximizing its leverage to promote personal change



# Case Conferences

- **Complete Data:** A system of sharing data on the accomplishments or failures of trainees on the construction sites; attendance records, written reports, background information about the youth.
- **Regular Schedule:** Scheduling is critical to case conferences, which should be routine and well organized, with one person taking the lead in presenting the case.
- **Holistic:** Conferences allow different branches of the program a chance to speak about the same person. Teachers, counselors, and construction staff all have different interactions with the youth and each may shed light on particularly difficult situations.
- **Resolution:** What steps need to be taken if there is a problem?
- **Confidentiality:** A system of counselors informing construction staff about violating confidentiality.



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# Case Conferencing Protocol

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- Meetings should be scheduled regularly
- All students should be discussed, not just those who are having difficulty
- Staff should be prepared to share appropriate data like attendance records



# Case Conferencing Questions

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- How is the young person doing?
- Are there areas of need or is there an opportunity to cultivate these competencies?
- What will need to happen to address these needs or to support the utilization of these opportunities? Who will “take point” in this effort? When will it happen?



# Principles of Case Conferencing

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- Data is primary and everyone has data about the young person
- A strategy includes opportunities, supports, and services
- Staff is sharing data, coming up with shared meaning, and implementing strategies that leverage their strengths in relation to the young person
- Staff talk about every young person on a regular basis

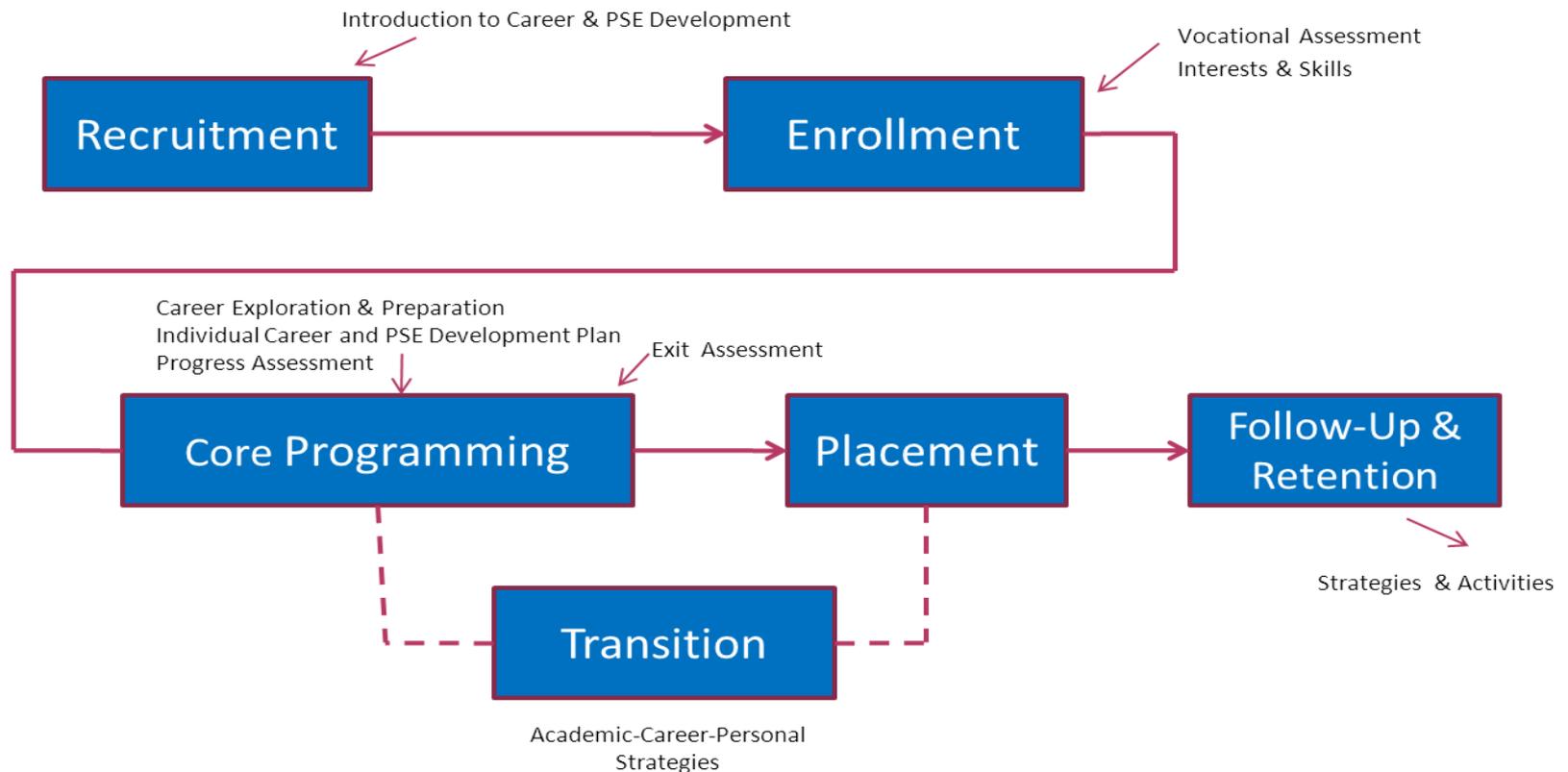


# Suggested Case Conferencing Process

- The case manager facilitates the process
1. Case manager shares objective data: attendance, progress toward competencies, etc.
  2. Go-round: other staff share their data
    - I see . . .
    - I think . . .
    - I believe the next step for the student is . . .



# Career Development & Transition Opportunities in the YouthBuild Model



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# Key Insights for Program Directors

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## **(1) *Transition Phase – Transition Services***

Graduation is not the end of YouthBuild Program

## **(2) *Getting underneath the #s***

Extensive and intentional staff time is required

## **(3) *Case Management and Placement starts at Day 1***

Intentional about staff alignment and planning



# Transition Services & Opportunities in the YouthBuild Model

## ACADEMIC

- To help youth earn their Diplomas/GED; understand how school affects their lives and futures; and explore their current experiences, needs, and goals for further education after exiting YouthBuild

## CAREER & POSTSECONDARY

- To help youth solidify their career and employment options. This transition time should be used to reflect on the steps they will need to take in order to achieve their career goals

## PERSONAL

- To help youth better understand the challenges of adulthood and the importance of how taking care of themselves can greatly increase their chances of success after leaving YouthBuild.

Leadership Development



# Transition Services & Opportunities in the YouthBuild Model Cont'd

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## **In order to ensure placement and retention, a YouthBuild program CANNOT end at graduation**

- Critical to understand the DOL MIS system;
- Critical to establish program's exit and graduation policies. Exiting and graduation are not necessarily the same thing;
- Critical to re-envision program model: core program (what we think of as traditional YB), transition period, follow-up;
- Think about staffing - many programs creating new staffing models / teams for transition and follow-up.



## Placement & Case Management Starts on Day 1

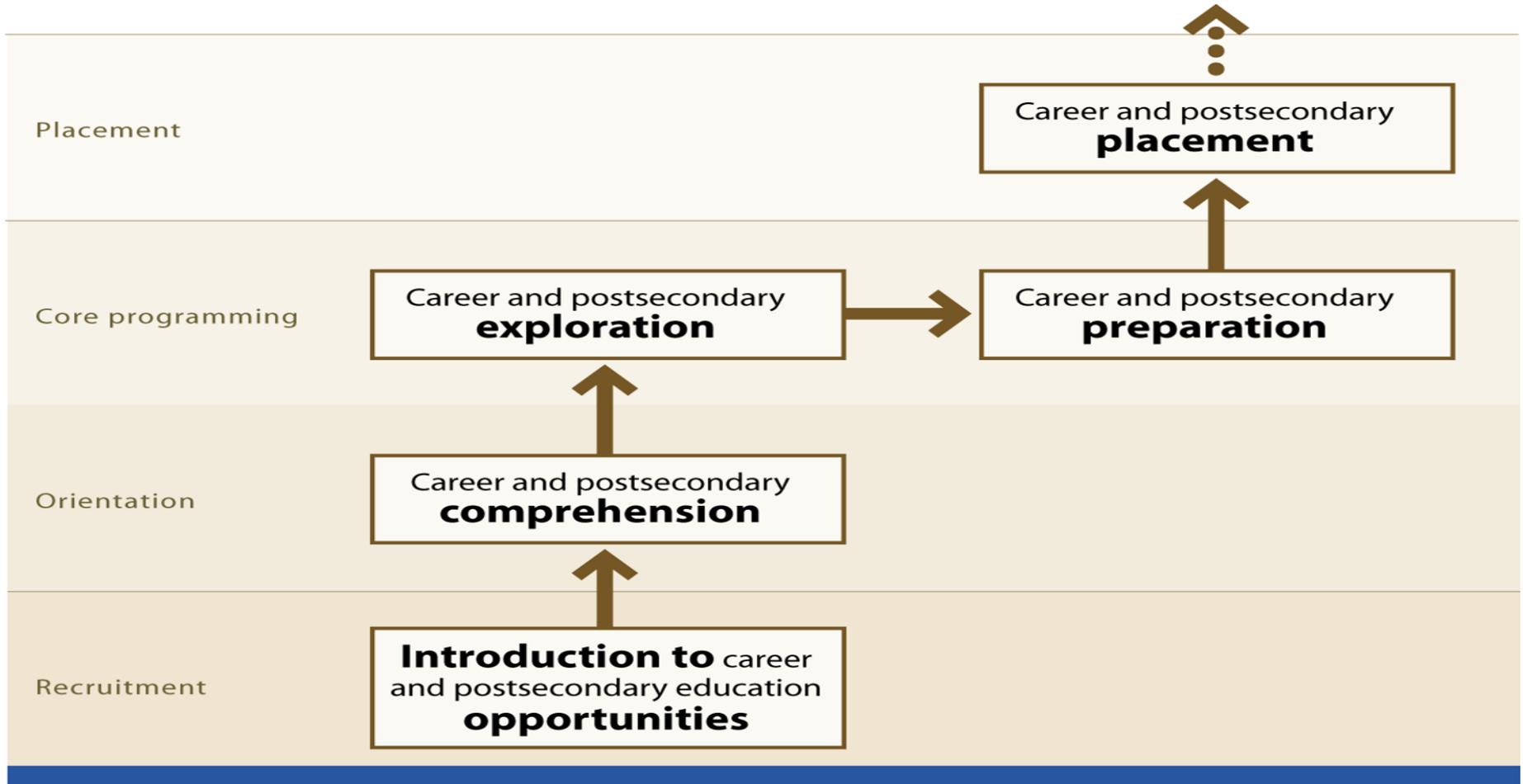
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- Getting all staff aligned and engaged with placement and retention activities that are integrated with directed and as needed case management
- Having a schedule of Career and Post-Secondary activities beginning at mental toughness through placement and retention
- Use of staff meetings for planning, reflection and benchmarking of youth in Follow-up period as well as youth still in the education and training portion of the YouthBuild Program
- Consistent use of IDP and case conferencing



# Career & Post-Secondary Roadmap



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# Post Placement Planning

## **A Strategy to Assist with Placement**



# Overview of Initiative

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- Creating a Program Culture for Placement
- Clarifying roles for placement planning
- Understanding the 120 Placement Strategy



# Strategic Framework

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## Discovering The Placement Pathway

- Education Pathway
- Military Pathway
- Career Pathway



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# Planning Culture for Placement

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- 1) Define Role staff roles with placement objectives
- 2) Planning should reflect anticipated exit policy date
- 3) All planning from staff should be filtered to the case manager for case conferencing purposes
- 4) Remember all staff should be included in the 120 day plan.



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# Who Is Involved In The Process?

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A representative from each program component needs to attend the planning meeting ;

- Case Manager
- Construction Manager/Team
- Education Manager/team
- Program Manager
- Job Developer/Transition Coordinator

**All will be involved with the placement plan.**



# HOW THE PLAN WORKS

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- If your anticipated exit date is 6/30/13 go back 120 days from that date.
- Remember the plan is done in 30 day increments
- All key staff, partners, contractors need to attend monthly meetings to represent their roles in the plan



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# Goal of the Plan

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- Address **what each** staff person will do regarding placing an exited student into a pathway
- Detail **how each** staff person will assist with the placement
- Create a system for capturing staff engagement prior to exiting student



# 120 Days from Student Exit

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## **ALL ASSESSMENTS MUST BE GIVEN TO CASE MANAGER**

Critical to review if participant is on track to receive;

- Numeracy / Literacy gain
- Construction Certification
- G.E.D. / High School Diploma

All staff need to meet to discuss each participant to review if program components align with anticipated exit date.



# Student Exit

## Define Exit Terms

### Critical

- Completer – Participant successfully completed all DOL performance measures / components (of the Youth Build) is not receiving any wages, supportive services.
- Graduate – Participant has successfully completed at least one component of the Youth Build program or DOL performance measure, ie; construction, G.E.D
- Exited participant – participant moved to exit for placement in education/employment/military – may or may not have successfully completed components and is still working with the program staff to complete DOL performance measures



# 120 Days from Student Exit

## **REVIEW, REMIND, AND ANTICIPATE THE EXIT DATE**

Critical to review EXIT DATE with the participate;

- Review anticipated exit date with participant.
- Remind participate of the placement quarter.
- Anticipate the placement with the participant.
- Which track is the participate going to explore – career or Post Secondary Education? Update this information monthly.
- Staff should be supporting this track 3 to for 4 months before the anticipated exit date – with the student.



# Working the Plan

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- At 120 days – each staff / (Program component) list assessments they can give to the case manager to gage where the student is regarding; gains in numeracy/literacy, G.E.D., construction certifications, leadership development, and short and long term goals.
- At 90 days – each staff / (Program component) list out what program supports are needed for **each** student to be exited by the anticipated exit date. Under education it could be ; college fairs. Under construction it could be ; meeting with Union Representatives.



# Working the Plan

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- At 90 days - The Job Developer – Putting a resource map together of jobs based on careers listed in short /long term goals. Or resume writing, soft skills training.
- Again, each staff / (Program component) must list out specific steps to ready student for exit.
- All this information should go to the case manager.



# Working the Plan

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- At 60 days - Each staff/ Program component is concentrating on jobs or PSE.
- Each staff or Program Component needs to list out what specific examples they are bringing to the table for placements. Examples – Construction manager may take the youth to Home Depot to introduce them to the store manager.
- The Job Developer – May have all the students bring in business cards from the community and students put on their own local job fair.



# Working the Plan

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- At 60 days - Each staff/ Program component is concentrating on jobs or PSE.
- The goal at 60 days is for tangible results. Between staff, community partners, contractors, the executive team, board of directors – all should be concentrating on placements and listing out contacts and resources.
- This information is compiled and given to the case manager.
- Important for case conferencing to continue through out this period on each participant to see who will be ready for the exit date.



# Working the Plan

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- At 30 days - Each staff/ Program component is concentrating on confirming the job or PSE. (see handouts)
- All staff should list out roles and duties to support the anticipated exit date for the placement.
- The follow up period is now on the boards. Due to staffing, a discussion on who will be available for doing the 9 months of follow up. (see retention module).
- For those participants who will be exited – discuss that they are entering phase two of the program and all staff should meet all students to discuss the follow up phase and incentives.



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# Working the Plan

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## ACTIVITY

- Let's now engage in the plan

