


# **YouthBuild Programs Strategies for Grant Management**

Atlanta, Georgia  
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# Importance of Performance Management and Reporting System

- To provide program operators and front-line staff with information for decision-making and continuous improvement to operations.
- To provide DOL w/ information to ensure program accountability, to assist in identifying TA needs, and to aid evaluation.
- To demonstrate a return on investment to Congress, stakeholders, taxpayers, etc.

# MIS Development Schedule

- DOL already released the first phase of the YouthBuild (YB) MIS for grantees. It includes case management functions for data input/the capacity to create the Quarterly Performance Reports.
- Follow-up functions were completed in March 2008.
- Phase 2 will begin in the 4<sup>th</sup> quarter, and will include additional enhancements for reporting and grant management.

# Key Concepts: Enrollment

- Enrollment is the point at which a participant is determined eligible to participate in the program.
- Enrollment occurs when the case manager enters an enrollment date for the participant.
- Enrollment usually occurs after the *mental toughness* component, but is at program discretion.

# Enrollment

- Each grantee's enrollment goal is specific, and is determined by funding.
- The minimum enrollment goal will be calculated by dividing the total grant award for FY07 by \$15,000. However, if your grant application specified a higher enrollment goal, that will be the goal for your grant.
- Enrollments cannot begin before the start date of the Period of Performance for the grant - October 15, 2007.

# Eligibility for YB

- To be eligible for YB, participant must be:
  - ✓ Between 16 and 24 on the enrollment date **AND**
  - ✓ A current or former foster youth **And/Or**
  - ✓ A youth offender **And/Or**
  - ✓ An adult offender **And/Or**
  - ✓ A youth who is an individual with a disability **And/Or**
  - ✓ A migrant farm worker youth **And/Or**
  - ✓ A child of an incarcerated parent **And/Or**
  - ✓ A low-income youth **AND**
  - ✓ A high school drop-out
- Grantees should keep hard file copies of documentation as proof of eligibility.

# Eligibility Exception

- If young people have a high school diploma/GED, but is basic skills deficient, they can be enrolled under the 25% exemption.
- If the youth was referred by a high school guidance counselor to the YB program, they can be enrolled under the 25% exemption – only if the YB program to which they are referred is a high school diploma-granting program.

# Additional Eligibility for Federal Program

- Selective Service Registration for Males
  - Participants who are males ages 18-25 must document they are already registered for selective service. If they are not already registered, assist them with registration.



# Assessment

- Assessment is an important part of case management and the information is required to be entered into the MIS within 14 days from the enrollment date.
- Basic skills and employment assessments are the only assessments required to be completed within 14 days of enrollment. If they are not completed within 14 days, the case manager will not be able to enter any other data on the participant until the assessment information is entered.
- The Individual Development Plan is an assessment that is recommended for participants goals. It is not required, but is a tool that can be used by case managers to set goals.

# Services

- Must track 7 categories of services
  - Education/Job Training
  - Workforce Preparation
  - Community Involvement
  - Mentoring
  - Health Services
  - Supportive Services (including follow-up services)
  - Post-Secondary Exploration and Planning

# Services

- Education/Job Training:
  - Math/Reading Remediation
  - GED Preparation
  - Vocational/Occupational Skills Training
  - On the Job Training
  - Other Education or Job Training
  - Registered Pre-Apprenticeship
- Workforce Preparation:
  - Subsidized Employment
  - Internship
  - Workforce Information
  - Work Readiness Training
  - Career/Life Skills Counseling
  - Other Workforce Preparation Activities

# Services

- Community Involvement:
  - Community Service
  - Other Community Involvement Activities
- Mentoring
- Health Services:
  - Substance Abuse Treatment
  - Mental Health Treatment
  - Emergency Medical Care
  - Non-Emergency Medical Care
  - Pregnancy
  - Other Health Services

# Services

- Supportive Services:
  - Child Care Services
  - Needs Related Payments
  - Follow-up Mentoring Services
  - Transportation Services
  - Other Follow-up Services
  - Other Supportive Services
- Post-Secondary Exploration or Planning
- Services provided should be categorized into one of these service elements

# Key Concepts: Exit

- Exit occurs in one of two ways:
  - Successful exit: The youth completes all facets of the IDP and is ready to graduate from the program.
  - Unsuccessful exit: The youth chooses to exit the program before successful completion, is incarcerated, or is asked to leave.
- Youth who leave as unsuccessful exits will be included in the long-term measures of performance.

# Other Reasons for Exit

- Exceptions to the unsuccessful exit:
  - Death
  - Health/Medical Reason
  - Family Care
  - Reservist Called to Active Duty
  - Transferred or Relocated
- If any of these occur, document and exit the participant – they are excluded from the long-term measures.

# Program Services vs. Follow-Up Services

- Program services occur during active participation.
- Follow-up activities occur after successful exit from the program.
- Follow-up contact should begin in the quarter immediately after the quarter the participant exited the program.



# Follow-Up

- Follow-up services are intended to ensure the participant is successful in retaining employment or participating in post-secondary education or training.
- Follow-up is also necessary for data collection.
- For data collection purposes, follow-up must occur in each of the first 3 quarters after the exit quarter.
- Begin follow up in the quarter after the quarter containing the exit date.

# Follow-Up

- Required information to collect at follow-up:
  - 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> quarter: placement in employment or education, credential attainment
  - Literacy/numeracy gains are collected one year from initial basic skills assessment
- The follow-up component is included in the MIS.
- Follow-up for program purposes should be more extensive than quarterly contact for data collection.

# Performance Measures

- Enrollment Rate
- Placement in Employment/Education (CM)
- Degree/Certificate Attainment Rate (CM)
- Literacy/Numeracy Gains (CM)

*Note:* CM = Common Measure

# Additional Performance Measures

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- Retention in Employment/Education Placement
- Recidivism Rate

# Enrollment Rate

- Enrollment Rate: measures the success of meeting the enrollment goal.
- Tracked in Program-to-date column of Quarterly Performance Report.
- Goal is 100%.

# Placement in Education or Employment

- Placement Rate: Percent of participants placed in employment, post-secondary education, military, or long-term occupational training in first quarter after exit quarter **divided by** total participants.
- Long-term exit-based measure so very little data in first year.
- Goal is 70%.

# Certificate Attainment Rate

- Certificate Attainment Rate: Number of participants who attain degree or skills certificate by end of 3<sup>rd</sup> quarter after exit **divided by** total participants.
- This includes attainment of GED, high school diploma, and industry-recognized occupational skills certificates.
- Long-term, exit-based measure – no information in first year.
- The goal is 50%.

# Definition of a Certificate

- Awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation.
- Technical/occupational skills are based on standards developed/endorsed by employers.
- Certificates awarded by WIBs not included.
- Work Readiness certificates not included.



# Literacy/Numeracy Gains

- Literacy/Numeracy Gains: Of those assessed as basic skills deficient, number who increase one or more educational functioning levels in literacy or numeracy **divided by** participants who completed a year of participation plus participants who exited before completion of one year of participation.
- To be included in the numerator, an individual must advance one or more Adult Basic Education or English as a Second Language functioning levels.
  - Gain can occur in literacy **or** numeracy – can pre-test at different levels in each category
- The goal is 50%.

# Recidivism Rate

- Recidivism Rate: Percent of participants that were youth offenders at enrollment, who are re-arrested or re-incarcerated for revocation of parole/probation within one year from enrollment date.
  - If rearrested and subsequently released without conviction, can be taken out of numerator
  - If no re-arrest/re-incarceration at 1 year from enrollment date, must enter “not re-arrested” in MIS
- Goal is 20% or below.

# Retention Rate

- Retention Rate: Of those placed in employment or education in the first quarter after exit, it is the percent of participants who are still in employment or education in the second and third quarters after exit.
  - Calculation captures the retention of youth in post-program placements – for those who are in a placement in the first quarter after exit, are they still in a placement in the third quarter after exit
  - Long-term, exit-based measure – should track counts in section E of the quarterly report
- Goal is 75%.

# Documentation

- Very important to provide as much documentation as possible in case files - should include:
  - Documentation of eligibility
  - Documentation of services received
  - Documentation of outcomes – employment, post-secondary education, educational attainments, recidivism

# Reporting Requirements

- Grantees are required to submit 3 reports each on a quarterly basis: Programmatic Narrative (qualitative) report, ETA-9130 Form (financial), and the Performance (quantitative) report.
- The quantitative performance and narrative reports are submitted through MIS system; (ETA-9130 submitted separately through ETA reporting system) – both use **[www.eta-reports.doleta.gov](http://www.eta-reports.doleta.gov)**
- All reports are due 45 days following the end of each quarter

# Reporting

- Quarterly Performance Report – generated from the data input into MIS.
- DOL will not view individual data entered into MIS; FPOs will review and evaluate the data during quarterly desk reviews.
- Grantees should review and check the quarterly reports for errors before certifying and submitting them to DOL

# Quarterly Performance Report

- Section A: Grantee Identifying Information
- Section B: Participant Summary
- Section C: Service Information
- Section D: Short-Term Indicators, including rates and counts
- Section E: Long-Term Indicators
- Section F: Grantee Remarks

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