Real Skills for Youth
New Grantee Orientation

Friday, May 31, 2019
Rhode Island Department of Labor and Training
Agenda

1. Introductions
2. Real Skills for Youth Background & Goals
3. Program Implementation & Grantee Guide
4. Program Reporting
5. Financial Reporting
6. Site Visits & Technical Assistance
7. WBL Outcomes Surveys
8. Questions?
Real Skills for Youth Grantees 2019-20

- AS220
- Blackstone Valley Community Action Program
- Center for Dynamic Learning
- City of Providence, Office of Economic Opportunity
- Comprehensive Community Action Program
- Connecting for Children and Families
- DownCity Design
- East Bay Community Action Program
- Inspiring Minds
- Nowell Leadership Academy
- RI Nurses Institute Middle College Charter High School
- Skills for Rhode Island's Future
- Southside Community Land Trust
- Tri-County Community Action Agency
- Young Voices
- YouthBuild Preparatory Academy
Introductions

For each Partnership, take 2 minutes to introduce yourself and answer the following questions about your Real Skills for Youth programming:

• What organization do you represent and who are your key partners?

• Which youth will you serve (age, location, any target populations) and in what activities will they participate?

• What do you anticipate will be your Partnership’s biggest success, and what will be the biggest challenge?
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What is Real Skills for Youth?

- The Real Skills for Youth program prepares youth for success in college and career through:
  - Meaningful career exposure
  - Opportunities to build essential skills
  - Supported work-based learning activities

Aligns with the statewide vision of PrepareRI to ensure all Rhode Island students are college and career ready.
Background

• Started in 2018-19.

• Builds off the long-standing Summer Youth Employment investments to directly fund partnerships between industry and education.

• Supports career exploration, college and career readiness, and work-based learning activities in the summer and academic year.

• Expanded the scope timeline for tighter connections between summer work-based learning and what students learn in school.
Key Objectives

Through activities participants will:

• Builds off the long-standing Summer Youth Employment investments to directly fund partnerships between industry and education.

• Supports career exploration, college and career readiness, and work-based learning activities in the summer and academic year.

• Expanded the scope timeline for tighter connections between summer work-based learning and what students learn in school.
Notable Highlights for 2019-20

• **$2.6 million investment** into youth work
• **16 Real Skills partnerships**: 12 returning and 4 new
• **More than 2,800 youth** will participate in Real Skills activities, including career exploration, building essential skills, and work-based learning
• Through Real Skills, **1,100 youth** will participate in **paid summer** work-based learning experiences. An **additional 500 youth** will have paid experiences through Real Pathways, Real Jobs, and PrepareRI Internships.
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Major Elements of Programming: Career Exploration

**Career Exploration** includes opportunities to understand career options and career pathways, including the linkages between educational and skills attainment, relevant experience, and career advancement.

- Examples include:
  - Personalized career interest/strength assessment surveys
  - Job shadows and site visits to workplaces
  - Interactive career fairs
  - Guided research
  - Industry-driven curriculum
  - Individual Learning Plan (ILP) reflections
Major Elements of Programming: College and Career Readiness Training

*College and Career Readiness training* includes opportunities to develop essential skills; learn and understand work norms and culture; and prepare youth for work-based learning experiences *(must be included if participants will be engaged in WBL).*

- Must include but not limited to:
  - General career exploration, including job search tools and techniques
  - Resume development and interview skills
  - Learning and applying essential skills needed in the workplace (defined in the solicitation)
  - Financial literacy topics, such as managing money, budgeting, credit and debt, using bank accounts, and financial goal-setting
  - Health, safety, and rights on the job
  - Paperwork requirements to receive wages (as applicable)
Major Elements of Programming: Work-Based Learning

**Work-Based Learning (WBL):** opportunities to apply academic, technical, and essential skills in a real life or simulated work environment.

- Activities that qualify as WBL:
  - Internships
  - Apprenticeships
  - Service-learning
  - School-based enterprises
  - Industry projects

- WBL activities must meet the standards outlined in the **GWB Work-Based Learning Guidance**
Grantee Guide

• Partnership Management
• Participant Management
• Fiscal Management
• Fiscal and Programmatic Monitoring
Guide Highlight: Youth Activities

• All Partners, Subgrantees, and others involved in the Partnership have all necessary licenses and approvals, certifications; and are in compliance with all applicable State and federal laws and regulations.

• All activities comply with all applicable federal, state, and local health and safety standards, labor laws, and all applicable rules and regulations including workers compensation.

• Activities are for the primary benefit and learning of the participant, and will

• contribute to the positive development of participants’ career readiness skills (no participant shall be used to provide services normally provided by temporary, part-time or seasonal workers or through contracting such services out or to fill full-time vacancies).

• All work-based learning activities will be safe and properly supervised.

• All staff working with youth will get a BCI check.
Guide Highlight: Youth Activities

- Partnerships must have in place:
  - Process for enrollment, termination, and replacement of participants
  - Enrollment form (including collection of information for program report) with participant consent for use and disclosure of personal information
  - Photo / media release form
  - Worksite agreement for internships
    - Observe and comply with safety and health standards, labor laws
    - Maintain liability protection
    - Experiences are for the benefit of the participant
    - Permission to visit the worksite at any time
  - Process and documentation for worksite incidents
  - Timesheets / attendance records
  - Payroll registers / stipend receipts (for invoicing)
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Program Reporting

### Section A: General Information
- ETV Partnership Name:
- ETV Lead Applicant:
- ETV Partnership Name:

### Section B: Work Based Learning Participant and Activity Information

<table>
<thead>
<tr>
<th>Participant First Name</th>
<th>Participant Last Name</th>
<th>Street Address (Home)</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
<th>DOB (MM/DD/YYYY)</th>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>School Status</th>
<th>School if applicable (choose from drop-down list or type full name if not listed)</th>
<th>Current Entering Grade, if applicable</th>
<th>Type of WBL Activity</th>
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Program Report includes 2 tabs: Career Exploration (aggregate data) and Work-Based Learning (individual data)

**Work-Based Learning:** Internships, industry projects, service learning projects, school-based enterprises, apprenticeships

- All paid summer activities will fall under WBL tab
- Career exploration often embedded within WBL; does not need to be reported separately

**Career Exploration:** Curriculum and activities for students to learn about different industries, occupations, and career pathways

- Personalized career interest surveys
- Job shadows and site visits
- Interactive career fairs
- Guided research (i.e. Launch My Career, O*NET)
- Industry-driven curriculum
Individual WBL data includes:
- Participant name
- Participant home address
- Date of Birth
- SSN*
- Gender
- Race/Ethnicity
- School and entering grade, if applicable
- Type of WBL activity (ex. internship, industry project)
- Start and end dates

Program status (enrolled, completed, did not complete, dropped out, terminated)
- Hours worked/in class
- Wages/stipends earned
- Credentials/credit earned
- Industry and occupation (from NAICS codes)
- For internships and industry projects, if applicable:
  - Employer Name
  - Employer Address
Program Report Data, cont.

• Career Exploration data includes:
• Type and description of activity
• Industry connection
• Number of classroom and worksite hours
• Start and end dates
• Participating schools (new line for each school)
• Number of youth from each school and grade levels (or ages if out of K-12 school)
Program Reporting Schedules

- Summer (WBL tab only)
  - July 31st: initial WBL program report
  - September 30th: final WBL program report, including all drop-outs and non-completers, plus narrative

- Academic year (Career Exploration and/or WBL tab):
  - **November 30:** interim narrative update
  - **January 15:** program report for activities to date
  - **March 30:** interim narrative update
  - **June 15:** year-round program report with cumulative activities

- Program Reports should be submitted through a secure transfer (instructions to be emailed) and will be uploaded to the new data management system
- Grantees must have Confidential Document Handling Policies in place (subject to monitoring)
- Additional narrative reports may be requested at the GWB’s discretion
Narrative Reports

Narrative reports may include questions like…

• What activities have occurred since the last report?
• What are some program highlights? What are program challenges?
• Is your Partnership on target to meet the Deliverables and Outcomes outlined in your Scope of Work? What, if any, obstacles have caused delay, and how do you intend to overcome these obstacles? Indicate if you need technical assistance.
• What are some notable activities, meetings, etc. that will occur in the near future?
• What is the status of your Leveraged Funds? Do you have any new commitments?
• Do you have any new employer or other strategic partners?
• Provide any articles, posts, tweets, photos, or stories related to your Real Skills for Youth grant.
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Invoicing Overview

- Email all invoices to DLT.Invoice@dlt.ri.gov.
- Grant-related expenses are paid on a reimbursement basis (advances for youth wages may be approved on a case by case basis)
- Expense Report (invoice) can be submitted on monthly or quarterly basis
- Expense Report must be completed in full, signed by fiscal agent, and match grant-related activities for the previous period
- Expense Report must be accompanied by clear and adequate backup documentation for every expense submitted
Invoicing Overview, cont.

- Line item flexibility up to 10% (of the line item) allowed. Any reallocations above that amount requires GWB approval.
- Backup documents over 20 pages must be accompanied by a LEAD SHEET.
- Expenses will be paid no later than 30-45 days after receipt assuming submission of acceptable invoice and backup documentation.
- Multiple incorrectly submitted invoices, and/or insufficient backup documentation will be viewed as noncompliance with terms of Grant Award.
Advanced Requests

• If a Grantee anticipates that waiting for reimbursement will pose a financial burden, the Grantee may request an advance of up to 50% of youth wages for Summer programming:
  • Formal request letter to GWB Executive Director with justification for request
  • Expense report with projected costs of the advance
  • Latest financial reports with documentation of cash on hand
  • Grantee should submit advance request by June 7th for an early July advance

• No later than August 1st, the Grantee must submit an expense report with documentation and backup of how the 50% advance has been spent.
  • If not yet fully spent, the Grantee must submit documentation of expenses thus far and projected spending of the remaining advance.
Invoicing Reminders

• For Wages/Stipends/Incentives and transportation costs (ex. Bus passes)
  • Proof of cost and Proof of delivery/receipt is required
  • Example: Receipt for 4 Bus Passes, and Signatures attesting that the participant received them.

• Evidence of Cost:
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Site Visits and Technical Assistance

• Real Skills for Youth is subject to ‘Active Contract Management’.
• Each partnership is assigned an internal GWB staff member to provide technical assistance, problem-solving, and performance management.
• GWB staff (and potentially GWB Board Members) will be conducting site visits, which may be requested with 48 hours notice.
• Fiscal monitoring visits and audits may be requested consistent with the terms of your Award.
• Program updates and notifications will be sent via email. (PLEASE READ!)
• Partnerships are encouraged to maintain frequent and open communication with your assigned Grant Advisor.
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Measuring Outcomes of WBL

What do we want to measure?
Outcomes of work-based learning beyond numbers of participants and hours completed; i.e. progress toward stated work-based learning objectives.

How will we measure it?
Pilot a WBL Outcomes Survey in Summer 2019 with Real Skills grantees.
Measuring Outcomes of WBL, cont.

For pilot success, surveys need to:

• Be consistent across all summer work-based learning programs
• Be fully online
• Provide quantitative results
• Match responses to a particular program
• Occur one time only
• Be conducive to a train the trainer model
• Be self-explanatory
Survey Basics

• Youth participants and employers/teachers/mentors will respond to the survey ONCE at the end of the summer

• Survey will be administered through an online platform with all results going to
• GWB

• Grantees will be responsible for communicating survey purpose, format, content, and instructions to youth participants and employers/teachers/mentors

• Survey includes questions on essential skills growth and program feedback

• Accompanying resources: FAQs and rubrics for essential skills conversations
Survey Respondent FAQs

1. Why am I asked to complete this survey?

The funders of this program, the RI Governor’s Workforce Board (GWB), want to hear from you on how to continuously improve these types of programs. They want to be sure that programs allow youth to practice and improve their essential skills, meet and network with industry professionals, and explore career options.

2. Do I need to include my name or can my responses be anonymous?

You are asked to include your name (or your student’s name) so that the GWB can tie responses to other information they already have, like age, school, zip code, etc. This is important so that the GWB can be sure that programs are benefiting all young people.
3. Who will see the responses? Will they be shared anonymously?

The GWB will receive all responses directly. Responses will be shared with Program Providers, however Providers will not see any individual names. Only the GWB will see names, and this will be for the sole purpose of tying other information to responses.

4. What kinds of questions will I answer?

You will answer questions on skills growth for yourself if you are the participant, or for participant(s) if you are an employer host, mentor, or teacher. You will be asked to reflect on a list of skills (like communication, teamwork, problem solving, adaptability, etc.) and how you/the participant demonstrated those skills at the beginning of the summer and at the end of the summer. The idea is to see if there was growth in those skills. You will also answer questions on program feedback so we can continue to improve programming.
5. **How honest can I be? Is my paycheck or future participation in programs dependent on my answers?**

Please be honest with all of your answers, and your answers will in no way impact future participation, paychecks, or anything else.

6. **What languages will the survey be in?**

Surveys will be available in English and Spanish.

7. **How can I complete this if I don’t have access to a computer?**

The GWB will work with all providers to ensure that they can give participants access to computers and dedicated time at the end of the program to access the survey. While the survey can be accessed by phone or tablet, it is much more easily accessed on a computer.
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