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# Accident Procedures on a YouthBuild Construction Site

## Introduction

Due to the nature of the work, there is always the potential for injury on a construction site. These injuries usually range from eye irritations to cuts, abrasions, and sprains. However, more serious injuries can occur. Since a YouthBuild construction site also serves as the training area where there may be numerous people not familiar with construction safety or practices, it is even more important that there be an accident procedure section in the program's safety plan. The accident procedure section should include information on pre-accident measures, first aid, accident reporting, and accident follow up. Proper accident reporting is required for Workers Compensation insurance.

## Pre Accident Measures

Each construction site should establish a first aid area where a fully stocked first aid kit, Material Safety and Data Sheets, and emergency telephone numbers (rescue, hospital, and program offices) are located. A medical sheet for each participant including information on any medical condition, allergies, and emergency contact person should also be available. Many times this area can be set up near the site office or tool area where there is a telephone. If a specific area is not established, portable first aid kits, files, and a cellular phone can also suffice. Additionally, at least one of the construction trainers should have completed and be certified in basic first aid. This qualified person will be the responsible party who makes initial medical decisions following an injury.

## First Aid

Following an accident or injury, even a cut requiring only minor medical attention, the staff member supervising the construction site should be immediately notified. This staff member will determine what first aid to administer and whether or not it is necessary to seek further medical attention. If further medical attention is necessary, the participant should be accompanied to the medical provider by a YouthBuild staff person.

## Reporting

If an accident or injury occurs, DOL YouthBuild grantees are responsible for submitting to DOL a copy of OSHA's injury report form (Form 300 and 301) that can be downloaded at [www.osha.gov/recordkeeping/RKforms.html](http://www.osha.gov/recordkeeping/RKforms.html) and is included in Appendix B.

Program accident reports should be filled out and filed within 24 hours of any accident. The accident report can become a legal document if, for example, the incident becomes an insurance claim or suit. For this reason, the report should be accurate and factual, describing the incident clearly, honestly and without blaming individuals for their decisions or actions that led to the accident. Any accident that requires first aid should be recorded. If medical attention other than that performed on the site is required or if there are one or more days of lost time from work, the First Report of Injury should be filed with the Workers Compensation provider. Larger YouthBuild programs may need to maintain OSHA Form 300, the Log and Summary of Occupational Injuries and Illnesses.

## Follow-Up

Prior to returning to the work site, a medical release from the attending physician should be obtained. Work assignments should be adjusted, according to doctor's recommendations, so that the injury is not aggravated. Additionally, any accident provides a learning opportunity for the rest of the program. The specific accident, its causes, and how it could have been prevented should be discussed with the rest of the participants.

## Biweekly Participant Performance Evaluation (Instructor)

Participant Name: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Period Ending: \_\_\_\_\_

Participant's Initials: \_\_\_\_\_

| Motivation/Work Attitude   | Always | Often | Seldom | Never |
|--|--------|-------|--------|-------|
| a. Does he or she care about the quality of work?                    |        |       |        |       |
| b. Is he or she easy to supervise?                                   |        |       |        |       |
| c. Does he or she show interest in jobsite and classroom activities? |        |       |        |       |
| d. Is the participant a team player?                                 |        |       |        |       |

**Comments:**

| Performance   | Always | Often | Seldom | Never |
|---|--------|-------|--------|-------|
| a. Does participant show respect for fellow participants and instructors? |        |       |        |       |
| b. Does participant come prepared?  |        |       |        |       |
| c. Does participant have good work habits?                                |        |       |        |       |
| d. Does participant work well on his or her own?                          |        |       |        |       |
| e. Does participant complete assignments?                                 |        |       |        |       |
| f. Does participant learn new concepts quickly?                           |        |       |        |       |
| g. Does participant take initiative?                                      |        |       |        |       |
| h. Does participant pay attention?  |        |       |        |       |
| i. Does participant show good safety habits?                              |        |       |        |       |
| j. Does participant clean up the work site?                               |        |       |        |       |

**Comments:**

**Biweekly Participant Performance Evaluation (Instructor) continued**

| <b>Attendance</b>   | <b>Always</b> | <b>Often</b> | <b>Seldom</b> | <b>Never</b> |
|---|---------------|--------------|---------------|--------------|
| a. Does participant come on time?                         |               |              |               |              |
| b. Does participant come regularly?                       |               |              |               |              |
| c. Does participant phone to report absence or lateness?  |               |              |               |              |
| d. Does participant return on time from breaks?           |               |              |               |              |
| e. Does participant return on time from lunch?            |               |              |               |              |
| f. Does participant leave no earlier than dismissal time? |               |              |               |              |

Skills attained during this evaluation period/assessment:

|       |        |             |
|-------|--------|-------------|
| Date: | Skill: | Assessment: |
|       |        |             |

**Comments**

Note areas where participant needs improvement or has shown improvement:

**Overall Evaluation**

- ☐ Unsatisfactory
- ☐ Needs improvement
- ☐ Almost job ready
- ☐ Job ready

## Biweekly Performance Self-Evaluation (Participant)

Participant Name: \_\_\_\_\_

Period Ending: \_\_\_\_\_

Instructor's Initials: \_\_\_\_\_

Participant's Signature: \_\_\_\_\_

| Motivation/Work Attitude                                   | Always | Often | Seldom | Never |
|--|--------|-------|--------|-------|
| a. Do I care about the quality of work?                    |        |       |        |       |
| b. Am I easy to supervise?                                 |        |       |        |       |
| c. Do I show interest in jobsite and classroom activities? |        |       |        |       |
| d. Am I a team player?                                     |        |       |        |       |

**Comments:**

| Performance   | Always | Often | Seldom | Never |
|---|--------|-------|--------|-------|
| a. Do I show respect for fellow participants and instructors? |        |       |        |       |
| b. Do I come prepared?  |        |       |        |       |
| c. Do I have good work habits?                                |        |       |        |       |
| d. Do I work well on my own?                                  |        |       |        |       |
| e. Do I complete assignments?                                 |        |       |        |       |
| f. Do I learn new concepts quickly?                           |        |       |        |       |
| g. Do I take initiative?                                      |        |       |        |       |
| h. Do I pay attention?  |        |       |        |       |
| i. Do I show good safety habits?                              |        |       |        |       |
| j. Do I clean up the work site?                               |        |       |        |       |

**Comments:**

### Biweekly Performance Self-Evaluation (Participant) continued

| Attendance                                    | Always | Often | Seldom | Never |
|---|--------|-------|--------|-------|
| a. Do I come on time?                         |        |       |        |       |
| b. Do I come regularly?                       |        |       |        |       |
| c. Do I phone to report absence or lateness?  |        |       |        |       |
| d. Do I return on time from breaks?           |        |       |        |       |
| e. Do I return on time from lunch?            |        |       |        |       |
| f. Do I leave no earlier than dismissal time? |        |       |        |       |

Skills attained during this evaluation period/assessment:

|       |        |             |
|-------|--------|-------------|
| Date: | Skill: | Assessment: |
|       |        |             |

### Comments

Note areas where participant needs improvement or has shown improvement:

### Overall Evaluation

- ☐ Unsatisfactory
- ☐ Needs improvement
- ☐ Almost job ready
- ☐ Job ready

*These sample evaluations were adapted from YouthBuild Addison, Corning, NY and Operation Fresh Start, Madison WI.*

# Bookkeeping, Purchasing, and Contracting Procedures

## A. Bookkeeping Procedures

Cash disbursements must be approved by the appropriate program director, the controller, and the executive director, as described in more detail in the Purchase Order Procedures. Checks must be signed by the executive director and one other signatory. Every effort will be made to have the second signatory be a consistent signer. A Cash Disbursement page is prepared, showing check date, payee, check numbers, General Ledger account # and name, and amount. Bank statements are reconciled and a trial balance is prepared monthly. All accounting functions are performed in accordance with Generally Accepted Accounting Principles (GAAP).

## B. Purchasing Procedures

The following shall be the purchasing procedures for purchasing any goods or services on behalf of the agency.

### 1. Purchase Orders

No purchase of goods or services may be made without a properly filled out and executed purchase order. Pre-numbered purchase orders will be kept under lock and key in the fiscal office.

The following program directors are authorized to request purchase orders and fill them out for approval:

Director of \_\_\_\_\_

Director of \_\_\_\_\_

In the absence of the program director, the executive director may, at his or her discretion, appoint another staff person, such as the construction manager, to prepare purchase orders. However, under no circumstances may any individual be authorized to sign a purchase order without specific written authorization from the executive director. A properly filled out purchase order will have the following information on it, at a minimum:

- Name of the vendor, including address and phone number
- Detailed description of the material or services being ordered
- The cost per unit for each item/service being ordered, and the total cost
- The building address (and the unit, if applicable) to charge the purchases to. In the case where more than one account is being charged, the specific account and the amount to be charged to each account should be written on the purchase order.
- The Chart of Accounts line item name to charge the expense
- The name of the person filling out the P.O.

The P.O. will then be presented to the executive director for his or her authorizing signature.

The P.O. will then be presented to the fiscal office for logging. Fiscal will log the purchase order in numerical order, recording the information as per the attached sample log form. Fiscal will review the purchase order for completeness and to make sure that funds are available in the budget for the purchase. No invoice shall be paid without an accompanying signed purchase order and, if appropriate, receiving document.

Once the authorizing signatures are obtained, the P.O. shall be considered approved. A copy shall be kept by the fiscal office, a copy will go to the vendor, and a copy will be kept by the program manager or construction manager.

## **2. Bidding Procedures**

Bidding procedures may need to be updated according to current auditing standards. The following bidding procedures, at a minimum, are to be followed for the purchase of all goods and services. In the event that the contract governing the use of the funds being used to make the purchase is more stringent, the governing contract's bidding procedures will apply. For purchases:

- Under \$500: No bid required
- Over \$500 but under \$2,500: Three phone bids
- Over \$2,500 but under \$10,000: Three written bids
- Over \$10,000: Bid procedure to be approved by executive director

The purpose of bidding is to secure the best possible product at the lowest price. Splitting up a purchase to avoid bidding is not permitted. The executive director may, at his or her discretion, choose not to select a low bidder to support local and minority firms or if he or she feels that the quality of service of the low bidder may not be acceptable.

## **3. Purchasing Materials**

If materials are being ordered, the packing slip/receiving document is to be returned immediately to fiscal by the person receiving the merchandise. Vendors should mail invoices directly to the fiscal office. Invoices should not be handed to the person picking up the merchandise.

## **4. Purchasing Services**

If services are being purchased, managers should take care to adhere to the bidding procedures contained in these guidelines and any other bidding procedures that may be required by the relevant contract.

Any P.O. for services of over \$500 shall be accompanied by a contract itemizing the scope of services, the amount and the schedule for payment, and shall be signed by the executive director. The original executed copy shall be kept by fiscal, with a copy to be kept by the program director or the construction manager.

## **5. Emergency P.O.'s**

In the event of an emergency, when the program director or other authorized employees are not available for authorizing P.O.'s, the \_\_\_\_\_ may authorize P.O.'s of up to \$250. No more than one emergency P.O. may be written per month.

## **The Purchase Order Log as a Control Tool**

The purchase order log will be the main means of keeping track of all purchases of goods and services made. All P.O.'s must be accounted for. Voided P.O.'s should be recorded as such, with the voided P.O. kept in a file. The P.O. log will also be used to record and verify the receipt of a receiving ticket and an invoice.

## **C. Contracting Procedures**

A written scope of work and cost estimate is prepared by the program director or construction manager. If the job is over \$5,000 and four or more trades are involved, a trade payment breakdown is prepared. The scope and estimate are given to the fiscal office, which verifies the availability of funds.

Upon approval of a contractor, a purchase order is prepared and a contract is drafted. The contract is signed by the executive director, with a copy to be forwarded to fiscal and to the program director.



When work is completed, and an invoice is received from the contractor, the invoice is stamped, the work is inspected, and the invoice is approved by the program director. If the job is over \$2,500, a ten percent retainer is withheld. A check is prepared, documentation is attached to the check, and it is signed by the program director and the executive director. When work is completed, a final invoice is received and stamped. The work is inspected and approved, and a check is prepared for the balance due, signed, and dispatched. The invoice and contract are filed by check number and by month.

# Construction Skills Competency Checklist

| Skills/Competencies                                       | Job Ready                | Almost Job Ready         | Needs Improvement        | Unsatisfactory           | Instructor Initials | Participant Initials | Date |
|---|--------------------------|--------------------------|--------------------------|--------------------------|---------------------|----------------------|------|
| <b>Safety Skills</b>                                      |                          |                          |                          |                          |                     |                      |      |
| Identify safety rules                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Identify safety equipment                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Use safety equipment                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Lift objects safely                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Use basic first aid procedures                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Use hand tools safely                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Use power tools safely                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Use building materials safely                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| <b>General Construction Skills</b>                        |                          |                          |                          |                          |                     |                      |      |
| Identify and use measurement tools                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Identify and use hand tools                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Select correct tool for job                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Identify nails and fasteners                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Use nails and fasteners                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Identify grades of lumber                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Identify grades of plywood                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Identify actual and nominal dimensions of surfaced lumber | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Identify common lumber defects                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |

| Skills/Competencies                                       | Job Ready                | Almost Job Ready         | Needs Improvement        | Unsatisfactory           | Instructor Initials | Participant Initials | Date |
|---|--------------------------|--------------------------|--------------------------|--------------------------|---------------------|----------------------|------|
| <b>General Construction Skills</b>                        |                          |                          |                          |                          |                     |                      |      |
| Use correct nailing techniques                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Estimate square feet                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Estimate linear feet                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Estimate cubic feet                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Consult scaffolding                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Identify purposes of building codes, zoning laws, permits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| <b>Portable Power Tools</b>                               |                          |                          |                          |                          |                     |                      |      |
| Identify power tools                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Determine use of power tools                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Select correct tool for job                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Operate circular saw                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Operate electric drill                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Identify drill bits                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Operate portable router                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Operate miter saw   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Operate power sander                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Operate screw shooter                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Operate portable table saw                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Operate saber saw   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| <b>Stationary Machine Skills</b>                          |                          |                          |                          |                          |                     |                      |      |
| Operate planer  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |

| Skills/Competencies                             | Job Ready                | Almost Job Ready         | Needs Improvement        | Unsatisfactory           | Instructor Initials | Participant Initials | Date |
|---|--------------------------|--------------------------|--------------------------|--------------------------|---------------------|----------------------|------|
| Operate joiner                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Operate bench saw                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Operate radial saw                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Operate scroll saw                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Operate drill press                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Operate rip saw                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| <b>Construction Planning Skills</b>             |                          |                          |                          |                          |                     |                      |      |
| Read architect's scale                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Read and interpret drawings                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Interpret blueprint symbols                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Interpret specifications                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Identify steps of the building process          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Estimate labor costs                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Identify materials costs                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Organize building materials                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| <b>Preparing the Building Site</b>              |                          |                          |                          |                          |                     |                      |      |
| Use builder's level                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Establish elevation                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Reference points                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Layout building                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Square building using 6-8-1 method and diagonal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |

| Skills/Competencies                            | Job Ready                | Almost Job Ready         | Needs Improvement        | Unsatisfactory           | Instructor Initials | Participant Initials | Date |
|--|--------------------------|--------------------------|--------------------------|--------------------------|---------------------|----------------------|------|
| <b>Demolition Skills</b>                       |                          |                          |                          |                          |                     |                      |      |
| Use hand demolition skills                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Use correct demo procedures                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Use safe demo procedures                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Construct ramps                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Construct chutes                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Correctly place dumpsters                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Pack dumpsters                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Shoring  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Use shoring post                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Use screw jacks                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Make and use A-frames                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| <b>Building and Installing Forms</b>           |                          |                          |                          |                          |                     |                      |      |
| Construct footing forms                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Place and make keys for footing and foundation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Make plywood forms                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Make concrete forms                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Assemble pre-made forms                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Brace concrete forms                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Set grades                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Pour concrete                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Strip forms                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |

| Skills/Competencies            | Job Ready                | Almost Job Ready         | Needs Improvement        | Unsatisfactory           | Instructor Initials | Participant Initials | Date |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------|----------------------|------|
| Place anchor bolts             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Floor Framing Skills           |                          |                          |                          |                          |                     |                      |      |
| Snap lines                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Square foundations             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Frame sills                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Frame girders                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install steel columns          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Layout, cut, and install joint | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Frame stair openings           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Frame chimney openings         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install subfloor               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install firestop               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install joist hangers          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install steel bridging         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install cross bridging         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install solid bridging         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Cut stair ringers              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Exterior Wall Framing Skills   |                          |                          |                          |                          |                     |                      |      |
| Layout shoes and plates        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Layout partitions              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Frame window openings          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Frame door openings            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |

| Skills/Competencies                 | Job Ready                | Almost Job Ready         | Needs Improvement        | Unsatisfactory           | Instructor Initials | Participant Initials | Date |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------|----------------------|------|
| Frame fireplace wall openings       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Pre-cut studs                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Layout dimensions for studs         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Sheath exterior walls               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install double plates               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Hang exterior doors                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install windows                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| <b>Interior Wall Framing Skills</b> |                          |                          |                          |                          |                     |                      |      |
| Identify parts of framed wall       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install strapping                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Layout interior walls               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Construct partition backers         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Construct comers and headers        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Layout shoes and plates             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Frame bearing partitions            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Frame non-bearing partition         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install blocking                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install bracing                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| <b>Framing Ceilings and Roofs</b>   |                          |                          |                          |                          |                     |                      |      |
| Layout ceiling joist and rafters    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install ceiling joints              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Frame fireplace openings            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |

| Skills/Competencies              | Job Ready                | Almost Job Ready         | Needs Improvement        | Unsatisfactory           | Instructor Initials | Participant Initials | Date |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------|----------------------|------|
| Layout common rafter patterns    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Figure rafter lengths            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Cut rafters                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Crow foot                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Layout ridge                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install common rafters           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install gable studs              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install sheathing on roof        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install fascia                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install rakes                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install soffits                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install drip edge                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Apply roofing paper              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install shingles                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| <b>Exterior Finishing Skills</b> |                          |                          |                          |                          |                     |                      |      |
| Erect corner boards              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install wood shingles            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install clapboards               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install tongue and groove siding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install plywood siding           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install composition siding       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install aluminum siding          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |



| Skills/Competencies              | Job Ready                | Almost Job Ready         | Needs Improvement        | Unsatisfactory           | Instructor Initials | Participant Initials | Date |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------|----------------------|------|
| Install vinyl siding             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install shake shingles           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install cornice trim             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install aluminum gutters         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install wood gutters             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| <b>Interior Finishing Skills</b> |                          |                          |                          |                          |                     |                      |      |
| Install insulation               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Identify different R-values      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install vapor barriers           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install drywall                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install furo-rock                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install blue board               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Tape drywall                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Apply joint compound             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Plaster                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install underlayment             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install bifold doors             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install finish trim              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install baseboards               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install closet shelves and poles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install hardwood floors          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install and build stairs         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |

| Skills/Competencies                        | Job Ready                | Almost Job Ready         | Needs Improvement        | Unsatisfactory           | Instructor Initials | Participant Initials | Date |
|--|--------------------------|--------------------------|--------------------------|--------------------------|---------------------|----------------------|------|
| Install banisters and railing              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install vinyl flooring                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Flash patch wooden floors                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install stock cabinets                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Install counter tops                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| <b>Erecting Staging</b>                    |                          |                          |                          |                          |                     |                      |      |
| Use extension ladder                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Use step ladder                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Use ladder brackets                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Use pump jacks                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Use wall brackets                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Use roof brackets                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Use pipe staging                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| <b>Work Habits/ Career Readiness</b>       |                          |                          |                          |                          |                     |                      |      |
| Identify career opportunities              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Punctuality                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Attendance                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Positive attitude                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Effectively manage difference and conflict | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |
| Support team effort                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                      |      |

| Skills/Competencies | Job Ready                | Almost<br>Job Ready      | Needs<br>Improvement     | Unsatisfactory           | Instructor<br>Initials | Participant<br>Initials | Date |
|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------|-------------------------|------|
| Other Skills        |                          |                          |                          |                          |                        |                         |      |
| 1.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                        |                         |      |
| 2.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                        |                         |      |
| 3.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                        |                         |      |

Attach comments if needed.

*This construction skills competency list was adapted from YouthBuild Boston, Boston, MA.*

# Construction Staff Evaluation Forms

## Performance Evaluation: Construction Manager

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

\_\_\_\_\_ 3 month evaluation    \_\_\_\_\_ 6 month evaluation    \_\_\_\_\_ Annual evaluation

| Program Management   | Excellent | Good | Fair | Poor |
|--|-----------|------|------|------|
| a. Quality of craftsmanship  | 1         | 2    | 3    | 4    |
| b. Estimates cost  | 1         | 2    | 3    | 4    |
| c. Negotiates prices with vendors and subs                                       | 1         | 2    | 3    | 4    |
| d. Submits and collects on requisitions in a timely way                          | 1         | 2    | 3    | 4    |
| e. Keeps within pre-established  | 1         | 2    | 3    | 4    |
| f. Ensures prompt delivery of materials  | 1         | 2    | 3    | 4    |
| g. Ensures work site safety  | 1         | 2    | 3    | 4    |
| f. Ensures necessary and proper equipment and tools are acquired for use on site | 1         | 2    | 3    | 4    |

**Comments:**

| Overall Leadership  | Excellent | Good | Fair | Poor |
|---|-----------|------|------|------|
| a. Contributes to vision and direction of organization                          | 1         | 2    | 3    | 4    |
| b. Sets example for staff through behavior, speech, and attitude                | 1         | 2    | 3    | 4    |
| c. Represents YouthBuild effectively in the broader community                   | 1         | 2    | 3    | 4    |
| d. Takes initiative to innovate and improve the program                         | 1         | 2    | 3    | 4    |
| e. Coordinates with academic, counseling, and leadership development components | 1         | 2    | 3    | 4    |

**Comments:**

## Performance Evaluation: Construction Manager continued

| Overall Leadership  | Excellent | Good | Fair | Poor |
|---|-----------|------|------|------|
| a. Contributes to vision and direction of organization                          | 1         | 2    | 3    | 4    |
| b. Sets example for staff through behavior, speech, and attitude                | 1         | 2    | 3    | 4    |
| c. Represents YouthBuild effectively in the broader community                   | 1         | 2    | 3    | 4    |
| d. Takes initiative to innovate and improve the program                         | 1         | 2    | 3    | 4    |
| e. Coordinates with academic, counseling, and leadership development components | 1         | 2    | 3    | 4    |

**Comments:**

| Overall Management                | Excellent | Good | Fair | Poor |
|-----------------------------------|-----------|------|------|------|
| a. Sets priorities effectively    | 1         | 2    | 3    | 4    |
| b. Plans effectively              | 1         | 2    | 3    | 4    |
| c. Follows through effectively    | 1         | 2    | 3    | 4    |
| d. Contributes to management team | 1         | 2    | 3    | 4    |

**Comments:**

| Knowledge of Construction Techniques           | Excellent | Good | Fair | Poor |
|--|-----------|------|------|------|
| a. Keeps current on new methods and techniques | 1         | 2    | 3    | 4    |
| b. Recognizes quality craftsmanship            | 1         | 2    | 3    | 4    |

**Comments:**

| Quality of Relationship with Participants                         | Excellent | Good | Fair | Poor |
|---|-----------|------|------|------|
| a. Communicates effectively                                       | 1         | 2    | 3    | 4    |
| b. Listens and shows respect                                      | 1         | 2    | 3    | 4    |
| c. Sets an example through dress, behavior, speech, and attitude  | 1         | 2    | 3    | 4    |
| d. Uses good judgement in handling problem situations             | 1         | 2    | 3    | 4    |
| e. Supports and arranges opportunities for leadership development | 1         | 2    | 3    | 4    |

## Performance Evaluation: Construction Manager continued

|   |   |   |   |   |
|---|---|---|---|---|
| f. Ensures participants' ongoing awareness of construction plans, community relations, learning all aspects of the business | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

**Comments:**

| <b>Productivity</b>   | <b>Excellent</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> |
|---|------------------|-------------|-------------|-------------|
| a. Ensures project goals are met                              | 1                | 2           | 3           | 4           |
| b. Resolves problems that are slowing down project completion | 1                | 2           | 3           | 4           |

**Comments:**

| <b>Staff Supervision</b>                      | <b>Excellent</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> |
|---|------------------|-------------|-------------|-------------|
| a. Effectively monitors trainers' performance | 1                | 2           | 3           | 4           |
| b. Holds weekly supervision meetings          | 1                | 2           | 3           | 4           |
| c. Provides guidance and support to trainers  | 1                | 2           | 3           | 4           |

**Comments:**

| <b>Contributes to the Overall Program</b>                | <b>Excellent</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> |
|--|------------------|-------------|-------------|-------------|
| a. Offers creative suggestions for improving the program | 1                | 2           | 3           | 4           |
| b. Offers constructive resolution of conflicts           | 1                | 2           | 3           | 4           |
| c. Takes initiative beyond the limits of the job         | 1                | 2           | 3           | 4           |

**Comments:**

| <b>Quality of Relationships with Supervisors</b>                  | <b>Excellent</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> |
|---|------------------|-------------|-------------|-------------|
| a. Accepts suggestions and direction                              | 1                | 2           | 3           | 4           |
| b. Shares information and thinking toward a positive relationship | 1                | 2           | 3           | 4           |
| c. Acknowledges weaknesses and seeks help                         | 1                | 2           | 3           | 4           |

**Comments:**

## Performance Evaluation: Construction Trainer

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

\_\_\_\_\_ 3 month evaluation    \_\_\_\_\_ 6 month evaluation    \_\_\_\_\_ Annual evaluation

| <b>Dependability</b>   | <b>Excellent</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> |
|--|------------------|-------------|-------------|-------------|
| a. Attendance  | 1                | 2           | 3           | 4           |
| b. Promptness  | 1                | 2           | 3           | 4           |
| c. Follows through on assignments and commitments  | 1                | 2           | 3           | 4           |
| d. Follows procedures without being reminded (injury report, attendance sheets, sign-in) | 1                | 2           | 3           | 4           |

**Comments:**

| <b>Teaching Ability</b>   | <b>Excellent</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> |
|---|------------------|-------------|-------------|-------------|
| a. Uses various teaching strategies to fit different learning styles                        | 1                | 2           | 3           | 4           |
| b. Encourages participants to think through and solve construction problems                 | 1                | 2           | 3           | 4           |
| c. Takes initiative to resolve problems   | 1                | 2           | 3           | 4           |
| d. Conveys high standards of quality construction   | 1                | 2           | 3           | 4           |
| e. Shows patience in communicating  | 1                | 2           | 3           | 4           |
| f. Conveys enthusiasm for subject   | 1                | 2           | 3           | 4           |
| g. Is thorough in explanations  | 1                | 2           | 3           | 4           |
| h. Takes opportunity to teach the bigger picture: blueprints, plans, community impact, etc. | 1                | 2           | 3           | 4           |

**Comments:**

## Performance Evaluation: Construction Trainer continued

| Knowledge of Construction Techniques | Excellent | Good | Fair | Poor |
|--------------------------------------|-----------|------|------|------|
| a. Knowledge of Construction         | 1         | 2    | 3    | 4    |
| b. Keeps current on new methods      | 1         | 2    | 3    | 4    |
| c. Recognizes quality craftsmanship  | 1         | 2    | 3    | 4    |
| d. Brings necessary and proper tools | 1         | 2    | 3    | 4    |

**Comments:**

| Quality of Relationships with Participants                       | Excellent | Good | Fair | Poor |
|--|-----------|------|------|------|
| a. Communicates effectively                                      | 1         | 2    | 3    | 4    |
| b. Listens and shows respect                                     | 1         | 2    | 3    | 4    |
| c. Sets an example through dress, behavior, speech, and attitude | 1         | 2    | 3    | 4    |
| d. Sets high standard for participant performance                | 1         | 2    | 3    | 4    |
| e. Uses good judgment in handling problem situations             | 1         | 2    | 3    | 4    |
| f. Supports and arranges leadership opportunities                | 1         | 2    | 3    | 4    |

**Comments:**

| Productivity                         | Excellent | Good | Fair | Poor |
|--------------------------------------|-----------|------|------|------|
| a. Meets goals as set by supervisor  | 1         | 2    | 3    | 4    |
| b. Motivates participants to produce | 1         | 2    | 3    | 4    |

**Comments:**

| Quality of Relationship with Supervisors                          | Excellent | Good | Fair | Poor |
|---|-----------|------|------|------|
| a. Accepts suggestions and direction                              | 1         | 2    | 3    | 4    |
| b. Shares information and thinking toward a positive relationship | 1         | 2    | 3    | 4    |
| c. Acknowledges weaknesses and seeks help                         | 1         | 2    | 3    | 4    |

**Comments:**



### Performance Evaluation: Construction Trainer continued

| Ensures Safety on the Work Site                             | Excellent | Good | Fair | Poor |
|---|-----------|------|------|------|
| a. Makes sure participants clean up site and put away tools | 1         | 2    | 3    | 4    |
| b. Ensures proper use of tools                              | 1         | 2    | 3    | 4    |
| c. Ensures proper erection of equipment                     | 1         | 2    | 3    | 4    |
| d. Holds sessions on safety procedures                      | 1         | 2    | 3    | 4    |
| e. Ensures first aid kit is stocked and available           | 1         | 2    | 3    | 4    |
| f. Ensures that safety equipment is worn when needed        | 1         | 2    | 3    | 4    |

**Comments:**

| Contributes to the Overall Program                       | Excellent | Good | Fair | Poor |
|--|-----------|------|------|------|
| a. Offers creative suggestions for improving the program | 1         | 2    | 3    | 4    |
| b. Offers constructive resolution of conflict            | 1         | 2    | 3    | 4    |
| c. Takes initiative beyond the limits of the job         | 1         | 2    | 3    | 4    |

**Comments:**

# Construction Staff Training and Orientation Outline

## Day 1

The goal of this day's training is to explore the many roles that the construction staff will play within the YouthBuild program.

The morning will start with an overview of where the construction staff fits into the overall YouthBuild program. It will then look at the construction project and the first goal of the construction staff: "Getting the work done."

In the afternoon, the training will look at the other two roles of the construction staff: "Participants' Personal Development" and "What Participants are Expected to Learn."

The topics follow the outline in the Construction Trainers' Orientation Handbook. The day before the training, the handbook should be given to all construction and vocational education staff and to anyone else who will be attending the training. Staff should be asked to read the handbook in advance and to bring it with them to the training.

|                      |  |
|----------------------|--|
| <b>8:30-10:15</b>    | <b>Introduction</b>  |
| <b>8:30-8:45</b>     | <b>Introductions</b><br>Review Training Agenda and Goals (above)   |
| <b>8:45-9:30</b>     | <b>Overview of the YouthBuild Program, Staff Structure, History, and Philosophy</b><br>The YouthBuild director presents this part of the training. Hand out a copy of the YouthBuild organizational chart so staff can see where they fit in.  |
| <b>9:30-10:15</b>    | <b>The Role of Construction Staff</b><br>Give staff 15 minutes to re-read Construction Trainers' Orientation Handbook, if needed.<br><br>Discussion: What are the most important qualities and responsibilities of a construction trainer? Brainstorm a list on chart paper.   |
| <b>10:15-11:45</b>   | <b>Handbook Part I: The Work</b>   |
| <b>10:15-11:00</b>   | <b>Presentation of Construction Project</b><br>Construction manager goes over blueprint and hands out construction timeline.   |
| <b>11:00-11:45</b>   | <b>Safety Plan</b><br>Discuss plans for training participants in construction safety.<br><br>Distribute <a href="#">Construction Work Site Safety Rules</a> and ask staff to suggest any changes.<br><br>Brainstorm ways to keep safety a top priority on the work site. Make a list of ideas on chart paper.<br><br>Decide on system for monitoring safety and a time for weekly safety meetings with participants. |
| <b>11:45-12:45pm</b> | <b>Lunch</b>   |

|                   |   |
|-------------------|---|
| <b>12:45-2:00</b> | <p><b>Handbook Part II: Participants' Personal Development</b></p> <p>Have all non-construction staff join this part of the training for a full staff discussion.</p> <p>Presentation/Brainstorm: What are likely issues to come up on the work site? How will the work site and program work together?</p> <p>Review the <a href="#">YouthBuild Infraction Sheet</a> and agree on a process for communication between counseling staff and construction staff.</p>   |
| <b>2:00-2:15</b>  | <b>Break</b> ( <i>Counseling staff can leave</i> )  |
| <b>2:15-4:30</b>  | <b>Handbook Part III: What Are Participants Expected to Learn?</b>  |
| <b>2:15-3:00</b>  | <p><b>Types of Learning on the Work Site</b></p> <p>Ask staff to identify the four types of learning that should take place on the construction work site, as described in the handbook.</p> <p>Discussion: How can the construction staff make sure that participants are learning in all four of these areas?</p> <p>Hand out the <a href="#">Construction Skills Competency Checklist</a> and <a href="#">Biweekly Participant Performance Evaluation and Biweekly Performance Self-Evaluation</a>. Ask staff for input in making any changes.</p> |
| <b>3:00-3:45</b>  | <p><b>Integrating Construction Work Site and Academic Learning</b></p> <p>Have program manager and teachers join this part of the training.</p> <p>Discussion: How can the construction staff and academic teachers work together to teach math skills used on a construction work site? Reading and writing skills?</p>  |
| <b>3:45-4:30</b>  | <p><b>Planning Activity on Leadership Development</b></p> <p>Have staff brainstorm leadership development opportunities on the construction work site. Choose three ideas that will be implemented this year.</p> <p>Note: Check with your director or program manager to see if this activity is scheduled to be done with the entire staff. If so, you should skip it during this training.</p>   |

## Day 2

The purpose of this day's training is to give staff the nuts-and-bolts information, schedules and forms that will be used to run the construction component, and to identify any staff questions or concerns.

|                    |   |
|--------------------|---|
| <b>8:30-9:30</b>   | <b>Feedback on Yesterday's Training Session</b><br>Go around the group. Ask staff to share what was most useful about yesterday's discussion and what would have improved the session.  |
| <b>9:30-10:30</b>  | <b>The Day-to-Day Construction Schedule</b><br>Distribute and review a copy of the work site's daily/weekly work schedule. Inform staff about plans for participant transportation to the work site.<br>Decide on a system for taking attendance on the work site. Distribute sample <a href="#">YouthBuild Construction Site Daily Attendance Sheet</a> .<br>Distribute a sample of the <a href="#">YouthBuild Daily Construction Training Report</a> and establish the process for completing and submitting it.  |
| <b>10:30-12:00</b> | <b>Staff Questions and Concerns</b><br>On a sheet of chart paper, ask staff to brainstorm the questions that they have regarding the program. Do not address any of the questions until all the questions are listed on the wall.<br>Go through and answer as many questions as possible. Mark those questions that can't be answered on the spot, and set a time when those questions will be answered.  |
| <b>12:00-1:00</b>  | <b>Lunch</b>  |
| <b>1:00-3:00</b>   | <b>Procedures and Forms</b><br>Review the following procedures with staff. These forms are included in the Appendix. <ol style="list-style-type: none"><li>1. Ordering supplies and materials (Distribute any written purchasing procedures)</li><li>2. Tool and Equipment Storage and Inventory (Distribute <a href="#">Tool Inventory Sheet</a>)</li><li>3. Accident Policies and Procedures (Distribute <a href="#">OSHA's Log of Work-Related Injuries and Illnesses Form 300</a>)</li><li>4. Staff Evaluations (Distribute and review <a href="#">Construction Staff Evaluation Forms</a>)</li><li>5. Participant Evaluations (<a href="#">Distribute Biweekly Participant Evaluation</a>)</li></ol> |

# Construction Work Site Safety Rules

- All unsafe conditions, accidents, and injuries will be reported immediately to a staff member.
- Everyone, including visitors, must wear hard hats and other necessary personal protective equipment—no exceptions.
- Safety equipment must be kept in good condition; something that is not should be reported immediately.
- Proper work boots must be worn at all times.
- Eye protection must be worn when using power tools.
- Smoking is prohibited on the site.
- Alcohol and drugs are prohibited on the site.
- People under the influence of alcohol and drugs are prohibited on the site.
- The site must be kept well lit and neat.
- Participants should be under adequate supervision at all times.
- Participants must be thoroughly trained on how to use the tools before using them.
- All tools must be in good repair.
- Throwing any item out of windows is prohibited.
- Cell phone use is restricted.
- Horseplay on the site is prohibited.

# Work Site Description

(A WorkSite Description is required for each property)

## YouthBuild (YB) GRANT

ATTACHMENT 1

ETA - 9143

OMB No. 1205-0464

Expires: 08/31/2018

### APPLICANT IDENTIFYING INFORMATION (Complete All Sections)

Applicant Name:

Program/Project Name & Address:

1. Work Site Identification (Address/Parcel #))

2. Number of Housing Units Planned to be Produced or Renovated:

3. Type of housing to be produced (Check all that apply)

☐ Residential/rental ☐ Homeownership ☐ Transitional housing for the homeless

4. Will all housing produced be provided for homeless, low-income, or very-low income persons?

☐ Yes ☐ No

5. Individual Housing Project Site Estimate and Documentation of Resources: Complete Attachment 1A for each work site to be used in conjunction with the YouthBuild program. Attach documentation of resources behind each Attachment 1A.

6. The on-site training site consists of (Check all that apply) : ☐ New Construction ☐ Rehabilitation

7. Are any of the units currently occupied? ☐ Yes ☐ No (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 1B.)

8. Name of the current owner:

9. Documentation of Access: Attach required evidence of work site access (Letter from the owner identified in No. 8). Label this Attachment 1C.

10. Describe the participant role and responsibilities for the work site housing construction or rehabilitation work. Label this Attachment 1D.

11. Name of entity which will own and manage the property after the construction or rehabilitation work is completed:

OMB No.: 1205-0464 OMB Expiration Date: 08/31/2018 Average Response Time: 30 minutes

This reporting requirement is approved under the Paperwork Reduction Act of 1995. Persons are not required to respond to this collection of information unless it displays a currently valid OMB number. Public reporting burden for this collection of information includes time for reviewing instructions, searching existing data sources, gathering and reviewing the collection of information. Respondent's obligation to reply to this collection of information, which is for general program oversight, evaluation, and performance assessment, is required to maintain benefits [PL 109-281 Sec 173(A)(c)(3)]. Send comments regarding this burden estimate or any other aspect of this collection, including suggestions for reducing this burden, to the U. S. Department of Labor, Employment and Training Administration, Youth Office, Room N4459, 200 Constitution Avenue, NW, Washington, D.C. 20210.

Applicant Signature:

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

Organization: \_\_\_\_\_

# Housing Construction Budget: One-Unit YouthBuild Project

| Description & Breakdown | Cost |
|-------------------------|------|
|-------------------------|------|

## General Requirements

|                      |                   |
|----------------------|-------------------|
| Mobilization         | \$675.00          |
| Security             | 1,105.00          |
| Temporary Facilities | 150.00            |
| Supervision          | —                 |
| Permits              | —                 |
| Equipment            | —                 |
| <b>TOTAL</b>         | <b>\$1,930.00</b> |

## Site Work

|                   |                    |
|-------------------|--------------------|
| Demolition        | \$8,000.00         |
| Earthwork         | 1,500.00           |
| Site Utilities    | 400.00             |
| Site Improvements | —                  |
| Area Paving       | —                  |
| Walks & Curbs     | —                  |
| Landscaping       | —                  |
| Fence             | 1,500.00           |
| <b>TOTAL</b>      | <b>\$11,400.00</b> |

## Concrete

|                 |                    |
|-----------------|--------------------|
| Foundation      | \$1,300.00         |
| Sidewalks/Yards | 3,200.00           |
| Steps/Footing   | 1,650.00           |
| Basements       | 3,950.00           |
| <b>TOTAL</b>    | <b>\$10,100.00</b> |

| Description & Breakdown | Cost               |
|-------------------------|--------------------|
| <b>Masonry</b>          |                    |
| Block                   | \$4,760.00         |
| Brick Pointing          | 800.00             |
| Brickwork               | 500.00             |
| Stucco                  | 3,800.00           |
| Restoration/Cleaning    | 1,650.00           |
| <b>TOTAL</b>            | <b>\$11,510.00</b> |
| <b>Metals</b>           |                    |
| Structural              | —                  |
| Ornamental/Guards       | \$859.00           |
| Railings                | 650.00             |
| <b>TOTAL</b>            | <b>\$1,509.00</b>  |
| <b>Carpentry</b>        |                    |
| Joist                   | \$7,867.00         |
| Sheathing               | 3,555.00           |
| Window/Door/Frames      | 2,875.00           |
| Trim/Shelves            | 875.00             |
| Underlayment            | 2,370.00           |
| Partitions/Ceilings     | 6,323.00           |
| <b>TOTAL</b>            | <b>\$23,865.00</b> |
| <b>Finishes</b>         |                    |
| Drywall                 | \$ 6,370.00        |
| Ceramic Tile Work       | 1,100.00           |
| Carpet                  | 2,652.00           |
| Painting                | 2,500.00           |
| Floor Tile or Rugs      | 2,250.00           |
| Windows/Doors           | 7,692.00           |
| Kitchen Cabinet         | 5,557.00           |
| Appliances              | 1,170.00           |
| <b>TOTAL</b>            | <b>\$29,291.00</b> |



| Description & Breakdown | Cost |
|-------------------------|------|
|-------------------------|------|

#### Moisture Protection

|              |                   |
|--------------|-------------------|
| Roofing      | \$3,800.00        |
| Siding       | 750.00            |
| Insulation   | 1,100.00          |
| <b>TOTAL</b> | <b>\$5,650.00</b> |

#### Systems

|              |                    |
|--------------|--------------------|
| Plumbing     | \$5,100.00         |
| Heating      | 4,000.00           |
| Electrical   | 4,300.00           |
| <b>TOTAL</b> | <b>\$13,400.00</b> |

|                                |                     |
|--------------------------------|---------------------|
| <b>TOTAL CONSTRUCTION COST</b> | <b>\$108,655.00</b> |
|--------------------------------|---------------------|

# Job Description: Construction Manager

## Purpose

To manage the renovation, rehabilitation, or construction of affordable housing units and the on-site construction training of young people, including the supervision of the construction trainers or crew leaders

## Responsibilities

Depending on the construction period and organizational relationships, these duties would be carried out either in cooperation with the general contractor, or if YouthBuild is the general contractor, in cooperation with the architect and other members of the development team:

1. Develop detailed construction plan and schedule
2. Coordinate and monitor the progress and quality of work
3. Develop construction budget and monitor costs
4. Manage bid process and coordinate subcontractors
5. Order supplies and materials
6. Define weekly work assignments and priorities for construction trainers and participants
7. Provide oversight of the on-site construction training by:
  - Ensuring that participants get consistent and adequate skills training
  - Helping to set standards for appropriate behavior and ways to handle problems on the construction site
  - Ensuring work site safety and training in safety procedures and proper construction techniques while adhering to all applicable OSHA requirements
8. Supervise and evaluate the construction trainers
9. Identify private contractors or developers who are willing to work with young people and who might be interested in collaborative partnerships with YouthBuild
10. Participate as part of the management team in program planning and decision making, keeping the director informed of the progress, problems, and needs of the on-site construction work and training
11. Assist in the development of job opportunities for participants in conjunction with other members of YouthBuild and where appropriate, assist participants in setting career goals
12. Participate in negotiations with unions, contractors, or other individuals on construction-related matters
13. Assess potential construction sites
14. Support the leadership development and counseling goals of the program through appropriate site activities and processes

## Qualifications

1. Licensed contractor with demonstrated experience in construction management
2. Ability to work in an enthusiastic and encouraging way with young people who have not completed high school
3. Understanding of the issues facing young people who have not completed high school
4. Experience or interest in training young people in the building trades and a strong commitment to helping young people succeed in an innovative training program to reorient their lives and promote leadership skills
5. Experience in supervising and training staff

6. Team-oriented approach
7. Strong communication skills
8. Positive relationships with local trade unions

### **Salary and Benefits**

Vary depending on location.

# **Job Description: Construction Trainer**

## **Purpose**

Teach youth the skills necessary to do gut rehabilitation or new construction of a house, and provide supportive guidance and encourage the development of youth leadership skills

## **Responsibilities**

1. Oversight of multiple construction work sites
2. Scheduling, implementing, and assigning of tasks and timelines for projects
3. Direct supervision of foreman/instructor
4. Acting as construction safety officer to conduct and document safety meetings
5. Interface with subcontractors and inspectors on-site
6. Job site reports, i.e., daily, accident, tool check list, job attendance, change orders, and back charge documentation
7. Material needs of job site
8. Management of all tools and equipment for job site
9. Teaching of carpentry skills (including demolition, rough framing, roofing, drywall, finish carpentry, etc.) to YouthBuild participants
10. Teaching of the proper use and handling of all hand tools, power tools, and equipment to YouthBuild participants
11. Assistance in the teaching of vocational education
12. Participation in community service projects
13. Assistance in personal and vocational counseling and development of participants' leadership skills in conjunction with other YouthBuild staff
14. Oversight monitoring of participants' time on the construction work site
15. Oversight of the productivity of participant skills in construction
16. Attendance at meetings as required by construction program manager
17. Attendance at retreats, workshops, and conferences as required

## **Qualifications**

1. At least three years of professional construction experience working with all elements of housing construction
2. Experience managing work crews and construction work sites
3. Experience working in a team setting
4. Ability to work enthusiastically with young people who have not completed high school
5. Strong communication skills

## **Salary and Benefits**

Commensurate with experience

# **Job Description: Vocational Education Instructor**

## **Purpose**

The vocational education instructor is required to teach basic vocational education (primarily carpentry), modifying the curriculum and materials as required to meet individual and program needs; to coordinate the planning and integration of the curriculum between basic skill and construction; and to encourage the development of the participants' personal and leadership skills

## **Responsibilities**

1. Develop and coordinate a vocational (construction) curriculum and plans for implementation
2. In collaboration with the academic instructor and work site trainers, provide vocational education classes which teach construction-related skills, including but not limited to:
  - Demolition, framing, interior work, and blueprint reading
  - Safe procedures for use and handling of tools
  - Appropriate ways to handle technical construction problems that arise at the building site
3. Observe and evaluate participants at the work site and provide hands-on assistance in training at the work site
4. Coordinate testing and evaluation of participant skills with the site trainers and provide regular assessment of participant performance. Document participant skill attainment, in coordination with the academic instructor and work site trainers
5. Keep counselor and other staff informed about issues and needs of the participants and participate in regular team reviews of participant progress
6. Assist in informal personal and vocational counseling and development of participants' leadership skills in conjunction with other YouthBuild staff
7. Provide informal crisis intervention

## **Qualifications**

1. Bachelor's degree in education or related field
2. Two years' experience teaching vocational education to adults or young adults
3. Experience in creative curriculum planning and development
4. Deep respect for the ideas and intelligence of young adults
5. Strong commitment to helping young people succeed in an innovative training program, to reorient their lives, nurture their leadership skills and enable them to make a difference in their communities
6. Ability to relate sensitively to multi-racial and multi-cultural groups of young people
7. Excellent oral and written communication skills
8. Ability to team teach and work as part of team

## **Salary and Benefits**

Vary depending on location.

# Memorandum of Agreement between Subcontractor (YouthBuild) and General Contractor (Housing Partner)

AGREEMENT made this \_\_\_\_\_ day of \_\_\_\_\_ by and between \_\_\_\_\_ (YouthBuild organization) and \_\_\_\_\_ (Developer/Owner/ General Contractor) as follows:

WHEREAS, Developer/Owner/General Contractor proposes to construct/renovate the property located at \_\_\_\_\_ (Site), and has secured site control and financing in order to complete the project; and

WHEREAS, YouthBuild organization is a training program for youth between the ages of 16 and 24 and desires to provide on the job training to its participants in construction at the Site.

THEREFORE, the following is agreed to:

## Joint Responsibilities of Developer/Owner/General Contractor (DOGC) and YouthBuild Organization (YO)

1. The DOGC shall prepare, in coordination with the YO, a construction schedule describing all the phases of construction, setting the timetable for completing each construction phase, and assigning responsibility between the YO and the DOGC's employees and subcontractors.
2. The DOGC and the YO shall be responsible for establishing and enforcing all safety precautions and OSHA regulations at the Site. The Site shall be maintained in a clean, safe, and secure manner at all times. The DOGC shall appoint a Chief Safety Officer whose responsibility will be to monitor and enforce all safety regulations on the Site.
3. The DOGC and YO shall each appoint a lead contact person at the Site through whom all communication concerning the Site shall flow. The DOGC and YO shall keep each other informed on a regular basis of any changes in the project, including financing, scheduling, scope of work, etc.
4. The DOGC and the YO shall hold each other harmless for any liability related to this Agreement.

## Responsibilities of Developer/Owner/General Contractor (DOGC)

1. The DOGC shall make the Site available for training purposes for the YouthBuild organization during normal working hours from \_\_\_\_\_ AM to \_\_\_\_\_ PM, Monday through Friday.
2. The DOGC shall provide, at no cost to YO, all materials and all tools (including replacement parts, bits, blades and other items in need of replacement due to normal wear and tear), other than the basic set of hand tools described in this Agreement, necessary for participants to perform the work assigned to them in the building. The YO will be responsible for preparing requisition for tools and materials and submitting the requisitions to the DOGC at least one week prior to the date that they are needed at the Site. The DOGC shall be responsible for purchasing and arranging for delivery to the Site and paying for all tools and materials.
3. The DOGC shall be responsible for securing all permits, controlled inspections, certificates of occupancy, preparation of change orders, shop drawings and other submittals, preparation of requisitions for payment, and coordination of the construction with the architect, engineer (if any), Building Department, and the funding source(s).
4. The DOGC shall be responsible for Site security during all non-working hours. The DOGC shall maintain adequate insurance coverage including builder's risk, comprehensive general liability, and workers compensation.
5. The DOGC shall be responsible for supervising all its employees and subcontractors at the Site and for coordinating the work of its employees and subcontractors with the work of the YO.

6. The DOGC shall use its best efforts to arrange for its subcontractors to hire and supervise, as unpaid interns, participants of the YO while work is performed at the site. (Alternate language: The DOGC shall arrange for its subcontractors to hire and supervise, as unpaid interns, participants of the YO while work is performed at the Site at a ratio of one participant for each journeyman mechanic.)

### **Responsibilities of the YouthBuild Organization (YO)**

1. The YO is an independent agency, not an employee or agent of the DOGC.
2. The YO shall maintain adequate insurance coverage for its participants and staff including worker's compensation.
3. The YO shall supervise the participants at the Site using qualified construction training personnel at a ratio of not less than one trainer for seven participants.
4. The YO shall be responsible for ensuring that its staff and participants are properly clothed and equipped for the Site, including wearing hard hats and construction boots in addition to all necessary personal protective equipment at all times. The YO shall provide to its participants the basic set of hand tools.
5. The YO shall perform all the work assigned to it in a good, workmanlike manner and as described in the plans and specifications dated \_\_\_\_\_ .

This Agreement may not be modified or amended except in writing and when signed by the parties to the Agreement.

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Developer/Owner/General Contractor

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YouthBuild Organization

# Memorandum of Agreement with Housing Partner

This agreement is entered into by and between the (Name of YouthBuild Program) hereinafter referred to as (abbreviation, if applicable) and (Name of Housing Partner), hereinafter referred to as (abbreviation, if applicable).

Whereas (Name of YouthBuild Program) wishes to provide training in job skills, education, and community service to disadvantaged young people of the (location) area through its YouthBuild program, which includes training on affordable housing construction sites, and

WHEREAS (Name of Housing Partner) is the legal owner of (Address of location site)

WHEREAS (Name of Housing Partner) can provide opportunities for young people to learn construction and build affordable housing for low-income and disabled individuals at the aforementioned site;

THEREFORE, in consideration of the above, the parties hereto agree as follows:

A. (Name of Housing Partner) and/or its designee understands and agrees to:

1. Provide overall construction management of the site, including:
  - Coordinate all contractors/subcontractors as necessary to the degree feasible to enable (Name of YouthBuild Program) to complete its work training.
  - In collaboration with (Name of YouthBuild Program)'s designee, establish a scope of work and construction schedule to be performed by (Name of YouthBuild Program)'s participants that will provide a meaningful training experience. Any proposed change to the scope of the work or construction schedule affecting the work of the participants should be brought to the attention of (Name of YouthBuild Program)'s designee with a minimum of three (3) days advance notice.
  - Secure all permits required by law.
  - Provide a safe environment in accordance with industry safety standards and guidelines in accordance with OSHA requirements.
  - Secure all financing, less that which is necessary for the training and incorporation of YouthBuild participants on the construction site, for the successful completion of the project, including acquisition, architectural and engineering fees, construction financing and permanent financing.
2. Provide training opportunities for (Name of YouthBuild Program)'s participants, and at the same time:
  - Understand that participants are at pre-apprenticeship level of skill in construction, requiring patience and understanding. All problems that develop with individual participants should be brought to the attention of (Name of YouthBuild Program)'s designee immediately.
  - Understand that the YouthBuild participants are placed in crews that work and study on alternating weeks, resulting in a different crew on site each week.
  - Provide reasonably clear instructions to (Name of YouthBuild Program)'s designee and participants, including all details required to fully accomplish the assigned tasks. This includes, but is not limited to, project schedule and project specifications and drawings.
  - Make the general subcontractor, subcontractors, and architect aware of the participants' involvement in the project and use its best efforts to cause such parties to adhere to the terms of this agreement.

B. (Name of YouthBuild Program) understands and agrees to:

1. Provide proper preparation to the participants in order to complete their scope of work including:
  - Providing a crew of up to 30 participants to perform an agreed-upon scope of work, with no more than 15 participants on site at any time
  - Providing participants with an alternating week of basic skills and adequate on-site performance



- Supplying each participant with a uniform, personal protective equipment, hand tools, and basic power tools
  - Providing participants with comprehensive safety training to enhance safe working conditions on the site and adhere to all applicable OSHA requirements
  - Providing all tools required by (Name of YouthBuild Program) to complete the scope of work, delivered to the site in a timely manner; providing all specialty tools items, including scaffolding and ladders
2. Provide proper supervision and benefits to the participants, including:
- An experienced construction manager who will coordinate the overall training and work of the participants and collaborate with the general contractor and all subcontractors to integrate the participants into various phases of the construction schedule
  - At least one additional onsite trainer who is knowledgeable in construction trades for every seven (7) on-site participants
  - Transportation for participants to and from site
  - To the extent possible, three (3) days notice to the (Name of Housing Partner) and/or its designee in instances when the participants will not be able to show up on the site or complete the agreed upon work as scheduled
  - A training stipend and workers' compensation insurance and appropriately maintained liability insurance
3. (Name of YouthBuild Program) shall execute a subcontract for a specifically defined scope of work for the (Name of Project). To the maximum extent feasible, as determined by (Name of Housing Partner) this scope shall include a wide variety in the distribution of work for which the participants are responsible, including demolition, rough and finish carpentry, framing, masonry, mechanical trades, plaster/paint, tile work, and finish work. To the maximum extent feasible, as determined by (Name of Housing Partner), no more than 20% of the work shall consist of labor and clean-up tasks. Emphasis shall be on non-critical path tasks, as determined by (Name of Housing Partner).
4. (Name of YouthBuild Program) guarantees, to the maximum extent possible, that the participants shall perform and complete all work in accordance with the project specifications and drawings, which shall be provided to (Name of YouthBuild Program) by (Name of Housing Partner).
5. (Name of YouthBuild Program) shall be liable for, and hereby agree to indemnify and hold (Name of Housing Partner) and its constituent partners, agents and affiliates, harmless against, any and all costs that may be incurred as a result of the participants' work and presence on the site, including, without limitation, costs incurred due to the following, when and only when these costs would otherwise not have been incurred if (Name of YouthBuild Program) were not working on the site:
- Time delays which adversely affect the project
  - General contract and subcontractor bid differentials
  - Increased architectural costs
  - Increased material costs

C. (Name of Housing Partner) shall provide no compensation to (Name of YouthBuild Program) or to individual participants for the work performed, unless otherwise agreed to in writing by both parties.

D. All agreements relating to the construction or operation of the project, including those executed following the completion of the project, shall contain a clause prohibiting discrimination against any employee or employee applicant engaged in project operations on the basis of race, religion, gender, ancestry, age, sexual orientation, physical handicap, or national origin. This agreement shall include full compliance with all applicable non-discrimination regulations including the Americans with Disabilities Act. Such clause shall include all aspects of employee and employee-employer applicant relations.

E. Subject to the provisions herein, all remedies allowed by law are available to either party for enforcement of this agreement. Any waiver or rights by either party or any matter relating to this contract shall be deemed to be a waiver on any other matter relating to this agreement.

F. If any part of this agreement is found to be invalid the remainder of the contract will continue to be in effect.

G. This agreement may be modified only by mutual written agreement of both parties.

H. This agreement will remain in effect from \_\_\_\_\_ through \_\_\_\_\_ .

I. This agreement will be terminated by either party within fourteen (14) days written notice to the other party.

J. Any dispute between the parties to this agreement that cannot be resolved by the parties alone will be brought to binding arbitration consisting of three persons, including one person selected by (Name of Housing Partner), one person selected by (Name of YouthBuild Program), and a third person acceptable to both parties. Both parties agree to abide by the decision of this arbitration panel.

Effective date of agreement: \_\_\_\_\_

IN WITNESS WHEREOF the parties have agreed to the conditions of this agreement as of the last date written below:

Date: \_\_\_\_\_

For: (Name of YouthBuild Program)

Date: \_\_\_\_\_

For: (Name of Housing Partner)

By: \_\_\_\_\_

Title:

By: \_\_\_\_\_

Title:

This sample memorandum of agreement is adapted from the Pacific Asian Consortium in Employment (PACE), Los Angeles, CA.

# OSHA Forms for Recording Work-Related Injuries and Illnesses

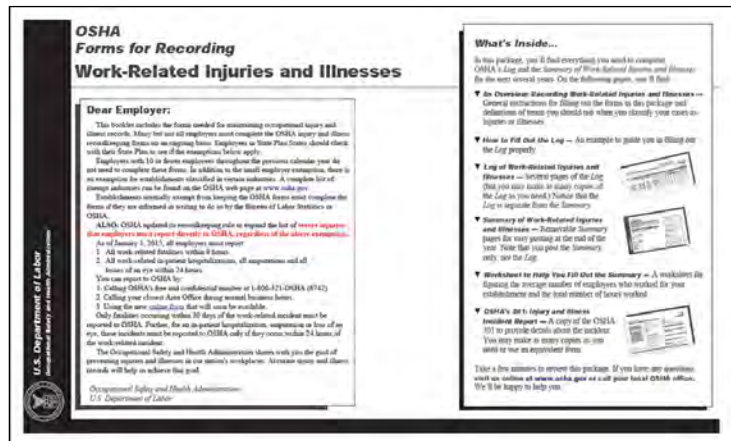
The **OSHA Forms for Recording Work-Related Injuries and Illnesses** booklet includes the forms needed for maintaining occupational injury and illness records. It includes general instructions for filling out the forms, as well as definitions of terms you should use when you classify your cases as injuries or illnesses.

You can access **all** the links for the forms at: <https://www.osha.gov/recordkeeping/RKforms.html>

## Instructions for Form 300, 300A, 301 (pdf)

<https://www.osha.gov/recordkeeping/RKform300pkg-InstruxOnly.pdf>

The instruction booklet contains an overview of the forms, instructions to fill out, how to calculate injury and illness incidence rates, and a helpful worksheet to fill out the summary.



## Forms 300, 300A, 301 (Forms only) - PDF fillable format

[https://www.osha.gov/recordkeeping/RKform300pkg-fillable-enabled\\_FormOnly.pdf](https://www.osha.gov/recordkeeping/RKform300pkg-fillable-enabled_FormOnly.pdf)

These three forms are contained in this pdf document:

## OSHA's Form 300

### 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.

## OSHA's Form 300A

### Summary of Work-Related Injuries and Illnesses

You must complete this Summary page, even if no work-related injuries or illnesses occurred during the year.

**OSHA's Form 300A** (Rev. 03-08-06)

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

Before you can type input into this form and save it, you must fill in the following information: (1) Employer's name, address, and telephone number; (2) OSHA's Form 300, which you must fill out for each employee who has a work-related injury or illness; and (3) OSHA's Form 300A, which you must fill out for each employee who has a work-related injury or illness.

Use this summary page to report the following information for the year ending on the date specified in the box below:

Employers, former employers, and their representatives have the right to review the OSHA Form 300 in its entirety. They also have limited access to OSHA Form 300A in its entirety. OSHA Form 300A (Rev. 03-08-06) is OSHA's recordkeeping rule. The following are the recordkeeping rules for this form.

**Number of Cases**

| Total number of deaths | Total number of cases with days away from work | Total number of cases with job transfer or restriction | Total number of other recordable cases |
|------------------------|--|--|--|
| (a)                    | (b)  | (c)  | (d)                                    |

**Number of Days**

| Total number of days away from work | Total number of days of job transfer or restriction |
|-------------------------------------|---|
| (e)                                 | (f)   |

**Injury and Illness Types**

Total number of:

|                            |                         |
|----------------------------|-------------------------|
| (1) Injuries               | (2) Poisoning           |
| (3) Skin disorders         | (4) Missing time        |
| (5) Respiratory conditions | (6) All other illnesses |

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

**Establishment information:**

Name: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Industry description (e.g., Manufacturing (sector 20-30))

Employment information (if you have three employees, use the following as the average in column 2):

Total average number of employees: \_\_\_\_\_

Total days worked by all employees last year: \_\_\_\_\_

**Sign here:**

Knowingly falsifying this document may result in a fine.

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Save Input

## OSHA's Form 301

### Injury and Illness Incident Report

This is one of the first forms you must fill out when a recordable work-related injury or illness has occurred.

**OSHA's Form 301**

**Injury and Illness Incident Report**

Before you can type input into this form and save it, you must fill in the following information: (1) Employer's name, address, and telephone number; (2) OSHA's Form 300, which you must fill out for each employee who has a work-related injury or illness; and (3) OSHA's Form 300A, which you must fill out for each employee who has a work-related injury or illness.

Use this form to report the following information for the year ending on the date specified in the box below:

Employers, former employers, and their representatives have the right to review the OSHA Form 300 in its entirety. They also have limited access to OSHA Form 300A in its entirety. OSHA Form 300A (Rev. 03-08-06) is OSHA's recordkeeping rule. The following are the recordkeeping rules for this form.

**Information about the employee:**

(1) Full name: \_\_\_\_\_

(2) Social Security number: \_\_\_\_\_

(3) City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

(4) Date of birth: \_\_\_\_\_

(5) Sex: ☐ Male ☐ Female

**Information about the physician or other health care provider:**

(6) Name of physician or other health care provider: \_\_\_\_\_

(7) If treatment was given over the telephone, what was it? \_\_\_\_\_

(8) Was employee treated by a physician? ☐ Yes ☐ No

(9) Was employee hospitalized overnight? ☐ Yes ☐ No

**Information about the case:**

(10) Date of injury or illness: \_\_\_\_\_

(11) Date of onset: \_\_\_\_\_

(12) Date of recovery: \_\_\_\_\_

(13) Was the employee injured or ill while working? ☐ Yes ☐ No

(14) What was the employee doing at the time the injury or illness occurred? \_\_\_\_\_

(15) What happened? Tell us how the injury occurred. Describe the activity, as well as the work, equipment, or material the employee was using. Example: "Sliding a ladder while carrying roofing material." "Twisting while lifting heavy box." "Falling from roof." \_\_\_\_\_

(16) What was the injury or illness? Tell us the part of the body that was affected and how it was affected. Example: "Right arm, sprained with flexion when pushing box during experiment." "Twisted back while carrying material." \_\_\_\_\_

(17) What object or substance directly caused the injury or illness? Example: "Roofing material." "Falling from roof." \_\_\_\_\_

(18) If the employee died, what did death occur? \_\_\_\_\_

Page 1 of 1

Save Input Add a Form Page Reset

# Problem-Solving Exercises

## We Need Materials

You are informed by the project director that the construction materials orders you have in for the work site have been put on hold. The community development organization that sponsors the program uses federal funds to finance the construction costs for the project. The organization is currently being required to account for funds it received for housing prior to operating a YouthBuild program and cannot receive additional funding before an accounting is made. It appears that many of the invoices needed for accounting are missing. Until this issue is settled, no materials can be ordered nor can any subcontract work be done on the work site.

1. How can you keep the project moving forward?
2. What types of activities can be done to keep the participants occupied until the issue is resolved and you can get materials?
3. What are some of the things you can do to be prepared for these types of situations in the future?

## Stolen Tools

While preparing for another workday at your work site, you discover that your alarm system was disabled over the weekend and your tool room was broken into. Power tools, hand tools, and participant tool belts and tools have been stolen. You are informed by the project director that the executive director of the parent agency says there is no current funding available to purchase more tools and there is an uncertainty as to whether there is coverage in the insurance policy for tools. You explain to the project director that there is no way to continue construction on the project without tools. The director responds by saying it was your responsibility to maintain tool security, and there are no funds available for more tools. You have a deadline to meet to install floors and drywall in the kitchen and bath. You also have to hire a plumber to set fixtures in kitchen counter and bath vanity. All the work that needs to be done requires hand or power tools.

Late in the day you hear that the tools were taken to a drug house located on the next street at the rear of the work site project. It has been rumored that one of the participants has been frequenting the drug house and has a history of theft. You also hear that one of the subs is in financial trouble and is suspected of stealing from another construction site.

1. What do you do to keep the project moving and meet your deadlines?
2. What do you do about the suspicions of who may have stolen the tools?
3. What future security measures do you take?

## Balancing Conflicting Needs

You and your staff have grown fond of a participant who, in the beginning of the program, expressed a strong desire to gain an education, get off welfare, stay off drugs, and become a better parent. This participant has demonstrated a willingness to work hard, and learn new skills with good humor and enthusiasm. The staff see the participant as an asset to the program, helping to keep the other participants engaged in the activities of the program. In the past several weeks, however, this participant's attendance rate has dropped dramatically. The participant blames childcare problems and illness for the absences, but you suspect substance abuse is a factor. You also notice that the participant's attitude has worsened and now other participants have begun to complain about this participant's negativity. Some participants claim this student is just lazy and is trying to avoid the hard physical work of the construction site. You suspect the participant is going through a crisis and needs particularly strong support and compassion from the program staff.

At the same time, you are in the construction phase of peak production and every effort must be made to meet a tight construction deadline for a housing partner who already is upset at the slow pace of construction. The project needs all participants and staff working at full capacity but you don't want to ignore the pressing needs of this individual participant.

1. How can you effectively respond to this participant?
2. How can you ensure the other participants maintain the pace of production?
3. How might this situation create conflict within the construction staff?
4. What are your priorities in this situation?

## Selecting a Construction Project Checklist

|   | YES | NO |
|---|-----|----|
| <b>DOL Qualifying Criteria</b>  |     |    |
| Does the work site meet the threshold for low-income?   |     |    |
| Can the work site be subject to the required 5-year restrictive covenant?                                 |     |    |
| Does the work site provide for substantial hands-on experience?   |     |    |
| Has an ETA-9143 Work Site Description form been submitted and approved by DOL?                            |     |    |
| <b>Project Size</b>   |     |    |
| Can participants start and complete the project during their year of training?                            |     |    |
| Can the site accommodate the appropriate number of participants?  |     |    |
| Is the project an appropriate size for a YouthBuild program (2-4 units for 30-40 participants)?           |     |    |
| <b>Location</b>   |     |    |
| Is it accessible by public transportation?  |     |    |
| Is it safe for participants from different sections of the community?                                     |     |    |
| Does it provide access to lunch and toilets?  |     |    |
| Is there a place to store materials and equipment?  |     |    |
| <b>Impact, Visibility, and Neighborhood Support</b>   |     |    |
| Does it have an impact on the immediate neighborhood?   |     |    |
| Will it generate support?   |     |    |
| Is this project important?  |     |    |
| <b>Partner</b>  |     |    |
| Is the partner committed to YouthBuild's training mission?  |     |    |
| Is the partner experienced and effective in housing production?   |     |    |
| Does the partner really have the whole idea in place (i.e., site control, financing, architectural plan)? |     |    |
| Is the partner willing to work with a YouthBuild time schedule?   |     |    |
| Does the partner have an extensive history of OSHA violations or citations?                               |     |    |

## Tool Inventory Sheet

[illegible]



# Vocational Education Curriculum Unit: Safety Rules

From “Working Hands, Working Minds,” Construction Training Curriculum by Anne Meisenzahl and David Greene

## Aim

Participants examine scenarios depicting unsafe situations on the work site in order to explore how these problems could have been avoided. In this lesson they will:

- Discuss experiences they have had with safety problems, and ways those problems could have been avoided
- Propose rational solutions to safety problems in the form of rules
- Compare the rules they created with the program’s rules
- Create posters of safety rules for reinforcement

## Timeframe

Allow an hour or more for discussion and poster making.

## Note to the Instructor

If participants have not yet been exposed to the program’s work site safety rules, this lesson can provide an exploratory introduction. If participants are familiar with the work site’s safety rules, this lesson can be used for review. In either case, plan to have copies of the program’s safety rules available for comparison.

## Materials and Tools

- Handout, “Avoiding Safety Problems on the Site”
- Copies of your program’s safety rules
- Poster board
- Markers

## Activity Guide

### Personal Experience

In the large group, ask participants the following questions:

- Have you or has someone you know ever been in a situation at home, work or school that was not safe?
- What happened?
- What were the long-term consequences of the situation?
- Ask participants to describe their experiences. Briefly discuss each of the stories, raising questions about why the incidents happened, how they could have been avoided, how workers or employers could have acted differently, etc.

## Creating Rules

Distribute the handout, "Avoiding Safety Problems on the Work Site." Tell participants:

*Imagine that you are members of a contracting company which will be hiring new, inexperienced workers to work on a construction site. You are planning to offer a training course called "Safety on the Work site." The safety problems on the handout have come up on the work site in the past, and we want to develop a set of rules that will prevent these problems from occurring. As a group, we will discuss each rule and explain why it is important.*

As a class, discuss each scenario and develop a rule that would prevent the problems described. Write rules and reasons on the board and ask participants to record these on their handouts.

Distribute copies of the program's safety rules. Ask participants to take turns reading them aloud. Compare them to the rules they created in response to the scenarios on the handout. Discuss whether there are differences between the two lists; combine them to create a list that encompasses both.

## Safety Posters

Divide participants into small groups. Distribute poster board and markers to each group. Assign a few rules to each group from the composite list, and ask them to collaborate in making posters which illustrate each of the rules.

Circulate among the participants as they work. Encourage creative illustrations; give feedback and assistance as necessary.

Assign participants to hang the posters in visible places on the work site.

## Avoiding Safety Problems on the Work Site

Imagine that you are members of a contracting company that will be hiring new, inexperienced workers to work on a construction site. You are planning to offer a training course called "Safety on the Site." The safety problems described on this sheet have come up on the work site in the past, and you want to develop a set of rules that will prevent these problems from occurring. You think all workers need to know these rules before they begin working. After each rule, explain why it is important.

### Problem #1

On two occasions in the last year, laborers have had to be rushed to the hospital for cuts on their heads, which were unprotected. On one occasion, a loose board fell from the ceiling. On another occasion, a worker accidentally dropped a box of nails off of a set of beams onto a worker's head.

What could have been done to prevent these accidents?

Rule #1:

---

Reason:

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## Problem #2

An experienced carpenter forgot to bring his protective gear to work. He was in a hurry to cut a stud with a power saw, and a sliver of wood flew into his eye and caused serious long-term injury.

What could have been done to prevent this accident?

Rule #2:

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Reason:

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---

## Problem #3

Last year, a new worker did not wear her uniform but wore a long-sleeved shirt that got caught in the circular saw when she was talking to a coworker. The saw pulled the worker's hand into the machine and she lost two fingers.

What could have been done to prevent this accident?

Rule #3:

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Reason:

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## Problem #4

A laborer brought an MP3 player to the site to listen to his favorite music while he did demolition, so he did not hear his coworker calling to warn people below that they were dropping debris into the dumpster. A fifty-pound sheet of drywall fell on his head and injured him seriously.

What could have been done to prevent this accident?

Rule #4:

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Reason:

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## Problem #5

Two carpenters joke around a lot on the site. On one occasion, one of the workers started a mock fight with the other, threw a fake punch, and tripped over some studs on the floor and sprained his ankle.

What could have been done to prevent this accident?

Rule #5:

---

Reason:

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### Problem #6

A carpenter asked a coworker to pass her a hammer. The coworker threw it to her when she wasn't looking and it hit her on the shoulder, causing serious injury.

What could have been done to prevent this accident?

Rule #6:

Reason:

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### Problem #7

A worker uses his power tools frequently but has not kept the blade sharp. When he used it recently the blade backfired and cut his hand.

What could have been done to prevent this accident?

Rule #7:

Reason:

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### Problem #8

A few workers walked onto a work site wearing sneakers and sandals. The person wearing sandals stubbed her toe on a piece of wood, and the person wearing sneakers stepped on an upturned nail and had to be rushed to the hospital for a tetanus shot.

What could have been done to prevent this accident?

Rule #8:

Reason:

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### Problem #9

Because of the heat, a demolition worker decided not to wear his dust-mask. Over a period of time, he inhaled lots of soot and debris and developed serious respiratory problems.

What could have been done to prevent this accident?

Rule #9:

Reason:

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### Problem #10

A group of painters routinely left buckets of paint, tools, and nails lying on the floor at the end of the day. One morning, a worker walked on the site and tripped on a bucket of paint and fell on an upturned nail that broke through the skin on his leg.

What could have been done to prevent this accident?

Rule #10:

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Reason:

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### Problem #11

A carpenter drank a beer during his break. It left him feeling sleepy, and he had a hard time concentrating. He used a handsaw to cut a small section of wood and got his finger in the way, injuring himself severely.

What could have been done to prevent this accident?

Rule #11:

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Reason:

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### Problem #12

A worker smoked marijuana during her lunch break because it made her feel more relaxed. She hummed a song to herself and could not concentrate while her supervisor explained the safe procedures to use when working on the roof and how to take proper precautions. She climbed up on the roof and, not placing her feet properly, slipped and fell, seriously injuring her back.

What could have been done to prevent this accident?

Rule #12:

---

Reason:

---

---

### Problem #13

A team of workers on the fourth floor of a building began to throw debris into the dumpster below. The supervisor on the street below did not know they were planning to begin throwing the debris yet because they had not put the warning signs up and had not warned him. He walked under the window and was hit on the back with a piece of plywood and was rushed to the hospital.

What could have been done to prevent this accident?

Rule #13:

---

Reason:

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### Problem #14

A worker climbed up onto a scaffold that did not have proper braces on it. The scaffolding snapped and he fell two stories, breaking his leg.

What could have been done to prevent this accident?

Rule #14:

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Reason:

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## **YouthBuild Construction-Related Training & Employment Guidance Letters (TEGLs) and Training & Employment Notices (TENs)**

### **TEGL 11-16 – YouthBuild Compliance with Davis-Bacon and Related Acts (DBRA)**

[https://wdr.doleta.gov/directives/attach/TEGL/TEGL\\_11-16\\_Acc.pdf](https://wdr.doleta.gov/directives/attach/TEGL/TEGL_11-16_Acc.pdf)

- 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 06-15 – Qualifying Work Sites and Construction Projects for YouthBuild Grantees**

[https://wdr.doleta.gov/directives/attach/TEGL/TEGL\\_06-15\\_Acc.pdf](https://wdr.doleta.gov/directives/attach/TEGL/TEGL_06-15_Acc.pdf)

- 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 YouthBuild Program**

[https://wdr.doleta.gov/directives/attach/TEGL/TEGL\\_7-14-Acc.pdf](https://wdr.doleta.gov/directives/attach/TEGL/TEGL_7-14-Acc.pdf)

- 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 13-12 - Defining a Quality Pre-Apprenticeship Program and Related Tools and Resources**

[https://wdr.doleta.gov/directives/attach/TEN/TEN\\_13-12\\_Acc.pdf](https://wdr.doleta.gov/directives/attach/TEN/TEN_13-12_Acc.pdf)

- 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 14-09, Mental Toughness/Orientation Allowable Costs in a YouthBuild Program**

<https://wdr.doleta.gov/directives/attach/TEGL/TEGL14-09acc.pdf>

The purpose of this Training and Employment Guidance Letter (TEGL) is to provide clarification on allowable costs associated with Mental Toughness/Orientation activities under the YouthBuild Program.

## **TEGL 15-10 - Increasing Credential, Degree, & Cert. Attainment by Participants of the Public Workforce System**

<https://wdr.doleta.gov/directives/attach/TEGL15-10acc.pdf>

- 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**

<https://wdr.doleta.gov/directives/attach/TEGL/TEGL05-10acc.pdf>

- 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 35-12 – Definition and Guidance on Allowable Construction Credentials for YouthBuild Programs**

[https://wdr.doleta.gov/directives/attach/TEGL/TEGL\\_35-12\\_Change\\_1\\_Acc.pdf](https://wdr.doleta.gov/directives/attach/TEGL/TEGL_35-12_Change_1_Acc.pdf)

- 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.
- Change 1, published July 2017, includes information on an additional national industry-recognized construction credential, BPI, as well as updating the definition of a credential to reflect changes under the Workforce Innovation and Opportunity Act.



# YouthBuild Construction Site Daily Attendance Sheet

Participant Name:

Crew:

Supervisor's Signature:

Site:

Date:

[illegible]

# YouthBuild Construction Work Site Checklist

- \_\_\_\_\_ Initial Site Inspection
- \_\_\_\_\_ Scope of Work/Plans/Specifications
- \_\_\_\_\_ Materials and Supplies List
- \_\_\_\_\_ Budget
- \_\_\_\_\_ Timeline
- \_\_\_\_\_ Purchasing Procedures
- \_\_\_\_\_ Materials Delivery Plan
- \_\_\_\_\_ Personal Protective Equipment
- \_\_\_\_\_ Tools and Equipment
- \_\_\_\_\_ Permits and Insurance Binders
- \_\_\_\_\_ Access to the Work Site in Writing
- \_\_\_\_\_ Safety Plan
- \_\_\_\_\_ Labor Law and OSHA Safety Posters
- \_\_\_\_\_ Security
- \_\_\_\_\_ Communication Plan
- \_\_\_\_\_ Subcontractors' Contracts
- \_\_\_\_\_ Construction Trainers
- \_\_\_\_\_ Participant Assignments
- \_\_\_\_\_ Transportation
- \_\_\_\_\_ Standard Weekly Work Schedule
- \_\_\_\_\_ Construction Competency List and Participant Evaluation Forms
- \_\_\_\_\_ Daily Log Sheet
- \_\_\_\_\_ Project Back-up Plan

# YouthBuild Daily Construction Training Report

To be completed by: Construction Manager or Construction Trainer.

|   |          |  |
|---|----------|--|
| Project:  |          |  |
| Date:   | Weather: | Temperature:                                 |
| Site(s):<br>1.<br>2.<br>3.<br>4.                |          | No. of Participants:<br>1.<br>2.<br>3.<br>4. |
| Construction Activities:                        |          |  |
| Work Begun:                                     |          |  |
| Work Completed:                                 |          |  |
| Subcontractors on site:<br>1.<br>2.<br>3.<br>4. |          | Visitors:<br>1.<br>2.<br>3.<br>4.            |
| Unforeseen Obstacles:                           |          |  |
| Accomplishments/Incidents/General Mood:         |          |  |
| Prepared by:                                    |          | Title:                                       |

This sample daily construction training report was adapted from the daily construction training report used by YouthBuild Addison, Corning, NY.

# YouthBuild Infraction Sheet

|                                 |  |       |
|---------------------------------|--|-------|
| Name:                           |  | Date: |
| <b>Non-Cardinal Infractions</b> |  |       |
|                                 | Absence  |       |
|                                 | Bad attitude/disruptive/disrespectful behavior     |       |
|                                 | Lateness (3 times = written infraction)            |       |
|                                 | Smoking in the building                            |       |
|                                 | Failure to turn in educational assignment          |       |
|                                 | Failure to follow classroom and work site policies |       |
| <b>Consequence</b>              |  |       |
|                                 | Verbal reprimand                                   |       |
|                                 | Written Warning                                    |       |
|                                 | Unpaid Status                                      |       |
|                                 | Termination  |       |
| Comments:                       |  |       |

Participant Signature

Staff Signature

|                             |   |
|-----------------------------|---|
| <b>Cardinal Infractions</b> |   |
|                             | Alcohol/drugs during YouthBuild hours           |
|                             | Destroying property                             |
|                             | Stealing  |
|                             | Drug dealing                                    |
|                             | Lying   |
|                             | Poor attitude/disruptive/disrespectful behavior |
|                             | Leaving without notice                          |
|                             | Dangerous or careless behavior                  |
|                             | Verbal/emotional violence                       |

|                    |                              |
|--------------------|------------------------------|
|                    | Threats of abuse             |
|                    | Physical violence            |
|                    | Possession of illegal weapon |
| <b>Consequence</b> |                              |
|                    | Written Warning              |
|                    | Unpaid Status                |
|                    | Termination                  |

Comments:

---



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Participant Signature

---

Staff Signature

Supplied by Crispus Attucks YouthBuild, York, PA

# YouthBuild Safety Program

## Safety Policy Statement

It is the policy of (Name of YouthBuild Program) to provide all participants with a safe and healthy workplace. To ensure that a safe workplace is maintained, participants will observe all safety practices, rules, and standards throughout the workday. All accidents and injuries can be prevented by monitoring and maintaining a quality safety program.

## Safety Committee

The (Name of YouthBuild Program) safety committee will have three members. It will include one YouthBuild Policy Committee member, the current safety manager, and one vocational staff member. The safety committee will meet twice a month and be responsible for:

- Making regular safety inspections to help find and correct unsafe conditions or procedures
- Transferring the information to management so that the safety program can be updated and improved
- Reviewing accident reports
- Investigating methods to prevent accidents
- Maintaining an active interest in safety
- Listening to participant concerns and suggestions
- Keeping minutes of its meetings

## Hazard Prevention Plan

The (Name of YouthBuild Program) Hazard Prevention Plan consists of:

- Determining potential safety hazards through safety committee inspections and through the review of accident reports
- Making an action plan for each potential hazard or risk
- Establishing a set of general safety rules
  - Establishing known and documented emergency and evacuation procedures
  - Having all appropriate and required information regarding emergency procedures and contacts, workers' rights, and OSHA requirements posted in a visible location

## Action Plan

An action plan will:

- Name the hazard or risk
- Explain how to remedy the hazard or risk
- Decide who will be responsible for fixing the hazard or risk
- Set a date for the job to be done
- Set aside funds (if necessary) to fix the hazard or risk
- Follow up to ensure that the hazard or risk has been fixed

## General Safety Rules

Each participant will act safely and follow the general safety rules:

- All unsafe conditions, accidents, and injuries will be reported immediately to a staff member
- It is the responsibility of the staff member to follow up on all reports of unsafe conditions, accidents, and injuries
- No one will work in this program if he or she is under the influence of alcohol or illegal drugs (Prescription medicines are allowed under a doctor's supervision)
- All building work areas, aisle ways, vehicles, machinery, equipment, and entries will be kept clean and clear of trash and storage materials
- Only qualified, tested participants shall operate tools and equipment
- Horseplay is NOT acceptable behavior on the construction site
- Specific safety equipment required by tool manufacturers and required for a particular task shall be worn
- All safety guards and devices must be in place when operating equipment
- It is prohibited to distract or talk to machine operators
- Loose clothing must be tucked in prior to tool or equipment operation
- Shoulder length hair or longer should be tied back prior to tool or equipment operation
- Tools and equipment that are not in good working order will be reported to a staff person, taken out of service, and marked accordingly
- Only qualified, competent people shall repair tools and equipment
- Tools and equipment will not be operated without the supervision of a qualified instructor
- Use of cell phones or other electronic devices by participants shall be restricted to prevent distraction from unsafe and hazardous conditions

## Safety Meetings

There will be a 15-minute safety meeting every Monday at the beginning of the workday. Topics of meetings will include: introduction to safety equipment, review of operating procedures for tools and equipment, review of specific work conditions that require attention regarding safety, review of safety committee safety inspections, and any other safety-related information.

The safety meeting record sheet will note the topic, date, and attendance record of each safety meeting. "Make-up" safety meetings will be held as necessary to ensure that all work site participants are kept informed.

## Tool Qualifications

Prior to operating tools and equipment, participants will receive instruction that includes a manipulative skill demonstration. All participants will apply their instruction through practice and demonstrate competency on the tool or equipment through a performance evaluation. A perfect score must be obtained in the safety section of the assessment prior to the participant being qualified to use the tool.

A written tool qualification record for each participant will be kept that details the safety instruction date, the participant test data, the test score, and the date the student was qualified to operate the equipment.

## **Fire Emergency Plan**

- In the case of fire, all participants are to leave the building in an orderly manner through the nearest exit
- All exits are to be designated through illuminated exit signs
- In the case of power outage, emergency exit lights, designating paths to exits, will be illuminated
- The instructor shall account for all participants prior to leaving the building

## **Accident Reporting Plan**

All accidents are to be reported to the instructor. A written accident report will be completed and kept for each accident.

First aid shall only be administered by a qualified, competent person.

*This sample safety program is adapted from the safety program used by YouthBuild Portland, Portland, ME.*