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# Program Administration and Management Guide

## 2021 - 2022

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### Document Description and Contact Information

The YouthWorks administrative and management guide provides information needed for local program managers to implement YouthWorks in the targeted cities. The guide provides an overview of administrative and policy requirements to support quality program implementation.

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# TABLE OF CONTENTS

## SECTION I: PROGRAM OVERVIEW

Program Summary	5
YouthWorks Path Model	5
Funding eligibility for grantees	7

## SECTION II: CONTRACTING INFORMATION

Allowable Expenditures	10
Financial Match requirements and documentation	12
Technical Assistance Participation	13
Contract Modifications	13

## SECTION III: YOUTH RECRUITMENT AND ELIGIBILITY

Residential Eligibility of Youth	15
Age and Income Requirements	15
Target Populations	15
Documenting Income Eligibility and Risk Factors	16
Participation and Completion Requirements	18

## SECTION IV: PROGRAM IMPLEMENTATION

Programmatic Elements and Collaborative Program Administration	21
Program Requirements	23

## SECTION V: POLICIES AND PRACTICES FOR PROGRAM ADMINISTRATION

Technical Assistance Component and Collaboration	27
COVID-19 Specific Guidance	27
Best Practices for Service-Based Learning and Work-Based Learning Experiences	30
Program and Resource Connections	30
Information Security Policy	32
Confidentiality Reporting	33
Divisional Policies Governing Security and Confidentiality of Information Assets	34

## SECTION VI: GRANT ADMINISTRATION AND INVOICING

Fiscal Reports and Cash Requests	37
Documentation for Expenses	37
Expectations for Grant Administration	38
Final Budget Expenditure Report	39

## SECTION VII: REPORTING REQUIREMENTS AND DOCUMENTING PROGRAMMATIC OUTCOMES

Measuring and Documenting YouthWorks Outcomes	41
YouthWorks Participant Record Data	44
Narrative Final Report	44
Media/Press	44

## SECTION VIII: APPENDICES

Appendix 1: YouthWorks Household Income Eligibility Guide	46
Appendix 2: YouthWorks Program Assessment	47
Appendix 3: Photo Release Form (English and Spanish versions)	53
Appendix 4: Grantee certification of compliance with information security policy	57
Appendix 4: Participant Confidentiality and Release Form	58

## SECTION I: PROGRAM OVERVIEW

**Overview:** Section I describes the goal of YouthWorks, recent updates, the path model used for program implementation, how funding eligibility is determined along with which regions and cities are eligible for funding, and the cooperative nature of the YouthWorks grant and importance in designating a lead entity.

**Subsections:**

- PROGRAM SUMMARY
- YOUTHWORKS PATH MODEL
- FUNDING ELIGIBILITY FOR GRANTEES

**Relevant Best Practice from YouthWorks Program Assessment:**

# 1 Develop a YouthWorks model that includes tiered offerings designed to meet the age and stage needs of participants.

## Program Summary

The goal of the state's subsidized employment program, YouthWorks, is to help ensure young people gain the needed skills and experience to enter the workforce and begin to design a path toward sustained success. For the past 20 years, 14 to 21-year-old income eligible teens and young adults from 31 Massachusetts cities have participated in one of the few state-funded youth employment programs in the country.

YouthWorks represents a statewide effort of local Workforce Investment Boards (WIBs) and Career Centers partnering with businesses, state agencies and local community-based organizations to recruit, train, place, and supervise teens and young adults (aged 14 to 21) in job opportunities in public, nonprofit, and private-sector placements. In 2021-2022, the program will increase reach and capacity by operating in additional priority communities with high rates of youth living in poverty.

2020 was the first full-scale implementation of YouthWorks new three-tiered developmental model focused on meeting the needs of participants in terms of age, stage and path. As a result of COVID-19 restrictions, the summer of 2020 also marked the start of widespread virtual and hybrid programming within YouthWorks. With input from regional and local stakeholders, Commonwealth Corporation developed a comprehensive, virtual career development program aligned to the YouthWorks age, stage and path model. This robust program was administered collaboratively across the state and focused on building essential skills, increasing career awareness and fostering positive connections with professionals and peers. The ongoing YouthWorks Year-Round program is building off emerging best practices while also addressing lessons learned. The program model that follows aligns core programmatic goals and the YouthWorks tiered developmental model with an updated virtual and hybrid offering that combines the strength of statewide elements with the flexibility to embed local programming and work placement options.

## YouthWorks Path Model

YouthWorks programs serve a wide range of participants in terms of ages, levels of career awareness and goals. To provide all participants with effective and relevant workforce-development services, YouthWorks is divided into three specific tiers. With the lifting of COVID-19 restrictions and recognition of the advantages of virtual statewide programming, programs are being asked to have a virtual plan in mind for participants who may not feel comfortable with in-person activities. Programs are welcome to offer any percentage of virtual, hybrid, and in-person programming. The following charts articulate the program model and offerings.

	<b>Predominately In-person</b> with Virtual Career Development	<b>Hybrid</b> (Pre-planned mix of virtual and In-person program elements)	<b>Virtual</b> (All core elements are delivered in a virtual modality)
<b>Tier One — Service and Project-Based Learning</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Tier Two — Early and Career Trajectory Employment Experiences</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Tier Three — Career Pathway Training and Support</b>		<b>X</b>	<b>X</b>

### YouthWorks Age, Stage and Path Model

	Tier 1 — Service and Project-Based Learning	Tier 2 — Early and Career-Trajectory Employment	Tier 3 — Career Pathway Training and Support
	14 to 15-year-old participants	16 to 21-year-old participants	17 to 21-year-old participants
KEY COMPONENTS	<ul style="list-style-type: none"> <li>• <i>Signal Success: Starting off Strong</i></li> <li>• Service-learning projects coordinated with local community partners and/or supportive small group introductory work placements</li> <li>• Sector aligned project-based learning with additional supports for younger participants</li> <li>• Mentorship and career exploration opportunities from near peers and working professionals</li> <li>• Cohort-based case management</li> <li>• Interview practice and personal brand coaching</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Signal Success: Building a Professional Self</i></li> <li>• Subsidized work placements and/or a chance to explore career interests through a range of micro career pathway courses</li> <li>• Sector-aligned project-based learning with targeted skill development for key transferable skills</li> <li>• A combination of supervisor-based mentorship opportunities and/or collaboration and leadership development from near peers and working professionals</li> <li>• Cohort-based case management</li> <li>• Interview practice and personal brand coaching</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Signal Success: Crafting a Career Path</i></li> <li>• Career pathway planning and individual case management</li> <li>• A combination of micro career pathway courses focused on a specific career or industry plus at least one of the following elements coordinated to support growth in a specific career path:               <ol style="list-style-type: none"> <li>1. Leadership role in a sector aligned project-based learning experience</li> <li>2. In-person or virtual work placement</li> <li>3. Significant job shadow/informational interview experience</li> </ol> </li> <li>• Interview practice and personal brand coaching</li> </ul>
PROGRAM GOALS	<ul style="list-style-type: none"> <li>• Partner with employers to develop programming that supports a strong emerging workforce.</li> <li>• Provide participants with high-quality and engaging work and learning experiences while building skills and increasing awareness of careers and industries.</li> <li>• Support the development of key soft skills through workshops and applied learning.</li> <li>• Provide participants with cohesive and progressive career development services by aligning YouthWorks programming with local Connecting Activities and Innovation Pathways programming.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Provide additional supports for younger participants to prepare them for future employment experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Match participants with employment and learning opportunities that foster transferable skills and support returning participants with growth opportunities (increased leadership and stronger alignment to career interests)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide older participants with marketable skills and increased opportunity to obtain entry-level positions in high-demand fields and make informed career plans for sustainability and growth</li> </ul>

## Funding Eligibility for Grantees

Funds have been targeted to the cities in Massachusetts that have high numbers of youth in poverty, where low-income youth are especially in need of ensuring access to job opportunities. These cities are part of a larger “workforce investment region” represented by a workforce development board. The cities eligible for funding and their total funding award along with the staffing allocation are outlined in the table below. There are no prescribed target enrollment numbers for the two selected tiers for the year-round.

**Year-Round 2021-2022 YouthWorks Allocation Table<sup>1</sup>**

<b>Region (Priority Cities)</b>	<b>Year-Round Allocation</b>	<b>Staff Funding Allocation</b>
<b>Berkshire</b> (Pittsfield)	<b>\$65,940</b>	<b>\$10,000</b>
<b>Boston</b> (Boston)	<b>\$259,000</b>	<b>\$60,000</b>
<b>Bristol</b> (Attleboro, Fall River, Taunton)	<b>\$180,236</b>	<b>\$35,000</b>
<b>Cape &amp; Islands</b> (Barnstable)	<b>\$65,940</b>	<b>\$10,000</b>
<b>Central Mass</b> (Worcester)	<b>\$228,592</b>	<b>\$45,000</b>
<b>Franklin Hampshire</b> (Northampton)	<b>\$83,511</b>	<b>\$10,000</b>
<b>Greater Brockton</b> (Brockton)	<b>\$123,088</b>	<b>\$25,000</b>
<b>Greater Lowell</b> (Lowell)	<b>\$145,068</b>	<b>\$30,000</b>
<b>Greater New Bedford</b> (New Bedford)	<b>\$153,860</b>	<b>\$30,000</b>
<b>Hampden County</b> (Chicopee, Springfield, Holyoke, Westfield)	<b>\$259,000</b>	<b>\$60,000</b>
<b>Merrimack Valley</b> (Lawrence, Haverhill)	<b>219,800</b>	<b>\$45,000</b>
<b>Metro North</b> (Cambridge, Chelsea, Malden, Somerville, Revere, Everett)	<b>259,000</b>	<b>\$55,000</b>
<b>Metro South/West</b> (Framingham, Waltham)	<b>97,964</b>	<b>\$10,000</b>
<b>North Central</b> (Leominster)	<b>98,712</b>	<b>\$20,000</b>
<b>North Shore</b> (Lynn, Salem, Peabody)	<b>\$193,424</b>	<b>\$35,000</b>
<b>South Shore</b> (Quincy, Plymouth, Weymouth)	<b>114,296</b>	<b>\$20,000</b>
<b>Statewide Totals</b>	<b>\$2,545,431</b>	<b>\$500,000</b>

<sup>1</sup> YouthWorks Year-Round funding allocations are based on an average of the last two years’ allocation rates with the 2021 rate of proportional need in each region as defined by the total number of youth in need in target cities plus 20% of the youth in need from non-target cities in the region. This practice of taking an average over three years is a hold harmless measure intended to prevent drastic swings in allocation. The number of youth in need is a combined measure of the number of students the Department of Elementary and Secondary Education (DESE) has identified as economically disadvantaged plus the estimated number of disconnected youth from the American Community Survey (ACS). DESE defines economically disadvantaged based on a student’s participation in one or more of the following programs: Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children & Families’ (DCF) foster care program; and MassHealth (Medicaid).

### Designation of Lead Entity

Program eligibility is **not** limited to the cities and their regions identified in the allocation table. Applications to design and manage local YouthWorks programs must be submitted on a cooperative basis among the prioritized cities and the local Workforce Development Board where those cities are located.

A YouthWorks program may be operated directly by a city, a workforce board, a one-stop career center or other organization, or may involve the award of subgrants to one or more cities organizations or other entities that would be expected to (a) directly employ eligible youth or (b) serve as intermediaries and brokers to recruit employers and youth. It is expected that the targeted cities and the local workforce boards will work together to design the most effective program to meet the needs of local youth. While the YouthWorks program may be managed by *either* a priority city or by the local workforce board, depending upon local capacity and program goals — **only one manager per region is permitted.**

Grantees are encouraged to issue sub-grants to a network of organizations that are capable of directly providing or facilitating meaningful employment and career-related learning for qualified youth. These include such entities as community-based organizations, public agencies, qualified faith-based organizations, one-stop career centers, workforce development boards, nonprofit youth-serving organizations or others.

### Application information

While YW funding is allocated to workforce development boards, all boards must apply for funding. Programs that find they have high rates of demand for applications are encouraged to reach out and share the funding allocation information in a timely manner. In the case that additional funding aligned with the YouthWorks program mission of providing Massachusetts teens and young adults with quality work-based learning and career development opportunities becomes available, Commonwealth Corporation reserves the right to work with the regional lead grantees to add additional financial resources and augment scopes of work accordingly.

Each fiscal year, the MA legislature develops the amount of the YouthWorks line item in the state budget. The YW program has historically been “forward funded.” This means that funding allocated for a particular fiscal year is used in the next year so that local programs have ample time to plan for program operations.

As part of the seasonal application, YW partners are asked to describe the program design (partners, youth training format and timeline, staff orientation, job matching process); employer outreach; youth recruitment, and program administration (payroll procedures, data collection, and private sector match). The application specifications and narrative become part of the local contract.

Additionally, to ensure that Commonwealth Corporation has accurate information about the levels of program demand, **all programs must utilize the electronic application offered through the YouthWorks Database.** Participants cannot start program activities or receive compensation through program funding until their profile is in the YouthWorks Database.



## SECTION II: CONTRACTING INFORMATION

**Section Overview:** Section II sets out the contractual obligations of YouthWorks grantees, specifying the fund distribution of youth-related expenditure and personnel and administrative costs, the definition of allowable expenses, financial match requirements and documentation procedures, technical assistance participation requirement, and how to submit modifications for contracts.

### Subsections:

- ALLOWABLE EXPENDITURES
- FINANCIAL MATCH REQUIREMENTS AND DOCUMENTATION
- TECHNICAL ASSISTANCE PARTICIPATION
- CONTRACT MODIFICATIONS

### Relevant Best Practices from YouthWorks Program Assessment

- #1 Develop a YouthWorks model that includes tiered offerings designed to meet the age and stage needs of participants.
- #2 Provide quality placements in a variety of sectors and industries.
- #3 Establish clear worksite agreements, payroll procedures, safety guidelines and reporting methods for violations and/or grievances.
- #4 Effectively manage, track and report resources and program data.

## Allowable Expenditures

**Focus on Youth Wage:** Across the full budget of the grant at least 60% of overall funding must be spent on youth wages, stipends and support services. A maximum of 40% of the total funds may be spent on the following:

- Salaries and related personnel costs of outreach, counseling, instructional and job site supervisory staff.

**Note:** No funds provided under this program may be used to support the salaries of existing permanent staff at any agency or facility at which youth are employed other than for that portion of their time which these staff spend supervising youth who are assigned directly to them; all such time allocations must be fully documented and are subject to approval by Commonwealth Corporation.

All subsidized placements in the YouthWorks program must include all hourly wages no less than the Massachusetts minimum wage of \$13.50. In 2021, hourly wages above the minimum wage must be articulated in the program budget and approved prior to wages being paid. The minimum wage will increase in 75-cent annual increments until it reaches \$15 in 2023, meaning the minimum wage will increase to \$14.25 in January 2022. Programs must pay an hourly wage or provide a comparable stipend for participation in all programming components. Programs should make every effort to maximize the financial benefits offered to participants through wage, stipends and appropriate program incentives.

## Commitment to Safe and Appropriate Working Environments

Whether participants are visiting a work site for a few hours or are placed there for the whole program, all work sites must be safe and appropriate spaces for all program participants. Work sites that demonstrate bias against specific populations should not be considered for program participation. All programs must have clear and youth-friendly support policies to prevent harassment in the workplace and address any issues that may arise. Worksites sponsored by faith-based organizations may not engage participants in activities that are religious in nature. For example, it is not appropriate for YouthWorks participants to be asked to teach younger children religious studies

YouthWorks grantees' approved line-item grant budget will reflect the guidelines listed below. The acceptable documentation for expenses will be described in [Section VI: Grant Administration and Invoicing](#). All line items must be described in the budget narrative tab in the budget template. Failure to obtain prior approval from Commonwealth Corporation for expenses outside and/or in excess of these guidelines may result in non-payment from Commonwealth Corporation.

Allowable expenses include:	Non-allowable expenses include:
<ul style="list-style-type: none"><li>• Clothing/uniforms for vocational programming/employment</li><li>• Electronic devices such as laptops, webcams, and Chromebooks and internet access support services</li><li>• Transportation for youth participants</li><li>• Bus/train passes</li><li>• Van/bus rental</li><li>• Vocational, or supplemental career readiness materials including certification materials and testing fees</li><li>• Food for youth participants</li><li>• Youth stipends/wages</li></ul>	<ul style="list-style-type: none"><li>• Staff bonuses, incentives and/or gifts</li><li>• Equipment (defined as any item of tangible personal property having a per-unit cost greater than \$5,000 and a useful economic life of more than three years). Property purchased with grant funds and used for grant purposes that does not meet the definition of 'equipment' would fall into the budget category of supplies and materials.</li><li>• General/administrative costs that exceed 10%/8% of the total budget</li><li>• Mileage reimbursement not related to the YouthWorks grant</li></ul>

<ul style="list-style-type: none"> <li>• Gift cards or other financial incentives (such as bonuses) for youth are permissible to a maximum of \$250 per youth for the duration of the grant period as long as they are tied to program milestones and do not occur in any single increment greater than \$100.</li> <li>• Computer software</li> <li>• Equipment rental</li> <li>• Cellphone reimbursement for the program staff persons serving YouthWorks participants</li> <li>• Youth and employer outreach materials</li> <li>• Mileage for program staff (for the YouthWorks grant) in relation to services rendered under the YouthWorks grant. Reimbursement will be provided for mileage only (at the current reimbursement rate of the grantee's fiscal agent)</li> <li>• In some cases, GED or HiSET testing fees and driver's licenses/state identification may be expended with prior approval from Commonwealth Corporation</li> </ul>	<ul style="list-style-type: none"> <li>• Any expenses in excess of the contracted grant amount or outside the contracted grant period</li> <li>• Any expenses outside of the approved budget</li> </ul>
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**Unemployment Insurance:** Based on information from the Division of Revenue Service at the MA Department of Unemployment Assistance, we have determined that YW partners are not required to report the earnings or pay contributions to the Division of Revenue Service for YouthWorks participants. YouthWorks participants are excluded by Section 6(u) of the Massachusetts Unemployment Insurance Law that states participants in a work-training program are not in a position of "employment."<sup>2</sup>

Please do not include Unemployment Insurance in the line item on the YW budget form called "Fringe for youth work experience." In addition, please indicate in the YouthWorks budget narrative, what your youth fringe rate includes (e.g., FICA, Workers Compensation, tax withholding, etc.).

**Appropriate balance between workforce boards and their vendors:** Commonwealth Corporation expects all boards to consider how best to distribute staff and administrative funding resources in an equitable manner. All programs that provide core services such as recruitment, case management and program implementation must have vendor tab in the program budget. Instances where vendors are not resourced appropriately will lead to requests for application and budget revisions and delay contracting.

<sup>2</sup> The related language from the law reads as follows: "Section 6. The term "employment" shall not include:

(u) Service performed as part of an unemployment work-relief or work-training program assisted or financed in whole or in part by any federal agency or an agency of a state or political subdivision thereof or an Indian tribe, by an individual receiving such work relief or work training;"

### **Administrative Rates:**

Programs with local allocations equal to or lower than \$175,000 may use 10% of their total allocation toward administrative costs. All allocations higher than \$175,000 must adhere to the 8% limit for administrative costs.

### **Financial Match Requirements and documentation**

Grantees are not required to provide a cash match for program expenditures; however, the YouthWorks appropriation specifies that funds provided by the General Court shall be matched by private organizations. The Commonwealth requires each grantee to generate a private-sector match equal to 10% of the local allocation for the year-round program. The match can be achieved through grants or in-kind contributions made by private-sector employers to the workforce region or through private-sector wages paid to youth who are eligible for YouthWorks. Private-sector employers includes: private-sector enterprises and private nonprofit organizations such as private hospitals, colleges, universities, and others. Note that the year-round program has no match requirement.

### **How should YW partners document matches?**

- Private-sector matches that are made via wages/stipends should be documented using the YouthWorks Wage Match Form.
  - This format provides the names of youth; the start and end dates worked; the total hours worked during the period indicated by the start and end dates; and the wage/stipend paid per hour. The format should also provide the total dollar amount for the individual or groups of individuals.
- Matches made through grants or donations (cash or in-kind gifts) should be recorded on the Donations and Grants tab on the Match Form.
  - They can be documented with a copy of the check or letter from the employer indicating value of the in-kind donation
  - Employer signatures are not required on the form; program manager's signature is required.

**Can YW partners count any wage portion paid by employers to YW participants as financial match?** If the private-sector employer(s) pays partial wage or stipend for YouthWorks participants, this amount can be applied toward the match requirement. This includes the Connecting Activities program.

**Note:** YouthWorks is a state subsidized youth employment program. While the placement of youth in job opportunities that are paid for by private-sector employers is a valuable local outcome, if the targeted YouthWorks city/workforce area does not partially subsidize the wages and/or stipends for youth, the youth should not be counted as YouthWorks participants. If the private-sector employer(s) pays the full wage or stipend for youth who are YouthWorks eligible, this amount can be applied toward the match requirement.

The following table lists the regional match targets for year-round 2022.

**Regional Private Sector Match Targets for Year-Round 2022**

Region (Priority Cities)	2022 Year-Round Allocation	10% Private Sector Match
Berkshire (Pittsfield)	\$65,940	\$6,594.0
Boston (Boston)	259,000	\$25,900.0
Bristol (Fall River, Taunton)	\$180,236	\$18,023.6
Cape & Islands (Barnstable)	\$65,940	\$6,594.0
Central Mass (Worcester)	\$228,592	\$22,859.2

<b>Franklin Hampshire</b> (Northampton, Ware)	<b>\$83,511</b>	<b>\$8,351.1</b>
<b>Greater Brockton</b> (Brockton)	<b>\$123,088</b>	<b>\$12,308.8</b>
<b>Greater Lowell</b> (Lowell, Dracut)	<b>\$145,068</b>	<b>\$14,506.8</b>
<b>Greater New Bedford</b> (New Bedford)	<b>\$153,860</b>	<b>\$15,386.0</b>
<b>Hampden County</b> (Chicopee, Springfield, Holyoke, Westfield)	<b>\$259,000</b>	<b>\$25,900.0</b>
<b>Merrimack Valley</b> (Lawrence, Haverhill)	<b>\$219,800</b>	<b>\$21,980.0</b>
<b>Metro North</b> (Cambridge, Chelsea, Malden, Somerville, Revere, Everett)	<b>\$259,000</b>	<b>\$25,900.0</b>
<b>Metro South/West</b> (Framingham, Waltham)	<b>\$97,964</b>	<b>\$9,796.4</b>
<b>North Central</b> (Leominster)	<b>\$96,712</b>	<b>\$9,671.2</b>
<b>North Shore</b> (Lynn, Salem, Peabody)	<b>\$193,424</b>	<b>\$19,342.4</b>
<b>South Shore</b> (Quincy, Plymouth, Weymouth)	<b>\$114,296</b>	<b>\$11,429.6</b>
<b>Statewide Totals</b>	<b>\$2,545,431</b>	<b>\$254,543.1</b>

### **Period of Performance**

The contracts for year-round programs that submit completed, successful, applications in a timely manner will be issued with a period of performance of September 1, 2021, through May 31, 2022. Expenditures charged to the grant must be for program activity and services rendered during this period. All such contracted funds must be expended by June 30, 2022. Funds unexpended after that date will revert to the Commonwealth. **Lead applicants are expected to make every effort to provide vendor sub-contracts within 21 days of signing their contract with Commonwealth Corporation.** The period of performance for the year-round program has yet to be determined and will be sent out with the application package.

### **Technical Assistance Participation**

YouthWorks program partners are provided with technical assistance on program design and implementation, the focus of this being to develop solutions to common challenges faced in the operation of youth employment programs. Consistent participation in technical assistance is a requirement of the YouthWorks grant.

### **Contract Modifications**

A budget modification request is required for the following proposed changes to your contract:

- Changes to the type or amount of budget line items listed on your contract Budget Form if the change is over 10% of the budget line

A **budget modification** must be submitted by the region lead to Dawn Wakelin (dwakelin@commcorp.org) with the regional TA cc'ed. Your TA may also require a contract modification for other changes that constitute a significant revision to the project scope or budget. Grantees are encouraged to discuss potential changes with their Commonwealth Corporation TA prior to submitting a modification request. If you have any questions about whether a change to your project requires a modification, we encourage you to consult your TA. Once your modification request is approved, Commonwealth Corporation will contact the region lead with a modified contract to the grantee to be signed by the grantee's authorized signatory. Programs should include the YouthWorks Associate Director in all correspondence related to modifications.

## SECTION III: YOUTH RECRUITMENT AND ELIGIBILITY

**Section Overview:** Section III highlights the importance of using different strategies for engaging with youth for virtual programming, denotes the eligibility criteria and target population for youth along with how to document eligibility and target population factors, as well as requirements for youth to be designated as participants and “completers”.

### **Subsections:**

- RESIDENTIAL ELIGIBILITY OF YOUTH
- AGE AND INCOME REQUIREMENTS
- TARGET POPULATIONS
- DOCUMENTING INCOME ELIGIBILITY AND RISK FACTORS
- PARTICIPATION AND COMPLETION REQUIREMENTS

### **Recruitment, Enrollment, and Case Management**

Programs are encouraged to think through how recruitment, enrollment, and case management needs to be accomplished differently for programming. For example, programs last summer that emphasized the virtual aspect of the program upfront had fewer issues with converting applicants to participants because the expectations for the program were clear from the start. Additionally, conducting information and on-boarding sessions online in an interactive manner helps participants know what to expect and provide opportunities to address technology barriers especially if they will be placed in virtual opportunities.

It is essential to avoid imposing additional or exacerbating existing barriers, so **all programs should plan to provide participants who need a device to access programming with a Chromebook or entry-level laptop as well as resources to access hot spots or other internet services.** In many cases this may be a greater need among out of school youth. Finally, all programs need to identify additional modes of case management beyond email and voice mails. Layering in text-based communication, dedicated live online small group case management and team-based communication through tools like Slack and MS Teams increases engagement and persistence among participants because it provides multiple avenues to access support.

### **Residential Eligibility of Youth**

Participation in a YouthWorks employment program is limited to documented residents of the workforce regions who meet two eligibility requirements – age and income level. MassHire Workforce Development should prioritize targeting services to youth with additional risk factors and those who reside in the priority cities, but any youth from the communities served by the workforce investment region who meets the income and age eligibility guidelines may participate fully in the programming. There is no official limit on the amount of grant funds dedicated to serving eligible youth who reside outside of one of the 39 priority cities.

### **Age and Income Requirements**

**Age:** Youth are eligible to participate in the YouthWorks program if they are between the ages of 14 and 21 at least some time during the period of programming. Program participants taking part in a work placement must turn 14 and obtain a work permit prior to the start of the placement. Similarly, within the various program tiers, participants should be within the range of the service population at least some time during the program service period. Programs can reach out to discuss situations where individuals outside the recommended age range for the tier would be a strong fit for those services. The Commonwealth urges program managers to take special efforts to recruit and serve older youth who are disconnected from work and education. A youth is not required to be enrolled in a secondary school in order to be eligible for YouthWorks employment.

**Income:** In Year-Round 2021-2022 programming, a participating youth must have a family income for the most recent six-month period that does not exceed the annual equivalent of 200% of the Federal poverty guidelines. **The 2021 Federal Poverty Guidelines are outlined in [Appendix 1](#).** Local program administrators may use appropriate methods of documenting family income as described below. For youth who are still enrolled in school, local administrators can accept evidence of eligibility for free lunch or reduced lunch under the federal program. **[Note: The income level necessary to qualify for a reduced lunch is 185% of poverty level.]**

### **Target Populations**

**Risk Factors:** YouthWorks has two target audiences. As part of an effort to strategically target high-needs youth, all year, YouthWorks programs are encouraged to direct 20% of their allocated funding to young people with the following risk factors:

1. Court-involved youth — DYS-committed, on juvenile probation, gang-involved, CRS, juvenile arrest
2. Homelessness or being a runaway
3. Foster care or being close to aging out of foster care; having aged out of foster care
4. CHR (Children Requiring Assistance, formerly known as CHINS) and DCF involved

or those participants who local programs identify as having significantly elevated risk profiles for another reason. For vulnerable youth who do not meet one or more of the above criteria, local program staff should consult with CommCorp staff directly during the recruitment and enrollment process.

For youth served with the remaining 80% of local allocated funding, YouthWorks also recommends but does not require programs to prioritize serving youth who demonstrate at least one additional risk factor beyond family income level. For purposes of this program, such risk factors are defined as:

1. poor academic performance or a school dropout
2. being the child of a single parent
3. having a disability or special needs
4. lack of fluency in English, or being a foreign immigrant
5. being a teen parent

### **Documenting Income Eligibility and Risk Factors**

Local program administrators are encouraged to use appropriate methods of documenting family income and risk factors, and to establish board-approved policies related to documenting eligibility criteria for income and risk factors.

#### **Documenting Income Eligibility**

The table below outlines how to document income eligibility for youth.

<b>Youth School Enrollment Status</b>	<b>Income Eligibility documentation</b>
<i>In-school youth</i>	<ul style="list-style-type: none"> <li>For youth enrolled in public school, evidence that the school has determined a student's eligibility for a 'reduced price lunch,' or "free lunch", under the federal free or reduced-price lunch program confirms eligibility for YouthWorks</li> <li>If students attend a school or district that provides free lunch to all students, programs can use confirmation of the school policy to document eligibility <ul style="list-style-type: none"> <li>In these cases, it is recommended that programs also use an additional method such as self-attestations.</li> </ul> </li> </ul>
<i>Out-of-school youth or youth for whom administrative records regarding the federal lunch program are not available</i>	<ul style="list-style-type: none"> <li>Participant statements of household income and household size (e.g., number of siblings and parents/guardians) may be used as evidence of household income in order to determine eligibility for youth</li> <li>If a youth is out-of-school for only a short period (1-2 years) grantees may provide evidence of eligibility for free</li> </ul>



	<p>or reduced-price lunch that covered the time they were enrolled in school.</p> <ul style="list-style-type: none"> <li>○ This information can be used in combination with self-attestation to meet documentation requirements</li> </ul>
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**Note for grantees relying primarily on youth self-attestation:**

In this case, grantees should follow procedures to statistically check whether such statements of income are accurate. The purpose of this check is to confirm the accuracy of the eligibility process, not necessarily to disqualify any individual who is included in the sampling. Below is one common method for this check:

1. Develop a small, statistically valid sample of eligible participants and conduct a full documentation of income
2. The sample should be randomly selected and equal to either 20% of the total number participants or 30 individuals — whichever number is largest
3. “Full documentation” could follow the WIOA eligibility procedures — soliciting copies of parental payroll records or tax records, etc.

**Note:** Income documentation is not required for youth who are documented as homeless, in foster care, or for youth with disabilities or special needs.

**Documenting Risk Factors for YouthWorks Participants**

Because this grant program was established to address barriers to employment for youth placed at risk in high-need areas of the Commonwealth, recommends that priority be given to youth demonstrating at least one additional risk factor beyond low family income level. Risk factor definitions and documentation procedures are outlined in the table below.

Risk Factor Definition	Acceptable Documentation
A history of juvenile delinquency — either having the status of ‘court involved’, in the custody of DYS, on juvenile court probation, CHINS status, or gang involved	Court and police records, letter of parole, letter from probation officer or DYS caseworker or referral from community-based organization with proven capacity for servicing gang-involved youth
Poor academic performance or a school dropout	School records such as grades or MCAS results, attendance/dropout letter from school; for out-of-school youth school records dated in the prior two years could be use as well as local assessment such as the TABE
Homelessness or being a runaway	Written statement from an individual providing temporary residence, letter from shelter or EOHHS agency
Having aged out of foster care, or being close to aging out of foster care	Court documents or letter from EOHHS agency
Being the child of a single parent	Applicant statement of household size
Having a disability or special needs	School records, medical records, observable condition, or letter from social service agency
Lack of fluency in English, or being a documented immigrant	School records, teacher or Community-Based-Organization referral, or local assessment of English-language proficiency
Being a teen parent	Birth certificate, school records, referral or letter from social services agency

**Participation and Completion Requirements**

Youth must complete at least 10 hours of programming to be considered a participant, for year-round programs. This can be a combination of training and work hours or be largely comprised of one or the other. For participants to be considered completers, they must complete at least 75% of their planned programmatic hours. Program plans can range from as little as 40 hours to as many as 300 hours. Participants can take part in programming for as little as 8 weeks and as many as 20 weeks. During the year-round, programs need to be mindful to support participants with feasible schedules that offer opportunities for substantial skill gain without interfering with educational requirements for in-school youth.

## SECTION IV: PROGRAM IMPLEMENTATION

**Section Overview:** Section IV sets out the process for and elements required for program implementation. Specifically, it details key dates for program implementation, the collaborative process for program administration between Commonwealth Corporation and program managers, how to leverage peer leaders, and the required program elements.

### Subsections:

- PROGRAMMATIC ELEMENTS AND COLLABORATIVE PROGRAM ADMINISTRATION
- PROGRAM REQUIREMENTS

### Relevant Best Practices from YouthWorks Program Assessment:

#1 Implement effective programming for 14/15-year-olds in the form of project-based and service learning through cohort models and supportive small group placements.

#2 Implement/ offer high-quality occupational skills training that provides youth with relevant skills for in-demand occupations.

#3 Plan and effectively implement program orientation and work-readiness curriculum.

#4 Provide engaging, well-organized, responsive facilitation of work-readiness curriculum.

#5 Follow-up with youth on a regularly through site visits, facilitated reflections, informal check-in's, and relevant follow-up and transition services.

#6 Build successful placement experiences by considering youth and employer input and providing strategic support to employers.

### Key Dates and Reminders for Program Implementation

Date/ Timeframe	Key Event, Deadline or Phase
July 9, 2021	Request for Proposals Released
July 16, 2021	Application portal opens - contracts will be processed as recieved
July 30, 2021	Encouraged Deadline to Submit Written Questions
August 13, 2021	Proposals Due
August 27, 2021	Anticipated Application Status Notification
September 1, 2021	CommCorp will provide all programs with schedules for Signal Success Youth Professional Development Sessions and finalized Career Pathway class-scheduling options.
September 1, 2021	Start of Contracts
Mid September-June 2022	Group Training and Technical Assistance Begins
September - June 2022	Submit weekly headcount updates
Week of October 4, 2021	Start of weekly Professional Learning Community Sessions
Week of October 11, 2021	Start of Statewide Program Offerings (Career Chat, Interview Success Zone, Mindful Moments) and Signal Success Youth Professional Development Workshops
February 15 - 18	Sector-Aligned Project-Based Learning Intensives
February 28 - March 18	Micro Career Pathway Session 1
March 28 - April 15	Micro Career Pathway Session 2
April 18 - 21	Sector-Aligned Project-Based Learning Intensives
May 2 - May 20	Micro Career Pathway Session 3
Week of May 23, 2022	End-of-Statewide Program Offerings
May 27, 2022	Reversion Report due
June 10, 2022	Last day youth participants can work
June 15, 2022	Final cash requests due
June 30, 2022	Completion of program expenditures and contract end date
July 15, 2022	All other reporting (match, additional assessments) due

## Programmatic Elements and Collaborative Program Administration

YouthWorks partners strive to not only provide participants with quality work and learning experiences that foster effective career development and build professional skills and self-awareness but also to connect participants to peers, community and future opportunities through supportive structures and quality case management. As the statewide partner, Commonwealth Corporation is committed to supporting grantees and local programs in providing the programming of the highest quality. To support effective collaboration, the following chart outlines core programmatic elements for the year and details the responsibilities of grantees alongside the supports provided by Commonwealth Corporation.

Programmatic Element	What does CommCorp Provide?	What is the role of the grantee and local program providers?
Required Elements for All Participants Across All Tiers		
<b>Signal Success Career Readiness</b>	<p>Make available online self-paced modules — so participants can develop career readiness on demand</p> <p>Design and facilitate live instructor-led, online professional development sessions</p> <p>Support regions who design professional development sessions for youth</p>	<p>Design and facilitate in-person and/or virtual professional development sessions OR sign participants up for CommCorp courses</p> <p>Support peer leaders in attending live instructor-led online sessions</p> <p>Reinforce and encourage successful career development via case management</p> <p>Periodically review participant progress</p>
<b>Career Exploration</b>	<p>Organization and facilitation of statewide online Career Chats and Alumni Panels</p> <p>Employer sponsors and professional advisors to embed career exploration in project-based learning intensives</p> <p>Guiding tools and support to help programs structure virtual mock interviews</p>	<p>Support participant attendance at Career Chats and Alumni Panels and encourage professional follow-up among participants. Attend and support participation in a Career Chat at least once per week</p> <p>Provide at least one local volunteer and/or staff member willing to speak at a Career Chat.</p> <p>Plan and facilitate additional local, weekly career-exploration offerings</p>
<b>Interview Preparation and Personal Branding Coaching</b>	<p>Provide interview-skill-building sessions, access to online mock interviewing preparation tool and personal branding learning modules on personal branding</p>	<p>Organize live, virtual mock interviews and identify professionals willing to participate</p>
<b>Case Management</b>	<p>Guiding tools, training and technical assistance</p> <p>Access to technology solutions to address communication and data collection challenges</p>	<p>Organize and conduct regular group check-ins to support success with program elements and provide individual case management as needed</p> <p>Utilize YouthWorks funding allocation to address barrier removal and provide referrals as needed</p>

Programmatic Element (Relevant Tier)	What does CommCorp Provide?	What is the role of the grantee and local program providers?
<p>All participants must take part in <b>at least one</b> of these, but they may also participate in more than one.</p> <p>Programs should make every attempt to align approach by participant need and programmatic tier.</p>		
<b>Service-Based Learning</b> (Tier One)	Guidance and TA support on structuring effective service learning Common assessment tools to track outcomes	Building internal capacity or partnering with local CBOs or schools to structure and facilitate hybrid or virtual service-learning projects
<b>Supportive, Subsidized Work Placements</b> (Tier One)	Common assessment tools to track outcomes	Identifying, developing and monitoring supportive in-person/ hybrid placement that include additional mentoring and support for younger participants
<b>Subsidized Work Placements</b> (Tier Two and Three)	Guidance and TA support on employer engagement, how to structure virtual internships and tools for supporting alignment to safety protocols Common assessment tools to track outcomes	Identifying, developing and monitoring virtual/ hybrid/ in-person placement opportunities  In the case of shorter placements, aligning them to additional opportunities like PBLs for Tier 2 and Career Pathway Courses for Tier 3
<b>Sector-Aligned Project-Based Learning</b> (Mainly Tier One and Two with some Tier Three)	Development of resources and tools to support age-and-stage-appropriate work and outcomes across the three tiers Recruitment and coordination with employer partners, professionals, and organizations to provide relevant expertise Coordination of cross-program peer gatherings Alignment of micro-career pathway courses to projects.	Facilitation of the PBL groups which should include regular, live whole-group and small-group Zoom sessions  Recruitment and coordination with employer partners and professionals to serve as project advisors and when appropriate project “clients”
<b>Micro-Career Pathway Courses</b> (Mainly Tier Three and some Tier Two)	Identify, vet and coordinate live group and asynchronous career pathway classes to provide alignment to in-demand fields Maximize utilization of state funds by negotiating group rates and offering access to courses without additional costs to local programs Whenever possible, support course alignment to digital certifications to help participants build their online skill portfolios	Support enrollment based on interest and fit whether connected to statewide pathways or local models and work with training partners and participants to ensure that youth have the necessary technology and access needed  Support attendance, participation, and completion by establishing stipends and incentives, providing encouragement, and addressing barrier removal

### **Utilization of Peer Leaders**

One of the most promising practices across the YouthWorks partner network is the strategic use of peer leaders. Peer leadership roles provide opportunities for returning and/or older participants to practice leadership and project management skills while also serving as near peer mentors to younger participants. All programs are required to recruit and support peer leaders. Smaller programs are strongly encouraged to recruit and support at least one peer leader for every 12 projected participants, while larger programs may benefit from a one to 20 ratio of peer leader to participants. The peer leaders can support some staff implementation tasks while also benefiting from the learning components of the

program. Programs may elect to pay peer leaders a higher wage and should include this information in their budget narrative.

## Program Requirements

Grantees are obligated to deliver program services as outlined in approved contract scope of service agreements. The contract will also establish a target for the number of youth served during the grant period. Grantees are expected to deliver the program elements outlined in the table below.

Tier	Program Element	Description and Requirements
All Program Tiers	<b>Signal Success</b> <ul style="list-style-type: none"> <li>Signal Success: <i>Starting off Strong</i></li> <li>Signal Success: <i>Building a Professional Self</i></li> <li>Signal Success: <i>Crafting a Career Path</i></li> </ul>	<p>Signal Success is an employability curriculum created by Commonwealth Corporation. Programs are expected to design and implement professional development opportunities similar to CommCorps Live Signal Success materials and/or sign participants up for CommCorps Live Signal Success sessions as a requirement of the program for all YW participants. Programs must support participant needs and alignment by ensuring that youth are enrolled in the correct version of Signal Success with CommCorp or your program. The various versions of the curriculum are designed to meet the needs of participants in each tier of the program model. Curriculum should include implementation practices and accommodation resources that support successful utilization by a wide range of populations including English language learners, participants with special education needs, and proven-risk youth populations. Commonwealth Corporation will facilitate and provide access to Signal Success curriculum for programs who indicate interest in use.</p> <p><b>Program participants are expected to participate in 60-minute instructor-led Signal Success professional development sessions and 30-minute self-paced professional development training for every week in which they are a participant and at least two hours of live interview preparation and/or Career Chats.</b></p> <p>The delivery of a health and safety training workshop for youth is incorporated into the Signal Success youth training. For additional resources in health and safety training, Teens@Work: Talking Safety, can be accessed at this website address: <a href="https://www.cdc.gov/niosh/talkingsafety/states/ma/2015-136/default.html">https://www.cdc.gov/niosh/talkingsafety/states/ma/2015-136/default.html</a></p>
	<b>Case Management and Transition Services</b>	All programs should provide effective case management through a strategic blend of cohort and individual services in order to support participant success. Additionally, programs should strive to provide coordination and transition services in order to facilitate the participants receiving effective services from Connecting Activities, WIOA youth and young adult, and other relevant programming.
	<b>Interview Preparation and Personal Branding Coaching</b>	To improve youth's job acquisition and career longevity skills, youth will participate in interview-skill-building sessions, online mock-interviewing preparation tools, and personal branding modules provided by Commonwealth Corporation. Programs are encouraged to identify professionals willing to participate in live, virtual mock interviews and organize said interviews. To offer additional support for this component, Commonwealth Corporation will make TalkHiring, an online tool that provides realistic virtual mock interviews, available to all participants.

Utilized Strategically across tiers	<b>Sector-aligned Project-based learning</b>	Commonwealth Corporation will offer three sector-aligned project-based learnings. Commonwealth Corporation will provide the design, curricular resources, professional learning communities for staff and some additional live virtual sessions with professionals from related fields. Local programs are encouraged to build off the PBL offerings and integrate local resources and partners into the programming, but in order to maintain program quality and consistency, programs that wish to offer Project Based Learning must do so in keeping with the four projects and the corresponding content materials
	<b>Subsidized (or partially-subsidized) Employment</b>	Youth participants are expected to be placed in private, nonprofit, or public sector short-term employment opportunities. All young people should have direct supervisors who can provide guidance on work projects on a daily basis. Placements for younger participants should also include additional supports. In addition, the youth employment program providers should have a case manager, youth counselor, or job coach available to manage and monitor activities on the job site, at minimum on a weekly basis.
	<b>Micro-Career Pathway Courses</b>	Commonwealth Corporation has developed micro-career pathway courses that connect important skills with specific career sectors. In partnership with American Graphics Institute, Cape Cod Community College and Mount Wachusett Community College, Commonwealth Corporation will offer 13 micro-career pathway courses this year. <b>Local programs do not need to budget any tuition cost for these courses.</b> Local programs are encouraged to integrate internships, intensive job shadows or the above project-based learning with career pathway courses to build out fuller career pathway programming.
	<b>Service and Project-Based Learning</b>	These cohort-based learning experiences should focus on a single substantial project or multiple thematic projects and offer younger participants structured and rigorous learning environments. In order to successfully deliver this program element, programs should develop clear and measurable learning outcomes for the project and relevant assessments to measure and record these outcomes.

#### **Additional Information about *Signal Success***

*Signal Success* is an interactive curriculum built around learning targets that support young people in short-term work placements and in their broader career development. In addition, the curriculum enables local staff to provide support for consistent delivery of work-readiness content that is relevant and engaging to teens, addresses employers' needs, and provides workshop facilitators with a clear instructional methodology. Key benefits defined include the following:

- **Well-defined instructional methodology** that supports targeted work-readiness skills or competencies. Each workshop has a similar format that helps facilitators support effective learning and streamline preparation time to focus on successful implementation rather than on workshop planning and content creation.
- **Supporting materials** like PowerPoint presentations and all the required participant handouts, should be created by programs who will create their own curriculum and are included for programs who elect to use CommCorps *Signal Success* in order to allow for immediate and successful implementation of the curriculum.
- **Skill development** focused on four areas identified by O\*Net data and by other research as key skill requirements of entry-level occupations—jobs in which teens have been typically employed. The four skills are:
  - Dependability
  - Communication
  - Collaboration
  - Initiative
- **Task-oriented participant interaction** in groups and pairs that mirror the world of work, and support learning in multiple modalities and learning styles.
- **A sense of accountability** and performance associated with a workplace ethic. Participants are expected to complete work/portfolio products and to incorporate practice of the four target skills during workshop time.



### Signal Success Facilitator Expectations

		<b>1-Beginning</b> The facilitator:	<b>2-Approaching</b> The facilitator:	<b>3-Meeting</b> The facilitator:	<b>4- Exceeding</b> The facilitator:
<b>Engaging</b>	<b>#1- Establishes a relevant and connected learning environment.</b>	Rarely connects the content to her own experiences and knowledge or that of participants.	Makes connections between content and experience/ interests as they become apparent in the workshop.	Actively plans on how best to integrate and capitalize on connections from her own experiences/interests and those of participants.	Actively plans on how best to integrate and capitalize on connections/ interests and consistently challenges participants to discover, share and explore connections.
	<b>#2- Effectively communicates learning objectives and the reasoning behind workshop activities.</b>	Communicates the topics for the workshop, but not much else.	Communicates the workshop topics and makes sure the participants know and understand the learning targets.	Communicates topics, learning targets, and helps participants understand why they are being asked to do different activities.	Communicates topics, learning targets, and the reasoning behind different activities with transparency, and finds opportunities to connect workshop progress back to the objectives.
	<b>#3- Utilizes a variety of instructional techniques</b>	Relies heavily on one or two types of instruction, like lecturing and whole class discussion.	Has a tendency to facilitate in a particular way but tries different types of instruction with varying degrees of success.	Is comfortable facilitating a wide variety of activities as called for by the curriculum, including structured group/ pair work and individual written reflection.	Is comfortable facilitating a wide variety of activities from the curriculum and knows how to adjust instructional techniques in order to respond with immediacy to participant needs.
<b>Managing</b>	<b>#4- Builds positive and accountable relationships with participants.</b>	Relies on negative interactions or positive, but non-accountable interactions with participants. Has many participants that exhibit non-work ready behavior (cell phone use, language, tardiness, disrespect).	Attempts to connect with participants in a positive manner but may struggle to balance positivity and accountability.	Establishes positive relationships in which participants feel valued, but still understand that they have responsibilities to the program and need to exhibit work-ready behavior.	Establishes positive relationships in which participants feel valued, but still understand that they have responsibilities to the program and need to exhibit work-ready behavior. Helps participants build self-confidence and internalized accountability.
	<b>#5- Organizes workshop environment, activities, and materials to maximize effectiveness</b>	Lacks intentionality and organization in environment and implementation of activities. Participants are often unclear about what is expected. Participants do not receive course materials.	Creates and tries to maintain group norms and expectations. Strives to give clear instructions but may struggle to achieve consistent results. Participants receive some course materials.	Creates and maintains group norms and expectations. Provides clear instructions and is thoughtful about how to group/pair students to achieve best results. Participants get full set of course materials.	Maintains group norms and expectations. Provides clear instructions and is thoughtful about how best to group/pair students to achieve best results. Creates an environment in which participants are increasingly active in self-regulation. All course and relevant info is provided.
<b>Assessing</b>	<b>#6- Measures and responds to participant learning and skill gain.</b>	Does not have consistent ways to observe whether or not participants are making progress. Often moves on from a topic/goal before participants have mastered material.	Observes participants' skill gain and mastery of topics, and often looks to provide additional support to participants who are struggling.	Observes participants' skill gain and mastery of topics and responds by providing additional support and adjusting instructional activities.	Observes participants' skill gain and mastery of topics and responds by providing additional support and adjusting instructional activities. Observes patterns in learning and provides suggestions for program improvement.

## SECTION V: POLICIES AND PRACTICES FOR PROGRAM ADMINISTRATION

**Section Overview:** Section V delineates general policies and best practices for program administration. Concretely, it describes the purpose and components of technical assistance, best practices for service- and work-based learning, resources for connecting with other youth-service programs, and the information security policy Commonwealth Corporation and grantees are subject, along with requirements for adhering to the policy.

### Subsections:

- TECHNICAL ASSISTANCE COMPONENT AND COLLABORATION
- BEST PRACTICES FOR SERVICE-BASED LEARNING AND WORK-BASED LEARNING EXPERIENCES
- PROGRAM AND RESOURCE CONNECTIONS
- INFORMATION SECURITY POLICY
- CONFIDENTIALITY REPORTING
- DIVISIONAL POLICIES GOVERNING SECURITY AND CONFIDENTIALITY OF INFORMATION ASSETS

### Relevant Best Practice from YouthWorks Program Assessment:

#14. Raise the profile of the program by participating in regional and statewide promotion campaigns and events.

## Technical Assistance Component and Collaboration

Program technical assistance is based on YouthWorks performance standards which have been established to support shared understandings of promising practices in subsidized youth training and employment programs. All programs receive a dedicated lead technical assistance staff support from CommCorp. Additionally, there are a range of group-based technical offerings that support practice and develop local leadership and innovation. Members of the program network, made up of staff from local area workforce development boards, career centers, and partnering youth-serving organizations, have opportunities in the annual cycle to meet, share, idea, and develop materials and strategies for common issues and challenges. Technical assistance is developed around themes important to network members in the operation of effective programs. As mentioned earlier, consistent participation in statewide, regional and local technical assistance is a requirement of the YouthWorks grant. The following list provides details about the technical assistance services.

1. Group-based trainings for staff and peer leaders
2. Statewide technical assistance convenings
3. Biweekly regional small group technical assistance Zoom meetings
4. Biweekly professional learning community meetings to support effective Project-Based Learning
5. Individualized technical assistance via meetings and calls will support grantees in effective program design, implementation and assessment

Specific topics that have been addressed in technical assistance discussions include how to promote and market the program to local employers; how to serve the social emotional needs of vulnerable youth; and how to develop career/resource fairs and other activities.

## COVID-19 Specific Guidance

While COVID-19 restrictions have been lifted, we encourage sites to outline guidelines in support of a transition back to in-person activities such as optional masks, cleaning of workstations, hybrid scheduling and social distancing, when possible. Please note that anytime there is a concern that a YouthWorks participant has been exposed to COVID-19 at a worksite, the Commonwealth Corporation and MA Department of Industrial Accidents must be informed.

	Topic	Policy Guidelines and Next Steps for Programs
Program Close-out	Unspent Funds and Opportunities for Future Funding	<p>Regions who find that they have some unspent funds should work with CommCorp to make sure that remaining funds can be utilized in ways that best support participant and community needs. In order to support equitable and effective measures for reprogramming unspent funds from the year-round, it is imperative for programs to:</p> <ul style="list-style-type: none"><li>• <b>Provide accurate indications of the projected levels of funding reversion.</b> To this end, all fiscal YW staff have been asked to complete the YW Reversion Report by May 31, 2022. This is not a binding document and it does not imply any changes to the existing contracts.</li><li>• <b>Maintain spending practices consistent with policies and past practices.</b> Please do not attempt to utilize unspent funds by spending on additional equipment, supplies or related initiatives that were not part of the original scope of work for year-round programming.</li></ul>

Recruitment and Enrollment	Participant Eligibility for Program Fit	Programs should continue to prioritize outreach and service efforts in the 39 target cities, but programs may also request to serve more than the 20% of participants from non-target cities.
	Electronic Applications and Documentation	Programs are encouraged to streamline the application and eligibility process for youth in order to avoid declines in enrollment due to operational barriers. All programs should utilize an electronic application — preferably the one offered as part of the YouthWorks database.
	Work Permits	All participants taking part in traditional in-person placements or employer-structured work from home placements <b>must have a valid work permit</b> . Participants engaging in virtual career development programming or occupational training courses <b>do not need work permits</b> because this programming constitutes a learning experience rather than a job.
	In-Person Programming	<p>All in-person programming <b>must</b> meet the following criteria in order to be considered a viable placement:</p> <ul style="list-style-type: none"> <li>• Able to adhere to any Massachusetts directives as related to COVID-19</li> <li>• Confirmed in writing by the direct supervisor and an authorized signatory from the host company or organization.</li> <li>• Approved in writing by an authorized signatory from the employer of record. Please note that the employer of record is subject to responsibility and liability for these placements.<sup>5</sup></li> </ul> <p>Organizations are encouraged to use the YouthWorks Checklist and Guiding Document for In-Person Programming as a template for the kind of information that should be established and collected at the local program levels. Additionally, programs that plan for substantial in-person components must establish simple and clear contingency plans for virtual programming in case an individual placement or entire program component needs to be discontinued or delayed due to public health concerns.</p>
	Work from Home/Virtual Placements	When possible, organizations are encouraged to pursue work from home/virtual placements, but in order to maintain program quality, virtual work sites must include clearly structured tasks and a process for consistent distance-based supervision. If employer partners are interested in continuing to be part of the program but cannot meet these standards, programs are encouraged to collaborate with partners on project-based learning components.

<sup>4</sup> <https://www.mass.gov/info-details/covid-19-guidance-and-directives>

<sup>5</sup> For more information, please see: <https://www.mass.gov/info-details/massachusetts-covid-19-unemployment-information#workers'-compensation->

	Wages, Stipends, and Incentives	<p>All participants involved with an in-person or work from home placement should receive wage-based pay at MA minimum wage. In cases where programs want to provide wages in excess of the state minimum wage, they must provide a rationale and receive prior approval.</p> <p>Programs are encouraged to offer stipends to participants involved in project-based learning and training opportunities. Stipends should be aligned with attendance and performance-based measures. Programs are encouraged to structure incentives and stipend benchmarks in a manner that promotes stronger overall outcomes with special attention to what participants most need to complete in order to advance their own skillset and future marketability as an employee in competitive hiring scenarios.</p>
	Staffing and Technology Needs	<p>Virtual and hybrid programming alternatives may result in higher staffing and/or technological needs, which can be addressed and supported through conversations with technical assistance leads and budget modification requests.</p>

## **Best Practices for Service-Based Learning and Work-Based Learning Experiences**

### **Best Practices for Service-Based Learning:**

- Developing clear and measurable learning outcomes for the project and relevant assessments to measure and record these outcomes.
- Integrating key members of the local community into the process and project so that participants have a clearer sense of purpose, audience and impact.
- Adding accountability and a professional aspect to the learning by having students develop job/ team descriptions and then revisiting these documents along with a work-based learning evaluation tool on a regular basis.
- Including ongoing and simple practices to gauge student perspectives by creating an intentional space for participants to communicate how they feel about their experience. Ensuring these activities occur in a range of modalities and settings will garner the most traction. For example, programs are likely to get different information in a whole group sharing session about highlights and challenges of the week than in a short, written feedback survey
- Intentionally including ways for participants to change or expand their experience. For example, if participants are slated to work on a specific team for most of the project, when do they get a chance to work on a different team?
- Building in opportunities to regularly respond to case management needs. Whether it is part of a weekly staff meeting or the end of the day wrap-up text or email exchange, staff need time to respond to what they are observing. Especially in cases where participants are struggling or starting to disengage, early intervention is essential.

### **Best Practices for Work-Based Learning Experiences:**

- Active employer engagement and job development focused on identifying and developing quality work placements.
- Clear and inclusive recruitment processes that include assessing potential participants interests and skills, and then utilizing this intake information to complete thoughtful job placement matches.
- Transparency with employers and participants upfront about the need for contingency plans for in-person placements that may need to transition to virtual or pause in the case of COVID-19 exposures or pre-emptive public health measures.
- Employer engagement orientation and support services that help employers understand the goals of the program and the needs of the participants.
- Agreement with employers about what types of tools and strategies will be used to promote accountability and support for remote or hybrid placements.
- Coordination with local Connecting Activities and Innovation Pathway programs to support an integrated approach to comprehensive career development for youth and young adults.

## **Program and Resource Connections**

**Connecting Activities:** YouthWorks is committed to making intentional connections with the statewide Connecting Activities program (CA). Connecting Activities funds pay for staff to recruit employers; prepare and place students in work-based learning opportunities such as YouthWorks; and structure those experiences through the use of Massachusetts Work-Based Learning Plan. Information about Connecting Activities is available at <http://www.massconnecting.org/>. Suggestions for aligning YouthWorks and Connecting Activities include the following:

- TAs work with CA staff in local high schools to provide outreach information about YouthWorks programming before the beginning of the year-round season.
- Find out what students in local YW/CA high schools are at risk of dropping out, becoming homeless, or in DYS or DCF custody. Ensure that that school student-support staff have YW enrollment materials.
- Where feasible, support the transition of YW participants into CA school programming so that schools can be deliberate about capturing program experiences in college and career planning.

**Other Workforce and Relevant Youth Development Programs:** In addition to making connections to the Connecting Activities program, grantees should consider recruiting youth for participation in YouthWorks who are connected through

other youth-serving programs. The Commonwealth anticipates that applicant communities, in developing a local YouthWorks design, will give strong consideration to connections with the following programs listed in the table below.

Program	Description and Applicable Links
<b>WIOA Title I Youth services.</b>	The WIOA youth program provides a wide variety of services, including subsidized jobs, for eligible low-income teens and young adults. YouthWorks youth are not required to be enrolled in WIOA. However, YouthWorks grantees may find significant value in supplementing the YouthWorks program with additional ‘wrap-around’ services funded by WIOA.
<b>WIOA Title I Adult services</b>	WIOA adult programs at the One Stop Career Centers may provide excellent supplemental services to youth employed under a YouthWorks grant. Local grantees may encourage youth who are at least 18 years of age to be enrolled as a One Stop member and provided with one-stop services to complement a YouthWorks program experience.  <b>Link:</b> <a href="https://www.dol.gov/agencies/eta/workforce-investment/adult">https://www.dol.gov/agencies/eta/workforce-investment/adult</a>
<b>Safe and Successful Youth Initiative (SSYI)</b>	SSYI is a program administered by the Executive Office and Health and Human Services and is operated in 14 cities. The program model offers intensive outreach, case management, trauma supports and behavioral health services, education, employability and employment services to 17-24 year-old proven risk young adults. Local grantees may co-enroll youth who have been engaged in SSYI services, have a reduced risk level and are ready for a subsidized placement or career pathway program experience.  <b>Link:</b> <a href="http://commcorp.org/programs/safe-and-successful-youth-initiative/">http://commcorp.org/programs/safe-and-successful-youth-initiative/</a>
<b>DYS L.E.A.D: Leadership, Employment and Advocacy Development</b>	L.E.A.D. (formerly Bridging the Opportunity Gap) and vocational grant funds are used to provide direct services that meet the career readiness, pre-employment and employment needs of youth in the custody of DHS. A program experience with YouthWorks can be a strategic add-on service for many youth who are participating in the current LEAD programming.  <b>Link:</b> <a href="http://commcorp.org/programs/partnership-with-the-department-of-youth-services/">http://commcorp.org/programs/partnership-with-the-department-of-youth-services/</a> .
<b>DTA/TAFDC: Teen Parenting Program (TPP)</b>	A statewide network of TPPs are funded by DTA and are procured and administered by DCF. The goal of the TPP is to provide teen parents and their children a safe place to reside where they are able to gain the skills and knowledge necessary to become competent parents and lead productive, independent lives. YouthWorks partners should consider partnering with TPPs to extend services and establish referral relationships. Additionally, TPPs may be suitable places to complete the cohort-based work readiness workshops for these participants.  <b>Link:</b> <a href="https://www.mass.gov/service-details/adolescent-support-programs">https://www.mass.gov/service-details/adolescent-support-programs</a> .
<b>MRC Pre-Employment Transition Services.</b>	Pre-employment transition services (Pre-ETS) supports students with disabilities ages 14-22 by providing relevant job readiness services such as job exploration counseling, work readiness training, work-based learning experiences, counseling in post-secondary education and self-advocacy. Connecting with MRC/Pre-ETS community providers can lead to solid referrals of eligible students who would benefit from the

	<p>YouthWorks program and who are receiving additional supportive services that support successful outcomes in youth employment programming.</p> <p>Link: <a href="https://www.mass.gov/service-details/pre-employment-transition-services-pre-ets-0">https://www.mass.gov/service-details/pre-employment-transition-services-pre-ets-0</a></p>
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## Information Security Policy

**Background:** As part of Executive Order 504, the Governor has put into place a series of policies designed to safeguard the security, confidentiality, and integrity of personal information and personal data of the general public. This includes information and data that is handled, collected, used, stored, processed, disposed, or disseminated in the process of providing services such as youth employment programs.

In its role as an agent of the Executive Office of Labor and Workforce development, CommCorp has developed and put policies and controls in place to provide reasonable assurance that security objectives are addressed. Our written information security policy is part of a comprehensive program that ensures that we:

- Collect quantity of personal information and data reasonably needed to accomplish legitimate purpose
- Securely store and protect personal information and data against unauthorized access, destruction, use, modification, disclosure and loss
- Disclose personal information and data only on a need-to-know basis
- Destroy personal information and data as soon as it is no longer needed or required to be maintained under state or federal law
- Address administrative, technical, and physical safeguards

Executive Order 504 mandates that the protection and confidentiality of personal information and data be incorporated into all of CommCorp's contractual agreements, including YouthWorks. Here is an overview of what constitutes personal and confidential information:

### Personal Information

Personal Information (PI) is defined in the Security Freezes and Notification of Data Breaches Statute (Massachusetts General Law 93H):

Resident's first name (or initial) and last name in combination with:

- Social Security Number (SSN)
- Driver's License (or state issued i.d.) number; or
- Financial Account Number

### Personal Data

Personal data under Fair Information Practices Act (FIPA) is defined as:

Any information which, because of name, identifying number, mark, or description can be readily associated with a particular individual (except information that is contained within a public record).

### Confidential Information

Confidential Information is defined as:

Personal financial information

Competitive information from organizations (applications or proposals for grants or financing)

Information CommCorp's clients deem to be confidential as part of contractual obligations;

Wages and wage records for participants in programs administered by CommCorp

**Grantee Responsibilities:** The implementation of CommCorp's security policy requires that YouthWorks grantees take responsibility for meeting the standards of security and reasonably limiting access to youth participant files as well as securely maintaining administrative records for the required period of time. [The Chart on page 30](#) outlines the security



and confidentiality responsibilities of CommCorp staff and of grantees. The Grantee or Contractor Certification of Compliance with Commonwealth Corporation's Information Security Policy is included in [Appendix 4](#). The signed Certification will be included in the Grantee contract.

#### **Why does CommCorp require social security numbers as part of its reporting program?**

CommCorp needs information about state-funded youth employment programs and individuals participating in such programs to report to the state on how well the whole program is working and whether or not it is meeting its goals. To find out if YouthWorks is meeting its goal of improving the employability skills of young people placed at risk, we want to find out what percentage of participants are placed at risk by matching them with data from state agencies such as the Department of Youth Services, Department of Children and Families, Department of Transitional Assistance, Mass Rehab Commission and MassHealth. We also want to evaluate whether program activities are affecting the future educational and employment trajectories of young people involved.

The ability to show the number of youth who take part in youth employment programs through YouthWorks and WIOA and who are also enrolled in other state agency youth programs will help programs directors and others make a case to request funding for future subsidized employment programs.

Commonwealth Corporation works hard to protect program participants' social security numbers. Furthermore, we do not use social security numbers to report on individual youth participants; reports are produced for whole annual cohorts of program participants.

#### **Confidentiality Reporting**

Program operators must have all YouthWorks participants complete and sign the Confidentiality Statement and Release Form ([Appendix 5](#)) to ensure that participants have authorized the release of participant record data including Social Security numbers. This information is used to support ongoing efforts to measure the impact of the YouthWorks program, including how many YW participants enter the labor market after their YW placements. This form will become part of the youth file upon enrollment into the program.

#### **Site Visits and Quality Assurance**

CommCorp staff may arrange site visits during the course of all youth employment programs to observe program activities and interview staff, youth participants, and employers. The purpose of the site visits is to learn more about program models, get insights into youth and employer experiences and provide support in overall quality assurance and effective program implementation. **Local programs will be notified about site visits prior to the start of programs.**

## Divisional Policies Governing Security and Confidentiality of Information Assets

Description of Information Asset	CommCorp Staff Security Responsibilities	Grantee Responsibilities	Records Retention Requirements
<b>Youth Pathways – YouthWorks, DYS LEAD, other grant programs.</b> Intake forms and other information managed by local grantee to determine eligibility of youth to participate in YouthWorks program. Such forms are paper files, and could include information that shows: <ul style="list-style-type: none"> <li>• income level of youth or parents;</li> <li>• authorization or permission forms;</li> <li>• SSN or SASID of youth;</li> <li>• enrollment status in partner program (DYS, DCF, TANF);</li> <li>• disability status</li> </ul>	CommCorp does not collect or maintain copies of these records on a regular basis. CommCorp staff may collect copies of some of these files when conducting a program compliance monitoring. If so, records shall be kept in a locked file cabinet accessible only to monitoring and program staff.	Grantees must limit access to files by <ul style="list-style-type: none"> <li>• keeping files in locked filing cabinets;</li> <li>• providing technical assistance/training to all staff regarding their security obligations;</li> <li>• obtaining signed agreements by all staff that they understand their security obligations.</li> </ul> Grantees that use program partners and other subcontractors shall require all such organizations to meet the standard of security. Grantees may not delegate or transfer security obligations to other subcontractors and remain legally responsible for compliance.	Grantees are required to maintain administrative records for a period of seven years.  Grantees may transfer data to digital or microfilm format or scan into PDF format and destroy paper files three years from the date of final program service.
<b>Youth Pathways – YouthWorks, DYS LEAD, other grant programs.</b> Local timesheet and payroll processing data that supports the award of wages and stipends to youth for program participation. Because of FICA and other tax issues, such payroll data necessarily includes a named individual and their SSN.	CommCorp does not collect or maintain copies of these records on a regular basis. CommCorp staff may collect copies of some of these files when conducting a program compliance monitoring. If so, records shall be kept in a locked file cabinet accessible only to monitoring and program staff, or in a locked office.	Grantees must limit access to files by <ul style="list-style-type: none"> <li>• keeping files in locked filing cabinets;</li> <li>• providing training to all staff regarding their security obligations;</li> <li>• obtaining signed agreements by all staff that they understand their security obligations.</li> </ul> Grantees that use program partners and other subcontractors shall require all such organizations to meet the standard of security. Grantees may not delegate or transfer security obligations to other subcontractors and remain legally responsible for compliance.	Grantees are required to maintain payroll records for a period of time established by the IRS for tax reporting by employers and taxpayers (three full tax years).
Description of Information Asset	CommCorp Staff Security Responsibilities	Grantee Responsibilities	Records Retention Requirement
<b>Youth Pathways – YouthWorks, DYS LEAD, other grant programs.</b> Individual participant records on	<ul style="list-style-type: none"> <li>• SSNs are 'grayed out' at data entry through a masking process on the database.</li> </ul>	<ul style="list-style-type: none"> <li>• SSNs are 'grayed out' at data entry.</li> <li>• SSNs are accessible to only a reasonable number of local program managers.</li> </ul>	<ul style="list-style-type: none"> <li>• Local grantees shall complete all local data entry by a fixed deadline related to each annual</li> </ul>

<p>CommCorp's YouthWorks reporting database.</p>	<ul style="list-style-type: none"> <li>• SSNs are accessible to only one CommCorp program manager.</li> <li>• Export files of youth records created to support internal data analysis should not include a full SSN.</li> <li>• One copy of a full program year of youth records shall be exported with SSNs and archived in a central location maintained by CRE staff on the L-Drive.</li> <li>• Data manipulations that involve the use of SSN (e.g., data matching agreements where the SSN is used as a matching identifier) may be executed in-house or through external partners.</li> </ul> <p>All such projects shall be covered by confidentiality agreements and contracts. Actual data transfers may not be accomplished via e-mail, web posting, or by unprotected flash drive. Data may only be transported by CD/DVD, encrypted flash drive, or by FTP link.</p>	<ul style="list-style-type: none"> <li>• Typical export files of youth records used for statistical or evaluative purposes may not include a full SSN.</li> </ul>	<p>program. After that date, CommCorp may remove access to the database.</p> <ul style="list-style-type: none"> <li>• Data files shall be archived for up to seven years and thereafter destroyed.</li> <li>• Where potential for long-term data matching exists, CommCorp may opt to maintain data files for longer than seven years.</li> </ul>
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## SECTION VI: GRANT ADMINISTRATION AND INVOICING

**Section Overview:** Section VI describes the process for submitting cash requests and final reports, acceptable documentation for expenses, and expectations for grantees regarding grant administration.

**Subsections:**

- FISCAL REPORTS AND CASH REQUESTS
- DOCUMENTATION FOR EXPENSES
- EXPECTATIONS FOR GRANT ADMINISTRATION
- FINAL BUDGET EXPENDITURE REPORT

**Relevant Best Practice from YouthWorks Program Assessment:**

#16. Effectively manage, track and report resources and program data.

## Fiscal Reports and Cash Requests

Grantees may request a cash reimbursement under an executed contract by submitting a Commonwealth Corporation Cash Request Form (CRF). Below are important details regarding the CRF:

- A customized CRF will be issued to the grantee's fiscal agent electronically and cash will be disbursed electronically to fiscal agents
- Cash requests will be accepted weekly, bi-weekly, or monthly.
- All cash requests and fiscal reports must be signed by an authorized signatory.
- Cash requests may be submitted by fax, but grantee must follow-up by mailing a hard copy containing an original signature.
- Operators are required to maintain and make available for review by Commonwealth Corporation staff upon request:
  - Documentation and accounting procedures for expenditures that reconcile to the information submitted in cash request forms and fiscal reports.

Operators are required to maintain and make available for review by Commonwealth Corporation staff upon request, documentation and accounting procedures for expenditures that reconcile to the information submitted in cash request forms and fiscal reports. All cash requests and fiscal reports must be emailed from or with an authorized signatory included in the communication. For this period in which operations may continue to be impacted by COVID-19 cash requests may be emailed, but the grantee *must* maintain hard copy containing an original signature for the purposes of monitoring.

**Note:** The Cash Request Form asks each grantee to identify - for each Cash Request - the amount of funds requested in the invoice that supports program activity taking place in FY22 (through June 30, 2022 and the amount of funds requested in the invoice supporting program activity taking place during FY22 (July 1, 2022, or after. The reason for this procedure is related to ensuring accuracy in determining the economic value of the organization - both Commonwealth Corporation and local grantees - at the close of FY22.

Program staff for each grantee should work closely with their fiscal office to ensure accurate program reporting is reflected in each Cash Request submission. In addition to the cash requests, year-round program grantees must complete a reversion report form by May 27<sup>th</sup>. The cash request and reversion forms can be obtained from Dawn Wakelin at [DWakelin@commcorp.org](mailto:DWakelin@commcorp.org).

The table below lists the types of documentation acceptable for potential categories of expense.

Documentation for Expenses	
INVOICED EXPENSES	
Line Item	Acceptable Documentation
All Project Staff Salaries (including program management, case management, job development, data entry, youth recruitment and all other staff)	Proof of salary such as payroll report and register or timesheets that detail the actual hours worked on the project.
Project Staff Fringe	Documentation of the basis for the Fringe calculation
Staff Travel	Actual Costs - Copy of Travel Voucher/Expense Reimbursement Form and receipts. The mileage rate is \$.56 per mile.
Advertising/Marketing	Actual Costs - Copy of receipt or invoice

Office Supplies and Materials	Actual Costs - Copy of receipt or invoice. If part of a Cost Allocation: A copy of Cost Allocation Plan showing basis for the charges and documentation of the monthly allocation calculation.
Communications/Telephone	Actual Costs - Copy of receipt or invoice. If part of a Cost Allocation: a copy of Cost Allocation Plan showing the basis for the charges and documentation of the monthly allocation calculation.
Equipment Rental & Maintenance	Actual Costs - Copy of receipt or invoice. If part of a Cost Allocation: a copy of Cost Allocation Plan showing the basis for the charges and documentation of the monthly allocation calculation.
Postage/Mailings	Actual Costs - Copy of receipt or invoice. If part of a Cost Allocation: a copy of Cost Allocation Plan showing the basis for the charges and documentation of the monthly allocation calculation.
Project Rent	If stand-alone space: copy of lease pages showing rent. If part of a Cost Allocation: a copy of page from Cost Allocation Plan showing basis for the charges plus an explanation of the apportionment to the project.
Participant Support Services	Actual Costs - Copy of receipt or invoice
Consultants	Actual Costs - Copy of itemized, signed invoice from consultant
Evaluation	Actual Costs - Copy of itemized, signed invoice from consultant
Training/Education Supplies/Materials	Actual Costs - Copy of receipt or invoice
Printing/Reproduction	Actual Costs - Copy of receipt or invoice
Youth Incentives	Actual Costs - Copy of receipt or invoice

### Expectations for Grant Administration

Commonwealth Corporation seeks the following from all grantees:

- Regular submission of cash requests during the program
- Regular data entry of total enrollment numbers on a weekly basis during active performance periods
- Timely contract closeout – submission of final invoices and reports
- Complete and accurate reporting of youth participation – All YouthWorks participants must report Social Security numbers for evaluation purposes. **Additionally, in order for a youth to be counted as a participant they must have received at least 10 program hours as a year-round program participant. These hours can be any combination of work hours and *Signal Success* workshops;** and
- More complete reporting of local program leverage – the YouthWorks database asks grantees to report whether a YouthWorks participant is co-enrolled in certain other programs, including WIOA Title I youth, Connecting Activities and others. This portion of the data record has not always been filled out. We ask grantees to take extra steps to ensure the full reporting of program leverage information. Please note that final invoices will not be paid before completed database submission.

We recognize that improving these administrative steps may require grantees to work more intensively with local program sub-grantees. We encourage greater communication and stronger oversight from the beginning of the application period so that grantees and their subcontractors are able to respond with administrative improvements.

#### **Final Budget Expenditure Report**

For the year-round program, grantees must file final Cash Request Forms **before June 15, 2022**. These forms serve as a final budget expenditure report. The final filing date for the year-round program will be released with the application package.

## SECTION VII: REPORTING REQUIREMENTS AND DOCUMENTING PROGRAMMATIC OUTCOMES

**Section Overview:** Section VII denotes the increasing importance of collection of data on YouthWorks outcomes and the process for documentation, deadlines for submitting YouthWorks participant record data and final narrative reports, as well as guidelines for working with the media and press.

### Subsections:

- MEASURING AND DOCUMENTING YOUTHWORKS OUTCOMES
- YOUTHWORKS PARTICIPANT RECORD DATA
- NARRATIVE FINAL REPORT
- MEDIA/PRESS

### Relevant Best Practices from YouthWorks Program Assessment:

#10- Define and support program outcomes beyond participation and completion rates.

#11- Continuously collect evidence and feedback in order to conduct ongoing evaluations and plans for improvement.

#12- Support program innovations by contributing to the planning, implementation and evaluation of emerging practices.

#13- Use traditional and social media strategies to raise awareness of the program opportunities and outcomes.

#16- Effectively manage, track and report resources and program data.



## Measuring and Documenting YouthWorks Outcomes

Part of CommCorp's administration of YW includes developing an annual report of program accomplishments. CommCorp creates a **YouthWorks Data Book** (<http://commcorp.org/programs/youthworks/>) for members of the state legislators that contains narrative snapshots of YouthWorks participants in year-round placements, and data profiles for each local YouthWorks area. In order to document all the accomplishments of YouthWorks and build an even stronger program, it is important for all regions to continue to augment their data collection and focus on reporting employment, education/training and skill gain outcomes. The table below indicates the required data points and data collection tools and outlines which tools and outcomes are required of various programmatic components and approaches.

The accomplishment and outcomes documentation is part of the **data-driven program improvement process that programs are required to participate in**. This process will take place three to five months after the end of each program performance period and include a review of program performance in terms of key data points like target enrollments, completion rates, participant outcome trends and program performance in accordance with the YW Program Assessment Rubric (See [Appendix 2](#)).

To support local programs in entering annual data, the **YouthWorks Database User Guide** is available as a resource. Programs that use different databases must learn how to import participant data into the YouthWorks Database.

### **To support this increased data collection of accomplishments and outcomes, the following changes are being instituted:**

- Commonwealth Corporation will analyze and share wage record matching data that looks at the earnings of YouthWorks participants for eight quarters after their participation in the program in comparison to wages by similar demographic of non-participants.
- Commonwealth Corporation's YouthWorks database will be used by all programs to capture participant-level information and submit required programmatic reports—like employer lists, training dates, enrollment progress, active cohort size, and final grant reporting.
- Programs will have all participants complete an end of program survey online or in paper format. Those opting for the paper option will need to enter the resulting data
- Programs will complete a small strategic number of participant case study questionnaires (1-2 in the year-round program)
- For each tier, programs will select at least two additional data points or data collection tools from a menu of options to demonstrate additional participant-level outcomes.

**Table- Data Points/Tools and Descriptions**

Data Point/ Tool	Description and Additional Details
<b>Required Across all Tiers</b>	
Participant Social Security Numbers	CommCorp conducted wage record match looks at workforce participation and annual earnings for participants in the two years following YW participation.
Participant-level demographic information, wage and hours of core program services	The new database user guide will contain a full list of fields and data entry parameters. In addition to basic participant-level demographic information, programs will need to record which program services participants receive, hours of work and training completed, and information about completion status.

End of program survey (paper and online versions available)	This survey will measure skill gain and attitudinal shifts, while also capturing relevant participant information like career goals and intended next steps. Updated versions of this tool will be released each year in mid-March.
Participant Case Study questionnaire (to be completed with a small strategic subset)	For each tier programs must complete this for one to two participants depending on size of program. The questionnaire will be built into the new database and updated each year in mid-March.
<b>Required in Select Tiers</b>	
Massachusetts Work Based Learning Plan	Required if the participant receives at least 60 hours of subsidized work placement as part of the learning model. Integrated into the new YouthWorks database. For more information about the MA WBLP, please go to: <a href="http://skillspages.com/masswbl/">http://skillspages.com/masswbl/</a>
Certification pass or completion status for a program-sponsored credential <sup>6</sup>	Required in the Career Pathway Programming and support models that utilize industry credentials. Programs will need to specify the type of credential and indicate whether participants passed or not. There will also be an opportunity to provide additional information in a comment field. For example, if a participant fails on a first attempt, but is scheduled for re-test, programs should note this.
<b>Programs Should Select at Least One for each Tier</b>	
Signal Success Competency-Based Portfolio	An updated version of the Signal Success portfolios will align to each of the tiered versions of the curriculum. Participants can complete the portfolio in the traditional paper format, and the new database will include an online option as well. Rubrics for scoring and updated portfolios will be available each year in mid-March.
Employment status upon completion of program	The new YouthWorks database will include opportunities to record when participants obtain employment at the end of programming. In order to select this outcome option, programs must also establish the time period in which they are going to track this information. Time periods shorter than a month from the last day of program services will not be considered. Also, within the Early and Career Trajectory tier, programs may elect to track this datapoint within a strategic subset. For example, participants 18 and over or participants not enrolled in school.
Returning Participant Analysis Protocol	The new YouthWorks Database will include an automated report that will allow programs to see a list of all participants who have participated in YouthWorks programming more than once along with basic information

	about each round of participation, like placement description, hours completed of program activities, WBLP scores, additional skill gain measures. Programs using this outcome measure will be asked to complete an analysis of this automated report in which they indicate whether the participant made distinct progress from one season of participation to the next. Examples of progression include: stronger attendance and completion, increased responsibility at worksite, transition to career-trajectory placement or training, increased skill gain.
20% Vulnerable Youth Analysis Protocol	The new YouthWorks Database will include an automated report that will allow programs to see a comparison of hours worked, types of worksites, skill gain, and completion rate averages among 20% vulnerable youth versus general program participation. Programs using this outcome measure will be asked to complete an analysis of this automated report in which they answer 3 to 5 five open ended questions that elicit more detail about the services offered to participants with heightened risk factors. This protocol is intended to facilitate cross-program sharing of best practices as opposed to providing an external datapoint for the YW program.
Program Connection Analysis Protocol (tracks progression to WIOA and Connecting Activities)	Programs will be asked to identify which participants they intend to connect with additional services like WIOA youth and young adult and Connecting Activities. This must be provided at the end of each program season. The new YouthWorks database will offer a report that programs can use to recall this list at the start of next program season or any time in between to record basic details about whether a participant did indeed participate in WIOA or Connecting Activities. In the case of Connecting Activities, the new YouthWorks database will also allow programs that enter data in the CA database to access this information for YW participants.
Employer Satisfaction Survey	Available in paper and online formats, this short survey tool will allow programs to capture and respond to employer experiences. Programs selecting this this option must distribute the survey to all active employers in a given season and achieve at least a 40% return rate.

By collecting and reporting a more comprehensive set of data, the YouthWorks program will be able to report on a wider range of positive outcomes. Some examples are listed below:

- Participants have increased labor market participation in the two years following their YouthWorks program experience.
- Participants complete applicable core program components (Signal Success work readiness training, work placement, work-based learning experience, occupational training, etc.)
- Participants improve employability or soft skills.
- Participants demonstrate knowledge of careers and the education, training and skills required to progress through a chosen career path.
- Participants maintain high levels of workplace engagement
- Program provides first paid work experiences to youth and young adults.

### **YouthWorks Participant Record Data**

Grantees are required to report individual YouthWorks participant record data, including participant social security numbers that will enable the state to develop program profiles, statistical reports on the characteristics of participating youth and employers, and calculate data on program wage levels as part of the process of reporting program outcomes to the Massachusetts Legislature. All grantees must make sure that data is entered or uploaded to the YouthWorks database.

- All final record data for year-round must be entered/uploaded by July 8, 2022.

Final invoices will not be paid prior to completed database submission.

### **Narrative Final Report**

Grantees are required to submit narrative final reports using the form in the YouthWorks database. The narrative report form for the year-round report form will be released by June of each year.

- Year-Round reporting by July 15, 2022.

A list of required data elements will be included in the forthcoming YW Database User Guide.

### **Media/Press**

The Commonwealth receives a great number of requests for publicity, particularly about youth programs. In order to respond to these requests, and to ensure we have the most current information, program managers are asked to submit copies of any publicity regarding youth programs – newspaper stories, newsletter articles, etc. to their program manager at the Commonwealth Corporation. A sample photo release form is available in [Appendix 3](#).

We welcome profiles and photos of young people served in YouthWorks programs for the annual YouthWorks Data Book.

State and local media are often interested in stories about job programs. Please take time to ensure that local reporters acknowledge YouthWorks as a funding source where appropriate.

This acknowledgement is important because we want local leaders and legislators to understand that large numbers of local youth jobs programs/placements are a direct result of YouthWorks funding--YouthWorks is often the primary source of funding in many cities. Without referencing the state funding source, legislators may not see the impact of the dollars-making future funding more difficult.

Press or Media - YW partners issuing press releases or internal newsletters, video, or using other press or media to announce or provide information about the YouthWorks program or activities undertaken in relation to this state-funded program must include the following statement:

**This project is funded by the YouthWorks program through the Commonwealth of Massachusetts, Executive Office of Labor and Workforce Development. The program is administered by the Commonwealth Corporation**

## SECTION VIII: APPENDICES

[Appendix 1: YouthWorks Household Income Eligibility Guide](#)

[Appendix 2: YouthWorks Program Assessment](#)

[Appendix 3: Photo Release Form \(English and Spanish versions\)](#)

[Appendix 4: Grantee Certification of Compliance with Information Security Policy](#)

[Appendix 5: Participant Confidentiality and Release Form](#)

## Appendix 1

### 2021 Poverty Guidelines for the 48 Contiguous United States

Family Size	Annual Income		Monthly Income	
	Poverty Level	200% Poverty Level	Poverty Level	200% Poverty Level
1	\$12,880	\$25,760	\$1,073	\$2,146
2	\$17,420	\$34,840	\$1,452	\$2,903
3	\$21,960	\$43,920	\$1,830	\$3,660
4	\$26,500	\$53,000	\$2,208	\$4,416
5	\$31,040	\$62,080	\$2,587	\$5,174
6	\$35,580	\$71,160	\$2,965	\$5,930
7	\$40,120	\$80,240	\$3,343	\$6,686
8	\$44,660	\$89,320	\$3,722	\$7,444
Each additional family member:	\$4,540	\$11,360	\$378	\$756

**Note:** Poverty guidelines are updated periodically in the *Federal Register* by the U.S. Department of Health and Human Services under the authority of 42 U.S.C. § 9902(2). The guidelines for 2020 went into effect as of January 13, 2021. The Federal Register notice was published January 2<sup>nd</sup>, 2021 and can be viewed at: <https://www.federalregister.gov/documents/2021/02/01/2021-01969/annual-update-of-the-hhs-poverty-guidelines>

## Appendix 2

### YouthWorks Program Assessment

#### Section A: The Developmental Program Model

##### Best Practice #1: Develop a YouthWorks model that includes tiered offerings designed to meet the age and stage needs of participants.

<input type="checkbox"/> <b>Beginning</b> The program does not have an officially tiered model, but individual program staff consider how the needs of participants may vary and at least some of the placements match these needs.	<input type="checkbox"/> <b>Approaching</b> The program has some codified components of a tiered model that offer appropriate program activities for younger <u>or</u> returning participants. Examples include a service-learning model for younger participants and advanced versions of Signal Success for older/ returning participants.	<input type="checkbox"/> <b>Meeting</b> The program has codified components of a tiered model that offer distinct and appropriate program activities for younger <u>and</u> returning participants. Each tier of the model aligns with specific versions of Signal Success and different types of work-based learning and career pathway development.	<input type="checkbox"/> <b>Exceeding</b> The program has a tiered model which by design can be flexible in response to each distinct cohort. Each tier aligns with specific versions of Signal Success and different types of work-based learning and career pathway development. Program staff ensure placements match the varying needs of participants.
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##### Best Practice #2: Implement effective programming for 14/15-year-olds in the form of project-based and service learning through cohort models and supportive small-group placements.

<input type="checkbox"/> <b>Beginning</b> The project-based experience lacks rigor and structure. The focal skills fail to connect to a workplace setting and/ or placements are insufficient learning opportunities. Staffing is insufficient or needs improvement.	<input type="checkbox"/> <b>Approaching</b> The project-based experience touches on a real world problem or complex issue but fails to produce a deliverable. Some of the skills learned reflect a workplace setting. Placements are clearly defined, but lack consistent mentorship. Staff may need further support to work with younger youth.	<input type="checkbox"/> <b>Meeting</b> The project-based experiences are rigorous, well-structured and result in deliverables. The skills practiced are relevant to the workplace and occurs in cohort-based learning models or quality small group placements. Staffing choices are made based on experience.	<input type="checkbox"/> <b>Exceeding</b> The project-based experiences are consistently designed to incorporate a deliverable around a real world problem or complex issue. The employability skills learned and practiced in small group placements mirror those expected from a workplace setting. Program staff excel at working with younger youth.
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##### Best Practice# 3: Implement/offer high-quality occupational skills training that provides youth with relevant skills for in-demand occupations.

<input type="checkbox"/> <b>Beginning</b> The occupational skills training design is disconnected from employer input. Instructional practices need adaptation to better fit participant needs. Completion rates are problematic. Only some of the completers translate their new skills into a job or further training opportunity.	<input type="checkbox"/> <b>Approaching</b> The occupational skills training was designed with employer input. Instructional practices are mindful of the needs of young adult learners. Over 70% of participants complete the training and most of the completers are better prepared to obtain and retain related jobs or enter follow-up training.	<input type="checkbox"/> <b>Meeting</b> The occupational skills training was designed with employer input. The course aligns with best practices for young adult instruction. Over 80% of participants complete the training and obtain relevant skills for the given industry/ occupation, which they translate into related jobs or entering follow-up training.	<input type="checkbox"/> <b>Exceeding</b> The occupational skills training was designed with employer input from a variety of sources. The course aligns with best practices for young adult instruction. Over 90% of participants complete the training and earn industry credentials, which they translate into jobs within a quality career pathway.
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## Section B: Training and Case Management

**Best Practice #4: Plan and effectively implement program orientation and work-readiness curriculum.** (See Signal Success Rubric for more details.)

<p><input type="checkbox"/> <b>Beginning</b></p> <p>The program provides youth participants with some form of orientation and training. Program implements pieces of Signal Success, but the schedule does not meet the requirements. Staffing and structure of workshops do not meet participant needs.</p>	<p><input type="checkbox"/> <b>Approaching</b></p> <p>The program provides participants with a full orientation (expectations, emergency procedures, payroll protocols, etc.). Youth also take part in most of the required hours of Signal Success. Staffing and structure of the training meet some of the major participant needs.</p>	<p><input type="checkbox"/> <b>Meeting</b></p> <p>The program provides participants with a thorough orientation and required hours of Signal Success training. Participants have full version of curriculum materials. Facilitation staff are trained and prepared, and the structure of the trainings support participant needs.</p>	<p><input type="checkbox"/> <b>Exceeding</b></p> <p>The program provides an orientation and all required hours of Signal Success curriculum in highly interactive facilitation style with strong staffing. Program structures the training to meet all the various participant need by utilizing appropriate versions and targeted models.</p>
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**Best Practice #5 Provide engaging, well-organized, responsive facilitation of work-readiness curriculum.** (See Signal Success Rubric for more details.)

<p><input type="checkbox"/> <b>Beginning</b></p> <p>Facilitation is largely non-interactive featuring mostly lecture-style delivery. Problems with preparation and/or management limit the effectiveness of the training, and facilitators lack consistent ways to observe and respond to participant learning.</p>	<p><input type="checkbox"/> <b>Approaching</b></p> <p>Facilitation is at least 50% interactive and incorporates suggestions in facilitator manual. Workshops show some advance preparation and while management may be inconsistent, there are clear norms and expectations. Efforts are made to observe and respond to participant learning.</p>	<p><input type="checkbox"/> <b>Meeting</b></p> <p>Training delivery is largely interactive; shows evidence of advanced preparation (i.e., facilitator is familiar with instructional sequence and materials needed). There are clear and consistent norms and expectations for behavior and the facilitator adjusts the workshops to support greater participant learning.</p>	<p><input type="checkbox"/> <b>Exceeding</b></p> <p>Facilitator uses a variety of techniques to engage and best meet the needs of participants (i.e., providing opportunities for youth to make connections with their own experiences, using varied activities, etc.). Norms and expectations of behaviors challenge youth to be their best professional selves during the workshops.</p>
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**Best Practice# 6 Follow-up with youth on a regularly through site visits, facilitated reflections, informal check-ins, and relevant follow-up and transition services.**

<p><input type="checkbox"/> <b>Beginning</b></p> <p>Program staff make limited site visits and are often not able to check in with youth participants. Little or no transition planning is evident, and the program does not provide outreach or referrals to relevant services and programs.</p>	<p><input type="checkbox"/> <b>Approaching</b></p> <p>Program staff regularly visit youth participants at the work site, discuss progress, and provide guidance. Little transition planning is evident, and the program provides limited outreach or referrals to relevant services and programs.</p>	<p><input type="checkbox"/> <b>Meeting</b></p> <p>Program staff visit youth weekly, provide opportunities for reflection and growth, offer training on advanced job skills. Some transitional planning is evident, and the program provides outreach or referrals to relevant services and programs.</p>	<p><input type="checkbox"/> <b>Exceeding</b></p> <p>In addition to regular visits, check-in's and facilitated reflections, the staff include youth in planning and conducting trainings. Transition planning is evident, and the program provides targeted outreach and referrals to services and programs.</p>
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## Section C: Employer Engagement and Placements

### Best Practice #7: Identify, recruit and engage a variety of employers who share the program goals.

<input type="checkbox"/> <b>Beginning</b> The program works with at least one employer but may lack systems for providing onboarding and support.	<input type="checkbox"/> <b>Approaching</b> The program works with multiple employers who represent some level of diversity with respect to sector and/ or industry. Employers receive some form of orientation and/or onboarding.	<input type="checkbox"/> <b>Meeting</b> The program thoughtfully plans to recruit a target number of employers from a range of sectors (private, public, and non-profit), and then provides these employers with systematic onboarding and support.	<input type="checkbox"/> <b>Exceeding</b> The program targets and effectively recruits a number of employers from a range of sectors. Employers receive systematic onboarding and support, are engaged throughout the year, and in some cases offer employer-paid placements.
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### Best Practice #8: Provide quality placements in a variety of sectors and industries.

<input type="checkbox"/> <b>Beginning</b> The bulk of the placements represent just a few industries (for example, camps/ recreation and maintenance). The program does not have consistent practices for establishing placement quality.	<input type="checkbox"/> <b>Approaching</b> The bulk of the placements represent just a few industries, but the program adds new employers and sectors yearly. The program has some consistent practices for promoting placement quality, which include formal job description and supporting employer to understand how to maximize participant contribution.	<input type="checkbox"/> <b>Meeting</b> The placements represent a variety of industries with at least five job category clusters offering 10% or more of the placements. The program adds employers yearly focusing on jobs that offer the greatest skill gain and pathway opportunities. Consistent practices promote placement quality and actively eliminate or seek to improve problematic placements.	<input type="checkbox"/> <b>Exceeding</b> The placements represent a strong variety of sectors and industries. No single job category cluster contributes more than 30% of placements. The program adds employers yearly focusing on jobs offering the greatest opportunities and alignment to labor market needs. Clear and consistent practices promote placement quality and actively eliminate or improve problematic placements.
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### Best Practice #9: Build successful placement experiences by considering youth and employer input and providing strategic support to employers.

<input type="checkbox"/> <b>Beginning</b> The match process is mainly informed by logistics and does not take youth or employer preferences into account. The program may provide employers with some basic information or the Work Based Learning Plan (WBLP), but support is limited.	<input type="checkbox"/> <b>Approaching</b> The program attempts to match most participants based on experience, interest or employer preferences. The program conducts some work site check-ins and provides employers support on how to use the WBLP.	<input type="checkbox"/> <b>Meeting</b> The program considers employer input and uses assessments about skills, experience, interests, and goals to make the match. The program conducts weekly check-ins, supports usage of WBLP, and guides employers toward providing a range of rich experiences.	<input type="checkbox"/> <b>Exceeding</b> The program fully assesses participants, provides interview opportunities, and considers youth and employer preferences. The program helps employers through proactive placement activity planning, supportive weekly check-ins, training and support on WBLP and other topics.
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## Section D: Data Collection and Continuous Improvement

### Best Practice #10: Define and support program outcomes beyond participation and completion rates.

<input type="checkbox"/> <b>Beginning</b> The program is not designed around goals and performance outcomes but may have a defined purpose. Program does not meet overall recruitment goals, 20% vulnerable youth (VY) target and/or required hour placement completion goals.	<input type="checkbox"/> <b>Approaching</b> Beyond a central purpose, the program also has some stated goals and performance outcomes. Program comes close to meeting overall recruitment goals, 20% VY target and/or required hour placement completion goals.	<input type="checkbox"/> <b>Meeting</b> The program has communicated clear goals and outcomes that include skill gains in both service and work-based learning experiences. Program meets overall recruitment goals, 20% VY target and/or required hour placement goals.	<input type="checkbox"/> <b>Exceeding</b> The program has clear goals and outcomes that reflect employer feedback, includes a variety of skill gains and shares narratives around successful outcomes. Program exceeds overall recruitment goals, 20% VY target and/or required hour placement goals.
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### Best Practice #11: Continuously collect evidence and feedback in order to conduct ongoing evaluations and plans for improvement.

<input type="checkbox"/> <b>Beginning</b> The program collects little to no evidence and feedback, and has difficulty conducting program evaluations.	<input type="checkbox"/> <b>Approaching</b> The program collects some evidence and feedback and may do an informal reflection or program evaluation.	<input type="checkbox"/> <b>Meeting</b> The program collects evidence and feedback on performance outcomes for youth, partners, and employers in order to conduct and act on a program evaluation.	<input type="checkbox"/> <b>Exceeding</b> The program collects data on a broad range of performance outcomes, conducts regular and rigorous program evaluations, and implements data-driven change.
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### Best Practice #12 Support program innovations by contributing to the planning, implementation and evaluation of emerging practices.

<input type="checkbox"/> <b>Beginning</b> The program struggles with considering new changes to their practices. From one season to the next, little to no change occurs and/ or changes do not emerge from pre-planning or thoughtful intent.	<input type="checkbox"/> <b>Approaching</b> Program staff engage in reflection and dialogue about how to change and improve programming. The program considers piloting new practices and/ or begins to shift practices to prepare for change.	<input type="checkbox"/> <b>Meeting</b> Program staff regularly engage in action-oriented reflection and dialogue about how to change and improve programming. The program pilots new practices and considers how best to refine and embed these practices within regular programming.	<input type="checkbox"/> <b>Exceeding</b> Program staff regularly engage in data-driven, action-oriented reflection and dialogue about how to improve and refine programming. The program pilots new practices, and mindfully scales these innovations within regular programming.
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## Section E: Promotion and Program Operations

### Best Practice #13: Use traditional and social media strategies to raise awareness of the program opportunities and outcomes.

<input type="checkbox"/> <b>Beginning</b> The program does little to no outreach. Attempts to gain press coverage or raise community awareness have either not been considered or have proven highly problematic.	<input type="checkbox"/> <b>Approaching</b> The program makes some outreach efforts in the form of press coverage, events, and/or social media, but these efforts need to be expanded on and organized in order to create an actual outreach campaign.	<input type="checkbox"/> <b>Meeting</b> The program conducts an outreach campaign that employs a mix of traditional and social media tactics. Press coverage, publicity events and social media materials are used effectively to raise awareness about the program and its mission.	<input type="checkbox"/> <b>Exceeding</b> The program conducts a thorough outreach campaign. Press coverage, publicity events and social media materials not only support the program mission, but also contain targeted messages for different audiences.
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### Best Practice #14: Raise the profile of the program by participating in regional and statewide promotion campaigns and events.

<input type="checkbox"/> <b>Beginning</b> The program dedicates staff time to developing a network but has generally only engaged this network in local campaigns and events.	<input type="checkbox"/> <b>Approaching</b> The program dedicates staff time to developing a network and is able to engage this network in local campaigns and events and at least one regional or statewide YW campaign or event.	<input type="checkbox"/> <b>Meeting</b> The program dedicates staff time to developing a network, including participants, employers, and community partners. The program supports participation of this network in a mix of local, regional and statewide YW promotion campaigns and events each year.	<input type="checkbox"/> <b>Exceeding</b> The program dedicates staff time to developing a network, including current and past participants, private, public and non-profit employers, local and regional government offices, and agencies engaged in workforce development. The program regularly supports participation of this network in local, regional and statewide YW promotion campaigns and events.
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### Best Practice #15: Establish clear worksite agreements, payroll procedures, safety guidelines and reporting methods for violations and/or grievances.

<input type="checkbox"/> <b>Beginning</b> Key operational issues are not addressed. For example, liability coverage is not established, grievance/violation/payroll procedures are unclear, worksite agreements do not sufficiently support program goals, or youth safety training is not implemented effectively.	<input type="checkbox"/> <b>Approaching</b> The program addresses key operational issues (worksite agreements that support program goals, worksite violations, liability and Worker's Comp. issues, payroll, youth safety training and youth grievances), but needs a more systematic approach.	<input type="checkbox"/> <b>Meeting</b> The program has clear and effective procedures for addressing the following items: creating and signing effective worksite agreements, worksite violations, liability and Worker's Comp. issues, payroll, youth safety training and youth grievances.	<input type="checkbox"/> <b>Exceeding</b> The program has clear and effective procedures for all key operational issues and there are clear and concise employer and youth handbooks which detail these policies and procedures. Employers and participants are asked to provide feedback on creating better worksite agreements
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**Best Practice #16: Effectively manage, track and report resources and program data.**

☐ **Beginning**

The program struggles with **more than one** of the following: timely program monitoring, obtaining the private sector wage match, using the funding effectively (no more than 10K left unspent), submitting individual record data.

☐ **Approaching**

The program struggles in one of the following areas: timely program monitoring, obtaining the private sector wage match, using the funding effectively (no more than 10K left unspent), submitting individual record data.

☐ **Meeting**

The program effectively completes all of the following: timely program monitoring, obtaining the private sector wage match, using the funding effectively (no more than 10K left unspent), submitting individual record data. The program is proactive about updating the funder about unspent funds.

☐ **Exceeding**

The program effectively completes all of the previously mentioned tasks and also surpasses key program goals and proactively identifies and records relevant data that was not requested. The program is proactive about updating the funder about unspent funds.

### Appendix 3a

#### Permission to Use Visual Image (18 or older)

I hereby give Commonwealth Corporation, and any person working on behalf of Commonwealth Corporation:

- The right to use and publish all photographic, video, or digitalized images of me for any non-commercial purpose.
- I give up my right to examine or approve how the image appears or will be used.
- I release the Commonwealth Corporation and any person working on behalf of Commonwealth Corporation from any liability in the taking and publishing of my image, including any claims for libel or invasion of privacy.
- I am 18 or over, have read this agreement, and understand and agree to its contents.

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Printed Name

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Signature

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Address

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City, State, and Zip

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Phone

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For Commonwealth Corporation

### **Parental/Guardian Permission to Use Visual Image of a Minor**

I hereby give Commonwealth Corporation, and any person working on behalf of Commonwealth Corporation, full permission to create and use photographic, video, or digitalized images of my minor child. This permission includes:

- The right to use and publish photographic, video, or digitalized images of my child for any non-commercial purpose.
- I give up my right to examine or approve how the image appears or will be used.
- I release the Commonwealth Corporation and any person working on behalf of Commonwealth Corporation from any liability in taking and publishing the image of my child, including any claims for libel or invasion of privacy.

I am the parent/guardian of the minor named below, have read this agreement, and understand and agree to its contents on my child's behalf.

\_\_\_\_\_  
Printed Name of Child

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Address

\_\_\_\_\_  
City, State, and Zip

\_\_\_\_\_  
Phone

\_\_\_\_\_  
For Commonwealth Corporation

**Permiso de Utilizar Imágenes Visuales (para mayores de 18 años)**

Por este documento, otorgo a Commonwealth Corporation, y a cualquier persona que trabaja por Commonwealth Corporation:

- El derecho de utilizar y de publicar imágenes fotográficas, imágenes digitales y/o video de mí para cualquier uso o propósito no-comercial.
- Abandono mi derecho de examinar o de aprobar como aparezca la imagen o como sea utilizada.
- Absuelvo Commonwealth Corporation y a cualquier persona que trabaja por Commonwealth Corporation de cualquier responsabilidad asociada con el acto de tomar y publicar mi imagen, incluyendo demandas de difamación o de violación de la privacidad.
- Tengo 18 años o más, he leído este acuerdo, y entiendo y estoy de acuerdo con su contenido.

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Nombre (escrito con letras de imprenta)

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Firma

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Dirección

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Ciudad, Estado, y Código Postal

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Número de Teléfono

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Para Commonwealth Corporation

### **Permiso de los Padres/Guardián de Utilizar el Imagen Visual de un Menor de Edad**

Por este documento, otorgo a Commonwealth Corporation, y a cualquier persona que trabaja por Commonwealth Corporation, permiso completo de crear y de utilizar imágenes fotográficas, imágenes digitales o video de mi hijo(a)/niño(a). Este permiso incluye:

- El derecho de utilizar y de publicar imágenes fotográficas, imágenes digitales o video de mi hijo(a)/niño(a) para cualquier uso o propósito no-comercial.
- Abandono mi derecho de examinar o de aprobar cómo aparezca la imagen o cómo sea utilizada.
- Absuelvo Commonwealth Corporation y a cualquier persona que trabaja por Commonwealth Corporation de cualquier responsabilidad asociada con el acto de tomar y publicar la imagen de mi hijo(a)/niño(a), incluyendo demandas de difamación o de violación de la privacidad.

Soy el padre o guardián del menor de edad nombrado abajo, he leído este acuerdo, y entiendo y estoy de acuerdo con su contenido de parte de mi hijo(a)/niño(a).

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Nombre del hijo(a)/niño(a) (escrito con letras de imprenta)

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Firma del Padre o Guardián

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Dirección

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Ciudad, Estado, y Código Postal

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Número de Teléfono

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Para Commonwealth Corporation



## Appendix 4

### Commonwealth Corporation Grantee or Contractor Certification of Compliance with Commonwealth Corporation's Information Security Policy

**Background.** Funds awarded by Commonwealth Corporation (CommCorp) through the attached grant agreement may represent funds derived from an executive agency of the Commonwealth of Massachusetts. Grantees and sub-grantees may be required, as a condition of the program being funded, to collect, process, access, communicate, report, or manage personal data of clients, customers, applicants or participants. Grantee(s) are required to certify that they understand the requirements of CommCorp's Information Security Policy, and further certify that they will protect the privacy and security of any and all personal information to the standard established in EO 504 and the policies of CommCorp. CommCorp's Information Security Policy (which includes links to relevant state regulations and policies, including EO 504) is available at: <http://commcorp.org/InformationSecurityPolicy.html>

**Certification.** Grantee shall, in connection with its performance under this grant agreement:

- (a) obtain, read, review and comply with CommCorp's Information Security Program (CC-ISP) and any pertinent security guidelines, standards and policies; and comply with all of the Security Policies issued by the Commonwealth of Massachusetts Information Technology Division (ITD Policies);
- (b) communicate to and ensure compliance by all grantees employees, contractors, sub-grantees and subcontractors the standards of practice and expectations contained in both the CC-ISP and ITD Policies;
- (c) implement and maintain all reasonable and appropriate security procedures and practices necessary to protect personal information related to clients, customers, applicants or participants that is in the grantee's possession from unauthorized access, destruction, use, modification, disclosure, or loss;
- (d) be responsible for the full or partial breach of any of these terms by its employees, contractors, or subcontractors during and after the term of this grant agreement;
- (e) in the event of any unauthorized access, destruction, use, modification, disclosure, or loss of personal information, to (i) immediately notify CommCorp if the grantee becomes aware of such unauthorized use; (ii) provide full cooperation and access to information necessary for CommCorp to determine the scope of the unauthorized use; and (iii) provide full cooperation and access to information necessary for CommCorp and grantee to notify individuals whose personal information was the subject of such unauthorized use.

The breach of any of these terms may be regarded by CommCorp as a material breach of this grant agreement, such that CommCorp may exercise any and all right and remedies, including without limitation, indemnification, withholding of payments, contract suspension, or termination.

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Signature of Authorized Representative

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Name and Title of Signatory

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Grantee Organization

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Date

**Appendix 5a**

**YouthWorks Confidentiality Statement and Release Form**

The program you are about to enter is paid for by the state of Massachusetts; Commonwealth Corporation runs the program for the state and needs to be able to report how well the program is working and whether or not it is meeting its goals.

Being able to show that teens and young adults who take part in work-readiness training and temporary job placements are succeeding in the workplace and in related educational programs is important. It helps continue the program funding. We will keep this information confidential. Thank you for your assistance.

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To be completed by the participant:

I, \_\_\_\_\_, agree to allow

(local program name)\_\_\_\_\_ to give information about my job placement, my pay, as well as other information from interviews, reports from career counselors, employers, or other sources. I understand that information I give to project staff about myself will be kept confidential while also being used to generate reports on how the program is running.

I understand that giving my social security number is part of the program application. I further understand that this information will be used to get state employment information necessary to evaluate the program; my identity (my name, address, etc.) will not be connected to the information obtained by the state.

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

Sign your name

## Appendix 5b

### YouthWorks Confidentiality Statement and Release Form

#### YouthWorks declaración de confidencialidad

The program you are about to enter is paid for by the state of Massachusetts; Commonwealth Corporation runs the program for the state and needs to be able to report how well the program is working and whether or not it is meeting its goals.

El programa YouthWorks está pagado por el estado de Massachusetts; Commonwealth Corporation maneja el programa para el estado y tiene que reportar los éxitos, los problemas, y si está alcanzando los objetivos.

Being able to show that teens and young adults who take part in work-readiness training and temporary job placements are succeeding in the workplace and in related educational programs is important. It helps continue the program funding. We will keep this information confidential. Thank you for your assistance.

Es importante mostrar que los adolescentes y adultos jóvenes que participen en los entrenamientos de empleo y empleos temporales tengan éxito en sus carreras profesionales y en programas educacionales. Es necesario demostrar los éxitos recibir más financiación. Esta información es confidencial. Gracias por tu ayuda.

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To be completed by the participant:

Para ser completada por el participante:

I, \_\_\_\_\_, agree to allow

(enter local program name)\_\_\_\_\_ to give information about my job placement, my pay, as well as other information from interviews, reports from career counselors, employers, or other sources. I understand that information I give to project staff about myself will be kept confidential while also being used to generate reports on how the program is running.

Yo, \_\_\_\_\_, autorizo que

(nombre del programa local)\_\_\_\_\_ puede compartir información de mi empleo, sueldo, y también otra información de la entrevista, reseñas de consejeros de carreras, empleadores, u otras fuentes. Entiendo que la información que comparto con los empleados del programa es confidencial pero usarán para producir reseñas.

I understand that giving my social security number is part of the program application. I further understand that this information will be used to get state employment information necessary to evaluate the program; my identity (my name, address, etc.) will not be connected to the information obtained by the state.

Entiendo que tengo que proveer mi número de seguridad social en la aplicación. También entiendo que Commonwealth Corporation usará la información para evaluar el programa; la identidad (nombre, dirección, etc.) no es conectado a la información utilizado por el estado.

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

Sign your name

\_\_\_\_\_ Fecha: \_\_\_\_\_

Firmar el nombre