

**YouthBuild Program**

Policy and Procedure

Manual

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#### WELCOME!

**INTRODUCTION to San Gabriel Valley Conservation Corps YouthBuild Program**

###### Welcome to San Gabriel Valley Conservation Corps YouthBuild Program. We are a 501 (c) 3 non-profit organization. We currently operate under the Youthbuild Charter School of California to transform the quality of life in the City of El Monte and the entire San Gabriel Valley. We are an accredited member of the California YouthBuild Coalition and of the YouthBuild USA Affiliated Network. We are recognized through our activities and partnerships we work to advance the YouthBuild social movement dedicated to empowering the at-risk youth and young adults in our community and building dreams as they become generations of intelligent, informed, invested, and involved community leaders.

**SGVCC YouthBuild Purpose**

The SGVCC is a program that helps youth, ages 16-24, develop the education, motivation, self- confidence and work skills necessary to succeed in life. Corpsmembers are guided by adult leaders who serve as mentors, role models, technical trainers, supervisors and case managers. The SGVCC is an excellent stepping stone to advance in non-traditional career opportunities. The SGVCC embodies teamwork, self-discipline, determination, commitment, dedication, ambition and responsibility.

**SGVCC YouthBuild Mission**

The mission of the San Gabriel Valley Conservation Corps YouthBuild (SGVCC YB) is to provide out-of-school youth in San Gabriel Valley with the broadest range of tools, supports and opportunities available to become self-sufficient, responsible and productive citizens in their community.

**SGVCC YouthBuild Philosophy**

San Gabriel Valley Conservation Corps YouthBuild believes that youth are a valuable and underutilized resource in our society. We believe that given the opportunity, youth can and will take responsibility for themselves and their communities. With real work and meaningful education, youth can become powerful agents of change in our society.

**SGVCC YouthBuild Values**

At San Gabriel Valley Conservation Corps YouthBuild, we have adopted three values that we all strive toward: **EXCELLENCE, RESPECT & PERSEVERANCE.**

**EXCELLENCE**

Excellence is defined as the state of possessing good qualities in an eminent degree; of doing work that deserves great merit; and of demonstrating superiority in virtue. At YouthBuild we expect staff and participants to strive to give their best at all times.

**RESPECT**

A respectful person is someone who demonstrates high regard for others opinions, including participants, co-workers, subordinates and supervisors. At YouthBuild, this value includes respect for one’s self and regard for one’s character. Everyone, participants and staff, regard each of you as worthy of esteem and hope that you will conduct yourselves in a manner that earns more and more respect.

**PERSEVERANCE**

Perseverance is the ability to persist against the odds, to pursue success diligently despite opposition or discouragement.

The YouthBuild model fosters a supportive mini-community of youth and adults with explicitly positive values that encourages participants to define and achieve their own highest goals and aspirations. Emphasis is placed on leadership development and community service as part of the process by which so called disconnected” young people change their relationship to society and develop a positive identity in which they can enjoy taking responsibility and “giving back” to their communities and families. This new identity tends to increase their motivation to succeed at school and work. YouthBuild allows young people to simultaneously serve their communities and build their own future.

SGVCC YouthBuild is part of a larger network of over 250 YouthBuild programs from all over the country, in rural and urban areas, serving youth from many different racial and ethnic groups. The YouthBuild model has evolved over more than 30 years and has benefited from the experiences of those who designed the model and from those who have helped improve it over the years, including steady input from young people through various leadership councils.

**YOUTHBUILD HISTORY**

The first YouthBuild program was started in East Harlem in 1978 at a small, community-based, nonprofit organization now called Youth Action Programs and Homes, Inc. (YAPH). It was developed outside of the existing public school, workforce development, and criminal justice systems as an innovative and comprehensive approach to re-engaging young people for whom those systems had not worked. Most had left high school without a diploma, and many were court-involved; yet they had enormous potential to contribute to society. Young people in East Harlem were engaged in the process of defining what they needed and guiding the creation of YouthBuild.

The first YouthBuild program was so successful, and the demand to replicate it so strong, that in 1984 YAPH organized a coalition in New York City and succeeded in obtaining city tax levy funds to replicate it in five locations in the city. Soon there was such a demand nationally that in 1988 YAPH’s leadership organized a national coalition to obtain federal funds for its long-term replication and spawned a national nonprofit organization called YouthBuild USA that orchestrated national replication in 11 cities with private funds. Dorothy Stoneman, formerly director of YAPH, became president of YouthBuild USA.

By 1992, YouthBuild USA and the National YouthBuild Coalition had succeeded in finding champions in Congress — Senator John Kerry (D-MA), and Rep. Major Owens (D-NY) — who got legislation passed called Hope for Youth: Youthbuild, that authorized YouthBuild as a federal program under the auspices of the U.S. Department of Housing and Urban Development (HUD). In 1993, 40 million dollars was appropriated to start the federal HUD Youthbuild program.

In December of 2003, the Task Force for Disadvantaged Youth recommended that HUD’s Youthbuild program be transferred to DOL because it was more closely aligned with purposes of DOL than of HUD and because DOL brought special resources to the program. In September 2006, the YouthBuild Transfer Act was passed by Congress unanimously, and the administration of the program was passed to DOL.

Since September 2006, DOL has taken responsibility for the development and expansion of YouthBuild to reach, engage, and transform the life prospects of disadvantaged youth in low-income communities, preparing them for post-secondary education, jobs and careers in highgrowth industries, and community leadership. YouthBuild has now been integrated into America’s workforce development systems.

**ACKNOWLEDGEMENTS**

The San Gabriel Valley Conservation Corps YouthBuild program is funded through a grant from the Employment and Training Administration of the U.S. Department of Labor.

This Manual represents the wisdom and practices of numerous YouthBuild professionals and includes best practices from YouthBuild programs all over the country. Program Directors and program advisors assisted in the development of the Manual by sharing their experience, expertise, and resource materials.

**DISCLAIMER**

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

**YOUTHBUILD PROGRAM COMPONENTS**

The YouthBuild Program is designed to assist low-income young people ages 16-24 in need of a high school diploma, extra educational assistance and work skills. YouthBuild utilizes several different methods to equip its participants with the tools they need to become self-sufficient productive members of the community: Vocational Training, Academics, Leadership Development, Counseling/Case Management, and Post Program Placement.

###### 

**EDUCATION**

At SGVCC YB education is participant-centered. It is based on participants’ needs and interests. The education program puts participants at the center of learning in an active and self-directing way. Participants will spend 50% of the school year at SGVCC’S YouthBuild Charter School of California on site school earning credits towards their high school diploma.

At SGVCC YB participants will be asked to take charge of their learning. Participants are challenged to use the real problems and issues they face as family, participants, citizens. SGVCC YB education provides additional instructional supports beyond your classroom teacher. SGVCC YB will have individual Academic Support available to work with each participant in a classroom, small group or individual setting to help you achieve your goals as a learner.

The SGVCC YB academic curriculum includes the following core components:

* Math: to build basic math skills; develop problem-solving abilities and critical thinking skills; and explore connections between math and the real world including work in construction.
* English (Reading and Writing): to enhance literacy, written and verbal expression; foster an appreciation of literature; and encourage critical thinking and creativity.
* Science: to appreciate and learn the basic theories and concepts of natural science, and to apply problem-solving and teamwork skills to the study of your Human Biology and Physiology.
* History: Through the lens of race, class and gender, to examine American society, past and present, paying close attention to issues of personal and community empowerment. It uses first-hand sources and direct experiences to address these topics and promotes critical thinking, research and writing.

\*See Appendix for ACE Academic Curriculum.

In addition to these four core component subjects, participants are also responsible for meeting the requirements of the following transition courses:

* CAHSEE Prep: To reinforce skills learned in core subjects, to develop test-taking skills on standardized tests like the High School Exit Exam (CAHSEE).
* Tutoring: participants will participate in tutoring to ensure that participant literacy and numeracy levels increase, and to ensure that participants pass their CAHSEE’s.
* Career Development: participants will explore their career interests, and prepare for continuing education if that is their goal. These weekly workshops use outside speakers, field trips and hands-on activities to increase their knowledge of important career information.
* Community Service/Leadership Wednesday: participants will participate in service projects and classes to gain a deeper understanding of how they can make a difference in your community.
* Life Skills: participants will explore and learn about personal growth through classes as follows, but not limited to: Anger Management, Budgeting, Conflict Resolution, Drug and Alcohol Intervention, Financial Planning, Know your rights, Parenting, Healthy Relationship building, etc.

Senior Project Portfolio

At the end of three successful sessions, participants will be required to present a portfolio of their work as part of a senior project in such a way that it captures what they have accomplished as a learner throughout the year, and displays their reading, writing and presenting abilities (also known as communication skills). Time is specially set aside throughout the school year for senior project portfolio presentations and reviews.

**VOCATIONAL TRAINING**

Construction

Participants in Construction training will spend 40% of the school year at YouthBuild’s Construction-training worksites rebuilding affordable housing for sale to low-income families and making homes more green.

During the School Year, participants may have the opportunity to learn:

* Site safety/work regulation—proper attire, attentive attitude, cleanliness, OSHA’s requirements for a safe work site.
* CPR and First Aide
* Demolition and Clean Out – how to remove old work, when and what to save, live wiring and operating plumbing, how to remove tiles and fixtures, the difference between bearing and non-bearing walls, correct disposal and loading of dumpsters and how to create openings in walls.
* Replacement of structural Participants – removal and/or repair of concrete slabs, repair of foundation walls, joist layout and replacement, roof replacement etc.
* Framing walls and ceilings – wall layout and planning, cutting studs to length, how to use a tape measure, wall assembly, ceiling layout, cutting, assembly and installation.
* Masonry (interior and exterior) – brick wall repair, block laying, exterior stucco and interior wall parging.
* Installation of doors and windows – preparation of rough openings, installation of windows, exterior doors, locks and hardware etc.
* Floor preparation and finish – underlayment, laying ceramic and vinyl tile, installation of sheet goods and carpets
* Interior walls and ceilings – installation of insulation, hanging drywall, drywall finishing
* Interior finishing – trim, kitchen cabinets, shelving, flooring, varnishing and painting
* Green Building

**Construction/ Vocational Education**

Once a week, participants in Construction training will attend the Construction Lab for one full day of instruction around five modules of the Home Builders Institute (HBI) PACT curriculum. These 5 modules include:

* Workshop and Construction Site Safety
* Nails/ Lumber Carpentry
* Construction Math Language
* Material and Tool Identification
* Employability

\*See Appendix for HBI PACT Curriculum

**CASE MANAGEMENT**

Each participant at YouthBuild is assigned a Case Manager. Case Manager can help participants to take personal responsibility for participants’ success in participants’ own life and to be job ready. They do this by teaching participants how to solve participants’ own problems and, thus, participants can learn to overcome other obstacles participants may face in the future. However, it is important to emphasize that participants’ Case Manager can only *assist* participants in resolving *participants’ own* problems—they cannot solve problems *for* participants! They will seek to understand problem-situations from participants’ point of view, respect the choices that participants make and, when necessary, help participants make better choices for participants’ self.

Participants must attend all of participants’ monthly scheduled one-on-one sessions with participants’ case manager and any additional meetings that are requested by participants’ case manager.

Progress Reports

Throughout the year participants will be periodically scheduled for a progress report meeting in which participants will be asked to give an update on how participants think participants are progressing in the program. The focus of the progress report meeting is to identify any areas that may need improvement.

**LEADERSHIP**

Participants in SGVCC YB will spend 10% of the school year on Leadership Development. Leadership is defined as taking responsibility to make things go right for your life, your family, your program, and your community. It is important to foster personal leadership skills in all participants, so that they can take responsibility for their own lives and contribute positively to their families and communities.

Young people who take themselves seriously as thinkers and contributors make better college participants and employees, as well as leaders. The program and community also benefit when young people are involved in the governance of the program. Helping young people think through how they would recommend changing the conditions in their communities that create suffering for their families and neighbors generates a sense of responsibility and expresses respect for their intelligence.

**Participant Government: Youth Congress**

SGVCC YB has a strong commitment to developing our participants into future leaders. We accomplish this by providing participants and graduates with the opportunity to be involved with the governance of the school: participants are involved through participation in the Youth Congress, and graduates are invited to serve on the Board of Trustees.

The mission of the SGVCC YB Congress is to:

* represent the ideas, needs, opinions, and goals of the current class of participants
* participate in the long-term improvement of SGVCC YB

Participants who are considered top leaders are invited to annual YouthBuild trips such as Government Education Day in Sacramento with staff supervision, and Conference of Young Leaders in Washington, DC. Participants must be nominated by other participants or staff, submit and essay, and provide a speech to the organization to attend these events.

**POST PROGRAM PLACEMENT**

Preparing participants for careers and colleges of their choice is a high priority at SGVCC YB. Through the Transition Services Department, we prepare participants through our Career Development classes.

As part of the academic curriculum, participants will attend career development classes in participants’ 2nd or 3rd trimester depending on their group. These classes will help participants understand what it takes to be a successful employee, including necessary training, appearance, work ethic and communication skills.

YouthBuild has a clear understanding of the issues participants will face as graduates moving toward economic self-sufficiency, and aims to provide follow-up services that will help participants meet all these needs. The goals of YouthBuild are:

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

YouthBuild Participants also have top priority in placements in other SGVCC Departments, such as Recycling, Earthworks, and Environmental Projects.

**AMERICORPS (SERVICE LEARNING)**

YouthBuild’s community-service program gives participants a chance to give back to participants’ community. Together participants will address the urgent needs of participants’ community for education, housing, jobs and leadership development. Service projects allow participants to make a real contribution to their community. Each time participants go out on service projects, they help break stereotypes about young people.

In addition to rebuilding homes through the Construction program participants will participate in unpaid monthly community service projects. For example, participants may be involved in tutoring and mentoring elementary school children, coordinating and working on neighborhood clean-ups or survey projects, transforming vacant lots into community gardens, and assisting the elderly with household repairs. Whatever participants do, participants will be expected to help plan, deliver and reflect on their work in class.

When participants are in the field doing research, community surveys, or service projects, participants must conduct themselves according to standards laid out in the SGVCC YB Handbook. Participants are expected to:

* Be on time when reporting to an assigned service project
* Ask permission to leave the project site
* Follow directions and cooperate with participants’ project leaders
* Be respectful of different opinions and work-styles

If participants successfully meet all of the YouthBuild graduation requirements, which include completing 450 hours of community service, participants will earn a $1415.00 education award that participants can use to further participants’ education. The education award can be used at any accredited trade school, vocational program, community college, or university.

**MENTORING**

The purpose of the YouthBuild Mentoring Program is to provide participants the opportunity to connect with a specific staff on a more personal level. Staff mentors are available to participants throughout the year to give advice, answer questions, and help participants get accustomed to the YouthBuild program. The mentor should also aim to get the youth on a career track and stabilize their life plan and/or IDP’s. Each participant will be paired with a specific staff Participant for the duration of his or her time in the program. That staff will make an extra effort to get to know each of their mentees on a personal level. Participants should view their mentors as an important additional resource, someone he or she can feel comfortable contacting for help with any questions or concerns that may arise during the school year.

Participants will be paired with their mentors based on schedules, and availability and will be provided with the contact information for their particular staff mentor. Staff mentors should expect to meet with their mentees at the minimum of one week. Participants will also be asked to provide feedback about their mentors at the end of each session.

**\*Please See Mentoring Alliance Handbook**

**GRADUATION REQUIREMENTS**

In order to graduate from YouthBuild, participants have to meet all of the requirements in 7 program areas. These requirements are detailed for participants on the following pages. On the next page is a summary of the YouthBuild graduation requirements.

* **Attendance** 
  + Maintain **80%** attendance throughout the school year, both on the academic site and on the vocational site.
* **Academics** 
  + Achieve an overall average of at least 70% in classes needed to obtain their High Diploma:
    - **Note:** In addition, participants must successfully complete construction math.
  + Demonstrate improvement of participants’ Reading and Math skills, as measured by the *Test of Adult Basic Education* (TABE).
* **Senior Portfolio Project** 
  + Achieve an average of at least 70%
  + Make a formal presentation of participants’ project in the session before graduation.
* **Vocational Training** 
  + Achieve an overall average of at least 70%
  + Earn a professional certification in participants’ area of vocational training:
    - **Construction**: complete at least 5 modules of the Home Builder’s Certification
* **Career Development** 
  + Achieve an overall average of at least 70%
  + Implement participants’ Personal Transition Plan.
* **Service Learning (AmeriCorps)**
  + Achieve an overall average of at least 70%
  + Participate in 450 hours of community service throughout the school year.
* **Case Management:** 
  + Achieve an overall average of at least 70%.

**EXIT POLICY**

A **successful exit** occurs when a participant is not in need of further core services and has completed some expected portion of all program objectives as outlined below:

* Meet the 50/40 split requirements for the academic and vocational components and participate actively in the program for the duration of the core curriculum
* Complete the number of community service hours required by YouthBuild AmeriCorps

**AND**

* Increase literacy and numeracy levels by the end of the program OR
* Attain a PACT/Forklift/certificate OR
* Attain a placement

**AND**

* Have a resume on file OR
* Have FAFSA Completed

An **unsuccessful exit** occurs when a participant does not complete the expected minimum of Individual Development Plan (IDP) objectives because he or she drops out of the program, is asked to leave the program for non-compliancy to program guidelines, is incarcerated or is dismissed due to lack of participation. \*See Appendix for IDP template

In certain situations, participants may be kept in the program and not exited in the MIS even though they are not physically at the program site due to special circumstances such as family emergencies. The Case Manager is responsible for maintaining contact with the participant and ensuring that the participant receives any services within a 90 day period to ensure they are not automatically exited from the MIS. This should only be done if program staff is certain that the participant will be returning to the program and will be able to make up missed work and certifications.

**Exit for other reasons** occurs due to death, health/medical (including the long-term care of family members), call for active military duty, or a transfer or relocation outside of program service area.

**Roles and Job Duties**

All positions are funded by DOL YouthBuild, however, in some cases due to leveraged and/or matched funding there may be cross over duties. Timesheets should reflect the split funding.

The **Program Manager / Director** Serves as coordinator, advisor and inspector for the construction activities involved in the YouthBuild project. Oversees the educational, counseling, leadership development and graduation components of the YouthBuild project. Manages daily program operations, including budget development and monitoring and trainee payroll.

The **Construction Manager** is under the direct supervision of the SGVCC YouthBuild Program Manager and is responsible for assisting in the delivery of construction training to YouthBuild participants. The YouthBuild Construction Manager will deliver direct services to participants (individually, in small groups and in large groups) that will lead to the attainment of basic construction skills and job readiness.

The **Construction Trainer** is under the direct supervision of the YouthBuild Program Manager but also reports back to the YouthBuild Construction Manager. The Construction Trainer is responsible for assisting in the delivery of construction training to YouthBuild participants. The YouthBuild Construction Trainer will assist the Construction Manager in the delivery of direct services to participants (individually, in small groups and in large groups) that will lead to the attainment basic construction skills and job readiness.

The **Case Manager** oversees file and case management for youth within job training and Corps programs, while designing, implementing, and overseeing a job readiness training curriculum. The case manager is responsible for preparing Corpsmembers for the workforce, while following up to ensure their successful placement in their next steps. The case manager is also responsible for maintaining documentation requirements and data input for various grants affecting the program. Reports to the YouthBuild Program Manager.

The **Transition Coordinator** is responsible for preparing youth to be placed in a post-secondary education institution and ensuring that each youth remains in a placement for up to a year after exit of the program. The transition coordinator is responsible for developing partnerships with agencies and post-secondary education institution and acting as a liason between the youth and the agencies to ensure a placement in the respective college.

The **Job Developer** is responsible for preparing youth to be placed in the youth’s choice of career, placing the youth in a job, and ensuring that each youth remains in a placement for up to a year after exit of the program. The job developer is responsible for developing partnerships with agencies and unions and acting as a liason between the youth and the agencies to ensure a placement in the respective career.

The **Mentors** are responsible to the participants and Mentoring staff. Mentors play an integral role in the success of the young person by providing role modeling, coaching and positive support in areas related to moving the young person towards their goals.

\*See Appendix for Organizational Chart

San Gabriel Valley Conservation Corps  
YouthBuild Program Manager Job Description

**Education/Experience:** Training and experience equivalent to a master's degree in the social sciences, planning or management, preferably in youth services or affordable housing. Five years experience in counseling and/or alternative education in a community-based setting. Strong leadership skills and at least three years successful management or planning experience in a community-based setting; or any combination of experience and training which provides the required knowledge, skills, and abilities.

**Necessary Requirements:** Ability to supervise and motivate personnel and youth involved in the program. Ability to effectively work with and facilitate coordination and cooperation between a wide variety of individuals. Demonstrated skill in nonprofit fundraising and program development. Success in creating collaborative relationships or coalitions. Excellent interpersonal skills and ability to build team skills. Strong commitment to youth leadership and empowerment and ability to work sensitively and effectively with young people. Ability to relate sensitively to a multi-racial and multi-cultural group of young people and staff. Excellent oral and written communication skills.

**Supervision Exercised:** Supervises administrative and program staff, as well as YouthBuild teaching and counseling staff.

**General Description:** Serves as coordinator, advisor and inspector for the construction activities involved in the YouthBuild project. Oversees the educational, counseling, leadership development and graduation components of the YouthBuild project. Manages daily program operations, including budget development and monitoring and trainee payroll.

**TASKS:** An employee in this classificationmay perform any of the following duties. However, these examples do not include all the specific tasks that an employee may be expected to perform.

* Builds and maintains relations with community organizations, and city, state, county, and federal agencies.
* Raises program funds from public and private funding sources and maintains relations with funders.
* Recruits, hires, and supervises administrative and program staff.
* Develops systems to improve program operations, coordination and collaboration among staff.
* Organizes and monitors daily operations, including reviewing attendance and payroll records.
* Designs and coordinates program component development.
* Enforces the contract between YouthBuild and the trainees, which includes conducting regular training meetings, making disciplinary action decisions and completing disciplinary action records.
* Organize and manage internal program operations:

- monitor daily functioning of operations

- review attendance and payroll records

* Manage enforcement of the contract between
* Supervise all YouthBuild Staff
* Assist in planning and organizing recognition events and awards ceremonies.
* Report to executive director on program status, needs and problems.
* Participate in overall program planning and decision making as part of the management team.
* Support the role of the Youth Policy Committee.
* Ensure that leadership development philosophy and programs are being carried out.
* Attend community service events on weekends

San Gabriel Valley Conservation Corps YouthBuild

**Construction Manager Job Description**

**Education/Experience**: High School Diploma or Equivalency required. Experience working with youth required.

**Physical Requirements**: Exerting up to 100 pounds of force occasionally and/or up to 50 pounds of force frequently to move objects, heavy tools and parts. Physical elements include stooping, kneeling, reaching. Engage in normal sitting, standing and walking throughout the day. Must be able to drive a car or ride in a car to travel for training. Vision and hearing as are sufficient to carry out tasks and engage in normal conversation. Perform under stress when confronted with emergency, critical, unusual, or dangerous situations.

**Necessary Requirements**: Must communicate effectively with participants, co-workers and members of the public in writing, in person, using computer applications and on the telephone. Must have reliable transportation. Must have a 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 community.

**General Description**: The YouthBuild Construction Manager is under the direct supervision of the SGVCC YouthBuild Program Manager and is responsible for assisting in the delivery of construction training to YouthBuild participants. The YouthBuild Construction Manager will deliver direct services to participants (individually, in small groups and in large groups) that will lead to the attainment of basic construction skills and job readiness.

**TASKS**

* Develop detailed construction plan and schedule.
* Coordinate and monitor the progress and quality of work
* Provide oversight of the on-site construction training by: ensuring that trainees get consistent and adequate skills training; helping to set standards for appropriate behavior on the construction site;
* Ensure quality instruction of construction skills including demolition, rough framing, roofing, drywall, finish carpentry, sheet metal, electrical, plumbing, painting, and masonry.
* Teach the proper use, handling and maintenance of all hand tools, power tools and equipment.
* Be responsible for overall safety enforcement teaching of safety procedures.
* Assist in the evaluation of participant knowledge and skills in construction. Participate in the development of project –based curriculum that includes construction.
* Maintain accurate files documenting the construction projects for each school year.
* Implement and maintain a system to track participant’s progress and assess their skills and abilities.
* Establish and maintain alliances with union representatives and refer participants when appropriate.
* Maintain accurate inventory of all tools, supplies, and equipment.
* Attend all staff meetings and coordinate individual plans with other YouthBuild staff.
* Serve as a mentor to YouthBuild trainees each program cycle.
* Oversee the evaluation of participant knowledge and skills in construction
* Conduct outreach to business and industry groups for potential post training placement of YouthBuild participants to connect trainees with viable job opportunities.
* Prepare clear and concise oral and written reports.
* Attend community service events on weekends.
* Accept other tasks as assigned by the Program Manager.

**San Gabriel Valley Conservation Corps  
YouthBuild Construction Trainer**

**Education/Experience**: Experience working with youth required. Bachelor’s degree in education or related field preferred.

**Physical Requirements**: Exerting up to 100 pounds of force occasionally and/or up to 50 pounds of force frequently to move objects, heavy tools and parts. Physical elements include stooping, kneeling, reaching. Engage in normal sitting, standing and walking throughout the day. Must be able to drive a car or ride in a car to travel for training. Vision and hearing as are sufficient to carry out tasks and engage in normal conversation. Perform under stress when confronted with emergency, critical, unusual, or dangerous situations.

**Necessary Requirements**: Must communicate effectively with participants, co-workers and members of the public in writing, in person, using computer applications and on the telephone. Must have reliable transportation. Must have a 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 community.

**General Description**: The YouthBuild Construction Trainer is under the direct supervision of the YouthBuild Program Manager but also reports back to the YouthBuild Construction Manager. The Construction Trainer is responsible for assisting in the delivery of construction training to YouthBuild participants. The YouthBuild Construction Trainer will assist the Construction Manager in the delivery of direct services to participants (individually, in small groups and in large groups) that will lead to the attainment basic construction skills and job readiness.

**TASKS:**

* Teach carpentry skills with special emphasis on construction site safety and clean up.
* Teach the proper use, handling and maintenance of all hand tools, power tools and equipment.
* Be responsible for overall safety enforcement.
* Oversee the monitoring of participants’ time on construction site.
* Oversee the evaluation of participant knowledge and skills in construction
* Assess personal needs of YouthBuild participants and help get resources to meet their needs.
* Conduct outreach to business and industry groups for potential post training placement of YouthBuild participants to connect trainees with viable job opportunities.
* In the absence of the construction manager, the construction trainer will be responsible for the construction site, maintain production safety and interface with subcontractors and inspectors, and report submissions.
* Attend all meetings and trainings as assigned.
* Participate in special projects such as leadership development activities, community service projects, life skills training and others.
* Assist in community outreach, recruitment and follow-up activities.
* Understand and adhere to Federal, State and Local requirements and Agency polices.
* Attend Community service events on the weekends.
* Accept other tasks as assigned by the YouthBuild Program Manager.

**San Gabriel Valley Conservation Corps YouthBuild  
Case Manager Job Description**

**Education/Experience**: Four-year college degree in career counseling, psychology, sociology or a related field. Significant professional experience in a related field may be substituted for post-secondary education. Minimum one year working as a case manager. Experience working directly with a diverse youth population, preferably within a job development or on-the job training program. Experience in job coaching, career development, or counseling preferred.

**Necesssary Requirements:** Strong classroom facilitation and interpersonal communication skills. Proficient in Microsoft products and database management. Ability to complete tasks in a timely manner. Ability to meet deadlines. Superior people skills, including strong speaking and writing skills. Ability to work independently. Ability to work well with people from diverse backgrounds. Ability to work well with others in a team atmosphere.

**General Description**: The case manager oversees file and case management for youth within job training and Corps programs, while designing, implementing, and overseeing a job readiness training curriculum. The case manager is responsible for preparing Corpsmembers for the workforce, while following up to ensure their successful placement in their next steps. The case manager is also responsible for maintaining documentation requirements and data input for various grants affecting the program. Reports to the YouthBuild Program Manager.

**TASKS**

* Complete Intake packets for new participants
* Develop service plans that outline services and interventions to meet the goals of the participants
* Counsel participants regarding personal, economic, emotional, and social problems;
* Direct participants to community resources available to them and develop liaisons with other agencies
* Coordinate supportive services, make referrals, and provide advocacy
* Monitor participants’ receipt of services by developing and maintaining frequent communications with providers and others (e.g., family members, program employees, etc.)
* Evaluate progress of the service plan, reassessing needs and modifying initial goals
* Keep up-to date documentation of all participant-related activities (e.g., service plan notes, health records, etc.); prepare narrative reports
* Facilitates the completion of the job readiness portfolio with each YouthBuild participant as needed
* Develops relationships with YouthBuild participants, including an understanding of their outside supports, to identify resource needs. Communicates these needs and appropriate information within the YouthBuild team to provide most effective service delivery possible.
* Maintains relationships with outside supports, including probation and parole officers, other case managers, and support providers to ensure continuity of support.
* Helps create a resource library of information on education and training programs, internships, and other post-program opportunities for members.
* Documentation and data entry in a variety of data systems that track program implementation.
* Coordinates with other staff members to provide community and financial resources for participants.
* Maintains concise documentation of all services provided to YouthBuild participants.
* Coordinates and maintains participant files, including responsibility for obtaining all necessary documentation in accordance with the various grant requirements.
* Participates in staff meetings.
* Maintains open communication with the YouthBuild team
* Accept other tasks as assigned by the Program Manager.

**San Gabriel Valley Conservation Corps YouthBuild   
Transition Coordinator Job Description**

**Education/Experience:** Bachelor’s degree from an accredited college or university in Sociology, Psychology or any related field. At least one year of experience in transitional services, youth workforce development and postsecondary education preparation.

**Necesssary Requirements:** Experience working in a team setting. Strong communication skills- written and oral. Strong organizational skills. Detail-oriented project completion skills. Experience working with at-risk youth. Must have reliable transportation.

**General Description:** Transition Coordinator is responsible for preparing youth to be placed in a post-secondary education institution and ensuring that each youth remains in a placement for up to a year after exit of the program. The transition coordinator is responsible for developing partnerships with agencies and post-secondary education institution and acting as a liason between the youth and the agencies to ensure a placement in the respective college.

**TASKS:**

* Contribute to integration of career and post-secondary education preparation throughout the entire program
* Determine opportunities for participants/alumni to further their education, and helps participants/alumni navigate through the process of applying (completing applications, FAFSA applications, scholarship opportunities, college registration and assessments, etc.) to post-secondary education institutions.
* Support participants/alumni to attain skills and competencies needed to access college
* Actively coach participant/alumni on career-search strategies, personal marketing, interview skills, self-promotion methods and materials
* Develop, track, report and document participant/alumni placement statistics, success stories and employment progress for up to a year after exit of program.
* Conduct career development and college preparation classes
* Maintain college resource materials
* Prepare reports, presentations, and correspondence as required
* Interact with employers, colleges and other partners, as necessary
* Plan and oversee participant/alumni events
* Develop relationships with representatives from businesses and government organizations and post-secondary education institutions that result in academic placements for participants and graduates (e.g. participant, full-time employment, apprenticeships, etc)
* Establish community partnerships with other service organizations to establish and maintain a relevant referral network.
* Attend weekly program, all-staff and department meetings
* Develop workshops to improve youth’s employability
* Attend community service events on weekends
* Accept other tasks as assigned by the Program Manager.

**San Gabriel Valley Conservation Corps YouthBuild  
Job Developer Job Description**

**Education/Experience:** Bachelor’s degree from an accredited college or university in Sociology, Psychology or any related field. At least one year of experience in career services, youth workforce development and/or postsecondary education preparation.

**Necesssary Requirements:** Experience working in a team setting. Strong communication skills- written and oral. Strong organizational skills. Detail-oriented project completion skills. Experience working with at-risk youth. Must have reliable transportation.

**General Description**: The job developer is responsible for preparing youth to be placed in the youth’s choice of career, placing the youth in a job, and ensuring that each youth remains in a placement for up to a year after exit of the program. The job developer is responsible for developing partnerships with agencies and unions and acting as a liason between the youth and the agencies to ensure a placement in the respective career.

**TASKS:**

* Contribute to integration of career and post-secondary education preparation throughout the entire program
* Determine opportunities for participants/alumni to further their education, and helps participants/alumni navigate through the process of applying (completing applications, creating a resume, mock interviews, etc.) to jobs and vocational schools
* Support participants/alumni to attain skills and competencies needed to access careers
* Actively coach participant/alumni on career-search strategies, personal marketing, interview skills, self-promotion methods and materials
* Develop, track, report and document participant/alumni placement statistics, success stories and employment progress
* Conduct career development and job-readiness classes
* Maintain career resource materials
* Prepare reports, presentations, and correspondence as required
* Interact with employers, colleges and other partners, as necessary
* Plan and oversee participant/alumni events
* Develop relationships with representatives from businesses and government organizations that result in employment placements for participants and graduates (e.g. internships, full-time employment, apprenticeships, etc)
* Establish community partnerships with other service organizations to establish and maintain a relevant referral network.
* Attend weekly program, all-staff and department meetings
* Develop workshops to improve youth’s employability
* Attend community service events on weekends
* Accept other tasks as assigned by the Program Manager.

**Mentor Position Description**

In YouthBuild programs low-income young people receive education, job skills, personal development opportunities, leadership skills, and a chance to get their lives headed in a positive direction. YouthBuild mentors provide support to their mentees as they go through the YouthBuild experience, as well as ongoing support to graduates in order to ensure their continued educational, personal, and professional success. Mentors are a key part of the YouthBuild community, supporting the learning, development, and exploration of the participants.

# Description of a YouthBuild mentor:

A mentor is an individual who wants to have a positive impact on a young adult’s life. He or she is a trusted person, who is caring and provides positive solutions and support. As a mentor, you will have the opportunity to provide access to people, places, and things outside the mentee’s daily routine and environment. As a mentor you will use the Life Plan, a written statement of the goals of the young person, as an ongoing touch point for your mentoring relationship.

# Mentor qualities:

* Caring
* Active listener
* Flexible, open, and approachable
* Dependable and enthusiastic
* Nonjudgmental attitude
* Committed
* Resourceful and able to support mentees as they strive toward their educational or career goals

# Mentor responsibilities:

* Attend mentor orientation and four hours of pre-match training sessions.
* Make a commitment of a minimum of 15 months to mentoring a YouthBuild participant.
* Meet in-person with mentee for four (4) hours per month. Two additional contact each month by phone or e-mail is also allowed, as needed.
* Focus attention on the participant’s YouthBuild Life Plan.
* Participate in quarterly service or group mentoring activities.
* Communicate twice a month with mentor coordinator.
* Participate in all ongoing training sessions.
* Attend program ceremonies, including a matching ceremony and a match celebration at the end of the program year.
* Provide all needed data for program evaluation.

# Mentor eligibility requirements:

* Must be over 21 years of age
* Must complete an application
* Attend a face-to-face interview session
* Pass criminal record and child abuse registry checks
* Satisfactory employment and personal reference check

# Time commitment:

Volunteers will be matched with a youth for a minimum of 15 months (approximately nine months during the program year and six months post-graduation, or equivalent, depending on the YouthBuild program cycle).

**ADMINISTRATIVE POLICY AND PROCEDURES**

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

**OSHA INJURY LOGS**

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

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

* Death
* Loss of consciousness
* Days away from work
* Restricted work activity or job transfer
* Or medical treatment beyond first aid.

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

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

1. Supervisor’s Report of Employee Injury (See Appendix)
2. OSHA Form 301 – Injury and Illness Incident Report (See Appendix)
3. OSHA Form 300 – Log of Work-Related Injuries and Illness (See Appendix)
4. OSHA’s Form 300A – Summary of Work-Related Injuries and Illness (See Appendix)
5. York Insurance Services Group, INC.’s “Employer’s Report of Occupational Injury or Illness (See Appendix)
6. State of California – Worker’s Compensation Claim Form (See Appendix)

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

**West Covina**  
1906 West Garvey Ave. So, Ste. 200  
West Covina, CA 91790  
phone: (626) 472-0046  
fax: (626) 472-7708

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

**US HealthWorks**  
9350 Flair Drive    
El Monte, CA 91731  
(626) 407-0300

Staff should tell the receptionist that this participant is from San Gabriel Valley Conservation Corps.

\*Policies and procedures for OSHA Injuries was obtained via CAL/OSHA Guidelines for Serious Injuries at [www.invensure.net](http://www.invensure.net). Documents were obtained at [www.dir.ca.gov](http://www.dir.ca.gov).

**VEHICLE MILEAGE LOGS**

In order for a staff member to use a company vehicle, they must submit their DMV record to Human Resources and Complete a Defensive Driving Course.

When you use a company vehicle, you must fill out a vehicle mileage log each time you use it (See Appendix).

**COMMUNITY SERVICE SHEETS**

To accurately account for all participants’ community service hours outside of program hours, all staff members must fill out the Community Service Form for each event (See Appendix).

**TIMESHEETS**

SGVCC pays all staff bi-monthly accordingly to each pay period. The pay period and paycheck disbursements are as follows:

1st pay period:  1st-15th of month. Time sheet due on the 16th or following business day. Paycheck disbursed on 25th of month.  
  
2nd pay period: 16th - 31st of month. Time sheet due on the 1st or following business day. Paycheck disbursed on 10th of month.

\*See Appendix for Timesheet Template.

**EXPENDITURES AND REIMBURSEMENTS**

Staff may be reimbursed for the following out of pocket expenses (Subject to approval from Program Manager and contingent on budget funds availability):

1. Mileage for work events, conferences, training, supportive services for participants
2. Travel expenses, including parking, transportation, food for conferences and trainings, and flight
3. Supportive services for participants, including bus passes, etc.
4. Cell Phone
5. Office supplies

In order to be reimbursed, staff must fill out the following and have Program Manager:

1. Monthly Expense Report - for monthly expenses such as cell phone, mileage (See Appendix)
2. Travel Expense - to be filled out for travels that require air flights (See Appendix)

The following should be filled out for expenses using the company card:

1. Non-Reimbursesable Expenditures (See Appendix)
2. Debit Card Transaction Form - to be used when using Company Debit Card (See Appendix)

For any expenses that require a check to be paid to a third party, staff must fill out the following:

1. Check Request Form (See Appendix)

**SCHEDULES**

#### The Program Year

The program year is divided into 4 sessions. Each of the session includes the following: 1st Trimester – 12 weeks, with half of time in academics and half of time in vocational training; 2nd Trimester includes either 12 weeks of academics or 12 weeks of vocational training dependent on group track; 3rd Trimester includes either 12 weeks of academics or 12 weeks of vocational training dependent on group track; Service events will be **at least one Saturday a month**. Summer session will be dependent on the progress of the first 3 trimesters and you will either immediately move to job placement, placed on an academic track to finish requirements for a diploma, or placed on a vocational track to complete requirements for pre-apprentice certification. After you complete the program year, you will be required to provide documentation verifying your placement in a post secondary institution or job for a year thereafter.

Program schedule is as follows (subject to change depending on individual needs):

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TRIMESTER 1** |  |  |  |  |  |  |  |  |  |
| MONDAY |  | TUESDAY |  | WEDNESDAY |  | THURSDAY |  | FRIDAY |  |
| 7:30-11:30 | SCHOOL | 7:30-11:30 | SCHOOL | 7:30-11:30 | SCHOOL | 7:30-11:30 | SCHOOL | 7:30-11:30 | SCHOOL |
| 12:00-3:30PM | VOC | 12:00-3:30PM | VOC | 12:00-3:30 | LEADERSHIP | 12:00-3:30PM | VOC | 12:00-3:30PM | VOC |
|  |  |  |  |  |  |  |  |  |  |
| **TRIMESTER 2** |  |  |  |  |  |  |  |  |  |
| **TRACK A** |  |  |  |  |  |  |  |  |  |
| MONDAY |  | TUESDAY |  | WEDNESDAY |  | THURSDAY |  | FRIDAY |  |
| 7:30-11:30 | SCHOOL | 7:30-11:30 | SCHOOL | 7:30-11:30 | SCHOOL | 7:30-11:30 | SCHOOL | 7:30-11:30 | SCHOOL |
| 12:00-3:00PM | SCHOOL | 12:00-3:00PM | SCHOOL | 12:00-3:30 | LEADERSHIP | 12:00-3:00PM | SCHOOL | 12:00-3:00PM | SCHOOL |
| **TRACK B** |  |  |  |  |  |  |  |  |  |
| MONDAY |  | TUESDAY |  | WEDNESDAY |  | THURSDAY |  | FRIDAY |  |
| 7:30-11:30 | VOC | 7:30-11:30 | VOC | 7:30-11:30 | VOC | 7:30-11:30 | VOC | 7:30-11:30 | VOC |
| 12:00-3:30PM | VOC | 12:00-3:30PM | VOC | 12:00-3:30 | LEADERSHIP | 12:00-3:30PM | VOC | 12:00-3:30PM | VOC |
|  |  |  |  |  |  |  |  |  |  |
| **TRIMESTER 3** |  |  |  |  |  |  |  |  |  |
| **TRACK A** |  |  |  |  |  |  |  |  |  |
| MONDAY |  | TUESDAY |  | WEDNESDAY |  | THURSDAY |  | FRIDAY |  |
| 7:30-11:30 | VOC | 7:30-11:30 | VOC | 7:30-11:30 | VOC | 7:30-11:30 | VOC | 7:30-11:30 | VOC |
| 12:00-3:30PM | VOC | 12:00-3:30PM | VOC | 12:00-3:30 | LEADERSHIP | 12:00-3:30PM | VOC | 12:00-3:30PM | VOC |
| **TRACK B** |  |  |  |  |  |  |  |  |  |
| MONDAY |  | TUESDAY |  | WEDNESDAY |  | THURSDAY |  | FRIDAY |  |
| 7:30-11:30 | SCHOOL | 7:30-11:30 | SCHOOL | 7:30-11:30 | SCHOOL | 7:30-11:30 | SCHOOL | 7:30-11:30 | SCHOOL |
| 12:00-3:00PM | SCHOOL | 12:00-3:00PM | SCHOOL | 12:00-3:00 | LEADERSHIP | 12:00-3:00PM | SCHOOL | 12:00-3:00PM | SCHOOL |

**OFFICE HOURS**

**Program Office Hours & Staff Open Door times:** Monday Through Friday 7:30am-5:00pm

**School Office Hours:** Monday Through Friday 8:00am – 4:30pm

**PERFORMANCE GOALS, OUTCOMES AND DELIVERABLES**

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

The three outcome measures are:

1. Literacy and Numeracy gains(50%)

This outcome must be achieved within one year of enrollment. Basic skills deficient generally means an individual is reading, writing, computing, or speaking English at or below the eighth grade level. For educational functioning levels definition, please See Appendix:

* 1. The number of participants who are basic skills deficient at enrollment who increase one or more educational functioning levels divided by the number of participants who have completed the YouthBuild program plus the number of participants who exit before completing the program.
  2. Participants are assessed using the TABE 9&10, the premier adult basic skills assessment.
  3. Each participant’s test scores can be as old as six months before the enrollment date.
  4. Individual gains in literacy or math must be achieved within one year of enrollment, so

potentially, they could be achieved after the participant graduates.

* 1. The gains of participants who exit unsuccessfully can only be counted if achieved before the exit date.

1. High School Diploma/Certificate Attainment (50%)

Attaining a high school diploma, GED, or industry recognized credential is a stepping stone for young people to higher education, higher earnings and more meaningful careers. This includes attainment of a GED, high school diploma, or industry-recognized occupational skills certificate. A

complete definition of industry-recognized skills certificate can be found in Appendix- Definition of Key Terms:

However, this measure does not include certificates awarded by Workforce Investment Boards, work readiness certificates, drivers’ licenses, CPR certificates, or OSHA certificates.

* 1. Defined as the number of youth who attain a diploma or certificate by the end of the third quarter after the exit quarter divided by the number of participants who exit during the quarter.

1. Placement in employment/post-secondary education/occupational skills training program/military (70%)

Entering post-secondary education, long-term training, or employment is the key to transitioning to adulthood and independence for our young people.

* 1. Defined as the number of youth who are not employed or enrolled in post-secondary education or training at time of enrollment and who exit the program: the percentage of participants who are placed in employment(including military) or enrolled in post-secondary education and/or advanced training/occupational skills training in the first quarter after the exit quarter

In additional, YouthBuild must report on a number of interim indicators that may serve as predictors or success. Interim indicators include:

1. Enrollment rate(100%)
   1. Defined as the number of participants enrolled in the program divided by the enrollment goal (64).
2. Participation in education/training activities
3. Workforce preparation
4. Mentoring
5. Community service/leadership activities
6. Placement retention rate(75%)
   1. Defined as those individuals who exit the program and are placed in employment or post-secondary education or training in the first quarter after exit and remain in employment or education in the third quarter after exit.
7. Recidivism (20% or below)

a. Another major goal for our young people is to keep them out of prison. This outcome measures the number of youth who had been youth or adult offenders at the time of enrollment and have been re-arrested for a new crime or re-incarcerated for revocation of parole/probation within one year from the date of their enrollment. Note that if no re-arrest/re-incarceration occurs by one year from the enrollment date, the program must enter “not re-arrested” in the MIS to get credit for this outcome. Also, if a participant is re-arrested and subsequently released without conviction, he or she is not included as a recidivator.

* 1. Defined as the percentage of participants who were re-arrested for a new crime or re-incarcerated for revocation of the parole or probation order within one year of enrollment in the program.

**COLLABORATION WITH SGVCC DEPARTMENTAL PROGRAMS**

**Earthworks**

* SGVCC Earthworks Community Farm will provide the following:
  + Provide YouthBuild Participants with professional development opportunities.
  + Provide YouthBuild Participants with Healthy Living Workshops.
  + Provide YouthBuild Participants with vocational training.
  + Provide YouthBuild Participants with an employment placement, if available.
* The Transition Coordinator should coordinate with the Earthworks Community Farm Manager for placements.
* The YouthBuild Program manager should coordinate with the Earthworks Community Farm Manager for integrated professional development opportunities, workshops, and vocational training for YouthBuild participants.

**Recycling**

* Provide YouthBuild participants who are placed in the recycling program vocational opportunities in trail maintenance, graffiti removal, tree planting, environmental projects, or recycling.
* Provide YouthBuild Participants with professional development opportunities.
* Provide YouthBuild Participants with an employment placement, if available.
* The Transition Coordinator should coordinate with the Recycling Program Manager for placements.
* The YouthBuild Program manager should coordinate with the Recycling Program Manager for integrated professional development opportunities, workshops, and vocational training for YouthBuild participants.

**YouthBuild Charter School**

* YouthBuild Charter School is responsible for the following:
  + Management of participants school enrollment, attendance, grade entry, CAHSEE testing and any other duties as required by the authorized county
  + Review and monitor the implementation of a Special Education Compliance plan
* Teachers and other academic support staff provided to YouthBuild program by the school are the employees of YCSC and these hires will occur under the auspices of the charter authorizer, Inyo County Board of Education, which will also provide payroll services.
* YouthBuild participants must follow all YouthBuild Charter School rules and work with the teachers to complete projects to receive High School credits.
* The YouthBuild Program Manager is responsible for all integrated efforts between the Charter School and the YouthBuild Program. The YouthBuild Program Manager may ask the Case Manager to be responsible for keeping track of YouthBuild participants’ academic progress.

**SMART**

* YouthBuild participants will work side by side with SMART participants during academic hours, with the SMART staff and participant Construction track during vocational training, and during community service events.
* The YouthBuild Construction Manager and the YouthBuild Program Manager will work with the SMART Program Manager to coordinate a schedule.

**Probation**

* YouthBuild participants will receive job readiness services from the SGVCC Probation Program Department.
* The Transition Coordinator will Coordinate with the Job Readiness Program Coordinator to provide job readiness workshops and placements for YouthBuild participants.

**OUTREACH/RECRUITMENT**

Outreach, recruitment, and selection is designed to attract youth eligible for YouthBuild. Outreach and recruitment is an effort performed all year round by all SGVCC programs and departments including: Recycling, Earthworks, SMART, Probation, YouthBuild Charter School of California, and YouthBuild.

SGVCC YouthBuild will strive to recruit as many as six times the number of applicants as there are spaces available in order to have a large enough group of youth from which to select. Selection of the most serious young people from the group provides the best opportunity to achieve positive outcomes for the youth.

The YouthBuild Program will enroll once a year at the start of the Academic Calendar Year in September. However, if the enrollment goal is not attained, another enrollment will occur during the second trimester of school in December. Since enrollment will occur a maximum of two times a year, recruitment efforts are increased prior to enrollment dates.

Outreach activities include the following, but not limited to:

* Door to door flyering
* SPA meetings
* Probation Department referrals
* WorkSource referrals
* Word of mouth
* Business referrals
* Newspaper and Radio advertisement
* Social Media
* Local Businesses Flyering
* Continuation School referrals

General Timeline of Outreach/Recruitment is as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Staff Meeting on recruitment** | **Recruitment dates** | **Group Information/Orientation Sessions** | **Interviews** | **Mental Toughness** | **First Day of Program** |
| April 15 | May 1 – Aug. 1 | June 1 – August 1 | Aug 1-7 | Aug 16 -30 | Sept. 1 |
| Sept 2 | Sept 15 – Nov. 1 | Sept 15 – Nov 1 | Nov 1 - 7 | Nov 20 –Dec 4 | Dec 4 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **GOAL** | **Staff Meeting on recruitment** | **Recruitment dates** | **Group Information/Orientation Sessions** | **Interviews** | **Mental Toughness** | **First Day of Program** |
|  | 600  applications  printed; 1,050  flyers printed | 200  completed  applications  received | 150 participants  attend group  orientation  sessions | 80 participants  attend  interviews | 60 participants  invited to  Mental  Toughness | 32 participants  enrolled |

\*See Appendix Flyer sample

**ELIGIBILITY**

Young people must be:

* between the ages of 16 and 24, inclusive, at the time of enrollment; and
* have dropped out of high school (see exception to this rule below).

In addition to those two criteria, a YouthBuild participant must be (\*see exception to this rule

below):

* a current or former foster youth and/or
* a youth offender and/or
* an adult offender and/or
* a youth who is an individual with a disability and/or
* a migrant farm worker youth and/or
* a child of an incarcerated parent and/or
* a low-income youth.

A YouthBuild participant needs to:

* Have a Social Security Card
* Birth Certificate
* Have high school transcripts
* Utility Bill
* Have a Driver’s license/CA ID or passport
* Be between ages 16 (at program entry) through 24 (at application)
* Apply during recruitment period
* Complete Mental and Physical Toughness Challenge
* Complete background checks

**\*25% Exemption**

If the applicant has a high school diploma/GED, or is not a member of one of the targeted populations above, but is basic skills deficient, he or she can be enrolled under the 25% exemption which states that up to (but not more than) 25% of the participants in the program may be youth who do have a diploma or GED, or are not members of a disadvantaged population based on the criteria above, but are: 1) basic skills deficient, despite attainment of a secondary school diploma, GED credential, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities); or 2) have been referred by a local secondary school for participation in a YouthBuild program leading to the attainment of a secondary school diploma, only if the YouthBuild program to which they are referred is a high school diploma-granting program.

The Case Manager is responsible for verifying and accepting the eligibility documents.

\*See Appendix for Detailed Eligibility Documentations

*Note that potential participants convicted of a sexual offense and required to register on the offender registry may not come within 500 ft of the school. Participants may appeal to explain their particular situation in writing to the Executive Director/School Boards.*

**APPLICATION PROCESS**

**Submit Application and Eligibility Documents**

As a first step, applicants will have to turn in a completed enrollment application and eligibility documents. For some young people, it may be hard to compile all the documents they need to prove their eligibility for YouthBuild. Case Managers and supporting staff will work with applicants to help them compile their documents. All documents must be submitted before Mental Toughness.

\*See Appendix for Enrollment Application

The first day of the program will be the latest date to accept documents. Make sure that young people understand that they will not be allowed to enroll without their eligibility documents.

**Orientation Sessions**

During active recruitment months, there will be biweekly orientations sessions describing the components of the program, services and resources available to them, and the expectations and requirements of the program.

It is useful to hold these sessions to inspire young people, to make them aware of the advantages of YouthBuild, and to warn them of the high expectations prior to their going through the entire application process. Be sure to explain that cparticipantonstruction is not an optional part of the program and can take place under difficult weather conditions. Explain that the varied components of the program are both an opportunity and a challenge.

Determine if the applicant can participate and still meet financial obligations. Explain your wage or stipend structure. If a part-time job will be necessary in the evenings, determine the motivation to make that commitment.

At these group orientation sessions, staff members should be available to speak individually with applicants and offer additional information about the program.

**The Interview**

The interview comes after the application has been submitted and after the applicant has attended a group orientation session. It is an important part of the YouthBuild selection process. It is a chance for staff to begin to build rapport with future participants. In the selection process, it allows staff to provide a diversity of opinions about the suitability of an applicant. It is also an opportunity to share additional information about the YouthBuild program and the responsibilities of participants.

All program staff who will be dealing directly with the participants will participate in the interview process, including YouthBuild Program Manager, YouthBuild Construction Manager, YouthBuild Construction Trainer, Transition Coordinator, Job developer, and Case Manager. If possible, each interview will be conducted by two or three staff members who represent the construction training, counseling/case management, academic components, and one or more current participants or recent graduates. All staff participating in the interview must ask questions, take notes, and contribute to a discussion about the participant after the interview.

There are two broad purposes of the interviews:

1. To assess the motivation of the applicant and

2. To begin to build a warm, respectful, purposeful relationship with each potential participant.

Through an interview you can get an impression regarding whether the applicant is motivated to:

* improve educationally;
* learn construction skills;
* do hard, physical work;
* stay with a job for a long period;
* show up on time, all the time;
* get along with peers;
* leave negative behavior behind and overcome past mistakes;
* deal with personal problems so he or she can succeed;
* help other people through building homes for them; and
* take on leadership role in program or community.

After the interview, all staff will determine who to accept to the Mental Toughness. Applicants accepted to Mental Toughness will be given at least one week’s notice to make final preparations for childcare, transportation, etc. Staff will submit a letter, a phone call, or have a face-to-face discussion with the applicant to let them know if they have been accepted or rejected.

Applicants who have not been accepted to Mental Toughness will be notified with the same speed and respect as those who have. At no time should contact with a YouthBuild program be discouraging for young people who have taken the important step of reaching out and seeking help. Applicants who have been rejected must be provided with other resources.

**MENTAL TOUGHNESS**

Mental Toughness is also known as Orientation. A well-organized orientation session of two weeks, referred to as “Mental Toughness”, is key to setting the tone and expectations for the year and for making the final selection of young people who will enroll in the SGVCC YouthBuild program. Our goal is to invite more young people to Mental Toughness than we plan to enroll in the program. This will allow for some self selection out for those young people who are not able to get up every morning and come to the program and for those who decide either the rigorous physical and academic work or the high expectations for participation are not right for them at this point in their lives. Mental Toughness is also the place to continue to build relationships between participants and staff and to build a cohesive, safe, supportive peer group.

In addition to setting the tone and expectations for the year, Mental Toughness should also motivate and inspire the young people who participate. Mental Toughness is the first place where young people are thoroughly exposed to YouthBuild's unique model of high standards combined with love, support and respect.

Be clear with young people at the beginning of Mental Toughness that being accepted to Mental Toughness does NOT mean they have been accepted to YouthBuild. In order to be accepted to YouthBuild, they must successfully complete two weeks of Mental Toughness.

\*See Appendix for Mental Toughness Schedule

**Mental Toughness Allowable Costs**

Young people who attend Mental Toughness session are not yet officially enrolled in YouthBuild. Thus, there are expenses associated with Mental Toughness that cannot be charged to DOL. For example, consultants facilitating Mental Toughness, stipends, help with transportation costs, work boots, books, food, or other supportive services provided during Mental Toughness cannot be charged to DOL. Other activities, which are considered part of recruitment and eligibility determination activities are allowable costs. Examples of these include background checks, drug tests, staff time, or assessments. For a full explanation of DOL policies regarding Mental Toughness, you should carefully review DOL’s Training and Employment Guidance Letter No. 14-09 Mental Toughness/Orientation Allowable Costs In A YouthBuild Program (See Appendix).

**SELECTION CRITERIA**

Good Candidates should be assessed by the following factors:

* Commitment to Changing Life. This should be a key selection factor. You can identify this through the interviews and in the initiative which applicants have already taken to deal with housing, day care, or other needs, or the steps taken to move away from a destructive lifestyle. This can also be assessed at the Mental Toughness
* Interest in Leadership. Many applicants will not yet have concrete leadership experience. However, interview questions can assess their interest and potential for leadership — for example, interest in being involved in improving neighborhood conditions and helping other people.
* Interest in Both Construction and Academic Components.
* Attendance
* Attitude
* Participation
* Contribution
* Punctuality
* Amount of High School Credits
* Proportion Who Have Obtained a High School Diploma.
  + The federal law requires that at least 75% of a class consist of young people who have dropped out of high school. Many programs accept some high school graduates who need remedial academic training; some have chosen to accept up to 25% high school graduates to ensure a balance of young people who may start out with greater self discipline and who will definitely be eligible for trade union apprenticeships (which depend on having a high school diploma or GED).

Note: Under the DOL statute, participants can be enrolled full-time for up to two years with an additional year of part-time follow-up services. Also, under the DOL performance measures, young people have up to nine months following exit to earn their GED.

**NON DISCRIMINATION**

There shall be no discrimination against applicants or participants for participation on account of: disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or the need for special education services.

**CRIMINAL BACKGROUND GUIDELINES**

All YouthBuild participants and staff will undergo a criminal history background check. In selecting an individual for participation in YouthBuild AmeriCorps, SGVCC YB will conduct and document three searches on:

* + 1. A search of the Department of Justice (DOJ) National Sex Offender Public Website (NSOPW) at *http://www.nsopw.gov.*

AND

(2) A search (by name or fingerprint) of the Corporation approved State criminal registry for the State in which the program operates and the State in which the applicant resides at the time of application;

AND

(3) A FBI fingerprint-based check (known as Criminal History Record Information (CHRI))

*http://www.fbi.gov/about-us/cjis/background-checks/background\_checks*

\*See Appendix for Request for Live Scan Service

In addition, these three searches are also required of any staff member whose salary is being supported by CNCS funds and/or is being leveraged as match.

***Procedures must include:***

1. Verification of the applicant’s identity by examining a government-issued photo identification card such as a passport, driver’s license, state identification card or permanent resident card;

(b) Prior, written authorization by the applicant authorizing the program to conduct State criminal registry and FBI checks (not required for NSOPW checks), as well as authorization to share the results of that check within the program, as appropriate;

(c) Documentation of the applicant’s understands that selection into the program is contingent upon the organization’s review of the applicant’s criminal history, if any;

(d) An opportunity for the applicant to review and challenge the factual accuracy of a result before action is taken to exclude the applicant from the position;

(e) Safeguards to ensure the confidentiality of any information relating to the criminal history check, consistent with the authorization provided by the applicant

(f) Ensuring that an individual, for whom the results of a required State criminal registry check are pending, is not permitted to have access to vulnerable beneficiaries without being accompanied by an authorized program representative who has previously been cleared for such access.

An individual who refuses to authorize a program to conduct a criminal history State registry and/or FBI check, or who makes a false statement in connection with SGVCC YouthBuild inquiry concerning the individual’s criminal history, may not serve in a covered position.

SGVCC YouthBuild may not select an individual for a position prior to determining whether the individual is registered with NSOPW, which is readily ascertainable through an on-line search. However, because the additionally-required search of State criminal registries(or an approved alternative search), and an FBI check may take more time, SGVCC YB is not precluded under this rule from selecting or placing an individual contingent upon obtaining these additional results subsequently; however until all required State criminal registry and FBI check results are received and reviewed by the SGVCC YouthBuild, an applicant may not have access to vulnerable populations without being accompanied and supervised by an authorized program representative who has previously been cleared to have such access.

***Required Documentation***

SGVCC YouthBuild must document in writing that a certifying official from the site verified the identity of the individual by examining the individual’s government-issued photo identification card, conducted the required checks, reviewed and maintained the results of the National Service Criminal History Check (unless precluded by State law), and considered the results in selecting or retaining an individual for a covered position. SGVCC YouthBuild should use the “Eligibility Verification Form” provided by YouthBuild USA for this documentation. SGVCC YouthBuild must also maintain that the results of the criminal history check are stored with the SGVCC Custodian of Records.

For the National Sex Offender Registry checks, SGVCC YouthBuild needs to:

1. Print out the cover page from the NSOPW website which shows the number of hits and if applicable, the photos of the offender for each hit.
2. Verify that each hit is not the potential applicant by either comparing the photo on the cover page to the government issued photo ID provided by the member or by clicking on the hit(s) without photos and compare other information such as birthdate.
3. Write and initial “Not a match” on the NSOPW cover page next to each hit.

***Disqualification of Applicants***

An individual is ineligible to serve in a covered position if the individual:

1. Is registered, or required to be registered, on a State sex offender registry or the National Sex Offender Registry; or

(b) Has been convicted of murder, as defined in section 1111 of title 18, United States Code. Other criminal offences may appear on a criminal record that do not include murder, it is suggested that subgrantees, to ensure their decisions to disqualify applicants based on criminal history results are grounded and nondiscriminatory, should weigh the following factors on a case by case basis:

• The nature and gravity of the offense;

• The time that has passed since the conviction or completion of the sentence; and

• The nature of the position to be held or sought.

**SUPPORTIVE SERVICES**

The purpose of supportive services is to help participants complete the program and overcome obstacles that hinder them from their successful future. Any students who seek supportive services must ask their case manager. The Case Manager must request an approval from the YouthBuild Program Manager if it requires money. See the following for documents that need to be filled out in order for a participant to receive certain supportive services.

1. Uniform
   1. All participants will be issued 3 pairs of pants, 3 shirts, boots, and necessary construction tools upon acceptance into the YouthBuild program.
   2. The Construction Manager and Trainer will issue participants uniform, gear, and tools during vocation training. The Construction Manager must fill out the Gear Issue, Uniform Size, and Tool issue Form (See Appendix).
2. Bus transportation
   1. Participants must speak with their Case Manager about transportation issues. If they live in a distant city and/or does not have transportation to attend the program, the Case Manager must help the participant fill out the Metro TAP application for a participant monthly bus pass. They must submit a check request to the program manager for approval. Once a check request is approved, the Program Manager will hand the Case Manager the check to go to the El Monte Bus Station and purchase a bus pass for the participant. Bus passes should only be given on a need-basis.
   2. See Appendix for K-12 Participant TAP Card application.
   3. Case Manager must document on Bus pass log when a participant is issued a bus pass.
3. Substance Abuse
   1. Any staff member who suspects a participant who is struggling with substance abuse must consult with the participant’s case manager/counselor. The case manager would then refer the participant over to the on-site Substance Abuse Counselor – Van Nuys Treatment Center.
   2. Any participant who seeks out substance abuse services may do so by consulting with their case manager/counselor.
   3. Van Nuys Treatment Center offers group sessions on prevention and one-on-one sessions on prevention and intervention.
4. Mental Health
   1. Any staff member who has reasonable reason for a participant to receive mental health services, may refer the participant to the on-site therapist provided by Pacific Clinics.
   2. Participants may request these services through their Case Manager.
5. Anger Management
   1. Anger management courses are available to all participants at the SGVCC site.
   2. Participants may request these services through their Case Manager.
   3. If court mandated, participants must speak to the courts to verify that the SGVCC anger management courses is acceptable.
6. Healthy Relationships
   1. Healthy Relationship courses are available to all participants at the SGVCC site.
   2. Participants may request these services through their Case Manager.
7. Daycare
   1. SGVCC does not provide daycare, however, during academic hours; participants may bring their children during emergency situations.
   2. Participants may request these services through their Case Manager.
8. Housing
   1. SGVCC has resources available for housing through Pacific Clinics Hope Center.
   2. Participants may request these services through their Case Manager.
9. Tattoo removal
   1. SGVCC has resources available for tattoo removal through the El Monte Police Department.
   2. Participants may request these services through their Case Manager.
10. DMV
    1. Any participant who needs a CA ID, they may request a DMV reduced form from their Case Manager. The Case Manager will verify the need and low-income eligibility and request a DMV reduced form from the Program Manager to give to the participant.
    2. See Appendix for Form
11. Food bank
    1. SGVCC has resources available for food through God Provides Food Bank.
    2. Participants may request these services through their Case Manager.

**PLACEMENT**

Participants do not have to be exited at the moment core program services are completed. Exit can and should be based on the individual and ongoing needs of the participant. Transition services can be provided until the participant is ready for exit and may include college experience, subsidized summer jobs, internships, or other activities that will help the youth focus on post-program goals. It may also be best to have the youth already connected to a post-program placement BEFORE exit to ensure successful outcomes for the youth.

Staff should try to place a participant during their exit quarter. The absolute deadline is the first quarter after exit. Once a participant has reached exit status, the participant may be asked to complete a Program Exit form.

Entering post-secondary education, long-term training, or employment is the key to transitioning to adulthood and independence for our young people. This outcome measures the percentage of participants placed in employment, post-secondary education, military, or long-term occupational training in the first quarter (three months) after the quarter in which the participant exits the program. The number placed is divided by the total number of participants who exited the program in the previous quarter.

Participants will be placed in the following:

* + - Pre-apprenticeship union
    - Construction jobs
    - Local businesses
    - Green-building jobs
    - Restaurants
    - Warehouses
    - Community colleges
    - Trade Schools
    - Occupations of the participant’s interest

A Participant needs to remain in their placement for a minimum of 1 day. Staff must input this placement in the DOL MIS system.

**RETENTION AND FOLLOW-UP**

**RETENTION**

We know that it is not enough simply to place our young people in a job or in college. In order to significantly reap the benefits of these placements, young people must stick with them or must find another job if the first one doesn’t last, as it often doesn’t. This outcome measures the number of participants who were placed in employment or education in the first quarter after exit that are in a placement in the second and third quarters after exit. They do not have to be in the same employment or education placement in each of the three quarters.

**FOLLOW-UP**

After completion of the Program Exit form, which notes immediate career steps, contact information and more, the participant will enter follow-up status for the next 9-12 months, during which they will be contacted on a regular basis by the Transitional Coordinator and may seek additional supportive services as needed.

The Transition Coordinator must contact each successful participant at a minimum once a quarter for 3 quarters after exit. The Transition Coordinator may contact the participant through face to face contact, phone, email, or mail. A successful contact would occur when the participant brings back proof of placement.

If youth are placed in a job/career, they must provide a paystub or letter from employer verifying their employment.

If youth are placed in college or a trade school, they must provide transcripts, class schedule, or report card.

Once a contact occurs, the Transition Coordinator should input the contact in the MIS. If it is an unsuccessful contact, the Transition Coordinator should still input it into the system.

**REPORTING**

**Required DOL Reports - MIS**

Use of the DOL YouthBuild Management Information System (MIS) is required for all DOL YouthBuild grantees. All data required by the DOL web-based MIS must be entered on a timely basis to report on the DOL outcomes of literacy/numeracy attainment, degree/certificate attainment, placement in employment or education, recidivism, and placement retention. Help is available from the DOL MIS Helpdesk. The data entered into the MIS is the basis for quarterly reports submitted to DOL that must be certified for accuracy.

DOL YouthBuild programs must submit three reports, each on a quarterly basis:

1. A quarterly performance report (QPR) – The information in the QPR comes directly

from the data you enter into the DOL MIS.

* The YouthBuild Program Manager is responsible for submitting this report.

1. A quarterly narrative report which is attached to the QPR.
   * The YouthBuild Program Manager is responsible for submitting this report
   * The Construction Manager, Construction Trainer, Case Manager, Job Developer, Transition Coordinator must submit a report on their program component each quarter to the YouthBuild Program Manager two weeks after the quarter ends.

* All staff must include in their program component reports the following:
  + Activities they have done with and for the participants. i.e. supportive services, bus passes, hands on training at the work site, field trips, life skills workshops topics held every Wednesdays, number of tutors, number of mentors
  + Any deliverables you might have accomplished. i.e. PACT certs, TABE gains, projects completed, certificates attained
  + What you anticipate to accomplish in the next quarter
  + Obstacles you faced
  + Any new resources you obtained
    1. Name of Agency
    2. Contact person
    3. What services or resources they will provide

1. A financial report, the ETA 9130.

The reports are due 45 days following the end of each quarter, and timeliness in submitting these reports is important. The quarters are as follows:

Quarter 1: July 1 – September 30

Quarter 2: October 1 – December 31

Quarter 3: January 1 – March 31

Quarter 4: April 1 – June 30

All of these reports are submitted through the ETA reporting system, which can be found at

[www.etareports.doleta.gov](http://www.etareports.doleta.gov).

For any MIS questions or support, email: [missupport@youthbuild.org](mailto:missupport@youthbuild.org)

For detailed information on MIS data entry, refer to the YouthBuild Training Guide (See Appendix) or you may access it when you log onto the ETA reporting system.

**Websta-q**

Websta-Q is an affiliate reporting tool for YouthBuild USA. YouthBuild programs are to report on the following:

YouthBuild Participant demographics, AmeriCorps participant demographics, SMART participant demographics, Volunteers demographics, community service events, low-income housing units worked on, group progress, attendance and AmeriCorps hours.

Quarterly submission of WebSTA-Q is due at the end of the month following the quarter's end. The quarters and report due dates are as follows:

Quarter 1: January 1 – March 30 Due Apr 30th

Quarter 2: April 1- June 30 Due Jul 31st

Quarter 3: July 1 – September 30 Due Oct 31st

Quarter 4: October 1 – December 31 Due Jan 31st

To submit a report, log on to the following website: [www.webstaq.org](http://www.webstaq.org)

For websta-q questions and support email: support@webstaq.org

To be an authorized user, an authorized administrator (usually the Program Director) must add you. To add more user accounts:

Click on the "Users" section of the toolbar. At the bottom of the page, create the username and password. You need to add an email address for each user you create. You can also update your email/password information on this tab.

**E-Grants**

E-grants is a reporting system for The Corporation for National and Community Service. All YouthBuild AmeriCorps participants must be enrolled and exited through the E-grants system, which you can access at: Egrants.cns.gov

For assistance you can contact them at:

Help Desk: 800-942-2677  
Fax: 606-330-2530  
TTY: 800-833-3722

Or you can send an email at: <https://questions.nationalservice.gov/app/ask_eg>.

**‘**

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