

## Transition Year Checklist

OPTIONS FOR THIRD YEAR SCHEDULE AND BUDGET ALLOWED IN THE GRANT		
Task	Yes	NO
Formal Calendar documented and accessible to all staff that ensures required full enrollment by the end of initial quarter that begins Year Two		
Placement, Retention, and Follow-Up Plan containing detailed activities for staff and youth to complete Year Three within the initially approved grant timeframe		
Request to Federal Project Officer to realign budget items to Year Three if there are funds left over from active programming period		
Request to Federal Project Officer for a no-cost time extension (generally one additional quarter) to the grant—THIS REQUEST MUST BE ACCOMPANIED BY A STRONG, SOUND JUSTIFICATION!		
Review with Federal Project Officer to ensure clarity on allowable costs, if proposing changes		
Review with Federal Project Officer changes in staffing (reduction in time, change in Scope of WORK (SOW))		
Review with Federal Project Officer all proposed incentives (including monetary and goods) for participants who have been or will be successfully exited		

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PLANNING THE TRANSITION TO YEAR 3 (INCLUDES PREPARATION THAT BEGINS IN MID-YEAR 2)		
Task	Yes	NO
Finish up educational testing (TABE, CASAS) that needs to be completed by end of 12 month period from entry of participant into the MIS		
Log all recidivism results into the MIS within the 12 month time limit from date of entry into MIS		
Placement, Retention, and Follow-Up plan complete with all detailed activities and contacts for handling the young people who exit immediately at the end of Year One operations		
Placement, Retention, and Follow-Up plan complete with all detailed activities and contacts for handling the young people who exit immediately at the end of Year Two operations		
Complete a calendar of the remaining quarters for youth activity including required check-ins and documentation presentation for files and reporting purposes and determine how each staff will need to track these remaining quarters		
Plan for handling the following items as PSE placement plans are finalized (the following is a partial list only): Financial aid, scholarships, bridge or transition programs, FAFSA, dual credits, incentives such as laptops, etc.		
Already have an FPO approved Incentive Policy in place or know the process for drafting and obtaining approval for a Transition Year Incentive Policy from program's FPO		

BUDGET AND DATA		
Task	Yes	NO
Planning for the Year Three budget takes place at mid-Year Two		
At the start of Year Three, staff review, refine, and implement the Year Three budget		
Clear, consistently administered changes to methodology for capturing and recording data correctly as youth will not be attending daily in the Year Three (systems in place, contact with MIS Help Desk, files maintained, required documentation gathered)		
Equipment, tools, and other supplies have been determined to be eligible/allowable for purchase in the Year Three		
Match that will be procured in Year Three aligns with the budget expenditures for Year Three and documentation on file to support that match		

PARTNERS		
Task	Yes	NO
Program has determined the partners that will be critical to the program and possibly to program match in the transition Year Three		
Program has a clear detailed plan for how to work with these partners differently in transition Year Three		

STAFFING		
Task	Yes	NO
Program has a clear, appropriate philosophy and scope of work for fulltime staff who remain fulltime, or fulltime staff who move to part time in the transition and follow-up year		
Program has determined which staff are eligible still be engaged in Year Three		
Program has transition and follow-up year job descriptions that have been modified to focus on allowable post program placement retention and follow-up		
Program has strategies and expectations for youth to return to the program at required times during Year Three and made these expectations clear to youth		
Outreach		

INCENTIVES		
Task	Yes	NO
Appropriate changes have been made to the program's Years One and Two incentive policy to reflect the programmatic and monetary changes of Year Three		
Ensure program has clear written policies and rules around stipends and incentives and that youth understand the difference between stipends and incentives and when and how they can receive these things		
Specific calendar for issuing incentives in Year Three and identification of types of incentives that are allowed/appropriate during placement and follow-up		

DOCUMENTS AND REPORTING		
Task	Yes	NO
Program has identified the paperwork that will be necessary to be collected in the Transition Year and Year Three and a process for acquiring that paperwork for required file maintenance		
Program has made clear to the youth the documents they will be required to provide as proof of placement and retention as well as the process for providing those documents to the program for completion of each participant's file		