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- YouthBuild Income Eligibility Criteria
- YouthBuild Eligibility Criteria for Completed Housing

Tools that are Useful Resources:

- YouthBuild Community of Practice (CoP)
- U.S. Department of Labor WorkforceGPS
- U.S. Department of Labor Youth Development Information and Resources
- Federal Partners
- National Associations
- Non-Governmental Organizations
- Resources for Native American Youth
- Additional Web Sites for Youth Development Resources
- Publications
- Web Sites for Youth Workforce Development Professionals
- National Workforce Information Web Sites
- Electronic Tools Guide for Youth and Parents
- Prepare for Employment
- Find a Job or Job Training
- Find Services and Additional Information
- Finding the Right Career Tool
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U.S. Department of Labor
Acronyms

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<th>Acronym</th>
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<td>American Job Center (aka One-Stop Center)</td>
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<td>ARRA</td>
<td>American Recovery and Reinvestment Act of 2009</td>
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<td>BLS</td>
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<td>CP</td>
<td>Career Pathway</td>
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The YouthBuild Model

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The first YouthBuild program started in East Harlem in 1978. That program’s success led to similar initiatives across New York City and, with the formation of YouthBuild USA, Inc. in 1990, across the country. In 1994, the US Department of Housing and Urban Development (HUD) granted the first 31 federal YouthBuild grants. In 2006, at the recommendation of the White House Task Force for Disadvantaged Youth formed by President George W. Bush, the federal YouthBuild program transferred from HUD to the US Department of Labor (DOL), due to DOL’s history of youth workforce development programming, which was considered to better align with the long-term goals of the Task Force for serving disadvantaged youth.

There are two ways that an organization can obtain the right to use the YouthBuild name. It can win a competitive YouthBuild grant directly from DOL or it can be licensed by YouthBuild USA as a YouthBuild program through the YouthBuild USA Affiliated Network. Roughly half of the current funding for local YouthBuild programs in the United States comes from DOL under the federal YouthBuild program, which was reauthorized within the Workforce Innovation and Opportunity Act (WIOA) in 2014. DOL-funded grants may choose to join the YouthBuild USA affiliated network for additional resources and information but this is not necessary to be considered a YouthBuild program.

As the competitively-selected contractor for the federal DOL YouthBuild program, YouthBuild USA provides training and technical assistance support to the DOL-funded YouthBuild programs. YouthBuild USA issues Program Design and Performance Standards to their affiliate network regarding the YouthBuild program model. These design and performance standards demonstrate how YouthBuild USA defines the program model and may overlap with the program model as defined by DOL but DOL has implemented the program model based on the requirements as outlined in Section 171 of WIOA. The legislation defines the program model broadly to allow for flexibility in implementation and design to ensure the model aligns with the goals of WIOA.

Per WIOA, eligibility for the YouthBuild program is limited primarily to young people ages 16 to 24 who have dropped out before completing high school, though they may have subsequently reenrolled into an alternative or adult basic education program, and who satisfy at least one of the following criteria: They come from low-income families, they come from families of migrant farm workers, they are currently or were formerly in foster care, they have disabilities, they have histories with the criminal justice system, or they are children of at least one incarcerated parent.

Most young people who make it through Mental Toughness Orientation are enrolled, typically in cohorts of at least seven, and participate in the YouthBuild program for between 6 and 12 months, receiving a mix of services including:

- **Education services** such as basic skills instruction, remedial education, alternative education leading to a high school diploma or state-recognized equivalency degree, or (increasingly) postsecondary preparation.
- **Vocational training** leading to an industry-recognized credential, typically construction training in which participants rehabilitate or build housing for low-income people, less
frequently training for other vocations such as Certified Nursing Assistant, commercial driver, or information technology professional.

- **Youth development services**, including leadership training and community service. YouthBuild’s culture focuses on youth development and leadership, seeking to capitalize on the strengths young people bring to the program and empower them to take responsibility for their lives and choices. Leadership training occurs in the classroom, at the work site, and throughout the daily operation of the program. Additionally, Youth Policy Councils, in place at most programs, provide participants with the power to make significant decisions about program activities and structure. Community service includes organized volunteering opportunities at local organizations and the production of housing for low-income individuals.

- **Supportive and transition services** such as counseling, case management, life-skills training, support services, workforce preparation, follow-up services, and stipends paid during participation, all of which are intended to help young people address barriers that may prevent them from participating in YouthBuild or achieving success in the future.

YouthBuild programs funded by DOL are subject to the same measures of participant performance that are used by all other DOL-funded youth programs, which are the WIOA performance measures for youth. These include placement in employment or education in the second and fourth quarters after exit, attainment of degrees or certificates, median earnings, measurable skills gains, and employer engagement. The program’s performance is assessed in these key categories, and continued funding is tied to strong outcome results. WIOA performance measures seek to evaluate programs serving similar populations across program models and incentivize programs to focus on strong youth and workforce development practices, such as learn and earn models and career pathways.

DOL has funded a random assignment evaluation, launched in 2010, that examines the impacts of YouthBuild as implemented by 75 programs operating the program nationwide. For the evaluation, eligible participants were assigned at random either to a program group, which was eligible for YouthBuild, or to a control group, which was not eligible for YouthBuild. Both groups had access to all other services available in the community. Key findings of the initial implementation study, published in February 2015, include the following:

- YouthBuild programs targeted young people who were demographically at risk, but actually enrolled young people who demonstrated “readiness to change” by making it through a demanding screening process and Mental Toughness Orientation;
- YouthBuild programs were generally successful in augmenting their core educational and vocational services with a broad array of supplemental services, including life-skills training and workforce-preparation activities;
- YouthBuild is typically more robust and comprehensive than other youth programs located in the same communities; and
- The impact analysis will be able to provide a rigorous assessment of YouthBuild’s effects.
The full implementation study report is available here:  
https://wdr.doleta.gov/research/keyword.cfm?fuseaction=dsp_resultDetails&pub_id=2551&mp=y

A second report, scheduled for release in 2017, will present impacts of the program on the study group at twelve and thirty months after random assignment.

Figure 1.1 below appears in the implementation study and demonstrates how typical YouthBuild programs implement the model.

![YouthBuild Evaluation](image)
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YouthBuild Regional Federal Project Officers

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<td>1</td>
<td>Capon, Trevor</td>
<td>617-788-0391</td>
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1 YouthBuild Region 1 FPO Lead
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5 YouthBuild Region 5 FPO Lead
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* YouthBuild Region 6 FPO Lead

Updated 8 March 2017
U.S. Department of Labor
YouthBuild Coaches

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**Helen Whitcher** hwhitcher@youthbuild.org

**Jahi Davis** jdavis@davisndavisadvisors.com

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**Jasmine Wheeler**
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*updated 5 April 2016*
U.S. Department of Labor Advisories

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THE PURPOSE OF A TEGL
- To transmit policy and operational guidance to the Workforce Investment Act state and local workforce systems and related grantees.
- Issued by Program Year (July 1 - June 30).
- The first set of numbers of the TEGL indicates the publication order within that program year and the second set of numbers indicates the program year of publication.
- TEGLs provide firm and prescriptive policy guidance to the workforce system and related grantees regarding official and formal directives and requirements.

THE PURPOSE OF A TEN
- To communicate announcements of meetings, publications, or general information.
- Issued by Program Year (July 1 - June 30).
- The first set of numbers of the TEN indicates the publication order within that program year and the second set of numbers indicates the program year of publication.
- These are used for notices that are informational, but may still be beneficial regarding existing policies and practices of DOL.

OVERARCHING POLICY TENs & TEGLs

TEGL 11-16 – YouthBuild Compliance with Davis-Bacon and Related Acts (DBRA)
- Most recent YouthBuild-specific TEGL.
- Clarifies that YouthBuild participants are not exempt from prevailing wage requirements determinations for any project to which DBRA labor standards apply.
- Provides information on how to determine when Davis-Bacon requirements apply.
- Provides examples where prevailing wage requirements may not apply due to coverage thresholds set forth in statutory language.

TEGL 10-16 – Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Title I, Title II, Title III and Title IV Core Programs
- Provides information regarding the six primary indicators of performance for core programs, including methodology for calculating and definitions of terms.
- Provides guidance related to participant enrollment and exit.

TEN 08-16 – Implementation of an Integrated Performance Reporting System for Multiple Employment and Training Administration (ETA) and Veterans’ Employment and Training Service (VETS) Administered Programs
- Provides information related to YouthBuild and other DOL-funded programs as it relates to the new WIOA common performance indicators.
- Clarifies that YouthBuild will use WIOA transition authority to phase in the collection and reporting of WIOA common performance measures.

TEGL 06-15 – Qualifying Work Sites and Construction Projects for YouthBuild Grantees
- Describes the level of construction work that qualifies a work site.
- Clarifies activities that may be done in conjunction with work site training but that do not qualify as stand-alone work site activities.
- Provides suggestions for potential work site partners.
- Reiterates the program structure requirements for the YouthBuild program as they relate to work site training.
TEGL 07-14 – Guidance for Implementing the “Construction Plus” Component of the YB Program
- Provides guidance on Construction Plus implementation and requirements.
- Provides resources for researching local Labor Market Information to determine in-demand fields in the local area.
- Includes Considerations attachment that provides additional information for programs to consider in determining what Construction Plus industries to include.

TEN 24-14 – New Research Report: Adapting to Local Context: Findings from the YouthBuild Evaluation Implementation Study
- Shares key information related to the ongoing YouthBuild random assignment evaluation.
- Includes key findings from the initial implementation study.
- Includes link to the full report.

TEN 13-12 - Defining a Quality Pre-Apprenticeship Program and Related Tools and Resources
- Provides information on how a pre-apprenticeship program is defined and how to develop one.
- Provides helpful strategies for grantees to better understand collaboration with Registered Apprenticeships and paths to facilitated entry/articulation.
- Also provides information on resources to develop pre-apprenticeship programs and information on existing pre-apprenticeships for potential partnership.

TEGL 15-10 - Increasing Credential, Degree, & Cert. Attainment by Participants of the Public Workforce System
- Further defines credentials, provides information on how to improve credential attainment, and how to identify industry-recognized credentials.
- Particular emphasis for grantees should be on the Credential Resource Guide (Attachment 2) which provides specific information to help grantees make informed decisions about whether credentials may qualify.
* New guidance may replace this under WIOA’s new performance measures.

TEGL 05-10 - Match and Allowable Construction and Other Capital Asset Costs for the YouthBuild Program
- Provides important information on what construction-related costs are allowable with grant or match funds for work site training.
- Provides further explanation of match funds under YouthBuild.
- Particular focus should be on the attachment, YouthBuild Selected Items of Cost, which provides specific information on various construction activities and costs and whether they are allowed with grant/match funds.

TEGL 02-10 – Clarification on the Use of YouthBuild Funds Provided by Separate Year Funding Appropriations
- Clarifies policy related to the administration of multiple YB grants from separate grant years.
- Requires that participants be enrolled separately for each grant award and cannot be enrolled in one grant and served with funds from another; each grant award is severable and separate.
- Change 1 extended this policy to current and future years of grant funding.

TEN 44-07 - Providing Strategies to the One-Stop Career Center System on Collaborating with YouthBuild Programs
- Provides information on the YouthBuild program and opportunities for partnering/collaborating with the One-Stop Career Center system (also known as American Job Centers or AJCs).
- Provides examples of existing YouthBuild/AJC partnerships.
- Can be useful in approaching area AJCs for collaboration.
TEN 13-11 - **YouthBuild Participant Documentation** *likely to be revised to reflect needed updates per WIOA*
- Provides further detail on the importance of proper documentation for YB participant case records.
- Provides resources for ensuring proper documentation sources are used.
- Reminds grantees of responsibility to confirm eligibility prior to enrollment and services through acceptable forms of documentation.

TEGL 14-09 – **Mental Toughness/Orientation Allowable Costs in a YouthBuild Program**
- Provides information on the allowable time frames and costs to the grant during the mental toughness phase of programming.
- Clarifies purpose and limitations of mental toughness.
- Shares guidelines to use in designing and implementing mental toughness component.

TEGL 35-12 – **Definition and Guidance on Allowable Construction Credentials for YB Programs**
- Provides guidance on minimum level of certification allowable for each of three nationally industry-recognized construction certifications – i.e. more than one module may need to be completed and passed for it to count as a “certification outcome.”
- Encapsulates TEGL 15-10 explanation of how to determine whether additional credentials qualify.

*All TEGLs and TENs can be found here:* [http://wdr.doleta.gov/directives/](http://wdr.doleta.gov/directives/)
Select TEGL or TEN from Advisories List / Select guidance year (the number after the dash in the TEGL
number) Select “List” button / Scroll through list of guidance year advisories generated.
*make sure to review any attached Changes as well as other attachments*
U.S. Department of Labor Compliance

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**U.S. Department of Labor Compliance Overview**

Within the U.S. Department of Labor (DOL), the Office of the Assistant Secretary for Administration and Management's Civil Rights Center (CRC) oversees equal opportunity and nondiscrimination in programs and activities receiving federal financial assistance from DOL. The laws governing DOL financed programs and activities collectively prohibit discrimination on the basis of race, color, religion, sex, age, national origin, status as an individual with a disability, political affiliation or belief, and for beneficiaries only, status as a United States citizen or individual legally authorized to work in the United States.

**Compliance Assistance Materials**

**Basic Information**


*Complaint of Discrimination Form* - The form for filing a discrimination claim against a recipient of a grant or financial aid from the Department of Labor.

**Applicable Laws and Regulations**

*Title VI of the Civil Rights Act of 1964, as amended* - Prohibits exclusion from participation in, denial of benefits of, and discrimination under federally assisted programs on the grounds of race, color, or national origin.

*29 CFR Part 31* - Regulations regarding nondiscrimination in federally assisted programs of the Department of Labor under Title VI of the Civil Rights Act of 1964.

*Section 504 of the Rehabilitation Act of 1973, as amended* - Prohibits exclusion from participation in, denial of benefits of, and discrimination under federally assisted programs on the grounds of disability.

*29 CFR Part 33* - Regulations regarding nondiscrimination on the basis of disability in programs and activities receiving or benefiting from federal assistance under Section 504 of the Rehabilitation Act of 1973.

*Section 508 of the Rehabilitation Act of 1973, as amended* - Requires federal agencies to ensure that individuals with disabilities have access to and use of information and data that is comparable to the access and use of the information by members of the public who are not individuals with disabilities.

*29 CFR Part 32* - Regulations regarding nondiscrimination on the basis of disability in programs and activities receiving or benefiting from federal assistance under Section 508 of the Rehabilitation Act of 1973.

*Age Discrimination Act of 1975, as amended* - Prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.
**29 CFR Part 35** - Regulations regarding the nondiscrimination on the basis of age in programs or activities receiving federal financial assistance from the Department of Labor.

**Title IX of the Education Amendments of 1972, as amended** - Prohibits exclusion from participation in, denial of the benefits of, or discrimination on the basis of sex in any education program or activity receiving federal financial assistance.

**29 CFR Part 36** - Regulations regarding nondiscrimination on the basis of sex in any educational programs receiving federal financial assistance.

**Section 188 of the Workforce Innovation and Opportunity Act of 2014 (WIOA)** - Prohibits discrimination in participation, benefits, and employment on the basis of age, sex, race, color, national origin, status as an individual with a disability, or political affiliation or belief, and for beneficiaries only, status as a United States citizen or individual legally authorized to work in the United States in programs and activities funded or otherwise financially assisted in whole or in part under the WIOA.

**29 CFR Part 38** – Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Innovation and Opportunity Act

**Title II Subpart A of the Americans with Disabilities Act of 1990, as amended** - Prohibits exclusion of qualified individuals, by reason of disability, from participation in or benefits of the services, programs, or activities of a public entity or from discrimination in employment.

**Related Topics and Links**

**Equal Employment Opportunity Commission (EEOC)**

**Equal Employment Opportunity Commission’s Youth@Work Initiative** - A national outreach effort to educate teenagers about their employment rights under discrimination laws. ([Español](#))

**Job Applicants and the Americans with Disabilities Act**

**Age Discrimination in Employment**

**Sexual Harassment in Employment**

**DOL Contacts**

**Office of Assistant Secretary for Administration and Management (OASAM)**

**Civil Rights Center**

200 Constitution Avenue, NW

Room N-4123

Washington, DC 20210

E-mail: CivilRightsCenter@dol.gov

Tel: 1-866-4-USA-DOL (1-866-487-2365), or 202-693-6500

TTY: 1-877-889-5627 or 202-693-6515/16
For questions on other DOL laws, please call DOL's Toll-Free Help Line at 1-866-4-USA-DOL. Live assistance is available in English and Spanish, Monday through Friday from 8:00 a.m. to 8:00 p.m. Eastern Time. Additional service is available in more than 140 languages through a translation service.

Tel: 1-866-4-USA-DOL
TTY: 1-877-889-5627
IMPORTANT INFORMATION ON LOBBYING

This guidance is provided because it has come to our attention that some YouthBuild grantees may be using Federal grant funds to pay membership fees in state YouthBuild coalitions. While these membership fees are allowable, some of the activities undertaken by the coalitions may not be supported using federal grant funds since they involve lobbying. Grantees are reminded that Federal grant funds may not be used to support any activities that statutes or regulations define as lobbying. We are including the relevant rules and regulations below.

Section 195 (6) of WIOA reads that, “The Secretary [of Labor] shall not provide financial assistance for any program under this title that involves political activities.” Additionally, 31 USC 1352 prohibits the use of federal funds for lobbying Congress and requires lobbying disclosure declarations. The Department of Labor regulations on lobbying are covered in the Universal Guidance at 2 CFR 200 and WIOA section 195 of Title I (which specifically makes lobbying restrictions applicable to WIOA grants).

Title 2 USC 1611 provides that an organization described in section 501(c)(4) of title 26 which engages in lobbying activities shall not be eligible for the receipt of Federal funds constituting an award, grant, or loan.

For further clarification see 2 CFR 200 which reads:

§200.450 Lobbying.

(a) The cost of certain influencing activities associated with obtaining grants, contracts, cooperative agreements, or loans is an unallowable cost. Lobbying with respect to certain grants, contracts, cooperative agreements, and loans is governed by relevant statutes, including among others, the provisions of 31 U.S.C. 1352, as well as the common rule, “New Restrictions on Lobbying” published at 55 FR 6736 (February 26, 1990), including definitions, and the Office of Management and Budget “Governmentwide Guidance for New Restrictions on Lobbying” and notices published at 54 FR 52306 (December 20, 1989), 55 FR 24540 (June 15, 1990), 57 FR 1772 (January 15, 1992), and 61 FR 1412 (January 19, 1996).

(b) Executive lobbying costs. Costs incurred in attempting to improperly influence either directly or indirectly, an employee or officer of the executive branch of the Federal Government to give consideration or to act regarding a Federal award or a regulatory matter are unallowable. Improper influence means any influence that induces or tends to induce a Federal employee or officer to give consideration or to act regarding a Federal award or regulatory matter on any basis other than the merits of the matter.

(c) In addition to the above, the following restrictions are applicable to nonprofit organizations and IHEs:

(1) Costs associated with the following activities are unallowable:
(i) Attempts to influence the outcomes of any Federal, state, or local election, referendum, initiative, or similar procedure, through in-kind or cash contributions, endorsements, publicity, or similar activity;

(ii) Establishing, administering, contributing to, or paying the expenses of a political party, campaign, political action committee, or other organization established for the purpose of influencing the outcomes of elections in the United States;

(iii) Any attempt to influence:

(A) The introduction of Federal or state legislation;

(B) The enactment or modification of any pending Federal or state legislation through communication with any member or employee of the Congress or state legislature (including efforts to influence state or local officials to engage in similar lobbying activity);

(C) The enactment or modification of any pending Federal or state legislation by preparing, distributing, or using publicity or propaganda, or by urging members of the general public, or any segment thereof, to contribute to or participate in any mass demonstration, march, rally, fund raising drive, lobbying campaign or letter writing or telephone campaign; or

(D) Any government official or employee in connection with a decision to sign or veto enrolled legislation;

(iv) Legislative liaison activities, including attendance at legislative sessions or committee hearings, gathering information regarding legislation, and analyzing the effect of legislation, when such activities are carried on in support of or in knowing preparation for an effort to engage in unallowable lobbying.

(2) The following activities are excepted from the coverage of paragraph (c)(1) of this section:

(i) Technical and factual presentations on topics directly related to the performance of a grant, contract, or other agreement (through hearing testimony, statements, or letters to the Congress or a state legislature, or subdivision, member, or cognizant staff member thereof), in response to a documented request (including a Congressional Record notice requesting testimony or statements for the record at a regularly scheduled hearing) made by the non-Federal entity's member of congress, legislative body or a subdivision, or a cognizant staff member thereof, provided such information is readily obtainable and can be readily put in deliverable form, and further provided that costs under this section for travel, lodging or meals are unallowable unless incurred to offer testimony at a regularly scheduled Congressional hearing pursuant to a written request for such presentation made by the Chairman or Ranking Minority Member of the Committee or Subcommittee conducting such hearings;

For more details, please see: http://www.ecfr.gov/cgi-bin/text-idx?SID=2ba177a9a34e6987ef99312f9d3dcb09&mc=true&node=se2.1.200_1450&rgn=div8
Important Information on Federal Regulations

It is important that YouthBuild programs have the following standard information as required of Federal grants under the Workforce Innovation and Opportunity Act, please be certain your program meet these requirements.

1. Your programs should have a policy reflecting equal opportunity under the law. This policy should be provided to any prospective applicant being served with Federal funds. Some organizations provide a brochure or one page summary of the law available from their state Equal Opportunity office and ask participants to sign saying they received it. The statement/information required may be placed on intake forms/pre-applications – a box they can check would ensure they have read their rights. The following is a sample statement:

“As a recipient of Federal financial assistance, YouthBuild Niceville is prohibited from discriminating on the grounds of race, color, religion, gender, national origin, age, disability, political affiliation or belief, and against any beneficiary of programs on the basis of the beneficiary’s citizenship/status as a lawfully admitted immigrant authorized to work in the United States.”

In addition, be certain your program has a “Complaint/Grievance Policy” that states clearly how and where your participant can file a complaint for an alleged violation of the equal opportunity law:

“If you think that you have been subjected to discrimination, or have a complaint or grievance about YouthBuild Niceville, its programs or activities, you may file a complaint with…..”

Generally this will reflect your state’s EEOC’s office which can be located at: https://www.eeoc.gov/field/index.cfm. Don’t hesitate to ask them how you can obtain brochures or pamphlets to distribute or obtain sample forms. Your local One-Stop Career Center can also assist by providing you with samples of the forms/brochures, etc. they utilize with their WIOA participants. You may also inquire about EEOC training for your staff.

Ask how you can obtain EO posters that can be prominently displayed where your program participants (as well as YB staff) can see them.

For additional information, please see the Department of Labor’s Civil Rights Office: http://www.dol.gov/oasam/programs/crc/

2. Be certain any male participating in your program who is aged 18-24 is registered with Selective Service (http://www.sss.gov/) at the time they are enrolled into the YouthBuild program; this should be documented within the participant’s file.

3. Your facility and services, whenever possible, should be ADA compliant – the Information and Technical Assistance for Americans with Disabilities Act website: http://www.ada.gov/ provides extensive detail on what this means and how it can be accomplished.
Equal Opportunity Notifications

Just to clarify the required Equal Opportunity (EO) notifications: YouthBuild grantees and all entities receiving funding through the Workforce Innovation and Opportunity Act of 2014 (WIOA) are required to follow some unique Civil Rights procedures (refer to the legal provisions contained in your grant). These procedures are specific to WIOA and are in addition to standard EEO requirements applicable to employers. These are stated in the following Code of Federal Regulations (CFR Title 29, Volume One)

http://www.access.gpo.gov/nara/cfr/waisidx_01/29cfr37_01.html

Grantees are strongly encouraged to read the full requirements in order to be in complete compliance. For example, it is important to note in Sec.37.29 the obligations a grant recipient has to disseminate its equal opportunity policy. The exact wording the notice must contain is provided in 37.30. Sec. 37.34 describes the type of notice a grantee must include in publications, broadcasts, and other communications.

Should you have additional questions or need materials to ensure your compliance, please contact your FPO or go to the Department of Labor’s Office of Assistant Secretary for Administration and Management (OASAM) - the Civil Rights Center: http://www.dol.gov/oasam/programs/crc/
WIOA Final Rule for YouthBuild

On June 30, 2016, the Departments of Labor and Education (DOL and ED, respectively) released final rules to implement the Workforce Innovation and Opportunity Act (WIOA). WIOA was signed by President Obama on July 22, 2014; these rules represent final revisions to rules proposed in April 2015 in a Notice of Proposed Rulemaking (NPRM). Each of the rules and many agency resources and summaries can be found here: https://www.doleta.gov/wioa/Final_Rules_Resources.cfm

YouthBuild programs should pay particular attention to Part 688 of the WIOA DOL Only Final Rule, which can be found here: https://doleta.gov/WIOA/Docs/wioa-regs-labor-final-rule.pdf

The Final Rules for WIOA Titles I and III (covering state planning, the one-stop system, Youth and Adult activities (including YouthBuild), and the Wagner-Peyser Act) took effect 60 days after publication in the Federal Register. The Final Rules for Titles II and IV (the Adult Education and Family Literacy Act and the Rehabilitation Act) took effect 30 days after their publication in Federal Register. However, new WIOA State Plans and WIOA’s performance accountability system went into effect on July 1, 2016 – so all YouthBuild programs funded starting in PY 2016 will be reporting on the WIOA performance measures. Guidance on the transition to WIOA performance reporting is provided in TEN 08-16, “Implementation of an Integrated Performance Reporting System for Multiple Employment and Training Administration (ETA) and Veterans’ Employment and Training Service (VETS) Administered Programs.”

Major Impacts of WIOA on YouthBuild

- WIOA adds a fifth key element to YouthBuild:
  - A continued focus on green energy by codifying an existing YouthBuild program goal: “To improve the quality and energy efficiency of community and other non-profit and public facilities, including those that are used to serve homeless and low-income families.”
- YouthBuild eligibility has been modified to remove the sequential service strategy provision. Instead, the eligibility has been expanded to include not just a school dropout, but also, any individual who was a school dropout and has subsequently reenrolled.
- An increase in the maximum percentage of funds that may be used for supervision and training of participants on the rehabilitation of community and other public use facilities from 10 percent to 15 percent.
- The reduction of the allowable administrative cost ceiling from 15 percent to 10 percent.
- The addition of allowable activities for training in other in-demand occupations, as approved by the Secretary.
- Clarifies YouthBuild as a pre-apprenticeship pathway program for Registered Apprenticeship, in accordance with TEN 13-12.
- Requires YouthBuild to be a One-Stop partner, including funding the infrastructure of the system based on proportionate share of cost.
• Encourages collaboration across all youth-serving programs, including Job Corps and the youth formula activities.
• Includes requirement for six new WIOA performance measures.
Has your work site changed? (Or will it change?)

**Introduction:** The YouthBuild program is required to provide youth participants with on-site construction experience; therefore, we pay particular attention to the work sites that you specify in your original grant application and during the entire period of performance. You must be able to demonstrate that you have access to and adequate financing for an appropriate work site that will provide youth with opportunities to understand and learn a wide variety of construction skills. The site should be a new house or apartment that is being built or an existing house or apartment that is being renovated. All housing must be for low-income families or transitional housing for the homeless.

While it may be allowable for you to also provide more general rehabilitation work, such as deconstruction, landscaping, screen repair, fence building, etc., none of these activities qualifies without also including experience in two or more modules within two or more skill areas. As referenced in Training and Employment Guidance Letter (TEGL) 35-12, “Definition and Guidance on Allowable Construction Credentials for YouthBuild Programs,” there are a number of modules and skill areas that must be studied and tested before the participant is accredited in one of the industry-recognized construction certification programs. Modules are specific training sections within each of the industry-recognized credentials that relate to specific skill areas of construction. These skill areas could include brick masonry, carpentry, painting, or plumbing, just to name a few.

Any work site that does not include exposure to multiple modules and skill areas will not be considered a qualifying work site. For example, painting alone or painting in addition to landscaping would not qualify as significant rehabilitation for YouthBuild participants. Work sites must provide the opportunity for youth to have hands-on training and experience of both breadth and depth in order to qualify. While it may not be possible to provide experience in all modules within all skill areas when training on rehabilitation work sites, the work site must still offer significant hands-on training and experience. Participants are provided a depth of training by studying multiple modules of the chosen industry-recognized credential program and they are provided breadth of training by applying training learned across multiple skill areas while they are at the work site.

For more information on qualifying work sites, please refer to TEGL 06-15, “Qualifying Work Sites and Construction Projects for YouthBuild Grantees and Their Role in Training,” available here: https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=6610

Programs may also use up to 15% of their funds for youth to work on community or public facilities. A community or public facility means those facilities which are publicly owned and publically used for the benefit of the community. This may also encompass facilities used by the program but only if the facility is available for public entry and use. Programs may not use grant funds to build office or work space for the YouthBuild program.

**Statement of Work:** Your Statement of Work (SOW) is the proposal that your organization submitted to DOL for funding. It contains a detailed description of the construction site you proposed to DOL. If for any reason you must change the site you are using for your on-site training, you must submit a modification to your grant agreement.
Please note that if you should change your approved work site without first obtaining approval from DOL your organization could face disallowed cost.

Here is what you should do if this is applies to you.

• You should contact your FPO immediately to let them know that you will be changing the work site. Submit a letter addressing your FPO requesting a change to the statement of work and complete the forms ETA-9143. There are several components to ETA-9143. For the purposes of work site additions and modifications, you must fill out the below forms, along with ALL required attachments as described in Exhibits 1 and 1A:
  o Exhibit 1 Work Site Description and
  o Exhibit 1A Individual Housing Project Site Estimate.

These forms can be found at: https://www.doleta.gov/youth_services/youthbuild.cfm.

Upon completion of the required letter and forms please forward these documents to your FPO who will then submit a modification to your statement of work on your behalf to DOL’s Grants Office.

Below is information that you should be prepared to provide when completing your forms:

**Attachment 1 Work Site Description**

(A Housing Site Description is required for each property that your program will be using as a training site)

This form will require your organization’s name, program/project name, address and the following information:

1. Work site Identification  [Address of property]
2. Number of Housing Units Planned to be Produced
3. Type of housing to be produced (check all that apply)
4. Individual Housing Project Site Estimate and Document of Resources (Exhibit 1A)
5. Homeless Housing (Exhibit 1B) [For housing that will be transitional housing for the homeless, attach a description of the plan for outreach and placement of homeless families or individuals (1 page).  Please label this Attachment 1B.]
6. Will all housing produced be provided for homeless, low-income, or very-low income persons? (yes or no)
   6A. If no for question 5, please explain what other populations will be targeted and why?
7. The on-site training site consists of (check all the apply) (new construction or rehabilitation)
8. Are any of the units currently occupied? (yes or no)(Exhibit 1C) [If yes, attach a relocation narrative that identifies the number of persons, the business or others occupying the property on the date of submission of this application, the number of displaced, the number to be temporarily relocated but not displaced, the estimated cost of relocation services payments and services, the source of funds for relocation, and the organization that will provide relocation assistance to occupants and the contact person's name and phone number.  Label this Attachment 1C.]
9. Name of current owner;
10. Documentation of Access [Attach required evidence of site access (Letter from the owner identified in No. 9). Label this Attachment 1D.]
11. Description the applicant role and responsibilities for on-site housing construction or rehabilitation work. [Tell us what kind of work the youth will be performing on the site; label this Attachment 1E.]
12. Name of entity which will own and manage the property after the construction or rehabilitation work.
13. A Model Lease is attached (yes or no)

**Attachment 1B** Individual Housing Project Site Estimate (Attachment B)
(A housing Site Description is required for each property)

This form will also require your applicant’s name, program/project name, address and the following information:

1. Grant Activities and Resources
   1. Acquisition
   2. Architecture and Engineering
   3. Housing Construction
   4. Housing Rehabilitation
   5. Total Housing Project Cost for Site
   (Note 1: Include both cash and in-kind contributions)

Documentation of Housing Resources (Attach a letter of commitment from each source of funding)
If applicable the grants office will approve your request to change work sites from those initially described in the statement of work within your competitive grant proposal.
Selective Service Registration Requirements for YouthBuild Participants

An important requirement for all YouthBuild programs is to ensure that their male participants are in compliance with Selective Service registration.

The Workforce Innovation and Opportunity Act (WIOA) requires that all males between the ages of 18-26 be registered with Selective Service prior to enrollment in any WIOA-funded program, activities, or services and this includes the YouthBuild programs. Only those males in compliance with the registration requirements of the Military Selective Service Act are eligible to participate in WIOA-funded activities and services, including participation in the YouthBuild program.

Male citizens (and legal residents) between 18 and 26 years of age residing in the United States, are required to register with the Selective Service System (SSS). Registration or verification of registration can be accomplished quickly through the following website: http://www.sss.gov/.

An individual applying for the YouthBuild program:

1. If the individual is required to register but has not, he must complete his military Selective Service registration 30 days prior to or 30 days after he turns 18 to be enrolled into the YouthBuild program. This is stated within the Department of Labor’s YouthBuild eligibility requirements (see the YouthBuild Community of Practice) and should be noted by the staff person conducting the initial intake interview with any perspective male participant. The status of all males between the ages of 18-24 must be determined prior to enrollment.

2. If, while participating in the YouthBuild program, a male turns 18, registration with Selective Service must be completed 30 days prior to or 30 days after he attains age 18 in order to continue to receive services in the YouthBuild program.

3. If a male in the YouthBuild program, between the ages of 18-24, is not registered with Selective Services, any costs incurred for this individual while in the YouthBuild program may be disallowed.

Please note that your Federal Project Officer (FPO) will be looking for documentation of registration with Selective Service within case files, in the review they conduct during a monitoring site visit.

Grantees are encouraged to take advantage the feature within the YouthBuild Case Management and performance System that will send reminder e-mails on particular dates. At the time of enrollment, staff can set an e-mail reminder for those young men who will turn 18 during the course of the program and remind them when it is time to register.
U.S. Department of Labor
Safety Requirements for
YouthBuild Grants
(OSHA)
Safety Requirements for YouthBuild Grants

The YouthBuild Grants are funded under Title I of the Workforce Innovation and Opportunity Act (WIOA). Under WIOA regulations at 688.700, health and safety standards established under Federal and State law otherwise applicable to working conditions of employees are equally applicable to working conditions of participants engaged in programs and activities under Title I of WIOA.

Such health and safety standards include those governing child labor under 29 CFR Part 570 prohibiting youth ages 16 and 17 from working in identified hazardous occupations. Occupations prohibited for 16- and 17-year-olds under these “hazardous orders” relating to construction include, but are not limited to:

- operating circular saws, band saws, chain saws, and reciprocating saws;
- working in roofing occupations or on or about roofs;
- wrecking and demolition;
- excavating and trenching;
- operating or assisting in the operation of (including riding upon, a fork lift or a hoist;
- operating power-driven woodworking machines;
- driving a motor vehicle or working as an outside helper; and
- operating or loading all balers and compactors.

Note: This is not the complete list of hazardous occupations and there are some exceptions provided for 16- and 17-year-olds who are apprentices or bona-fide student-learners. DOL’s YouthRules! Web site at www.youthrules.dol.gov educates employers, young workers, educators and parents about child labor, the jobs minors may perform, and the hours they may work.

Health and safety standards applicable to YouthBuild projects also include using OSHA 300, 300A, and 301 forms, or equivalent forms, for recording injuries and illnesses. The OSHA 300 form is called the Log of Work-Related Injuries and Illnesses, the 300A is the Summary of Work-Related Injuries and Illnesses, and the OSHA 301 form is called the Injury and Illness Incident Report. The forms are available on line at: http://www.osha.gov/recordkeeping/RKforms.html
(click “PDF” for instructions)
(click “XLS” for forms)

Additionally, to promote the safety and health of youth working on YouthBuild projects, DOL is requiring that YouthBuild grantees:

- Provide comprehensive safety training for youth working on YouthBuild construction projects;
- Have written, jobsite specific safety plans overseen by an onsite supervisor with authority to enforce safety procedures;
• Provide necessary personal protective equipment to youth working on YouthBuild projects; and
• Submit to DOL the OSHA 301 Injury and Illness Incident Report within seven days of any reportable injury suffered by a YouthBuild participant. Reportable injuries include those that result in death, days away from work, restricted work or transfer to another job, medical treatment beyond first aid, or loss of consciousness.

Health and Safety Standards

YouthBuild projects must comply with all relevant OSHA standards, as well as YouthBuild specific requirements. Compliance includes:

• Training: Providing comprehensive safety training for youth working on YouthBuild construction projects, in a language they can understand.
• Safety Plans: Have written, jobsite specific safety plans overseen by an onsite supervisor with authority to enforce safety procedures
• Fall Protection: Participants exposed to a fall of 6 feet or more to the next lower level must be provided with fall protection system, such as a guardrails, a netting system, or a harness and lanyard connected to an anchorage point. [http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10922]
• Ladder Safety: Whenever performing alteration, repair and demolition work and there is a difference in elevation of 19 inches participants will need a ladder or other safe means of access. Participants must be instructed on how to use the ladder properly and appropriateness of the ladder. [http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10839]
• Scaffold Safety: Participants on a scaffold working level must be protected from falling to the next lower level. Supported scaffold poles, legs, posts, frames, and uprights must be plumb and braced to prevent swaying and displacement. The scaffold members must rest on mudsills and baseplates. [http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10916]
• Electrical Safety: Never allow participants to work on energized electrical circuits. Extension cords with frayed cable coverings or missing ground pins must be taken out of service. [http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10915]
• Hazard Communication: If any hazardous chemicals are present at the worksite in such a manner that the participants may be exposed to them, the participant must be made aware by means of a hazard communication program, labels and other forms of warning, material safety data sheets, information and training. [http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10099]
• Personal Protective Equipment: Provide necessary personal protective equipment to youth working on YouthBuild projects at no cost to the participating youth, with some exceptions (see http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10658). PPE may include helmets, respirators, gloves, reflective clothing or others as appropriate.
• Injury and Illness Logs: Submit to DOL the OSHA 301 Injury and Illness Incident Report within seven days of any reportable injury suffered by a YouthBuild participant. Reportable injuries include those that result in death, days away from work, restricted work or transfer to another job, medical treatment beyond first aid, or loss of consciousness. (See more info on Injury and Illness Logs below)

On Injury and Illness Logs
YouthBuild projects also are required to use OSHA 300, 300A, and 301 forms, or equivalent forms, for recording injuries and illnesses. The OSHA 300 form is called the Log of Work-Related Injuries and Illnesses, the 300A is the Summary of Work-Related Injuries and Illnesses, and the OSHA 301 form is called the Injury and Illness Incident Report. Copies of the forms are available on line at:

https://www.osha.gov/recordkeeping/RKforms.html

Further Health and Safety Resources:
List of Construction publications

Pocket Guide for Construction

OSHA’s Assistance for the Construction Industry
http://www.osha.gov/doc
  ▪ http://www.osha.gov/doc/topics.html

eTools
http://www.osha.gov/SLTC/etools/construction

Residential Construction
http://www.osha.gov/SLTC/residential

Working Outdoors in Warm Climates

Young Worker web pages
www.osha.gov/teens
Dear Employer:

This booklet includes the forms needed for maintaining occupational injury and illness records for 2004. These new forms have changed in several important ways from the 2003 recordkeeping forms.

In the December 17, 2002 Federal Register (67 FR 77165-77170), OSHA announced its decision to add an occupational hearing loss column to OSHA’s Form 300, Log of Work-Related Injuries and Illnesses. This forms package contains modified Forms 300 and 300A which incorporate the additional column M(5) Hearing Loss. Employers required to complete the injury and illness forms must begin to use these forms on January 1, 2004.

In response to public suggestions, OSHA also has made several changes to the forms package to make the recordkeeping materials cleaner and easier to use:

- On Form 300, we’ve switched the positions of the day count columns. The days “away from work” column now comes before the days “on job transfer or restriction.”
- We’ve clarified the formulas for calculating incidence rates.
- We’ve added new recording criteria for occupational hearing loss to the “Overview” section.
- On Form 300, we’ve made the column heading “Classify the Case” more prominent to make it clear that employers should mark only one selection among the four columns offered.

The Occupational Safety and Health Administration shares with you the goal of preventing injuries and illnesses in our nation’s workplaces. Accurate injury and illness records will help us achieve that goal.

Occupational Safety and Health Administration
U.S. Department of Labor

OSHA
Forms for Recording Work-Related Injuries and Illnesses

What’s Inside...

In this package, you'll find everything you need to complete OSHA's Log and the Summary of Work-Related Injuries and Illnesses for the next several years. On the following pages, you'll find:

- An Overview: Recording Work-Related Injuries and Illnesses — General instructions for filling out the forms in this package and definitions of terms you should use when you classify your cases as injuries or illnesses.
- How to Fill Out the Log — An example to guide you in filling out the Log properly.
- Log of Work-Related Injuries and Illnesses — Several pages of the Log (but you may make as many copies of the Log as you need.) Notice that the Log is separate from the Summary.
- Summary of Work-Related Injuries and Illnesses — Removable Summary pages for easy posting at the end of the year. Note that you post the Summary only, not the Log.
- Worksheet to Help You Fill Out the Summary — A worksheet for figuring the average number of employees who worked for your establishment and the total number of hours worked.
- OSHA's 301: Injury and Illness Incident Report — A copy of the OSHA 301 to provide details about the incident. You may make as many copies as you need or use an equivalent form.

Take a few minutes to review this package. If you have any questions, visit us online at www.osha.gov or call your local OSHA office. We'll be happy to help you.
An Overview:
Recording Work-Related Injuries and Illnesses

The Occupational Safety and Health (OSHA) Act of 1970 requires certain employers to prepare and maintain records of work-related injuries and illnesses. Use these definitions when you classify cases on the Log. OSHA's recordkeeping regulation (29 CFR Part 1904) provides more information about the definitions below.

**The Log of Work-Related Injuries and Illnesses** (Form 300) is used to classify work-related injuries and illnesses and to note the extent and severity of each case. When an incident occurs, use the Log to record specific details about what happened and how it happened.

The Summary — a separate form (Form 300A) — shows the totals for the year in each category. At the end of the year, post the Summary in a visible location so that your employees are aware of the injuries and illnesses occurring in their workplace.

Employers must keep a Log for each establishment or site. If you have more than one establishment, you must keep a separate Log and Summary for each physical location that is expected to be in operation for one year or longer.

Note that your employees have the right to review your injury and illness records. For more information, see 29 Code of Federal Regulations Part 1904.56, Employee Involvement.

Cases listed on the **Log of Work-Related Injuries and Illnesses** are not necessarily eligible for workers' compensation or other insurance benefits. Listing a case on the Log does not mean that the employer or worker was at fault or that an OSHA standard was violated.

**When is an injury or illness considered work-related?**

An injury or illness is considered work-related if an event or exposure in the workplace caused or contributed to the condition or significantly aggravated a preexisting condition. Work-relatedness is presumed for injuries and illnesses resulting from events or exposures occurring in the workplace, unless an exception specifically applies. See 29 CFR Part 1904.50(b)(2) for the exceptions. The work environment includes the establishment and other locations where one or more employees are working or are present as a condition of their employment. See 29 CFR Part 1904.50(b)(1).

**Which work-related injuries and illnesses should you record?**

Record those work-related injuries and illnesses that result in:
- death,
- loss of consciousness,
- days away from work,
- restricted work activity or job transfer, or
- medical treatment beyond first aid.

You must also record work-related injuries and illnesses that are significant (as defined below) or meet any of the additional criteria listed below.

You must record any significant work-related injury or illness that is diagnosed by a physician or other licensed health care professional. You must record any work-related case involving cancer, chronic irreversible disease, a fractured or cracked bone, or a punctured eardrum. See 29 CFR 1904.7.

**What are the additional criteria?**

You must record the following conditions when they are work-related:
- any needlestick injury or cut from a sharp object that is contaminated with another person's blood or other potentially infectious material;
- any case requiring an employee to be medically removed under the requirements of an OSHA health standard;
- tuberculosis infection as evidenced by a positive skin test or diagnosis by a physician or other licensed health care professional after exposure to a known case of active tuberculosis;
- an employee's hearing test (audiogram) reveals 1) that the employee has experienced a Standard Threshold Shift (STS) in hearing in one or both ears (averaged at 2000, 3000, and 4000 Hz) and 2) the employee's total hearing level is 25 decibels (dB) or more above audiometric zero (also averaged at 2000, 3000, and 4000 Hz) in the same ear(s) as the STS.

**What is medical treatment?**

Medical treatment includes managing and caring for a patient for the purpose of combating disease or disorder. The following are NOT considered medical treatments and are NOT recordable:
- visits to a doctor or health care professional for observation or counseling.

**How do you need to do?**

1. Within 7 calendar days after you receive information about a case, decide if the case is recordable under the OSHA recordkeeping requirements.
2. Determine whether the incident is a new case or a recurrence of an existing one.
3. Establish whether the case was work-related.
4. If the case is recordable, decide which form you will fill out as the injury and illness incident report.
   You may use OSHA's 301: Injury and Illness Incident Report or an equivalent form. Some state workers compensation insurance, or other reports may be acceptable substitutes, as long as they provide the same information as the OSHA 301.

**How to work with the Log**

1. Identify the employee involved unless it is a privacy concern case as described below.
2. Identify when and where the case occurred.
3. Describe the case, as specifically as you can.
4. Classify the seriousness of the case by recording the most serious outcome associated with the case, with column G (Death) being the most serious and column J (Other recordable cases) being the least serious.
5. Identify whether the case is an injury or illness. If the case is an injury check the injury category. If the case is an illness, check the appropriate illness category.

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**What is first aid?**

If the incident required only the following types of treatment, consider it first aid. Do NOT record the case if it involves only:
- administering non-prescription medications at non-prescription strength;
- cleaning, flushing, or soaking wounds on the skin surface;
- using wound coverings, such as bandages, Band-Aids®, gauze pads, etc., or using Steri-Strips® or butterfly bandages;
- using hot or cold therapy;
- using any totally non-rigid means of support, such as elastic bandages, wraps, non-rigid back belts, etc.;
- using temporary immobilization devices while transporting an accident victim (splints, slings, neck collars, or back boards);
- cutting a fingernail or toenail to relieve pressure, or draining fluids from blisters;
- using eye patches;
- using simple irrigation or a cotton swab to remove foreign bodies not embedded in or adhered to the eye;
- using irrigation, tweezers, cotton swab or other simple means to remove splinters or foreign material from areas other than the eye;
- using finger guards;
- using massages;
- drinking fluids to relieve heat stress.

**How do you decide if the case involved restricted work?**

Restricted work activity occurs when, as a result of a work-related injury or illness, an employer or health care professional keeps, or recommends keeping, an employee from doing the regular functions of his or her job or from working the full workday that the employee would have been scheduled to work before the injury or illness occurred.

**How do you count the number of days of restricted work activity or the number of days away from work?**

Count the number of calendar days the employee was on restricted work activity or was away from work as a result of the recordable injury or illness. Do not count the day on which the injury or illness occurred in this number. Begin counting days from the day after the incident occurs. If a single injury or illness involved both days away from work and days of restricted work activity, enter the total number of days for each. You may stop counting days of restricted work activity or days away from work once the total of either or the combination of both reaches 180 days.

**Under what circumstances should you NOT enter the employee’s name on the OSHA Form 300?**

You must consider the following types of injuries or illnesses to be privacy concern cases:
- an injury or illness to an intimate body part or the reproductive system;
- an injury or illness resulting from a sexual assault;
- a mental illness;
- a case of HIV infection, hepatitis, or tuberculosis;
- a needlestick injury or cut from a sharp object that is contaminated with blood or other potentially infectious material (see 29 CFR Part 1910.1030 for definition), and
- other illnesses, if the employee independently and voluntarily requests that his or her name not be entered on the log.

You must not enter the employee’s name on the OSHA 300 if the employee is covered by a separate, confidential list of case numbers and employee names for the establishment’s privacy concern cases so that you can update the cases and provide information to the government if asked to do so.

If you have a reasonable basis to believe that information describing the privacy concern case may be personally identifiable even though the employee’s name has been omitted, you may use discretion in describing the injury or illness on both the OSHA 300 and 301 forms. You must enter enough information to identify the cause of the incident and the general severity of the injury or illness, but you do not need to include details of an intimate or private nature.

**What if the outcome changes after you record the case?**

If the outcome or extent of an injury or illness changes after you have recorded the case, simply draw a line through the original entry or, if you wish, delete or white-out the original entry. Then write the new entry where it belongs. Remember, you need to record the most serious outcome for each case.

**Classifying injuries**

An injury is any wound or damage to the body resulting from an event in the work environment.

**Examples:** Cut, puncture, laceration, abrasion, fracture, bruise, contusion, chipped tooth, amputation, insect bite, electrocution, or a thermal, chemical, electrical, or radiation burn. Sprain and strain injuries to muscles, joints, and connective tissues are classified as injuries when they result from a slip, trip, fall or other similar accidents.
Classifying illnesses

Skin diseases or disorders
Skin diseases or disorders are illnesses involving the worker's skin that are caused by work exposure to chemicals, plants, or other substances.

Examples: Contact dermatitis, eczema, or rash caused by primary irritants and sensitizers or poisonous plants; oil acne; friction blisters; chrome ulcers; inflammation of the skin.

Respiratory conditions
Respiratory conditions are illnesses associated with breathing hazardous biological agents, chemicals, dust, gases, vapors, or fumes at work.

Examples: Silicosis, asbestosis, pneumonitis, pharyngitis, rhinitis or acute congestion; farmer's lung, beryllium disease, tuberculosis, occupational asthma, reactive airways dysfunction syndrome (RAWD), chronic obstructive pulmonary disease (COPD), hypersensitivity pneumonitis, toxic inhalation injury, such as metal fume fever, chronic obstructive bronchitis, and other pneumoconioses.

Poisoning
Poisoning includes disorders evidenced by abnormal concentrations of toxic substances in blood, other tissues, other bodily fluids, or the breath that are caused by the ingestion or absorption of toxic substances into the body.

Examples: Poisoning by lead, mercury, cadmium, arsenic, or other metals; poisoning by carbon monoxide, hydrogen sulfide, or other gases; poisoning by benzene, benzol, carbon tetrachloride, or other organic solvents; poisoning by insecticide sprays, such as parathion or lead arsenate; poisoning by other chemicals, such as formaldehyde.

Hearing Loss
Noise-induced hearing loss is defined for recordkeeping purposes as a change in hearing threshold relative to the baseline audiogram of an average of 10 dB or more in either ear at 2000, 3000, and 4000 hertz, and the employee's total hearing level is 25 decibels (dB) or more above audiometric zero (also averaged at 2000, 3000, and 4000 hertz) in the same ear(s).

All other illnesses
All other occupational illnesses.

Examples: Heatstroke, sunstroke, heat exhaustion, heat stress and other effects of environmental heat; freezing, frostbite, and other effects of exposure to cold temperatures; decompression sickness; effects of ionizing radiation (isotopes, x-rays, radium); effects of nonionizing radiation (welding flash, ultra-violet rays, lasers); anthrax; bloodborne pathogens; diseases, such as AIDS, HHV, hepatitis B or hepatitis C; brucellosis; malignant or benign tumors; histoplasmosis; coccidioidomycosis.

When must you post the Summary?
You must post the Summary only — not the Log — by February 1 of the year following the year covered by the form and keep it posted until April 30 of that year.

How long must you keep the Log and Summary on file?
You must keep the Log and Summary for 3 years following the year to which they pertain.

Do you have to send these forms to OSHA at the end of the year?
No. You do not have to send the completed forms to OSHA unless specifically asked to do so.

How can we help you?
If you have a question about how to fill out the Log,

visit us online at www.osha.gov or
call your local OSHA office.
Optional

Calculating Injury and Illness Incidence Rates

What is an incidence rate?
An incidence rate is the number of recordable injuries and illnesses occurring among a given number of full-time workers (usually 100 full-time workers) over a given period of time (usually one year). To evaluate your firm's injury and illness experience over time or to compare your firm's experience with that of your industry as a whole, you need to compute your incidence rate. Because a specific number of workers and a specific period of time are involved, these rates can help you identify problems in your workplace and/or progress you may have made in preventing work-related injuries and illnesses.

How do you calculate an incidence rate?
You can compute an occupational injury and illness incidence rate for all recordable cases or for cases that involved days away from work for your firm quickly and easily. The formula requires that you follow instructions in paragraph (a) below for the total recordable cases or those in paragraph (b) for cases that involved days away from work, and for both rates the instructions in paragraph (c).

(a) To find out the total number of recordable injuries and illnesses that occurred during the year, count the number of line entries on your OSHA Form 300, or refer to the OSHA Form 300A and sum the entries for columns (C), (H), (I), and (J).

(b) To find out the number of injuries and illnesses that involved days away from work, count the number of line entries on your OSHA Form 300 that received a check mark in column (H), or refer to the entry for column (H) on the OSHA Form 300A.

(c) The number of hours all employees actually worked during the year. Refer to OSHA Form 300A and optional worksheet to calculate this number.

You can compute the incidence rate for all recordable cases of injuries and illnesses using the following formula:

\[
\text{Total number of injuries and illnesses} \times \frac{200,000}{\text{Number of hours worked by all employees}} = \text{Total recordable case rate}
\]

The 200,000 figure in the formula represents the number of hours 100 employees working 40 hours per week, 50 weeks per year would work, and provides the standard base for calculating incidence rates.

You can compute the incidence rate for recordable cases involving days away from work, days of restricted work activity or job transfer (DART) using the following formula:

\[
(\text{Number of entries in column H} + \text{Number of entries in column I}) \times \frac{200,000}{\text{Number of hours worked by all employees}} = \text{DART incidence rate}
\]

You can use the same formula to calculate incidence rates for other variables such as cases involving restricted work activity (column I) on Form 300A, cases involving skin disorders (column M) on Form 300A, etc. Just substitute the appropriate total for these cases, from Form 200A, into the formula in place of the total number of injuries and illnesses.

What can I compare my incidence rate to?
The Bureau of Labor Statistics (BLS) conducts a survey of occupational injuries and illnesses each year and publishes incidence rate data by various classifications (e.g., by industry, by employer size, etc.). You can obtain these published data at www.bls.gov/ifs or by calling a BLS Regional Office.
How to Fill Out the Log

The Log of Work-Related Injuries and Illnesses is used to classify work-related injuries and illnesses and to note the extent and severity of each case. When an incident occurs, use the Log to record specific details about what happened and how it happened.

If your company has more than one establishment or site, you must keep separate records for each physical location that is expected to remain in operation for one year or longer.

We have given you several copies of the Log in this package. If you need more than we provided, you may photocopy and use as many as you need.

The Summary — a separate form — shows the work-related injury and illness totals for the year in each category. At the end of the year, count the number of incidents in each category and transfer the totals from the Log to the Summary. Then post the Summary in a visible location so that your employees are aware of injuries and illnesses occurring in their workplace.

You don't post the Log. You post only the Summary at the end of the year.

OSHA's Form 300 (Rev. 01/2004) Log of Work-Related Injuries and Illnesses

Classify the case

Choose ONLY ONE of these categories. Classify the case by recording the most serious outcome of the case, with column G (Death) being the most serious and column J (Other recordable cases) being the least serious.
**OSHA's Form 300 (Rev 01/2004)**

**Log of Work-Related Injuries and Illnesses**

You must record information about every work-related death and about every work-related injury or illness that involves loss of consciousness, restricted work activity or job transfer, days away from work, or medical treatment beyond first aid. You must also record significant work-related injuries and illnesses that are diagnosed by a physician or licensed health care professional. You must also record work-related injuries and illnesses that meet any of the specific recording criteria listed in 29 CFR Part 1904.8 through 1904.12. Feel free to use two lines for a single case if you need to. You must complete the Injury and Illness Incident Report (OSHA Form 301) or equivalent form for each injury or illness recorded on this form. If you’re not sure whether a case is recordable, call your local OSHA office for help.

<table>
<thead>
<tr>
<th>Identifying the Person</th>
<th>Describe the Case</th>
<th>Classify the Case</th>
<th>Enter the number of days for each employee who was ill</th>
<th>Check the &quot;injury&quot; column or choose one type of illness</th>
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<td><strong>(A)</strong> Case no.</td>
<td><strong>(B)</strong> Employee's name</td>
<td><strong>(C)</strong> Job title (e.g., Worker)</td>
<td><strong>(D)</strong> Date of injury or onset of illness</td>
<td><strong>(E)</strong> Where the event occurred (e.g., Loading dock north end)</td>
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<td>7/7/2023</td>
<td></td>
</tr>
</tbody>
</table>

**Public Reporting Burden for this collection of information is estimated to average 14 minutes per response, including time to review the instructions, search and gather the data needed, and complete and review the collection of information. Persons are not required to respond to the collection of information unless it displays a currently valid OMB control number. If you have any comments about this or any other aspect of this data collection, contact: U.S. Department of Labor, OSHA, Office of Statistical Analysis, Room N-1544, 200 Constitution Avenue, NW, Washington, DC 20210. Do not send the completed forms to this office.**

**Attention:** This form contains information relating to employees' health and must be used in a manner that protects the confidentiality of employees to the extent possible while the information is being used for occupational safety and health purposes.
### OSHA's Form 300A (Rev 01/2004)

**Summary of Work-Related Injuries and Illnesses**

All establishments covered by Part 1904 must complete this Summary page, even if no work-related injuries or illnesses occurred during the year. Remember to review the Log to verify that the entries are complete and accurate before completing this summary.

Using the Log, count the individual entries you made for each category. Then write the totals below, making sure you've added the entries from every page of the Log. If you had no cases, write "0." Employees, former employees, and their representatives have the right to review the OSHA Form 300 in its entirety. They also have limited access to the OSHA Form 301 or its equivalent. See 29 CFR Part 1904.35, in OSHA's recordkeeping rules, for further details on the access provisions for these forms.

#### Number of Cases

<table>
<thead>
<tr>
<th>Total number of deaths</th>
<th>Total number of cases with days away from work</th>
<th>Total number of cases with job transfer or restriction</th>
<th>Total number of other recordable cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5)</td>
<td>(6)</td>
<td>(7)</td>
<td>(8)</td>
</tr>
</tbody>
</table>

#### Number of Days

<table>
<thead>
<tr>
<th>Total number of days away from work</th>
<th>Total number of days of job transfer or restriction</th>
</tr>
</thead>
<tbody>
<tr>
<td>(9)</td>
<td>(10)</td>
</tr>
</tbody>
</table>

#### Injury and Illness Types

<table>
<thead>
<tr>
<th>Total number of...</th>
<th>Injuries</th>
<th>(4) Poisonings</th>
<th>(5) Hearing loss</th>
<th>(6) All other illnesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>(11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Establishment Information**

- **Year establishment name**
- **City** ____________________________ **State** __________ **ZIP** __________

- **Standard Industrial Classification (SIC), if known (e.g., 3715)** __________
- **OR**

- **North American Industrial Classification (NAICS), if known (e.g., 336212)** __________

**Employment Information**

- **Year**
- **Average number of employees**
- **Total hours worked by all employers last year**

**Sign here**

Knowingly falsifying this document may result in a fine.

I certify that I have examined this document and that to the best of my knowledge the entries are true, accurate, and complete.

**Company executive**

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

**Date**

__________________________

****

**Post this Summary page from February 1 to April 30 of the year following the year covered by the form.**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time to review the instructions, search and gather the data needed, and complete and review the collection of information. Persons are not required to respond to the collection of information unless it displays a currently valid OMB control number. If you have any comments about this estimate or any other aspects of this data collection, contact: US Department of Labor, OSHA Office of Statistical Analysis, Room N 2444, 200 Constitution Avenue, NW, Washington, DC 20210. Do not send the completed forms to this office.
### Optional Worksheet to Help You Fill Out the Summary

At the end of the year, OSHA requires you to enter the average number of employees and the total hours worked by your employees on the summary. If you don’t have these figures, you can use the information on this page to estimate the numbers you will need to enter on the Summary page at the end of the year.

**How to figure the average number of employees who worked for your establishment during the year:**

1. **Add** the total number of employees your establishment paid in all pay periods during the year. Include all employees: full-time, part-time, temporary, seasonal, salaried, and hourly.
   - The number of employees paid in all pay periods =

2. **Count** the number of pay periods your establishment had during the year. Be sure to include any pay periods when you had no employees.
   - The number of pay periods during the year =

3. **Divide** the number of employees by the number of pay periods.
   - \( \frac{1}{2} \)

4. **Round the answer** to the next highest whole number. Write the rounded number in the blank marked *Annual average number of employees*.
   - The number rounded =

For example, Acme Construction figured its average employment this way:

<table>
<thead>
<tr>
<th>For pay period...</th>
<th>Number of employees paid (( N_P ))</th>
<th>Number of pay periods (( N_P ))</th>
<th>( \text{Average employment} = \frac{N_P}{N_P} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>26</td>
<td>0.39</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>26</td>
<td>0.23</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>26</td>
<td>0.57</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
<td>26</td>
<td>1.15</td>
</tr>
<tr>
<td>5</td>
<td>40</td>
<td>26</td>
<td>1.54</td>
</tr>
<tr>
<td>6</td>
<td>20</td>
<td>26</td>
<td>Rounding to ( \frac{1}{2} )</td>
</tr>
<tr>
<td>7</td>
<td>25</td>
<td>26</td>
<td>Rounding to 32</td>
</tr>
<tr>
<td>8</td>
<td>26</td>
<td>32</td>
<td>Rounding to 32</td>
</tr>
</tbody>
</table>

**How to figure the total hours worked by all employees:**

Include hours worked by salaried, hourly, part-time and seasonal workers, as well as hours worked by other workers subject to day to day supervision by your establishment (e.g., temporary help services workers).

Do not include vacation, sick leave, holidays, or any other non-work time, even if employees were paid for it. If your establishment keeps records of only the hours paid or if you have employees who are not paid by the hour, please estimate the hours that the employees actually worked.

If this number isn’t available, you can use this optional worksheet to estimate it.

**Optional Worksheet**

- **Find** the number of full-time employees in your establishment for the year.
- **Multiply** by the number of work hours for a full-time employee in a year.

This is the number of full-time hours worked.

- **Add** the number of any overtime hours as well as the hours worked by other employees (part-time, temporary, seasonal)

Write the rounded number in the blank marked *Total hours worked by all employees last year*.
OSHA’s Form 301
Injury and Illness Incident Report

This Injury and Illness Incident Report is one of the first forms you must fill out when a recordable work-related injury or illness has occurred. Together with the Log of Work-Related Injuries and Illnesses and the accompanying Summary, these forms help the employer and OSHA develop a picture of the extent and severity of work-related incidents.

Within 7 calendar days after you receive information that a recordable work-related injury or illness has occurred, you must fill out this form or an equivalent. Some states require an equivalent form, and other states may accept substitutes. To be considered an equivalent form, any substitute must contain all the information asked for on this form.

According to Public Law 91-596 and 29 CFR 1904, OSHA’s record-keeping rule, you must keep this form on file for 5 years following the year in which it pertains.

If you need additional copies of this form, you may photocopy and use as many as you need.

Information about the employee

1. Full name ________________________________
2. Street ________________________________
   City ____________________________ State ________ ZIP _______
3. Date of birth _____ / _____ / _____
4. Date hired _____ / _____ / _____
5. ☐ Male ☐ Female
   ☐ Check if time cannot be determined

Information about the physician or other health care professional

6. Name of physician or other health care professional ________________________________
7. If treatment was given away from the worksite, where was it given?
   Facility ________________________________
   Street ____________________________
   City ____________________________ State ________ ZIP _______
8. Was employee treated in an emergency room?
   ☐ Yes ☐ No
9. Was employee hospitalized overnight as an in-patient?
   ☐ Yes ☐ No

Information about the case

10. Case number from the Log (Transfer the case number from the Log after you record the case.)
11. Date of injury or illness _____ / _____ / _____
12. Time employee began work _____ / _____ AM / PM
13. Time of event _____ / _____ AM / PM
14. What was the employee doing just before the incident occurred? Describe the activity, as well as the tools, equipment, or material the employee was using. Be specific. Examples: “climbing a ladder while carrying roofing materials”; “spraying chlorine from hand sprayer”; “daily computer key-entry.”
15. What happened? Tell us how the injury occurred. Examples: “When ladder slipped on wet floor, worker fell 10 feet”; “Worker was sprayed with chlorine when gasket broke during replacement”; “Worker developed soreness in wrist over time.”
16. What was the injury or illness? Tell us the part of the body that was affected and how it was affected; be more specific than “hurt,” “pain,” or “sore.” Examples: “strained back”; “chemical burn, hand”; “carpal tunnel syndrome.”
17. What object or substance directly harmed the employee? Examples: “concrete floor”; “chlorine”; “radial arm saw.” If this question does not apply to the incident, leave it blank.
18. If the employee died, when did death occur? Date of death _____ / _____ / _____

Completed by ________________________________
Title ________________________________
Phone ( ) __________ Date __ / __ / __

Public reporting burden for this collection of information is estimated to average 21 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Persons are not required to respond to the collection of information unless it displays a current valid OMB control number. If you have any comments about this estimate or any other aspect of this data collection, including suggestions for reducing this burden, contact: U.S. Department of Labor, OSHA Office of Statistical Analysis, Room N-5641, 200 Constitution Avenue, NW, Washington, DC 20210. Do not send the completed form to this address.
If You Need Help...

If you need help deciding whether a case is recordable, or if you have questions about the information in this package, feel free to contact us. We'll gladly answer any questions you have.

- **Visit us online at www.osha.gov**
- **Call your OSHA Regional office and ask for the recordkeeping coordinator**
- **Call your State Plan office**

<table>
<thead>
<tr>
<th><strong>Federal Jurisdiction</strong></th>
<th><strong>State Plan States</strong></th>
</tr>
</thead>
</table>
| **Region 1** - 617 / 565-9860  
Connecticut; Massachusetts; Maine; New Hampshire; Rhode Island | Alaska - 907 / 269-4957  
Arizona - 602 / 342-5785  
California - 415 / 703-5100  
*Connecticut - 860 / 566-4380  
Hawaii - 808 / 586-9100  
Indiana - 317 / 252-2688  
Iowa - 515 / 281-3661  
Kentucky - 502 / 564-3070  
Maryland - 410 / 767-2371  
Michigan - 517 / 322-1848  
Minnesota - 612 / 284-5050  
Nevada - 702 / 486-9020  
*New Jersey - 609 / 884-1389  
New Mexico - 505 / 822-4250  
*New York - 518 / 457-2574  
North Carolina - 919 / 807-2875  
Oregon - 503 / 378-3272 |
| **Region 2** - 212 / 337-2378  
New York; New Jersey | Puerto Rico - 787 / 754-2172  
South Carolina - 803 / 734-9669  
Tennessee - 615 / 741-2993  
Utah - 801 / 530-6901  
Vermont - 802 / 828-2765  
Virginia - 804 / 786-6613  
Virgin Islands - 340 / 772-1315  
Washington - 360 / 902-5601  
Wyoming - 307 / 777-7786 |
| **Region 3** - 215 / 864-1990  
Delaware; Pennsylvania; West Virginia | *Public Sector only |
| **Region 4** - 404 / 562-2390  
Alabama; Florida; Georgia; Mississippi | |
| **Region 5** - 312 / 353-2229  
Illinois; Ohio; Wisconsin | |
| **Region 6** - 214 / 767-4731  
Arkansas; Louisiana; Oklahoma; Texas | |
| **Region 7** - 816 / 426-5861  
Kansas; Missouri; Nebraska | |
| **Region 8** - 303 / 844-1600  
Colorado; Montana; North Dakota; South Dakota | |
| **Region 9** - 415 / 975-1310 | |
| **Region 10** - 206 / 553-5930  
Idaho | |
Have questions?

If you need help in filling out the Log or Summary, or if you have questions about whether a case is recordable, contact us. We'll be happy to help you. You can:

▼ Visit us online at: www.osha.gov

▼ Call your regional or state plan office. You’ll find the phone number listed inside this cover.
About OSHA:

Under the Occupational Safety and Health Act of 1970, OSHA's role is to assure safe and healthful working conditions for working men and women; by authorizing enforcement of the standards developed under the Act; by assisting and encouraging the States in their efforts to assure safe and healthful working conditions; by providing for research, information, education, and training in the field of occupational safety and health. For more information, visit www.osha.gov.

These are your OSHA Representatives:

Tim Irving 617-565-6924 (Boston)
Mike Levy 212-337-4637 (New York)
Terry Penn 215-861-4917 (Pennsylvania)
Tom Bosley 678-237-0443 (Atlanta)
Susan Thompson 312-353-2220 (Chicago)
Timothy Minor 972-850-4175 (Dallas)
Jackie Wheeler 816-502-9025 (Kansas City)
John Olachea 720-264-6586 (Denver)
Peter Wilsey 415-625-2540 (San Francisco)
Derek Engard 206-757-6697 (Seattle)
U.S. Department of Labor Resources for Young Workers

Click here to return to the Top of the Document
The Department of Labor posts special Web pages for young people, both for those old enough to work and those not old enough, that provide information on topics ranging from student volunteerism to job safety.

The federal government, including the Department of Labor, sponsors a wide variety of job training and job placement assistance programs for America’s youth. The Department’s Employment and Training Administration (ETA) is the primary agency responsible for such programs.

Office of Disability Employment Policy (ODEP) Resources for Youth
ODEP’s focus on youth policy is aimed at improving transition outcomes of youth and young adults with disabilities toward successful employment and adulthood.

YouthRules!
Web site that seeks to promote positive and safe work experiences for young workers.

How Many Hours Can Young Workers Work?
The Fair Labor Standards Act (FLSA) sets the minimum age for employment in non-agricultural employment at 14 years of age. All 50 states have also enacted child labor laws. Where both the FLSA child labor provisions and state child labor laws apply, the more protective will apply.

How Many Hours Per Day Or Per Week Can An Employee Work?
The Fair Labor Standards Act (FLSA) does not limit the number of hours per day or per week that employees aged 16 years and older can be required to work.

elaws Fair Labor Standards Act (FLSA) Advisor — Child Labor Rules
This Advisor answers questions about workers and businesses that are subject to the FLSA's child labor rules.
**Occupational Outlook Handbook**
A nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives. Revised every two years, the Handbook describes what workers do on the job, working conditions, the training and education needed, earnings, and expected job prospects in a wide range of occupations.

**The Bureau of Labor Statistics' Kids Page**
Gives information about different careers and their educational requirements. Written for a youth audience.

**Youth Programs of the Employment & Training Administration**
Explore these pages and links for up-to-date information about the Department's youth programs, initiatives and directives, legislation and regulations, and other information working to positively impact our nation’s youth.

- **Job Corps** The nation's largest and most comprehensive residential education and job training program for at-risk youth, ages 16 through 24.
- **Youth Opportunity Grant Program** Part of an effort to provide services to youth, ages 14-21, living in high poverty areas. Funds are used to increase the employment rate, high school graduation rate, and college enrollment rate in six Native American, six rural, and 24 urban communities.
- **Youth Formula-Funded Grant Programs** The Workforce Innovation and Opportunity Act of 2014 (WIOA) provides funds to state and local areas to provide comprehensive services to eligible youth, ages 14-21, in local communities. Services include tutoring, study skills training, summer employment opportunities, and paid and unpaid work experiences.

**Related Web Pages on This Topic**

**AmeriCorps**
The Corporation for National Service is the domestic version of the Peace Corps, in which citizens volunteer for one year tutoring at-risk youth, building housing, helping senior citizens live independently, and other activities.

**Student Educational Employment Program**
Federal employment opportunities for students who are enrolled or accepted for enrollment as degree seeking students.
U.S. Department of Labor Eligibility Guidelines for YouthBuild Grantees

Click here to return to the Top of the Document
To: YouthBuild Grantees

From: Jenn Smith, YouthBuild Project Director  
Employment & Training Administration, DOL

Subject: Eligibility Documentation

Attached are Eligibility Guidelines for participation in a DOL-funded YouthBuild program. This information provides guidance for participant eligibility and includes samples of the types of documentation that can be utilized to verify these requirements.

It is important to provide exact guidelines to all staff that are responsible for recruiting and enrolling eligible youth into a DOL-funded YouthBuild program. It is the program’s responsibility to verify the information presented at the time of enrollment to ensure youth meet the eligibility guidelines required under the law.

In addition to hard copies for the participant folder, eligibility criteria under the YouthBuild program can be verified by telephone contact with cognizant government or social service agencies or by inspecting (witnessing) the appropriate documents. The agency/organization can produce a standard document that a case manager/counselor, etc. fills out attesting to having witnessed the appropriate documentation or having spoken to a person that can verify the appropriate information. This form can also be utilized when viewing documentation that cannot be photocopied and placed in a file (i.e. birth certificates by some state laws). Agencies that may assist in verifying information by telephone include local schools, housing authorities, social security administration, social service agencies, homeless shelters, nonprofit organizations, and other state and local government agencies.

Most of the documentation required is readily available through interaction with the participant and family, as well as through partner agencies and organizations. Self-attestation is “self-certification,” a means by which a young person will sign a document that attests or certifies to a particular circumstance (homelessness, school drop-out, etc.). The form would provide a space for the youth to write an explanation regarding the specific criteria and includes a place for the case manager/counselor to witness the explanation. This form can be easily designed with the following words embedded somewhere within: “I certify, under penalty of perjury, that the following information is true.”

Local Workforce Innovation and Opportunity Act (WIOA) Youth Programs may have sample forms of the above that may be adapted to serve the same purposes under the YouthBuild program.

Should you or your staff have any questions, please contact me.

Jenn Smith
## YouthBuild Eligibility Guidelines and Source Documentation

<table>
<thead>
<tr>
<th>Issue</th>
<th>Criteria</th>
<th>Most Common Documentation (Examples)</th>
<th>Suggested Action</th>
</tr>
</thead>
</table>
| **Age**        | Youth is between the ages of 16 and 24                                     | • Driver’s license or Government Identification Card  
• School Records/School Identification Card  
• Birth Certificate  
• Hospital Birth Record  
• U.S. Passport  
• Naturalization Certificate  | Verify the youth (at the time of enrollment) meets the age criteria; document in folder                                                                                   |
| **Selective Service** | Males between the ages of 18-24 must be registered for selective service. | • Selective Service Letter/Registration Letter  
• DD-214 Report of Transfer or Discharge from Military Service  
• Board/State Registration  
• Stamped Post Office Receipt of Registration  
• Internet verification/registration ([www.sss.gov](http://www.sss.gov))  
• Telephone Verification: (847-688-6888) | Place documentation in folder.                                                                       |
| **Low Income** | Verify youth meets low-income guidelines (as referenced in 42 U.S.C. 1437a (b) through applicable income source.  
(*See below)) | Income levels can be established through information contained within the following documents:  
• Pay Stubs  
• Bank statement (direct deposit)  
• Employer statement/contact  
• Parents tax return if under 18  
• Tax Return if over 18 or emancipated  
• Public assistance records/receipt (TANF/Food Stamps) | Place documentation in folder.                                                                       |
| School Drop Out | Verify youth is no longer attending school. | • Letter/documentation from the school stating the youth has dropped out  
• School attendance record  
• Applicant statement | Place documentation in the folder. |
|----------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Youth is enrolled under the 25% exemption: Basic skills deficient | Verify youth has a diploma/GED or other State-recognized equivalent and is basic skills deficient | • Youth tests at or below the 8th grade level on a generally accepted standardized academic test (regardless of the attainment of a diploma/GED)  
• Testing indicates youth is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job | Place documentation in folder (include test results and copy of diploma/GED). |
<p>| Youth is enrolled under the 25% exemption: referred by a local secondary school | Youth has been referred by a local secondary school for participation in a YouthBuild program leading to the attainment of a | • A referral from a high school guidance counselor/other academic professional | Place documentation in folder: referral letter(s). |</p>
<table>
<thead>
<tr>
<th>School</th>
<th>Secondary School Diploma</th>
</tr>
</thead>
</table>

| Current foster youth or youth aging out of foster care | Verify youth is in the foster care system or aging out of the foster care system | • Court contact/documentation  
• Social Services contact/documentation  
• Medical Card  
• Verification of payment made on behalf of the youth | Place documentation in folder. |

| Youth is an individual with a disability (includes learning disabilities) | Verify disability (an individual with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42U.S.C. 12102)) | • Social Security Administration Disability Records statement  
• Academic records  
• Medical records  
• Physician statement | Place documentation in folder. |

| Youth Offender | Verify youth is an offender or involved with the criminal justice system | • Court documentation  
• Resident of a detention facility, group home, or restricted state run facility  
• Letter of parole/probation officer  
• Police records  
• Applicant statement | Place documentation in folder. |

| Migrant Youth | Verify youth is a migrant youth worker or part of a family of migrant | • Employer statement  
• Wage records/family wage records  
• Work permits | Place documentation in folder. |
<table>
<thead>
<tr>
<th>Issue</th>
<th>Criteria</th>
<th>Most Common Documentation (Examples)</th>
<th>Suggested Action</th>
</tr>
</thead>
</table>
| Youth is a child of an incarcerated parent                            | Verify youth is a child of an incarcerated parent                         | • Court records  
• Applicant statement                                                                 | Place documentation in folder.           |
| Youth is basic skills deficient                                       | Verify youth is basic skills deficient in literacy, numeracy or both      | • U.S. Department of Education-approved tests. The list of allowable tests is updated by Ed as needed. The most up-to-date information on allowable tests is available at: [http://edocket.access.gpo.gov/2010/pdf/2010-2181.pdf](http://edocket.access.gpo.gov/2010/pdf/2010-2181.pdf) | Place documentation of pre-test scores in folder. |

**Eligibility for Housing Built/Renovated through a YouthBuild Program**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Criteria</th>
<th>Most Common Documentation (Examples)</th>
<th>Suggested Action</th>
</tr>
</thead>
</table>
| Family Seeking Housing Completed by YouthBuild Program               | Verify family meets the definition of “low-income” and/or homeless       | • Documentation of family income (see below for additional information)  
• Written statement from an individual providing temporary residence or a shelter | Retain documentation                     |
YouthBuild Income Eligibility Criteria

An individual may participate in a YouthBuild program only if such individual is:

- Between the ages of 16 and 24 on the date of enrollment; and

- A member of a disadvantaged youth population such as a member of a low-income family, a youth in foster care (including youth aging out of foster care), a youth offender, a youth who is an individual with a disability, a child of an incarcerated parent, or a migrant youth; and

- A school dropout. Up to (but not more than) 25 percent of the participants in the program may be youth who are not a school dropout or are not a member of a disadvantaged population based on the criteria above but are: 1) Basic skills deficient, despite attainment of a secondary school diploma, General Education Development (GED) credential, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities); or 2) Have been referred by a local secondary school for participation in a YouthBuild program leading to the attainment of a secondary school diploma.

**Low-Income Family**: The term “low-income families” means those families whose incomes do not exceed 80 per centum of the median income for the area, as determined by the Secretary with adjustments for smaller and larger families, except that the Secretary may establish income ceilings higher or lower than 80 per centum of the median for the area on the basis of the Secretary findings that such variations are necessary because of prevailing levels of construction costs or unusually high or low family incomes.

HUD Website link for income limits: [http://www.huduser.org/portal/datasets/il.html](http://www.huduser.org/portal/datasets/il.html)

Many eligible youth have difficulty accessing paper records supporting their income eligibility, particularly those who are homeless, in foster care or in the juvenile justice system. However, appropriate documentation is important to avoid the risk of enrolling an ineligible youth which may subsequently result in disallowed costs to the grant.

In situations where a youth is not able to provide proof of family income (i.e. homeless, living in a shelter, living with a friend and no contact with family members), “self-attestation”, can be utilized as a means to document low-income status. The young person can prepare a statement that documents their current living situation and offer evidence of any personal earnings (i.e. a part-time job). An intake counselor or case manager can witness this document.

Copies of proof of income (tax returns, pay stubs, etc.) should be placed within the participant’s folder. When an individual is uncomfortable providing copies, the intake counselor/case manager can attest to having seen these documents and make a note to that effect within the participant’s folder.
YouthBuild Eligibility Criteria for Completed Housing

Residential housing units rehabilitated or constructed using YouthBuild grant funds must be used solely: (1) for rental by, or sale to, homeless individuals or low-income families; or (2) for use as transitional or permanent housing, for the purpose of assisting in the movement of homeless individuals to independent living. Individuals and families seeking to qualify for housing completed or rehabilitated by a YouthBuild Program as a low-income family must meet the definition as defined above. The term homeless individual is defined in section 103 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11302) to include: (1) an individual who lacks a fixed, regular, and adequate nighttime residence; and (2) an individual who has a primary nighttime residence that is--

(A) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);

(B) an institution that provides a temporary residence for individuals intended to be institutionalized; or

(C) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

The term transitional housing means housing provided for the purpose of facilitating the movement of homeless individuals to independent living within a reasonable time. The term transitional housing includes housing primarily designed to serve deinstitutionalized homeless individuals and other homeless individuals who are individuals with disabilities or members of families with children.
YouthBuild
Community of Practice (CoP)

Click here to return to the Top of the Document
https://youthbuild.workforcegps.org/

The online YouthBuild Community of Practice (CoP) is a shared electronic space where grantees can share and review documents, exchange ideas with your peers nationwide, read and comment on blogs, and much more! This environment fosters continued collaboration and problem solving before and after trainings, conferences and webinars. In a collaborative environment, grantees can support each other in implementing successful programs, sharing tools, and fostering partnerships. To succeed, we need YouthBuild grantees to join in the discussion and make it your community.

The CoP is your go-to resource to:
- Ask questions you need answered
- Reconnect with fellow practitioners from other sites
- Listen to Webinars on essential topics
- Find the latest news in youth and workforce development
- Post videos and news about your program
- See the latest calendar of events to attend
- Learn about others’ views on how YouthBuild changes the lives of thousands of youth in the United States

**How do I get started?** We recommend starting on our Homepage where you will find access to the YouthBuild newsletter, regularly updated blogs, videos, links to announcements and news, and more. If you are looking for training and best practice documents, try our Resource Library Page, where you can search by keyword, by resource Topic, or by resource Type. Our Events page contains information about upcoming events and registration links, as well as links to conference materials from past events. Check our Blog page for the latest wisdom, news and resources from YouthBuild USA and DOL staff, and you can ask a question, share your success or network with your peers on our Discussion Topics page.

We hope you make this your go-to resource to find and share information and learn from your peers to re-invigorate you in your work and help strengthen your program. We will continue to find ways to make it a valuable resource for you and hope to make it a robust site that keeps you coming back.

**Get help or assistance.** If you have questions about how to use this site, visit our Help page for instructions. If you need further assistance, please contact us at youth.build@dol.gov.
Sponsored by the U.S. Department of Labor’s Employment and Training Administration (ETA), WorkforceGPS is an interactive online communication and learning technical assistance (TA) platform that was designed to communicate with and build the capacity of the public workforce investment system to develop and implement innovative approaches to workforce and economic development in the 21st Century economy. This website, which offers resources and peer-to-peer connection, supplements other TA provided by ETA’s national and regional staff to help the public workforce system, education professionals, and business.

On WorkforceGPS you will find:
- A committed community of public workforce system stakeholders;
- TA resources, online learning opportunities, and space to connect and collaborate with peers on topics that interest you;
- A tool for all your TA tools as you search, save, share, and navigate to success today!

NEED TO GET IN TOUCH?
The WorkforceGPS team is available to support you with any questions or concerns you may have. For password assistance, event-related registration questions, and general technical questions or comments, please email support@workforcegps.org.

NEWSLETTER
Published monthly, the WorkforceGPS Newsletter is the ideal way to catch up on the latest ETA happenings, including programs, initiatives, webinars, and special events. All WorkforceGPS subscribers are automatically subscribed upon registration and can update their communication preferences by visiting the My Memberships & Notifications tab on My WorkforceGPS.
U.S. Department of Labor
Youth Development
Information and Resources

Click here to return to the Top of the Document
Federal Partners

U.S. Department of Education
http://www.ed.gov/index.jhtml
Office of Vocational & Adult Education http://www.ed.gov/about/offices/list/ovae/index.html

U.S. Department of Justice
Office of Juvenile Justice and Delinquency Prevention (OJJDP)
  • List of OJJDP Programs
    http://ojjdp.ncjrs.org/programs/index.html
  • The National Training and Technical Assistance Center (NTTAC)
    http://www.nttac.org/
    Phone: (800) 830-4031
    Supports the delivery of training and technical assistance to the juvenile justice field.

U.S. Department of Health and Human Services
  • Family and Youth Services Bureau
    http://www.acf.hhs.gov/programs/fysb/
    Provides services and opportunities to young people, including foster youth, runaway and homeless youth in local communities.

U.S. Department of Labor
Employment and Training Administration
  • Division of Youth Services
    http://www.doleta.gov/youth_services/

Youth Resource Connections, a technical assistance update published bi-weekly by the U.S. Department of Labor (USDOL), Division of Youth Services (DYS), Youth Policy and Performance Unit, provides announcements and information for state and local partners, coaches and others interested in youth development. Subscribe online at:
http://www.doleta.gov/youth_services/newsletter.cfm
National Associations

The following national associations offer a range of technical assistance to state, county, and municipal officials and agencies on youth development, education, employment, and related issues. Several of them offer online databases that you can search for "promising practices" and model programs:

**National Association of Counties (NACo)**
NACo provides information, training and assistance to members on a wide range of issues to help counties increase knowledge, build capacity, and foster innovative local policies, programs and practices.  [http://www.naco.org](http://www.naco.org)

**National Governor's Association (NGA)**
Center for Best Practices
[https://www.nga.org/cms/center](https://www.nga.org/cms/center)
(202) 624-5300
Offers information on model programs, what works, what doesn’t, and what lessons can be learned from others grappling with the same problems.

**National League of Cities (NLC)**
The Institute for Youth, Education and Families
The Institute focuses on five core program areas: education; youth development; early childhood development; safety of children and youth; and family economic security.
Subscribe to mailing list at: 202-626-3014.

**U.S. Conference of Mayors (USCM)**
Online database allows users to search model programs supported by city governments, including youth development and employment programs.
Non-Governmental Organizations

Numerous national organizations support research, technical assistance, advocacy, and program management related to youth development. The web sites of the following organizations provide links to other youth development resources on the Internet:

American Youth Policy Forum
http://www.aypf.org
202-775-9731
National nonprofit organization sponsors learning opportunities (i.e., field trips, seminars), research, and publications for policymakers at the federal, state and local levels.

Children, Youth, and Families Education and Research Network (CYFERnet)
http://www.cyfernet.org/
(612) 626-1111.
Web site brings together the children, youth and family resources of all the public land-grant universities in the country. Materials are carefully reviewed by college and university faculty.

The Forum for Youth Investment (formerly IYF-US)
http://www.forumforyouthinvestment.org
202-207-3333
A national initiative dedicated to increasing the quality and quantity of youth investment and youth involvement in the United States by promoting a "big picture" approach to planning and policy development.

Institute for Educational Leadership (IEL)
http://www.iel.org
(202) 822-8405
Core programs include project management, strategic planning, research and publications related to education. IEL also supports the National Collaborative on Workforce and Disability for Youth to help local workforce development systems to integrate youth with disabilities into their service strategies.

The National Youth Development Information Center (NYDIC)
http://www.nydic.org/nydic/index.html
1-877-NYDIC-4-U (toll-free)
Provides practice-related information about youth development to national and local youth-serving organizations at low cost or no cost.

Resources for Native American Youth

U.S. Department of Housing and Urban Development
Planet Youth: The Native American Youth Connection connects American Indian, Alaskan Native and Native Hawaiian young people with important and useful resources and offers opportunities and support for Native and non-Native youth and their families.  

U.S. Department of Labor
Employment and Training Administration  
Indian and Native American Programs  
http://www.doleta.gov/dinap/

U.S. Department of Health & Human Services
Administration for Children & Families  
Administration for Native Americans  
http://www.acf.hhs.gov/tribal/index.html

Department of the Interior
Bureau of Indian Affairs  
http://www.bia.gov/

National Indian Child Welfare Association (NICWA) is a comprehensive source of information on American Indian child welfare and works on behalf of Indian children and families in areas of public policy, research, advocacy, information and training, and community development.  
http://www.nicwa.org

United National Indian Tribal Youth (UNITY) is a national organization with 211 youth councils operating in the United States and Canada. The organization promotes youth leadership and fosters the spiritual, social, and mental development of Native American youth.  
http://www.unityinc.org
Additional Web Sites for Youth Development Resources

- AED Academy for Educational Development www.aed.org
- America’s Promise www.americaspromise.org
- Child Trends www.childtrends.org
- International Youth Foundation www.iyfnet.org
- John J. Heldrich Center for Workforce Development www.heldrich.rutgers.edu
- National 4-H Council www.fourhcouncil.edu
- National Clearinghouse on Families and Youth www.ncfy.com
- National Network for Youth www.nn4youth.org
- National Youth Employment Coalition www.nyec.org
- National Youth Leadership Council www.nylc.org
- Levitan Youth Policy Network http://ips.jhu.edu/pub/The-Levitan-Youth-Policy-Network
- Search Institute www.search-institute.org
- The Innovation Center for Community and Youth Development www.theinnovationcenter.org
- Youth.Gov www.youth.gov
Publications


**Community Youth Development (CYD) Journal** promotes youth and adults working together in partnership to create just, safe, and healthy communities by building leadership and influencing public policy. Published quarterly by the Institute for Just Communities (IJC) and the Institute for Sustainable Development, Heller School of Social Policy and Management, Brandeis University. [http://www.cydjournal.org](http://www.cydjournal.org)

**Youth Today**
National, independent paper that goes out to more than 70,000 readers in the child and youth services fields. It covers a range of issues that include youth development, juvenile justice, and workforce development. Offers information on model programs, what works, what doesn't, lessons, etc. [http://www.youthtoday.org/](http://www.youthtoday.org/)

**National Prevention Information Network**
The CDC National Prevention Information Network is the nation’s largest collection of information and resources on HIV, STD and TB prevention. Their web site [www.cdcnpin.org](http://www.cdcnpin.org) offers a wide range of information that can be useful in working with young people. “For young people, it is critical to prevent patterns of risky behaviors before they start. Scientists believe that cases of HIV infection diagnosed among 13- to 24-year-olds are indicative of overall trends in HIV incidence (the number of new infections in a given time period, usually a year) because this age group has more recently initiated high-risk behaviors. In 2000, 1,688 13- to 24-year-olds were reported with AIDS, bringing the cumulative total to 31,293 cases of AIDS in this age group. Clearly, HIV prevention efforts must be sustained and designed to reach each new generation of Americans.”
# Web Sites for Youth Workforce Development Professionals

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<th>Name</th>
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<td>International Youth Foundation</td>
<td><a href="http://www.iyfnet.org">www.iyfnet.org</a></td>
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<tr>
<td>Jobs for the Future</td>
<td><a href="http://www.jff.org">http://www.jff.org</a></td>
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<tr>
<td>John J. Heldrich Center for Workforce Development</td>
<td><a href="http://www.heldrich.rutgers.edu">www.heldrich.rutgers.edu</a></td>
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<tr>
<td>Corporation for National and Community Services</td>
<td><a href="http://www.nationalservice.gov/Default.asp">http://www.nationalservice.gov/Default.asp</a></td>
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<tr>
<td>LMI Training Institute: Other Workforce Information Sites</td>
<td><a href="http://www.lmi-net.org/">http://www.lmi-net.org/</a></td>
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<tr>
<td>National Clearinghouse on Families and Youth</td>
<td><a href="http://www.ncfy.com">www.ncfy.com</a></td>
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<tr>
<td>National Collaborative on Workforce and Disabilities</td>
<td><a href="http://www.ncwd-youth.info">http://www.ncwd-youth.info</a></td>
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<tr>
<td>National Network for Youth</td>
<td><a href="http://www.nn4youth.org">www.nn4youth.org</a></td>
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<td>National Runaway Safeline</td>
<td><a href="https://www.1800runaway.org/">https://www.1800runaway.org/</a></td>
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<td>National Youth Employment Coalition</td>
<td><a href="http://www.nyec.org">www.nyec.org</a></td>
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<td>National Youth Leadership Council</td>
<td><a href="http://www.nylc.org">www.nylc.org</a></td>
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<td>National Youth Violence Prevention Resource Center</td>
<td><a href="http://www.safeyouth.gov/Pages/Home.aspx">http://www.safeyouth.gov/Pages/Home.aspx</a></td>
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<td>Texas Workforce Commission Youth Program Initiative</td>
<td><a href="http://www.twc.state.tx.us/svcs/youthinit/ypi.html">http://www.twc.state.tx.us/svcs/youthinit/ypi.html</a></td>
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<td>Working for America Institute</td>
<td><a href="http://www.workingforamerica.org">http://www.workingforamerica.org</a></td>
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<td>Youth 2 Work</td>
<td><a href="http://www.osha.gov/SLTC/teenworkers">http://www.osha.gov/SLTC/teenworkers</a></td>
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<tr>
<td>Center for Occupation Research and Development</td>
<td><a href="http://www.cord.org/index.cfm">http://www.cord.org/index.cfm</a></td>
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<tr>
<td>Migrant &amp; Seasonal Farmworker Program</td>
<td><a href="https://www.doleta.gov/Farmworker/">https://www.doleta.gov/Farmworker/</a></td>
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</tbody>
</table>
National Workforce Information Web Sites

Career Resource Library, America’s Career InfoNet listing of State Labor Market (LMI) sites:  

National Sites:

Career OneStop - www.careeronestop.org
America’s Job Bank - www.ajb.org
America’s Career InfoNet - http://www.acinet.org
America's Service Locator - www.servicelocator.org
The Workforce ATM - www.naswa.org
LMINet - www.lmi-net.org
Workforce Information Advisory Council - https://www.doleta.gov/wioa/wiac/
ProjectionsCentral.Com - http://dev.projectionscentral.com
Occupational Outlook Handbook - www.bls.gov/oco
Census Bureau - www.census.gov
O*NET - www.onetcenter.org
O*NET Online - http://online.onetcenter.org
National Crosswalk Service Center - www.xwalkcenter.org
Electronic Tools Guide for Youth and Parents

The Department of Labor’s electronic tools assist millions of Americans every month with their employment-related needs. These Web-based tools provide solutions for finding a job, writing a resume, researching careers, and much, much more!

E-Tools Can Help:

- Find a job
- Compare wages
- Look for scholarships
- Explore careers
- Interview tips
- Training and education
- Get help with your resume
- Locate Career Centers
- Employment Law

Prepare for Employment

Research careers, prepare your resume, get interview tips, build skills, and more.

America’s Career InfoNet ([www.careerinfonet.org](http://www.careerinfonet.org)) is an electronic resource for individuals of all ages in all stages of career development. Whether attending high school, college, or have recently graduated, Career InfoNet contains information that can help users advance their careers. Research occupations, compare wages, build your resume, and search from thousands of other career resources, including scholarship and financial aid information.

O*NET OnLine ([http://online.onetcenter.org](http://online.onetcenter.org)) assists students and workers in career planning and enhances businesses’ hiring and retention efforts by accessing key data for identifying and developing workplace skills.

Find a Job or Job Training

America’s Job Bank ([www.ajb.org](http://www.ajb.org)) is one of the largest job markets in cyberspace, with over a million and a half jobs nationwide and 600,000 resumes on-line to assist both employers and jobseekers.

Job Corps ([http://jobcorps.doleta.gov/](http://jobcorps.doleta.gov/)) The Job Corps’ homepage provides information on America’s largest residential training and education program for income-eligible youth, ages 16-24; includes program and admissions information.
Find Services and Additional Information

**America’s Service Locator** ([www.servicelocator.org](http://www.servicelocator.org)) connects people to local offices providing employment and training services. It provides maps and driving directions to each of the 3,500 One-Stop Career Centers.

**Find Youth Info** ([www.findyouthinfo.gov](http://www.findyouthinfo.gov)) is a guide with up-to-date research and resources on youth development and effective programs, it provides interactive tools and other resources to help youth-serving organizations and community partnerships plan, implement, and participate in effective programs for youth.

**Teen Workers** ([www.osha.gov/SLTC/teenworkers](http://www.osha.gov/SLTC/teenworkers)) provides safety and health information about the teen worker.

**Youth Rules!** ([www.youthrules.dol.gov](http://www.youthrules.dol.gov)) is a gateway providing quick access to information about Federal and State labor laws that apply to young workers.

**Still need help? Give us a call! Toll Free Help Line** (1-877-US2-JOBS, TTY: 1-877-889-5627) provides a full range of basic information about workforce program services for workers and employers, as well as locations to One-Stop Career Centers and other offices. Information is available in over 140 languages.
# Finding the RightCareer Tool

This chart identifies career tools that are relevant to Youth and Parents

<table>
<thead>
<tr>
<th>Activity</th>
<th>Career Sites</th>
<th>DOL/ETA</th>
<th>My Next Move</th>
<th>Job Corps</th>
<th>mySkills</th>
<th>myFuture</th>
<th>O*NET OnLine</th>
<th>Teen Worker</th>
<th>Youth Rules</th>
<th>Toll Free Help Line</th>
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<td>Find Educational Opportunities and Financial Aid Information</td>
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<td>Find a Local One-Stop Career Center or Youth Provider</td>
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Additional Federal Government Resources

Youth.gov (www.youth.gov) is a shared website, in coordination with more than fifteen Federal agencies, with the mission to help participants create, maintain, and strengthen effective youth programs. Included are youth facts, funding information, and tools to help assess community assets, generate maps of local and federal resources, search for evidence-based youth programs, and keep up-to-date on the latest, youth-related news.

Department of Education (www.ed.gov/students) is a one-stop shop for guidance on finding educational opportunities and financial aid resources.

Department of Labor (www.dol.gov) and the Employment and Training Administration (www.doleta.gov) provide comprehensive resources on work-related topics and labor market data to support business, job seekers, and the workforce system. For information specific to youth services, visit the Office of Youth Services homepage at www.doleta.gov/youth_services.

Bureau of Labor Statistics Kids’ Page (www.bls.gov/k12/index.htm) provides career exploration information and data in an easy to use format.

Bureau of Labor Statistics’ Occupational Outlook Handbook (www.bls.gov/oco/home.htm) is a nationally recognized source of career information, designed to provide assistance to individuals making decisions about their future work lives.
U.S. Department of Labor
YouthBuild Assessment Tool

Click here to return to the Top of the Document
Dear YouthBuild Grantees:

Although each YouthBuild (YB) program is unique, there are common elements that run through all successful programs. The Employment and Training Administration (ETA) has developed the “YouthBuild Assessment Tool” (Tool) to assist both program operators and Federal Project Officers (FPOs) in assessing the quality of each of these common elements. The Assessment Tool is not intended to replace any formal site monitoring tools now in use by Department of Labor FPOs, but rather provides quality indicators that can be used to gauge the effectiveness of program components that are unique to YouthBuild grants (such as construction issues) and clarifies the structure and delivery of YouthBuild training programs.

We encourage you to use the Tool to assess your program to determine strengths as well as areas where technical assistance might be appropriate. The completed assessment will highlight areas in which technical assistance would be useful and will also capture promising practices that can be shared with other grantees. Doing regular program assessments will help grantees focus their efforts on program components that can be improved.

Please contact your Federal Project Officer if you have any questions. We look forward to working with you and your Federal Project Officer to build effective programs for our nation’s youth.

Sincerely,

Jenn Smith
YouthBuild Program Director
YouthBuild Assessment Tool

Introduction

Each YouthBuild grant is funded by the Department of Labor (DOL) to provide high-quality, outcome-focused workforce development services in a fully integrated service environment. Such grants should be aligned with the Employment and Training Administration’s (ETA) and the Division of Youth Services’ (DYS) articulated vision for preparing young adults for employment in a demand-driven economy.

DYS has developed the Youthbuild Assessment Tool (Tool) to be used by Federal Project Officers (FPOs) and National YouthBuild Liaisons to assist in assessing the quality of YouthBuild programs, and by YouthBuild program administrators for self assessment. The Tool provides an opportunity to determine technical assistance needs and can drive continuous improvement efforts. The information gained through the use of this Tool will enable DYS to 1) share effective and promising practices from YouthBuild Programs with the workforce system and youth providers; and 2) identify areas in which grantees are facing challenges in order to provide technical assistance, make recommendations, or consider when corrective actions must be taken. DYS is committed to assisting grantees in achieving performance goals that will ultimately improve the lives of youth in their communities.

A. Analyzing Quantitative Data – Benchmarks

YouthBuild grants have specific indicators (goals) of performance and targets to strive toward. Quarterly reports can help the grantee, and the FPO, to assess progress in the following areas:

- **Placement in Employment/Education/Training (2nd Qtr)** - The percentage of program participants who are in education or training activities or unsubsidized employment during the second quarter after exit from the program;
- **Placement in Employment/Education/Training (4th Qtr)** - The percentage of program participants who are in education or training activities or unsubsidized employment during the fourth quarter after exit from the program;
- **Median Earnings** - The median earnings for participants who are in unsubsidized employment during the second quarter after exit;
- **Post-Secondary Degree/Credential Attainment** - The percentage of program participants who attain a recognized post-secondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within 1 year after exit from the program. For those who attain a secondary school diploma or its equivalent, they must also have obtained or retained employment or be in an education or training program that leads to a recognized post-secondary credential within one year of exit from the program;
- **Measureable Skill Gains** - The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
- **Employer Measure** – One or more indicator of satisfaction in serving employers, to be developed in separate guidance.

In addition to the data from the quarterly reports, the following information, if tracked by the program, can provide additional information on program outcomes and general program strengths:
• **Participation Rate** – the percentage of participants engaged in educational and occupational activities;

• **Completion Rate** – the percentage of youth who have completed significant milestones within their Individual Development Plan (IDP) (grantees may utilize a different name for this document, i.e. Individual Career Plan, etc.).

• **Expenditure Rate** – the rate at which grant award funds are being expended, including the extent to which spending may be significantly higher or lower than planned and the potential implications any significant fluctuations have for the grantee’s ability to achieve the goals of the grant; and

• **Match Requirement** – the degree to which grantees are meeting their overall match requirement as specified in their statements of work.

This information enables the FPO and the grantee to determine if there are potential performance issues that may affect the YouthBuild program’s ability to attain its specified goals and objectives. It is the responsibility of the FPO to provide or obtain technical assistance for grantees that allows them every opportunity to achieve the objectives stated within their grants.

**B. YouthBuild Case Files and Documentation**

The development of effective case file management standards and techniques is critical to the timely delivery and tracking of services provided to YouthBuild participants. The quality and management of individual case records and notes helps to insure a seamless and integrated service delivery system for youth. In addition to the information stored in the YouthBuild Management Information System (MIS), YouthBuild staff are encouraged (although not required) to retain hard copies of appropriate documentation and case notes in an easily accessible file management system. Uniformity and consistency throughout all case file records and notes (electronic and hard copy) will increase the ability of staff to ascertain the quality and effectiveness of all services being delivered to YouthBuild participants, as well as to ensure that grantees are complying with eligibility guidelines in serving their youth participants.

YouthBuild participant folders (files) should, at minimum, contain the following: Federal eligibility compliance documentation, an adequate individual service plan/strategy, documentation of services received, and appropriate case notes. Outcomes should be documented with the appropriate proof and case notes should be signed. Following is a listing of the type of documentation requirements that can be considered in the development of effective case file management:

- Eligibility documentation (age, income, legal residency, etc.)
- Proof of basic skills deficiency, if necessary
- Proof of high school drop-out status, if necessary
- Proof of selective service registration for males aged 18 and older
- Address and alternative and emergency contact information
- Copies of academic and career assessments (transferred and/or conducted on-site)
- Information on employment history and/or additional training
- A completed IDP outlining specific short and long-term goals
- Documentation of any special needs (transportation, housing, child care, health, etc.)
- Correspondence from other service providers, employers, etc.
- Referral forms for services provided by partners
- Case notes documenting at regular intervals participant progress, status and attendance, addressing any issues or concerns
- Copies of any certificates, diplomas, awards, or achievements, as well as follow-up information

*(A sample YouthBuild Case File Checklist follows the Tool.)*

The following is also good practice:

1. All hard copy YouthBuild case files should be kept secured in a file cabinet and all electronically stored documents should be kept in a password-protected database with back-up discs generated regularly.

2. Case file documentation should be complete and comprehensive and written in blue/black ink or computer-generated. Each page should clearly identify the enrolled youth.

3. Each entry made by YouthBuild staff should be signed and dated. If stored electronically, the YouthBuild site should ensure the integrity of the documentation.

4. There should be entries documenting the effectiveness of services being provided; if a youth is experiencing problems, this should be noted. Any conversations or meetings with the participant should be documented, including those requiring disciplinary measures.

5. All referrals to other service providers are documented including follow-up responses (letters from other providers, copies of assessments from other providers, indication of no-shows for a referral, etc.)

6. Post-placement follow-up entries should be made at regular intervals to document employer or school placement.

7. Evidence that the individual YouthBuild participant has reviewed his/her IDP, including individual short and long-term goals and signed it. The IDP should be updated on a regular basis or as determined by need.

**C. YouthBuild Effective Practices**

Each YouthBuild program has its own individual identity based on its location, the population served, and the grantee’s own history of serving youth. However, YouthBuild programs can be assessed using specific effective program practices that cut across program models. This Tool provides an opportunity to identify effective practices across the YouthBuild system and offers a means to evaluate activities as determined by indicators within each area of a YouthBuild program that promote quality youth development. For both FPOs and grantees, it offers general indicators of quality programming and provides a self-assessment tool with specific information that can assist in evaluating YouthBuild program practices.
There are indicators within the Tool to evaluate:

- Organizational and Management Structure
- Partnerships
- Sustainability
- Outreach, Recruitment, and Assessment
- Academic Curricula
- Occupational Skills Training
- Leadership
- Community Service
- Preparation for Success in Employment
- Life Skills
- Case Management
- Post-Program Placement in Employment/Post-Secondary Education/Training
- Follow-up
- Additional Program Components
Instructions for the YouthBuild Assessment Tool

The YouthBuild Assessment Tool (Tool) is designed to assist ETA national and regional staff and YouthBuild grantees in assessing YouthBuild programs.

THIS TOOL IS NOT INTENDED TO TAKE THE PLACE OF THE CORE MONITORING GUIDE. The Core Monitoring Guide (http://www.doleta.gov/Youth_services/pdf/CoreGuide.pdf) represents the official oversight and monitoring guide for evaluating programs funded under the Workforce Innovation and Opportunity Act (WIOA). The Core Monitoring Guide (Guide) was developed to establish essential core functions that must be in place for any grantee to operate an ETA grant within the boundaries of acceptable practices established primarily by law, regulation, and/or government-wide rule. The Guide is generic and is limited to an examination of basic core activities found in all ETA grants and is intended to provide an examination of the readiness and capacity of the grantee to operate the grant. All organizations must have an infrastructure in place to meet Federal grant implementation requirements, and this Guide can be used to assess a grantee’s strengths and weaknesses in the context of ETA requirements. When a Federal Project Officer (FPO) conducts a formal monitoring site visit, it is the Core Monitoring Guide that will be utilized.

This YouthBuild Assessment Tool will help national and regional DOL staff as well as YouthBuild staff identify common technical assistance (TA) needs and highlight promising or effective practices that may be specific to the YouthBuild model. To assess “best practices,” a series of progress ratings are provided. The following instructions explain this rating system and how it measures success, ensuring the Tool is used in a consistent manner to clarify individual program components.

The Tool is divided into two sections: I) Organizational Performance, and II) Program Performance. Each provides specific Program Elements that appear in the first column. Some are “compliance” elements that need to be in place to meet the regulatory requirements of a fully implemented YouthBuild program and will appear in **bold**. Other elements are not tied to regulatory requirements but are representative of a well-organized and effective program.

Quality Indicators for assessing progress of a Program Element are itemized in the second column of the table. They represent established YouthBuild policies and practices and were developed from other reviews, assessment guides, and site visits where youth professionals have noted successes in specific activities in YouthBuild programs. While Quality Indicators are listed as indicators of success, they should by no means limit measuring other successful practices not listed as indicators. In other words, promising or effective practices are not to be limited to the Quality Indicators listed.

Progress for the Program Elements in each subsection is measured on a scale from 1 to 3. A rating of “1 - Needs work or non-existent” means the YouthBuild program may need technical assistance and may benefit from examples of Quality Indicators to improve that Program Element. A rating of “2 - Evidence of Quality Indicators” means the program is performing as expected and technical assistance needs may not have been identified. However, the program might want examples of promising practices to improve
program quality. When a rating of “3 - Exceeds Quality Indicators and Identifies Promising Practices” is given, the program area meets and exceeds the minimum criteria; in addition, the program demonstrates its effectiveness through sound and reliable promising practices. As each section of the Tool is rated, technical assistance needs as well as promising practices should be identified.

These examples of promising practices and identified technical assistance or training needs should be described in the “Evidence of Strengths & Challenges” column, when appropriate. This column can include highlights and any additional details or explanatory comments that describe the appropriate Program Element and its subsequent outcome. When training and technical assistance needs are identified, the need can be described as well as the type of training or technical assistance that can benefit the program.

The end of each page contains space to list recommendations for improving operations and technical assistance. Recommendations are based on observations made and how the indicators are rated for each section.
YouthBuild Assessment Tool

YouthBuild Grantee:

I. Technical Performance – A. Organizational and Management Structure

The organization has developed an infrastructure and specific strategies that support the YouthBuild program and its various components; there is adequate staff to manage program services.

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<tr>
<th>Program Element</th>
<th>Quality Indicators</th>
<th>Evidence of Strengths &amp; Challenges (+ indicates Strength; - indicates Challenges)</th>
<th>Progress Rating</th>
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| A. 1. Staff policies and procedures are in place, well defined, and understood by staff. | • An organizational chart clearly defines key personnel and their roles and responsibilities within the organization regarding the YouthBuild program.  
• Reporting and accountability of staff are clear, and contract performance measures are spelled out.  
• Annual evaluations of all staff are conducted.  
• Personnel policies are in place and inclusive of governmental regulations (equal opportunity, drug-free, sexual harassment policy, etc.) | | 1 2 3 |

Comments or Recommendations:

Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 –Exceeds Quality Indicators and shows evidence of promising practices.
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| A. 2. A system for regular communication between staff and among staff and partners is in place. | • Regular staff meetings are scheduled.  
• Forums are provided for communication between management and front-line staff.  
• Regular meetings with significant partners are scheduled. |  | □ □ □ |

### Comments or Recommendations:

*Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 – Exceeds Quality Indicators and shows evidence of promising practices.*
## YouthBuild Assessment Tool

### Program Element

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<td>A. 3. Staffing structure is appropriate for the size of the program and enrollment numbers.</td>
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<td>• There is a full time Project/Program Director.</td>
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<td>• Staffing reflects original goals as delineated within the statement of work.</td>
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<td>• Specific staff are dedicated to the educational and construction components of the program.</td>
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<td>• Staff to youth ratio is appropriate in the classroom and on the work site.</td>
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### Comments or Recommendations:

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### YouthBuild Assessment Tool

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| A. 4. Staff are qualified and there are internal and external opportunities for staff training and development. | - Teaching staff have the appropriate credentials.  
- There is evidence of on-going continuing education opportunities available to all staff and this is reflected in the budget.  
- Staff are well-acquainted with youth development principles.  
- Staff are qualified to work with youth who have disabilities. |                                            | ☐ ☐ ☐ |

#### Comments or Recommendations:

*Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 – Exceeds Quality Indicators and shows evidence of promising practices.*
# YouthBuild Assessment Tool

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| A. 5. There is evidence of support for the YouthBuild program from overall organizational governing structures. | • A board of directors is committed to the YouthBuild program and is in regular communication with program management.  
• If the YouthBuild program is part of a larger organization, there is a sub-committee/board in place specifically to represent the interests of the program.  
• If part of a larger organization, there is evidence of commitment to the program through funding, leveraged resources, outreach, etc. | □ □ □ | □ □ □ |

**Progress Ratings Key:** 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 – Exceeds Quality Indicators and shows evidence of promising practices.

**Comments or Recommendations:**

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"YouthBuild Assessment Tool"
### YouthBuild Assessment Tool

**YouthBuild Grantee:**

| A. 6. The YouthBuild MIS system is utilized in an efficient manner; data is input in an appropriate and timely manner, and reports are constructed and submitted on time. | • There are dedicated staff(s) responsible for inputting data into the YouthBuild MIS system.  
• Staff understand their role in capturing data and entering it in a timely fashion.  
• Data accurately reflects enrollment and the services being provided.  
• Reports are submitted on time.  
• Data is used to assess and manage program performance. | ☐ ☐ ☐ | 1 2 3 |

**Comments or Recommendations:**

*Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 – Exceeds Quality Indicators and shows evidence of promising practices.*
YouthBuild Assessment Tool

YouthBuild Grantee:

I. Technical Performance – B. Partnerships

The organization demonstrates the importance of collaboration and partnership and coordinates across agencies in order to effectively serve the needs of YouthBuild participants; partnerships reflect education and training providers, the workforce investment system, employers, the juvenile justice system, and faith-based and community-based organizations.

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| B. 1. There are linkages with local and county government agencies, community organizations, and faith-based partners to assist in the provision/coordination of services. | • Staff are familiar with local service providers and can define their respective services.  
• There is an up-to-date listing of appropriate service providers, and staff are clear where to refer youth in need of support services such as housing, substance abuse or mental health counseling, etc. | 1        2        3 | 1 2 3 |

Comments or Recommendations:

Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 – Exceeds Quality Indicators and shows evidence of promising practices.
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**B. 2.** Appropriate in-house referral mechanisms are in place to ensure wrap-around services for youth.

- There are specific criteria to determine when youth need additional services beyond the scope of the YouthBuild program.
- Memorandums of understanding (MOU’s) or other formal agreements are in place for referral to qualified community/faith-based organizations.
- Partners are continually re-evaluated (including site visits) to ensure appropriate service delivery which includes youth evaluations.

**B. 3.** There is adequate communication between partners to ensure coordinated efforts in serving youth participants.

- Partners freely communicate with YouthBuild staff and assist in follow-up information and the evaluation of services.
- There are opportunities for meetings between staff and providers to discuss any problems and/or improving service delivery.

**Comments or Recommendations:**

*Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 –Exceeds Quality Indicators and shows evidence of promising practices.*
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| B. 4. A coordinated system for engaging employer partners has been defined and implemented. | • Key staff are in place to outreach to employers and continually develop new employer relationships.  
• Employers participate in the program in an advisory capacity through formal boards or by providing input on curricula and/or worksite training. | | □ □ □ |
| B. 5. There are effective linkages to post-secondary education/training. | • Agreements are in place with post-secondary institutions and technical training providers.  
• There is a relationship with area apprenticeship programs.  
• Staff are in regular communication with educational providers to ensure smooth transitions. | | □ □ □ |

**Comments or Recommendations:**

*Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 – Exceeds Quality Indicators and shows evidence of promising practices.*
YouthBuild Assessment Tool

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<td>B. 6. There are effective linkages to organizations where youth can perform community service.</td>
<td>• Staff have developed relationships with organizations that will utilize YouthBuild participants for community service projects.</td>
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| B. 7. There are effective linkages to the local workforce system/One-Stop Career Center (or Job Corps where appropriate). | • Staff are well versed in the services provided through the One-Stop Career Center.  
• Youth are able to utilize services offered within the One-Stop Career Center or through a qualified youth provider.  
• Staff refer youth who do not qualify for the YouthBuild program to the local One-Stop Career Center and/or Job Corp as appropriate. |                                                                                  | 1 2 3    |
|                                                                                 |                                                                                   |                                                                                  |          |

Comments or Recommendations:

*Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 –Exceeds Quality Indicators and shows evidence of promising practices.*
## YouthBuild Assessment Tool

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<td>B. 8. The YouthBuild program has additional partners such as for profit organizations or foundations.</td>
<td>(+ indicates Strength; - indicates Challenges)</td>
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<tr>
<td>• The YouthBuild has established partners with for profit organizations that contribute to the program (i.e. banking partner that teaches financial literacy or construction industry volunteers).</td>
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<tr>
<td>• The YouthBuild has support/leveraged funds from foundations.</td>
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**Comments or Recommendations:**

*Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 – Exceeds Quality Indicators and shows evidence of promising practices.*
## YouthBuild Assessment Tool

### YouthBuild Grantee:

I. Technical Performance – C. Sustainability

The organization shows evidence of a commitment to the YouthBuild program; a variety of funding streams and leveraged resources indicate plans for sustainability of the program.

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| C. 1. The YouthBuild has a comprehensive sustainability plan. | • Key players within the organization are aware of and supportive of the sustainability plan; if part of a larger organization the plan is incorporated within the overall organizational plan.  
• The plan has a reasonable and functional time line.  
• Mechanisms are in place to continually review and update the plan.  
• The program has access to an experienced grant writer.  
• The organizational structure has a commitment to raise funds for the program. | 1 2 3                                                                           |

### Comments or Recommendations:

*Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 – Exceeds Quality Indicators and shows evidence of promising practices.*
## YouthBuild Assessment Tool

**YouthBuild Grantee:**

II. Program Performance – A. Outreach, Recruitment, Assessment

The organization is serving the target population of disadvantaged youth, supports diversity in outreach and recruitment efforts, provides consistency in selection and enrollment, documentation of eligibility, assessment, and the management of case files.

<table>
<thead>
<tr>
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<th>Progress</th>
</tr>
</thead>
</table>
| A. 1. Outreach and recruitment strategies for the YouthBuild program are in place. | • Outreach within the community of the YouthBuild program is culturally sensitive and effective in reaching a diverse audience, including females.  
• Recruitment strategies include reaching out to populations for which English is a second language (ESL).  
• Multiple recruitment strategies are used which may include utilizing youth participants to recruit other youth, partnering with juvenile justice systems, and reaching youth through faith-based or community-based organizations.  
• Youth are referred from the local WIOA provider/One-Stop Career Center and youth may be co-enrolled under WIOA. |                                                                                   | 1 2 3 |

Comments or Recommendations:

*Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 – Exceeds Quality Indicators and shows evidence of promising practices.*
## YouthBuild Assessment Tool

### Program Element

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<tbody>
<tr>
<td>A. 2. Consistent intake, enrollment, and assessment systems are utilized by all YouthBuild staff.</td>
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<tr>
<td>• Intake services include the collection of documentation to support eligibility requirements.</td>
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<tr>
<td>• The appropriate objective standardized tests are consistently used to determine basic skill levels and subsequent changes.</td>
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<tr>
<td>• Testing is done prior to or within two weeks of entering (enrolling) a youth participant into the YB MIS system.</td>
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</table>

**Comments or Recommendations:**

*Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 – Exceeds Quality Indicators and shows evidence of promising practices.*
YouthBuild Assessment Tool

YouthBuild Grantee:

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</table>
| A. 3. Each YouthBuild participant has an “Individual Development Plan” (IDP). The name may vary (Career Development Plan, Individual Employment Plan, Individual Assessment Strategy, etc.) but the content is the same. | • The IDP developed for each youth will be based on the assessment results, and should include short and long term educational and occupational career, and personal goals.  
• The IDP includes specific strategies to address any special needs or barriers present that might prevent a youth from achieving any of their goals.  
• The IDP focuses on strengths and emphasizes personal responsibility.  
• There is evidence that the ISS was developed in concert with the young person and that it was signed and dated by staff and youth.  
• The IDP represents a “living document” changing in response to the needs of the young person. | (+ indicates Strength; - indicates Challenges) | 1 2 3 |

Comments or Recommendations:

Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 –Exceeds Quality Indicators and shows evidence of promising practices.
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<tr>
<td>A. 4. Each young person in the program has a file (hard copy, electronic, or both) in which all pertinent materials are stored. (See YouthBuild Case File Checklist)</td>
<td>• The file, whether hard copy or electronic is secure (locked or password protected.)&lt;br&gt;• Important data, including test scores, will be retained within the file.&lt;br&gt;• The file includes copies of any and all certificates issued as well as case notes, and communications from staff, employers, and partners.</td>
<td>(+ indicates Strength; - indicates Challenges)</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

#### Comments or Recommendations:

*Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 – Exceeds Quality Indicators and shows evidence of promising practices.*
## YouthBuild Assessment Tool

### Program Element

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<tbody>
<tr>
<td><strong>A. 5.</strong> There is consistency in the provision of YouthBuild academic and occupational/training services; the program operates on a schedule that provides a minimum of 50% of the time on academics and 40% of the time on construction training.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>• There is evidence that, within the remaining 10%, leadership skill building and community service participation are scheduled and completed or are woven throughout the academic and construction training curricula.</td>
<td>□ □ □</td>
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<tr>
<td>• Youth have a clear understanding how the program is divided; how many weeks/days are spent in each activity; and the number of hours required in each to complete the program.</td>
<td></td>
</tr>
</tbody>
</table>

| **A. 6.** The YouthBuild program has a process in place whereupon participants have the opportunity to give input into the program’s overall structure and participate in decision-making that affects the program design.                                                                                     | 1 2 3                                                                             |
| • There is a committee/board/body in place comprised of youth participants that provide them opportunities to learn and practice leadership development and program governance.                                                                                                                                   | □ □ □                                                                           |
| • There is evidence that these youth give input that is valued and effects change within the organization.                                                                                                                                                                                                          |                                                                                 |

### Comments or Recommendations:

*Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 – Exceeds Quality Indicators and shows evidence of promising practices.*
YouthBuild Assessment Tool

YouthBuild Grantee:

II. Program Performance – B. Academics

The organization demonstrates a quality educational program resulting in an approved credential (GED or diploma); teachers demonstrate the appropriate qualifications, the program utilizes innovative and successful strategies that address the low basic skills of YouthBuild participants, and the academic program is fully integrated into the occupational skills training component of the program.

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</table>
| B. 1. The YouthBuild program offers its participants academic opportunities (a minimum of 50% of their time in the program) leading to a diploma, GED, and/or increased educational attainment. | • An education program is provided that leads to a recognized credential, i.e. high school diploma or GED.  
• Basic skills training is provided to increase math and literacy skills.  
• As needed, educational services are bilingual.  
• Tutoring is provided as needed for those youth with special needs. | (+ indicates Strength; - indicates Challenges) | 1 2 3 |
| | | | [ ] [ ] [ ] |
| B. 2. Classroom experiences are positive, and reflect cooperation, respect, patience, and mutual assistance. | • The minimum teacher-student ratio is appropriate.  
• Activities and materials are age, culturally, and developmentally appropriate.  
• The program of study recognizes each student’s assets, goals, and learning style.  
• The variety of instructional materials is current and relevant. | | 1 2 3 |
| | | | [ ] [ ] [ ] |

Comments or Recommendations:

Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 –Exceeds Quality Indicators and shows evidence of promising practices.
### YouthBuild Assessment Tool

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<tbody>
<tr>
<td>B. 3. Behavioral expectations in the academic setting are clear and youth are held accountable.</td>
<td>• There is a written code of ethics, policies, and rules developed with input from youth, demonstrating respect for youth and staff.</td>
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| B. 4. Academic connections are made between the classroom and their outside work experiences/onsite occupational training. | • The learning objectives and competencies being taught relate to the real world and are relevant to labor market demands.                                                                                             | 1 2 3                                                                              |          |
|                                                                                 | • Classroom material relates to overall learning that occurs at the construction/occupational training site.                                                                                                      | □ □ □                                                                              |          |
|                                                                                 | • Instruction emphasizes information exchange and active learning with input from the students.                                                                                                                     | □ □ □                                                                              |          |
|                                                                                 | • Youth with limited English proficiency are provided additional help as needed.                                                                                                                              | □ □ □                                                                              |          |

#### Comments or Recommendations:

*Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 – Exceeds Quality Indicators and shows evidence of promising practices.*
YouthBuild Assessment Tool

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</table>
| B. 5. The program incorporates information and communications technologies as integral instructional tools. | • Youth have access to, and training for, appropriate electronic technologies.  
• Youth regularly use electronic technologies (access to computers) to prepare and present their work, and to communicate. | | 1 2 3 |
| B. 6. Preparation for post-secondary education is provided. | • Participants are assisted in learning more about additional training and/or secondary institutions (field trips, guest speakers, etc.).  
• Graduates are assisted in connecting to post-secondary education and training; including assistance with applications and available financial aid.  
• The commitment to post-secondary education/training is on-going and woven throughout the YouthBuild program. | | 1 2 3 |

Comments or Recommendations:

Progress Ratings Key: 1 – Needs work or non-existent; 2 – Evidence of Quality Indicators; 3 – Exceeds Quality Indicators and shows evidence of promising practices.
II. Program Performance – C. Occupational Skills Training

The organization has qualified instructors utilizing an industry recognized construction curriculum that is well-integrated with the academic component of the program and involves coordinating with industry partners, employers, and apprenticeship contacts.

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</table>
| C. 1. Specific occupational skills training in construction is provided in the classroom. | • Classroom exercises directly relate to the construction training provided on-site.  
• Testing correlates to material taught onsite and in the classroom.  
• Youth are provided examples of how the classroom work relates to the construction site training.  
• Training results in an industry recognized credential such as NCCER or HBI  
• Additional occupational credentials are offered such as for lead abatement or asbestos removal. | 1 2 3 | □ □ □ |
YouthBuild Assessment Tool

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<td>(+ indicates Strength; - indicates Challenges)</td>
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C. 2. In addition to classroom training, specific hands-on occupational skills training in construction is provided on a work site and the two components comprise 40% of participant’s time in the program.

• Students have been exposed to and completed an orientation/to the “building trades”. They have a clear understanding of how construction fits into YouthBuild and what career opportunities are available.

Progress Ratings Key: 1 – Needs Substantial Work or Non-Existent; 2 – Adequate; 3- Exemplary

Comments or Recommendations:
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- Students have been introduced to and are proficient in basic construction tools and material identification prior to working on the construction site.
- Students have the opportunity to practice construction skills. (The use of training stations either “on-site” or in a lab).
- Construction training provided on-site relates directly to the construction training provided in the classroom.
- Testing correlates to material taught on-site and in the classroom.
- Ratio of youth to trainer is appropriate (one trainer to no more than seven youth).
- Instructors share information across the occupational and academic spectrum.
- Instructors are qualified to provide training on the work site (a good example would be a person who has a minimum of 5 yrs experience “in the field” and/or at the journeymen level).
- Youth have a clear understanding of construction principles and concepts.

Comments or Recommendations:

Progress Ratings Key: 1 – Needs Substantial Work or Non-Existent; 2 – Adequate; 3 - Exemplary
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|                 | • Skills and competencies are systematically taught and youth are assessed individually on a regular, ongoing basis.  
• Non-construction work is available for those participants who are unable to work for health reasons or when weather precludes on-site training.  
• Training is comprehensive and encompasses rehabilitation as well as new construction. | | |
| C. 3. All youth are provided safety training as required under OSHA. | • Construction supervisors are certified to provide OSHA training.  
• Youth complete safety training before being placed on the worksite.  
• Youth have (or have access to) safety equipment for use on-site.  
• Youth demonstrate an awareness of specific safety issues within their working environment. | 1 2 3 | □ □ □ |

Comments or Recommendations:

Progress Ratings Key: 1 – Needs Substantial Work or Non-Existent; 2 – Adequate; 3- Exemplary
<table>
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<tr>
<td>C. 4. The program demonstrates connections to formal apprenticeships and/or union organizations.</td>
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</table>

- Working with local industry, YB graduates have opportunities to enter formal apprenticeships/join unions to advance within the industry.

Comments or Recommendations:

Progress Ratings Key: 1 – Needs Substantial Work or Non-Existent; 2 – Adequate; 3- Exemplary
II. Program Performance – D. Leadership Training

The organization promotes a range of activities, curricula, and exercises designed to build leadership skills for YouthBuild participants; these activities are integrated with academic, skills training and career exploration components of the program.

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</table>
| D. 1. Youth are involved in key leadership roles within the program. | • The YouthBuild program has a working policy committee or comparable process by which youth gain experience in program governance.  
• Activities related to YouthBuild youth policy committees allow participants to engage in policy and decision-making related to the program.  
• Youth are assigned administrative responsibilities in the implementation of the program to build skills in governance.  
• Youth learn leadership skills as peer mentors and assistant crew leaders. | (+ indicates Strength; - indicates Challenges) | 1 2 3 |

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### YouthBuild Assessment Tool

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| D. 2. Youth are taught skills in facilitating group discussions and decision-making, and in resolving conflict. | - The program utilizes a leadership curriculum that focuses on peer-centered activities.  
- Leadership competencies are defined and taught and include peaceful conflict resolution and public speaking. | 1 2 3  
□ □ □ 

**Comments or Recommendations:**

*Progress Ratings Key: 1 – Needs Substantial Work or Non-Existent; 2 – Adequate; 3 – Exemplary*
**YouthBuild Assessment Tool**

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<tr>
<td>D. 3. The program emphasizes civic responsibility.</td>
<td>![Progress Ratings](1 2 3)</td>
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</table>

- Youth are encouraged to register to vote and to participate in local, state, and national elections.
- After graduating from the YB program, youth are encouraged to pursue additional leadership opportunities, i.e., possibly through a YouthBuild Alumni Program, Mayor’s Youth Council, and positions within various community organizations.

**Comments or Recommendations:**

**Progress Ratings Key:** 1 – Needs Substantial Work or Non-Existent; 2 – Adequate; 3 - Exemplary
YouthBuild Assessment Tool

**YouthBuild Grantee:**

**II. Program Performance – E. Community Service**

The organization provides community service learning opportunities that involve youth in leadership and feedback roles and promote activities that meet a real need within the community.

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</table>
| E. 1. The program offers a variety of opportunities for participants to become involved in and give back to their respective communities through community service. | • Youth partake in community service projects, service learning, volunteer projects, and/or peer-entered service opportunities within their communities.  
• Community service projects address real needs in the community.  
• Youth play a key role in the design, selection and implementation of service projects.  
• Youth are encouraged to perform extra community service or volunteer in local non-profit organizations independent of the YouthBuild program and/or with other young people. | (+ indicates Strength; - indicates Challenges) | 1 2 3 |

Comments or Recommendations:

*Progress Ratings Key: 1 – Needs Substantial Work or Non-Existent; 2 – Adequate; 3 - Exemplary*
II. Program Performance – F. Preparation for and Success in Employment

The organization provides employment, work readiness skill-building, college exploration, and career development services to participants to prepare them for employment and continuing education opportunities.

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</table>
| F. 1. Youth are provided a range of career development activities increasing their exposure to a variety of career opportunities. | • YB staff utilize labor market data to inform youth about high demand careers.  
• Youth have access to career exploration tools (Career Voyages)  
• Youth have access to personal skill assessment tools (Casey Life Skills)  
• Guest speakers, field trips, job fairs, etc. are utilized to heighten awareness of career occupations.  
• Career development is woven throughout all aspects of the program and is reflected in the design of the program space and materials available to participants. |                                                                                      | 1        
|                                                                                  | 2        
|                                                                                  | 3        |

Comments or Recommendations:

*Progress Ratings Key: 1 – Needs Substantial Work or Non-Existential; 2 – Adequate; 3 - Exemplary*
### Program Element

F. 2. Work readiness instruction/employability education assists youth in developing the appropriate workplace skills.

### Quality Indicators

- Youth are assisted in developing a resume or portfolio; completing job applications, writing letters of application, and participating in an interview.
- Work readiness instruction is interactive, engaging, content rich and embedded in all aspects of the program.
- Curricula, activities, and exercises detail appropriate work ethics ("soft skills") including being on time, following directions, arriving to work prepared, getting along with colleagues, teambuilding, etc.
- Career prep workshops such as “Dress for Success” are provided.

### Evidence of Strengths & Challenges

(+ indicates Strength; - indicates Challenges)

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### Progress Ratings Key:

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</table>
| F. 3. Strong connections exist with local employers and/or apprenticeship/union | - Employers serve as guest speakers to assist in workforce preparation classes.  
- Youth receive test-prep for specific employment and/or apprenticeship.  
- Local market trends inform training possibilities and options/career pathways are prominently displayed. | (+ indicates Strength; - indicates Challenges)       |          
|                                                                                 |                                                                                                                                                                                                                       | 1 2 3                                               |          

Comments or Recommendations:

*Progress Ratings Key: 1 – Needs Substantial Work or Non-Existent; 2 – Adequate; 3- Exemplary*
II. Program Performance – G. Life Skills
The organization incorporates information on health and well-being, financial literacy, and practical living skills throughout the program.

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<tr>
<td>G. 1. Youth are provided information on a wide range of health and well-being topics.</td>
<td>• Information on specific health topics (smoking, substance abuse prevention/recovery, sexuality, nutrition, stress, etc.) is available onsite (media, print, guest speakers, and workshops). • Referrals are made and documented when appropriate.</td>
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<tr>
<td>G. 2. Participants are provided financial literacy training.</td>
<td>• Youth learn to manage banking accounts, make decisions regarding housing, food, purchases, etc.</td>
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Comments or Recommendations:

Progress Ratings Key: 1 – Needs Substantial Work or Non-Existent; 2 – Adequate; 3- Exemplary
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</table>
| G. 3. Specific information on relationships, decision-making, anger management, etc is provided. | • Information is provided through workshops and guest speakers  
• Specific counseling/support groups (stop-smoking, parenting) are conducted as needed.  
• Referrals are made and documented when appropriate. | (+ indicates Strength; - indicates Challenges) | 1 2 3 |

Comments or Recommendations:

*Progress Ratings Key: 1 – Needs Substantial Work or Non-Existent; 2 – Adequate; 3- Exemplary*
## II. Program Performance – H. Case Management/Counseling/Supportive Services

The organization assesses the need for supportive services (mental health, substance abuse, transportation, child care, etc.) and incorporates needs within the IDP, determines and follows up with the appropriate referrals, and coordinates services with additional providers.

<table>
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</table>
| H. 1. Each youth meets with a case manager/counselor/teacher one-on-one on a regular basis to discuss issues/ progress. | • Participants have the opportunity to spend individual time with, and develop a relationship with, a staff member(s).  
• Each meeting is documented within the case file.  
• Case notes accurately reflect the interactions between participant and staff. | | 1 2 3 |

### Comments or Recommendations:

Progress Ratings Key: 1 – Needs Substantial Work or Non-Existent; 2 – Adequate; 3 - Exemplary
## Program Element

### Quality Indicators

- **Evidence of Strengths & Challenges**
  (+ indicates Strength; - indicates Challenges)

<table>
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<tr>
<td><strong>H. 3. Youth identified with mental health issues are referred to professional and credible individual and group counseling.</strong></td>
<td><img src="progress_ratings_key.png" alt="Progress Ratings Key: 1 – Needs Substantial Work or Non-Existent; 2 – Adequate; 3- Exemplary" /></td>
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<tr>
<td>• Youth are referred for professional individual and group counseling for mental health issues through partner organizations.</td>
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<tr>
<td><strong>H. 4. Progress toward specific, measurable individual goals as listed within the participant’s IDP, and overall performance measures, is documented within the case file.</strong></td>
<td><img src="progress_ratings_key.png" alt="Progress Ratings Key: 1 – Needs Substantial Work or Non-Existent; 2 – Adequate; 3- Exemplary" /></td>
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<tr>
<td>• Individual case files are updated continuously to indicate accomplishments and progress toward individual goals.</td>
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<td>• The appropriate documentation (certificates, degree, awards, test results, etc.) is placed within a participant’s file.</td>
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<td>• The youth’s connection to the program’s overall performance goals is clear and evident.</td>
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<tr>
<td><strong>H. 5. Youth have access to mentor (adult and peer) support systems.</strong></td>
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<tr>
<td>• Support groups are formed (available) around specific topic areas (i.e. substance abuse, parenting groups, etc.)</td>
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<tr>
<td>• Groups are formed in response to need/ requests for assistance</td>
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<tr>
<td>• Youth have access to mentors outside of the YouthBuild program.</td>
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<tr>
<td>• The program utilizes a formal mentoring approach.</td>
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**Comments or Recommendations:**

*Progress Ratings Key: 1 – Needs Substantial Work or Non-Existent; 2 – Adequate; 3- Exemplary*
# YouthBuild Assessment Tool

## YouthBuild Grantee:

### Date:

## I. Post-Transition to Employment & Higher Education/Additional Training

The organization recognizes and promotes, through career and college exploration, continuing educational opportunities; demonstrates the appropriate links to educational opportunities, involves employers in connecting participants to employment opportunities, collaborates with the local One-Stop Career Center, and utilizes labor market information (LMI) to direct participants into high growth employment opportunities.

<table>
<thead>
<tr>
<th>Program Element</th>
<th>Quality Indicators</th>
<th>Evidence of Strengths &amp; Challenges (+ indicates Strength; - indicates Challenges)</th>
</tr>
</thead>
</table>
| I. 1. Youth have opportunities to directly access local employers. | • Regular job fairs are planned or accessible through other partners.  
• Staff maintain regular contact with local viable employers.  
• Employers participate in program efforts. |  

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<tr>
<th>Progress</th>
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**Comments or Recommendations:**

*Progress Ratings Key: 1 – Needs Substantial Work or Non-Existential; 2 – Adequate; 3- Exemplary*
# YouthBuild Assessment Tool

**YouthBuild Grantee:**

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</table>
| I. 2. Internships and job shadowing opportunities exist in demand industries within the local economy. | • Youth have opportunities to participate in internships/job shadowing opportunities.  
• Attendance for internships/job shadowing is high.  
• An exact description of each position exists and reflects a structured work-based plan.  
• Employers receive training on the goals and objectives of the YouthBuild program and how to work with youth. | (+ indicates Strength; - indicates Challenges) | 1 2 3 |

**Comments or Recommendations:**

*Progress Ratings Key: 1 – Needs Substantial Work or Non-Existent; 2 – Adequate; 3 - Exemplary*
<table>
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<tr>
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<tr>
<td>Youth participating in internships or job shadowing are followed closely to ensure successful completion.</td>
<td></td>
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<tr>
<td>Employers hire youth who have successfully completed internships/job shadowing.</td>
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Comments or Recommendations:

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YouthBuild Assessment Tool

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</table>
| I.3. YouthBuild participants are assisted in accessing higher education opportunities. | • Youth are enrolled at the local One-Stop Career Center and can access WIOA training funds for education/training.  
• Youth are provided additional assistance in preparing academically for post-secondary education.  
• Youth are assisted in completing entrance applications or securing letters of recommendation.  
• Youth are assisted in completing financial assistance forms and developing a financial package. | (+ indicates Strength; - indicates Challenges) | 1 2 3 |

Comments or Recommendations:

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<tr>
<td>1. 4. YouthBuild participants are assisted in accessing other training opportunities.</td>
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<tr>
<td>• The YouthBuild program is linked to local Job Corps sites and participants are referred for additional training.</td>
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<tr>
<td>• There are distinct linkages to apprenticeship programs.</td>
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<tr>
<td>• Additional training opportunities exist for participants.</td>
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Comments or Recommendations: 

Progress Ratings Key: 1 – Needs Substantial Work or Non-Existent; 2 – Adequate; 3 - Exemplary
YouthBuild Assessment Tool

YouthBuild Assessment Tool

YouthBuild graduates are part of a tracking system that allows the organization to determine current and future educational and employment success as well as supportive needs post-program. Evidence of completed and ongoing performances measures are entered into the MIS system.

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</table>
| J. 1. An internal system or process is in place for systematically tracking youth and their progress after graduation. | • Database or contact list of all graduates including participant contact information and one (or more) emergency contact(s) which includes addresses and telephone numbers is maintained by the program to assist in tracking effort.  
• An Individual Success Plan is developed for each exiting participant to gauge progress.  
• There are exact guidelines for how youth information will be maintained upon graduation.  
• Weekly/Monthly telephone calls are placed or follow up post card is sent to keep communication open with graduate.  
• A home visit may be conducted or youth are met on their turf. | (+ indicates Strength; - indicates Challenges) | 1 2 3 |

Comments or Recommendations:

Progress Ratings Key: 1 – Needs Substantial Work or Non-Existential; 2 – Adequate; 3 - Exemplary
## YouthBuild Assessment Tool

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| J.2. Follow up services facilitates and supports youth development and retention in long term employment and education placements after graduation. | • Clear and distinct in house linkages with community and faith-based agencies are in place to assist youth in need of supportive services after exiting the program.  
• Referrals to qualified agencies would include assistance with: housing, childcare, transportation, counseling for mental or emotional issues.  
• Services are available to youth with disabilities who may need special equipment such as wheelchairs, walkers, worksite equipment for vision or hearing impaired youth. | 1 2 3 |

### Comments or Recommendations:

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| J.3. Youth who have graduated engage in alumni and/or mentoring activities. | • An opportunity exists to allow youth as well as alumni to provide input in determining what type of interaction would best serve them.  
  • Alumni “give back” to the program by participating as mentors for new participants as big brothers/big sisters.  
  • Alumni return to the program and speak to youth participants on how to be successful in the program offering motivation.  
  • Reunions/get-togethers are scheduled periodically for youth graduating from the program. | 1 | 2 | 3 |

**Comments or Recommendations:**

*Progress Ratings Key: 1 – Needs Substantial Work or Non-Existential; 2 – Adequate; 3 - Exemplary*
### Program Element

J. 4. A network of services and a coordinated referral system is available to youth for college and post-secondary education exploration.

#### Quality Indicators

- Youth continue to be encouraged and supported in their efforts to increase their education and training.

#### Evidence of Strengths & Challenges

(+) indicates Strength; (-) indicates Challenges

#### Progress

Progress Ratings Key: 1 – Needs Substantial Work or Non-Existent; 2 – Adequate; 3- Exemplary

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<tbody>
<tr>
<td>J. 5. Outreach to employers continues for graduates and those needing re-employment.</td>
<td></td>
<td>1        2        3</td>
</tr>
<tr>
<td>• Contact is maintained with the One-Stops and other community organizations who partner with the program to provide jobs for exiting youth and for those who need re-employment.</td>
<td></td>
<td>□ □ □</td>
</tr>
<tr>
<td>• Worksite visits occur frequently during the first weeks of employment to establish a partnership with the employer and support the youth.</td>
<td></td>
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<tr>
<td>• Youth are encouraged to continue upgrading their skills (computer, public speaking, interviewing techniques).</td>
<td></td>
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<tr>
<td>J. 6. Staff demonstrate they understand the importance of follow-up and have a clear understanding of the relationship between documented outcomes and performance measures.</td>
<td></td>
<td>1 2 3</td>
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<tr>
<td>• Every effort is made to consistently track youth who have graduated from the program in order to obtain the necessary statistics/information to ascertain success.</td>
<td></td>
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</table>

Comments or Recommendations:
II. Program Performance – K. Additional Program Components

These program components consist of unique and different offerings within a program that expands the holistic approach to serving youth with barriers to employment. They may be specific to the population/area/community being served.

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</table>
| K. 1. Efforts exist to provide programs and activities beyond the academic and construction component such as self-improvement programs and a range of recreational, sports and extracurricular activities are available to youth. | • Exercise or fitness activities are conducted, i.e. yoga, aerobic, running, walking.  
• Events are planned to educate youth about their own or other cultures, such as African/Native American, Hispanic or Latino mini festivals.  
• Opportunities exist for youth to participate in a cultural or fun group activity such as: attending a play, movie day, county fair.  
• Recreation through individual sports on teams or leagues, i.e., bowling, soft ball, rock climbing, skating, or camping event. | (+ indicates Strength; - indicates Challenges) | 1       2       3 |

Comments or Recommendations:

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Sample YouthBuild Case File Checklist

<table>
<thead>
<tr>
<th>ITEM</th>
<th>FILE CHECK-OFF</th>
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<tbody>
<tr>
<td></td>
<td>#1  #2  #3  #4  #5  #6  #7  #8  #9  #10</td>
</tr>
<tr>
<td>Case file is kept secured in file cabinet or electronically.</td>
<td></td>
</tr>
<tr>
<td>Social Security Number.</td>
<td></td>
</tr>
<tr>
<td>Emergency contact person(s) and phone number.</td>
<td></td>
</tr>
<tr>
<td>Parental participation consent form for minors.</td>
<td></td>
</tr>
<tr>
<td>Address and telephone number.</td>
<td></td>
</tr>
<tr>
<td>Documentation of low-income status.</td>
<td></td>
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</table>

Comments or Recommendations:

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## YouthBuild Assessment Tool

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<tbody>
<tr>
<td>Documentation of drop-out status.</td>
<td>Documentation of referral if not a drop-out.</td>
<td>Documentation of legal residency.</td>
<td>Documentation of age.</td>
<td>Documentation of Selective Service registration for males 18 and older.</td>
<td>A copy of the initial, on-site assessment of enrollee needs addressing the youth's social/economic/academic/ functional status, long-term training choices, placement choices, family support, and environmental and special needs.</td>
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</table>

### Comments or Recommendations:

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YouthBuild Assessment Tool

YouthBuild Grantee:                   Date:

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<tr>
<td></td>
<td>#1   #2   #3   #4   #5   #6   #7   #8   #9   #10</td>
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</table>

- Individual Service Strategy/Plan; and other developmental or career plan strategies for youth.
- Copies of any academic assessment tests.
- Copies of other occupational and/or career assessment results.
- Copies of the enrollee's employment history if applicable.
- Documentation of supportive services provided, including housing, clothing, food, transportation, child daycare, academic, medical, mental health, and vocational, including post-placement.
- Correspondence (i.e., letters, local service provider contacts, post-placement follow-ups and evaluations).

Comments or Recommendations:

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<table>
<thead>
<tr>
<th>ITEM</th>
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<tbody>
<tr>
<td>Case notes including documentation of the type of contact made with</td>
<td>#1  #2  #3  #4</td>
</tr>
<tr>
<td>the youth and/or all other persons who may be involved with the</td>
<td>#5  #6  #7  #8</td>
</tr>
<tr>
<td>youth’s care and career development.</td>
<td>#9  #10</td>
</tr>
<tr>
<td>Copies of interim and post-participation assessment results</td>
<td></td>
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<tr>
<td>indicating progress in meeting short-term goals e.g. test results,</td>
<td></td>
</tr>
<tr>
<td>resumes, etc.</td>
<td></td>
</tr>
<tr>
<td>Documentation of certificate or credential received, academic</td>
<td></td>
</tr>
<tr>
<td>(diploma, GED) or occupational.</td>
<td></td>
</tr>
</tbody>
</table>

Comments or Recommendations:
Management Information System (MIS)
YouthBuild MIS TA Support Helpdesk

Kurt von Stetten

Telephone: 1-866-680-0855

Email: MISsupport@YouthBuild.org

To find MIS webinars and resources:

Log in to the Community of Practice at youthbuild.workforcegps.com

Click on Resource Library
YouthBuild
Q & A

Click here to return to the Top of the Document
General Grant Questions

1. Where are regulations posted?
Grantees can review the Workforce Innovation and Opportunity Act (WIOA) regulations at the following website: https://doleta.gov/wioa/Final_Rules_Resources.cfm.

2. What is the role of the Federal Project Officer (FPO)?
FPOs are located in each of the six DOL Regional Offices. Each discretionary grant is assigned an FPO who is your program’s day-to-day representative of DOL’s Grant Officer. The primary role of the FPO is to provide compliance assistance, conduct oversight, and review grant performance. FPOs are available for technical assistance and support throughout the grant period.

Your FPO is your first point of contact for any of your grant or technical assistance needs. This is the first person that you should call with any questions that you may have about your grant and they will either answer your question or make sure that you are connected to the correct person.

3. Has low-income been defined?
The definition of “low-income family” is taken directly from the United States Housing Act of 1937 (42 U.S.C. 1437a(b)(2)) which states: “The term ‘low-income families’ means those families whose incomes do not exceed 80 per centum of the median income for the area, as determined by the Secretary with adjustments for smaller and larger families, except that the Secretary may establish income ceilings higher or lower than 80 per centum of the median for the area on the basis of the Secretary’s findings that such variations are necessary because of prevailing levels of construction costs or unusually high or low family incomes.”

The median for the area can be found at HUD’s Web site: http://www.huduser.org/datasets/il.htm. This link allows you to select the state and county in which you are operating and it will demonstrate the 80% low-income threshold for different family sizes: http://www.huduser.org/portal/datasets/il/il2010/select_Geography.odn.
In the context of this grant, there are two areas where the definition of low-income applies: (1) as one of the participant eligibility factors and (2) referring to prospective tenants or homeowners for whom property is being built or renovated.

4. Since the DOL regulations are not yet completed, how do we operate in the interim?
Grantees should follow the terms and conditions contained in your grant package as well as the requirements in the legislation. Grantees are also required to adhere to OMB cost principles which can be found at: http://www.whitehouse.gov/omb/circulars/index.html.
5. Where can I find resources on operating my YouthBuild program?
The Department of Labor has created an on-line YouthBuild Community of Practice (YB CoP) that contains a number of resources that you can access to inform program implementation and operation. You will find manuals, tip sheets, sample forms, position descriptions, archived Webinars and much more. In addition, the YB CoP is a place to interact with your peers and the DOL staff through blogs and interactive live chats. To access the site, please go to https://youthbuild.workforcegps.org and select “Join now!” under the log-in at the top of the page.

6. Do grantees that have sub-contractors have to re-compete the sub-contract competition after grant award in order to assure DOL that the sub-contract was awarded fairly through a competitive procurement process? What rules govern this?
The Uniform Administrative Requirements require that all procurement transactions be conducted in a manner that promotes free and open competition and adherence to state and organizational procurement standard and processes. Utilization of one of the methods specified in 29 CFR 97.36(d) and compliance with the additional process requirements will satisfy the requirement for competition. There are four (4) methods specified and these methods cover most situations faced by a grantee in the procurement of both goods and services, including the appropriate use of non-competitive procurements. This means that for services to be provided under the grants, or for goods acquired for grant use, the procurement process must be followed and such actions documented.

There is one exception to this requirement for those organizations meeting the definition of a partner organization. ETA has consistently held that for those organizations meeting the partner standard, no Federal procurement process would be required. A partner organization must have been a “partner” in the development of the application and subsequent to the grant award. It is an organization whose absence would lead to non-performance or failure. Partner activities are those specified in the original Statement of Work. Should additional projects emerge, those partners would not receive preferential treatment in the implementation of such activities. The new activities are then subject to the procurement requirements specified in the Uniform Administrative Requirements.

7. Is an employment placement in construction a grant requirement?
No, while long-term placement in construction is permitted, acceptable placements also include other forms of employment, post-secondary education, military, registered apprenticeships, or long-term occupational training.

8. When should newly-funded programs be operational?
Programs should be operational as soon as possible within the bounds of reasonability, but no longer than four months from the award date.
9. **Must participants be enrolled in cohorts all at one time or can they be enrolled throughout the program?**
Participants may be enrolled throughout the program – the enrollment structure is up to the individual program to determine.

10. **May YouthBuild participants be co-enrolled in another DOL program such as WIOA or Reentry Employment Opportunities youth programs?**
Yes, participants may be co-enrolled.

11. **Are objective assessments and individual service strategies required?**
These are not required but they are strongly encouraged; however, youth will need to be tested for literacy and numeracy to determine if they are basic skills deficient.

12. **How long should grantees do follow-up on each cohort of participants?**
Follow-up services are required for 12 months following the date of exit under WIOA.

13. **How can a grantee change the work site that was stated in the grant proposal?**
The grantee must contact their FPO with this request as soon as possible. The grants office will approve grantee requests to change work sites from those described in the competitive grant proposal, after review and concurrence from the FPO and national program office.

14. **Can AmeriCorps, Peace Corps, and Job Corps be counted as placements?**
Yes, these are all considered placements.

15. **What constitutes an unsuccessful exit?**
An exit is considered unsuccessful if they did not fulfill the program expectations as stated in the program’s standard exit policy. Each program should have a written exit policy on file that describes how successful exits are determined – i.e. when the youth has finished all training, only once a degree or certificate has been earned, or when a placement is made. Unsuccessful exits would occur if a youth chooses to leave, is incarcerated, or is asked to leave the program prior to fulfilling the requirements of success as outlined in the exit policy.

16. **What are the exceptions to successful and unsuccessful exit?**
Youth may be excluded from the long-term measures if they exit for any of the following reasons: death, health/medical reason, family care, reservist called to active duty, or required transfer or re-location from the area. The grantee should document if any youth exits the program for any of these reasons. However, to clarify, family care is not leaving the program to care for a child or to earn money for the family. In this context, family care has the narrow scope of describing a situation in which a family member has a long-term illness or disability for which they cannot care for themselves.
17. How long can youth be served by YouthBuild grants?  
Under the Workforce Innovation and Opportunity Act, the program design must plan for at least six months of program services and up to two years. If a youth is has fulfilled the program requirement earlier than six months, this is okay, as long as the overall program design has a minimum expectation of six months of active services. The one year of follow-up services does not count as part of the two-year maximum for active engagement.

18. Does the income generated from YouthBuild work experience training, count toward participant eligibility for TANF, food stamps, and Medicaid?  
Generally, YouthBuild assistance does not count as income when determining eligibility for and the amount of federal, needs-based assistance. WIOA regulations provide that allowances, earnings and payments generated from participants’ activities in WIOA, which may include work experience training like summer employment opportunities, do not count toward eligibility for any Federal or federally-assisted program based on need, other than as provided under the Social Security Act.

Here is the exact language from WIOA legislation:

Sec. 181. Requirements and Restrictions.

(a) Benefits.

(2) TREATMENT OF ALLOWANCES, EARNINGS, AND PAYMENTS.—Allowances, earnings, and payments to individuals participating in programs under this title shall not be considered as income for the purposes of determining eligibility for and the amount of income transfer and in-kind aid furnished under any Federal or federally assisted program based on need, other than as provided under the Social Security Act (42 U.S.C. 301 et seq.).

General Allowable Cost Questions

1. Are architectural fees an allowable use of grant funds?  
Yes, the portions of the architectural fees that are related to allowable YouthBuild activities funded through this grant are an allowable use of funds.

2. Are brokerage fees an allowable use of grant funds?  
No, brokerage fees and other fees associated with the acquisition of property are not directly related to participant training and are not an allowable use of grant funds.
3. Are subcontractor costs and supplies, i.e. roofing, landscaping, etc., allowable uses of grant funds?
Non-training services and deliverables that are not directly related to participant training are not an allowable use of grant funds unless they are used in the provision of training. Property enhancements such as landscaping would also not fall into the category of an allowable grant cost, unless it is a finishing cost for completing a specific training project. If the cost is not allowable to be paid with grant funds, it would also not be acceptable in fulfilling the 25 percent match requirement.

4. Which job functions would be allowed as a salary cost?
Whatever job functions were described in the grant application would be allowable.

5. Are case managers and counselors supportive services?
No, the salaries and wages of those individuals are listed on the salary/wages/fringe benefits line.

6. Is it allowable to provide rehabilitation training on buildings belonging to individuals at risk of losing their own to severe disrepair?
If the buildings are to be used for homeless or low income individuals, which is the requirement of the program, then rehabilitation is permitted.

7. Our agency is buying a building in part to be used for our DOL program. Can we pay rent to our own agency?
No, grantees can only charge depreciation or operating and maintenance costs for the portion of the building being used for program purposes.

8. Could we hire a GED teacher if that position was not in the budget?
If the budget narrative provided for teachers and didn't specify what kind of teacher, there's no issue. If the budget just provides an amount of money for salaries and wages and you can fit that individual within that scope, you would not need a budget modification. However, you should advise your FPO that you have a change in the types of positions working on the project so a decision can be made whether or not this change impacts the scope of work that was already approved.

9. If there is a cost included in our budget and DOL states that it is not allowable, how do we address that?
Grantees may use the amount specified on each budget line to pay for costs that are allowable. However, you should talk to your FPO to explain where you have a budget narrative issue or have included unallowable costs, and he or she can consult with the grant officer about whether or not there needs to be a budget modification.
10. What is the 15 percent limitation?
No more than 15 percent of grant funds may be used for the supervision and training of participants engaged in the rehabilitation or construction of community and other public facilities. The term “community or other public facility” means those facilities which are publicly owned and publicly used for the benefit of the community. Examples include public use buildings such as recreation centers, libraries, public park shelters, or public schools. This term may also encompass facilities used by the program but only if the facility is available for public entry and use. It is not required that grantees include rehabilitation/construction of community and other public facilities in their programs.

11. Would construction of a kitchen or shower facility be an allowable cost to a public facility?
If it is a public facility that needs to have a kitchen or shower facility installed and it is done under the 15 percent limitation, then it is allowable.

12. Does a federally-qualified health care facility qualify as an allowable construction site?
The rehabilitation of a community health facility is permissible. The 15 percent limitation would apply to such costs.

13. Can grant funds be used to pay for college fees, books, GED tests and costs?
These are allowable types of training costs. You should have included them in your proposal and described them in the budget narrative. If you did not originally include them with your budget, you must work with your FPO to modify it.

14. Can grant funds be used on medical care, such as doctor’s visits and prescriptions, on a needs basis?
Yes, this is an allowable cost.

15. Does the purchase of equipment require grant officer approval?
Approval is required only for equipment purchases with a per-unit cost of $5,000 or greater. This approval must be obtained prior to actual purchase.

This grant award does not give approval for equipment specified in a recipient’s budget or statement of work unless specifically approved above. To obtain approval, the grantee must submit a detailed equipment purchase list with descriptions to the FPO for review. The equipment purchase list must include the item name as well as a description of the item, item cost (actual or estimated), estimated useful life of the equipment, and the purpose of the acquisition. We strongly encourage grantees to submit equipment purchase requests as early as possible in the grant’s period of performance with as many planned pieces of equipment as possible.
16. Are costs associated with workforce training programs allowable?  
To the extent that those training programs are necessary for the program that the grantee is providing, then they are allowable. Grantees should attempt to leverage these funds where appropriate in coordination with the local One-Stop Career Centers.

17. Is the occupancy expense for construction trainers and supervisors a direct or indirect cost – for instance, the construction trainers' and supervisors' offices?  
It may be that a proportionate share of that expense is allocable to the grant – it depends on whether the office is treated as a direct or indirect cost by the organization currently. If this is a concern, grantees should contact their FPOs to discuss the issue.

18. If we hire subcontractors that assist in the training of our participants, do we need to provide documentation – like a signed certificate from the subcontractor – in order to consider this an allowable cost?  
Grantees need to have documentation that shows that the subcontractor provided training services in order to count that cost as an allowable cost. In addition, all subcontractors should have an agreement that specifies the types of work to be performed and the pricing structure. DOL does not specify the nature of that documentation.

19. If we purchase a fairly large quantity of building materials to get a good discount, can reasonable storage costs be charged?  
If the storage costs are less than the amount of the discount that you received, then those storage costs would be allowable. Otherwise, there's no sense in getting the discounted price and making the purchase.

20. Do we direct our questions on allowable costs to our Federal Project Officer?  
Yes, grantees should direct questions on allowable cost to their FPOs.

21. I thought I was going to have to spend my grant dollars on one expense but now I’m not going to have to, so can I use these grant dollars for something else?  
If a grantee has an intention to use the grant funds for some other allowable activity that is already described in your statement of work, it would be an allowable use of the grant funds. If, however, you want to add another activity, then that would be a change in the scope of work and you will need to have an approved grant modification from the Grant Officer. You should work with your FPO to determine if it is necessary for you to submit a modification request should you wish to change any budget line items.

22. Can grant funds be used for drug testing?  
Yes, this is an allowable cost.
23. Can grantees provide an incentive bonus without defining earning requirements? Is this permissible?
No, a payment cannot be given to participants simply for enrolling in the program. If participants are to receive incentives, grantees must ensure that these incentives are paid for some specific achievement and that their process for payment is contained in their participant handbook or other standard operating procedures.

24. Will expenses have to be tracked or reported by functional expense and, if so, how will the functional categories be determined?
There are only two cost categories – programmatic and administrative costs – under which grantees need to be able to track and report costs. Grantees also need to be able to track their costs by the budget line items. This is necessary to identify the need for budget realignments as well as the close-out process when they will be asked to document expenditures against each of the budget line items. If there isn't a reporting category for an item on our reporting form, we do not require grantees to track information on that item although they may choose to do so.

25. Do we need approval to shift dollars in the budget?
Grantees need a budget modification to move dollars from one line item to the other if the total reallocated exceeds the 20 percent budget line item flexibility that is listed in the grant agreement for all of the line items, except salaries/wages/fringe benefits and indirect costs. If grantees are moving funds into or out of these latter items, they will need a budget modification, regardless of the amount.

Transportation

1. Our grant included a line item to purchase a van for transport of trainees from the training facility to the construction site. Is this an allowable cost and what do I need to do?
It is an allowable cost. It is one that requires prior grant officer approval so grantees should submit a request to buy the van to their FPO. Please be aware that guidance has been previously published regarding the unsafety of 15-passenger vans and for that reason, grantees will not be allowed to purchase vans of this size.

2. Is a van used for transportation of students allowable as an equipment cost?
Assuming that the grantee is buying the van, it is an equipment cost and it requires prior approval. If they are renting the van, it is another cost in terms of budget line items and doesn’t require prior approval.

3. Is leasing a vehicle for transportation of students allowable?
Yes, this is an allowable cost. You are cautioned that capital leases are no longer allowable under the OMB cost circulars.
4. Is car leasing an allowable cost?  
If the car is needed for the program, then leasing of a car would be allowable.

Matching Funds

1. Can architectural fees be used to meet the 25 percent match requirement?  
Architectural services that are furnished without grant funds and are used for houses as part of the training for YouthBuild participants may be used in fulfilling the 25 percent match requirement.

2. Can brokerage fees be used to meet the 25 percent match requirement?  
Since brokerage fees are not directly related to participant training and are not an allowable use of grant funds, they are not acceptable in fulfilling the 25 percent match requirement.

3. Can subcontractor costs and supplies be used to meet the 25 percent match requirement?  
Since non-training services and deliverables are not directly related to participant training, they are not an allowable use of grant funds, nor acceptable in fulfilling the 25 percent match requirement.

4. Can funds that do not come directly from a Federal source but originate from Federal funding be used as match funds?  
If funds can be traced back to the Federal government, they are not allowed as a match.

5. If we secure funding for building materials through our state housing agency from a grant that is structured as a loan, can we use it as match?  
Construction materials that are acquired without grant funds and are used for houses as part of the training for YouthBuild participants may be used in fulfilling the 25 percent match requirement. The match may be cash or in-kind resources and must meet all the requirements in accordance with the applicable Federal cost principles.

6. Can the value of land be used as a match?  
The purchase of land is not an allowable use of grant funds; therefore, this is unacceptable as a match.

7. Can the value of buildings be used as a match?  
The purchase of a structure, at the current fair market value prior to rehabilitation, for the sole purpose of training YouthBuild participants, is an allowable use of grant funds; therefore, building purchases may be used in fulfilling the 25 percent match requirement. The share of the purchase price that represents the portion related to direct training activities should determine the amount of the match.
8. Can the value of materials be used as a match?
Construction materials that are acquired without grant funds and are used for houses as part of the training for YouthBuild participants may be used in fulfilling the 25 percent match requirement. The match may be cash or in-kind resources and must meet all the requirements in accordance with the applicable Federal cost principles.

9. Can contributions received or used before the grant’s start date count for match or leveraged resources?
No, these contributions do not count.

10. Is the value of unclaimed indirect costs over and above the administrative cost threshold considered an allowable match?
Yes, unclaimed or unreimbursed indirect costs are allowable as match.

11. Can AmeriCorps’ services be counted towards the match?
DOL’s policy is to allow the YouthBuild funds to be used to meet the matching requirements under the AmeriCorps program as long as the funds are used for activities that are also allowable under the YouthBuild program. AmeriCorps funds cannot be a match for the YouthBuild grant; however, they are considered leveraged funds.

12. Is the value of a donated building the value before or after restoration?
It is the value prior to restoration, at the time it is donated.

13. Is the provision of tools used by, but not kept by, participants an allowable match?
Yes, the provision of tools is an allowable match.

14. How do we count grantee staff time that is provided to support the program but is not paid for from Federal funds under this grant or under funds for another program?
The cost of staff that you do not charge to the grant is an allowable cash match because you incur the cost of paying them their salary and therefore their salary – the amount that you pay them for the time they work on the YouthBuild program – is allowable as a cash match.

15. We're planning on purchasing a building in which we'll house the program. It will need substantial rehabilitation. Can this be included under the match rule?
No, since the building that you are purchasing for use by your organization is not being rehabilitated for low-income or homeless individuals, this cannot be counted under the match rule. Moreover, DOL funds cannot be used to purchase the building.

16. Can tribal self-governance funds be used as match funds?
If these funds are Federal dollars, then they can count as leveraged resources but not towards the match.
17. Can we modify our match dedications if, after the initial proposal we submitted, we discover funds that could count as match?
The grants office does not intend to modify the match amount that has been promised through the solicitation process for any grantee because that amount was used as part of the paneling review and selection process during the application phase. Any additional match funds, above the requirement, should be considered leveraged funds and reported as such.

18. Will a budget modification be considered to separate match from leveraged funds if they were combined in the grant and on the 424A?
The amount that you specified on the SF-424A is what will be considered your match requirement. There will not be an opportunity to change that amount.

19. If we discover that some of the match we stated that we would have is Federally-funded, can we use another kind of match that would be acceptable?
Yes, that would be expected in this case.

20. Regarding the ETA-9130, when documenting the match amounts, is the amount listed the percentage of the total match broken down for the quarter or period, the entire match, or the part of the match that has been used in the period?
The grantee should record the total amount of match spent in the quarter on line 10k “recipient share of expenditures.” Line 10j can be reported in two ways. Grantees should select one and stick with it for the life of the contract. One: Grantees divide the match between the proposed two years. After the match is split, Line 10j lists the portion of the match submitted on form 424A allocated by the grantee to year one. In year two, the remaining amount from 424A is listed on line 10j. Grantees should be careful that the amounts from year one and year two total the amount submitted on form 424A. Two: Grantees report on the total amount submitted on form 424A for the entire life of the contract. Thus, the sum of the amounts placed on line 10j (total recipient share required) for the two reports must equal 100% of the match shown on the 424A. In either case, the amount is not split into quarters.
21. Can DOL provide further clarification about where to report matching and leveraged funds on the ETA-9130?
Grantees should follow these guidelines:

a. Grantee or sub-recipient expenditures for allowable costs paid for with non-Federal funds or received as a third party in-kind contribution to the program are reported on line 10k of the ETA-9130. The amount reported on line 10k in excess of the amount of match required is reported on line 10j (and becomes the first component of leveraged resources).

b. Grantee or sub-recipient expenditures of other federal grant funds for allowable costs that could have been paid for with the YouthBuild grant are reported on line 11a of the 9130.

c. Expenditures by a partner organization (not a sub-recipient) of other Federal grant funds to support the activity of the YouthBuild grantee (e.g., the local One Stop co-enrolling participants and paying their supportive services with WIOA youth funds) are not reported on the 9130 but only reported on the narrative progress report.

d. Expenditures by a grantee or sub-recipient which are in support of the YouthBuild program on costs that would be allowable under the OMB cost principles but are not allowed under some grant or program restriction (e.g., the cost of buying the land on which a house is built by participants) are not reported on the 9130 but only on the narrative progress report.

22. If the grantee has included Federal funds in the match amount, can the match amount be reduced?
There will be no match reduction in such cases. The grantee will be required to secure replacement funds. The YouthBuild solicitation for grant application is very clear in this respect. It is not the responsibility on DOL to conduct a review to determine if the proposed match includes Federal funds. The onus is upon the grantee to adhere to the guidelines of the FOA, and applicable federal laws and regulations. There will be no exceptions on this issue.

Food Expenses

1. Is food for meetings allowable?
No, food is not an allowable cost under this program. Under certain circumstances, participant meals may be permitted on a job site; check with the FPO.

2. Is the purchase of food an allowable use of funds?
DOL considers food as an allowable cost when used as a supportive service. This provision would be needs-based, necessary to enable individuals to participate in the program. As stipulated in the FOA, “If the applicant plans to use grant funds for paid work experiences, needs-based stipends, wages, and other supportive services for the participants, sufficient information must be provided in the budget narrative to clearly justify the proposed amounts to be provided.” The purchase of food would be considered an unallowable cost for grant funds if expended for any reason other than needs-based supportive services.
3. Can we count donated food items as leveraged resources?  
If you have donated food items, then those can count as leveraged resources that are not match because they’re not allowable under the cost principles.

4. What if we are paying a minimal service fee for these donated food items?  
Since the food items are not an allowable grant cost, then the service fee can’t be either. However, just like the food cost, it would be an allowable leveraged resource.

5. Are refreshments for meetings allowed?  
No, food is not an allowable cost.

6. Can we buy food for a graduation ceremony?  
No, food is not an allowable cost.

Eligibility

1. Does a youth have to meet all of the eligibility criteria or just one?  
The legislation states that to be eligible to participate in a YouthBuild program the youth must be:  
A. Not less than age 16 and not more than age 24, on the date of enrollment **AND**  
B. Be one or more of the following:  
   - A member of a low-income family **OR**  
   - A youth in foster care (including youth aging out of foster care) **OR**  
   - A youth offender **OR**  
   - A youth with a disability **OR**  
   - The child of an incarcerated parent **OR**  
   - A migrant youth  
C. **AND** a school dropout or an individual who was a dropout and has subsequently re-enrolled.

2. Can grantees enroll a certain percentage of participants who already have a high school diploma or equivalency degree? Can we accept participants in these categories as long as they are enrolled in other education 50% of the time? 
Yes, there is a 25% exemption that covers two alternate scenarios: 1) grantees can enroll youth who have a high school diploma or equivalency degree already (up to the 25%) but these youth MUST STILL be basic skills deficient, or 2) grantees can enroll youth who are coming from a regular secondary school, not having dropped out, if they are referred to the YouthBuild program as a better fit by a guidance counselor or principal. This referral is only allowable if the grantee has a high school diploma track and the referred youth is part of that track.
3. Where can grantees find the WIOA youth eligibility criteria and documentation requirements if they are interested in co-enrolling youth in WIOA?

Eligibility criteria for the WIOA youth program can be found in Section 129(a) of the Act. DOL provides guidance on source documentation of data elements including those required for eligibility. Additional information describing the eligibility for the WIOA youth formula program can be found in TEGL 08-15, “Second Title I WIOA Youth Program Transition Guidance.” The document can be found here: https://wdr.doleta.gov/directives/attach/TEGL/TEGL_08-15.pdf

4. What documentation is acceptable for the category child of an incarcerated parent? Is a self-attestation or a statement from another relative valid?

Participants should provide documentation from the institution or from the court to verify current or previous incarceration of a parent. If that document is not available, self-attestation by the youth can be accepted.

5. Do young men entering the program need to register for selective service?

Yes, as required under Federal law, all males ages 18-24 who are enrolling into the YouthBuild program must be registered or agree to register for selective service; this includes registering male participants if they are enrolled at age 17 and turn 18 while in the program.

WIOA

1. Where can I find information about the Workforce Innovation and Opportunity Act (WIOA), such as the actual legislation?

WIOA legislation is available at https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf. Legislation specifically related to the YouthBuild program can be found in Section 171.

WIOA-related guidance and resources are available at http://www.doleta.gov/wioa/

WIOA technical assistance resources are available at https://ion.workforcegps.org/


WIOA Performance Reporting Information: https://www.doleta.gov/performance/reporting/eta_default.cfm

2. Which section of WIOA applies to YouthBuild?

Section 171 of WIOA refers to YouthBuild. Please note that while there are various references to youth-serving programs throughout WIOA, Section 171 provides specific legislation for YouthBuild and supersedes non-YouthBuild youth-related guidance provided in other sections of the legislation.

3. As a recipient of a 2015 award, what changes does WIOA have on my program operation?
The Workforce Innovation and Opportunity Act (WIOA) passed into law on July 22, 2014. WIOA enactment is a phased process. WIOA legislation became effective for the workforce system on July 1, 2015. Beginning with the PY 2015 grantees, all YouthBuild grants will now operate under WIOA legislation. New performance measures, as legislated under WIOA, will become effective on July 1, 2016, and will not impact YouthBuild grantees until the PY 2016 YouthBuild grants are awarded. Grant awards prior to PY 2015 are grandfathered in under the Workforce Investment Act for these earlier grants.

4. Does WIOA impact existing guidance previously provided to YouthBuild programs?
Yes. While much of how the YouthBuild program operates is the same, any guidance from WIOA supersedes previous legislation for 2015 grantees and thereafter. The WIOA Final Rule regulations supplant the previous YouthBuild Final Rule for all grants. Please note that the Department continues to develop additional guidance as needed to assist grantees with the transition and implementation of WIOA.

5. Are there provisions within WIOA that would affect the current enrollment model?
WIOA allows youth who were previously high school dropouts but have since re-enrolled in education to be enrolled in the YouthBuild program. Previously, only current dropouts were eligible but WIOA has broadly defined out-of-school youth to include those that have left compulsory education and may or may not be enrolled in alternative education/adult education programs.

6. Do YouthBuild participants qualify as out-of-school youth for WIOA youth formula eligibility?
In general, the applicable State law for secondary and postsecondary institutions defines “school.” However, for purposes of WIOA, the Department does not consider providers of adult education under YouthBuild programs to be schools. Therefore, in all cases except the one provided below, WIOA youth programs may consider a youth to be an OSY for purposes of WIOA youth program eligibility if he or she attends adult education provided under YouthBuild, regardless of the funding source of those programs. However, youth attending high school equivalency programs funded by the public K-12 school system who are classified by the school system as still enrolled in school are an exception; they are considered ISY even if such education is provided through a YouthBuild program. See additional information in Section 681.230 of the WIOA DOL Only Final Rule, available at: https://www.doleta.gov/wioa/Docs/wioa-regs-labor-final-rule.pdf.
7. Do YouthBuild participants qualify for co-enrollment with the WIOA youth formula programs?
As mentioned previously, the Department does not consider YouthBuild programs to be schools, except where the YouthBuild program’s education component is funded by the public K-12 school system. However, please keep in mind, the applicable State law for secondary and postsecondary institutions generally defines “school.”

Additionally, note that for the WIOA youth formula program, there are three eligibility conditions that must be met in order to be considered an OSY. The first is the determination of school status and confirming the youth is “not attending any school,” as described above.

In order for youth to be determined OSY, the second condition is the age criterion. An OSY WIOA youth formula participant must be not younger than 16 or older than age 24 at time of enrollment.

The third condition for OSY is that the youth must meet one or more of the following:
(1) A school dropout (NOTE: At least 75% of YouthBuild participants fall in this category);
(2) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter. School year calendar quarter is based on how a local school district defines its school year quarters;
(3) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner (this is one of two exceptions allowable for up to 25% of a YouthBuild program’s enrollments);
(4) An individual who is subject to the juvenile or adult justice system;
(5) A homeless individual aged 16 to 24 who meets the criteria defined in sec. 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6)), a homeless child or youth aged 16 to 24 who meets the criteria defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)) or a runaway;
(6) An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
(7) An individual who is pregnant or parenting;
(8) An individual with a disability;
(9) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment (See Section 681.250 of the WIOA DOL Only Final Rule).

Please note that only two of the above criteria (3 and 8) require low-income status. While we believe that almost all YouthBuild students would meet at least one requirement under the third condition, there is a slim chance someone would not meet this portion of WIOA youth formula eligibility.

For youth who are determined to be ISY, there are four conditions of eligibility:
(1) Attending school (as defined by State law), including secondary and postsecondary school (please note that YouthBuild participants who are in an education component funded by the public K-12 school system are considered in-school youth).

(2) Not younger than age 14 or older than age 21 (unless an individual with a disability who is attending school under State law) at time of enrollment.

(3) A low-income individual.

(4) One or more of the following:
   (a) Basic skills deficient;
   (b) An English language learner;
   (c) An offender;
   (d) A homeless individual aged 14 to 21 who meets the criteria defined in sec. 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6)), a homeless child or youth aged 14 to 21 who meets the criteria defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)) or a runaway;
   (e) An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
   (f) An individual who is pregnant or parenting;
   (g) An individual with a disability;
   (h) An individual who requires additional assistance to complete an educational program or to secure or hold employment (see Section 681.250 of the WIOA DOL Only Final Rule).

8. Under the WIA regulations, the sequential services strategy did not allow our program to enroll youth that had dropped out of school but had since re-enrolled because we are not a YouthBuild Charter School. Have the WIOA regulations changed any of the sequential service strategy requirements?

Yes, with the passage of WIOA, TEGL 11-09, and all related changes, is rescinded. Under WIOA, YouthBuild eligibility is broadly expanded and removes the sequential service strategy provision. Eligibility requirements are defined by the following (the addition to eligibility under WIOA has beenbolded for emphasis):

(1) ELIGIBLE PARTICIPANTS.—
   (A) IN GENERAL.—Except as provided in subparagraph (B), an individual may participate in a YouthBuild program only if such individual is—
   (i) not less than age 16 and not more than age 24, on the date of enrollment;
   (ii) a member of a low-income family, a youth in foster care (including youth aging out of foster care), a youth offender, a youth who is an individual with a disability, a child of incarcerated parents, or a migrant youth; and
   (iii) a school dropout, or an individual who was a school dropout and has subsequently reenrolled.

   (B) EXCEPTION FOR INDIVIDUALS NOT MEETING INCOME OR EDUCATIONAL NEED REQUIREMENTS.—Not more than 25 percent of the participants in such program may be individuals who do not meet the requirements of clause (ii) or (iii) of subparagraph (A), but who—
(i) are basic skills deficient, despite attainment of a secondary school diploma or its recognized equivalent (including recognized certificates of attendance or similar documents for individuals with disabilities); or
(ii) have been referred by a local secondary school for participation in a YouthBuild program leading to the attainment of a secondary school diploma.

9. For other youth-serving programs under WIOA, allowable documentation for verifying students as low income has changed. This change includes the addition of two new low-income categories: (1) the participant receives or is eligible to receive free or reduced-price lunch, and (2) the participant is living in a high-poverty area. Will this expanded definition of low-income eligibility be used for YouthBuild programs as well?

No, per Section 171 of WIOA, YouthBuild defines low-income eligibility through the United States Housing Act of 1937 (42 U.S.C. 1437a(b)(2)) section 3(b)(2) definition of “low-income families.” Per section 3(b)(2) of the U.S. Housing Act, a low-income family is defined below:

The term “low-income families” means those families whose incomes do not exceed 80 per centum of the median income for the area, as determined by the Secretary with adjustments for smaller and larger families, except that the Secretary may establish income ceilings higher or lower than 80 per centum of the median for the area on the basis of the Secretary’s findings that such variations are necessary because of prevailing levels of construction costs or unusually high or low family incomes.

This is the same definition of low-income family that YouthBuild used under WIA so there is no change to this definition under WIOA.

10. Are there any changes to the program model?

Yes, WIOA adds a fifth key element focusing on green energy to YouthBuild programs which is described in the Act as:

To improve the quality and energy efficiency of community and other non-profit and public facilities, including those that are used to serve homeless and low-income families.

11. Are there any changes in WIOA that relate to YouthBuild program fiscal policy?

Yes, the maximum percentage of funds that may be used for supervision and training of participants as it relates to the rehabilitation of community and/or other public use facilities has increased from 10 percent to 15 percent. In addition, there is now a reduction of the allowable administrative cost ceiling from 15 percent to 10 percent. In addition, the use of YouthBuild grant funds for training in other in-demand occupations, as approved by the Secretary, is now codified through the legislation.
12. Does the 15 percent limit on funds that can be used for community or other public use facilities include the match funds or is it limited to the grant funds?
The 15 percent limit on funds that can be used for community or other public use facilities is limited to grant funds. This means that grantees cannot spend more money out of match funds to increase the total amount that may be spent on community or other public use facilities.

13. Are there any changes in regard to measuring the performance of YouthBuild programs?
Yes, WIOA includes a requirement for six new performance measures. These new measures are:
(1) Placement in Employment/Education/Training (2nd Qtr) - The percentage of program participants who are in education or training activities or unsubsidized employment during the second quarter after exit from the program;
(2) Placement in Employment/Education/Training (4th Qtr) - The percentage of program participants who are in education or training activities or unsubsidized employment during the fourth quarter after exit from the program;
(3) Median Earnings - The median earnings for participants who are in unsubsidized employment during the second quarter after exit;
(4) Post-Secondary Degree/Credential Attainment - The percentage of program participants who attain a recognized post-secondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within 1 year after exit from the program. For those who attain a secondary school diploma or its equivalent, they must also have obtained or retained employment or be in an education or training program that leads to a recognized post-secondary credential within one year of exit from the program;
(5) Measureable Skill Gains - The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
(6) Employer Measure - One or more indicator of satisfaction in serving employers, to be developed in separate guidance.

14. Where can we find information about the new performance measures and how can we start preparing now for implementing them?
The Department recommends reviewing Part 677 of the WIOA Joint Final Rule, “Performance Accountability Under Title I of the Workforce Innovation and Opportunity Act,” to understand the six new common measures and how they are being implemented. The Department of Labor has issued a Participant Individual Record Layout (PIRL) that includes all required data elements that programs must collect to meet the reporting burden for these new measures. The Department also developed information on the technical specifications for how the performance measures will be calculated. These resources and others can be found at: https://www.doleta.gov/performance/reporting/eta_default.cfm. These resources should help grantees to understand what is necessary for data collection and reporting purposes under the WIOA performance accountability requirements. Additional guidance regarding specific YouthBuild data reporting will be provided to PY 2016 YouthBuild grantees after grant award.
15. Where can I access evaluation findings to support evidence-based implementation of the Workforce Innovation and Opportunity Act (WIOA)?
The Department of Labor’s Employment and Training Administration supports a web-based platform for peer sharing and resources, called WorkforceGPS. This platform contains many topic-specific Communities of Practice, including ION (https://ion.workforcegps.org/), the Innovation and Opportunity Network peer-learning web site. Additionally, Workforce GPS’s Workforce System Strategies resource (https://www.workforcegps.org/wss) serves as a starting point for research-based information about workforce investment strategies. All resources posted meet the following criteria: 1) They are a third-party evaluation, performance report, or strategy brief such as a peer-affirmed model (see Methodologies); 2) They have a primary focus on one or more workforce development topics in the list of ETA’s search terms (see Search Terms Overview); 3) They provide insights relevant to decisions typically made at the state or local level of the workforce system; and 4) They are published, generally, within the last five years except for experimental or quasi-experimental (Level 1) studies which are included for the last ten years and sometimes more. In addition, we encourage you to read the recent Department of Labor report, "What Works in Job Training: a Synthesis of the Evidence" available at http://www.dol.gov/asp/evaluation/jdt/.

16. Why is it required that YouthBuild programs partner with a One-Stop Center?
WIOA seeks to deliver a broad array of integrated services to individuals seeking jobs and skills training, as well as provide employers seeking skilled workers a centralized system through which both goals can be easily attained. By more closely aligning the support services offered through the nearly 2,500 One-Stop Centers, WIOA will help regional economies to prevent duplication of services and focus in on the local economy’s particular needs for employment.

One-Stop customers will have access to a seamless system of high-quality services through coordination of programs, services and governance structures. The Act builds closer ties among key workforce partners in business, workforce investment boards, labor unions, community colleges, non-profit organizations, youth-serving organizations, and State and local officials to strive for a more job-driven approach to training and skills development.

17. How can partnering with One-Stops help YouthBuild programs?
Partnering with One Stop Centers provides an opportunity for YouthBuild grantees to increase the number of eligible applicants, have greater access to local employers, and develop the ability to directly access information regarding changes to local workforce needs and respond with program changes accordingly.
18. How are One-Stop partner program contributions to the infrastructure costs determined?
The Joint Final Rule for WIOA addresses partner program contributions for infrastructure costs in section 678.715. The legislation states that the determination of partner program costs will be based on each program’s proportionate use of the system consistent with chapter II of title 2, Code of Federal Regulations (or any corresponding similar regulation or ruling). Part 678 of the WIOA Joint Final Rule describes all aspects of the process to determine the partner program share of infrastructure costs. This includes what costs are included in infrastructure, how the proportionate cost is determined, and how a lack of consensus of the proportionate share is resolved. YouthBuild grantees should review Part 678 carefully to understand their obligations as required One-Stop partner programs. The WIOA Joint Final Rule can be found here: https://www.doleta.gov/wioa/Docs/wioa-regs-joint-final-rule.pdf.

19. Does a YouthBuild Program qualify as a pre-apprenticeship?
Yes, WIOA clarifies that YouthBuild is a pre-apprenticeship pathway program for Registered Apprenticeship. The WIOA DOL Only Final Rule defines pre-apprenticeship as “a program designed to prepare individuals to enter and succeed in an apprenticeship program registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat.664, chapter 663; 29 U.S.C. 50 et seq.) (referred to in this part as a “registered apprenticeship” or “registered apprenticeship program”) and includes the following elements:

Training and curriculum that aligns with the skill needs of employers in the economy of the State or region involved;
Access to educational and career counseling and other supportive services, directly or indirectly;
Hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how the skills acquired through coursework can be applied toward a future career;
Opportunities to attain at least one industry-recognized credential; and
A partnership with one or more registered apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program in a registered apprenticeship program.

20. Will the Construction Plus program component continue under WIOA?
Yes, WIOA codifies Construction Plus as an approved category of training.
21. How does the Youth Councils realignment in WIOA affect YouthBuild programs?
WIOA no longer requires Youth Councils as part of local areas’ program design; however, Local Boards are encouraged to designate a standing Youth Committee, including an existing Youth Council, to contribute a critical youth voice and perspective. YouthBuild programs have the opportunity to contact Local Boards and inquire about participation on Youth Committees, where they exist. America’s Service Locator can help you connect to workforce resources in your area, including finding contacts for the Local Workforce Development Boards. Please go to http://www.servicelocator.org/aslprograms.asp?prgcat=1. For additional information on Youth Committees, please see Part 681 of the WIOA DOL Only Final Rule: https://www.doleta.gov/wioa/Docs/wioa-regs-labor-final-rule.pdf

22. What are additional opportunities that WIOA has created for YouthBuild programs?
1. WIOA provides a greater emphasis on creating a pathway for YouthBuild participants to enter a Registered Apprenticeship. More resources regarding Registered Apprenticeships can be found at http://www.dol.gov/apprenticeship/.

2. WIOA offers a greater emphasis on career pathways. By focusing on the needs of the workforce in conjunction with employer needs, WIOA provides an efficient means of assessing local employment skills gaps. In turn, workforce training providers have the opportunity develop curriculum that best suits the needs of the market and prepare job seekers with the best opportunity for high wage job placement. A link to the career pathways toolkit can be found at http://www.workforceinfodb.org/PDF/CareerPathwaysToolkit2011.pdf.

3. WIOA has a greater focus on out-of-school youth ages 16-24. Since the YouthBuild program has always had a focus on out of school youth, there is a greater opportunity for YouthBuild programs to expand their programs through partnering with organizations that may have focused on a different population.

4. WIOA makes partnerships across Federal Departments a priority. As Federal Departments partner to solve issues, there is a greater opportunity to focus resources on vocational education and create larger impact to the field. It also provides improved continuity of services and consistent guidance/context/definitions across departments.
23. What is the definition of an out-of-school youth?
Under WIOA, an out-of-school youth is an individual who is:
Not attending any school (as defined under State law);
Not younger than 16 or older than 24 at time of enrollment. Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 24 once they are enrolled in the program; and
One or more of the following:
A school dropout;
A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter. School year calendar quarter is based on how a local school district defines its school year quarters.
A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner;
An individual who is subject to the juvenile or adult justice system;
A homeless individual aged 16 to 24 who meets the criteria defined in sec. 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6)), a homeless child or youth aged 16 to 24 who meets the criteria defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)) or a runaway;
An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
An individual who is pregnant or parenting;
An individual with a disability;
A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment. (WIOA Sections 3(46) and 129(a)(1)(B).)
Further, as it relates to defining which youth are considered out-of-school youth, the Department does not consider providers of YouthBuild to be “schools.” Therefore, WIOA youth programs may consider a youth to be out-of-school (OSY) for purposes of WIOA youth program eligibility if they are attending YouthBuild.

24. How is a school dropout defined under WIOA?
The term “school dropout” means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.
25. What are the WIOA Youth Formula program elements and how do they relate to YouthBuild?
WIOA includes 14 program elements for Youth. These 14 elements are the required services that WIOA youth formula-funded programs must offer to the youth they serve. These elements are: tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential; alternative secondary school services, or dropout recovery services, as appropriate; paid and unpaid work experiences that have as a component academic and occupational education, which may include summer employment opportunities and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities; occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved; education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster; leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate; supportive services; adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months; follow-up services for not less than 12 months after the completion of participation, as appropriate; comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate; financial literacy; entrepreneurial skills training; services that provide labor market and employment information in the local area; and activities that help youth transition to postsecondary education and training.

While these elements are not specifically required under Section 171 of WIOA for YouthBuild programs, the Department believes that these elements are part of the core services that are necessary to help disconnected youth to transition successfully into post-secondary education, training or employment in a career pathway. YouthBuild programs are encouraged to work with their local One-Stops and WIOA youth program service providers to ensure YouthBuild participants have access to these elements in partnership with the One-Stop. Further information on the 14 program elements can be found in TEGL 23-14, available here: https://wdr.doleta.gov/directives/attach/TEGL/TEGL_23-14.pdf.